



Improving Effectiveness in Teaching and Learning English Language in Public Primary Schools: A Case of Bagamoyo District, Cost Region, Tanzania

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Abstract

The study focused on improving the effectiveness of classroom teaching of English language in public primary schools in Bagamoyo District, Cost Region, and Tanzania. Three specific objectives guided this study: To examine how inquiry-based teaching improves English language learning, the role of visual mode teaching strategy in improving English language learning and how the practice of problem-based teaching improves English language learning in public primary schools in Bagamoyo District. The study was guided by the Social Constructivism Theory developed by Jean Piaget (1896-1980). In methodology, the study used cross-section research design and employed a mixed method research approach whereby both qualitative and quantitative techniques were used. The study targeted head teachers, English language teachers and pupils from public primary schools. It employed interviews, questionnaires, observations and documentary reviews for data collection. The findings highlighted the significant impact of different teaching strategies on pupils' performance in English language. Teachers acknowledged the effectiveness of inquiry-based teaching strategy, although activities that foster such an approach were often not implemented due to different limited resource allocation which explained the lack of visual aids in classrooms which restricted pupils' opportunities for interactive learning, as essential resources like charts and projectors were often unavailable. Based on the study's findings, it was also concluded that teachers needed to be well trained in order for them to be able to teach the English language effectively so as to improve the academic performance in public primary school pupils.

Keywords: Effectiveness, Teaching, Learning English Language Public Primary Schools

1. Introduction

Primary school of English language teachers must employ appropriate teaching strategies in order for pupils to acquire English language usage competence. Some studies have insisted that certain teaching strategies enhance pupils' English language acquisition and retention. Similar studies have shown the effectiveness of active, problem-based and inquiry-based teaching methods in different educational contexts (Dalali & Mwila, 2022) ^[16]. Zohud (2015) found that that teaching strategies positively affected pupils' engagement in learning the English language. The use of audio and visual aids encourages pupils to learn and engage them in the English language learning process; audio aids improve pupils' listening skills, whereas visual aids develop their speaking skills. Others have stated that practicing the English language speaking was the most essential way to learn.

Despite the role of teaching strategies such as engaging learners, catering to diverse learning styles and promoting retention of information by developing pupils' knowledge (Revelian, 2020) ^[61], the National Examination Council of Tanzania (NECTA) has revealed persistent poor performance in primary school leaving examination (PSLE) particularly in English language subject. Based on the 2022 and 2023 national examination results, more than 50% of pupils scored grade D and E.

In the year 2022, pupils who scored grade D and E were 2,185 (59%) out of 3,693 while, in the year 2023; 2,366 (57%) pupils scored D and E out of 4,149. The pupils' poor English language knowledge viewed in their performance in the examinations and assessments raised questions about the effectiveness of teaching strategies and approaches in Tanzanian public primary schools.

Therefore, this Study investigated the nature of teaching strategies for improving public primary school pupils' English language performance in Bagamoyo District, Tanzania. The Study sought to provide insights that should inform on instructional practices employed by teachers. The main focus was on teachers' competence in employing various teaching strategies to improve pupils' competences in English language. Additionally, the study intended to explore the underlying mechanisms through which teaching strategies effectively influenced pupils' academic performance. Ultimately, the findings of this study aimed to contribute to the ongoing discourse on practical pedagogical approaches that should support educators in optimizing teaching methods to foster meaningful learning experiences for their pupils with a view to improving public primary school pupils' performance, particularly in the subject of English language.

1.2 Specific Objective

1. To examine how inquiry-based teaching could improve English language learning in public primary schools in Bagamoyo District.
2. To assess the role of visual mode teaching in improving English language learning in public primary schools in Bagamoyo District.
3. To explain how the practice of problem-based teaching could improve English language learning in public primary schools in Bagamoyo District.

2. Past Literature

2.1 How Inquiry-based teaching improves pupil's English language competence

Several studies have addressed inquiry-based teaching, including those focusing on pupils' perceptions of its use and its influence on academic performance. One of the curriculum implementations that provided features needed the school for globalization and the current era is the International Baccalaureate Primary Years Programme. This curriculum promotes the educational framework that bringing open-mindedness in the school community and preparing pupils to become independent learners and inquirers. In the written curriculum, five elements LANGKAWI Journal 5 (2): 115-126 ISSN (p): 2460-2280; ISSN (e): 2549-9017- 116 -will synergize each other involving knowledge, concepts, attitudes, skills, and action (International Baccalaureate, 2017). The teachers taught these elements to the pupils through an inquiry-based learning method that requires the pupils to construct their knowledge in their real experiences.

The inquiry classroom is far less about rote learning and memorizing fact. It is more about how the pupils actively involved in the teaching and learning process and get authentic and meaningful experiences. The characteristic of this method is learning stimulated by questioning, investigating, collaborative learning, problem-solving, creating solutions, applying to practical situations that emphasis on the process rather than the products and focus

on child-centered rather than teacher-centered. Language inquiry attempts to get to the main of specific curricular outcomes, allowing pupils to have a choice in the topics they learn, the process they undertake, and how they represent their learning and new understanding (Alameddine & Ahwal, 2016) [6].

Mutammimah, H., *et al.* (2019) [52]. Investigate the implementation and the benefits of inquiry-based learning in English language teaching at the candidate school of International Baccalaureate Primary Years Programme in Surakarta. Three English teachers at a candidate school in Surakarta were chosen purposively to participate in this study. This research employed a qualitative approach and emphasized on a case study. The techniques for collecting data comprised in-depth interviews, observation and document analysis. The researchers analyzed the collected data through the Constant Comparative and Method.

The results revealed that the implementation of inquiry-based learning in English teaching language in this school used Bruce and Davidson's view and some features of inquiry based teaching. That cycle involved asking, investigating, creating, discussing, and reflecting. There were four benefits of this method in English language teaching based on the International Baccalaureate Primary Years Programme. They were the teachers develop meaningful activities for the pupils, teaching and learning were child-centered, the pupils learn through language and get enduring understanding, and it promotes students' skills and attitude at teamwork. Considering the results of this study, it implies that the implementation of inquiry-based learning in English teaching language has positive effects for pupils and teachers.

Hu *et al.* The study examined the differences in the impact of teaching strategies on the pupils' academic achievements between elementary and middle schools. Two-level hierarchical linear models and coarsened exact matching revealed three significant findings: the cognitive, meta-cognitive, and inquiry-based teaching strategies were significant predictors of pupil's academic achievements and the effect sizes of these strategies were larger in middle schools. In addition, individualized instruction, participatory instruction and guided inquiry teaching strategies were significant predictors of Pupils' achievements and the effect sizes of these strategies were larger in elementary schools. Last, the overall teaching strategies significantly improved learning strategies and the effects were more significant in elementary schools. These findings call for more research on teaching strategies to improve pupils' academic performance especially in public primary school English language subject. Imran, M. & Almusharraf, N. (2023) [36]. Examined instructional practices and challenges English language teachers face in elementary schools. This study used a phenomenological approach and a mixed-method design. The data were collected through four tools: questionnaires, case studies, interviews, and observations in eight elementary schools in which eight educators and two hundred pupils participated from schools of three districts in central Punjab, Pakistan. This study aimed to explore the perspectives of teachers and pupils regarding the current pedagogical and instructional practices employed in English teaching language classes. This study identified issues related to the lack of professional training and qualifications, overcrowded classrooms, cultural and social barriers limited availability of the latest resources and technology, and a lack of parental cooperation. The findings suggested revisiting teachers'

professional development programs, focusing on innovative teaching methods, incorporating technology into language teaching classes and classroom materials development, and adaptation preparation. It further suggested that teachers with low levels of professional qualifications and training should consider focusing on specific approach to meet the challenges they face in language classes instead of general teaching approaches.

Hamza & Rami. Presented the findings of challenges that face teachers of English as a Foreign Language from using inquiry-based strategy in Jordan. The quantitative study is undertaken using a survey methodology where teachers in private education institutions in Amman are sampled. The sample consisted of a sample of 50 teachers. Findings indicated that the teachers are aware of the effectiveness of inquiry-based teaching as a tool for enhancing the outcomes of the pupils. The strategy is cited as being effective in promoting critical thinking, pragmatics, and general acquisition of English language competence. Availability of appropriate reading texts and development of the relevant materials are significant challenges identified in this study.

Aga Khan University. (2021) ^[3]. Inquiry-based learning is a lauded approach in the teaching of English language. However, studies based on some IB PYP Schools indicate that teachers still face challenges in the teaching of English language, using the inquiry approach, whereas pupils face difficulties in reading, writing and problem solving. This case study, therefore, explored how English teachers used the inquiry-based framework in the teaching of English language at the IB PYP School, in Tanzania. Six teachers from Grade one to six along with the former PYP Coordinator participated in this study. The data collection methods used included interviews, observations and document analysis. Data from the three sources were corroborated and had connections with the literature reviewed. Findings demonstrate that teachers used different pedagogical as well as specific strand strategies for reading, writing, teaching and learning network, which would consist of specialists training the teachers in different areas. Peer appraisals should be used to enhance each other's skills. Furthermore, the administration should provide adequate resources. It should seek to care for the mental health of the teachers and pupils and make more use of the counselor where possible. It should monitor and give feedback on teacher reflections. The teachers as stakeholders should research further to incorporate all the pedagogical strategies extensively. Parents and pupils should extend their support in the teaching and learning process speaking and listening and viewing and presenting. However, the consistency and frequency of teaching using each of those strategies was not uniform across all grade levels. This is because teachers required further expertise in developing their technological pedagogical content knowledge and there was a gap in the exchange of knowledge across different grade levels.

Moreover, there were other factors that impeded the use of the inquiry-based approach. These were the traditional views of new staff, the time constraint whilst using inquiry process, large class size and lack of manpower, teacher preparedness, inadequate, worn out and unorganized resources and learners' personal issues, understanding and practice. Thus, the support required as per analysis is as follows: the administration should build a quality.

Reported that inquiry-based teaching is a series of learning activities based on critical and analytical thinking that

involves looking for and finding the answer to an issue. By using Inquiry-based teaching, pupils can understand the writing process. They can learn how to generate ideas and make a good organization by finding the answers to teachers' or pupils' questions. It also can develop their critical thinking in writing. Similarly, Ash and Kluger-Bell (2012) ^[8] state that inquiry-based teaching provides content, conceptual understanding, development, the skills and activities of making discipline, and attitudes and habits of mind. Therefore, the pupils can develop their understanding of grammar and vocabulary concepts. The pupils can discuss with their friends to complete or find alternative ideas. They can also make good sentences and content and use correct spelling and punctuation by understanding the concept and discussing and revising their writing groups. Therefore, the pupils become not only good writers but also good readers and editors.

2.2 The role of visual mode teaching in improving pupils' English language learning in public primary schools in Bagamoyo District

Studies that address visual mode of teaching have focused mainly on teachers' and pupils' perceptions, influence on teaching, and ability to impart skills. Raiyn (2016) ^[59] conducted a research in Israel about the Role of visual teaching in Improving Pupils' high-order thinking skills in Israel. The study used a sequential explanatory design under a mixed research approach with 84 respondents, including teachers and pupils. Questionnaires and interviews were used to collect data. The study found that visual teaching strategy leads to pupils' knowledge development. Such a strategy has three fundamental components: a teacher, a pupil and a learning process. The role of the teacher includes monitoring the learning process by considering the most productive way to improve higher-order thinking (HOT) skills. Furthermore, visual strategies include images, diagrams, flowcharts and interactive simulations.

Furthermore, the study compared visual and traditional learners based on their HOT skills, which were evaluated using the strength, weaknesses, opportunities and threats model (SWOT). Performance analysis showed that visual learning tools increased the Pupils' HOT skills. The study focused on the role of visual Learning in Improving Pupils' high-order thinking skills in Israel, while this study concentrated on the role of visual mode of improving pupils' English language competence knowledge, specifically in the Tanzanian context.

Conducted a study examining the impact of visual aids on the learning process in Pakistan. This research focused on teachers' perspectives regarding the use of visual aids—such as images, animated videos, projectors, and films—as motivational tools to enhance pupils' engagement while reading literary texts. A close ended questionnaire was employed to gather the necessary data, targeting both staff and pupils from public and private educational institutions in District Dera Ghazi Khan. The results indicated that a majority of teachers and pupils held positive views on the effectiveness of visual aids in the teaching environment. Furthermore, the study contends that, various visual aids including charts, diagrams, graphs and images help pupils grasp complex concepts by presenting information visually. Additionally, visual representations can simplify abstract ideas, making them easier to understand and to be remembered. The study was done in a developed country to

assess the role of visual modes in developing pupils' English language competences including speaking, reading and writing.

Argued that attitudes of Pupils and teachers concerning the application of visual aids during the process of teaching and learning in Pakistan indicated that, they saved time in preparing lessons and clarification of content, leading to pupils' better performance. Pupils can increase their vocabulary, avoid dullness and increase direct experience in observing things, which lead to retention of content delivered during the teaching and learning process.

GU, C., & Lornklang, T. (2021) ^[27]. Vocabulary, as the fundament of any language, is one of the most crucial aspects of language teaching. And it also draws great attention from Chinese learners of English as a foreign language (EFL). This study conducted an experiment to examine the effectiveness of the picture-word inductive model and readers' theater on Chinese primary pupils' vocabulary learning achievement. The samples were 34 fifth-grade pupils from a primary school of China. The pupils received a vocabulary learning treatment with the lesson plans constructed based on the picture-word inductive model and readers' theater using Chinese Cheng-yu, and an English vocabulary learning achievement test was conducted before and after the treatment. Results of the test showed that the pupils' mean scores in the posttest were significantly improved than in the pre-test, and results of the questionnaire showed that the participants were highly satisfied with learning English via picture-word inductive model and readers' theater. The results indicated that learning English via picture-word inductive model and readers' theater is an effective way for improving learners' English vocabulary learning achievement as it provides the visual support and opportunities for learners to engage in vocabulary acquisition.

Philominraj, A., *et al.* (2017) ^[56]. This research paper investigates the impact of visual aids on vocabulary acquisition in teaching English language classes. Vocabulary acquisition is a fundamental aspect of language learning, and innovative teaching methods are continuously sought to improve this process. Visual aids, such as images, videos, flashcards, and info graphics, are known to enhance comprehension, retention, and engagement in language learning. However, their specific effectiveness in the context of EFL vocabulary acquisition has not been comprehensively explored. The study employs an experimental research design. 62 EFL pupils are randomly assigned to two groups: one group receiving traditional vocabulary instruction without visual aids, and the other group exposed to vocabulary teaching supported by various visual aids. Pre-tests and post-tests are conducted to assess vocabulary knowledge, and feedback from pupils is gathered to understand their perceptions and preferences. Preliminary findings suggest that the use of visual aids in EFL vocabulary instruction leads to a statistically significant improvement in vocabulary acquisition ($M=5.63$) for the pretest and $M=6.95$ for the posttest. Pupils in the visual aids group demonstrate enhanced comprehension, retention, and engagement. The research findings also reveal that visual aids worked better for low level of proficiency pupils.

Ngussa, B., & Chiza, A. (2017) ^[54] investigated on significance and adequacy of instructional media as perceived by primary school pupils and teachers in Kinondoni District, using survey approach. A random sample of 292 pupils and 34 teachers from 15 schools participated by

filling the questionnaire. Validity of the questionnaire was ensured through expert judgment from a group of experienced researchers. Cronbach's Alpha ranged between .618 and .652 meaning questionnaire items was reliable. The Primary School pupils and teachers perceived that instructional media are vital in the teaching-learning process, enhancing ability to read and write correctly, influencing active participation and ability to remember vocabularies. Availability of chalkboards, text books and supplementary books is adequate. However, pieces of woods (slates), learning corners, reading cards, bulletin boards, video clips, voice recorders, and Braille machines are inadequate. It is therefore recommended that since both pupils and teachers perceived instructional media to be vital in the teaching-learning process, school administration should ensure good supply of various media resources and teachers' training on how to use the media resources effectively. Finally, school administration should increase those media resources perceived inadequate

Kaswa (2015) ^[59] showed how visual learning aids such as pictures, drawings, or dynamic videos were designed to facilitate teaching, which impacted the teaching and learning process. The sense of sight helped pupils to learn effectively. Thus, visual aids were essential tools in the teaching and learning process since Pupils were observing physically and practically the visual aids related to the topic. Failure to prepare and use visual teaching could lead to poor academic performance in primary schools.

2.3 The Practice of Problem-based Teaching in improving pupil's English language competence

Riswandi, (2018) ^[62]. Problem based teaching is a learning model that focuses on giving the solution for pupils in learning process; it provides the chance for pupils to find their problem and also creating the alternative solution to deal with their problems in English language learning. The aims of this study, by using problem based teaching can increase the pupils' ability in mastering English language. The participant of this study chosen from primary school teacher education department. There several consideration in choosing the department as the object of this study. First, the pupils of this department lack of interest in joining the English subject, the learning process becomes ineffective. Second, as the future candidate of teacher for elementary school pupils, they need to concern with the ability of English language. Third, the average ability of pupils in mastering English is weak. The method used for this study based on qualitative/interpretive paradigm. This method concern on viewing the focus and problems of this study in a comprehensive way. The finding, based on the result of the study it can be shown that the pupils' ability in English language increased as the researcher targeted from the beginning. And the learning process becomes more active after the use of problem based teaching. So, it can be concluded that the use of problem based teaching (PBL) can increase the students' ability in mastering English Language.

Problem-based teaching (PBT) has emerged as a pedagogical approach that seeks to enhance pupils' speaking skills by fostering active, pupil-centered learning experiences.

Tafari. A. (2023) ^[6]. Pupils are expected to have good speaking skills; meanwhile, their ability to speak English is meager, especially in terms of fluency. Therefore, teachers need an alternative method to teach speaking skills called problem-based teaching. The objective of this study is to

know the application of problem-based teaching as a learning method in improving pupils' speaking ability and pupils' achievement in speaking English language. The action research was carried out in some steps. Those steps were a pre-elimination test, conducting the cycles starting with planning, acting, observing, reflecting, and post-testing. As data collection instruments, I used observation sheets, questionnaires, interviews, and self and peer assessments of the students. The implementation of this method was reflected in the classroom activity, pupils' self, and questionnaire, interview and observation sheets. The result of the study showed significant improvements in pupils' speaking ability after being taught problem based teaching. They also enjoyed the activities in class by having a discussion, sharing, and cooperation with their friends. In addition, the pupils gave positive responses and interest in the implementation of the problem based teaching method. Therefore, the pupils' speaking ability was increased. Based on the result above, it can be concluded that this method made a positive contribution to the improvement of the pupil's speaking ability. This method is beneficial to help the pupils learn to speak English language more enjoyably.

Sheeba (2019) ^[68] researched problem-based teaching: A pupil-centered approach in Saudi Arabia. The Study used a mixed research approach. The Study used an open-ended questionnaire to collect the required data. The targeted population for this research was teachers and Pupils. The purpose of this study was to give the general idea of Problem-Based teaching in the context of English language teaching. It was found that problem-based teaching encouraged pupils to engage actively in the learning process. Instead of passively receiving information, pupils take an active role in identifying and solving problems. This engagement promoted a deeper understanding of the subject and facilitated knowledge retention. Elaine *et al.* Problem-Based teaching: An Overview of its Process and Impact on Learning in Singapore. The study provides an overview of the process of problem-based teaching and examined its effectiveness. The study also discussed several naturalistic and empirical studies that have examined the process of problem based teaching and how its various components impact pupils' learning. The Study contends that the relative effectiveness of problem based teaching is generally consistent in demonstrating its superior efficacy for longer-term knowledge retention and in the application of knowledge. Additionally, problem-based teaching promotes the integration of knowledge from different subject areas. Real-world problems are often multidisciplinary, requiring Pupils to acquire knowledge and skills from various domains. This interdisciplinary approach helps Pupils see the connections between different subjects and promotes a holistic understanding of the topic.

Nair, S., *et al.* Teaching and learning practices need to be revisited to revitalize education. The ordinary rote learning due to excessive standardization, pedagogical red tape and reutilization often become surfeited and such experiences are discussed by pupils and teachers alike across the globe. The focus has to shift from content and transmission to problem, process and experience-based teaching. This calls for dynamic learning which is challenging since creativity takes over control; reaction takes over responsiveness. Enhanced teaching practices take over routine learning providing a rich learning experience for pupils. Difficult situations or problems prepare and prompt deep thinking and the solutions become learning experiences. Thus problems attract our

attention and focus on digging deep into energizing thoughts to solve the same. This rationale and the associated dimensions become the fertile ground for problem based teaching and learning practices. This paper explores the revitalization of education through problem based learning practices. The study highlights the need for a shift from theory base to problem based teaching. Redesigning conceptual representations to experience-based, problem based and enquiry based teaching can promote relational understanding.

Payneandy, S., *et al* (2017) ^[57]. This paper argues that, although there is a worldwide move from face-to-face to distance education (DE) and open educational resources (OER) in teacher education, there is no guarantee that DE is able to lead to the development of appropriate teaching skills in pupils teachers. In the wake of the introduction of DE in teacher education at the Mauritius Institute of Education, a group of teacher educators have been questioning their own approaches to the teaching and learning process of teacher education. This questioning has encouraged them to revisit their own practices through the adoption of the problem-based in teaching approach to deliver a module in an initial teacher education course. During the implementation of the problem based teaching process, emphasis has been placed on the development of skills and the transformation of pupils from passive learners to active participants in their own learning.

The teacher educators have investigated the implementation of problem based learning in their teaching through an action-research project. The research revealed that, when implemented using a face-to-face approach and cooperative learning, was an effective tool in developing meaningful learning among pupils and teachers. The researchers came to the conclusion that distance education could have a role to play in the delivery of the theoretical component of teacher education. However, for the development of teaching skills, face-to-face sessions and problem-based teaching should be used as an effective tool to help student teachers acquire certain skills and hence help them become more efficient in their future role as teachers.

3. Methodology

This study used a mixed approach, using both qualitative and quantitative research approaches. It used a qualitative approach to provide details and context of teaching strategies. In addition, quantitative research provided a quick and general picture of pupils' learning resources and academic achievement. This research employed a cross-sectional research design which aimed to select the study participants primarily based on the probability sampling technique. The researcher decided to use this design because it allowed data collection at a single point in time. Cross-sectional research allowed the researcher to observe variables without influencing them. The target population of this study was heads of schools, teachers and public primary school pupils from Bagamoyo District. The head teachers were included in this study because they supervise the process of teaching and learning in the school. In addition, the study involved the teachers who teach English language Subject as facilitators and implementers of the curriculum. The study was conducted in the Bagamoyo District, Cost, and Region. Bagamoyo District Council is one of eight administrative districts of the Cost, Region in Tanzania. The sample selection employed Kalingers' formula, which stated that

10% to 30% of the targeted population is suitable for a reasonable sample. This formula was applied only to pupils and other education stakeholders like heads of schools and teachers where purposively selected. The total number of expected respondents is 122, including 4 heads of schools, 8 Subject teachers, and 110 pupils. This study collected both primary and secondary data from Head teachers, teachers and pupils. To gather primary data, the study utilized questionnaires, interviews and observations. For secondary data a documentary review was conducted.

4. Study Findings

4.1 To examine how Inquiry-Based teaching could improve English language learning in public primary schools in Bagamoyo District.

The objective was to examine the influence of inquiry-based teaching on the development of English language competence in visited public primary schools. The researcher began with statements requiring English language teachers to agree or disagree. (Table 1).

Table 1: Practice of Inquiry - Based Teaching

Teachers' practices on Inquiry based teaching		Count	Percentage (%)
I always actively encourage pupils to engage in lesson.	Strong Agree	7	100.0
	Agree	0	0.0
	Disagree	0	0.0
	Strong Disagree	0	0.0
I recognize and appreciate pupils' thoughtful questions and inquiries.	Strong Agree	2	28.6
	Agree	5	71.4
	Disagree	0	0.0
	Strong Disagree	0	0.0
I incorporate activities that make pupils active into my lesson plans.	Strong Agree	7	100.0
	Agree	0	0.0
	Disagree	0	0.0
	Strong Disagree	0	0.0%

Source: Researcher, 2024

The findings from Table 5 above revealed that all (100 %) of visited English language teachers strongly agreed that they always actively encouraged pupils to engage in the English lessons. The same table shows that 2 (28.6) of visited English language teachers strongly agree that they recognized and appreciated pupils' thoughtful questions and inquiries, while 5 (71.4 %) agreed. In addition, all (100 %) of visited teachers strongly agreed that they incorporate activities that made pupils active into their lesson plans. Generally, all visited English language teachers agreed that how they planned their teaching and learning activities and how they taught reflected an inquiry-based teaching approach.

When asked by the researcher during a school visit, one of the English language teachers said:

Absolutely, I believe that engaging pupils in English lessons is crucial. One of the ways I ensure this is by incorporating interactive activities like debates, group discussions and role-playing. These strategies allow pupils to practice speaking English in real-life contexts, which boosts their confidence. For example, when we were discussing Bwana Shamba Song's by McDonald, I divided the class into groups to perform different scenes. This not only made the lesson more dynamic but also, gave each pupil an active role to play. I encourage them to express themselves and contribute, which helps in keeping them engaged. (Interview, June, 2024 in School A).

Another English language teacher during an interview responded:

I couldn't agree more. In my classroom, I find that integrating technology is a great way to engage

pupils. I use quizzes and interactive technique to make learning more enjoyable and relatable. For example, during a lesson on grammar, I'll set up a competitive online quiz where pupils can earn points for correct answers. It creates a sense of excitement and even the quieter pupils become more involved. I also encourage my pupils to ask questions and share their thoughts. I want them to feel that their input matters, which motivates them to participate more. (Interview, June, 2024).

During another interview another English language teacher said:

I make it a point to create a supportive and open environment in my classes. I always tell my pupils, 'There's no wrong answer in learning. You're here to improve.' By saying this, I notice that even those who are hesitant to speak up start contributing. I also use storytelling as a tool. For example, if we are learning new vocabulary, I'll ask the pupils to create short stories using those words. This not only helps them understand the context of the words but also, encourages creative thinking. Active engagement comes naturally when pupils feel comfortable and know that mistakes are part of the learning process. (Interview, June, 2024)

However, the researcher used another method to cross-check whether teachers practiced inquiry-based teaching approach. Through documentary review, the researcher checked the record of practices/activities related to the inquiry-based teaching approach. The activities checked by the researcher included field trips, school debates, projects and group work (Table 2).

Table 2: Record of activities related to inquiring based teaching

S/N	Activity	Required (For 7 visited Teachers)	Recorded	
			F	%
1.	Field Trip	At least 1 per term (7 Field trips)	0	0
2.	Classroom/School Debate	14 (for two weeks)	4	29
3.	Projects	At 1 per term (7 projects)	0	0
4.	Group Work	At least 1 per week (14 group works for two weeks among 7 teachers)	6	43

Source: Researcher, 2024

The findings from Table 4.2 above revealed that, among seven visited teachers, no teacher (0%) arranged for a field trip. The field trip was among the inquiry based teaching practices necessary for pupils to visit offices or institutions relevant to mastering the English language. For example, on a field trip, a teacher might plan to visit Bagamoyo Museums and allow pupils to see how the English language is used by foreigners who visit that place. This could be very important as it might change the mindset of pupils when learning English. Through semi-structured interviews, one of the visited teachers said;

It is challenging for our school to plan for a field trip. The major challenge is funding source. We implement a fee-free education policy where parents are excluded from paying fees and other contributions. Then, a teacher asks for any contribution from parents, the head of the school will get in trouble (Interview, 2024).

The teacher's quotation revealed that the pupils who attended public primary schools did not participate in planned school trips because of the fee-free education policy. The policy discouraged any contribution from parents. Consequently, teachers did not plan anything concerning field trips because they mainly lacked the necessary funds.

In addition, Table 6 revealed that among seven visited teachers, only 4 (29%) of them the recorded minimum required debate. Concerning inquiry-based teaching, debate was among the activities that make pupils active in learning. When the teachers were asked to respond to debate practices, one among them had the following to say:

The challenge we have in our school is interference with the timetable. The general timetable indicates that the debate is conducted once per week. However, in most cases, the time for debate is arranged for other activities, including staff meetings. In other situations, teachers are not involved when there is a debate because they are busy with other activities, which makes the school debate inactive (Interview, June 2024).

The teacher's quotation shows that the visited schools timetable constantly interfered with the debate timetable. That is why, among 14 debates as a minimum requirement, only 4 (29 %) were conducted. Since pupils lacked an opportunity to engage in debates, their development in the acquisition of the English language speaking competence dropped. In addition, the debate conducted by teachers in visited schools was not considered part of teaching strategies but rather implementing the particular schools policy of "no English, no Service."

Furthermore, the findings from Table 6 revealed that there was no recorded project among visited schools. The same table showed that English language teachers recorded 6 (43 %) work groups out of 14 as a minimum requirement. Here

again, the pupils lacked an opportunity to interact with other pupils in groups as indicated among the inquiry-based teaching practices. One of the visited English language teachers was asked to comment on the practices of group work, and she had the following to say:

I tried to engage pupils in group work, but I failed. During group discussions, my pupils were inactive, did not participate and only one or two pupils dominated the group. This kind of discussion takes time and hinders me from completing the syllabus on time (Interview, June 2024).

The teacher's quotation revealed that the visited teachers rarely practiced group work with pupils. This situation hindered the development of English language learning pupils in public primary schools.

Furthermore, the study investigated the application of inquiry-based teaching specifically to English language skills. Inquiry-based teaching involved pupils in the learning process, formulating questions, investigating objectively and then developing their understanding, giving meaning and gaining new knowledge. In inquiry-based teaching, the teacher acts as a facilitator and pupils are responsible for the learning process, which improves their learning and develops their self-reflection skills. The study observed the practice of inquiry-based teaching through writing and reading skills during the English language lessons.

Writing skills

The study tested the pupils before and after employing the inquiry-based teaching to see the difference and the results are presented in Table 3.

Table 3: Pupils Average score (School Y)

Areas of testing	Pupils' Average Score (out of 50%)	
	Pre-test	Post-Test
Content	23%	34%
Organization	31%	37%
Vocabulary	28%	30%
Language use	30%	32%
Mean Score	28%	33%

Source: Researcher, 2024

The findings from Table 4.3 revealed those pupils' writing skills on content increased by 11% from 23% to 34%, while in the organization; the improvement was 6% from 31% to 37%. In addition, the pupils' writing skills in vocabulary improved by 2% from 28% to 30%; however, language use improved by 2% from 30 to 32%.

The study established that implementing Inquiry-Based teaching approach could improve the pupils' writing ability. As argued, the Inquiry-Based teaching steps are asking, investigating, creating, discussing and reflecting. Asking and investigating are prewriting steps in writing. Then, creating

is a step in writing. Discussing is rewriting steps in writing. Reflecting is the final step in inquiry-based teaching and e-teaching can be used to evaluate the pupils' problems in writing and their causes. These steps were easy to follow but challenging, thus could motivate the pupils to learn something.

The implementation of Inquiry-based teaching in the cycle of the targeted schools, the pupils of School Y improved their writing ability due to the experiment. Their mean score increased by 5% from 28% in the pre-test to 33% in the post-test, as displayed in Table 7. The number of pupils who reached the passing grade also increased. The number of pupils scoring above 30% increased. After the post-test, the study observed the pupils' improvement, strengths, and weaknesses of Inquiry-Based teaching by comparing before and after the application of inquiry-based teaching.

Before implementing inquiry-based teaching, the pupils could write descriptive text based on the topic but needed more details. The pupils were good enough in organization, but some writings were loosely organized. The pupils were not able to choose the appropriate words in writing. In addition, their writing needed more detail, which limited their vocabulary. Most pupils needed help to implement grammar in writing. Their writing had many ungrammatical sentences with some confused meanings in their sentences.

The pupils needed help with punctuation, especially full stops and capital letters after full stops. The paragraphs needed to be better arranged. Some pupils wrote a single paragraph on the whole page, while others struggled with spelling. Most of the pupils made errors in capitalization because of their handwriting style or carelessness.

After the implementation, inquiry-based teaching allowed the pupils to create questions using critical thinking to collect information and develop ideas. Although complex enough to think critically, they did it slowly and tried seriously. Therefore, they could develop the idea, and their writing had detailed information and knowledgeably supportive sentences. Most of the pupils could think about how to organize their writing systematically. Therefore, their writing had good organization.

The study observed that most of the pupils could create critical questions by themselves and collect much relevant information, so their writing was more detailed. Consequently, this influenced the increase of their vocabulary. Most pupils could create grammatical sentences in writing. Their errors decreased. Almost all of their sentences had clear meanings. They could spell words and use appropriate punctuation and capitalization. The pupils' writing improved, and their scores increased, as indicated in Table 7.

The findings of this study were similar to those of who reported that Inquiry teaching involved a series of learning activities based on critical and analytical thinking to look for and find the answer to an issue. By using Inquiry-based teaching, pupils could understand the writing process. They learned how to generate ideas and make a good organization by finding the answers to teachers' or pupils' questions. It also can develop their critical thinking in writing. Similarly, stated that Inquiry Learning gives content and conceptual understanding and development, the skills and the activities of doing discipline and attitudes and habits of mind. Therefore, the pupils could develop their understanding of the grammar concepts. The pupils could discuss with their friends to complete or find alternative ideas. They could also

make good sentences and content and use correct spelling and punctuation by understanding the concept and discussing and revising their writing groups. Therefore, the pupils were not only better as writers but also as readers and editors.

Reading Skills

The study observed the implementation of inquiry-based teaching in teaching reading. It employed classroom observation followed by interviews conducted twice within two weeks. Every session consisted of pre-teaching, while teaching, and post-teaching. Teaching was divided into three stages: exploration, expansion and validation. To collect information about teaching reading, the researcher made several observations in the classroom.

The Teaching and Learning Material

The materials used by the teacher and the pupils were less appropriate for the syllabus of Standard Seven pupils in public primary schools. Because of this, the teacher also used the textbooks of the previous curriculum to teach Standard Seven pupils. Furthermore, the pupils did not have enough textbooks by themselves.

The Learning Media

Media is the main rule for the interest and understanding of the pupils for the material taught by the teacher. Teaching media must be in books, LCDs and visual aids, such as pictures, posters, cards, etc. Based on the researchers' observation, the teacher only used textbooks and whiteboards to teach the pupils. The teacher also relied much on textbooks in the teaching-learning process. Because of limited media in the learning process, the teacher only used the textbook herself and then wrote the material on the blackboard.

The Procedure for Teaching Reading

The study observed several teaching and learning procedures among Standard Seven pupils. The procedures were observed in steps, including pre-teaching, teaching, and post-teaching.

Pre- Teaching

Pre-teaching was the opening before while teaching or before the teaching-learning process. Generally, pre-teaching in every meeting had similar activities. Initially, the teacher entered the class, greeted the pupils and asked about their condition and class. In the greeting, the teacher said, "Good morning, pupils and the pupils answered, "Good morning, teachers." Afterward, the teacher asked, "How are you pupils?" The pupils answered, "We are fine, and you?" Then the teacher answered, "I am fine too, thank you." And then she started the lesson.

While Teaching

The observation showed many differences between teaching styles in every meeting. It was divided into three steps: exploration, expansion and validation. In each step, the teacher and pupils claimed to be active and creative in teaching-learning. The results of the observation were as follows:

Exploration

Exploration is when the teacher engaged the pupils to find all information about the material. The pupils tried to find information themselves and the teacher helped them explore their knowledge through exciting media. In this step, the

researcher found that some activities needed to align with the standardized process. From the two observed sessions, it was only in the first meeting that the teacher engaged the pupils to find all information about the topic themselves. The teacher asked the pupils to find the same topic in the textbook and write by themselves.

Nevertheless, in the second session, the teacher did not use another source material again. The teacher was still dominant in the class. She needed to help the pupils think and analyze the material. Moreover, from the three meetings in exploration, there needed to be facilitation from the teacher in the classroom. Following was the result of observation. In the first observation, the teacher taught about invitations. Before the material, the teacher asked the pupils about the invitation example around them. Then, the teacher shared the example of celebrating invitations. Since the section was involved reading, the teacher asked pupils to read the example together after the teacher.

In addition, the teacher explained how to pronounce the invitation well and gave the pupils an explanation of the main point of the invitation. The pupils just followed the teacher without difficulties. The same method was used for the second observation. In the second, the teacher did not use exploration to teach the pupils. The two materials about reading on the lesson plan with the actual teaching were different because the teacher changed the material from announcement to procedure. In the exploration stages, the activity generally developed an understanding and a more meaningful context of the material. However, the result of this observation needed to be completed because the teacher was still dominant and did not ask her pupils to explore and find information about the material independently.

Expansion

Expansion is an initial effort to build knowledge to understand a phenomenon. The teacher gave some assignments by exercising material to develop the pupils' understanding. The exercise was implementable in individual or team work independently without the teacher's guidance. The teaching-learning process was carried out naturally. The researcher found some differences from the first session observation in the observation, but the method's implementation constantly developed. In the expansion stage, the teacher gave the pupils some exercises. In the second session observation, the researcher found many differences in the implementation of the expansion stage based on the standard process, such as the teacher giving the pupils some practice. The pupils did the exercise individually. The teacher did not engage the pupils in teamwork activity. She only engaged the pupils in individual activities.

However, the teacher in the first session succeeded in classroom management while teaching. The classroom activity was conducive and compelling enough because the teacher was interested in the pupils' learning of the material. At first, the teacher asked the pupils to read and write the invitation example. The teacher guided her pupils to read aloud together. Then, she gave an exercise to find different examples of the same topic about invitations in the textbook. The pupils were enthusiastic enough to do the exercise. There, the teacher helped the pupils find the other example by answering every question. Afterwards, the pupils find several examples. Because of limited time, the teacher finished this session without an assignment.

In the second session of observation, the researcher also

found that the teacher gave a practice about the last exercise. From the context they wrote in the last session, the teacher gave questions to find the purpose, date, invitation and place of invitation. However, the teacher needed help to make pupils actively answer the questions. The teacher should always provoke the pupils to be active in the learning process by giving practice and exercise. The teacher was still dominant in the learning process.

Furthermore, the researcher observed the pupils' group discussion in the second session. The teacher divided the pupils into three groups. The groups were large, with more than ten pupils in each group. The pupils began to practice independently without guidance from the teacher. Although sometimes they needed help from the teacher to translate the vocabulary, the teacher did not provide support. The study further observed that the teacher should have given the pupils a chance to do exercises with teamwork and practice their skills in front of the class. There was a need for activities that could have made the pupils practice confidently to show their skills in front of their friends.

Validation

In the validation activity, the teacher observed the first session and gave reflection and feedback on the results of the expansion and validation. The teacher was an informant to give more material information. The study observed that the teacher failed to use question-and-answer techniques to make pupils active during the lesson. This technique enables pupils who do not understand yet to ask the teacher as an informant to give more information. The teacher always asked about the pupils' difficulties in understanding the material. Also, she answered questions from the pupil who had difficulties and asked the pupils to submit their tasks. However, the teacher should have given more motivation to the pupils.

Post- Teaching

In the first session, the teacher ended the class by introducing the next session. She told the pupils to prepare themselves for the next lesson. However, in the second session, the teacher gave the pupils a chance to ask about the material before the class ended. She asked, "Do you have any questions about today's lesson?" The pupils had no questions for the teacher, and they were quiet. After ensuring no questions, the teacher finished the lesson that day and closed the lesson together by saying "Goodbye."

The researcher observed several challenges teachers faced while teaching reading in visited primary schools.

Lack of knowledge about inquiry-based teaching and how to implement this method

The teacher observed that they needed training in inquiry-based teaching and how to implement it in the teaching-learning process. The teacher must implement inquiry-based teaching because it is one way to improve pupils' achievement in the learning process. Actually, inquiry-based teaching had been implemented in visited schools, but some steps from the standard process were not implemented in the learning process because of limited time and knowledge of the method.

Class Management

The pupils were too noisy because it was a big class. Therefore, the teacher needed help managing the class. For example, when the teacher explained the procedure, some

pupils did not pay attention to the teacher. They disturbed their friend, so the attention was not on the teacher but on the other friends. The teacher tried to make the pupils pay attention to her silently or directly to caution those pupils, but next time, the pupils repeated it. It was a crowded class where the different characteristics of the pupils and the transition from Kiswahili as their mother tongue to English as a foreign language made it easy to get bored with the material that could have been more interesting and some pupils just wanted to play. The study concluded that it was tough to manage this class, but the teacher kept going to make the pupils pay attention to her.

Limited Time

The English language classes lasted 40 minutes per session. The time was allocated to teach all language skills: speaking, listening, reading and writing, so the time was not enough for all language skills. Moreover, the number of pupils made it more difficult to manage the time. Besides, the researcher visited the English language teacher and together they came late to the class 5 minutes, so the teaching-learning process was very limited and there needed to be more time to discuss one material. For example, when the class should have started at 09:20 a.m. the teacher came to the class at 09: 25 a.m. so the teaching-learning process only took 35 minutes instead of 40 minutes.

Lack of teaching and learning materials

Materials are essential in the teaching-learning process. The materials should be appropriate to the syllabus in order to develop the pupils' ability and knowledge and help them comprehend the lesson quickly. The materials used by the teacher and the pupils should be more appropriate for the syllabus of standard seven pupils in primary school because

the teacher used a textbook that reflected the previous curriculum. The pupils needed more textbooks for reference.

Lack of Teaching Media

Teaching media plays a vital role in the teaching process. Teaching media can be in the form of books, LCDs and visual aids such as pictures, posters and cards. The researcher's observation showed that the teaching media used in visited schools could have been more extensive. The pupils did not get English language textbooks that were supposed to be used by the teacher to teach, and they were not exposed to any visual aids such as pictures and posters. In the teaching-learning process, the same media were used except the blackboard and English language textbooks, which were outdated then; otherwise the teaching-learning process could have been more effective.

Furthermore, during observation, the teacher explained that no pupils brought a dictionary. So, whenever they had problems with vocabulary, they asked the teacher and made no effort to solve their problems by themselves with a dictionary. Besides, the teacher should also have advised the pupils to bring a dictionary.

4.2 To assess the Role of Visual Mode teaching Strategy in improving English language learning in public primary schools in Bagamoyo District

This objective aimed to understand the influence of visual mode teaching strategy on developing English language competence in public primary schools. To begin with, the researcher observed the presence of wall charts in the classroom, drawings, pictures, projectors and television that supported the visual mode of teaching among pupils the availability of learning materials and resources that support the visual mode of teaching (Table 4).

Table 4: The Practice of Visual Mode Teaching Strategy

S/N	Resource/Material	Availability			
		School A	School B	School C	School D
1.	Wall charts	Available outside the class	Available outside and inside classroom	Not available	Not available
2.	Pictures and Drawing	Available outside the class	Available outside and inside classroom	Not available	Available Outside classroom
3.	Television	Not available	Not available	Not available	Not available
4.	Projector	Not available	Not available	Not available	Not available

Source: Researcher, 2024

The findings from Table 4.4 above revealed that wall charts were available in 2 (50 %) of the four visited schools. However, in one of the two schools, the wall charts were only available on walls outside the classrooms. In addition, pictures and drawings related to the English language were available in 3 (75%) of visited primary schools the availability of drawings and pictures observed in and outside the classroom only in one school. The drawings and pictures were drawn outside the classroom in the other two schools. Furthermore, the study revealed that, in visited primary schools, there was no television and/or projector for teaching and learning. Generally, the availability of wall charts, pictures and drawings was mostly observed outside the classroom. This situation limited pupils' interaction with a visual learning mode in developing their English language competence.

Moreover, all four visited schools needed more projectors and television. In the visual mode teaching, projectors and televisions were among the learning resources that make pupils active in learning English. One of the visited head

teachers had the following to say on the *availability of television and projectors for teaching*;

The school planned to purchase a television set, but the challenge was funding. While we implement a fee-free education policy, the school needs more funds distributed by the government. In addition, due to political interference, we cannot ask the parents to contribute money to purchase a television or projector (Interview, June, 2024).

Another English teacher during an interview said:

From my experience, visual learning strategies play a significant role in developing pupils' English language skills, especially in a second-language setting like ours. Many pupils are visual learners and incorporating images, videos, charts, and even graphic organizers helps them grasp vocabulary and grammar more effectively. When pupils see a picture of, say, a "mountain," the word sticks with them because it is associated with a tangible image.

This connection reinforces their learning and deepens their understanding of the language (Interview, June, 2024).

During an interview in School C one of English teacher said: Visuals are powerful because they simplify abstract concepts and make them more accessible to learners. For example, in my lessons, I often use videos or diagrams when teaching tenses. It's much easier for pupils to understand verb forms when they can visualize timelines or scenes showing actions in the past, present and future. Also, visual aids reduce cognitive overload, especially for learners with limited vocabulary, by providing context and meaning beyond just the words themselves (Interview, June, 2024).

The quotation from one head of the school revealed that the visited school wished to purchase televisions and projectors; however, they failed because the government's funds were not enough.

Furthermore, the researcher employed classroom observation to observe the use of visual aids in teaching and learning the English language. In one of the sessions, the teacher was teaching a topic of accidents specific to vocabulary practice of directions (North, East, west and south). The teacher entered the class at 09:20 am, and after greetings, she wrote the title on a chalkboard. In the introductory part, she asks questions about the previous lesson before introducing a new lesson. The pupils were asked to mention the causes of road accidents. Three pupils responded to this question; however, only one correctly mentioned alcohol as a source of road accidents. The other two pupils failed to mention the causes of road accidents.

Then, the teacher proceeded with the new lesson without correcting the two pupils who should have mentioned at least one cause of road accidents. This was the presentation part, where the teacher explained the four main directions of the

world (North East, West and South). The teacher presented well; however, she could have used drawings or pictures showing the directions on the Earth's surface. The use of pictures is among the practices of the visual mode of teaching that helps pupils remember.

Furthermore, the teacher succeeded in controlling the class during a stage of reflection, during which pupils read a story and answered questions. The story was about Sadick, a newcomer to Ilonda Village who asked for help to go to the village chairperson's office. At the end of the session, the teacher failed to manage time as pupils did not read the story. Generally, the pupils were not exposed to the visual mode of teaching. The walls of the classroom did not have any drawings or pictures. The teacher presented the new lesson without using any map, picture, or diagrams that showed directions. The teacher relied on textbooks that were few and shared by more than four pupils. The study established that Pupils needed an opportunity to enhance their comprehension skills. As argued by Mantiri *et al.* (2019)^[47], visual materials enable Pupils to interact in the classroom and develop better connections with the other Pupils in the classroom. Through images, the teacher should be able to provide Pupils the opportunity to enhance their comprehension skills and more towards improving other areas of their English language competence. Props (such as pictures) are frequently used as a pre-organizer to assist with reading added information in text.

4.3 To explain how the Practice of Problem-based teaching could improve English language learning in public primary schools in Bagamoyo District

The focus of this objective was to understand the influence of problem-based teaching on improving English language competence in visited public primary schools. The researcher asked the teachers to agree or disagree with seven statements that reflected the practices of problem-based teaching. (Table 5).

Table 5: Practice of problem-based teaching

Statement		Count	%
I usually provide constructive feedback that encourages pupils to analyze and evaluate information.	Strong Agree	3	42.9
	Agree	4	57.1
	Disagree	0	0.0
	Strong Disagree	0	0.0
I always value pupils' ability to consider multiple perspectives and viewpoints.	Strong Agree	0	0.0
	Agree	7	100.0
	Disagree	0	0.0
	Strong Disagree	0	0.0
I recognize teaching strategy as an essential skill for lifelong learning.	Strong Agree	5	71.4
	Agree	2	28.6
	Disagree	0	0.0
	Strong Disagree	0	0.0
I always actively foster a classroom environment that encourages curiosity and exploration.	Strong Agree	3	42.9
	Agree	3	42.9
	Disagree	1	14.3
	Strong Disagree	0	0.0
I appreciate pupils who challenge assumptions and seek evidence-based solutions.	Strong Agree	4	57.1
	Agree	3	42.9
	Disagree	0	0.0
	Strong Disagree	0	0.0
I believe that teaching strategy enhances pupils' problem-solving abilities.	Strong Agree	6	85.7
	Agree	1	14.3
	Disagree	0	0.0
	Strong Disagree	0	0.0
I view teaching strategy as valuable skill for academic	Strong Agree	4	57.1

success and beyond.	Agree	3	42.9
	Disagree	0	0.0
	Strong Disagree	0	0.0

Source: Researcher, 2024

The findings from Table 4.5 above revealed that 3 (42.9 %) of visited teachers strongly agreed that they usually provide constructive feedback that encourages pupils to analyze and evaluate information, while 4 (57.1 %) agreed with that statement. From the same table, all (100%) visited teachers agreed that they always valued pupils' ability to consider multiple perspectives and viewpoints. In recognizing the teaching strategy as an essential skill for lifelong learning, 5 (71.4) strongly agreed, while 28.6 agreed with the statement. In addition, 6 (85.7 %) of visited teachers agreed that they always actively fostered a classroom environment that encouraged curiosity and exploration, while 1 (14.3 %) of visited teachers disagreed. Regarding appreciating pupils who challenged assumptions and sought evidence-based solutions, 4 (57.1 %) of teachers strongly agreed, while 3 (42.9 %) agreed. The teachers who strongly believe that teaching strategy enhanced pupils' problem-solving abilities were 6 (85.7 %), while 1 (14.3) agreed with that statement. Furthermore, 4 (57.1 %) of visited teachers strongly agree that teaching strategy was valuable for academic success and beyond, while 3 (42.9) agreed with the statement. Generally, the visited teachers agreed with the statement, which reflected the implementation of the problem-based teaching approach in developing the English language competence.

The researcher conducted a second classroom observation to observe the practices of a problem-based approach to improve English language competence. During this session, the teacher prepared a lesson on the topic of Expressing Views. The specific objective of the lesson was to practice dialogue among the pupils.

At 08:40 a.m. the teacher entered the classroom. He greeted the pupils and wrote the heading and date on the chalkboard. Then, the teacher posed questions about the previous lesson in the introductory section before launching into the new one. The pupils were asked to match the words with similar meanings. From the question asked, only one pupil out of four matched the similar words correctly. Then, the teacher continued with the new lesson. The teacher presented the new lesson in this section by reading the dialogue loudly and asking pupils to repeat it. In the stage of reflection, the teacher assigned pupils in groups to act on the dialogue. In conclusion, the teacher asked two pupils to practice the dialogue in the greetings part.

Generally, the teacher maintained the class when the pupils were dialoguing and responding to questions during the reflection phase. However, the pupils needed to be more active in following the instructions from the teacher. For example, it took a lot of work for pupils to act in a dialogue written in the textbook as assigned by their teacher. As reflected in problem-based teaching, the teacher failed to foster a classroom environment that encouraged curiosity and exploration. In addition to that, a teacher also failed to provide constructive feedback that could have encouraged the pupils to analyze and evaluate information. This finding implied that problem-based teaching was rarely practiced when developing English language competence of public primary school pupils.

The findings of this study were contrary to those of Robert *et al.* (2022) ^[63], who found that problem-based teaching played

a significant role in improving pupils' English language by promoting active engagement, critical thinking, collaboration, integration of knowledge, motivation, and the development of essential skills. It created a learner-centered environment that encouraged pupils to become independent, lifelong learners.

5. Conclusion

Based on the study's findings, it was concluded that the visited teachers needed to be trained specifically to teach the English language. Their preparation in college and university needed to be more specific. The visited English language teachers could not employ essential activities to develop English language competence in classroom practices, such as field trips, debates, projects and group work. In addition, using wall charts, pictures, images and videos could have been more effective in facilitating the development of pupils' English language competence. Furthermore, there was a need for training among visited teachers to improve their English language teaching methodology and overall capacity.

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