



ISSN: 2310-0036

Vol. 1 | Nº. 6 | Ano 2016

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THE CHALLENGES OF TEACHING ENGLISH AS A SECOND LANGUAGE PROGRAM TO PROMOTE STUDENTS' FLUENCY AT CATHOLIC UNIVERSITY OF MOZAMBIQUE - LICHINGA EXTENSION

RESUMO

As aulas de língua inglesa na UCM- Extensão Lichinga não requerem testes de proficiência. O ensino eficaz que promove a participação activa dos alunos e o desenvolvimento de língua Inglesa têm sido um desafio, visto que os alunos não têm uma boa fundação gramatical a partir da base. Este trabalho examinou os desafios e os problemas encontrados no ensino de Inglês como segunda língua na UCM, na Extensão Lichinga. O estudo utilizou um desenho de pesquisa descritiva que compreendeu de vinte e cinco (25) professores de língua inglesa e trezentos (300) alunos amostrados aleatoriamente. A avaliação das respostas dos entrevistados trouxe resultados que revelam os factores que contribuem para os desafios no ensino de língua inglesa tais como: - a falta de tecnologias educacionais modernas e a falta de diversificadas técnicas de ensino nas aulas de língua inglesa, a falta de cursos de reciclagem para os professores, a falta de bons livros didácticos, má formação básica na língua Inglesa e falta de seriedade por parte dos alunos e negligência e corrupção nas escolas primárias e secundárias. Assim, concluiu-se que se o cenário de se ignorar a estes factores continuar, os estudantes que entram para a extensão de Lichinga continuarão a enfrentar os problemas a cima mencionados.

Palavras-chave: participação, testes de proficiência, desafios, factores, fluência da Língua

ABSTRACT

English language classes at UCM- Lichinga Extension do not require proficiency tests. Effective teaching which promotes students' active participation and English language development has been a challenge, since students do not have a good grammatical foundation from the ground. This study examined the challenges and problems encountered when teaching English as a second language at UCM- Lichinga Extension. The study used a descriptive research design comprised of

twenty-five (25) English language teachers and three hundred (300) students randomly sampled. An evaluation of the respondents' results reveal some factors contributing to the challenges that students encounter as they learn English. These include lack of modern educational technologies and variety of teaching techniques, lack of refresher courses for teachers, lack of good textbooks, poor basic training of the English language teachers and lack of seriousness due to negligence and corruption in both primary and secondary schools. The performance of students in the English language is poor, and ignoring the factors observed in this study will continue affecting English language fluency among students entering UCM- Lichinga Extension.

Keywords: participation, proficiency tests, challenges, factors, language fluency

Introduction

Language is one way of communication requiring the use of sound and symbols. People are able to communicate and express themselves fully through language. It is through language that people share ideas and feelings through written and spoken methods. From an economic and historical point of view, English has dominated the world for centuries. English has been the scientific language, useful in air traffic control and very much used for touristic purposes. It has been essential for internet and worldwide trade and commerce. English plays an important role in preparing students of English as a second language excel in their life through wider exposure to various experiences. Teachers are exposed to different environments when it comes to imparting their knowledge and experiences to learners. This becomes a daunting task when it comes to teaching students with limited understanding of the English language. There are many ways teachers try to use in order to come up with effects which are desiring from their students which cannot be achieved without challenges. For these teachers to stand these challenges they must look for pedagogical actions that are widely considered to enhance student motivation and learning. It is believed that educators who seek to support learning among diverse groups of students need to be increasingly imaginative about instructional practice (Ginsberg & Wlodkowski, 2009). It appears that the actual problem leading to these challenges may have its roots from primary through secondary school levels. One would think that with a good primary level background, the secondary school level could just continue giving the potential undergraduate an adequate foundation in the use of English. A mastery of written and spoken language is highly desirable, yet its teaching and learning is beset by a myriad of problems at the secondary school level. (Kolawole, 1998). It will be necessary to think about these challenges as vital concerns because of the negative impact they can have on the students.

Personal Background and Interest for Choosing this Topic

The researcher is a teacher of English as a second language at the Catholic University of Mozambique-Lichinga Extension since its establishment in 2012. The observation of the researcher reveals that teachers of English as a second language have got a big task to promote English fluency among the students in various schools of Mozambique. Students appear not to devote their seriousness when it comes to learning the subject. What appears to be planted in their minds is that English is too difficult to learn. At the beginning of each academic year there is a struggle to engage students in classroom discussions. The researcher also noticed that these

students lack confidence and motivation which can help them express themselves in English. In most cases students can only utter a greeting to a teacher like: “Good morning or afternoon teacher! How are you?” This will be the end of English conversation. What follows is Portuguese communication which would signify that somewhere somehow some incompetence could have led to this scenario. In addition to this, to the researcher’s surprise UCM students who fail tests or exams have a syndrome of saying “Teacher me-chumbou”- meaning *the teacher failed me*. This has been the tendency of many students who fail English tests or examinations. In this case one wouldn’t hesitate to assume that these students underwent a system whereby they could pass even if they had not achieved desirable marks for them to pass an exam or test.

With these observations one wouldn’t be surprised with reports from some researchers like Christopher (2008) commenting on Nigeria’s situation arguing that the ways and manners teachers teach English in most Nigerian schools do not engender the desired students’ competence in language skills. Just like Nigeria, students entering the Catholic University in Lichinga could be sailing in a similar boat. There was also a retaliation from Jibawo and Olayeni (2009) saying that one of the main causes of learners’ poor performance is through pedagogical shortcomings. When teaching for example, teacher-learner interaction need to be looked into with great concern. Duggan, Palmer & Devit (2007) and Jackson (2007) have expressed concern that students learning English as a second language do not demonstrate understanding of concepts of teaching because of lack of significant interaction. Interaction is very vital between a teacher and a student which is necessary when it comes to the improvement of communicative skills in English amongst students (Farrell, 2002; Long, 1997).

In Mozambique many schools now have got English course taught as a second language in primary, secondary and universities which are Portuguese targeted environments. Teachers are faced with the challenge of teaching English Language Learners (ELLs) with little training. As this researcher is looking at these challenges, it would be important to highlight some ideas and strategies as gathered from other literature that teachers can incorporate to make their instruction more effective in meeting the academic needs of ELLs.

The situation English teachers face in Mozambique might not be different as experienced in some developed countries. In the U.S for example, “Despite increasing numbers of English Language

Learners (ELLs) in K-12 classrooms, many teachers have little preparation in meeting the needs of this population. Only 12.5% of teachers in the U.S. have received 8 or more hours of training to teach ELLs” (National Center for Education Statistics, 2008).

According to Darling-Hammond (2006) many teachers from exemplary teacher education programs who participated in a survey in the U.S. were found to be "less well prepared" working with ELLs (p. 65), and Reeves (2006) discovered that over 81% of the secondary teachers that she had surveyed claimed to have undergone through inadequate training to prepare them for ELLs.

It is also important to bear in mind that ELLs lack proficiency in English, but they are not cognitively limited. Despite the fact that second language acquisition focuses much on first language development (Hakuta, 1986; Krashen, 1982; McLaughlin, 1990), a critical difference is evident. The English of secondary level ELLs could sound like that of four year old children, but their ability to understand academic material in their first language is decidedly not at the pre-school level. Therefore, challenging ELLs to think critically is vital to their academic success and second language development.

Problem of Investigation

Since the introduction of English learning in primary schools of Mozambique, there has been a need for more teachers well conversed in the field of teaching English as a second language. In Mozambique it was recommended that English learning should start at grade six in 1992 (Mawere, 2012) in primary schools as compared to other countries where English learning starts as early as grade one. In some other countries this begins earlier as from Kindergarten. The statement in one of the English Syllabuses for primary Schools Grade 6 INDE/MEC – Mozambique (2003), states that the expectations of the Mozambican Government in conjunction with the Ministry of education of Mozambique was that in three to seven years’ time students should be able to communicate in English since the introduction of English teaching in primary schools from grade six. However, this appears to be contrary with the English quality of students entering the Catholic University in Lichinga where students are either unable to speak English fluently or appear to be absolute beginners in learning English which is associated with various teaching and

learning challenges. According to Trifonovitch (1981) a student is automatically placed at a disadvantage if he has already a language of mother tongue and asked to learn a foreign language. Students in Mozambique are exposed to various mother tongues with Portuguese as the only language of instruction in schools. The problem therefore is, what could be the cause to these challenges which lead to the poor English fluency of students learning English. It is against this apparent scenario that this study of “The Challenges of Teaching English as a second language program to promote students’ fluency at Catholic University of Mozambique-Lichinga Extension” is to be carried out.

Objectives

The aim of this study was to examine the challenges surrounding the teaching of English as a second language at Catholic University of Mozambique in Lichinga and find out the likely causes of these challenges. It analyzed these challenges with the purpose of finding solutions to the problems if possible for the improvement of teaching English as a second language at UCM-Lichinga Extension and make recommendations.

Hypothesis

The suggestions put forward as a starting point were:

- “There appear to be lack of basic foundation on the students from their primary and secondary levels associated with inappropriate approaches which is a major concern in the ability of ESL students of Catholic University of Mozambique-Lichinga extension”.
- “There appear to be lack of motivation which contributes to a negative impact toward English learning as a second language.”
- “There appear to be less knowledge power which has a negative impact on attitude toward English language knowledge sharing”.
- There appear to be malpractice of corruption between some teachers and students which discourages students’ own initiative and desire to put effort on studying than just getting marks to do away with the English subject.

Significance of the Study

The study would be significant by providing the education service in Mozambique with moral as well as ethical duty of ensuring quality education for all with reference to the poor performance

in English fluency of those students who have gone through primary and secondary to the Catholic University of Mozambique. This, according to researchers has been attributed by various factors but there has been a few feasible suggestions as to how academic underachievement of English learning as a second language can be improved from primary through university level. What this researcher is targeting is the potential to intervene positively in the existing problem and offer significantly contributions and value to ESL students in Mozambique schools. The significance of the study will also involve examining of the challenges of the teaching and learning of English as a second language as well as finding its roots and seek approaches to promote English fluency among students.

The research will help in articulating principles for designing new English language school curriculum for primary, secondary and university levels in accordance with good learning strategies. This is a study that will provide information regarding the improvement and promotion of English language fluency among Mozambican learners.

The study would also shade some light on the Ministry of Education, UCM and other bodies responsible for the management of education in Mozambique. The researcher's belief is that this study will give outcomes that would prompt the responsible bodies to come up with a developmental policy regarding teaching English as a second language in Mozambique. The study would also share evidence for teachers of English from grass root level through university, of the necessity of having their pedagogical approaches towards teaching English as a second language thereby meeting the goals and objectives of teaching English as a second language in Mozambique.

Research Questions

The Universidade Católica de Moçambique where the researcher works, offers Law, Economics and Management, Public Administration, and Hospital Management and Administration. All students take English as a second language which includes General Basic English and English for Specific Purpose. The present research was conducted during the 2015 academic year at UCM-Lichinga Extension. Taking into consideration of the researcher's personal experiences explained above, the researcher came up with the following research questions as guiding points to this study:

1. Is there frequent use of instructional resources/media in teaching English Language in schools by teachers?
2. What could be the commonly contributing factors to the challenges of teaching and learning of English as a second language? Could it be a) teaching techniques b) behavior and attitudes of both teachers and students c) time allotment or management d) classroom environment e) administration and teacher evaluation?
3. What could be the possible solutions to the identified challenges by this research to improve the academic performance of students in English language fluency?
4. What could be the appropriate strategies which can help teaching English as a second language in classrooms?

Methodology

A theoretical background of this research was gathered from reading various books and articles as well as the researcher's own experience in the field of teaching English as a second language at UCM in Lichinga through the assignments assessment, English tests and exams administered to the students. The survey therefore, involved observation of English lessons, asking questions to the respondents through questionnaires and oral interviews¹.

Research Design

According to Kerlinger (1986), research design works is a framework that helps the researcher to get answers for his research questions and hypothesis as valid, objective and accurate. The researcher opted for a descriptive survey design for this research. In this case this is the design that was felt to give an in-depth description and interpretation of the challenges encountered by both teachers and students during the ESL course as required by the researcher. To determine the views of respondents of their behavioral or attitudinal problems in learning English as a second language, questionnaires were used in primary schools, secondary schools as well as oral interviews.

Participants

The study involved some of the schools located in Lichinga city. This was a convenient location for the researcher because this is his home area, hence, easy coordination and monitoring of the

¹ Para ter acesso aos anexos que deram resultado este artigo, consulte o autor.

activities. The researcher concentrated in this area with a view of reducing anticipated limitations like costs, research activities of coordination and monitoring as well as capability to manage the time of the study. The participants in this research included four primary schools namely: A Luta Continua, Namacula, Novos Horizontes, and Nzinje. There was also a study on five secondary schools viz: Kankhomba, Edwardo, Amizade, Muchenga, and Aeroprto. In addition to this, training centers like Ngungunhani and Instituto de Formação de Professores as well as UCM – Lichinga extension where much of oral interview took place were also involved. The research mainly targeted teachers and students of English as a second language.

Teachers'/Students' Sample and Sample Procedure

The sample of the major study concentrated on a number of teachers and students from primary and secondary schools and UCM in Lichinga city. The researcher came up with this choice basing on the fact that the primary grade seven in Mozambican education system is very important as it is the stepping-stone into secondary school education with form four being the gateway to the university. Furthermore, English language is introduced to primary school students in Mozambique as part of the medium of instruction from the sixth year of primary education. This gives people a view that at least students would have gained some English fluency that could enhance speaking with confidence and fluently in real-life situations of the language.

Research Instruments and Procedures

This study examined the challenges of teaching and learning English as a second language as experienced at UCM – Lichinga Extension. Therefore, multiple methods of gathering data were employed using both quantitative and qualitative data collection ways. With reference to Sommer and Sommer (1980) that multi-method approach of data gathering is ideal for getting into the in-depth of the significant issues in an investigation which leads to proper understanding and interpretation of research results, this research procedure started with both teacher and student questionnaires, oral interviews, reading various books, articles as well as going onto the internet. The questionnaires contained questions where participants were asked to choose strongly agree, agree, neutral, disagree, or strongly disagree for any given question. Questionnaires for students were distributed in English with a Portuguese translation against each statement while for teachers they were all in English while oral questions mainly contained open ended questions which were also conducted in either Portuguese, English or Nyanja.

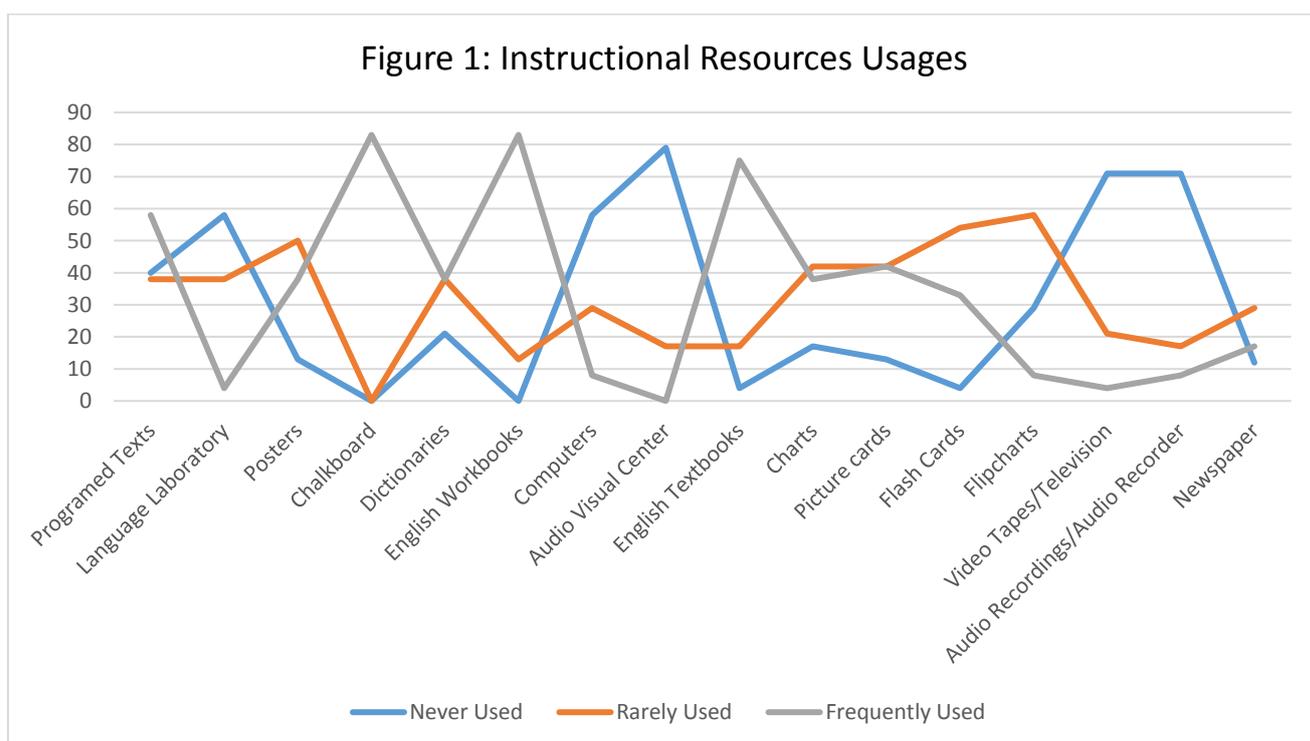
Questionnaires

The researcher used questionnaires in generating enough information regarding quantitative data because this appeared easier for the researcher to reach many people with the limited time of the research available. The researcher saw it necessary to carry out the study within the academic calendar of the schools in Mozambique as this is the time both teachers and students were available in schools. In addition to this, the researcher used structured questionnaires with reference to Cohen, Manon, & Morrison, (2007) who argue that these structured questionnaires work faster in coding and analyzing as compared to word-based data within a short period. Reports have also shown that questionnaires are suitable when it comes to dealing with descriptive statistics and one can make a good comparison with the data gathered than qualitative methods of collecting data (Bechofer & Paterson, 2000). This method has also been looked upon as the best way of ensuring participants' confidentiality. With regard to this explanation above, English Language Lesson Questionnaire about the attitudes of students and teachers were encouragingly used as one way of collecting quantitative data.

Results and Discussion

Research Question 1.

Is there frequent use of instructional resources/media in teaching English Language in schools by teachers?



The results on the usage of Instructional resources in Figure 1 above show that only four items were located above the predetermined theoretical higher value. These are chalkboards, English workbooks, English textbooks and Programed Texts in that order. Flipcharts, Flashcards, Picture cards, Dictionaries, Posters, Language Laboratories are rarely used by the teachers. All other items are never used.

Research Questions 2

What could be the commonly contributing factors to the challenges of teaching and learning of English as a second language? Could it be a) teaching techniques b) behavior and attitudes of both teachers and students c) time allotment or management d) classroom environment e) administration and teacher evaluation?

This section has 51 items which covered interrelated factors regarding teaching taking place in the classroom. A simple interpretation has been drawn by dividing this section into five sub-divisions. Sub-section one has nine items relating to teaching techniques. The second Sub-section has parts (a) and (b) with eight and twenty items respectively relating to perceived students' attitude and behavior. The third sub-section covers the time allotted for teaching, consisting of five items. The fourth sub-section is consisting of three items which concern the class

environment. The last sub-section includes the six items about administration and teacher evaluation.

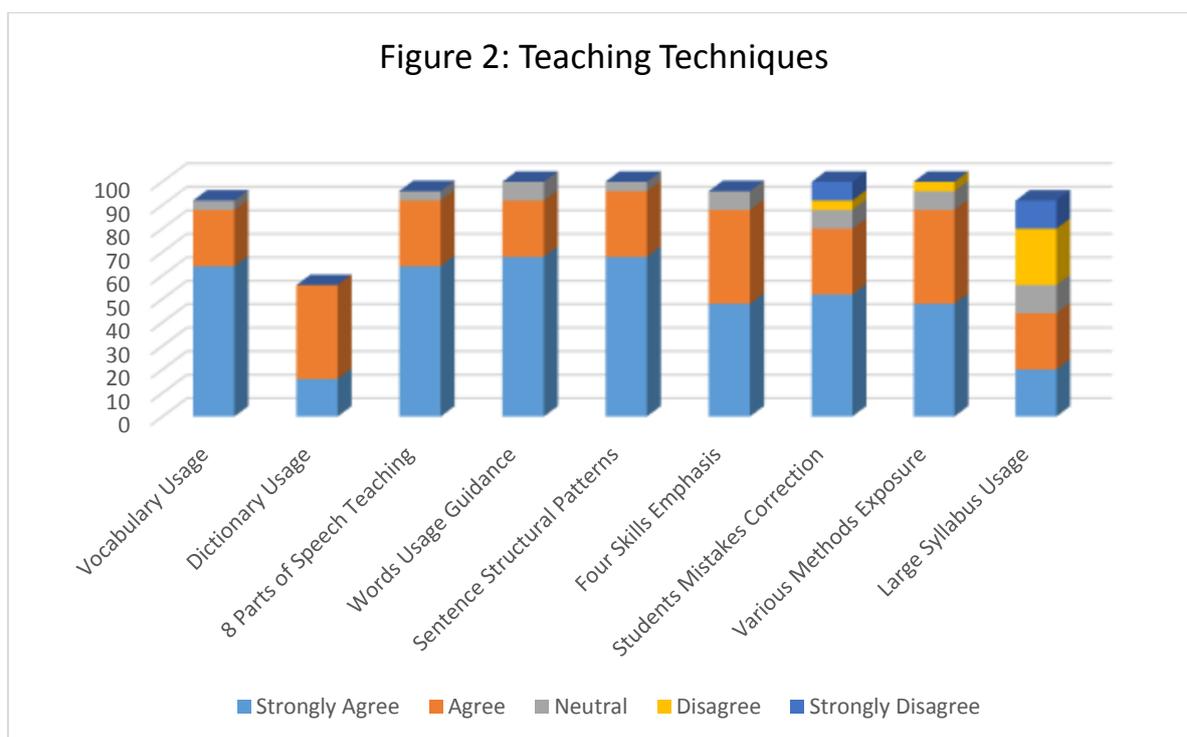
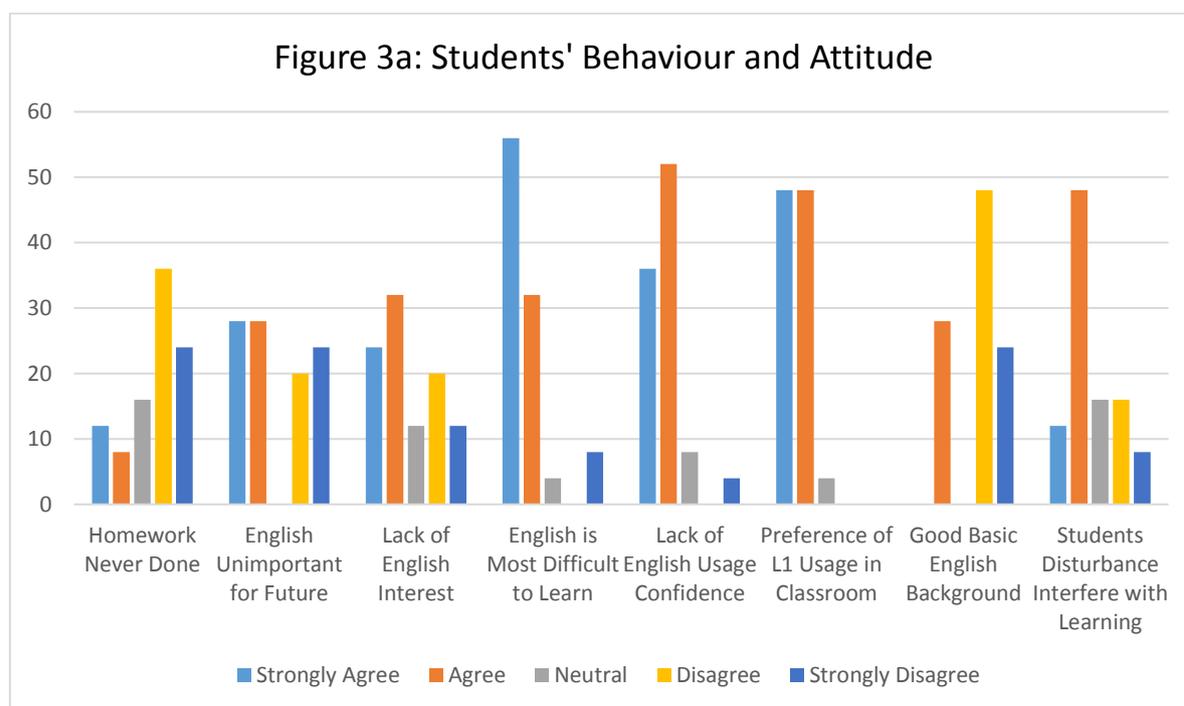


Figure 2 represents the first sub-section group of items with detailed results of items 11 (vocabulary usage) - 19 (large syllabus usage). These are the responses from the participants who were involved during the research towards various methods of teaching English as a second language and techniques teachers use in classrooms as follows: 11) the four language skills, 12) use of dictionary, 13) parts of speech 14) words in sentences and 15) English syllabus. Vocabulary Usage, 8 Parts of speech teaching, Words guidance usage, and the use of Sentence structural patterns marked the highest values with regard to teaching techniques which English teachers use in various schools. Reports from the participants in this study indicate that the above mentioned components are well applied in classrooms. It seems that the teachers were teaching according to the instructions given to them in the course aims and objectives by the Ministry Of Education. Only items 11 and 16 met the highest predetermined theoretical value. This means that the lecture method and intensive reading of textbooks are the only teaching techniques frequently used in public secondary schools in Lichinga for teaching English language. Although intensive reading of textbooks reflected a high response, the researcher's findings during English lessons observation showed that the supply of textbooks in many schools is very limited thereby hampering what could have been intensive reading exercise. This again is not at par with English

fluency rate of students joining UCM to pursue their studies. The group and debate methods are occasionally used with lowest scores respectively.

The items like correcting mistakes, emphasis on exposure of the four skills, and exposure on various methods of teaching have rated a higher value and have become second in relation to how teachers respond positively to teaching techniques when teaching English as a second language. The use of the English dictionary and a large syllabus has been strongly disagreed.

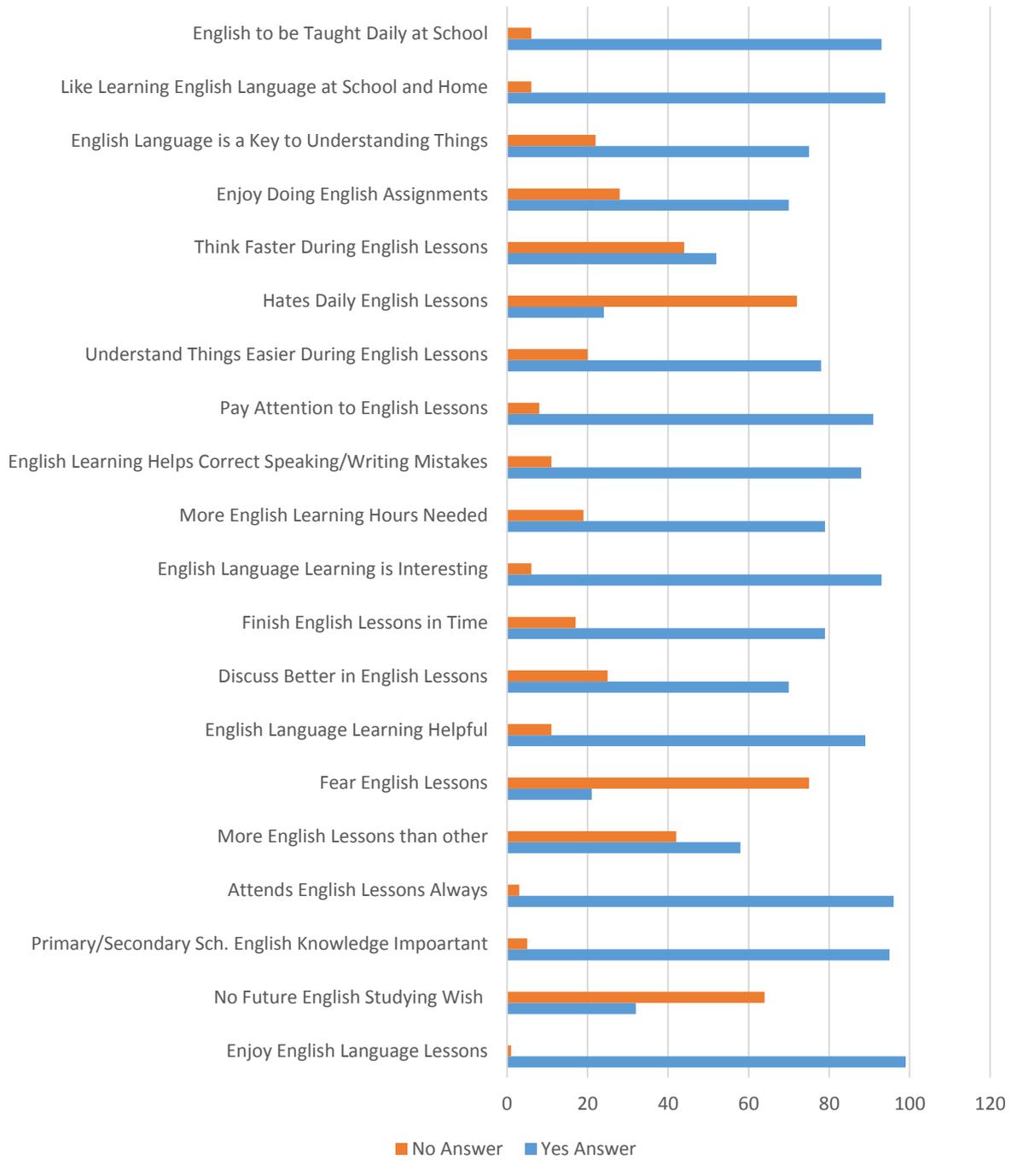


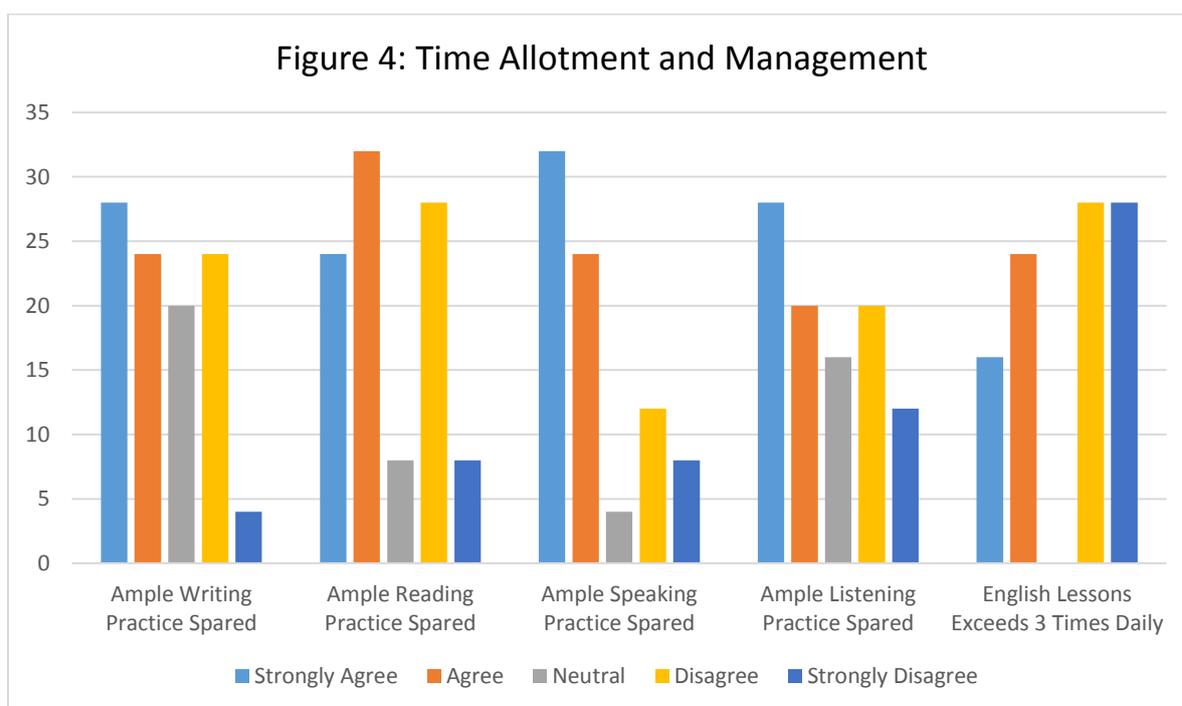
Highest percentage of participants indicated that adults often lack English usage confidence. They find it stressful when they cannot express themselves clearly and correctly in a second language. Wong (2006), pointed out that adults may feel very embarrassed about being students again for the feeling of being old and away from school for many years. A questionnaire of 300 adult English learners conducted by Wu Huifang (2002, p. 61) showed that “about 80 per cent Chinese adults felt embarrassed or ashamed of making mistakes”. This does not spare Mozambique where students agree according to this research that they lack English usage confidence. Lightbown and Spada also said (1993, p. 42), “adults are often embarrassed by their lack of mastery of the language”.

From the Figure 3b below, a critical analysis of the respondents strictly opposed avoidance of English language as students. This could negate this factor as attitudinal problem among students in Mozambique primary and secondary schools.

This indicated that most student don't avoid English language classes because they appreciate the importance of this language only that they find it difficult to learn according to their responses in figure 3a. This could be because of the students' failure to grasp every aspect of the English language. This was also observed by Oluwole (2008) when he was reporting on the impact of L1 on students' achievement in English language. L1 according to the respondents affects English language understanding and in figure 3a above there has been a large preference for English language to be taught in L1 for easy understanding. This result is the same as what Akinbote and Ogunsanwo (2003) observed with an opinion that the use of L1 in the teaching and learning process at an early stage helps, not only to preserve and value's one culture but also to develop it lexically. This can be argued as observed by the researcher that during the tests or exams when students forget the English terms they resort to writing the responses in Portuguese as it is the case at UCM. Figure 3b has reflected a strong agreement as to how important it is to master oral English as a key tool to communication. As the old saying goes "Practice makes perfection". From the respondents' view it can be deduced that most students are always afraid of making mistakes; and it would be necessary for teachers to encourage them not be shy from making mistakes because that's the only way to learn. A student who is extrinsically motivated could be encouraged to being INTRINSICALLY motivated (Lepper, 1988).

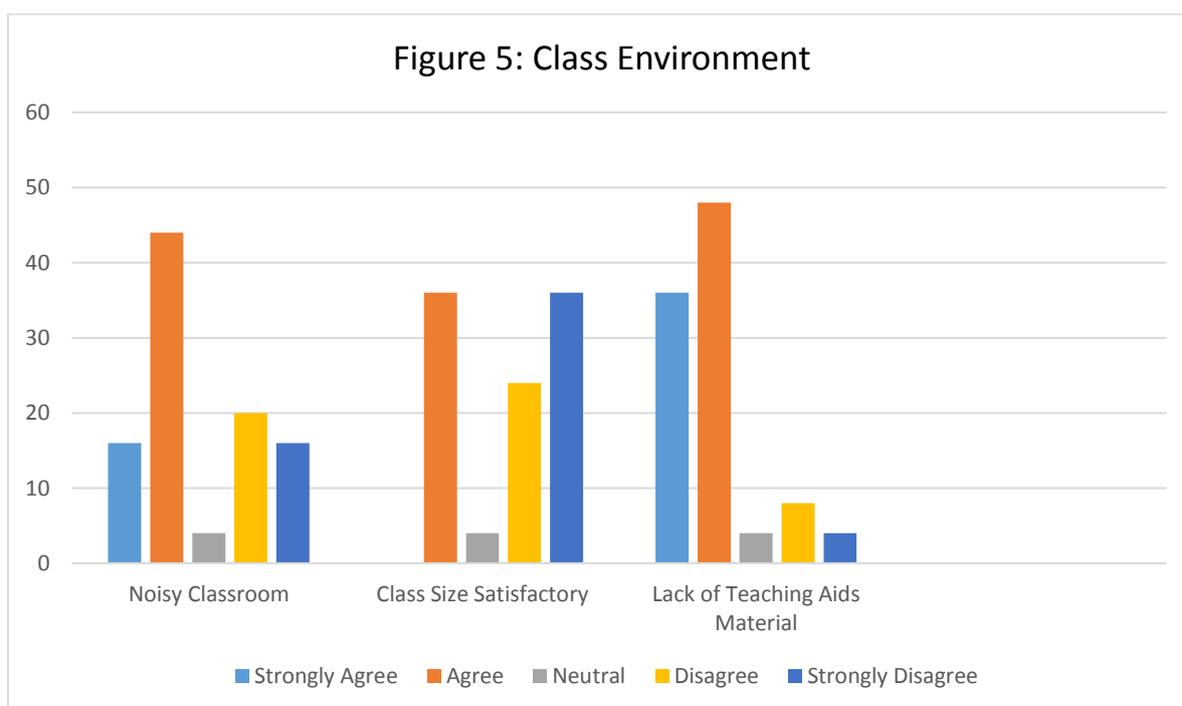
Figure 3b: Students' Attitude Towards English Language Lessons





The sub-section that includes items of ample writing practice, ample reading practice, ample speaking practice and reading practice in Figure (4) above shows that the participants assigned highest values to the four items regarding practice time in class of the four skills. There is an indication that teachers divide their time equally between the four skills when teaching but it could be argued that this can not reflect a true picture as the teacher would want to show the researcher that these things are done while in true sense not. This argument is supported by the high value reflected in graph above of the neutral and disagree values in ample writing, reading and listening. The only item with a lowest value was of 'I teach English for more than 3 classes each day with enough time to measure the overall progress of my students'. Participants disagreed with the statement, showing that teachers involved with more than three classes were unable to sufficiently measure the overall progress of their students. Teaching more classes decreased their productivity and consequently had an adverse impact on students.

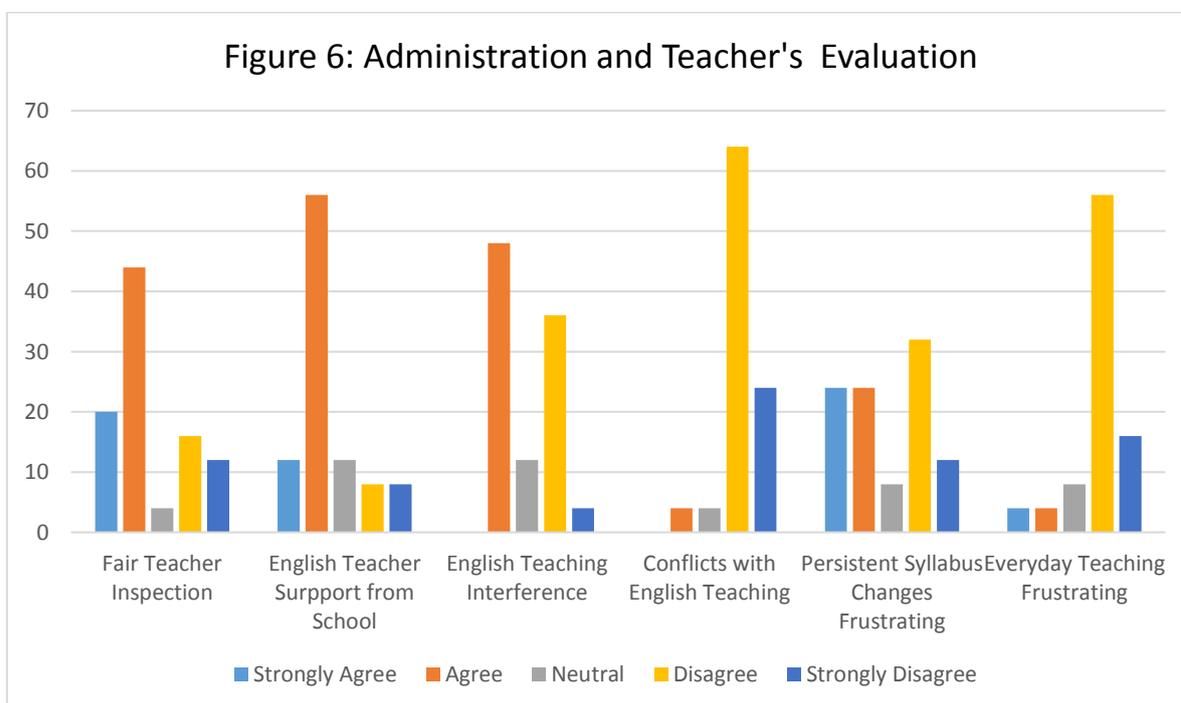
The research has revealed that at one primary or secondary school there are very few English teachers against a large number of English classes to teach. This being the case, the teacher ends up with so much work to mark if he/she has given an exercise, test or examination which leads to insufficient measure of the overall progress of the students.



Environmental factors in Figure 5 above show that classroom environments lack teaching aids materials in both secondary and primary schools contributing to environments not conducive to effective learning. The students agreed that their schools are overcrowded with one teacher having so many classes to teach per day. This is in agreement with the statement of “English lessons exceed 3 times per day per teacher” which yielded the lowest support. The students agreed overwhelmingly that their schools lacked teaching aids material. They disagreed that their schools have well stocked libraries.

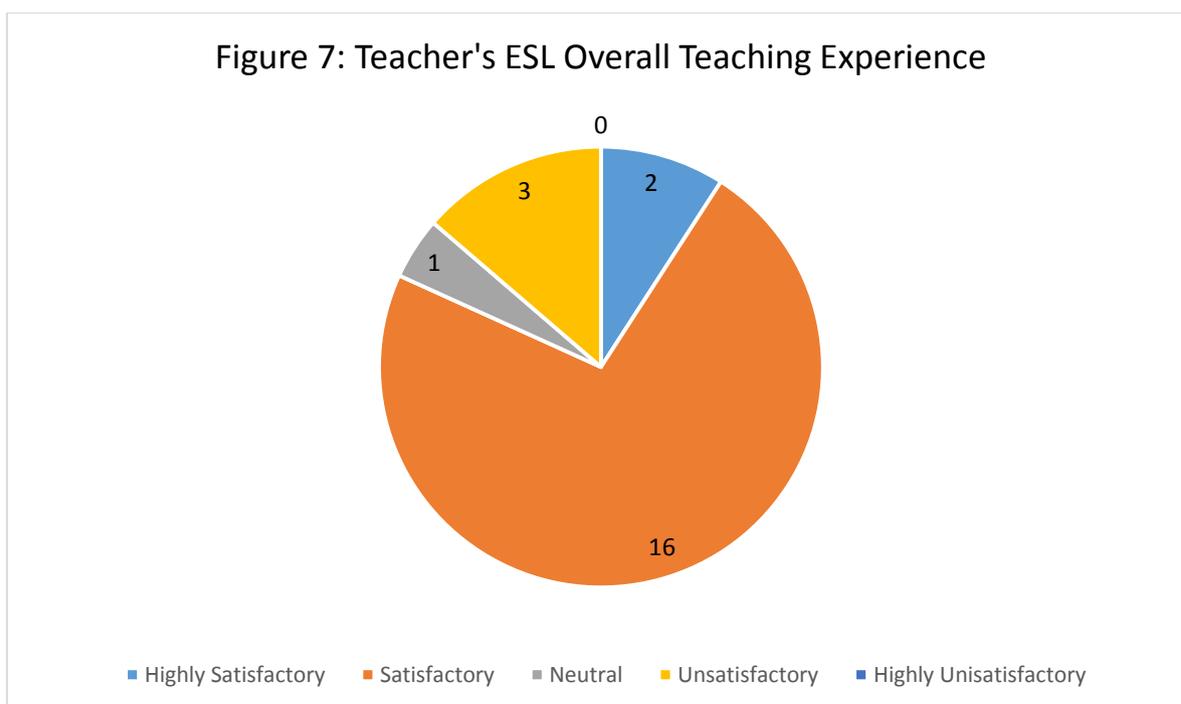
In Figure 6 below, the highest percentage has shown that an English teacher receives fair inspection and support from the schools but this could not be the support that could lead to good performance of a teacher. Oral interviews and English lessons observation have revealed something contrary to this perception. As it is believed that the key to quantifying good teaching is the focus on a student progress over time, there has rarely been inspection taking places from the Ministry of Education as far as English language teaching is concerned and indeed the students’ progress over time is what is now being exposed by the quality of students entering UCM – Lichinga Extension. Three English teachers from different schools admitted that inspection is done by Portuguese professional teachers who most of the times shun away entering into English lesson classrooms. This could be understood because you can’t expect someone who speaks a different language apart from English inspect an English teacher. It would require somebody well conversed in English language too. There has also been a disagreement that

English teaching is in conflict with other subjects. These two items indicate that although there was agreement on the suitability of the curriculum, there was an issue with the syllabus and the organization of teachers' time and work. On the other hand, teachers strongly agreed that the 'administration's behavior is supportive and encouraging and that 'rules in the school do not conflict with their professional judgment. The overall results indicate that the school administration was supportive and friendly but they were rigid about the syllabus, curriculum and teacher duties. The highest positive results were found in the first category of teaching techniques. Teachers had a strong agreement that they were teaching according to the syllabus, and using all the required techniques in teaching their students with encouragement. These high levels could be interpreted as subjective because the teachers were evaluating themselves, and this was anticipated. The teachers were overloaded with routine duties and paperwork, alongside having to teach large numbers of classes; in this respect, they seemed unable to achieve their goals.



The results show that teachers agreed that they were not able to follow up on their students' progress, which indicates that they are either at liberty to do what they feel since there is nobody with the technical knowhow of ESL teaching system to inspect them, or that they were exhausted with the duties of teaching so many classes that caused them stressed up and this prevented them from monitoring their students' level and progress. These explanations are supported by the high level of agreement that class environments are not conducive in the sense that teachers are loaded with many classes to teach English lessons.

How would you rate your overall experience at Teaching English as a second language?



From figure 7 above, the majority of the teachers are of the view that their overall ESL teaching experience is satisfactory while very few were of the view of unsatisfactory and highly unsatisfactory. This is surprising to note that the majority are satisfied with the overall teaching experience when the quality of English fluency of students entering UCM is very poor.

Conclusion

The public secondary schools in Lichinga still have a long way to go to offer multiple pathways to the teaching and learning English as a second language. Little wonder that UCM has been receiving students of poor English language fluency with most of them absolute beginners. What contributes to this is that secondary school students finding their way into the university are already at a disadvantage because of their exposure to grassroots' poor English background and preparation.

The main purpose of this study was to determine the cause of the teaching and learning challenges encountered at UCM in Lichinga. After the statistical analysis of the data, the researcher is now able to present some valuable pedagogical implications for the learning and teaching of English in Mozambique schools. The findings reveal that poor English language

background and lack of professional refresher courses and or training of teachers influence the students' poor performance in English language in primary, secondary and university schools. The teachers are of the view that students were not motivated to learn and read English textbooks, as they considered English to be difficult and opt for their L1 a great deal. This is in agreement with other studies, but the solution could be the introduction of learning strategies to students. Information can be obtained through various learning strategies which are the methods that learners use. Abbasi, Ahmed and Khattak (2010) pointed out that language learning strategies are the specific manners or thoughts that students use to increase their language learning. It is believed that learning strategies are significant in EFL/ESL, as they give learners the tools to achieve their goals. According to Ting (2009), students can fight their weakness in some learning styles with appropriate training strategy, and learning strategies that can influence achievement. Teachers made a clear indication that there was a gap between the basic English skills that students have coming from their grassroots level, and the expected English proficiency level they should gain in secondary schools. Secondary school teachers are in agreement that the foundation of English that students have at the beginning of their secondary school is significantly below expectation. Other factors which contribute to the teaching and learning challenges include, learning environment, poor approaches to teaching, lack of good textbooks, and corrupt malpractices between a teacher and a student as supported by Rambe and Mawere (2011). This appears to contribute more to the brain drain of the students all the way from the time they begun learning English language through secondary level to the university. Because they are used to corrupt malpractices be it in kind or monetary in exchange for better grades, they are finding it difficult at UCM. Hence, the claim "Teacher me-chumbou" (Teacher failed me). The existing challenges in ESL will persist if the observed facts from this study are not looked into with seriousness.

Recommendations

In the light of what has been found and concluded from this study, first and foremost, there is need to make the time table from primary, secondary and university have more teaching periods. Secondly, public secondary schools in Mozambique require an adequate supply and a variety of instructional media including more resource materials like text books with stories that are in line with cultures of the people of Mozambique. Various English programs on the countries local media (e.g. radios and television) stations should be introduced to help students develop interest

of English language. Technologies such as audio and video recordings, language laboratories and computer can be more effective teaching tools for English Language lessons as they offer authentic learning experience when interwoven with existing curriculum. A good example could be introducing English Language center with all levels of teaching English as a second language in Lichinga and students should undergo proficiency test for better results. In addition to this, if teachers in public secondary schools in Mozambique are to assume new roles and use new technology-supported instructional tools, there is need that these teachers familiarize themselves with a variety of instructional delivery methods in addition to their relying on textbooks, chalkboard and lecture method. For this to be achieved English teachers need to attend regular refresher and or further training courses for teaching English as a second language. In addition to this, students should also be asked to participate in activities requiring them speaking and reading English. For this to work well, schools should introduce English clubs where students should compete with other schools in poems, drama, songs and debates. Furthermore, government should consider introducing English as from grade 1 in Primary schools just like in other developed and SADC countries with an emphasis on good English teaching approaches and methods associated with sufficient teaching aids, pair/group work discussions in English, vocabulary, reading, comprehension, dictations and dialogue to enhance interaction. The government should also maintain a good number of students per classroom per teacher say 40 to 45 students. Again, the government should consider implementing a board to oversee English teaching standards. This board should facilitate inspectors with the better understanding of English teaching context and capable of identifying weaker teachers who can be helped for better performance.

Teachers should exercise more patience and try to find the right ways to help their students become more proficient in the language. It is important for ESL teachers to establish a more personal relationship with every student and interact with them with patience. Simple actions and showing interest in their problems will go a long way in giving students a more pleasant learning experience. Some ESL students lack enough knowledge to understand the instructions by their English teachers in class. They are ignorant about what is happening in their classes. Teachers need to encourage these students to seek for clarification where they have not understood some instructions. When teaching, students need to be given ample time to ask questions on important points. Teachers need to be clear and repetitive when dealing with words

which are difficult to pronounce, and they can demonstrate the production of individual sounds through correct positioning and moving of the lips and the tongue while speaking slowly for clarification and accuracy.

Encouraging students to speak frequently with other English speakers and their English teachers would be an ideal practice. There is hope that the high potential for enhanced learning through the provision of conducive-learning environment can be attained in public schools in Mozambique. It is strongly recommended that the learning environment in public schools in Mozambique should be given priority attention by the government and the Ministry of Education so that ESL can be disseminated well.

Suggestion for Further Research Study

The findings of this study have pointed out various factors that lead to the challenges of teaching and learning English as a second language at UCM – Lichinga Extension. Since these factors are playing a great role in affecting the academic performance, future studies should be extended to some of the existing factors. The outcome of this study revealed that corrupt malpractice promote laziness and the syndrome of “Teacher me-chumbou” (Teacher failed me) amongst students studying English as a second language. Further research can be conducted to investigate the degree of such kind of corrupt malpractice and its cause as well as the appropriate intervention approaches.

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