**STAPLEFORD-NACHINGWEA LINK**

**TEACHER KEVIN’S ENGLISH COURSE GENERAL REPORT FROM 12TH OCTOBER TO 30TH DECEMBER 2020.**

**Kevin J. Bushiri and Neema Mshamu**

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**1:0. INTRODUCTION**

The English course started 12th October 2020 and ended 30th December 2020. Kevin John Bushiri was a teacher and Neema Mshamu was his Assistant. It started with 50 students 40 girls,10 boys and ended with 46 students. 38 girls and 8 boys. The place where course took place was old St Andrew’s Nursery school and private renting classroom near St Andrew’s Church.

**2.0. HOW IT WAS CONDUCTED**

The English course was divided into two sessions which are morning and evening sessions. Morning sessions started at 08:00 am to 12:00 pm and evening sessions started from 03:00pm to 06:00 pm. 3 hours every morning were for written English and 1 hour for oral English. 3 hours in the evening were dedicated for spoken English. Saturdays 3 hours namely 07:00am to 10:00 am were specific for spoken English only. The table below shows how many hours were spent in days, week, month and three months.

The table which shows how many hours spent

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| TYPE | MONDAY-FRIDAY | SATURDAY | 1WEEK | 1MONTH | 3MONTHS AND 3 WEEKS |
| WRITTEN ENGLISH | 15hrs | NIL | 15hrs | 60hrs | 165hrs |
| SPOKEN ENGLISH | 20hrs | 3hrs | 23hrs | 92hrs | 253hrs |
| TOTAL | 35hrs | 3hrs | 38hrs | 152hrs | 418hrs |

A lot of time was spent on spoken English because not only to enrich them with vocabularies but also it is easier for being correct in writing than in speaking English. student gets time to think how correct a sentence can be written but not in speaking.

**3:1. AREAS WERE COVERED IN ENGLIS COURSE**.

Two major areas covered in English course those are written English and spoken English. Both categories are useful to our students as they will write papers, researches, notes etc. Also, they will speak to communicate.

**3:2. AREAS WERE COVERED IN WRITTEN ENGLISH.**

In written English students are taught how to make perfect sentences and we started to teach according with perfect arrangement of words in a sentence which are nouns, pronouns, verbs and tenses, adverbs, adjectives, prepositions and conjunctions.

**3:3. AREAS WERE COVERED IN SPOKEN ENGLISH.**

Here two things were covered at the same time accuracy and fluency. The book titled ‘’Techniques for Classroom Interaction (1991) by Donn Byrne (ISBN 0-582-74627-2). This book has given us the great support in our teachings although we borrowed from Mr Nicholas.

**3:3:1. MEMORIZING VOCABULARIES**

The brain must be trained so as to be able to memorize easily. The brain is like a stomach the more you eat the more it expands to accommodate the incoming food. The students started with five words per day in the first week. As the days went on their brains developed the habit of memorizing more words per day, week and month. No accuracy no fluency if there is no enough vocabularies in students’ brains. Vocabularies are like bricks when you want to build a wall so if you want to build many sentences you must have many vocabularies. Each student has completed this English course with 1000-1500 vocabularies. Students have done many different language games and were in this way. teacher vs student, teacher vs whole class, teacher vs group, student vs student, group vs student, student vs whole class, group vs group, group vs whole class. Depended with the nature of language game.

**4:1 MERITS OF ENGLISH COURSE TO STUDENTS**

* Forming singular and plural of nouns
* Students have known how to write English sentence, to speak(pronounce), to translate English to Swahili and the opposite.
* Introducing themselves and others
* Making questions and negations in all tenses
* Forming direct and indirect speech, active and passive voice and condition sentences
* Life skills and creating network. (to mention few) etc

**4:2 MERITS OF ENGLISH COURSE TO TEACHERS.**

* Increasing experience.
* Spending time effectively and efficiently
* Giving society (students and parents) what we have (knowledge)
* Creating new network and relationship with students and their parents
* A course was secular, it provided an opportunity for different faith(religions) to come together
* Students spent their time wisely here instead being home and engaging in immoral matters.

**5:1. TOPICS IN THE FIRST MEETING WITH PARENTS**.

We teachers and students had two meetings with students and their parents. The first one was that at 23rd October 2020 twelve days after starting the course. 48 parents attended the meeting. The following topics were presented.

* Who supports their daughters and why?
* What and how to do in order to help their daughters and sons in learning English course effectively.
* Good ways for self-studying and time table of our English course
* Importance of motivational words to learners(students)
* Positive and negative impact of mobile phones(ICT) in students’ academic life.
* Existence of Adult English course.
* Knowledge about COVID 19 and ways to prevent the spread of it

**5:2. TOPICS IN THE SECOND MEETING**.

This was second and last meeting on 30th December 2020. 38 students attended the meeting. The last meeting of this year did not include parents like that of the last year because most of them said that they would not attend because they would be busy on that date for preparation of new year and collecting secondary school’s needs for their children (so meeting with them cancelled).

The following topics were presented by Kevin and Neema to students

* Challenges faced by teachers and students during the course
* Challenges that students will face in secondary education
* Challenges female students will face in secondary schools
* How to control adolescent stage effects for both sides (girls and boys)
* How to prevent themselves from getting HIV/AIDS

**5:2:1 WHAT DID STUDENTS PREPARE TO SHOW THEIR PARENTS IN THE LAST MEETING**

Students aimed to show their parents how they are now better in English language compare to before English course. Unfortunately, the parents did not attend the farewell meeting but students prepared themselves in following language games showing their parents.

* Self-introduction, giving direction, asking permission
* Asking questions and answering(Q&A) among themselves
* Answering questions from some of their parents.
* Translating sentences from English to Swahili and the opposite.
* Short drama and conversations.
* Reading and translating letters they could write to you (Stepleford-Nachingwea link). Purpose was to show their gratitude to you and what they gained from this English course.

**6:0. WHAT WAS NEW IN THIS ENGLISH COURSE**

There were new things we expected to do in this English course session three but it was not as we planned due to COVID 19 and low budget. Those things would be the following.

* Visiting at Elders’ and Orphans’ settlements and or Dispensaries helping to do some works like mopping, environment hygiene and any work that we would be given by the leaders.
* Also giving them (elders and orphans) whatever we could have like soaps, salt, sugar etc.
* Visiting in some primary and secondary schools showing their level of speaking, writing and answering oral questions all activities in English language.
* Receiving the invitations from parents showing what they want to be helped by us and why. The meaningful one would be given the priority
* All of them will take place next session of 2021

**7:1. GENERAL CHALLENGES OCCURRED DURING THE COURSE**

There were challenges occurred during this journey of three months of English course

* COVID 19 and low budget stopped the accomplishment of our above wishes. The COVID 19 made the price of everything to be higher like transportation.
* Shortage of teaching and learning materials
* Some students got poor marks in their tests that shocked teachers. These kinds of low marks never happened in our previous classes. Truancy to some students and dropping out of four students. Three girls and two boys.
* High renting cost for classrooms for morning and evening sessions

**7:2 HOW SOME CHALLENGES WERE OVERCOME**

* Government instructions on the way to prevent COVID 19 and hight cost of transport led the wishes to remain wishes. This will probably be accomplished next session.
* We used real things surrounded us (tables, windows, chairs, trees) and we prepared 50 verbs collection pamphlets. 50 students were given free and the cost of 5000/=Tsh per one.
* Visiting their homes or making phone calls to the parents whose daughters/sons were doing truancy or dropped out of the course and for any challenge. We asked them to give reasons. In most cases we solved their problems together. Also, those with low marks got extra time for making revision in some topics which had challenges
* No solution for high cost for printing and for hiring classrooms and furniture.

**8:0. FOR BETTER FUTURE ENGLISH TEACHING**

1. Building our own classroom.
2. Having our own teaching and learning materials.
3. Having our own furniture (tables and chairs)
4. Having our own printing machine (small size) for printing pamphlets and tests.
5. Learning and increasing teaching experience from British council or any official place.

**9:0. SPECIAL THANKS**

This English course session three could not succeed without the support from the following supporters

1. Almighty God who knew about it even before the existence of the universe.

2. My wife to be **(Safinia**) who did a lot to make it happen.

3. Stepleford-Nachingwea link and St Andrew’s Anglican church in Stepleford, England, **Madame Carole** and whoever did anything for fund raising. Your financial support has done a lot to this generation for their future lives.

4. Stepleford-Nachingwea link and St Andrew’s Anglican church in Nachingwea, Tanzania, **Mr Obed** and all education committee members for their advice and support.

5. Parents who always believe our ability in teaching English language. We received a lot of applications unfortunately we did not register all of them due to space, time and number. Their cooperation was good.

 **10:0. CONCLUSSION**

All in all, we have succeeded over 70 percent as the great aim was to help them understand English language in both aspects writing and speaking. We have shown them the way that it will enable them to do better in their future academic lives. The higher they go academically the more experience they will have in English language and practice must be nonstop.

**TABLE SHOWING THE STUDENTS’ ACADEMIC PERFOMANCE**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **NAME OF STUDENT** | **SEX** | **1ST**  | **2ND**  | **3RD**  | **TOTAL** | **%** | **POSSITION** |
| **1** | RABIA SAIDI SAMLI | **F** | **38** | **47** | **45** | **130** | **84.6** | **1** |
| **2** | HAJIRA HAMISI OMARI | **F** | **32** | **49** | **46** | **127** | **84** | **2** |
| **3** | RAHMA M. NDUMBO | **F** | **40** | **43** | **44** | **127** | **84** | **2** |
| **4** | FRANK JOSEPH MREKONI | **M** | **36** | **45** | **44** | **125** | **83.3** | **4** |
| **5** | JASMIN PHILIP SELEMAN | F | **35** | **43** | **46** | **124** | **82.6** | **4** |
| **6** | FAHAD ADAM CHINAVIKWE | **M** | **33** | **47** | **44** | **124** | **82.6** | **5** |
| **7** | YOHANA SILILU MJESHI | **M** | **35** | **47** | **41** | **123** | **82** | **6** |
| **8** | NAHIYA HATIBU MOHAMED | **F** | **29** | **45** | **40** | **II4** | **76** | **7** |
| **9** | GRACE JOSEPH WANDA | **F** | **32** | **39** | **43** | **114** | **76** | **7** |
| **10** | RASHID HUSEN KAMBANGA | **M** | **30** | **40** | **43** | **113** | **75.3** | **8** |
| **11** | REWIS. B. SIKAPONDA | **M** | **24** | **45** | **42** | **111** | **74** | **9** |
| **12** | VERONICA JOSEPH MPILI | **F** | **32** | **38** | **38** | **108** | **72** | **10** |
| **13** | ALLY KAMBONA ALLY | **M** | **25** | **40** | **42** | **107** | **71.3** | **11** |
| **14** | FAIDHA MASOUD ALLY | **F** | **28** | **35** | **44** | **107** | **71.3** | **11** |
| **15** | REGINA METHIU NDIMBO | **F** | **29** | **35** | **43** | **107** | **71.3** | **11** |
| **16** | JANETH O. CHRISTOPHER | **F** | **33** | **35** | **38** | **106** | **70.6** | **12** |
| **17** | LETICIA DISMASS ABDALAH | **F** | **26** | **40** | **37** | **103** | **68.6** | **13** |
| **18** | RUKIA FIKIRI MUHALI | **F** | **32** | **35** | **35** | **102** | **68** | **14** |
| **19** | FARIDA ABDELEMAN MUSA | **F** | **27** | **37** | **36** | **100** | **66.6** | **15** |
| **20** | FRANCO PETER HOKORORO | **M** | **30** | **34** | **34** | **98** | **65** | **16** |
| **21** | HAPPINESS KENETH EVAS | **F** | **20** | **34** | **39** | **93** | **62** | **17** |
| **22** | SARAFINA SUNDAY RAJABU | **F** | **23** | **31** | **36** | **90** | **60** | **18** |
| **23** | AGNESS THOMAS KIKULA | **F** | **30** | **28** | **32** | **90** | **60** | **18** |
| **24** | AGNESS JOEL HOKORORO | **F** | **13** | **35** | **39** | **87** | **58** | **19** |
| **25** | HABIBA SHAHAME RAJABU | **F** | **17** | **32** | **37** | **86** | **57.3** | **20** |
| **26** | MWANAHAMIS SELEMAN | **F** | **17** | **32** | **34** | **83** | **55.3** | **21** |
| **27** | YUSRA HASSAN ABDALAH | **F** | **15** | **36** | **31** | **82** | **54** | **22** |
| **28** | JOHN BASILIUS NDAUKA | **M** | **18** | **27** | **32** | **77** | **51.3** | **23** |
| **29** | YUSRA ALLY BAKARI | **F** | **20** | **25** | **32** | **77** | **51.3** | **23** |
| **30** | NEEMA CHARLES LUILE | **F** | **22** | **27** | **27** | **76** | **50.6** | **24** |
| **31** | LILIAN MOHAMED AGAPITH | **F** | **24** | **21** | **27** | **72** | **48** | **25** |
| **32** | MWESA MOHAMED | **F** | **15** | **29** | **26** | **70** | **46.6** | **26** |
| **33** | SAMIA SHABANI CHILUMBA | **F** | **16** | **26** | **27** | **69** | **46** | **27** |
| **34** | HUDHWAIFA.Y. MPANYE | **F** | **17** | **24** | **28** | **69** | **46** | **27** |
| **35** | FADHILA SALUMU BAKARI | **F** | **14** | **23** | **31** | **68** | **45.3** | **28** |
| **36** | HARIETH HARUNI SAMWELI | **F** | **15** | **22** | **30** | **67** | **44.6** | **29** |
| **37** | HAWA ABDALAH KILAZA | **F** | **14** | **28** | **24** | **66** | **44** | **30** |
| **38** | ANNASTANSIA.J. CHARLES | **F** | **12** | **28** | **26** | **66** | **44** | **30** |
| **39** | KONDRIZA DANIEL MUSSA | **F** | **12** | **20** | **24** | **56** | **37.3** | **31** |
| **40** | MEY PETER MFAUME | **F** | **7** | **12** | **25** | **50** | **33.3** | **32** |
| **41** | SAJDA MOHAMED JIHENGA | **F** | **12** | **20** | **24** | **46** | **30.6** | **33** |
| **42** | FRANSISCA. R. MPANGALA | **F** | **15** | **15** | **12** | **42** | **28** | **34** |
| **43** | SHAIDA MAULIDI | **F** | **11** | **16** | **-** |  |  |  |
| **44** | SEBIUS DEUS | **M** | **15** | **26** | **-** |  |  |  |
| **45** | FATUMA. H. MOHAMED | **F** | **16** | **-** |  |  |  |  |
| **46** | IRENE GEOFREY | **F** | **12** | **-** | **-** |  |  |  |
| **47** | KARIMU MWANGA | **M** | **32** | **-** | **-** |  |  |  |
| **48** | SHAZIL MALUMA | **M** | **33** | **-** | **-** |  |  |  |
| **49** | HAJIRA HAMIS HASSAN | **F** | **12** | **-** | **-** |  |  |  |
| **50** | RUKIA FIKIRI MUHALI | **F** | **35** | **32** | **-** |  |  |  |

 **DESCRIPTION**

* + - 1. **If student got all marks in all test the one could have 150 pass marks and 100 percent.**
			2. **All students who got from 75 total marks and above or 50% and above they have PASSED the English course and below that have FAILED**
			3. **There are thirty (30) students who got from 75 total marks and above, equal to 71.42% of all 42 students who answered all three tests**
			4. **Also, there are twelve (12) students got below 75 total marks or below 50% equal to 25.5% of all 42 students who answered all three tests**
			5. **There are eight (8) students who either dropped out from course or did not answer all three answers equal to 16% of all 50 students who started it.**

**FINANCIAL REPORT TABLE**

|  |  |  |  |
| --- | --- | --- | --- |
| S/N | ITERM | ANALYSIS | TOTAL |
| 1 | Renting Old St Andrew Kindergarten (morning session)  | 3@50,000 | 150,000/= |
| 2 | Renting Private classroom and furniture (evening session) | 3@60,000 | 180,000/= |
| 3 | Printing Verbs Collection Pamphlets  | 50@5000 | 250,000/= |
| 4 | Printing Tests | 50@500x3 | 75,000/= |
| 5 | Chalks and pens | 30,000/= | 30,000/= |
| 6 | Breakfast and lunch in tests’ days | 2@15,000x3 | 90,000/= |
| 7 | Communication (MBs and airtime) | 50,000/= | 50,000/= |
| 8 | Transport in town trips | 90,000/= | 90,000/= |
| 9 | Donation for Upendo Choir Album launch | 60,000/= | 60,000/= |
| 10 | Painting shop (cream colour) | 30,000/= | 30,000/= |
|  | **TOTAL TANZANIAN SHILINGS** | **0000000000** | **1,005,000/=** |

 **PREPARED BY**

 **KEVIN JOHN BUSHIRI**