

**ENGLISH LANGUAGE PROFICIENCY AND ACADEMIC
ACHIEVEMENT IN TANZANIAN SECONDARY SCHOOLS**

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**M. A (Linguistics) Dissertation
University of Dar es Salaam
September, 2011**

**ENGLISH LANGUAGE PROFICIENCY AND ACADEMIC
ACHIEVEMENT IN TANZANIAN SECONDARY SCHOOLS**

By

Job Wilson

**A Dissertation Submitted in Partial Fulfilment of the Requirements for the Degree
of Master of Arts (Linguistics) of the University of Dar es Salaam**

**University of Dar es Salaam
September, 2011**

CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the University of Dar es Salaam a dissertation entitled *English Language Proficiency and Academic Achievement in Tanzanian Secondary Schools*, in fulfilment of the requirements for the degree of Master of Arts (Linguistics) of the University of Dar es Salaam.



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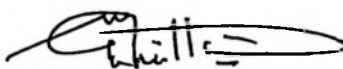
Dr. Rose Acen Upor

(Supervisor)

Date: 20th September 2011

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AND
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I, **Job Wilson**, declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other University for a similar or any other degree award.


Signature -----

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Lastly, not in importance, I would like to extend my very special thanks to my awesome caring wife: Mary (Mama Ndembo) and my children who were praying to the Almighty God for a dream to happen and for their encouragement, love and patience, during my absence.

DEDICATION

This work is first and foremost dedicated to my Lord and Shepherd, Jesus Christ, who gives me power to do all the things in his name and who teaches me never to rely on my own understanding but in all the ways to acknowledge him (Proverbs 3:5-6; 4:13, Philippians 4:13). Secondly, to my beloved father, Mwl. Wilson Mkono Mwakapina, and mother, Renna, who under the Lord's guidance, initially, exposed and taught me what school is. May God's peace that transcends all human understanding hover upon their life and marriage. Amen

ABSTRACT

English, the LOI, has fallen victim of blame of some scholars as the cause of poor performance in secondary schools. The study aimed at investigating whether there is a relationship between English Language Proficiency (ELP) and academic achievement in Tanzanian secondary schools. The study further sought to examine the extent of the relationship and the influence of ELP on students' academic achievement in English and in other school subjects. The data used were obtained by administering an ELPT test and review of students' reports, and were quantitatively analysed with the help of SPSS.

The study revealed that there is a significant weak positive relationship between ELP and students' academic achievement. It was realised to be significant in English and insignificant in other subjects. Hence, the study contributes to the field of language testing and the results inform test developers and educators that no single variable can predict performance; therefore, ELP can be used in combination with other factors.

The study concludes that academic performance is an interplay of several variables and that ELP plays a role in performance but not the major role. The study recommends the government and the public to look beyond language skills when making judgment pertaining to academic students' success. Also, emphasizes on the improvement of ELP since it is positively connected with academic success. Furthermore, the study recommends future research to explore on non-ELP factors on how they affect performance, as it was observed that it is these factors which affect performance greatly.

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LIST OF ABBREVIATIONS AND ACRONYMS

ACSEE	Advanced Certificate for Secondary Education Examination
A-Level	Advanced Level
ANOVA	Analysis of Variance
CLA	Communicative Language Ability
CSEE	Certificate of Secondary Education Examination
CV	Coefficient of Variation
ELP	English Language Proficiency
ELPT	English Language Proficiency Test
ELTS	English Language Testing System
GPA	Grade Point Average
H_i	Alternative Hypothesis
H_0	Null Hypothesis
HGL	History, Geography and Language
HKL	History, Kiswahili and Language
IBLT	Internet Based Language Testing
IELTS	International English Language Testing System
IQ	Intelligent Quotient
LOI	Language of Instruction

LPT	Language Proficiency Test
M.A	Masters of Arts
MoEVT	Ministry of Education and Vocational Training
NECTA	National Examination Council of Tanzania
O-level	Ordinary Level
P- Value (p)	Probability Value
Ph.D	Doctor of Philosophy
QT	Qualifying Test
SPSS	Statistical Package for Social Sciences
SUA	Sokoine University of Agriculture
TESOL	Teachers of English to Speakers of Other Languages
TOEFL	Test of English as a Foreign Language
UDSM	University of Dar es Salaam
UK	United Kingdom
URT	United Republic of Tanzania
US	United States

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This Chapter presents introductory information on the relationship between English Language Proficiency (ELP) and academic achievement¹ in Tanzanian secondary schools. First, the chapter presents the background and statement of the problem of the study. Next, it focuses on the objectives, hypotheses and significance of the study, and finally, it explains delimitation and provides a brief organisation of the study.

1.2 Background of the Study

Tanzania like other multilingual communities globally has not eluded the problem of language of education. In Tanzania, the Language of Instruction (LOI) nearly 50 years now since independence has always been a matter of public debate. This being the case, the poor performance of students in their academic achievement in their national examinations, for many years has been directed to low proficiency of the LOI which is English. This has been considered to be the major cause of not only the decline in academic achievement but also of the falling of the standards of education in Tanzania in general (Rubagumya, 1990; Mvungi, 1982; Malekela, 2003).

Proficiency in the LOI is an important factor in educational performance. Despite the presence of some few studies in Tanzania that show, in some way, the relationship or

¹ According to this study Academic Achievement is synonymous to performance

the connection between LOI and academic performance (Andersen, 1975; Cripser and Dodd, 1984; Mvungi, 1982; Osbiston, 1980), there is still a misunderstanding on the existence of connection between test scores and actual performance.

Judging from the work, underperformance of the graduates, the general public, which is the final consumer of the services provided by the former, have often failed to see the connection between graduates' actual performance and scores shown in the certificates/transcripts of these graduates.

Students' success in school depends upon their being proficient in the LOI (Wilkinson and Silliman, 2008). The LOI plays a crucial role in learning, as Malekela (2003) argues, if the learner is handicapped in the LOI, then, learning may not take place as the instructor and the learner will not be communicating. Therefore, the overall performance of Tanzanian students depends on the LOI to a great extent.

In connection to the relationship between English Language Proficiency (ELP) and academic achievement, it is presumed that students who have high proficiency in English are expected to perform well in English as a subject and in other school subjects. In the Tanzanian situation, this is not unlike saying low ELP is tantamount to poor performance.

In Tanzania, some of the public universities like Sokoine University of Agriculture (SUA) conduct English Language Proficiency Tests (ELPTs) and aptitude tests to prospective first year university students as they join their prospective universities. This is done for screening purposes on assumption that proficiency in English language has a significant impact on the student's academic achievement. This study therefore aims at investigating whether the Language Proficiency Tests (LPTs) given to prospective university students have any significant effect on their subsequent academic performance.

1.3 Statement of the Problem

The poor performance of Tanzanian secondary school students in various school subjects in the national examinations has often been ascribed to their weaknesses in English language (the LOI) through which knowledge in school is transferred to learners (Mvungi, 1982; Malekela, 2003; Qorro, 1999; Rubagumya, 1990). Therefore, the assumption here is that, the LOI has a role to play in academic success.

Basically, most language experts in Tanzania have so far been considering English as a factor for underachievement of most students at higher levels of education because students fail to learn effectively through the sole medium of English. In this case, teachers are forced to use Kiswahili to clarify the lesson (Jones, Rubagumya and Mwansoko, 1998). Hence, in most of the classes Kiswahili is used unofficially in

teaching academic subjects such as English, Biology, Chemistry, General Studies, Mathematics, etc.

Despite the ongoing debates on the LOI in Tanzania and which has been raging on since independence, little is known to researchers on the relationship between ELP and academic performance or on whether scores in English relate to ability in English language. Very little has been investigated to ascertain whether proficiency in the LOI has any significant impact on academic achievement and whether the scores the students achieve in language reflect their ability in the language. Many of these few studies realised that English was not making any head way (Jones, Rubagumya and Mwansoko, 1998; Mvungi, 1982; Roy-Campbell and Qorro, 1997) and some realised that English was not to be blamed (Kadeghe, 2000). Therefore, the study investigated whether there is a relationship between the two variables and whether ELP of Tanzanian students can be used to predict their subsequent academic achievement.

1.4 Objectives of the Study

Generally, the study aimed at investigating whether there is relationship between the proficiency in English language and academic achievement. Hence the study had two specific objectives which are:-

- i. To determine whether the test grades Tanzanian students achieve in English and in other school subjects have any relationship with their language proficiency.

- ii. To examine to what extent the language proficiency influences and has significant effects on academic achievement.

1.5 Research Hypotheses

In establishing whether proficiency in language promotes or predicts academic success to secondary school students, two hypotheses were stated. There are two forms of stating research hypotheses: the null and alternative forms. The null hypothesis states that there is no relationship between the variables studied and the confirmation of research hypothesis is based on rejecting the null (Kombo and Tromp, 2006). Thus, the study was carried on basing on the following assumptions:

- i. There is no relationship between students' scores in English Language Proficiency(ELP) and their academic achievements in secondary school subjects(Achievement in English language and General Studies being used) in Tanzania
- ii. To a large extent the ELP of Tanzanian secondary school students does not influence and has no significant effects on academic achievement.

1.6 Significance of the Study

Generally, the study contributes to the field of Applied Linguistics especially to the existing body of knowledge on language proficiency and academic success. Furthermore, it provides an insight into the root causes of poor performance and the falling of standards of secondary education in Tanzania. More specifically, findings

from this study will help to create awareness on the need to raise language proficiency levels as a way of addressing poor academic achievement since it has been observed that proficiency in the LOI and performance are positively connected.

As O- level results and A- level results alone are not enough to establish one's capacity for secondary or higher education, the predictive capacity of ELP on performance can help to improve performance especially when ELPTs will be emphasized as one of the factors for eligibility for admission into secondary schools and higher education.

1.7 Delimitation of the Study

Delimitation or scope of the study means drawing of boundaries around a study and showing clearly what is and what is not included (Punch, 2004). Thus, the main focus of the study is on the relationship between language proficiency and academic performance or achievement, and the subjects of the study or targeted population of study were Tanzanian A- level students.

The phrases academic achievement and language proficiency are broad, according to this study academic achievement is delimited to mean the result of academic work undertaken by a student and is defined as the ability to display through speaking or writing what one has learnt in the classroom. On the other hand, language proficiency is delimited to mean the overall ability of an individual in language and a test of proficiency is organised basically into listening, reading, writing and speaking skills.

1.8 Organisation of the Study

This study is organized into chapters that are further divided into sections and subsections. While Chapter One has provided introductory information on the research problem, the subsequent chapters: Chapter Two and Three, review literature on the relationship between ELP and performance, and provide research procedures and methodologies used in data collection and analysis respectively. Furthermore, Chapter Four presents data and discusses the findings of the study, and finally, Chapter Five provides the summary, conclusion and recommendations of the study.

1.9 Summary

This Chapter has provided introductory information, which gives the rationale for the study. It has covered issues relating to the background of the problem, statement of the problem, objectives of the study, hypotheses, significance, and organisation of the study. The next chapter is the review of related literature.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The purpose of this Chapter is to review relevant theoretical literature which is important in understanding the relationship between ELP and academic achievement as a way of identifying the root causes of poor performance and improving the standards of education in Tanzania. The chapter generally, focuses on student's poor performance and the public views on poor performance, ELP and academic achievement, and finally, previous studies on proficiency and performance have been reviewed and the knowledge gap has been addressed.

2.2 The Educational Situation in Tanzania

Good performance of students is essential for social and economic development of an individual and society at large. In Tanzania, poor students' academic performance in most secondary schools is currently a growing problem and the issue is well known and has been discussed by many people for a long time (URT, 2008). This has made affluent parents to take their children to the private schools and some send their children abroad. One of the factors frequently mentioned as a cause, is the LOI that students in Tanzania are not proficient in English, which is the LOI, making them fail to catch up with the teaching and learning processes; or in Malekela's (2003) words, learning does not take place if the teacher and the learner are not communicating.

The increasing failure of students in English language and in other school subjects in secondary schools and the downfall of education has inspired scholarly discussions and studies on the possible factors of such a dismal situation since 1980's. Of course, different studies that have been done reveal that most Tanzanian students have low levels of ELP. Therefore, it is the focus of this study to examine the extent to which language proficiency of Tanzanian students influences performance, with the intent of improving secondary school education performance which has currently been the subject of debate.

Scholars like Andersen (1975); Mvungi (1982) and Osbiston (1980), argue that proficiency in the LOI is an important factor in education performance and that lack of proficiency in English would result in poor performance in other academic subjects. In this perspective, it seems therefore, that because Tanzanian secondary school students have poor ELP that's why they perform poorly in their national examinations.

Table 2.1 shows that in 2006 a total of 141,728 students sat for national examinations, out of whom 2.80% scored division I, 4.25% division II, 15.03% division III, 60.73% division IV and 16.92% failed. In 2007, 3.31% of students scored division I, 5.57% division II, 14.63% division III and 62.64% division IV while 13.85% were failures.

Table 2.1: Form IV NECTA Results by Division, 2006-2007

Division	Year	Boys	%-age	Girls	%-age	Total	%-age
I	2006	2,858	3.80	1,053	1.63	3,911	2.80
	2007	4,349	4.40	1,900	2.12	6,299	3.31
II	2006	4,229	5.62	1,713	2.66	5,942	4.25
	2007	7,152	7.23	3,353	3.74	10,505	5.57
III	2006	13,462	17.88	7,917	12.29	21,379	15.30
	2007	16,853	17.04	10,741	11.97	27,594	14.63
IV	2006	43,599	57.90	41,255	64.02	84,854	60.73
	2007	58,295	57.95	59,866	66.71	118,161	62.64
Failed	2006	11,148	14.81	12,500	19.40	23,648	16.92
	2007	12,247	12.38	13,881	15.47	26,128	13.85

Source: NECTA Examination Statistics 2008

The above data clearly shows that the general performance in the CSEE was poor in both years. The majority of the candidates scored Division IV which is the marginal pass and the rest scored Division 0 or "Failed". When the two grades (Division IV and Division 0) their percentages are combined form 77.65% in 2006 and 76.49% in 2007 of candidate failed.

The CSEE results of 2010 are the worst. As Kagashe (2011, p.2A) reports a total of 397,251 students sat for national examinations, a total of 174,193 (43.83%) of the students failed the examinations, and that is to say, they scored division zero and 223,058 which is 56.15% passed the examinations and that the average pass mark dropped from 52.83% in 2009 to 50.40% in 2010.

2.2.1 Public Views on Poor Performance

For a long time in Tanzania, English language which is the LOI in secondary schools and higher education institutions has been pinpointed as the major source of underachievement of students. The 2010 CSEE results have been the worst so far than any other results ever realised; consequently this has prompted fierce discussions on the possible causes. According to Msongo (2011, p.3A) most students fail the CSEE because they are not proficient in the LOI as a result they become educated but not knowledgeable. Of course, it is clear that if the language of instruction is not understood no or only little learning takes place. As a result, our schools and colleges end up producing individuals who are less competent in the labour market.

Poor performance is not restricted only to secondary schools where English is the LOI but also to primary schools where English is not the LOI. The Ministry of Education and Vocational Training (MoEVT) is set to launch an in-service training programme for English and Mathematics subjects to mitigate poor performance of pupils in primary schools (Simbeye, 2010, p.3A). This really raises questions as to whether English is the genuine cause of poor performance as it is strongly blamed. One would expect primary school students to perform well because they are taught in Kiswahili but this has been not the case. Furthermore, according to Nkungu²'s (2011) findings, English was the major factor for students' poor performance in Form Four Examinations. This would mean that students have low proficiency of English which is the medium of instruction.

² Nkungu reported on Habari Leo Gwiji la Habari Tanzania Newspaper of 2011, May 5 paragraph 8

As a result, they fail to comprehend lessons taught in English: consequently little or no learning takes place.

Most studies have shown that most of the teaching in Tanzanian secondary schools is unofficially conducted in Kiswahili. Teachers give their lessons in Kiswahili, and then proceed to write notes in English for students to cram/memorize (Criper and Dodd, 1984; Mwisheikhe, 2003). The problem has been so serious that some scholars argue that the standard of education is falling because our children are forced to receive instruction in an alien language (Mwansoko, 1996, p.6 B). It is perplexing to see English being blamed for all the problems existing in the educational sector. As Massamba (1996, p.6 B) observes, the use of English will not produce better educated Tanzanians. Therefore, English to a large extent is thought to be responsible for the much fallen standards.

2.3 English Language Proficiency

In recent years, there has been an increasing need for Tanzanian students to go to study overseas (USA and Europe). In this respect, English Language Proficiency is a requirement for admission in these European universities. Hence, on application Tanzanian students (as it is for other students from non- English speaking countries) have to provide evidence of proficiency in English language before being admitted. Therefore, Tanzanians applying for studies overseas take proficiency tests: TOEFL or IELTS for admission into universities in the US and the UK respectively.

The ELPs, for those administered in some of our universities in Tanzania are used to assess whether a person applying to pursue undergraduate studies possess a satisfactory level of English for academic purpose. LPTs show the overall ability of an individual in the language in specified language skill areas such as listening, writing, speaking and reading (Madsen 1983).

Language proficiency has been defined in many ways: from early frameworks like the skills and components model by Carroll(1961) to the context of discourse and situation model by Halliday and Hassan(1976), and Hymes (1972) and furthermore, by Canale and Swain (1980); while Bachman (1990) proposed a Communicative Language Ability (CLA) model of language proficiency.

Basing on these models, a LPT can be categorised as follows: if a test developer uses the skills and components model, the proficiency test could reflect those components and the language proficiency tests developed would focus on skills and components. On the other hand, if a test developer uses Bachman's communicative language ability model, the proficiency test could reflect the components of the communicative language ability model, and the LPT developed would focus on the three CLA components. In this study therefore, the operational definition, of language proficiency should generally be understood as the overall ability of an individual in language and that the TOEFL tests are broadly based on the skills and components models; and are organised basically into listening, reading, writing and speaking skills.

2.3.1 The TOEFL or IELTS

To join overseas universities, students coming from non- English speaking countries must provide evidence of proficiency in the English language before being admitted (Dooey and Oliver 2002). The two most popular tests for this purpose are the Test of English as a Foreign Language (TOEFL) and the International English Language Testing System (IELTS). IELTS was established in 1989 and it superseded the English Language Testing System (ELTS) which was originally designed as a test for prospective postgraduate students (op.cit). The TOEFL was developed in 1963 by the National Council on the Testing of English as a Foreign Language and it reflects the minimum level of English language competence the particular institution believes necessary in order for the prospective student to function successfully at the institution (Tannenbaum and Wylie, 2005).

Most of the universities in the world and Tanzania in particular require students to enter the university with a basic level of competence in four distinct English language skills: reading, speaking, writing and listening. The ELP of the prospective students or the incoming university students is therefore a critical determinant in predicting their success in graduate studies at universities. The only difference between overseas universities and Tanzanian universities on proficiency testing is that ELPT in Tanzania is for placement purposes or screening purposes while in overseas is for admission.

2.3.2 Why TOEFL or IELTS in Assessing ELP?

The IELTS and TOEFL are widely accepted as the reliable means of assessing whether candidates are suitable to study in the medium of English (Tannenbaum and Wylie, 2005). ELP is considered a good indicator and predictor of academic achievement of students who are instructed in English (Bellingham 1993; Cotton and Conrow, 1998; Feast 2002; Fakeye and Ogunsiji, 2009). This study draws upon a moderation of TOEFL test not because these scholars have argued that it is a good measure of academic proficiency but because TOEFL is the test that is responsible for testing ELP to non-native speakers of English. In Tanzania, English to most speakers is a second and even a third language; hence TOEFL or IELTS is the appropriate test to use in knowing the proficiency level of Tanzanian students.

Students in Tanzania are not given IELTS or TOEFL on joining local universities but examinations which are locally set and by large test the grammar of language and are for screening purposes. After having been screened, students continue with their studies. At SUA, for instance, entrants are given screening tests each year of admission, the results show substantial increase in failures of new entrants, consequently, most of them being advised to take the intensive grammar programme or Communication Skills¹.

The question as to whether TOEFL or IELTS results can be used as predictive score for a students' academic achievement has been discussed and researched by various scholars (Bayliss and Ingram, 2006; Dooley and Oliver, 2002). Both qualitative and

quantitative approaches have been used to test and explore language proficiency predictive validation (Yen and Kuzma, 2009). The common strategy in the quantitative approach has been to correlate the students' IELTS or TOEFL scores with their subsequent academic results. There have been contradictions in the results. Some studies reported a significant correlation (Bellingham 1993; Cotton and Conrow, 1998; Feast 2002; Fakeye and Ogunsiyi, 2009); while other studies found no significant correlation between the language proficiency results and the subsequent academic outcome (Fiocco 1992; Gibson and Rusek, 1992). This shows that the area calls for further investigations to be conducted.

2.4 Academic Achievement/ Performance

Academic achievement is the result of academic work undertaken by a student. According to Gipps (1991) academic performance, like academic achievement is the ability to display through speaking or writing what one has learnt in the classroom; and this encompasses a range of factors such as knowledge and skills, qualification of teachers, teachers and students' commitment and success of school management. Thus, academic achievement is the result of the assessment of total academic works done by a student at school.

Academic achievement and its relationship with success in school and success in the post secondary institutions has been intensively researched. Drew and Watkins (1998) investigated the interrelationship of affective variables. learning approaches and

academic achievement among the Hong Kong tertiary students. Their study revealed that affective variables influenced academic achievement indirectly via learning approaches. Moreover, in Tanzania, several studies on academic achievement have concentrated in finding factors affecting poor performance in science subjects, in secondary schools (Chonjo and Welford, 2001), in medical education (Leshabari and Masesa, 2000) and in teachers' education (Dasu, 2001). These studies end up with a concluding statement that when the causative factors are addressed, better academic achievement would be attained. However, these studies were neither on prediction of academic achievement nor on quantitative relationship with learning approaches or instruction or the LOI.

Something to note on academic achievement is that it cannot be separated from the curriculum. Knowledge and skills gained in a course of study is measured by achievement. This is to say, an instructor knows if skills or knowledge has been attained through providing an achievement test. According to Taba (1962), curriculum content becomes valid if it promotes the attainment of the intended outcomes. In this way, intended outcomes are realized through what the students achieve or from their performance in examinations.

2.4.1 Prediction of Academic Achievement

Prediction is defined as foretelling of what will happen in the future. Reliable predictions are made with good data and sound methods based on science and

mathematical laws (Barkeley. 1964). Prediction of academic achievement is therefore to know what a student will score after sometimes or at the end of the course of study.

According to Bloom (1982:32)

“.....research on prediction of school achievement demonstrates that particular test of achievement and / or aptitude given prior to a learning task or set of learning tasks enable one to predict to some extent the level or rate of achievement of students by the end of the task, course or a set of learning tasks.”

Generally, this is to say, particular tests given to student would be significant in predicting the final score of a student in the final examinations. For example, the continuous assessments made by the teacher of English in Form Five streams can be useful in predicting the final score of the same students in Form Six national examinations.

2.4.2 Prediction Studies in Tanzania

It is expected that prior academic abilities and the success on graduation will be moving in the same direction, that is the higher the entry qualification, the higher the success rate at graduation. When investigating factors influencing performance at the University of Dar es Salaam Osaki (1997) found a linear relationship between CSEE results and final degree classification and that there is no significant linear association between A-level grade and final degree class. A similar observation was made by Abayo and Mbwette (2000) they used spearman rank correlation and regression analysis to show the degree of relationship between faculties of commerce and management and

engineering. The correlation coefficients were too low to indicate clearly the significant relationship.

Moreover, at secondary school level Ndabi (1987) observed that Form Four results in individual subjects correlated significantly with the corresponding Form Six subjects. Ndabi, finally, concluded that the CSEE results predicted students' academic performance in science subjects. In contrast, Ndabi (1989), in investigating the relationship between Qualifying Tests (QT) and CSEE results (for the period from 1980 to 1982) found that QT could be used to predict the performance of CSEE candidates. QTs in Tanzania are used as a registration criterion for non- school candidates who sat for CSEE examinations. The scarcity of prediction studies in Tanzania especially those which use ELP as a factor for prediction is the driving force to study the relationship between language proficiency and academic achievement in Tanzanian secondary schools.

2.4.3 ELP as Predictor of Performance.

One significant point worth noting in this section is performance predicting variables or factors are many. Affective variables and learning approaches (Drew and Watkins, 1998); aptitude tests score (Bloom, 1982) and absences of learning impediments (Cronbach, 1963) influence academic achievement. On the other hand, Nist *et al* (1995), showed that the most powerful predictor is the score on the aptitude test followed by own expectations on performance and class attendance. Therefore, it can be noted that

students' poor performance can be understood from large number of factors. some of which can be part of the school or college experience but many are outside the control of the schools or colleges.

Much of the literature in the area of the predictive validity of language tests, done in countries of America, Europe and Asia; suggest that ELP is the only one among the many factors that affect academic success (Graham, 1987). At the same time, Tonkyn (1995) argues that there is plenty of evidence that language proficiency is an important factor with regard to the academic performance of overseas students. This implies that students who score higher on the standardized English tests like IELTS or TOEFL have greater chances of future academic success. For such reasons, this study used a moderation of TOEFL test in measuring language proficiency because local proficiency test system is not standard and is mostly grammar based while other skills like speaking and listening are excluded.

2.5 Proficiency and Academic Achievement Tests

In secondary schools, there are internal teacher made tests and external made tests; which are made by boards external to the school (for our case here NECTA is an example of external board). The thrust, behind discussing proficiency tests and achievement tests, at this juncture is simply to clarify beforehand, the relationship and difference that exists between them; and also because both are central in this study, meaning that the study used scores from proficiency and academic achievement tests.

The typical language tests most likely to be set by a language teacher are achievement tests. Achievement tests are entirely dependent on the syllabus and therefore, any discussion of these must take the syllabus into account, otherwise such discussion will be trivial consideration of testing technique (Davies, 1977). A discussion of proficiency tests, on the other hand, does not consider a syllabus and one can legitimately make use of linguistic reasoning for balancing of sub-tests and items to be included.

It should be noted that achievement tests construction in language work is easier than proficiency tests because there is less to do (op.cit.). The achievement tester has his/her corpus of language, the bits to be taught and learned are ready made; and so his/her job starts a stage further than that of proficiency tester, who as well as constructing and sampling items has to decide which bits of language should be known. Therefore, in a nutshell, it can generally be said that a proficiency test can be an achievement test if and only if it comes from a syllabus.

2.6 Language Teaching

English language teaching has been a problem for many past years (Widdowson, 1979). The problem of English teaching especially in the developing countries is realised when students who have received instruction in English frequently remain deficient in the ability to use the language and to understand its use in ordinary communication. The problem has been much prominent in recent years in countries like Tanzania because of increased educational opportunities where great masses of students join universities

within the country and overseas. Most of the students because of low proficiency fail the standardized test (TOEFL and IELTS) hence miss the educational opportunities abroad.

Moreover, to those who join universities within their countries, they lack the understanding of how language operates in communication (Widdowson, 1979). In Tanzania as Puja (2003) observes, most university students do not speak English in class but soon as the class is over, both teachers and students switch to Kiswahili and communicate freely. This implies that they remain silent because they lack the language competencies required to get education in English, the language which they were supposed to have acquired while in secondary school.

Indeed, ELP is universities problem not only to those admitted to universities within their countries but even to those admitted to overseas. For example, in the IELTS validation project which involved a survey of 600 overseas students at British Universities; it was found that nearly 20 percent were perceived to be disadvantaged in their studies by insufficient language proficiency. On the other hand, 80 percent of the students who were doing well were among those who attended pre- sessional courses (Criper and Davies, 1988). This problem is evident in Tanzania such that one is made to believe that the blame on English are genuine. Some scholars argue that Tanzania could be losing a lot of brain simply because a lot of brilliant children fall by the wayside of the educational path because they are poor in English (Mwansoko, 1996 p.6 B).

2.7 The Relationship between Proficiency and Academic Achievement

Classroom teaching and testing processes involve language, thus, failure to understand the LOI, little or no learning can take place since no communication can take place. In such a situation, there will be educational reverberations of low achievements in academic performance. Therefore, language proficiency is connected to academic achievement because it acts as the engine in the whole processes of teaching and learning as well as testing.

A lot of studies show that language has a role to play in education success (Bellingham, 1993; Elder, 1993; Allwright and Banerjee, 1997 and Cotton and Conrow, 1998). In fact, proficiency in the LOI, among other factors, has a role to play in the whole students' performance. Although previous studies have shown that the predictive validity of ELP test score is greater when English language boundaries are lower (Ferguson and White, 1993); Cotton and Conrow (1998) opined the need for each institution to conduct its own studies on the connection between language proficiency measures and the academic outcome. Therefore, from the studies done in the developed world, it can be concluded that the relationship exists between the language proficiency scores of students being instructed in English and their eventual performance and that on comparison of scores, it means, the higher the score in LPT the higher the performance.

This is the state of ELP and performance in the developed world. In fact, we cannot be quite sure with the African context particularly, Tanzania, in which to most students, English is a third language to them while to only few, is a second language. The worst part of it is that in the country, students come across with English language inputs by large in classroom situation and outside the class, Kiswahili is predominant.

2.8 Studies on ELP and Academic Performance.

2.8.1 Criper and Dodd (1984)

In 1984, Criper and Dodd conducted a study on language proficiency in all levels of education in Tanzania. In their study, they found that the level of ELP among most Tanzanian students was so low that it hindered learning at an alarming rate. In the primary level, they found that pupils get less inputs of English language, the only input the pupils get is the English they hear from their teachers in class. More significantly, they found that in primary schools teachers frequently stress on grammar and get pupils to do written exercises on it; oral exercises were lacking, teachers emphasized on reading aloud tasks.

Moreover, they found that most of the students enter secondary schools with low level of ELP and consequently there was a slow improvement in English over four years. As the result, the majority of secondary school students failed to follow subject instruction in English. Consequently, teachers of the other subjects resort to teaching in Kiswahili and giving notes in English. At the university level, they also found that the entrants

have low language proficiency and this has resulted into many universities in the country to establish a special unit, the communication skills unit, whose function is to teach study skills and remedial English to those in need.

The focus of Criper and Dodd's study was to investigate the level ELP being achieved at each level of the educational system in Tanzania; together with looking at the examination results and examining pupils and students' written works. They also carried a more formal exercise for evaluating by testing a sample of classes in schools and colleges of national education. From their study they found that Kiswahili was informally used in the teaching and learning processes instead of English. They thus, recommended serious steps to be taken to improve ELP among the students in Tanzania.

2.8.2 Dooley and Oliver (2002)

Dooley and Oliver did their study on "the predictive validity of the IELTS test as an indicator of future academic success". The purpose of the study was to investigate how accurate IELTS is as a predictor of performance and success in the school of business, science and Engineering. To do this, a small scale quantitative study was carried out amongst first year undergraduate students from diverse non- English speaking background and who were admitted on the basis of their IELTS scores. Their findings showed little evidence for the validity of IELTS of language proficiency as a predictor for academic success, confirming previous research findings which suggest that language is but one of the many important contributing factors. Dooley and Oliver

findings show little evidence of validity of IELTS as a predictor of performance possibly because of involving students from different backgrounds, age, faculties, and departments.

2.8.3 Fakeye and Ogunsiji (2009)

Fakeye and Ogunsiji did a study on ELP as a predictor of academic achievement among the EFL students in Nigeria. The study examined the extent to which Nigerian secondary school students' proficiency in English predicts their overall academic achievement in Oyo and Osun states of Nigeria. The scholars used ELPTs as a research instrument and the performance of students in the ELPTs was correlated with the students' annual scores in core school subjects like Biology, Mathematics, and English using Pearson Product Moment Correlation and Linear Regression Analysis at 0.05 levels. The study showed that ELP of the students in Nigeria has a significant positive relationship with their overall academic achievement. Therefore focusing on these findings, they recommended that efforts should be directed at making Nigerian students proficient in English as a way of improving their academic performance.

2.8.4 Summary of the Revisited Studies

Dooley and Oliver in line with other researchers such as Fiocco (1992); Gibson and Rusek (1992) and Dooley (1999) observed that there is no significant relationship between language proficiency and academic achievement; while Criper and Dodd (1984), concluded that in Tanzania, there is a substantial gap between the students' level

of English as a tool for studies. On the other hand, Fakeye and Ogunsiyi (2009) concluded that ELP has a significant impact on academic achievement. The existence of conflicting findings, calls for further research in the area. It is therefore, important to investigate the extent to which the ELP of secondary schools in Tanzania predicts the general performance or school academic achievement.

2.9 The Knowledge Gap being Addressed

Although there are various studies that have been conducted in the past in other parts of the world, there are some gaps within the existing literature. First, the samples of the international students used were studying various disciplines at different schools or departments; their academic achievement was measured from a wide range of academic disciplines at various study levels (Houng, 2001). Second, the previous studies on language proficiency predictive power have employed different methods to measure the factor of academic achievement. For example, while Gibson and Rusek (1992) used the grade point average (GPA) in the second semester; Bellingham (1993) used the first semester academic average. Third, most of the previous studies have employed heterogeneous samples that include international students from a range of countries with different ethnicity, gender and age (Houng, 2001). More significantly, most of the studies have been done in Europe and America very little has been done in Africa on the topic and with specific reference to Tanzania, no study has been conducted on the topic. Most of the studies conducted in Tanzania that, in some way, relate to the topic are the ones which are based on either Kiswahili or English as a LOI (like Jones, Rubagumya

and Mwansoko, 1998; Kadege, 2000; Malekela, 2003; Mvungi, 1982; Mwinshekhe, 2003; Qorro, 1999). Therefore, the absence of a study that directly touches on ELP as a predictor is the gap that propels this study.

2.10 Conclusion

This Chapter on literature review has reviewed several literatures on the topic. A number of subsections have been presented to describe the topic in study. These subsections can be compressed into four important sections: Language proficiency, academic performance, ELP as a predictor of achievement, and finally, the relationship between language Proficiency and performance. In general, the literature review has revealed that many countries, in the developed world have undertaken prediction studies to establish the relationship between academic performance and educational variables. With reference to Tanzania, the literature shows few prediction studies and even those few are centered on: prior academic skills with university degrees, between QT and Form four results, and Form Four NECTA results with Form Six NECTA results. Of course, there is no study that directly looked at the relationship between language proficiency with academic achievement. Therefore this study aimed at addressing this gap of knowledge.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This Chapter presents the methodological procedures used in studying ELP as a predictor of academic achievement in Tanzanian secondary school as a means of improving academic performance in secondary schools. The chapter focuses on research design, research site, population of the study, sample and sampling procedures, methods of data collection, and techniques of data analysis.

3.2 Target Area of Study

The study was conducted in Morogoro, Tanzania. Purposive sampling was used in selecting Morogoro Urban District as the study site since the area has a big number of poorly performing schools. Morogoro Urban is one of the districts of Morogoro Region; this district is bordered to the North by Morogoro Rural District, East by Pwani Region, to the South by Kilombero District and to the West by the Kilosa District (URT, 2002). The area was selected because of the researcher's proximity and familiarity with the area; also, Morogoro Urban is among the areas having a trend of poor performance in CSEE (URT, 2010).

Morogoro Urban is among the fast growing cities in Tanzania. According to URT Census of 2002 the district is located about 190kms west of Dar es Salaam had annual

growth rate of 2.6%. It is situated on the lower slopes of Uluguru Mountains and covers an area of 260km²(op.cit).

3.3 Research Design

Research design can be understood as the structure of research, and a design is used to show how the major parts of research work together to address the central research question. According to Orodho (2003), research design is the scheme, outline or plan that is used to generate answers to research problems. This is to say, it involves all conditions or blueprints for collection, measurement and analysis of data.

The study involved both correlational research design and cross-sectional design. Correlational research design was used to assess the degree of relationship between proficiency and academic achievement. The choice of this design was influenced by the objectives of this study and the nature of the research hypotheses at hand. Secondly, the fact that correlational design analyses relationship between two or more variables gave it primary importance because it was the intent of the study. On the other hand, cross-sectional design was used, in this research design, either the entire population or a subset is selected, and from these individuals, data is collected to help answer the research questions of interest. It is called cross-sectional because the information about X(independent Variable) and Y(dependent Variable) that is gathered represent what is going on at only one point in time (Best and Kahn, 2006). For this case, the design was

deemed necessary in knowing the association and whether language proficiency has an effect on academic achievement.

3.4 Population of Study and Sampling Procedures

Population consists of all cases of individuals or things or elements that fit a certain specification (Krishnaswami and Ranganatham, 2009). The target population in this study was the advanced level students especially the Form Five class. These students were deemed appropriate to provide data for a study on language proficiency and academic achievement in secondary schools since Form Five not like Form One have great exposure to the learning in the medium of English.

In this study, one secondary school was taken as a sample to represent the population. This is because the school enrolls students from different parts of Tanzania (from both government and private schools). The researcher found no need of going to many schools while the students at Morogoro secondary school came from different schools and from different parts of the country.

The research employed purposive sampling in selecting the students to be involved in obtaining data. The students selected purposely were those whose academic achievement test scores of English and General Studies (terminal examinations results) were available in their progress report forms. In other words, those whose test scores were not available in the students' progress reports were not involved. General Studies

was used as a representative subject for the other non-selected subjects because it the subject which is generally studied by all the students irrespective of whether one is in science or arts streams.

3.5 Sample Size and Description of the Sample

The study involved 89 students and all were from the arts combinations. The A-level students were selected since they are the prospective university students, after a short time, they would be joining various universities nationally or overseas where they would be given ELPTs to ascertain if they can cope with university studies. Again, as stated earlier, the A- level students in Tanzania have long time of learning in the medium of English, hence, assumed to have enough proficiency and competencies in English language.

The first researcher's task was to review the students' progress reports so as to get the students' academic achievement scores (for General Studies and English). Thereafter, the same students whose academic achievement terminal scores were collected sat for a proficiency test. Therefore later, each student's score of the terminal examination was correlated and regressed with that of proficiency

3.6 Data Collection Instruments

Data were collected from both primary and secondary sources. Both types of data provided, useful information for description, confirmation, explanation and for

hypotheses testing purposes. The following techniques were used: test administration and review of progress reports.

3.6.1 Administration of the ELPT Test

A test of language proficiency was administered to all the sampled students. The ELPT was a compilation of several TOEFL³ test questions that are free online⁴. Some TOEFL test questions were not adopted the way they are; they were modified to suit the Tanzanian context, especially names of people and places. Therefore, the ELPT used was a hybrid or a moderation of different TOEFL tests and the justification of doing moderation was that some of the tests involved parts that were difficult to be tested using a pen and paper except through Internet Based Language Testing (IBLT) or computer based systems.

3.6.2 Review of Students' Academic Progress Reports

The students' progress reports were surveyed to collect the archival data for academic achievement scores of English and General Studies. Then, academic achievement terminal scores of the aforementioned subjects were correlated and regressed against the proficiency test scores to determine the relationship and the influence of ELP on performance respectively.

³ Free Practice Test for Learners of English.

⁴ <http://www.examenglish.com/TOEFL/index.php>

3.7 Pilot Study

Pilot study was conducted in the same district, Morogoro Urban to test the instruments. It helped to make changes in the ELPT test that was used in data collection especially on the rearrangement of sections and allocation of time to be spent on some sections. One problem realised when an ELPT was administered in a pilot school is that most of students kept on asking the researcher to re-play an audio record on computer several times (for answering Section C on Listening Skills) after he had played it twice. Students kept on saying that they have not heard it properly. Also, some of the questions were not very clear, therefore the pilot study helped to make the necessary changes before going to the field.

Morogoro Urban District was selected for pilot study as well as field study. Kigurunyembe secondary school was purposely selected for pilot study because the district has a good number of schools having the traits of poorly performing students (URT, 2010). The district was therefore appropriate for both pilot and full research study on proficiency and performance.

3.8 Validity and Reliability of the Instruments

Best and Kahn (2006) define validity as the quality of data gathering instrument or procedures that measure what it is supposed to measure. Reliability, on the other hand, is defined as the degree of consistency that the instrument demonstrates. In order for a research instrument to be reliable, it must be able to give similar results when

administered to a similar group of respondents in similar context. The study employed an ELPT in data collection, to ensure reliability and validity of the study; this instrument was discussed with the supervisor and researcher's colleagues especially on the arrangement of questions and phraseology to suit the Tanzanian context. The comments provided by the supervisor and colleagues were useful in making adjustments to the instrument. In order to ensure reliability of the instrument also, a pilot study was conducted at Kigurunyembe secondary school.

3.9 Data Analysis

Data analysis is an integral part of the whole research process that involves three stages: data reduction (i.e data collating, summarizing, coding and categorizing), data display (i.e organizing, assembling then displaying in pictorial, visual form, etc.) and conclusion drawing (interpreting and giving meaning to data). Hence data collected were reduced, displayed and interpreted to reach a conclusion.

The collected data were quantitatively analysed. The scores from data were quantitatively computed involving; correlation coefficient, mean, standard deviation and linear regression. Some of these statistics and terms or phrases necessary in the analysis process are hereby discussed further for their *nitty-gritty* details:

3.9.1 Relationship

The term relationship is core to this study. Relationship means association or connection between phenomena or variables. The concept is central to the study because the two variables under investigation are connected by it. The achievement of student is in most cases assessed by a test. In other words, the students' ability is expressed by a students' performance or inferences made from a test score. While students' general ability can be seen in their performance of different school subjects, the relationship between subjects and language proficiency is expressed in terms of coefficient.

3.9.2 Correlation Coefficient

The term correlation refers to a process of establishing whether or not relationship exists between two variables (Haggins, 2005). Correlation, in this sense means, as one variable changes, the other also would change in a predictable way. Something to note, in this way, correlation does not mean causation. Given the purpose of the study, it was significant to show the degree of the relationship of the variables in the study, correlation coefficient was necessary to be used. The Pearson Product Moment Correlation Coefficient was applied to determine whether there is any relationship between the language proficiency and students' achievement scores.

A correlation coefficient measures the strength and direction of a linear association between two variables and it ranges from -1 to +1 or lies between ± 1 (Kothari, 2004). The closer the absolute value is to ± 1 the stronger the relationship and correlation of

zero indicates that there is no linear relationship between the variables (ibid). Product correlation coefficient or simply correlation coefficient is a number that summarizes the direction and closeness of linear relationship of two variables, say X and Y for this case of study variables X and Y are language proficiency and academic achievement respectively.

Specifically, the sign (+ or - 1) defines the direction of relationship. When the correlation is positive ($r > 0$) it means that as the value of one variable increases, so does the other, and if the correlation is negative ($r < 0$) it indicates that while one variable increases, the other variable decreases (Kothari, 2004). This implies that there is reverse relationships between the variables. Additionally, Kothari (op.cit) argues that when $r = +1$ and when $r = -1$ indicates perfect positive and perfect negative correlations respectively.

3.9.2.1 Characteristics of Correlational Studies

Correlation as Cohen and Manion (1985) observed, is a group concept, a generalized measure that is useful basically in predicting group performance. This is to say, prediction studies are suitable where a group as opposed to an individual is the focus for a study. For example, it can be predicted that Form Five high proficient students will succeed academically, but it cannot be predicted with certainty that one particular student in the group will perform well.

Also, correlational research is relational (op.cit). This means that they are concerned with achieving a fuller understanding of the connection of the variables that a researcher assumes to be related. While correlational studies can suggest that there is a relationship between two variables, they cannot prove that one variable causes a change in another variable. In other words, correlation is not equal to causation. For example, a correlational study might suggest that there is a relationship between ELP and academic success, but it cannot show if ELP causes academic success to increase or decrease.

3.9.2.2 Interpretation of Correlation Coefficients

Correlation coefficients are interpreted by considering the strength of the relationship, examining the square of the correlation coefficient (Coefficient of Determination) and examining the statistical significance (Cohen and Manion, 1985). The details of these tools and how they are used in interpretation is therefore, explained below but coefficient of determination is explained under linear regression since it is used to determine the degree of linear-correlation of variables in regression analysis.

(a) Strength of Relationship

As pointed earlier, numerical values of correlation coefficient indicate strength of the relationship, this implies that low or near zero values indicate weak relationship, while those near to +1 or -1 suggest stronger relationship. Moreover, the sign of the correlation coefficient (+, -) defines the direction of the relationship, either positive or

negative. Similarly, a positive correlation coefficient means that as the value of one variable increases, the value of the other variable increases; and a negative correlation coefficient indicates that as one variable increases, the other decreases, and vice-versa.

Cohen and Manion (1985) have provided a guideline which is based on Borg's analysis as an aid to correlation interpretation. The first guide is the correlation ranging from 0.20 to 0.35; a correlation coefficient ranging from 0.20 to 0.35 indicates weak or slight relationship between variables although they might be statistically significant.

Second, is the guide for correlations ranging from 0.35 to 0.65; these are statistically significant and are useful for limited predictions. As Cohen and Manion (1985) note, correlations with this range are useful, when combined with other correlations in a multiple regression equation. Also, correlations ranging from 0.65 to 0.85 make possible group predictions that are accurate enough for most purposes. This connotes that, when correlation falls in this range good prediction can result from one variable to the other. Conversely, correlations which are 0.85 and above, indicate a very close relationship between the two variables correlated and are typically achieved for studies of construct and test- retest reliability (op.cit).

(b) Statistical Significance

In statistics, a result is called statistically significant if it is unlikely to have occurred by chance (Bryars, 1983). This means that the word 'significance' in statistics does not

mean important or meaningful as used in everyday conversation. The amount of evidence required to accept that an event is unlikely to have arisen by chance is known as the critical probability value (p-value). The significance level is usually taken to be 0.05 (5%), though sometime 0.01 (1%) or 0.001 (0.1%) levels (op.cit) may be accepted. When the p-value is less than the level of significant set whether 0.05 or 0.01 ($p < 0.05$ or 0.01), the result is said to be significant and vice versa (Sanders and Smidt, 2000).

The p-value also, depends on whether one deals with one-tailed test or two-tailed test. When one has specific prediction of what will happen such as 'the more one reads the book the more he wants to kill the author' if this hypothesis is tested, it will be one-tailed test because it is explicitly said that he will want to kill the author. In contrast, when it is known whether the desire to kill will change but is not known whether it will increase or decrease, when such hypothesis is tested it is a two-tailed test (Field, 2005). In other words, therefore, one-tailed test is directional since it explicitly gives the direction of the change while two-tailed test is non-directional because it shows that there is a change but that change is implicit on direction.

3.9.3 Coefficient of Variation (CV)

While frequencies provide information on how common certain phenomena are, variability measures provide information on the spread of the marks among the students in class. The common variability measures that were used in the study were Standard deviation (SD) and Coefficient of Variation (CV). SD is the square root of the average

and it shows the distance of the scores from the mean. The higher the SD the more varied and heterogeneous a group is on a given test. Furthermore, CV is simply defined as a measure of the ratio of the standard deviation to the mean and is expressed in percentage.

The standard deviations of two variables, while both measure dispersion in their respective variables, cannot be compared to each other in a meaningful way to determine which variable has a greater dispersion because they may vary greatly in their units and the means about which they occur (Arjomand, 1996). In this respect, standard deviation and mean are expressed in the same units; hence their ratio can then be compared to other such ratios in a meaningful way between two variables. Therefore, CV was used to compare the variation of performance in both studied streams and for the purpose of interpretation; the variable with smaller CV is less dispersed than the variable with large CV.

3.9.4 Mean

The arithmetic mean of a set of scores was used to determine how students had performed in relation to the expected percentage score of 100. Moreover, it indicates how much each candidate would have scored if the total marks obtained by all candidates had been equally distributed among them.

3.9.5 Linear Regression

Linear regression analysis: was also done to determine the impact of ELP on students' overall academic achievement. Simple regression is similar to correlation analysis but it assumes that one variable, say predictor or explanatory variable (X) causes changes to another variable, say response variable(Y). With regard to this study, the students' academic achievement was referred to as a dependent variable while ELP score was an independent variable or the predictor variable. This would further mean that the rate of performance of students is determined by the students' language proficiency. Regression analysis helped to ascertain to what extent a change in academic achievement in English and in General Studies is explained by language proficiency with the help of coefficient of determination.

3.9.5.1 Coefficient of Determination (r^2)

Coefficient of determination is the statistical method that explains how much of the variability of a factor can be caused or explained by its relationship to another factor. Coefficient of determination is symbolized as r^2 because it is the square of the coefficient of correlation which is symbolized as r . The coefficient of determination is an important tool in determining the degree of linear-correlation of variables in regression analysis. The resulting coefficient of determination provides an estimate on the degree to which the two variables vary together; and by simply moving the decimal point, two places to the right, you can interpret a coefficient of determination as the *percentage* of variance shared by the two sets of variables (Brown, 2003). In other

words, this is to say, r^2 is used to determine the percentage of variance of one variable as explained, predicted or counted for by the variance of another variable. For example, suppose correlation coefficient(r) between Intelligent Quotient (IQ) and achievement is .65 and r^2 ($.65 \times .65$) = .42 thus, $.42 \times 100 = 42\%$, therefore IQ accounts 42% of the variance in achievement.

3.9.6 Scoring

The word score has many meanings ascribed to it, in this study, score should be understood as the number of points or marks a student earns for a correct answer in a test. According to McNamara (2004), test scores are a way of coding numerical claims about the ability of the test takers. Therefore, scores represent abilities, and this is to say, if two candidates get significantly different scores on a test, say an English test, then this represents a claim that they differ significantly in their abilities to communicate in the target language.

The scoring of the ELPT and achievement tests administered previously by the host teachers of General Studies and English were all done in percentages. Subsequently, other statistical computations like Mean, Standard Deviation (SD), Coefficient of Variation (CV) Analysis of Variance (ANOVA) and Coefficient of Determination (r^2) were done to these data for further analysis by the help of Statistical Package for Social Sciences (SPSS) version 15.

3.10 Limitations of the Study

The study encountered several limitations, the first and most serious was the reluctance of teachers to supply the achievement scores, and this was reflected in both schools: the pilot study school and in the school of field study. The academic masters of the schools were unwilling to supply the students' progress reports where the researcher could extract the scores. Their unfulfilled appointments impliedly showed that they were unwilling to provide the scores. Eventually, the school headmasters helped to overcome the problem by making a follow up on behalf of the researcher.

Secondly, psychological problem, students become more cooperative to something of their interest or to something that has a significant or direct impact to their academic success or achievements. Thus, doing an ELPT in 45 minutes seemed tiresome work for them, for that reason, less cooperation was offered, except in situations where the class teachers of the streams worked together with the researcher. Therefore to overcome the problem and improve their participation, they were informed by class teachers that the scores would be recorded as part of their continuous assessment.

Thirdly, disruption of students' academic schedule, since data collection process was conducted in February most of the Form Six students were very busy preparing themselves for the final Form Six National Examinations. Besides, in the Form Five streams, teachers were also busy trying to finalise their syllabuses within the short time remaining before annual examinations could begin. Therefore, undertaking research at

this particular time, made participants feel that the research was interfering with their studies, except where they were told beforehand on the importance and significance of the study.

3.11 Conclusion

The chapter has described the research approaches used in the study, the sample, target area and data gathering and analysis techniques, together with the limitations of the study. In order to facilitate the analysis, the SPSS software was used. Through working in the study area and involving the selected samples with the identified instruments, the researcher was in position to exhaust the necessary required information to be used for analysis. From this study, the researcher was then, in a position to come up with the findings which were used as a basis for discussion of findings and conclusion to be made on the research problem. The next chapter covers data presentation, analysis and discussion of research findings.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

This Chapter presents information that intends to prove the two hypotheses which were initially stated in the introductory chapter. These hypotheses contend that, first there is no relationship between students' scores in English language proficiency and their academic achievement in secondary school subjects (English language and general Studies achievement being used). And the second is, to a large extent the ELP of Tanzanian secondary school students do not influence and has no significant effects on academic achievements.

4.2 Data Presentation and Analysis

The data collection process lasted almost for three weeks. The information used in this study was gathered directly from students who were participants. The data collected were quantitatively interpreted, first involving descriptive statistics to summarize the data into simpler forms and later Pearson Product Moment Correlational Coefficient and Linear Regression Analysis were applied to examine the degree of the relationship between ELP and academic achievement and to explore the influence of ELP on students' academic achievement respectively.

4.2.1 Descriptive Statistics

Descriptive statistics like mean, standard deviation, coefficient of variation and frequency distribution were used to describe the basic features of the data. Large amounts of raw data (see Appendix A) were summarized into simpler summaries as shown in tables below.

Table 4.1: Gender Distribution of Students

		Frequency	Percentage	Valid Percentage
Valid	Male	25	28.1	28.1
	Female	64	71.9	71.9
	Total	89	100	100

Table 4.1 shows that 89 students were involved in the study, out of which 71.9 %(64) were female and 28.1% (25) were male. This implies that both sexes were represented in the study.

Table 4.2: Levels of Students' Performance in ELP Test

Levels of Performance	Grade	Frequency	Percentage	Mean Performance
0 - 24	F	1	1.1	47.79
25 - 34	S	9	10.1	
35 - 44	E	21	23.6	
45 - 54	D	36	40.5	
55 - 64	C	20	22.5	
65 - 74	B	2	2.2	
75+	A	0	0	
Total		89	100	

Key: 'A' indicates Excellent, 'B' indicates Very good, 'C' indicates Good, 'D' and 'E' both indicate Satisfactory, 'S' Subsidiary Pass and 'F' indicates Fail

Also, Table 4.2 above reflects that only 1.1% of the studied students failed the language proficiency test, 10.1% scored Subsidiary pass, the majority 64.1% scored a Satisfactory pass, 22.5% scored a Good pass and 2.2% scored a very Good pass while no one scored an Outstanding pass. On the other hand, the mean performance was 47.79% which is below average and this shows that the students' ELP is below average.

In Table 4.3 we note different performances in the three tests as indicated by their mean scores. In both streams, the performance of students in English achievement is higher than the other two tests. Difference in mean scores in these three tests suggests that students performed differently. As scores on their own cannot give an indication of how spread the scores are, for each test, it was deemed necessary to test for consistency in scores by computing coefficient of variation for each test.

Table 4.3: Variation of Scores in each Stream

Stream		English Achievement Test	General Studies	English Proficiency
HGL	Mean	57.24	44.36	47.16
	Std. Deviation Coefficient of Variation	7.453 13.02%	9.703 21.87%	10.917 23.15%
HKL	Mean	57.20	43.07	48.43
	Std. Deviation Coefficient of Variation	8.788 15.36%	8.722 20.25%	8.620 17.80%

Note: High variation of CV indicates greater variation and vice versa is true

Likewise, Table 4.3 shows that in both streams the academic achievement scores of English have less variation (from the mean) since the coefficient of variation is 13.02% in HGL stream which is less than other scores of other tests and 15.36% in HKL stream which is still less than the other test scores of General Studies and language proficiency. The coefficient indicates that performance which has the lowest CV (is 13.02% and 15.36%) is the most consistent, that is variability among individuals scores is the least. Therefore English achievement scores were realised to be consistent in both streams.

4.2.2 Testing of Hypotheses

The ELPT scores and the academic achievement scores for English and General Studies were used in the analyses. The scores were correlated and regressed yielding different types of information that have been important in arriving at final conclusions.

4.2.2.1 Relationship between Academic Achievement and ELP

This hypothesis first targeted at investigating whether there is a relationship between ELP and academic achievement (in English, and in other school selected subjects for this case, General Studies) as a way of ascribing the failure on English. It was assumed that there is no relationship between ELP and academic achievement in English and in other school subjects.

(a) Correlation between General Studies, English Achievements and ELP

Table 4.4 reveals that there is significant positive relationship between English achievement scores and English language proficiency (ELP) by 'r' being = 0.293. This relationship was realised to be weak⁵. Extending the relationship to other subjects apart from English, General Studies was taken to represent other subjects. The results show that there is a slightly weaker positive relationship between these two variables since 'r' = 0.096. Furthermore, correlating the two subjects (English language and General Studies) it was observed that 'r' = 0.326 which still is a weak positive relationship but a bit stronger than that of English achievement and ELP.

Table 4.4: Correlation Analysis of English, General Studies and ELP

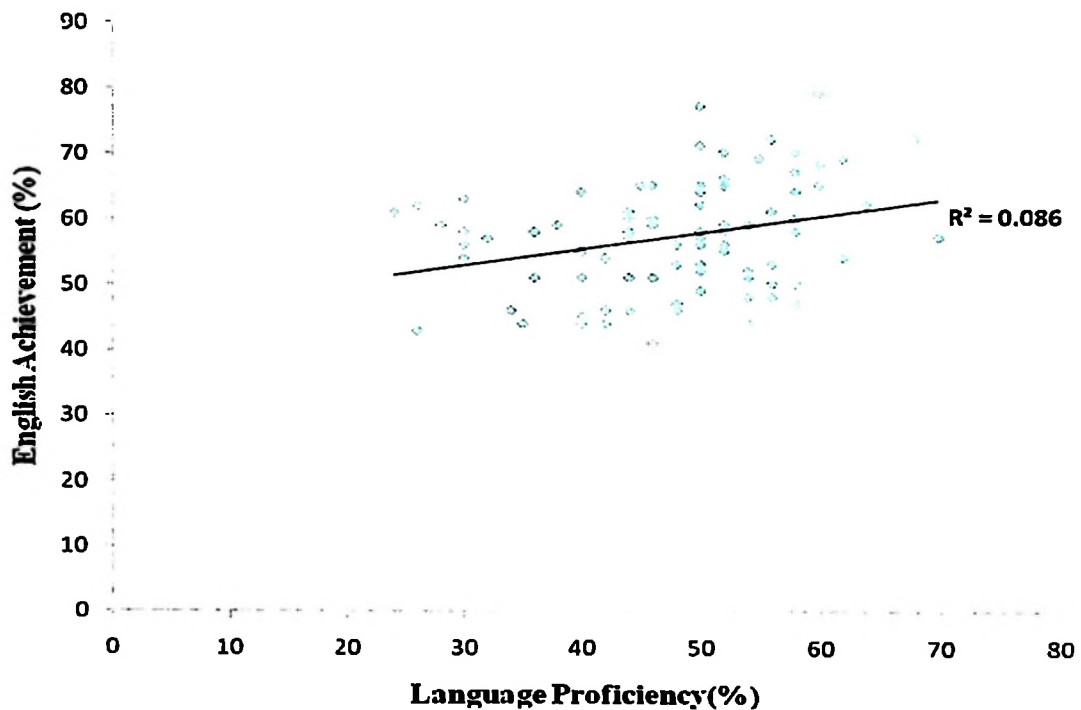
Variables	Model	English Achievement Test	General Studies	English Proficiency
English Achievement Test	Pearson Correlation	1	.326**	.293**
	sig.(2-tailed)		.002	.005
	N	89	89	89
General Studies	Pearson Correlation	.326**	1	.096
	sig.(2-tailed)	.002		.372
	N	89	89	89
English Proficiency	Pearson Correlation	.293**	.096	1
	sig.(2-tailed)	.005	0.372	
	N	89	89	89

** . Correlation is significant at the 0.01 level (2-tailed).

⁵ Weak relationship- is when ' r ' is less than 0.5 which is the average of degree of association

Further analysis was done on the relationship between English achievement and language proficiency by the use of a scatter plot. A scatter plot helped to see both direction and strength of the relationship. As it is seen from Figure 4.1 below, the dots form a pattern going from lower left to upper right showing that low scores on one variable are associated with low scores on the other or high scores on one variable are associated with high scores on the other. This relationship is positive; a positive relationship implies that as ELP increases so does academic achievement in English.

Figure 4:1 The Relationship between English Achievement Test and Language Proficiency



Close examination of the plot reveals that the position of each individual on the two tests (ELP and English) is indicated by a single point in the scatter plot and that dots

form a line with more scatter, this shows that the strength of the relationship is not much strong.

Similarly, correlation analysis of the studied group was narrowed down to the streams that make up the group to explore the combination with a strong and significant relationship between English scores and language proficiency. The findings from the analysis summarised in Table 4.5 show that in HKL stream $r = 0.544$, this is a moderate positive association between the two variables.

Table 4.5: Summary of Correlation between English and ELP for HKL

Variables	Model	ELP	Achievement in English
ELP for HKL	Pearson Correlation	1	.544(**)
	Sig. (2-tailed)		.000
	N	44	44
Achievement in English for HKL	Pearson Correlation	.544(**)	1
	Sig. (2-tailed)	.000	
	N	44	44

** Correlation is significant at the 0.01 level (2-tailed).

For the relationship to be significant, the p-value should be less than the significance level set and the vice versa is true (Sanders and Smidt, 2000). Thus, the level of significance set was 0.01, the p-value or significance value as seen in Table 4.5 is 0.000. So, $p < 0.01$. Therefore, from this analysis, it was established that the relationship is significantly positive between achievement in English and language proficiency in HKL stream.

It was also observed that the HGL stream has a weaker correlation (since $r = 0.075$ as seen from Table 4.6 below) than in HKL. In other words, there is a stronger relationship between English achievement and ELP in HKL stream (where 'r' has been shown to be 0.544) than in HGL stream. Furthermore, the relationship is insignificant in HGL since significance value (p-value) is greater than the level of significance set, i.e. p-value = 0.626 > 0.01.

Table 4.6: Summary of Correlation between English and ELP for HGL

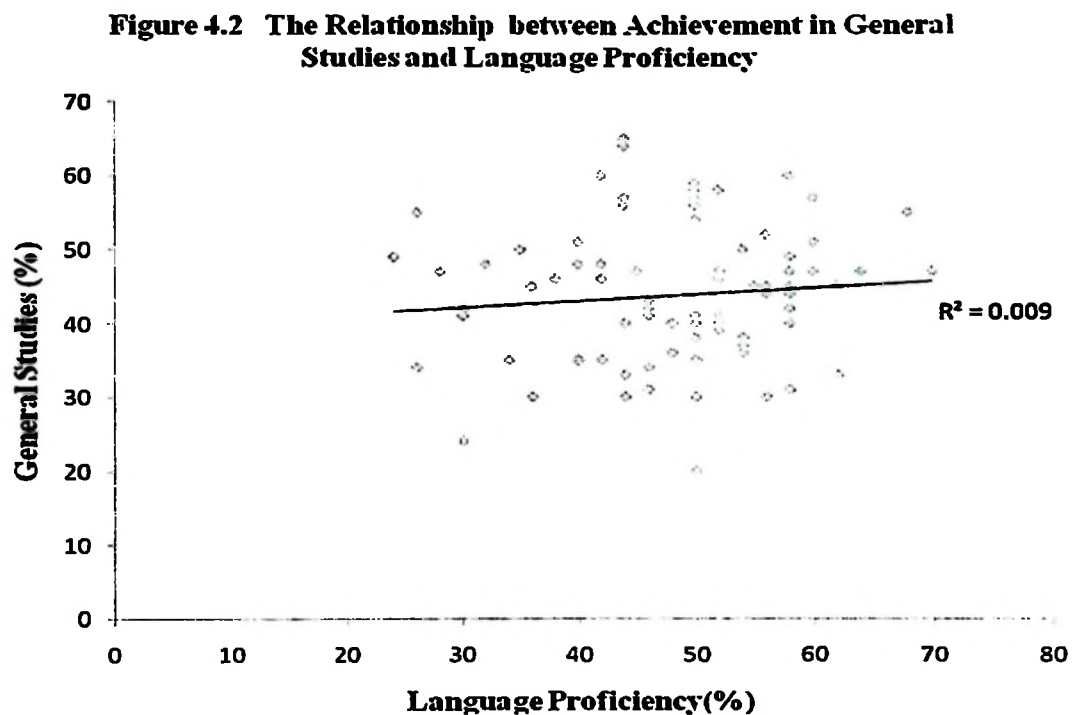
Variables	Model	ELP	Achievement in English
ELP for HGL	Pearson Correlation	1	.075
	Sig.(2-tailed)		.626
	N	45	45
Achievement in English	Pearson Correlation	.075	1
	Sig.(2-tailed)	.626	
	N	45	45

a. Predictor: Language proficiency (%), b. dependent variable: English Achievement (%)

(b) Correlation Analysis of ELP and General Studies

ELP was correlated with General Studies purposely to ascertain whether there is a relationship to other subjects apart from English. To this end, the correlation of General Studies with ELP portrayed a weak positive relationship by 'r' being = 0.096 as shown in Table 4.4 above.

Figure 4.2 below shows that there is a positive relationship between these variables, but such relationship is weak by the fact that the points are scattered, not close to each other to form a straight line.



The variables presented in the study were found to be related. The evidence shown above does not favour the hypothesis that there is no relationship between language proficiency and academic achievement in English and other school subjects in Tanzania secondary schools. Therefore, there is strong evidence from the analyses above that language proficiency and academic achievement are positively connected.

4.2.2.2 ELP Effects on Academic Achievements

This research hypothesis aimed at exploring the extent of the impact of ELP on academic achievement or the extent to which students' performance is influenced by language proficiency. It was hypothesized that language proficiency has a very little impact on academic achievement and that little impact is insignificant.

(a) Regression Analysis between English Achievement and ELP

In testing the assumption, English academic achievement and language proficiency were regressed in order to explore the extent to which the achievement in English is explained by language proficiency. Table 4.7 below summaries the findings.

Table 4.7: Regression Summary of English Achievement and ELP

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.293	.086	.075	7.784

a. Predictors: (Constant), English Proficiency b. English Achievement

As noted earlier in Chapter Three that when the two variables are regressed the important aspects for data interpretation are coefficient of determination (r^2) and probability value (p-value) or significance value. Tables 4.7 above reflects that r^2 which helps to ascertain how fit is the ELP in explaining achievement in English is 0.086 and from Table 4.8 below, p- value is 0.005.

Since $r^2 = 0.086$ which is equivalent to 8.6%, this shows the independent variable: ELP has the power to explain academic achievement in English language or has the power to influence academic achievement in English by 8.6 %. This can be interpreted to mean that ELP has an effect on English language performance of the studied secondary school students by 8.6% and the rest 91.4% is the influence from other factors.

Table 4.8: Analysis of Variance (ANOVA) for English and ELP

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	494.553	1	494.553	8.163	.005
Residual	5270.952	87	60.586		
Total	5765.506	88			

a. Predictors: (Constant), English Proficiency (%), b. Dependent: English Achievement (%)

The relationship of these variables is statistically significant when $p < 0.01$. The level of significance set was 0.01 and the p-value as shown in Table 4.8 is 0.005. Here, p-value is less than the significance level set. Hence, it was established that the relationship is significant. It was therefore, ascertained that there is a significant positive relationship between ELP and academic achievement in English among the studied advanced level secondary school students.

As it was done on correlations, also in regression analysis, the relationship was narrowed down to the streams that make up the group of the studied students so as to

determine in which stream ELP has more influence. Regressionally, Table 4.9 below shows $r^2 = 0.296$ which is equivalent to 29.6% ~ 30%, this is to say, the independent variable: ELP has the power to explain academic achievement in English language or has the power to influence academic achievement in English by 30%. This can be interpreted that ELP on the HKL stream has greater effect on English achievement of students' performance by 30% and the rest 70% is the influence of other factors. This influence is significant since $p < 0.01$ level of significance set.

Table 4.9: Summary of Regression Analysis for HKL stream

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.544	0.296	0.279	7.463

a. Predictors: Language Proficiency for HKL, b. Dependent Variable: Achievement in English

Similarly, from the model summary in Table 4.10 below, it was reflected that $r^2 = 0.006$, which is equivalent to 0.6% implies that in the HGL stream ELP has the power to influence performance by 0.6%. However, this influence was not significant because $p > 0.01$.

Table 4.10: Summary of Regression Analysis for HGL Stream

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.075	.006	-.018	7.545

a. Predictors: (Constant), ELP Scores (%). b. Dependent Variable: Achievement in English (%)

The regression analysis on ELP and achievement in English for each stream forming up the group reflected that it makes a difference on the proficiency level for a student being in HKL or HGL. The analysis showed that the HKL stream has high proficiency than HGL since ELP's influence on HKL stream was 30% and that of HGL was 1%. This influence is much higher in HKL possibly because the HKL are dealing with both languages, Kiswahili and English. It could also be because of the consistence in ELPT performance as indicated by low Coefficient of variation (CV) (see Table 4.3 above).

(b) Regression Analysis on General Studies and ELP

It was significant for the researcher to ascertain the regression relationship of ELP and other subjects apart from English. For that purpose, General Studies was used in the analysis. Table 4.11 below presents the findings.

Table 4.11 Regression Analysis between ELP and General Studies

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.096	.009	-.002	9.211

a Predictors: (Constant), Language Proficiency Scores (%), b. dependent: General Studies (%)

Table 4.11, shows that $r = 0.096$, this implies that there is a weaker relationship between these two variables. Further, $r^2 = 0.009$ which is equivalent to 0.9%, meaning that ELP has the power to influence academic achievement in General Studies by 0.9%. In other words, ELP has a very little influence on General Studies; its influence is less than 1%,

this is to say, other variables, apart from language proficiency have greater influence on academic performance for more than 99%. Furthermore, the influence was seen to be insignificant, due to a very low strength of relationship and also $p > 0.01$.

With regard to hypothesis two, the data presented above seem to support the hypothesis that to a little extent ELP determines academic performance in English and in other school subjects. It was reflected to be 8.6% in English and 1% in other subjects; although it is small, the influence has been established to be meaningful and significant in English, and insignificant in General Studies which represented other subjects.

4.3 Decision on the Analysed Relationships

The SPSS version15 used in the analyses of the data helped the researcher to use the p-value approach which ultimately rejected the null hypothesis (H_0) in favour of the alternative (H_i), in the same way, as Sanders and Smidt (2000) state the decision rule, that reject H_0 in favour of H_i if the p-value is less than 0.01 or 0.05 levels of significance, otherwise, fail to reject H_0 . Therefore, on relating ELP and achievement in English it was realised that p-value < 0.01 then, the first null hypothesis that $H_0 = 0$ was rejected. It appeared that a meaningful significant positive relationship exists between ELP and academic achievement in English among the studied students.

Extending the analysis to other subjects apart from English, represented by General Studies, it was observed that p-value =0.372 was not less than the significant level set i.e

0.372 > 0.01. This implied that there is some influence but that influence is not significant. In this respect, the first null hypothesis was rejected in favour of the alternative hypothesis showing that there is a positive relationship between ELP and academic achievement in English and in other school subjects in Tanzania.

In addition, while the first null hypothesis was rejected, the second null hypothesis was partly upheld, meaning that ELP has a meaningful significant influence on English (which is 8.6%) and to a large extent, the ELP does not influence and has no significant effects on academic achievement in other subjects apart from English itself, it was realised that the influence was 1% on General Studies.

4.4 Discussion of Findings

This Section discusses the findings of the study in relation to the research hypotheses that were developed in the introductory chapter. The section is divided into two parts, the first part discusses the relationship between language proficiency and academic achievement and the last looks at the influence of language proficiency on students' academic performance.

4.4.1 The Relationship between Proficiency and Academic Achievement

The results of this Study indicated that there is a positive relationship between language proficiency and academic achievement in secondary schools among the studied individuals. However, the relationship was much stronger in English than in other

subjects. Although the relationship is not strong, the direction indicates that students rely on language proficiency to succeed academically.

The positive relationship observed from the study means that the increase of one variable leads to an increase in the other. In other words, the more proficient in English a student is the better he/she is in academics. This implies that if Tanzania will put serious efforts at improving language proficiency in the four skills: writing, reading, listening and speaking, better performance would be expected from the students.

Similarly, when achievements in English were correlated with the achievement in General Studies, the coefficient was realised to be higher than any of these academic achievement subjects correlated to language proficiency. This shows that what helps students to pass in their academics by large is the learning strategy, teaching approach and testing approaches; in the same way as Biggs (1987) notes that students' approaches to learning are a valued attributes and influence on academic achievement.

On the other hand, a weak positive relationship revealed from the study shows that students do not learn because of their weaknesses in language proficiency. This is to say, the government should devote itself to seriously improve proficiency in English if at all Tanzania wants to continue with English as a LOI or else students will not be learning effectively. As a result, there will be perpetual poor performance or mass failures as reflected in the 2010 national Form Four results.

According to these findings, one could be made to believe that poor performance in national examinations in Tanzania is a consequence of poor ELP or it could be true that poor performance and downfall of standard of education in Tanzania is because of using English as the LOI, a language we are not efficient and proficient in. As Mwansoko (1996, p.6 B) argues that the standard of education in the country is falling because our children are being forced to learn in an alien language. The second part of this section helps to refute this argument basing on the findings from the study as discussed below.

4.4.2 The Impact of Language Proficiency on Performance

English, the LOI, in Tanzania has fallen victim of blame from some scholars and the general public as the cause of mass failures of students and the downfall of education standard in the country. From the findings, it has been established that language proficiency influence performance. However, the influence is not strong (8.6% in English and 1% in General Studies). It is clear, from the study that the influence is not great as the proponents of Kiswahili exaggerate it to be; their blame is directed at English as if it is the only cause of underachievement among students in Tanzania. The study further reveals that, it is the non-ELP factors that influence performance greatly. It was observed that the influence of non language factors is 91.4% in English and 99% in General Studies. Therefore, it should be understood that poor performance is an interplay of several factors and not as how the public sees it and heaps the blame on English.

The attempt to change the LOI to Kiswahili would take place with no proper attempts of resolving the problem of mass failures and the falling standard of education because ELP's influence on academic performance is low. Even where the analysis would have shown a strong perfect relationship, meaning that ELP influences performance by 100%, this would not justify the changing over of the LOI from English to Kiswahili because it is obvious as explained by previous studies (Criper and Dodd, 1984; Mvungi, 1982) that Tanzanians have low ELP. Therefore, it would be a correlation of poor ELP score with poor academic achievement scores, culminating to perfect positive relationship which does not mean outstanding performance or extremely good performance.

The study seems to exonerate English from the over stated exaggerations directed to it from the 1970's when the controversial debate on whether to use English or Kiswahili as LOI in secondary schools and higher learning institutions begun. English is one of the causes; it influences performance by 8.6% in English and 1% in other subjects while the remaining 91.4% in English achievement and 99% in other subjects is the power of other variables apart from language proficiency. Other factors or variables influencing poor performance in secondary schools would be according to Malekela's *et al* (1990) study: weak foundations from primary level; shortage of teaching and learning materials, teachers, classrooms, offices for teachers, laboratories, latrines and water and electricity.

These shortages, together with many others help in explaining the prevailing poor performance in some of the schools in Tanzania. Thus, the findings from this study suggest that language has a role to play in academic success but it does not play a major and dominant role. Therefore, English should not be portrayed to be the only cause but one of a range of contributing variables.

The findings of this study confirm previous research done in some other parts of the world: USA, Europe, and West Africa to a little extent. The studies generally found a positive correlation between language proficiency levels and GPAs of learners, although to some of these studies, a weak positive correlation was realised (Ajibade, 1993; Bellingham, 1993; Dooley and Oliver, 2002; Fakeye and Ogunsiyi, 2009; Ferguson and White, 1993; Feast, 2002; Hill, Storch and Lynch, 1999; Kerstjens and Nery, 2000). Specifically, Ajibade (1993) found a significant positive relationship between proficiency in English and achievement in French among Nigeria Secondary School students. This study furthermore, shows that proficiency in English has a weak positive relationship with academic achievement among the advanced level students.

4.5 Conclusion

Generally, the presentation of statistical computations in this chapter has revealed that the variables are related. It can be concluded that there is a significant positive weak relationship between ELP and academic achievement in English and a positive weak relationship between ELP and other subjects apart from English. While the study

confirms the positive connection between ELP and academic achievement, all the correlations that were done were only at moderate levels ($r < 0.5$). This shows there are other possible factors that could be used to predict students' performance besides ELP scores. The above statistical findings suggest that language has some influence on learners' academic performance especially when one has high levels of English proficiency.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This Chapter presents the summary of the study and summary of the findings of the study, in line with objectives of the study and research assumptions that were stipulated initially in the introductory chapter. It further covers conclusion and recommendations for action and for further studies.

5.2 Summary of the Study

This Study intended first, to ascertain whether the academic achievement grades Tanzanian students achieve (particularly in English and in other school subjects: represented by General Studies) have any relationship with language proficiency. Next, the study aimed at examining the extent to which the language proficiency influences and has significant effects on academic achievement involving the A-level arts students. From the analyses, it was found that there is a significant positive weak relationship between ELP and the academic achievement in English and a positive weak relationship in other subjects taught in secondary schools.

On the influence of ELP on academic achievement, it was realised that ELP determines academic performance by 8.6% in English and 1% in other subjects, while the remaining 91.4% in English achievement and 99% in other subjects is the power of other variables, apart from language proficiency.

In contrast, when the relationship was narrowed down to the streams that make up the studied group the influence was realised to be greater in HKL stream than HGL; it was 30% for HKL and 1% in HGL. Therefore, it can generally be said that there is a weak positive relationship between ELP and academic achievement and to some extent ELP determines academic performance, and that this little change is significant at 0.01 level in English and insignificant in other subjects.

It is evident from the study that language plays a role but not a major and dominant role in academic success, and if Tanzania, would improve ELP among other things, students in secondary school would be successful in their academics. In a way, it is like saying that poor ELP is tantamount to poor academic achievement because of the realised connection between these variables, although the connection is not strong because the non-ELP factors have a greater effect.

5.3 Summary of Findings

On one hand, with regard to the first hypothesis that aimed at determining the extent of the relationship between ELP and academic achievement, the study reflected the following results: First, there is a positive significant weak correlation or relationship between ELP and academic achievement in English and a positive insignificant weak relationship in other subjects of the advanced level students.

Second, it was realised that there is more positive correlation between academic achievement in English and ELP than between ELP and other subjects (General Studies). This means that the association is a bit strong between ELP and achievement in English achievement than in other school subjects like Physics, Chemistry, Mathematics, History, etc.

Similarly, when academic achievement in English was correlated with the academic achievement in General Studies, the relationship was realised to be stronger than any of these academic achievement subjects correlated with language proficiency. This shows that what helps students to pass in their academics by large is the learning strategy, teaching approach and testing approaches; in the same way as Biggs (1987) argues that student's approaches to learning are a valued attributes and influence on academic achievement

On the other hand, in line with the second hypothesis that aimed at exploring to what extent ELP affects academic achievement, the study has revealed that to a little extent ELP affects performance, consequently, having a weak influence on performance as compared to other non-ELP factors and that ELP has much influence on English achievement than in other subjects.

Second, the study indicated that ELP is a weak predictor and indicator of academic performance in English and in other secondary school subjects of advanced level

students. Also, it was observed that academic success is influenced by a number of factors in which ELP is one of the many factors. Lastly, the study showed that there is proficiency implication for a student being in HGL or HKL stream.

5.4 Conclusion

There are two hypotheses that were developed in the introductory chapter of the study. The two hypotheses have been carefully handled throughout the study. The first hypothesis was that there is no relationship between language proficiency and academic achievement (in English and in other school subjects) in Tanzanian secondary schools.

It was found that there is a positive weak relationship between ELP and academic achievement in English but significant at 0.01 level. This means that the increase of ELP variable makes the increase or improvement of academic achievements. In other words, the more proficient in English a student is the better he/she is in academics, though such relationship is not very strong.

Narrowing the relationship to streams that make up the group, it was realised that there is a strong positive relationship between English and ELP in HKL and a weak positive relationship in HGL. Extending the relationship to other subjects apart from English, involving General Studies for all sampled students, the relationship was still realised to be weak.

The second hypothesis developed was that to a large extent the ELP among Tanzanian secondary school students do not influence and has no significant effects on academic achievement. The findings of the study revealed that to a small extent ELP influences academic achievement implying that other variables apart from ELP have greater influence or impact on academic achievement.

Despite the ELP's low power to influence performance, the influence cannot be ignored since it was realised to be significant in English and insignificant in other subjects, and that when the relationship was narrowed down to streams that make up the studied group, it was realised that the ELP's influence on English is greater in HKL than in HGL. Therefore, language plays a role in education success but not a major and dominant role implying that academic achievement is affected by so many factors of which some are outside the school realm.

5.5 Recommendations

Basing on the research findings and conclusion, the study recommends the following for improvement of performance in English and in other school subjects and the general standard of education.

5.5.1 Recommendations for Action

First, because it has been realised that proficiency in English language, the LOI, is one of the variables that cause poor performance in secondary schools, it is an opportune

time that the central government, politicians and the general public to look beyond language skills when making judgments relating to students' capacity to succeed academically.

Second, it is recommended that Tanzania adopt English as LOI in primary schools, so that the language proficiency is cultivated among the pupils from the initial stages of their education since it has been revealed that ELP has positive effects on performance. The English which the primary school pupils are taught currently is for transition to English medium as they finish primary schools but is not enough to make them function well in the English medium.

Third, it is recommended that teachers should employ participatory methods such as role play, drama, etc. in their teaching and the proper use of teaching and learning aids that promote communication, with more emphasis on oral communication.

Similarly, to enable the Tanzanian students to further improve their learning of English language and other school subjects, the government should take measures to provide better language learning facilities to all schools (i.e. language laboratories, language resource centers, libraries and computer laboratories, etc.), irrespective of the locality, so as to minimise the gap between private schools and government owned secondary schools.

Furthermore, given the role of English in globalization and development, it is advisable for Tanzania to put more emphasis on ELP as an additional factor for admission into secondary schools and higher education since no single factor can predict performance. O-level and A-level NECTA results alone are not enough criteria to predict the success of a student in advanced level education or in colleges and universities respectively.

Generally, from the findings of the study, it is reflected that the more proficient in English a student is, the better he/ she is in academics. Therefore, the government in cooperation with teachers, who are the practitioners of curriculum and other stakeholders, are urged to put emphasis and serious efforts to improve students' ELP especially in the four skills: writing, reading, listening and speaking, in this way, a better performance would be achieved.

5.5.2 Recommendations for Further Studies

Finally, this study has not been exhaustive; it has only given light and a picture on the state of performance and ELP, future research is suggested to further explore on the non-ELP factors and how they affect performance, especially after having realised that performance is a function of several variables.

Also, since the study involved a single school there is a need to conduct a similar study involving many schools and larger samples for accurate generalization purposes.

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APPENDICES

Appendix A: Overall Academic Achievement Scores and ELP Scores

Students	Gender	Academic Achievement (%)		ELP (%)
		English	GS	
HGL				
S1	M	57	48	32
S2	F	46	40	44
S3	F	58	42	30
S4	F	64	49	58
S5	M	58	57	44
S6	M	49	20	50
S7	M	64	51	40
S8	F	47	40	48
S9	F	60	60	58
S10	F	49	45	56
S11	M	54	48	42
S12	F	62	55	26
S13	F	70	47	52
S14	F	51	64	44
S15	F	59	47	28
S16	F	61	49	24
S17	M	54	41	30
S18	M	62	56	50
S19	M	57	38	50
S20	M	58	44	58
S21	M	44	35	42
S22	F	72	52	56
S23	F	71	59	50
S24	F	48	50	54
S25	F	46	40	48
S26	F	47	31	58
S27	F	54	33	62
S28	F	51	37	54
S29	F	51	30	36
S30	F	59	46	38

Students	Gender	Academic Achievement (%)		ELP (%)
		English	GS	
HGL				
S31	F	51	35	40
S32	F	57	47	70
S33	F	59	38	54
S34	F	72	55	68
S35	F	63	41	30
S36	F	60	43	46
S37	F	60	30	44
S38	F	69	45	62
S39	F	58	54	50
S40	F	65	35	50
S41	F	52	38	54
S42	F	51	31	46
S43	F	61	65	44
S44	F	50	44	56
S45	M	65	41	46
HKL	Gender	ENGLISH	GS	ELP
S46	F	44	36	54
S47	F	52	41	50
S48	F	58	58	50
S49	M	53	35	50
S50	F	55	58	52
S51	F	56	24	30
S52	M	59	42	46
S53	M	50	40	58
S54	F	59	46	52
S55	F	54	60	42
S56	F	57	56	44
S57	F	53	30	56
S58	F	69	45	55
S59	F	43	34	26
S60	M	53	30	50
S61	M	61	45	56
S62	F	44	48	40
S63	M	68	47	60

Students	Gender	Academic Achievement (%)		ELP (%)
		English	GS	
HGL				
S64	F	44	50	35
S65	M	77	30	50
S66	M	55	35	40
S67	F	66	41	52
S68	F	58	47	52
S69	F	46	46	42
S70	F	46	35	34
S71	M	61	33	44
S72	M	79	57	60
S73	F	41	34	46
S74	F	60	45	58
S75	F	45	35	40
S76	F	56	57	50
S77	M	58	45	36
S78	F	65	40	52
S79	F	70	42	58
S80	F	56	56	50
S81	F	65	47	45
S82	M	64	40	50
S83	F	67	47	58
S84	F	56	40	48
S85	F	65	51	60
S86	M	53	36	48
S87	M	58	45	36
S88	F	56	39	52
S89	F	62	47	64

Appendix B: English Language Proficiency Test

ENGLISH LANGUAGE PROFICIENCY TEST

TIME: 45 MINUTES

NAME: STREAM

SECTION –A: STRUCTURE

In this Section, you are to TICK the Correct Answer

1. It is the lack of gravity on the moon that makes _____ leaps of 30 feet or more.
 a). possible c). to be possible
 b). it possible d). it to be possible

2. From the beginning of the twentieth century to the present, technology _____ people are beginning to imagine there are no limits to what we can achieve.
 a). Progressed to the point that c). has progressed to the point that
 b). has to progress to a point d). progressed a point that

3. Do you have _____ to do this afternoon? If not, I'd like to take you to a movie.
 a). many work c). many works
 b). much work d). much works

4. We _____ that concert.
 a). were disappointed by c). were disappointing
 b). were disappointed of d). were disappointing in

5. Mr. Nyangasi has lived here _____ ten years.
 a). for c). since
 b). during d). while

6. Gifted though he was by remarkable natural musical talent, _____ to have had little knack for the necessities of social life at court.
 a). Mwalyego, who seemed c). it was Mwalyego that seeming

- b). Mwalyego seemed d). Mwalyengo. seeming

7. _____ they are widely perceived as gentle creatures, hippopotamuses are responsible for more human deaths in Africa than any other animal.

- a). Despite of c). In spite of
b). Even though d). Nonetheless

8. Although the huge ice masses ---- glaciers move slowly, they are a powerful erosive force in nature.

- a). call them c). to call
b) . are called d) . called

9. Except for certain microorganisms, ----- need oxygen to survive.

- a). of all living things c). all are living things
b). all living things d). are all living things

--- **Directions: In question 10 - 22, each Sentence has Four Underlined Words or Phrases. The Four Underlined Parts of the Sentence are Marked A, B, C, and D. Identify the one Underlined Word or Phrase that must be Changed in order for the Sentence to be Correct.**

10. In the nineteenth century a number of native Tanzanian tribe, such as the

A B

Maasai lived a nomadic existence hunting buffalo.

C D

11. The average elevation of West Virginia is about 1,500 foot above sea level.

A B C D

12. Because of extensive research in the field of genetic engineers, scientists can

A B

now create plants that can grow in harsh climates.

13. Perhaps the most popular film in movie history, *Star Wars* was written and
 A B C
 direction by George Lucas.
 D
14. Some animal activities, such as mating, migration, and hibernate have a
 A B C
 year cycle.
 D
15. Geographers were once concerned largely with exploring areas unknown to
 A B
 them and from describing distinctive features of individual places.
 C D
16. In his animated films, Walt Disney created animals that talk and act like
 A B C
 people while retaining its animal traits.
 D
17. The first city in the United States that put into effect major plan for the
 A B C
 clustering, of government buildings was Washington, D.C.
 D
18. In a microwave oven, radiation penetrates food and is then absorbed
 A
 primarily by water molecules, caused heat to spread through the food.
 B C D
19. The cultures early of the genus *Homo* were generally distinguished by
 A
 regular stone tools and by a hunting and gathering economy.
 B C D
20. Dolphins are sleek and powerful swimmers that found in all seas and unlike
 A B
 porpoises, have well defined, beaklike snouts and conical teeth.
 C D
21. Because they were both inexpensive and ready available, thatched roofs were in
 A B C
 wide use in colonial America.
 D

22. In the wide use after in the colonial US were such materials as slate, wood, clay,
 A B C
 metal, and even plastic
 D

Directions: For question 23 – 27, choose the best answer for each question.

23. Among the materials used..... reeds and straw
 A. to make thatched roofs C. for making the thatched roofs
 B. for make thatched roofs were D. thatched the roof
24. Settlers in colonial America chose to use reeds and straw----- this material could withstand strong winds.
 A. roofing their houses in part because C. because their roofs could partly
 B. for roofing their partly houses because D. to roof their houses partly because
25. Barns are large structures-----storing farm equipment and livestock, such as horses and cows.
 A. Solely erecting the purpose of C. erecting the sole
 B. erected for the sole purpose of D. to erect the purpose solely
26. -----, barns have long been a popular subject in paintings and photographs
 A. Often painted red C. They were often painted red
 B. Often painting red D. which were often painting red
27. Wooden shingles are prohibited in many municipalities in Tanzania because of the ease..... catch fire.
 A. that they can C. with which they can
 B. which they D. of

From 28 – 40, there are four (4) underlined words, one makes the sentence ungrammatical, circle it.

28. Engraving is a process which the surface of metal is first covered with an acid and then inscribed with some sharp instrument
29. For many years ago much of what was possible to know was derived from inspiration or divination and did not involve the rational process of reasoning in wide use today.

30. The formation of a rainbow occurs a process in which light is diffused at varving rates by the surrounding atmosphere resulting in the reflection of different wavelengths of light.
31. Though difficult, it possible for an adult learner of a new language to master the subtleties of the grammar and syntax of the new language.
32. In the modern era, face-to-face communication is becoming near as uncommon as hand-written letters
33. Reeds and straw- like plant have hallow stems and are used in a variety of ways including in musical instruments and basket making
34. Clay shingles are tiles that are laid atop the roof of a structure to protect the roof and are seeing most often in the Southern part of the country.
35. One of the chief reason for the popularity of brick in the eastern Tanzania is its Longevity.
36. The primary function of the beams in a house is providing support for the roof of the house.
37. Before hay can be processed and sold, it is typically bundled into boxlike bales so that it can be more easily transport.
38. More popular now in housing construction is tar – coated shingles that are more flame retardant that those made of wood.
39. Because it is a dense rock with smooth, flat surface, slate is commonly used in billiard tables and black boards.
40. Because of their flexibility, reeds and straw are able to endure harsh winds that other more brittle materials like brick and concrete would not be able to withstanding.

SECTION B: VOCABULARY TEST

From 41 – 44, Choose the Correct Word or Definition by Ticking it

41. To speak loudly, because of shock, surprise, pain etc.
 A. Enormous C. Headquarters D. Grade
 B. To exclaim E. Outstanding
42. A person that is responsible for the brand management
 A. Borrower(debtor) C. Familiar E. Liar
 B. Browser D. brand manager
43. DIVIDEND
 A. to admit that you have been beaten; to allow something to control you
 B. to die under water; to make somebody die under water
 C. a part of the profit of a company which is paid to its shareholders
 D. a trade name for a product or service.
 E. places with buildings, equipment, services connected with a particular activity or purpose
44. EXCITEMENT
 A. a judgment of a news paper, article or magazine.
 B. a sum of money given to a student by another country.
 C. to end the relationship, for example marriage.
 D. The condition of being full of strong feeling
 E. it is what one is given after doing a certain work

SECTION –C: LISTENING SKILLS

In this Section, you are to hear TV program on Property Development, then, answer the question 45 - 50. The conversation will be heard twice before you look at the questions. Due to the shortage of computers, the tester will control the audio for you. Don't spend more than 10 minutes on this Section.

45. The process of buying a house and selling it for a profit is called-----
46. Marcus states that people make money when they-----

47. Marcus warns that people often pay too much at auctions because they get-----
48. He says that buyers need to-----before they buy a house at an auction
49. According to Marcus, which location is NOT always good to buy a house? -----
50. What Marcus suggests to buyers when renovating a house?- -----

Appendix C: Clearance Letters



UNIVERSITY OF DAR-ES-SALAAM
OFFICE OF THE VICE-CHANCELLOR
 P.O. BOX 35091 • DAR ES SALAAM • TANZANIA

Ref. No: AB3/12(B)
 Date: 24th January, 2011
 To: The Headmaster,
 Morogoro Secondary School,
 Morogoro.

UNIVERSITY STAFF AND STUDENTS RESEARCH CLEARANCE

The purpose of this letter is to introduce to you Mr. Wilson, Job who is a bonafide student of the University of Dar es Salaam and who is at the moment conducting research. Our staff members and students undertake research activities every year especially during the long vacation

In accordance with a government circular letter Ref.No.MPEC/R/10/1 dated 4th July, 1980 the Vice-Chancellor was empowered to issue research clearances to the staff and students of the University of Dar es Salaam on behalf of the government and the Tanzania Commission for Science and Technology, a successor organization to UTAFITI.

I therefore request you to grant the above-mentioned member of our University community any help that may facilitate him to achieve research objectives. What is required is your permission for him to see and talk to the leaders and members of your institutions in connection with his research.

The title of the research in question is "Relationship Between Proficiency in English Language with Academic Achievement in Tanzanian Secondary Schools".

The period for which this permission has been granted is 25th January, 2011 to 25th February, 2011 and will cover the following areas/offices: Morogoro Secondary School.

Should some of these areas/offices be restricted, you are requested to kindly advise him as to which alternative areas/offices could be visited. In case you may require further information, please contact the Directorate of Research, Tel. 2410500-8 Ext. 2087 or 2410743.


 Prof. Rwekaza S. Mukandala
 VICE-CHANCELLOR

VICE CHANCELLOR
UNIVERSITY OF DAR ES SALAAM
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UNIVERSITY OF DAR-ES-SALAAM

OFFICE OF THE VICE-CHANCELLOR
P.O. BOX 35091 • DAR ES SALAAM • TANZANIA

Ref. No: AB3/12(B)
Date: 24th January, 2011
To: The Headmaster,
Kigurunyembe Secondary School,
Morogoro.

UNIVERSITY STAFF AND STUDENTS RESEARCH CLEARANCE

The purpose of this letter is to introduce to you Mr. Wilson, Job who is a bonafide student of the University of Dar es Salaam and who is at the moment conducting research. Our staff members and students undertake research activities every year especially during the long vacation.

In accordance with a government circular letter Ref.No.MPEC/R/10/1 dated 4th July, 1980 the Vice-Chancellor was empowered to issue research clearances to the staff and students of the University of Dar es Salaam on behalf of the government and the Tanzania Commission for Science and Technology, a successor organization to UTAFITI.

I therefore request you to grant the above-mentioned member of our University community any help that may facilitate him to achieve research objectives. What is required is your permission for him to see and talk to the leaders and members of your institutions in connection with his research.

The title of the research in question is "Relationship Between Proficiency in English Language with Academic Achievement in Tanzanian Secondary Schools".

The period for which this permission has been granted is 25th January, 2011 to 25th February, 2011 and will cover the following areas/offices: Kigurunyembe Secondary School.

Should some of these areas/offices be restricted, you are requested to kindly advise him as to which alternative areas/offices could be visited. In case you may require further information, please contact the Directorate of Research, Tel. 2410500-8 Ext. 2087 or 2410743.


Prof. Rwekaza S. Mukandala
VICE-CHANCELLOR

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