Grammar for Successful Written Discourse: Are the ESL/EFL students in Tanzania universities truly learning?

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Abstract

Grammar of a language is one of the key factors to successful writing at college or workplace. This study thought to investigate whether English grammar taught to undergraduate students in Tanzania helps them write well. 120 students were drone from one university and subjected to a writing test before and after grammar training. Thereafter, their texts were evaluated using rubrics, and scores analysed using Paired T-Test. The overall analysis reflected that there is a significant difference (t (119) = - 4.398, p<0.05). However, this does not mean each grammatical item is statistically significant. A slight / no difference was realised on some grammatical items. The study recommends instructors to put much effort on all the grammatical components, but with a special focus on sentences construction and punctuation skills, tenses, linking signals and paragraph crafting, since these are the areas which the study showed that students have serious weaknesses.
Key terms: *Discourse, Intensive Grammar, Learning, ESL[1]/EFL Students*

1.0 Introduction

Tanzania has made great efforts to improve enrolment and infrastructures in all levels of learning. However, the quality of graduates has remained questionable to stakeholders. For Intensive Grammar Course (IGC) taught to first year undergraduate students in universities in the country, stakeholders have been complaining that despite students having learnt it, many keep on producing a lot of grammatical errors in both spoken and written English. Specifically, managers of various companies where students go to work after graduation send outcries that our graduates cannot communicate effectively in English the language that was used to transfer skills/trainings when they were in schools and colleges.

In the country, the medium of instruction at post primary education is English language. However, many students have been facing problems of communication in English when they join higher education. In order to minimise the problems, Communication Skills (SC) course was introduced in all universities in the country, with the aim of aiding students to improve abilities to learn other

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[1] ESL is an abbreviation for English as a Second Language. ESL students learn English as a Second Language (L2) where English is a dominant language. On the other way, EFL stands for English as a Foreign Language. EFL students, study English where English is not a dominant language, so they have limited exposure to English. Outside the classrooms, there are few opportunities of using English. For Tanzanian context, we have mixed features of ESL and EFL classrooms. However, there are more features of ESL than EFL. Hence our classrooms would be better called ESL.

courses efficiently and effectively and communicate efficiently through English in and out of their specialised subjects. In this regard, in many universities in the country, SC has been taught for many years now. Notably, at Sokoine University of Agriculture (SUA), SC is taught to first year undergraduate students in the first and second semesters. Formerly, SC was taught only in the first semester; later it was realised that teaching SC only in semester one could not help much to make students change, then it was spelt into two: Intensive Grammar Course (IGC) commonly known as Communication Skills I (SCI) and Communication Skills II (SCII). For that case, SCI is grammar based and it functions as a remedy to students found to have weak English Language Proficiency (ELP) at the point of entry, and SCII is mainly study skills, and is offered in semester two, to help students develop study skills particularly in writing, speaking, reading and listening. Generally, splitting SC into two helped to cover the two parts intensively, although still there are outcries from stakeholders that SC taught in our universities is not making any headway in enhancing effective communication.

In essence, the goal for teaching IGC is to enable students to transfer learning to their specialised program courses. In particular, this means that they should write grammatical discourse in SC and in other courses, and the discourse should be seen to flow together in a clear and appropriate grammar. In fact, the readers have to make very little effort to understand the meaning and the information should seem to come in a natural order (Lynch & Anderson, 2013). In the light of this fact, many instructors complain that they spend a lot of time going through a single written text because they struggle to understand what the students wanted to mean, and sometimes, they end up not getting the intended meaning because the text is not fluently written. A typical example is when instructors write comments like '*what do you mean?' 'I cannot follow your text'*, your *text is full of erroneous structure*, *etc*., in students' texts to signal that what they have written is vague and confusing. Therefore, if a student does not know the grammar of the language used in writing s/he cannot write clearly in that language.

1.2 Problem Statement
Grammar of a language is one of the key factors to successful writing. Despite SC being taught in the country for many years, many people particularly where graduates go to work after graduations, complain that many graduates cannot communicate effectively in written or spoken English. It seems, the goals for teaching SC have not been attained since then. Mwakapina (2011) argues that most of the students before graduation and after graduation still manifest low communicative abilities in English as a Second Language (L2). Similarly, Jordan(1997), Johns (1997), Carson (1997), Prior (1998) and Hintel, (2002a) argue that despite students having studied English as well as academic writing in English in their native and in English speaking countries, non –native speaking students experience a great deal of difficulty in their studies at college and university levels in English speaking countries. Therefore, the problem is inherent to both non- native students who study in their native countries, and even those who go to study abroad.

Many studies have established strong positive linkages between students' academic performance and grammar and writing proficiencies (Johns, 1997; Jordan, 1997; Lee & Schallert, 1997; byrd & Reid, 1998; Zhou, 2009). In Tanzania, for instance, many instructors complain that students undergo SC courses in the first year, but as they enter into subsequent years, still they seem to be like those who have not attended the course, since many cannot communicate effectively. In other words, in Tanzania, this is like saying there is no positive linkage between performance and

grammar and writing proficiencies because even after learning, many students cannot communicate effectively. Generally, this shows that teaching and learning processes take place with no effect of helping students change.

Given the overwhelming assumption that undergraduate students in the country, even after having undergone training in SC, many cannot communicate effectively neither in spoken nor in written English. This study intended to address the matter scientifically by examining, whether students do not reflect a change after having learnt IGC. Specifically, the study investigated (i) whether there is no significant difference between what students write before, and what they write after the training of English grammar, and (ii) examined whether is true that there is no change in all of the grammar components taught in the IGC. Based on these objectives, there were two null hypotheses (H_0): The first one was, there is no significant difference between what students write before the training and after the training of IGC in universities in Tanzania, and the second one was**,** on every key individual grammar component (i.e sentence construction, tenses, articles and nouns use, etc.,) taught in IGC, students do not reflect a significant change after training.

2.0 Theoretical Underpinnings
2.1 Overview
Grammar of a language is one of the key factors to successful writing. Actually, when writing any academic text, there are key areas of grammar that one needs to know, so as to be able to express himself /herself effectively in the appropriate and correct grammar. For IGC taught to undergraduate students at SUA, the topics have been organised in a such a way that if a student covers the course well by doing all the tasks, assignments, activities and practices provided by the instructor, at the end of the course s/he will be able to express himself/herself in a correct and appropriate grammar. The next section is devoted at explaining the natty-gritty details of IGC.

2.2 Components of Intensive Grammar Course
In IGC students are taught six main topics. One of these topics is about basic sentence structure. Students learn rules governing the construction of sentences in English language. The next is on the sentence logic and clarity (agreements of a **Subject**(**S**) and a **Verb** (**V**) and a **Pronoun** (**P**) and its **Antecedent** (**A**)). The other topic is the verb phrase/ tense system. Under this, various verb tenses are discussed. Topic four is about the finite and non finite verb forms. The fifth is about articles and noun classes. Articles are the smallest grammatical units which specify definiteness or indefiniteness of a noun and whose membership include *a, an, the, zero* and *some*. The last one is about conjunctions/connectors. Connectors/ transitional makers are discussed on the way they can be used to link ideas within and above the sentences.

2.3 Fundamental Grammar for Successful Academic Writing
According to this study, grammar of a language is understood based on Lynch and Anderson's (2013) definition, as the rule system of a language, but it is also useful to think of it as a resource for expressing meaning. For example, when one is said to have known the grammar of English language particularly on various tense forms or in particular say past tense form, that is to say s/he knows how past tense is formed and s/he can use the form to express different events or create correct fantastic verbal constructions. In that case, knowing the grammar of a given language

involves the knowledge of the rules of a language and being able to construct correct and appropriate structures based on what is acceptable by the rules of that language.

The grammar of the language used in communication matters much in the academic writing process for massage conveyance. Many studies have established strong positive linkages between students' academic performance and grammar and writing proficiencies (Johns, 1997; Jordan, 1997; Lee &Schallert, 1997; byrd & Reid, 1998; Zhou, 2009). This shows that the grammar skills of a language used in writing makes one academically successful. Considering this, it doesn't matter how well the text is organised or how well are the sentences linked together, but there will be difficult in understanding, if the grammar is tainted. As such, it would be illogical saying that it is only content that matters, since if that content is not presented in a clear and logical language the meaning of such a text will be obscured.

The kind of activity which students in this study were tasked was to explain on their historical background and the experience they had in the first week when they joined SUA. It was a kind of reporting/telling on a past event. There are many contexts in academic writing where one has to report on past events. According to Lynch & Anderson (2013) one may report something done by others or something s/he did or s/he experienced oneself. Generally, in all these situations, there is an essential grammar that is needed to make a text logical and clearer to the readers. The subsequent paragraphs discuss and highlight the important grammar for academic writing.

To be able to writing a grammatical text, one needs to know elements of a sentence structure. A sentence is a group of words that express a complete thought (Quirk& Greenbaum, 1973; Hopper, Gale, Foote, & Griffith, 2000). This implies that a group of words to be a sentence must make complete sense by itself. Hence, a sentence according to this study is understood in the line of the idea adapted from Quirk & Greenbaum (1973) and Hopper, Gale, Foote, & Griffith (2000) that it is a group of words that express a complete sense and can be divided into subject and predicate. In a sentence, the part that names a person or a thing or states of affairs, we are talking about is called the *subject*, and the part that tells something about the *subject* is called the *predicate*. For example, when somebody says '***Mr. Mweggu killed a snake'***, a complete thought is conveyed, and the same structure can be divided into two parts of a *subject* and *predicate*. ***Mr. Mweggu*** is the *subject*, and *'**killed a snake'** is the *predicate*. If any created structure does not fit in the working definition, it can be a faulted structure. Besides, most students write faulted structures, and they think they are complete structures. There are different kinds of faulted structures mostly found in written texts of students some are specified hereunder.

Fragmented sentences: These are the structures that do not convey full meaning because they lack either a subject or a main verb. For example, each of these two examples is a fragment. 1. *The lake water with wastewater directed in the lake from industries, hospitals, houses and agriculture. 2. Contains some antibiotic residues at low doses which could lead to the emergence of antibiotic resistant bacteria.* These are typical examples of fragmented structures seen in many students' special project reports. The structures are incomplete in thought because one of the obligatory elements that make a sentence complete is missing. However, if you look at them superficially, you might be convinced to say they are complete structures. Ideally, based on structure #1, one can probe that, what do you want to say about 'the *lake water with wastewater directed in the lake from industries, hospitals, houses and agriculture?* The answer to this question is not provided in the

structure, while to the example #2 the structure lacks the subject. When one writes: *contains some antibiotic residues... antibiotic resistant bacteria;* this is an incomplete structure, since one can ask '*what is it that contains some bacteria residue….*? So, in structures # 1 the predicate part where the main verb is supposed to be is missing, while structure #2 misses the subject. Consequently, the two structures are rendered incomplete in thought.

The next, faulted structure is a run-on. A run- on is a structure in which one sentence runs to the next as if it is just one sentence. They are two or more sentences, but written as if were one sentence. Whoever, who is reading such a structure will automatically get confused. S/he won't make up the meaning of the structure because of the ill-formed combination. For example*, the great markets still are outside the country this is for the good quality produced cucumber.* If you look at this structure you can realise that there are two complete sentences written as one structure, and by so doing, the whole structure is faulted. Essentially, this problem can be fixed by using a coordinator two join the two sentences or using a full stop after the first part of the structure. So it can be as follows: *the great markets still are outside the country. This is for the good quality produced cucumber.* Or it can be fixed by using a coordinating conjunction like: and, so, for, but, and etc. Hence the structure will be: *the great markets still are outside the country, and this is for the good quality produced cucumber.* Some students instead of producing a run-on, their minds subconsciously tell them that it is not right to combine sentences like that. Therefore, they decide to use a comma to separate the two sentences without knowing that in so doing, they create another problem which is called comma splice.

The other faulted structure worthy discussing here is the dangling modifier. In layman's words, it can be called a hanging modifier. It is a modifier which is not logically and clearly related to the words it modifies. This is to say, something modified is not present in the sentence. For instance, *Looking towards the western part, Morogoro Municipality is boarded by Pwani Region.* The structure is ill-formed because there is a hanging modifier. The sentence does not specify exactly who is looking to the western part? In fact, there is nothing at all in the sentence to which the modifying phrase **looking towards the western part** can logically refer. Since the modifier, **looking toward the western part,** is sitting next to **Morogoro Municipality**, the sentence suggests that **Morogoro Municipality** is doing the looking. The best ways of fixing this problem is by changing the dangling modifying phrase to a subordinate clause, creating a subject and verb, and leaving the rest of the sentence as it is. Hence, it can be '*When one looks towards the western part, Morogoro Municipality is boarded by Pwani Region.*

Sentence logic and clarity is the next topic. The knowledge of which element should come first and which comes last in the structure of a sentence, alone is not enough to make one communicate effectively. There is a need to know how the elements agree together particularly Subject(**S**) &Verb (**V**) / Pronoun (**P**) &Antecedent (**A**) to make a sentence logical and clear. Exemplary, when one says **Lyego's brother has suggested we play her favorite song by Rose Mhando'*. In the sentence, the phrase '*Lyego's brother'* is the **S & A** of the sentence, and *has* is a part of the verb phrase that agrees with the subject, and *her* is a **P**. The sentence is ill-formed because the **P** and **A** don't agree together. As a result, the structures of this kind become illogical and lack clarity because '**Lyego's brother**, an A does not go with a P '*her'.*

Another topic is tense system. Tenses are very important in academic writing, and this part is well discussed in IGC. Based on various created scenarios, in IGC, the discussion centres mainly on the four essential tense forms -the (Simple) Present, (Simple) past (active and passive verb forms), Present perfect and Past Perfect - in reporting, predicting and describing events. Looking at the four forms of tenses, progressive tenses as part of an aspect, according to Hintel(2013) are very rare in academic prose. However, they are common in conversations and spoken discourse. For this reason, the usage of progressive verbs may impart a somewhat conversational flavor to academic writing. In formal academic writing, simple present and occasionally simple past tenses can be much more effective and easier for students to use (McCarthy, 2001; Swales & Feak, 2012). Further, the activity given to the students in this study helped to know how students choose tense forms to describe the event in question, and for a student to get high score on tense usage, s/he had to write in the appropriate verb tense. For this case, the past event and the (simple) past forms would help to describe their personal particulars or historical background and the experience they had in the first week after joining SUA. However, there are would be few instances where present form would be used. It was easy to see before being taught which tense forms did they choose to express the events in the question and even after having been taught IGC how did they describe the events.

Apart from tense system, the other important part for academic writing is about articles and nouns. Understanding the use of English articles in relation to nouns is frustrating and confusing. This is because successful use of the English article system is not always straightforward (Lynch & Anderson, 2013). Next, it is confusing much to ESL students particularly those whose first languages (L1) do not have articles. For our case, in the country, many of the English L2 learners their L1 are vernacular languages – like Zaramo, Gogo, Chaga, Safwa, Konongo, Haya etc, and few others their L1 is Kiswahili. Thus, Kiswahili and many of these vernacular languages do not have articles. Due to this, the learning of articles poses great a challenge because they fail to transfer learning. However, instructors strive to make the lesson understood by providing enough take home tasks, quizzes and assignments, until students come to a point of slotting articles appropriately.

The last major topic is about transitional markers / linking signals. The topic is very important in helping students to make sure that the ideas they want to express glue together in a text. Generally, various makers that signal addition, contrast, reformulation, exemplification, cause and effect, comparison, time ordering, concession, illustration, etc., are dealt with in detail in this part. Again, in IGC when we are dealing with transitional markers and English sentence construction, the punctuation and spelling skills are also dealt with within each part. Punctuation and Spelling Skills are very important because a single poorly punctuated sentence in English is enough to change the meaning of the whole text. In the same way, a wrongly spelled word is enough to change the atmosphere of the audience. For example, if one instead of writing (1).*an important team organiser was elected yesterday by Madam chair*, and s/he writes (2).*an impotent team organiser was erected yesterday by Madam chair*. The misspelled words *impotent* and *erected* in sentence 2 are enough to change a friendly atmosphere into a hostile one. The aftermath of improperly punctuated and spelled text may be changes in the reputation of an individual, delays in service delivery and loss of credibility and clients in a business transaction.

2.4 Revisited Studies
Hintel (2002) targeted at techniques for teaching L2 writing, grammar and lexis that can inform L2 instruction, and effectively targeted L2 areas that require substantial improvement. On the other

hand, Hintel (2013) focused on specific grammar constructions and their lexical elements that are critical in teaching L2 academic writing. In the same way, Lynch and Anderson (2013) provides the key areas of English grammar that one needs to master, in order to express oneself correctly and appropriately in academic writing. On the contrary, Johns (1997), Jordan (1997), Lee & Schallert(1997), byrd & Reid (1998) and Zhou (2009) stressed on correlating between academic performance on writing and students grammar. The current study intended to investigate the grammar of students' academic writing with a focus to what they write before the training and after the training of IGC for the purpose of determining, if there is a significant change. The study was mainly propelled by the outcries from stakeholders who kept on lamenting that SC has not been able to make graduates change, since students/graduates keep on producing grammatical error in their discourse, as if they did not attend SC course at college. Therefore, the study bridges this gap that had existed in SC teaching since then.

3.0 Methodology
3.1 Study Area and Design
The study was conducted at Sokoine university of Agriculture (SUA) in the academic year 2013/2014. The data for the study were collected in two periods – first at the beginning of the semester1, end of October, 2013 and at the end of the semester 2, early April, 2014. The participants in the study were students enrolled in the academic year 2013/2014 particularly those who were taking Bachelor of Environmental Management (ESM), Range Management (RAM) and Rural Development (BRD). This was one of the groups that the researcher was assigned to teach IGC. The study used non-experimental research design. In the experimental design, subjects are randomly assigned to an experimental group which receives treatment or to a control group which does not receive treatment, and later performance of the two groups can be compared (Kombo &Tromp, 2006). Non-experimental designs, not like experimental designs, the researcher does not manipulate the independent variable. With non-experimental designs, it is not possible to identify the cause and effect between the variables, still we can examine the association between them (Lunda Research ltd, 2013). Therefore, through the collected data, it was possible to examine the association between pre and post- training and determine different characteristics the variables exhibited.

3.2 Sampling Techniques and Data Collection Methods
The selection of the group to be involved was deliberate, and within the group, the selection of who to be involved was of a random kind. Any member of RAM, BRD and ESM who was present during the data collection day and time was automatically involved. After the training, all were give a post-training writing test, but only those who had sat for pre-training test at the beginning of the semester were the ones whose texts were taken to accomplish a pair of pre- and post training testing. The same short writing task of 30minutes was given twice as part of classroom test at the beginning of the semester before the training of IGC, and at the end of the semester after the training. Students were to write on their '*historical background and the experience they had in the first week after joining SUA*'. They were informed that this will be part of their classroom formative assessment. This made them respond to the task seriously.

3.3 Tools for Data Collection and Scoring
The written texts, before the training and after the training of IGC were subjected to scoring tool, the rubric. To be fair and consistent in evaluation, the researcher used analytical rubric in scoring

the written texts. The rubric had rating scale of 5 levels in which the description of each number in the scale was 1 = Unsatisfactory, 2 = Satisfactory, 3= Good, 4, Very good, 5 = Excellent. Also, there were five criteria considered for scoring: (1) Elements of Structure and Punctuation Marks, (2) Logic and Clarity in Sentences (agreements between elements, (3) Tense System, (4) Articles and Nouns and Spelling Skills, and (5) Transitional Markers and Paragraph Crafting. Each of these criteria carried a total mark of 20%. Ultimately, all these criteria made a grand total of 100%.

3.4 Data Analysis

The scores were analysed using SPSS paired t-test. The paired t-test also referred to as the paired-samples t-test or dependent t-test is used to determine whether the mean of a dependent variable is the same in two related groups (Lund research Ltd, 2013). Paired t-test could be used to determine a change to groups of participants that are measured at two different points of time and who undergo two different conditions. For example, it would be used when one wants to investigate, if there is a change on students before and after they undergo training on something. In regard with the current study, the researcher wanted to investigate whether students after undergoing training in IGC reflect a change. In the study, the dependent variable was the 'performance' and the two related groups were the two different time points 'performance before' training and 'performance after' the training.

Paired t-test SPSS Statistics generated three tables of output. However, only two were much useful: the Paired Samples Statistics table and the Paired Samples Test table. Further, the interpretation of the result is based on the understanding that the p-value always means the probability that the observed test statistics would be as extreme as observed, if the H_0 were true(Lund Research Ltd, 2013). So, a small p-value means that the observed result is highly unlikely, if the H_0 were true. Consequently, it is concluded that the H_0 is unlikely to be true, and we reject it. Disregarding other issues, with the data for the test where the p-value is below threshold which is 0.05 we reject the H_0 implying that the median difference is significantly different from 0, and where the p-value is > 0.05 level of significance we don't reject the H_0, while for the others we have no proof that it is significantly different. However, it might be as well in the given population.

4.0 Results and Discussions
4.1 Presentation of Results

The study aimed at determining whether there is no significant difference between what students write before and what they write after the training of IGC of English commonly known as Communication SkillsI. Further, to determine whether there is no significance on each individual grammatical component learnt in IGC. Table2 below is for t-test paired sample statistics showing the mean of the scores before and after the training. From the table, a paired sample t-test indicates that scores were higher on post-training (M = 61.7, SD =11.6 than in the pre-training score (M =58.3, SD = 9.8).

Table 2: Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	**before**	58.3333	120	9.81624	.89610
	after	61.7083	120	11.67659	1.06592

Similarly, Table 4 indicates that p-value (2-tailed) is =0.000 and the level of significance set is =0.05. Based on the results reporting format: t (degrees of freedom) = t-value, $p <$ significance level, so, t (119) = - 4.398, $p<0.05$. Due to the means and the direction of t-value, it can be concluded that there is significant improvement in performance due to training. Therefore we reject the H_0 that there is no difference between pre- and post training performance.

Table4: Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 before after	-3.37500	8.40574	.76734	-4.89440	-1.85560	-4.398	119	.000

4.2 Testing of Hypotheses

The study had two null hypotheses (H_0) in which the first one states that there is no significant difference between what students write before and after the training of IGC at university. A paired SPSS t-test was ran on a sample of 120 participants to determine whether there was no statistically significant mean difference. The analysis showed that p-value is = 0.000 and the level of significance set is 0.05. Based on the paired sample statistics, since p-value is ≤ significance level i.e 0.000 ≤ 0.05, H_0 was rejected in favour of the H_a implying that there is significant difference between what students write before and after the training. The t-test analysis has shown that there is significant difference paving way for the H_0 being rejected.

Comparatively, narrowing down the analysis to each individual grammatical component taught in IGC, Table 5 indicates that on the Sentence Structure (SS) and punctuation skills, the *p*-value is 0.496. For that case, t-test on SS shows that *p*-value =0.496 ≥ 0.05level of significance, so the H_0 that on SS and punctuation skills students do not reflect a change after having trained IGC is accepted that even when students are taught English sentence construction and punctuation skills, they keep on producing the same erroneous or faulted structures.

On the other way, on S-V/ P-A, *p*-value is 0.000 ≤ 0.05 level of significance; hence H_0 is rejected, and the H_a is upheld that after training on agreements, students reflect a change. Also, on articles and Spelling Skills, *p*- value is 0.004, hence *p*-value 0.004 ≤ 0.05 implicating that there is a significant statistical difference.

On tense system and on Linking signals and paragraph crafting, there is the same *p*-value, which is 0.030 ≤ 0.05 level of significance. In both the H_0 is rejected implying that when students are taught Tenses and Linking Signals and Paragraph Crafting, there is a change. However, such a change is slight because *p*-value is near the significant level. The more the *p*- value approaches the level of significance, the slighter the difference becomes, so 0.030 is nearly to 0.05. Again, if one observes a sample of extracts 1 &2 given below from students' texts can confirm that such a change is small, because students keep on producing the same errors.

Generally, based on H_0 two, which states that in each individual grammatical component taught in IGC, students do not reflect a significant change in any of the components after the training; it has been shown that there is no significant difference on sentence construction and punctuation skills. On the contrary, on S-V/ P-A agreements, and articles usage and spelling skills the study has reflected statistical significant difference, while on tenses and linking signals and paragraph crafting , it has been shown that there is a statistically significant slight change.

Table5: Paired Samples T-Test of Intensive Grammar Components

|	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 SentStrBefore - SentStrAfter	-.20833	3.33027	.30401	-.81030	.39364	-.685	119	.494
Pair 2 SVagrBefore - SVagrAfter	-1.12500	2.93218	.26767	-1.65501	-.59499	-4.203	119	.000
Pair 3 TensBefore - TensAfter	-.79167	3.94265	.35991	-1.50433	-.07900	-2.200	119	.030
Pair 4 ArtSpelBefore - ArticleSpelAft	-.66667	2.50490	.22866	-1.11945	-.21389	-2.915	119	.004
Pair 5 LinkingSignBefor - LinkSignAfter	-.58333	2.91211	.26584	-1.10972	-.05695	-2.194	119	.030

4.3 Discussion of Findings

The study attempted first to ascertain whether there is no significant difference between what students write before and after the training of IGC. Next, it was to determine whether there is no significant change in each individual grammar components taught in IGC. Generally, it has been realised that the teaching of IGC to university students at SUA has a significant change. The study shows that it is not true saying that students do not reflect a change after the training. It is now clear that it is only on some grammatical items where change is invisible. This study helps to exculpate the assumption that IGC does not help students. It is now clear that there is a significant change due to IGC training.

Comparatively, norrowing down to individual grammar items taught in the IGC, it has been realised that there is statistical significant difference in subject and verb/ pronoun and antecedent agreements, and on article usage and spelling skills, while on sentence construction and punctuation skills there is no statistical significant difference, and on linking signal and paragraph crafting and tense system there is a slight significant difference. The question to be probed here is why even after learning grammar, still students produce the same grammatical errors that they were producing before the training or why do they reflect a slight or no statistically significant difference in some items? The discussion should now digress to address the question.

The goal of the IGC/SC courses teaching is to make students changed after undergoing training. As realised that there is no change or there is a slight statistical change on some grammatical items, this may be because of a multitude of factors. First and foremost, this would be because of grammar

error correction that is mostly done by teachers in students' texts does not help students learn, but has harmful effects on students' learning (Semke 1984; Kepner 1991; Sheppard 1992; & Truscott, 1996). Many of these scholars say learning grammar in a L2 is a complex and a gradual process which occurs both developmentally and hierarchically, and in such a process, some items are acquired before others. Therefore, they conclude that for grammatical correction to work, the correction must be precisely tied into the correct levels of this process.

Also, mastery or being proficient or fluent in the grammar of a language does not mean being proficient in all the grammatical components of a given language. Thus, it is possible for students to reflect weakness in some areas because mastery does not mean knowing all the things in the given course or field. If one scrutinizes clearly the pictures below of samples of student's texts, can agree that there are still errors on grammar even after the training. Specifically, before the training, she wrote '*I was joining the advanced level…*,'. Also,' *I was pass the form six…..*' and '*I was succeeded to joining…..*' (See Picture1), and after the training she wrote '*I was joined advanced level…..*', '*I was passed my exam….*', *I was succeeded to join….*' (See Picture2). Basically, simple past form was the one she was supposed to use in expressing her education background. As such, it was supposed to be '*I joined advanced level…*', '*I passed my exam…..*', and '*I succeeded to join….*'. Therefore, it is possible for a student to finish training and some grammatical items having been well mastered while other not.
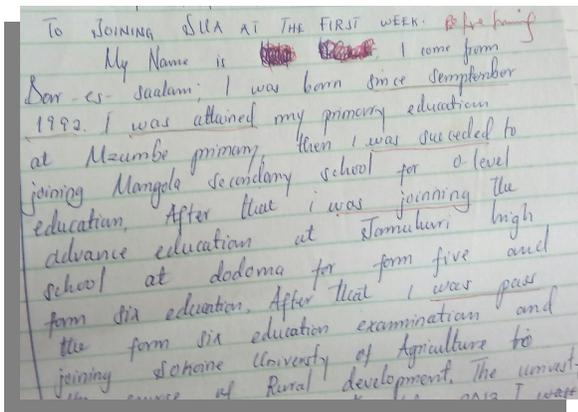
Picture 1: Text Before the training of IGC
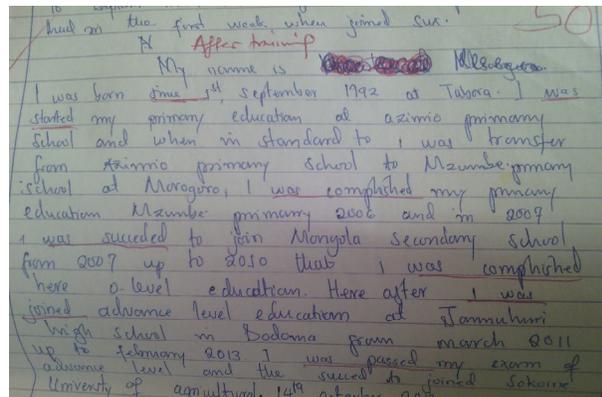
Picture 2: After the training of IGC(names erased for anonymity)

Additionally, it might be because of students' English language background. As reported by other studies, most students in the country have been joining colleges and universities with deficiencies in SC and in ELP (Mwakapina, 2011; Wilson & Komba, 2012). Students are not taught English at college or university except those who take English/linguistics at that level. Of course, within SC course there are few modules of English, which for SUA those modules are organised as IGC. Students learn English in schools. When they join colleges or universities, they are expected to have the relevant proficiencies in English to help them take studies in the medium of English; still many join with very low proficiencies. As a result, even after having been trained in IGC in semester I, they do not reflect a significant change in some of the grammatical items.

The other factor would be values and interests that students put on IGC/SC courses. How do our students value the courses or how are they interested in the course? Of course, it is well known that students give IGC less value. One reason for the less value on IGC would be because is a non-

credited course. It is obvious that students will behave differently on credited course and on non-credited one. This is similar to what Leki and Carson (1997) say that what is valued in writing/grammar for writing/grammar classes is different from what is valued in writing for other academic courses. Again, even the effort and time dedication will be different. All of these, amount to slight or no change after training for some aspects of grammar learning.

Further, SC courses do not address field specific needs. SC that is taught at SUA and in many other universities in the country is the general one. It offers general SC regardless of students' difference in disciplines. You can find that students pursuing Bachelor of Education, Bachelor of Range management, Bachelor of Informatics, Tourism and those of Bachelor of agricultural engineering are give the same SC under one roof. Indeed, this cannot make the course meet the students' need in breaching the gap of weak communication abilities. As a result, students will reflect deficiency before the training, after the training and at job after graduation for some items because IGC is part of the SC courses which are taught without addressing students' field specific needs.

Finally, the problem would be caused by the way the course is conducted. For many times, the key approach for teaching IGC and for all SC courses at SUA, and in many other universities in the country has been traditional one. It is only in the recent year September, 2014 when Tanzania Commission of Universities pioneered the processes of reviewing many courses to make them student- centred. The IGC/SC is well learnt when there are interactions between the teacher and the students or between students themselves. Therefore, lack of enough interactive community learning environments hampers faster learning for some items.

5.0 Pedagogical Implications
Based on the findings of the study, so what an ESL instructor can do? One of the best ways is for instructors to stress on Communicative Language Teaching (CLT) or Learner-centred Approach that has been proven by many studies to be effective approach in language teaching (Coombe& kinney, 1999; Huba &Freed, 2000; Duze, 2010). Next, is teaching all the language components, but paying a special focus on (i) sentence construction and punctuation skills, (ii) use of tenses and (iii)linking signals and paragraph crafting, since they are the areas, the study has highlighted that students are too weak. Again, s/he has to give less emphasis to grammatical errors corrections because it has been shown that despite the corrections that we are marking with red pens on students' texts, still students keep on producing the same errors in both speech and writing. Talking from experience, since when I realised that labeling any grammatical error, a student makes in his/her text does not make him/her learn the language. Right there, I changed; I now tell them that learning a language is different from studying Chemistry or History or any other discipline, so I make them understand that language is better learnt when one speaks and makes errors and learns from his/her errors. As such, I now spend little time on error correction. Finally, we teachers have to create scenarios where the students can practice the language in our classroom. The creation of scenarios gives students opportunities to work together because one can't perform language by talking to himself/herself. Therefore, when students freely interact with one another, complete tasks, give and receive feedback from one another, they capture the language.

6.0 Conclusions and Recommendations

This study bridges the gap that even after having attended IGC/SC, students remain unchanged. They keep on producing the same errors in written and spoken English. The study concludes that generally there is a statistically significant change. However, narrowing down to individual grammatical items, a slight or no significant difference is realised to some items. Now by the question, are the ESL/EFL students in Tanzania universities truly learning? The answer is yes to some extent. A great change would have been there. It isn't there because of several factors that range from the nature of the curriculum used, the students themselves, the instructors, the teaching and learning process. To this end, to salvage IGC/SC from having no effect, the study recommends curriculum reviews after three years, since for a long time this hasn't been done. Next, there is a need to mainstream in national education policy CLT approach. Similarly, a wide spread use of participatory teaching techniques and CBA and participatory inspectorate from the heads of departments, deans and principals will enhance effective teaching and learning process. Additionally, the study recommends educational practioniers and policymakers to come together now and then to share innovative field experiences around learner centred learning / CLT. More importantly, colleges/universities and educational officers in the government should improve classroom practices and make a positive change in education policy through in-service training, mentoring and networking, advocacy and provision of better teaching materials and making sure instructors teach manageable classes, because both teachers and students need an environment where they could fulfill their obligations with ease thereby making learning effective.

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