ANALYSIS OF TEACHERS' PECEIPTION ON THE LANGUAGE OF INSTRUCTIONS IN THE TANZANIAN SCHOOLING SYSTEM: EMPIRICAL EVIDENCES FROM MBEYA CITY

KISSA B. KABUJE

A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN ADMINISTRATION, PLANNING AND POLICY STUDIES DEPARTMENT OF PLANNING, POLICY AND ADMINISTRATION

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## CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled, *"Analysis of Teachers' ''Perception on the Language of Instructions in The Tanzanian Schooling System: Empirical Evidences from Mbeya City".* In partial fulfillment of the requirements for the award of the Degree of Master of Education in Administration, Planning and Policy Studies of The Open University of Tanzania.

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**Dr. Newton Kyando**

**(Supervisor)**

……………………….

Date

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I**, Kissa Benard Kabuje,** declare that, the work presented in this dissertation is original. It has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies of The Open University of Tanzania.

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Signature

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Date

# DEDICATION

I dedicate this work to my beloved Kabuje's Family and the Administration of School Quality Assurance office of Highlands Zone.

## ACKNOWLEDGEMENT

# ABSTRACT

This study focused on analyzing teachers' perception on the issues related to language of instructions. The study employed qualitative approach, with data collected through interviews and documentary review. The data were analyzed through thematic analysis while participants were the teachers and school quality assurers. The findings include the following ……..First, majority of teachers understand that Kiswahili, English, other foreign languages and sign language are taught as subjects at different levels of education and training as featured in Education and Training Policy of 2014. However, it was observed that despite of the efforts in teaching those languages, there is still a weakness in mastering standards. However, there is a big challenge that hindered the proper utilization of the language of instructions like using English in transition period from Kiswahili primary schools to secondary schools and higher learning institutions. The study recommends that, Both Kiswahili and English should continue to be used as LOI, only if English will be given equal weight with Kiswahili to enable children have good English foundation. Therefore, it will be proper to use all as Language of instructions in Tanzanian schooling system. Moreover, the government should employ teachers who are competent and who can speak English fluently to let learners imitate and practice in order to comprehend the saying known as "The practice makes them to be perfect".

***Keywords:*** *Language of Instruction, Medium of Instruction, Tanzania Education System.*

# TABLE OF CONTENTS

# LIST OF TABLES

**FIGURE**

# LIST OF ABBREVIATIONS

| | |
|---|---|
| CSU | Communication Skills Unit |
| EMI | English as a Medium of Instruction |
| ICU | Intensive Care Unit |
| IGP | Intensive Grammar Program |
| L1 | Language One |
| L2 | Language Two |
| LoI | Language of Instruction |
| MoEVT | Ministry of Education and Vocational Training |
| MoI | Medium of Instruction |
| UNESCO | United Nations Education Scientific Cultural Organizations |
| UST | University Screening Test |

## CHAPTER ONE

## INTRODUCTION AND BACKGROUND TO THE PROBLEM

### 1.1 Introduction

The study assessed the language of instruction which is to be used in schooling system in Tanzania particularly in Mbeya City. Therefore, Chapter One presents the background to the study, statement of the problem, purpose of the study, objectives of the study and research questions. It also presents the significance of the study, limitation, delimitation and operational definition of key terms.

### 1.2 Background of the Problem

It is believed that the language which teachers and students understand can effectively function as the language of instruction. Only when teachers and students understand the language of instruction are they able to debate, ask and answer questions, ask for clarification and therefore construct and generate knowledge (Kadege, 2010). These are activities that are a pre-requisite to learning that can lead to learners' achievement. Thus, the language of instruction is an important factor in determining the learners' achievement. It is also believed that language is used for instruction plays as an intermediate role to drive the achievement of the stated goals and objectives of education as stipulated by ministry of education in Tanzania (Gran, 2007). Children learn best when they are taught in their mother tongue (Bisong, 1995).

The issue of language of instruction has been researched and debated for decades but the debate became more controversial as we moved into the era of globalization. As

many researchers have discussed on the language of instruction (Mlama & Matteru, (1977), Mvungi (1982), Makweta Commission (1982), 1983; Criper and Dodd (1984), Brock- Utne (2004, 2005); Kadege (2010), Mwinsheikhe (2002, 2003), Qorro (1999, 2005) have acknowledged the level of English language proficiency in Tanzania secondary schools is so totally inadequate for the teaching and learning of other subjects that it needs to be addressed as a matter of urgency.

The above fact has influenced many researchers, educationists and policy (language policy) makers in nations of the world to put the matter of Medium of instruction into their focus when thinking effective teaching and learning and quality education.  In Canada, for example, English language learners are encouraged to use their first languages in classrooms, as well as in homework assignments. According to the Canada Ministry of Education policy document (2005) the use of first languages in classrooms enhances learners' development of English language proficiency.

In the Middle East, Belhiah (2015) assessed the effectiveness of English as a medium of instruction (EMI) in the Arabian/Persian Gulf, with special focus on the situation in the United Arab Emirates. The study used six universities located in major cities of Abu Dhabi, Dubai, Al Ain, Sharjah, Ajman, and Ras Al Khaimah, to examine students' and teachers' perceptions about the use of English to teach subject matter. Teachers and students argued that the current EMI situation leaves much to be desired with students struggling to learn the subject matter due to low-proficiency in English. The author suggests that implementing a bilingual curriculum in which instruction is delivered in English and Arabic in order to enhance students' linguistic

and bi-literacy skills. Its implications for language education policy issues advocates' bilingual education as a means of improving students' mastery of English while preserving their national identity and indigenous culture.

In Africa, many countries like Nigeria, Democratic Republic of Congo, Malawi, South Africa, Mozambique and Kenya, to mention a few, lack a common indigenous language to be used as national language and medium of instruction, instead they use European colonial languages such as English, French and Portuguese are used for those purposes. But Tanzania is distinctive in having an indigenous language Kiswahili, which is spoken by most Tanzanians and is the national language and the medium of instruction in primary schools (Ngonyani, 2017).

South Africa is an example of countries facing the dilemma of how they equip majority of its population with a second language (English). Although there are 11 official languages in South Africa which are Sepedi, Sesotho, Setswana, Siswati, Xitsonga, is Ndebe, Tshivenda, is Xhosa and isIzulu Chimbga, W. W. M., & Meier, C. (2014) yet Afrikaans and English are the only languages with a developed academic literature and in which it is possible to write secondary school leaving examinations (Taylor & Coetzee, 2013). Majority of children does not speak English as their first language but are required to undertake their final school-leaving examinations in English. Most schools offer mother-tongue instruction in the first three grades of school and then transfer to English as the language of instruction in the fourth grade. Some schools use English as the language of instruction from the first grade. In recent years a number of schools have changed their policy, thus

creating within-school, cross-grade variation in the language of instruction received in the early grades (Taylor & Coetzee, 2013).

For Nigeria the language of instruction in most of post elementary education institutions is English language. Although there are local languages that are used in schools for instruction, Bisong (1995) describes parents deliberately enroll their children in English medium schools specifically because of English's instrumental value in gaining social mobility and are confident that English will not threaten their native language. Moreover, since Nigeria's official language is English most of the children acquire it in their environments, thus it is easy to learn.

In line with other African countries, Tanzania has however, not managed to escape from the medium of instruction problems. Language of instruction policy empowers foreign languages as evidenced from 1970s, showing that the use of unfamiliar language as LOI limits learning process Adamson, L (2020).

Before colonial rule each ethnic group had access to education through their native language, during colonial rule the German allowed Kiswahili to be used in education system so as to obtain few elites who will assist to work in colonial offices.

During British rule English language was introduced in education system where Kiswahili was used from standard I-IV and English Language was used from standard V up to secondary and post-secondary level. Roy-Campbell, Z. (2019).

Currently there are two patterns surrounding the issue of Medium of Instruction (MoI); Kiswahili is used as MoI in most public primary schools' education and English is the medium of instruction in few private primary schools, at secondary and post-secondary levels. These patterns have posed ongoing debate over which language is better for instruction and has much positive effect in preparing primary school leavers to manage their post primary education studies, including the acquisition of English language as their second language (Gran, 2007).

In early history of Tanzania, Kiswahili was designated as an official language of Tanzania by President Julius Nyerere as part of his Ujamaa social policy. Currently, English and Kiswahili are the official languages of the country. Kiswahili is used in government and as the medium of instruction in primary schools while English is the language of diplomacy and also the medium of instruction in secondary and post-secondary education (UNICEF, 2016).

Gran (2007) declares that Kiswahili language is the African lingua franca of Tanzania whereby in the education system it serves as the language of instruction at primary school level. From secondary school and onwards the medium of instruction is English. In the recent years, the issue of Language of Instruction (LoI) in Tanzania has posed an emotional and hot debate among academicians, politicians and the public in general (Sumra & Katabaro, (2014). This has been a result of problems that have resulted from the use of different languages of instruction; Kiswahili in primary schools and English language in post primary education. The use of Kiswahili as LoI in primary education and later English in secondary schools has been blamed to have

posed problems among students in managing their secondary studies; one of which is failure to acquire English language as their Second Language. Sumra and Katabaro (2014) assert that competence in reading and comprehending a story in English remained low. Uwezo (2013) confirmed that rates of English literacy were significantly poorer than rates of Kiswahili literacy. By standard seven half of all students leaving primary school had not acquired Basic English reading skills which are the medium of instruction in secondary school.

Sumra & Katabaro (2014) continue to argue that using Kiswahili as a language of instruction in primary schools and English at secondary level creates problems for children from public schools while benefitting children from English medium primary schools. Moreover, Uwezo assessments have shown that majority of children completing primary schools do not have the knowledge to benefit from the English medium secondary schools. In 1969 the Ministry of National Education sent a circular to all Headmasters and Headmistresses of all secondary schools outlining the plan for the gradual introduction of Kiswahili as the medium of instruction.

The Ministry's 3 circular suggested that political education "siasa" should be taught in Kiswahili from the school-year 1969/70, domestic science from the school-year 1970/71, history, geography, biology, agriculture and mathematics from 1971/72 (Bhaiji, 1976). But later on especially in the ETP 1995 it was stated that Kiswahili would be MOI in primary schools and Teachers' Training Colleges and English would be MOI in post-primary education levels.

The shift of medium of instruction from Kiswahili in primary schools to English language in secondary schools has posed negative outcomes in teaching and learning secondary school subjects especially science subjects including Biology subject. Students face difficulties in reading, writing and translating Biology terms (Sumra & Katabaro 2014).

Moreover, Tibategeza and Plessis (2018) noted that there have been some initiatives to make Kiswahili a medium of instruction at all levels of education but such initiatives have been crippled by lack of a political will and misconceptions by some stakeholders who question the possibility for the learners to use Kiswahili as the MoI and still learn English, the language Tanzania needs for wider communication (Mpemba, 2007; Bachore, 2014). They conclude that although the proposed policy is suitable in Tanzania and actually long overdue, we are skeptical of its implementation. This is based on the previous state of affairs in which the government did not implement the proposed switch to Kiswahili as indicated in the reviewed policies and government pronouncements (Ibid). In supporting the ideas Rubanza (2002) found out that students lose their English skills after completing their studies because the society they work and lives in does not use English language.

From the contradicting understanding of whether to use Kiswahili language or English to all learning levels, it is therefore, the intention of this study to assess the perspectives of teachers on the language of instruction to be used in learning Biology subject for learners' achievement from primary to secondary schools in Mbeya City

in Tanzania. The rationale of selecting Biology subject as a case study of this research is that, the same subject is taught in Kiswahili at public primary schools and pupils perform better as it can be observed in PSLE results, Biology being one of the subjects in sciences (Ngonyani, 2018).

## 1.3    Statement of the Research Problem

For many years learners in Tanzania face a challenge in switching from Kiswahili as MoI used in Primary schools to English at secondary level, most students are not used to English language that ensures effective learning through it as MoI specifically in understanding nine or ten subjects taught in unfamiliar language (English). This suddenly change on the MoI makes students fail to grasp the content due to the fact that they need to learn the language at the same time grasp the content of the subjects (Tibategeza & Plessis, 2018; Ngonyani, 2018; Sumra & Katabaro, 2014). It has also revealed by different studies such as of Rubanza (2012) and Mpobela (2015) that students had difficulty in reading, writing and translating the language. On entering secondary schools, children not only have to re-learn all the terms and concepts in a new language but also to take on a more difficult set of subjects.

The ongoing debate is dominated by two perspectives and arguments on whether Kiswahili or English should be used as LoI in Tanzanian schooling system. Politicians who support the use of English argue that it increases the chances of students mastering English which is important for them to interact and benefit from the global economy English is still the language of written laws and of commerce. It

is perceived widely as the pathway to prosperity by many who are anxious that their children are able to communicate in a 'global' language (Joyce-Gibbons et al., 2018; Human Right act, 1948; Bachore, 2014; Tibategeza and Plessis, 2018). Supporters argue that English is the language of science, technology and development (Mpobela, 2015).

Human rights arguments who oppose the use of English argued that LoI should be the one which is familiar to both the teacher and learners specifically the first language and that continued use of English as a MoI is disadvantageous to academic achievement and is directly related to the failures of education (Sumra & Katabaro 2014). Those who support the use of Kiswahili they opt Kiswahili to be used in post primary schools though it is not the mother tongue of learners in Tanzania. Rather, it is a language that is widely spoken and understood throughout the country (Brock-Utne & Holmarsdottir, 2003).

Regardless of the effort of making different reforms by the government, the voices of teachers have been marginalized on deciding which language should be used as LoI in schooling system of Tanzania. Therefore, this study assessed the practice of Language of instructions in schooling system in Tanzania by investigating the understanding of teachers, their experiences and analyzing how language of instructions is featured in the education policy of Tanzania.

## 1.4 Research Objectives

This research study has two levels of objectives: the general and specific objectives as explained below: -

### 1.4.1 General Objectives

The general objective of the study was to analyze teachers' perception on the language of instructions as used in the Tanzanian schooling system.

### 1.4.2 Specific Objectives

(i)     To evaluate teachers understanding on the issues related to language of instruction in the Tanzanian schooling systems

(ii)    To assess the teachers experiences on the issues related to language of instruction in the Tanzanian education system

(iii)   To analyze issues of language of instruction as featured in policies and guideline in Tanzania.

### 1.5     Research Study Questions

(i)     How are issues related to language of instructions in the Tanzanian schooling system, understood by teachers?

(ii)    What are teacher's experiences on the issues related to language of instructions in the Tanzanian education system?

(iii)   How do issues of language of instructions in Tanzania schooling system, feature in the existing policies and guideline?

### 1.6     Significance of the Study

The study findings and knowledge found from this study have much significance: First, the findings of this study add both theoretical and practical knowledge to u available literature on LoI in schooling system of Tanzania. Theoretically, the study

contributes in filling the research gaps by revealing the current situation of the LoI in Primary and secondary schools by reflecting the Education and Training Policy of 2014. Second, the findings serve as an insight and reference for further research on policy and management of Primary and secondary education in Tanzania. Third, the study findings help practitioners such as heads of schools, teachers and quality assurers to understand the effectiveness of language of instruction for quality teaching and learning in schooling system. The findings enable them to adopt the appropriate intervention strategies that enhance and rectify the situation in schooling system. Therefore, this study is potential to stimulate studies on LoI by other researchers in the same or other contexts.

## 1.7    Scope of the Study

This study focused on how to improve the LoI in the schooling system in Mbeya city in Tanzania. The study involved Primary Schools teachers, secondary school teachers, school heads, quality assurers and District Education Officer as participants in this study. This study also employed interview and documentary review as data collection tools. The findings of this study were confirmed in Mbeya City basing on the methodology and the number of participants being used in developing this study.

## 1.8    Limitations of the Study

The study came across some limitations like; the researcher spent a lot of time making follow-up for the research permit from the government officers, In order to solve this problem, the researcher made several visits that in the long run enabled to get the needed permission.

Absence of teachers and educational officials like DEO and Quality Assurer in the selected schools and offices sometimes was a problem. In order to solve this problem, the researcher tolerated and made an appointment on the other day.

Respondents' hesitation in providing useful and required information, the researcher made an apology to the respondents before collecting data; that it was to be confidential issue and she was not mentioned their names in order to keep confidentiality of their information that the findings of this study was used for academic purposes only.

However, some respondents were not in the position of providing the complete answers to the intended interviews. To solve this problem, the researcher changed immediately the data collection method from interview to Focus Group Discussion.

### 1.8.1 Operational Definitions of Key Terms

**Language of Instruction (LoI) or Medium of Instruction (MoI): -** is a medium through which knowledge is imparted and shared among the learners and teachers or it is simply the language used by the teacher to teach. The Tanzania Education and Training Policy of 1995 clarifies that primary education and Teacher Training Colleges (primary school teacher colleges) in Tanzania use Kiswahili as the language of instruction while secondary as well as tertiary education learning is through English and Kiswahili remains only as a subject (Lupogo, 2014).

Qorro (2006) defines language of instruction is a vehicle through which education is delivered. She says LoI is very important in ensuring quality education is delivered

to learners. She argues that language of instruction is for carrying or transmitting education among learners or from the teacher to the learners.

**Educational language policy** is the official/unofficial policy that is created across multiple layers and institutional contexts (from national to classrooms) that impact the process of teaching and learning in the particular country (Lupogo, 2014).

**Kiswahili Language** in this study the term Kiswahili language means a national language that is used as a Medium of Instruction in public primary schools and Grade A Teachers' Training Colleges as a subject in secondary and post-secondary educational institutions.

**English Language** in this study, English Language is the official language used in high courts and it is an academic language used as Language of instruction in secondary schools, tertiary educational institutions, higher learning institutions and vocational training colleges as well as to be taught in primary schools as a subject.

## 1.8.2 Organization of the Study

This study comprised of five chapters. Chapter one revealed the problem that entails the study and its context; it was also provided the justification for the study. On the other hand, chapter two presented the review of relevant literature, research gap to the study whereby chapter three described the research methodology and procedures of data collection and the analysis of the data.

## CHAPTER TWO

## LITERATURE REVIEW

### 2.1 Introduction

This chapter presents the literature that relate to the topic under the study. The Chapter presents different theoretical and empirical literatures in assessing the Language of instructions in Tanzanian schooling system by investigating the understanding of teachers, their experiences and analyzing how language of instructions is featured in the education policy of Tanzania.

### 2.2 Theoretical Literature

### 2.2.1 The Behavioral Theory

The behaviorist theory believes that "infants learn oral language from other human role models through a process involving imitation, rewards, and practice. Human role models in an infant's environment provide the stimuli and rewards," (qtd. in behaviorist theory on language learning and acquisition; Cooter & Reutzel, (2004). When a child attempts oral language or imitates the sounds or speech patterns they are usually praised and given affection for their efforts. Thus, praise and affection become the rewards. However, the behaviorist theory is scrutinized for a variety of reasons. If rewards take part in such an essential component in language development, what about the parent who is lacking concentration or not near to the child when attempts speech? If a baby's language learning is provoked strictly by rewards would the speech attempts to stop merely for lack of rewards (Cooter & Reutzel, 2004). Other cases against this theory include "learning the use and meaning

of abstract words, evidence of novel forms of language not modeled by others, and uniformity of language acquisition in humans (Cooter & Reutzel, 2004).

It is clear that language learning and its development, for the behaviorists, is a matter of conditioning by means of imitation, practice, reinforcement, and habituation, which constitute the paces of language acquisition. It must be born in mind that all behaviorist theories of learning are associationistic including Thorndike's, Guthrie's, Hull's, Skinner's, and the theory of the school of functionalism. Apparently, behaviorism has its shortcomings, but it cannot be denied that learning process is for the most part a behavioristic processing, a verbal behavior. In language teaching area, behaviorism establishes the basic background of exercises, either oral or written in viewing language as stimulus and response. In addition, it gives a great deal of insight into the recognition of the use of controlled observation to discover the laws of behavior. It has exerted a great impact by influencing many teaching methods on the area of language teaching.

Its implication to Tanzanian context and this study is that, the theory is related to this study for the fact that if the environment provides the stimuli and rewards for language acquisition: then how can we expect our students to do better in studies using English language to bring good academic performance the language which is not spoken in their ordinary environment? When it comes to learning through English language which the learners have not managed its proficiency it can pose double impact in them because the learner will need to learn the language and at same time to use that language to grasp content of all subjects taught in English.

### 2.2.2    Language Policy of Tanzania

In Tanzania there are about 112 ethnic languages, and the number of speakers for each range from a few thousands to millions (Ngonyani 2017). An estimated 90% of the Tanzanian population speaks Kiswahili and at least one indigenous or ethnic language, while only 15 percent speak English. Only 10 percent of the populations speak Kiswahili as their mother tongue. Most educated people, therefore, have at least three languages: (a) an ethnic mother tongue language; (b) Kiswahili, the instructional medium at the primary level and the national language used in most aspects of life outside education and home; and (c) English, the instructional medium in secondary and post-secondary education (Ngonyani 2017).

In Tanzania, primary education lasts for seven grades (Ngonyani 2017). A small percentage of pupils go on to secondary school for Forms I-IV, and a few Form IV graduates are selected for Forms V-VI (pre-college grades). Post-secondary education generally lasts for three years except for a first degree in engineering (which requires four years) and medicine (five years). This educational structure and the language policy have been in effect since 1967, as part of the First Five-Year Development Plan for independent Tanzania (Ngonyani, 2017).

Tanzania's language policy problems stem from the roles assigned to Kiswahili and English. Since 1968, the medium of instruction in pre-secondary education has been Kiswahili, with English introduced from the first grade. In secondary schools, both English and Kiswahili were to be taught as compulsory subjects for four years. Thereafter, very few students studied them. French was taught in secondary schools

as an optional foreign language, but there was no provision for ethnic languages. Typically, language policy involves decisions about language use in social contexts, usually concerned with: (a) status and the functions that different languages perform; (b) corpus, or the choice of dialects and the standards required with respect to grammar and terminology; and (c) language acquisition (Gran, 2007).

However, at independence, the goal of education was seen mainly as preparing young people for life in the rural areas, so English was not a language that the majority of primary school leavers would need. Consequently, English was taught only to the few who would continue on to secondary schools where English is the medium.

The Second Five-Year Development Plan (1969) envisaged that English would be replaced by Kiswahili in secondary education and later in higher education but this policy was never implemented. A report of the Presidential Commission on Education in 1982 noted students' lack of proficiency in both English and Kiswahili; it recommended changing the medium of instruction to Kiswahili starting at all school levels in 1985, and reaching the university level in 1992. The expert recommendations of the educators were rejected by the government and the ruling party, and English remained the instructional medium in secondary and higher education (Ngonyani 2017).

### 2.2.2 Empirical Literature Review

A variety of studies conducted in the world shows that using English language as a medium of instruction in countries where English is not the mother tongue language

creates various torture in the mindset of students and teachers. In developed countries, numerous non-English speaking countries are facing the same difficulties in implementation of English language as a medium of instruction in schooling system.

Ebad, (2014) conducted a study to examine the role and impact of English as a MoI in Saudi Arabia learning institutions and discovered that students and teachers come across with high levels of complications in teaching and learning process. The study recommended that the country should change its language policy and use Arabic language and English should be taught as language of communication for international business and communication. This study was conducted in Saudi Arabia in 2014 but the current study will be conducted in Tanzania 2020 thus having disparities in geographical locations and time. Rubagumya, (2010) asserts that while creating some opportunities for using English in the school compound is a good idea, forcing pupils and teachers to speak English and punishing them for not doing so is counter –productive on three counts. First, the "speak English" rule is difficult to enforce unless schools become some kind of "police states". In fact, teachers are the first to break this rule both inside and outside the classroom. Second, learning English in such aggressive environment becomes a painful experience for learners, and may end up creating negative attitudes towards the language. Third, the "speak English" rule demonizes African languages and creates in the young minds of learners the impression that English is the only genuine language for producing and disseminating knowledge.

Bachore, (2014) conducted a study in Ethiopia titled learner's success in mother tongue-based classroom instruction and the attitude and perception of school communities. Conclusion of his study exposed that, quality education is the outcome of a number of factors including language of instruction since language is the key to communication and understanding in the teaching and learning process. He further declared that, teaching in a language that is not well understood by both learners and lecturers results in chronic difficulties.

A study conducted in Zimbabwe by Raising Children Network, (2015) revealed that, language development supports the child's ability to communicate, express and understand. It also supports thinking and problem solving, developing and maintaining relationships. From this observation it is clear that using first language in teaching and learning process supports thinking and understanding. Using English as a medium of instruction endangers thinking and understanding of learners.

Ndamba (2008) conducted a study in Zimbabwe titled language preference. His observation was that parents preferred first language to be used to pupils in teaching and learning process since they face challenges in accessing the curriculum through the use of the second language. It is evident from this observation that using English as a medium of instruction in Tanzanian secondary is creating complexities in understanding the content of subjects.

Findings of the study conducted by Moyo (as cited in Mugweni and Ganga 2010) showed that some parents had negative attitudes towards the African languages to be used as medium of instruction in teaching and learning process and they passed this

attitude to their children because their children had no access to white color jobs. Without fear these parents were ignorant they did not know that their children were not employed in white color jobs because they were not educated. What the thought is that their children were not employed in whit color jobs because they did not know English that is why they hate first languages.

A study conducted by Ouane and Glanz, (2011). Observed that both parents and children regarded Ndebele and Shona as being of no value as it did not provide a person to be employed in white-collar jobs. Therefore, these parents had no objection to their children learning English which is the second language, which they felt was more important for the future of their children. These parents focused on the employment of their children not understanding of the content taught to their children at a time of teaching and learning.

A study by The Hanen Centre (2015), revealed that when adults generate prosperous language and literacy environments and respond to a child's communication in specific ways, they can boost that child's emergent language and literacy development and increase the likelihood of future academic success. The adults with the greatest potential to help are the most important ones in that child's life that is, his parents and caregivers, including childcare providers and Early Childhood Educators (ECEs) (The Hanen Centre 2015). Most of Tanzanians do not communicate with their children in English this situation creates complexities to children to learn in English at school. It is much better the language policy to switch in first language to be the medium of instruction.

Muthwii (2016) reported on the language of instruction in Kenya and said that the native language (Kalenjin) is used as a medium of instructions up to class III. English is the official language and Kiswahili is the national language of Kenya but Parents in Kenya preferred their children get education in English from grade one in order to keep them "at par with those in progressive schools". From this view it can be concluded that Parents saw many advantages of English Medium Education than the native language.

Evans & Cleghorn (2014) contend that parents in many parts of South Africa "go to great length seeking English as the only medium of instruction" instead of the mother tongue language, official languages as per policy in the South Africa and constitutional permission for the choice of medium of instruction for the education of their children.

Ismail, (2007) wonders whether English is a gift or a curse to Tanzania, in that she says the use of English has failed to fit reality since languages used in education are not only initiated by elites but by ordinary citizens. Ismail further narrates her experience in the use of English language when she started the university which seemed to be very painful to her. Her experience is likely to be true for the majority of Tanzanian students. She narrated that, "When I started my first year at the University of Dar es Salaam, my English Second Language journey was not physically painful but emotionally so. Nobody hits or smacks you, but I expected to be highly proficient in English at the beginning of the academic year. In reality, this was not the case for everyone. We were supposed to do a University Screening Test

(UST). The test did not categorize people clearly into poor and good, but those "at risk" were supposed to be enrolled in Intensive Grammar Program (IGP) and the other unit known as Communication Skills Unit (CSU). I already had University admission but the thought that I would be screened caused me terror. This was not because of examination fever but rather I viewed the screening test as scourge or an airport screening in the aftermath of the 9/11. The thought that I will be in the Intensive Care Unit (ICU) for a foreign language! in my own land! Are we the Dumb-bells? I consider myself a world-weary person. I was taken by surprise." (Ismail, 2007).

From Ismail's narration, it is evident that Tanzanian students have negative feelings on the use of English as a medium of instruction. The use of English language seems to torture students' mind and thus they don't enjoy the language but they are just forced to use it in a slavery way. They are not comfortable with it at all!

A study conducted by Lupogo, (2016) revealed that the use of English as a medium of instruction in Tanzanian schools is a severe challenge to both students and teachers. The use of English to a great extent obstructs the teaching and learning process. This was observed when teachers and students were not able to make reliable discussions in English as they used code-switching associated with grammatical errors and language inaccuracy. The researcher, as a result recommends the requirement to approve the use of the first language for the case of this study Kiswahili as a language of instruction in pre and primary   school   which is

commonly known to students has to be used as language of instruction in secondary schools.

Yogi, (2017) in his study titled Kiswahili or English? Argues that the existing Tanzanian education policy is not favorable to the mass of Tanzanians because of deficient of teacher training on its execution. He further argues that whether the language of instruction in secondary schools' changes or not, the achievement of any language policy is stipulated on the overall acceptance from the community, a sound planned execution and appropriate teaching to persons accountable for implementation. The study ends that language of instruction is only one among the many problem within Tanzania's education system. The victorious practice of any language depends on how the policy is executed, right used to people, and the excellence of education.

### 2.2.3 Synthesis and Research Gap

Different studies have highlighted on the raised debate on whether to use Kiswahili or English as a medium of instruction both in primary schools, secondary schools and higher education in Tanzania Sumra and Katabaro (2014); Uwezo (2013); UNICEF (2016); Belhiah (2015), and Ngonyani (2017). Those reviewed studies have identified the issues related to the confusion of language of instruction in education in schooling system, and the way of getting out from these constraints. Few studies have explored teachers' perception on deciding which language should be used as LoI in schooling system of Tanzania. Therefore, to bridge the gap this study aims at assessing the practice of Language of instructions in schooling system in Tanzania

by investigating the understanding of teachers, their experiences and analyzing how language of instructions is featured in the education policy of Tanzania.

### 2.2.4 Conceptual Framework

The focus of this study was to assess the perspectives of teachers on the language of instruction to be used in Tanzanian schooling system. The intention is to assess the practice of Language of instructions in schooling system in Tanzania by investigating the understanding of teachers, their experiences and analyzing how language of instructions is featured in the education policy of Tanzania in line with Education and Training Policy statement of 1995 and 2014. In developing this study, the researcher develops a conceptual framework by adopting and modifies from a Theory of Planned Behavior that was built off of what was assumed of human behavior in the Theory of Reasoned Action. This theory was presented in Icek Ajzen in 1985 in his article "From Intentions to Actions: A Theory of Planned Behavior" postulate that a person's behavioral intentions and their attitudes about a certain behavior are determined by being able to understand that person's behavioral and normative beliefs as well as the social norms for the society that they are within. Therefore, this theory helps the researcher to develop a conceptual framework in accordance with the research objective for the intention of providing a clear picture about the study. The model is supported by Kombo and Tromp (2006) who maintain that conceptual framework should enable the researcher to organize her knowledge, and enable the successfully completion of an inquiry. Therefore, the researcher thought to develop a model in order to develop the appropriate conceptual

framework that suit the organization and development of this study. The model is

illustrated in figure 2.1.
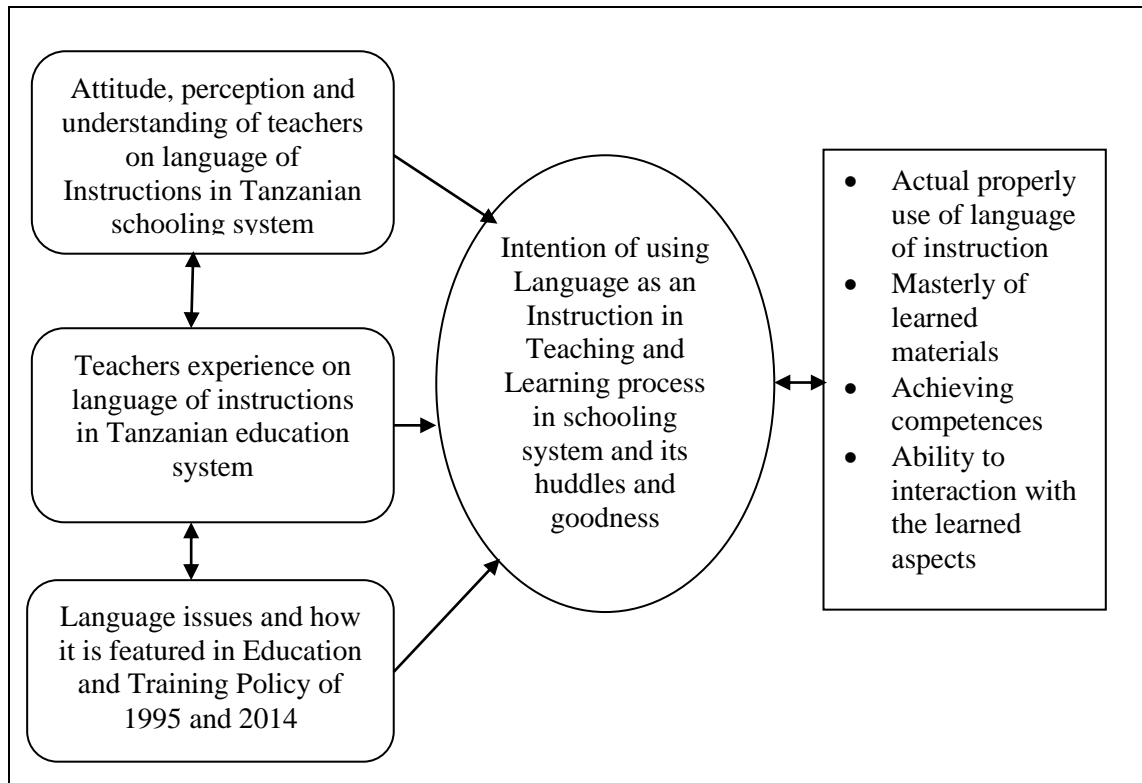


**Figure 2.1: A Theory of planned behavior**

**Source**:  Ajzen (1985)

## CHAPTER THREE

## RESEARCH METHODOLOGY

### 3.1 Introduction

The previous chapter has shown a review of the literature that relates to the study and identifies the knowledge gap that the current study sought to fill. This chapter presents the methodology relevant to the study. It discusses the research paradigm, approach and design of the study. It also describes the area of the study, target population, sample and sampling procedures, data collection methods and the data analysis procedures used in the study.

### 3.2 Research Approach

A research approach appropriate for a study depends upon its appropriateness to address the objectives of that particular study (Cohen, & Keith, 2008; Cohen, Marion & Marrison, 2007). Based on the nature of the study objectives and questions, the qualitative research approach was appropriate to inform the study. Berg (2007) defines a qualitative research as meanings, concepts, characteristics, definitions, metaphors, symbols and descriptions of a social phenomenon. The approach aims at exploring and capturing the aspects of the social world in verbal ways than on numbers as the unit of analysis (King and Horrocks 2010). Thus, the researcher adopted the approach in order to gain a deeper understanding of the use of language of instructions in education system of Tanzania. In regards to Heinning, Hutter, and Bailey (2011); Hossain (2011) and Wisker (2001) qualitative researchers study participants in their natural settings so as to identify the way their experiences and

practices are shaped by their real contexts.  A research approach appropriate for a study depends upon its appropriateness to address the objectives of that particular study (Cohen, & Keith, 2008; Cohen, Marion & Marrison, 2007). Based on the nature of the study objectives and questions, the qualitative research approach was appropriate to inform the study. Berg (2007) defines a qualitative research as meanings, concepts, characteristics, definitions, metaphors, symbols and descriptions of a social phenomenon. The approach aims at exploring and capturing the aspects of the social world in verbal ways than on numbers as the unit of analysis (King and Horrocks 2010). Thus, the researcher adopted the approach in order to gain a deeper understanding of the use of language of instructions in education system of Tanzania. In regards to Heinning, Hutter, and Bailey (2011); Hossain (2011) and Wisker (2001) qualitative researchers study participants in their natural settings so as to identify the way their experiences and practices are shaped by their real contexts.

## 3.3    Research Design

Research design is a critical aspect of conducting research. It shows the approach and strategies that was employed by the researcher for obtaining relevant data to fulfil the research objectives and answer the research questions (Cohen, Marion & Marison, 2007). It acts as the glue that holds together all the elements in research and shows how they are connected to tackle the fundamental research questions (Tromp & Kombo, 2006). Bryman (2008) adds that the research design is a framework for gathering and analysing the data. Qualitative research designs are of different types including, a phenomenology, a case study, grounded theory, ethnography and a biographical history (Robson, 2002; Cohen et al, 2007; Creswell, 1998; 2014).

Selection of the research design appropriate for a particular study is determined by the purpose of the study, the type of research questions, the control of the researcher on behavioural events, the type of data needed and how this can will be attained (Cohen, et al., 2007; Ghauri & Gronhaug, 2005).

The choice of an appropriate research design is vital for the credibility of any particular study (Bryman, 2008; 2012). Based on the philosophical underpinning of this study, which holds that the reality of a social phenomenon is socially constructed by grasping meanings constituting it in its real contexts, a case study research design will be considered more compelling to inform the study. The design involves the study of a contemporary phenomenon through one or more cases within a bounded system (Creswell, 2012). The design holds a particular significance in studies which aim to gain a rich understanding of the context of the research and the processes being performed (Saunders et al., 2009, p. 146). Also, Cohen et al. (2000) posit that case study design is appropriate in probing deeply and analysing intensively the diverse phenomena that comprise the life cycle of the entity under investigation, in order to make generalisations about the wider population to which the entity belongs. It is therefore, this study was guided by case study design.

## 3.4   Study Area

Scholars (Mertens, 2005; Stake, 2006) proposed several criteria a researcher should consider in the selection of a study area. Among others, they include accessibility of the area to the participants, high likelihood of finding the phenomenon of interest, and the possibility of the researcher to build up a trusting relationship with

participants and generate high quality data without compromising the credibility of the study. Stake (2006) added that the researcher should have prior knowledge of the area where the study is to be undertaken. The present study was conducted in the Mbeya City, southern highland zone in Tanzania. Mbeya City was purposely selected due to its scarcity of information about the language of instruction and its merits and demerits in the schooling system of Tanzania. Also, the researcher is familiar with the environment that will facilitate the accessibilities in collecting the appropriate information that will enable the attainment of this study.

## 3.5    Target Population of the Study

The population for a particular study is largely influenced by the research objectives, questions and available resources (Robson, 2002). The target population of this study comprised teachers and quality assurers located in primary and secondary schools and at district and Highland's zone quality assurance offices.

### 3.5.1 Sample Size and Sampling Procedures

A sample is a representation of the actual characteristics of the entire population from which it is drawn (Best & Khan, 2006). The appropriate sample size for qualitative studies has been a debatable issue in the literature so much that there is no one definitive answer for the appropriate sample size (Bryman, 2012; Cohen, Manion & Marrison, 2000). For instance, Mason (2010) reviewed 560 doctoral qualitative studies in order to determine sample size and data saturation point. He revealed the variations in the range of participants depending on the design of the study, but overall, the size ranged from 1 to 95 participants for case studies. Likewise,

Marshal., Cardon., Poddar & Fontenot (2013) examined 83 Information Systems (IS) qualitative studies in leading IS journals with a view to identifying the extent to which the studies employed best practices in justifying the sample size and the optimal ranges of interviews for various qualitative studies. They found little or no rigour for justifying the sample size was shown in virtually all studies. They also found that the number of interviews was subjective and was correlated with several cultural factors. Finally, they recommended between 20 and 30 interviews as appropriate for grounded theory and 15 to 30 interviews for a single case study qualitative research (Marshal et al., 2013). While, Cohen et al. (2000) contend that the sample size appropriate for a particular study depends upon the purpose of the study, the nature of the population under scrutiny and the research approach employed in a particular study, among others. Consequently, many qualitative researchers (Bogdan & Biklen, 2007; Lincoln & Guba, 2010; Patton, 2015) assert that an appropriate sample size in qualitative study is the one that answers the research questions and normally it is determined when new themes stop emerging from the data. In this regard, the researcher will employ 35 participants from a population of the teachers and quality assurers.

**Table 3.1: Sample distribution by category and sex**

| Category of respondent | Respondents' sex | Activity involved | Total |
|---|---|---|---|
| Teachers | Males | Interview | 15 |
| | Females | Interview | 15 |
| Quality Assurance Officers | Males | Interview | 3 |
| | Females | Interview | 2 |
| Total | | | 35 |

Source: Field data (2020)

### 3.5.2 Sampling Procedures

Sampling is an important stage in any research undertaking. Cohen et al. (2000) categorise sampling into two basic categories probability and non-probability (Purposive sampling). The two differ in that in the former, members of the population have an equal chance of being involved in the study while in the latter the chance to be selected is unknown (Cohen et al., 2000). In case of this study non-probability (purposive sampling) techniques that involves the selection of specific subjects was used to select teachers and quality assurers with the purpose of getting in depth understanding of their experiences on use of language of instruction in teaching in schooling system (Cohen et al., 2000; Stake, 2006; 2010).

### 3.6 Sources of Data

Data that was used in answering the research questions in the current study relied on both primary and secondary sources and three data collection methods described in the subsequent sub-sections. This study used both primary and secondary sources of data in order to collect the relevant data to answer the research questions.

*Primary data:* Primary data are first-hand information that was gathered by researchers directly from their original sources. In this study the primary data on the subject under inquiry will be generated directly from various categories of participants, namely: teachers, students and the Quality Education Officers.

*Secondary data*: Secondary data are normally collected from sources such as encyclopaedias, newspapers, books, statistical reports and various official documents

to mention but a few (Cohen et al., 2000). In this study, the researcher collected data which was possibly not be acquired easily in the field through various secondary sources. The data from secondary source enabled the researcher to cross-check and verify the validity and reliability of the data collected through primary sources.

### 3.7    Methods of Data Collection and Instrument

In this study, the researcher employed multiple data collection methods to collect the relevant data to answer the research questions. The use of multiple sources and methods (data triangulation) in this qualitative study will be critical in facilitating the validation of the data (Henning et al., 2011). Specifically, the researcher generated data through interviews, FGDs and documentary review.

### 3.7.1 Interviews

The interview is among the most widely used data collection methods in qualitative studies (Holloway, 2005). It is a method by which the researcher used to generates data about people and/or events through verbal communication with the research participants (Hossain, 2011). Interviews are classified into different categories depending on the way they are structured and administered (Tom, Chingumwe & Nkala, 2011). Generally, they are categorised as structured, unstructured and semi-structured (Gill, Stewart, Treasure and Chadwick, 2008; Pathak & Intratat, 2012; Willig, 2013). However, in this study, the researcher used semi-structured interview to collect data from all the study participants who are teachers and quality assurers. In administering the interviews, initially the researcher made a preliminary visit in each of the sample schools and at the respective offices a few days before. The pre-

visit will enable the researcher to meet all the participants individually, get familiar to each other and make arrangements for the actual interviews (Englander, 2012).

The interviews with teachers in all schools will be held in special offices provided by the school managements, during tea and lunch breaks and at any convenient time an if an individual teacher will be free. The interviews with QAO will be held in their respective offices. All the offices in which the interviews will be held will be free from any kind of interruptions (Ary et al., 2010). During the interviews, the researcher will pose questions and attentively concentrate on listening, probing and clarifying or responding to some issues that raised by the interviewees. As a way of encouraging the interviewees to elicit more data, the researcher will use visual cues and other non-linguistic expressions such as nodding, smiling or not showing strong emotion and reaction such as pain, anger or panic to the responses or views given by the interviewees (Mertens, 2005; Seidman, 2013; Turner, 2010). All the interviews will be recorded with the consent of the interviewees and this will enable the researcher to capture all the responses. The tape recording will also be used and it functions well in protecting the researcher against bias and provide him/her with a permanent record of what was reported (Willig, 2013). Each interview session will last for approximately one (1) hour or less.

### 3.7.2 Documentary Search and Review

Documentary review involved in the study and analysis of existing carefully written documents in an attempt to understand their content or find out a deeper meaning, which will be revealed by their style and coverage (Richardson, 2003). Yin (2009)

maintains that documentary information and/or data are relevant to any research topic. They are particularly useful where the history of events or experiences has relevance, and in studies where written communications may be central to the inquiry (Mogalakwe, 2006). In this study an examination of documents such language of instructions policies, Acts will be reviewed. These documents will be reviewed as a means to corroborate and augment information that was obtained from interviews (Creswell, 2014). They will enable the researcher to understand the teachers' perception on the language of instruction in the school.

## 3.8   Data Analysis Procedure

According to Yin (2009) qualitative data analysis includes processes such as examining, categorizing, tabulating, testing and synthesizing evidence, to draw empirically based conclusions. It involves breaking down collected data into manageable themes, trends and relationship (Mouton, 2002). As it is impractical to present all collected data, analysis brings order, structure and interpretation of the massive generated data (Denscombe, 2007). In the qualitative case study research, normally data analysis goes simultaneously with data generation, presentation and narrative reporting (Yin, 2009). Simultaneous data collection and analysis provide the researcher with an opportunity to look into his/her data and think of ways to either refine or reform his/her research questions and collect new or better data if needs arise (Miles & Huberman, 1994). There is no single way of data analysis in qualitative research. The way to be used in analysing the data depends upon the research questions, the way data will be used and the resources available to facilitate the process (Taylor-Powell & Renner, 2003; Yin, 2009).

In this study, data analysis processes relied on the adopted research methodology which relates to the qualitative interpretive approach. Thus, the collected data was analysed manually using thematic data analysis procedures. The conceptual framework of the thematic data analysis was used in this study hinged on the theoretical perspectives of Braun & Clarke (2006). They define thematic data analysis as a method for identifying, analysing, and reporting patterns (themes) within the data (2006). The procedure that was employed for the analysis of data in this study involved six concurrent steps as proposed by Braun & Clarke (2006). The steps included data familiarization; generation of initial codes; searching for themes; reviewing themes; defining and naming themes and finally producing the reports (Braun & Clarke, 2006).

## 3.9    Trustworthiness

The concepts of validity and reliability are multi-facet (Cohen et al., 2000). In general, validity refers to the accuracy of the findings and reliability to consistency and/or stability of the findings. Over the years, the concepts have been affiliated with quantitative research and not qualitative research on the ground that they have much to do with measurements (Golafshani, 2003). However, after a long debate, consensus had been reached that both concept's validity and reliability can be used in either of the approaches, but in different ways (Cohen et al., 2007; Creswell, 2014). In qualitative research, validity refers to the determination of whether the study findings are truthful from the standpoint of the researcher, respondents and readers of a particular study (Yin, 2011).

Reliability on the other hand, refers to the degree of accuracy and comprehensiveness of coverage, fidelity to real life, context and situation specificity, honesty, and meaningfulness to the informants (Cohen et al., 2000; 2007). Trustworthiness refers to the means used by the researcher to convince him/herself that the findings of the study are authentic (Creswell, 2010). Lincoln and Guba (2010) have suggested four ways through which trustworthiness might be addressed in qualitative research, namely credibility; transferability; dependability and confirmability. It is therefore, the researcher the researcher will enhance the trustworthiness through considering the credibility, transferability, dependability and confirmability.

## 3.10  Ethical Issues and Consideration

Ethical issues are very important for the researcher to observe in the whole process of any research, especially those involving human beings (Creswell, 2014). The researcher has a duty to ensure that research is going to be conducted in an ethical manner. The research participants were treated in accordance with standards and norms which confirm their humanity (Oliver, 2010). Leedy and Ormrod (2001) categorized ethical issues in research into; informed consent, right to privacy of professional colleagues, and protection from harm. In this study, the researcher will adhere to all ethical issues relating to human rights as well as the national rules and regulations.

*Research clearance*: In order to gain access to the field, the clearance letter will be sought from the Open University of Tanzania before the researcher had left for data collection, then after, the letter will be sent to the Regional Administrative Secretary

(RAS), Regional Education Officer (REO) of the Mbeya region, District Administrative Secretaries (DAS) and District Education Officer (DEO) of Mbeya City. Finally, the letter will be sent to School Head and Chief zonal quality assurer officer for approval of the permit to conduct the study in their respective educational institutions and quality assurance office.

*Informed consent and assent*: According to Leedy and Ormrod (2001) informed consent is a process of making the respondents aware of the purpose of the study, the way it will be conducted, its dangers and the researcher's credentials. After getting the research permit from the respective authorities, the researcher will meet with the prospective participants and provide them with details clarification of the purpose of the study. They will also inform them about the way the study will be conducted as well as the use of the information that will be generated.

*Confidentiality and anonymity*: Magwa (2015) define confidentiality as the treatment of information that a participant has disclosed in a relationship of trust, with the expectation that it will not be disclosed to others without permission. Anonymity entails that no one will be able to know the personal identity of any research participant (Matlala, Nolte, & Temane, 2014). In this study the researcher will have an obligation to maintain anonymity and confidentiality in the whole process of creating, storing, transferring, and dispersing of records and/or information under their control.

# CHAPTER FOUR

# DATA PRESENTATION, ANALYSIS AND DISCUSSION

## 4.1    Introduction

The previous chapter has presented the research methodology, showing the justification for the methods used in data collection and analysis. This chapter presents the major findings of the study in line with the research objectives stated in Chapter One. It is organized into three main sections. The first section provides the findings on the nature of understanding about the language of instruction to be used in schooling system in Tanzania as a pedagogical tool. The second section reports the findings on experiences shown by teachers on the language of instructions being used in schooling system in Tanzania. The third section reports language of instruction issues as featured in policies and guideline of schooling system in Tanzania.

## 4.2    Demographics Information

This section presents the demographic characteristics of respondents for this study. The estimated number were thirty-five (35). However, the actual number of participants in this study were (34) as shown in the Table 4.1.

**Table 4.1: Actual demographic distribution as per category**

| Category of respondent | Respondents' sex | Activity involved | Total |
|---|---|---|---|
| Teachers | Males | Interview | 15 |
| | Females | Interview | 14 |
| Quality Assurance Officers | Males | Interview | 3 |
| | Females | Interview | 2 |
| **Total** | | | **34** |

## 4.3 Teachers Understanding on Language of Instructions in Schooling System

In determining teachers 'understanding on language of instructions in the schooling system and as a potential pedagogical tool, respondents were asked whether they know about the language of instructions used in pre-primary, primary and secondary schools, describe whether there is goodness and hardness in using the Language of Instructions schooling system, providing the opinion on whether the language used in primary schools can be used as a language of instructions in secondary schools and highlight if there is challenges in employing the language of instructions in schooling system in Tanzania. Data were mainly obtained through interviews held with teachers, Educational Officers and quality assurers. The findings are presented as follows.

### 4.3.1 Knowledge on the Language of Instruction Used in Schooling System

Teachers were probed to indicate whether they know about language of instructions used in schooling system in Tanzania. The data revealed that there was a consensus from teachers that majority of teachers were knowledgeable with the official language of instructions which is used in the schooling system of Tanzania. The sentiment of the teacher in school "A" reflects the teachers' views on this:

> I agree that language of instructions is an important pedagogical tool in the provision of quality education…It provides an opportunity for teachers and learners to share discuss and acquire knowledge through various platforms. For example, in this school, we have different learning sessions which we normally employ Kiswahili and English languages as language of instructions where teachers can interact and share knowledge and experiences and resolve academic challenges (Interview: 16th September 2020).

Based on the quote, it is notable that teachers regard the language of instructions in schooling system as a useful pedagogical tool in the provision of education due to substantial opportunities it can provide, especially in sharing educational experiences and addressing many facets of the problems facing the education sector in the country. The findings also disclosed that the participating teachers were well acquainted with diversity of educational benefits through language of instructions. This finding is in line with those of Ndamba (2008) that was conducted in Zimbabwe acknowledge that majority of teachers who taught in elementary schools were aware and knowledgeable with the language of instructions.

**Easy access to educational resources:** The findings indicated a consensus from all participants that the languages of instructions being used in schooling system assist in easy access to educational resources in various learning environment. Judging from the views of the participants, the language can be used in teaching and learning different materials such as, electronic books, articles, course syllabi and examination past papers on various subjects. They further reported that various the communications that facilitate the teaching are provided through Kiswahili or English language as language of instructions. The narration by T2 of school "B" demonstrates the viewpoints of many of the participants on the issue:

> The language of instruction being used help in facilitating the communication in the class and out the class though the issue of twisting from Kiswahili to English is a challenge to most of students. However, in accessing the teaching and learning materials teachers and students use the proposed language of instructions… (Interview: 14th September 2020).

From the above excerpts, it is quite apparent that teachers were aware that the language of instructions was a potential tool that can enhance the provision of a

variety of educational resources. This implies that if the language is fully harnessed in schooling system, it can help teachers and students access a variety of up to date teaching and learning materials, facilitate communications, and access a variety of references and text materials to most schools in the country. This finding is similar with the findings that was conducted in Kenya by Muthwii (2016) that proclaimed that through familiarity with the language of instruction s majority of teachers were able to access different resources that helped them in the process of Teaching and Learning.

**Enhancement of teachers' interaction and collaboration:** Teachers and heads of schools were of the viewpoint that language of instructions can promote interaction and collaboration in education system. They made it clear that through platforms available, teachers can interact with each other and various professionals' expertise within and outside the country and share the knowledge and experiences and address many facets of academic problems. The assertion made by T4 of school "A" portrays the viewpoint of the study participants:

> Through the language of instructions, teachers can interact and share the knowledge and experiences and find solution to academic problems. Last year there was a complicated question in the mathematics national examination that confused most teachers and students. However, through our established mathematics teachers' clubs' we discussed and got a solution on the challenged item. (Interview: 14th September 2020).

Arguing consistently T5 from school "C" lamented:

> Language of instructions allows us to share experiences. For instance, through our Geography clubs, we can discuss several issues related to the subject. One can also interact with colleagues and other competent experts through using the proposed language of instructions and acquire

knowledge and get solutions to educational challenges. (Interview: 04th September 2020).

The excerpt attests to the fact that the language of instructions is a viable platform for teachers, students and parents allowing interactions with colleagues throughout the country and professional experts to share the knowledge and experiences. This implies that the proper use of language of instructions can support the promotion of the professional competencies of thousands of teachers, which will ultimately enable them to address many facets of professional problems collaboratively in ways the traditional in-service training initiatives and the preceding technologies did not permit. The findings of this study have an agreement with the study done in South Africa by Mugweni and Ganga (2010) who noticed that teachers who were competent with the language of instructions were in better place of developing and promoting their career.

**Facilitate communication and access to information:** The majority of the teachers viewed those languages of instructions as facilitate the access to communication and information. They argued that, using the proposed language of instructions they can communicate easily and quickly with each other, parents, other educators and educational authorities on various education related matters through calling, short text messages (SMS), Multimedia messages (MMS) and other discussions platforms. This is reflected in the words of a T3 of school "B":

> Presently, the language of instructions has simplified communications and dissemination of information. For instance, any information released by the Ministry's Executive Secretary about changes in the curriculum or syllabus with accepted language of instructions, the new circular can

reach all teachers within a few seconds and be known. (Interview: 18th September 2020).

It is evident that teachers who formed part of the study are well informed about the role of the language of instructions in enhancing communication and access to educational information. The findings entail that a meaningful deployment of the language of instructions can provide a quick means of connecting teachers and other educational stakeholders across the country which this finding contradict with the findings of Evans and Cleghon (2014) that insisted on employing the vernacular and local language that enhance the local communication.

**Translation and acquisition of vocabulary:** Virtually half of the teachers were of the view that language of instructions is potential pedagogical tool in supporting the acquisition and understanding of new vocabularies and translation. Admittedly, the respondent argued that the through proposed language of instructions it helps in viewing and translating dictionaries which is available in different languages and a range of formats including text, audio and videos. The dictionaries can be used in the learning of spelling, pronunciation, acquisition of new vocabularies and explanations of difficult concepts for different subjects. It was further reported that the dictionaries are fruitful in the translation of a variety of concepts and/or phrases. Arguing about this, the participant T6 had this to say:

> Being the English teachers, we are dealing with different concepts and vocabularies. So the language of instructions helps us learn the meanings of new concepts and vocabularies through the dictionaries available. (Interview: 14th September 2020).

The fact that the language of instruction has been a critical challenge in the delivery of quality education in the country, the dictionaries that are offered in schools intend for teachers and students to improve their language proficiency. This denotes that teacher need to be savvy and enthusiastically exploit the opportunity to develop their own language proficiency and that of their students. These entail the acquisition of new vocabularies as well as the ability to spell, translate and pronounce various words. The mastery of language would help them deliver a higher quality education and enable students to reach their full potential. In general, the findings concur with those findings by (Ndamba. 2008; Muthwii, 2016) proclaimed that through being conversant with the language of instructions it help their students in translating the vocabularies in different situations.

## 4.3.2 Opinions from Teachers On the Used Language of Instruction in Schooling System

This subsection sought the teachers' views on whether or not the languages of instructions were being fully utilized for educational purposes. The analysis of data disclosed that most teachers had adequate knowledge about the used language of instructions. The findings revealed that teachers assumed that it was normal as per education system of Tanzania. All the participants pointed out that most teachers hardly understand whether using Kiswahili or English language as a language of instructions had any problem or not in schooling system. During the interviews, all the participants echoed that language of instructions are mainly used by most teachers to communicate with students, friends and relatives on matters related to education and others activities. Furthermore, informants admitted that more often

teachers use the language for entertainments, preferably, playing games, listening to music, watching movies and videos. These findings are well reflected in the assertion made by a T3 from school "C":

> The language of instruction which is known as Kiswahili and English is being used by, we teachers, students, and other members of the community in communicating to different issues such as teaching and extracurricular activities (Interview: 18th September, 2020).

The respondents also uncovered that teacher's use language of instruction for teaching and implementing other extracurricular activities. In line with the foregoing arguments, it is obvious that the language of instructions has a great influence on the understanding of difficult concepts as well as learning and mastery of languages. This finding concurs with those of Quane and Ganga (2010) portrayed that the planned language of instructions has a great influence to learners because it helps them to communicate from one point to another point and is very important to entire community.

### 4.3.3 Challenges of Using Language of Instructions in Schooling System

This subsection presents the findings on the challenges limiting the language of instructions in schooling system. The challenges deemed imperative to offer an insight for educational planners and administrators, leading to overcoming the barriers and ensure that the proposed language of instructions is effectively utilized. The analysis of the data revealed that teachers' lacks the pedagogical knowledge and skills on the language of instructions: All the participants indicated teachers' lack of appropriate knowledge and skills on the pedagogical functions. The majority of the participants argued that most teachers were not knowledgeable enough on English

language therefore confuses learners when learning different concept. In resolving these challenges, the respondents argued that teachers need to be well trained on pedagogical use so that they could become comfortable and confident in the use of selected language in academic purposes. The excerpt from a FT3 of school "A" underscores the overall opinions of the participants concerning the matter.

> Lack of knowledge and skills about the applications of educational services available in through the selected language of instruction especially English language is great tricky and barrier. Language competencies need to be well trained otherwise, one will end up creating fear and lose confidence and this is what happens to many teachers. (Interview: 25th September 2020).

The aforementioned excerpt is an indication that lack of teachers' knowledge and skills in languages, is an impediment to policy implementer and learners. This suggests a need for the Ministry of Education in collaboration with teacher colleges and universities to provide teachers with proper training on pedagogical use of language in order for them to enhance the delivery of quality education.

Also, teachers' negative attitudes and reluctance to change: Positive attitude and readiness to change are significant towards an adoption and use of a certain language. However, findings from all the participants indicated that teachers' nonchalant attitude and reluctance to adopt changes are great barriers towards the educational use of the language. It was argued that most teachers believe more in the negative dimensions of than on the positive side. They also believe that they could accomplish their professional duties even better without employing the proposed language. The participants attributed teachers' nonchalant attitude and reluctance to change to factors such as teachers' age and teaching experiences and lack of

expertise caused by lack of effective training. Other factors included lack of support or encouragement from the educational authorities and unfavourable teaching conditions. Consider the words of a respondent from school "C":

> Some teachers mix up the language when teaching. They are also not willing to change from their traditional practices. It is common to hear teachers say "we have been teaching for years mixing languages (Kiswahili and English) and students have been passing. I think this attitude can be attributed to teachers' age and lack of knowledge... (Interview: 4th October 2020).

From these findings, it is apparent that the delay in the uptake of new innovations in the teaching profession is greatly a result of teachers' apathetic attitude and resistance to change from their traditional practices. This suggests that essential information and/or education about the long-term opportunities brought about is lacking among most teachers. The findings are supported by (Rogers, 2003) who noted that the findings imply that, for teachers to be optimistic and adaptable to educational reforms, they must be constantly being trained, encouraged and enlightened about its worth and utilization.

## 4.4    Teachers Experience About Language of Instructions in Education System

This section presents the findings on teachers' experience in relation to the schooling system in Tanzania. It is organized in three subsections in conformity with the research questions. The first subsection presents teachers' views on what they regarded as improper practices in schooling system. The second subsection focuses on the prevalent forms of language by teachers in schools. The third subsection establishes the practice of teachers in compelling the language content in schools.

**4.4.1 Teachers Views on the Practices Regarding the Language of Instructions**

Teachers were asked to express their views on what they perceived whether there are proper practices of language use in the school contexts. The intention was to establish whether or not they were aware and had a common understanding of what constitutes the language use in different school context. In this regard, the findings indicated that majority of teachers were aware of what constitutes with regard to language use in schools. Generally, majority of teachers revealed that their understanding differed significantly. Some of teachers unveiled that speaking only Kiswahili or English confuses learners because language issue to most of learners it abides with traditional perspective. Thus, some of teachers decided to use both when they teach in order to facilitate learning. However, in other schools especially in private primary schools, a teacher who mixes the languages in the working time in accomplishing the core responsibilities noted that they deserved a reprimand, stoppage of annual salary increments or a dismissal from service. To them speaking English is mandatory. This finding was noticed in an interview with one respondent in school 'B'

> ...Using Kiswahili or English it depends on the nature of school for example in majority of private school...subsequently, using proper the language of instruction help learners to perform well in their learning system. (Interview: 25th September 2020).

It is evident that teachers are obliged by the teachers' codes of conduct to spend the working time effectively for teaching and other school related activities. This indicates that any use of improper language of instruction during instructional time is a violation of the teachers' codes of conduct in a sense that it wastes the time allocated for the teaching and learning.

Also, it was reported that the proposed language of instruction had experienced with different barriers. For instance, majority of the interviewed respondent cited that using only Kiswahili language had a great challenge such as lack of teacher competencies and limited vocabularies on different aspect of learning. While using English language alone is limited with shortage of expert and violating our tradition. It is therefore, majority of respondents argued on employing both languages so as to enlarge the ability of communicating among learners within and outside the country. However, their opinions were fairly diverse. Some teachers considered it improper to use foreign languages because it praises the foreign culture while others considered it proper to use when it exposes them in international situations and be able to access different materials worldwide. In the interview, one teacher, from school "B" made the following remark:

> The major goal of education is the acquisition of knowledge. Language is among the critical tools used to teach and evaluate students' attainment of the set goals. All learners and teachers need to understand the language proposed to be used as an instruction it prepare students for the entire learning... (Interview: 28th September 2020).

This quotation insists that both languages are practiced in the schooling system of Tanzania and help in evaluating the planned goals. In general, the findings concur with those of Muthwii (2011) that stipulated on effectiveness of using the planned languages as per curriculum.

### 4.4.2 The Prevalent Forms of Language by Teachers in Schools

This sub section intended to explore how prevalent form of language is too commonly used by teachers in the schooling system. The data that were collected

through interviews from teachers in primary and secondary schools located in Mbeya city as well, the quality assurers revealed that majority of teachers in different schools use mostly Kiswahili in different context and little use English language. However, the policy has provided the directives that Kiswahili and English language are the formal and official languages to be used in teaching context. The policy has guided that in primary schools' pupils learns through Kiswahili language and English is used in teaching the English subjects and this is mostly applicable in public primary schools while in private employ English language except the Kiswahili subject. On the other hand, the findings in this study unveiled that in secondary schools the language of instruction to majority of subjects is English language except for Kiswahili subject.

For instance, in the interview session with teachers it was noticed that in different meetings, discussion and even in the normal communication teachers and students use Kiswahili language than English language in both primary and secondary schools that are owned by government. However, it was reported that the situation was different in private primary schools where it was observed that teachers and students interact using English language to the larger extent. This was noted when one teacher from public primary school was quoted saying;

> …It is normal you know Kiswahili is common it facilitates the understanding between teacher and teacher, student and student, school administrator and teachers…. So, we are using Kiswahili in communicating different issues and English is used when we teach English subject alone though even when we teach English subject some time we mix between Kiswahili and English in order to be well understood…. (Interview; 8th September, 2020).

The above quotation implies that in majority of public schools they use both English and Kiswahili language, however, majority use Kiswahili language in enhancing the schools' activities.

Also, in the interview with another teacher in private schools unveiled that English language were the prevalent and dominant used in teaching and learning as well, in communication process among the member of a certain school. This was noticed in the interview by one teacher in private school who said;

> …We do normally encourage our students to use English language in every scenario for the intention of enhancing competences in using English language because our schools are based in using English language as a language and medium of communication. Even in school meeting we use English language and very layer we use Kiswahili language… (Interview: 28th September 2020)

The above saying revealed that in majority of private schools they sensitize the use English language to the larger extent compared to Kiswahili language.

Moreover, in the interview with quality assurers it was noted that both private and public schools abide with the education and training policy of 1995 and 2914 whereby they use two proposed language of instructions which are Kiswahili and English language. The interviewed quality assurers revealed that the two languages help the leaners to acquire the planned objectives because using only Kiswahili may limit them due to limited vocabularies and learners may not be exposed to international perspectives. Also, it was shown that using the two languages help learners to access different teaching and learning materials that may be developed through the proposed languages. The findings were revealed during the interview with one of the quality assurer (Q1) and it was quoted saying:

.... In our visit we have been seeing that all schools that are registered by the registration act of establishing the school use the proposed languages which are Kiswahili and English. However other schools have other languages like French and Arabic languages but a part of having the extra language, the two are must. Moreover, due to limitation of vocabularies especially in Kiswahili language, the use of all languages helps in facilitating the Teaching and Learning to learners… (Interview: September, 2020)

In the light of all quotation, it implies that the mostly used languages in schools as per experiences of teachers and quality assurers is Kiswahili and English language where the policy had proposed to be used in the schooling system of Tanzania.

Lastly, the researcher in this sub-section examined whether teachers have a good ability to compel the language content in Teaching and Learning process. The data in responding this item were collected through interview that was conducted to teachers and quality assurers. The findings revealed that majority of teachers were conversant with Kiswahili language and few were conversant with English languages. It was noticed that English languages had few experts who were able to clearly teach students with acceptable competencies while Kiswahili language had a good number of experts. The findings in this study has a connection with the findings that was obtained in the study of Ndamba (2008) that was conducted in Zimbabwe unveils that majority of teachers were conversant with Portuguese and little were knowledgeable with English language.

## 4.5    The Language of Instructions and Education Policy of Tanzania

The third objective intended to find out different language issues if are featured in the education and training policy of 1995 and 2014 as well the guideline that are given in different schools. The data to respond this objective were collected through

documentary review as well the interview session with quality assurers and teachers. It is organized in two subsections in conformity with the research questions. The first subsection presents language of instructions used in schooling system and the policy analysis; The second subsection provide the views of teachers and quality assurers on the policy and guideline given on the language of instructions.

### 4.5.1 Language of Instructions and Schooling System

In this sub-section the researchers' interest was to explore whether the language of instruction is featured in the Education and Training Policy of 2014 that guide the operationalization of schooling system in Tanzania. In responding this sub objective, the information was collected through Documentary Review. The finding revealed that Kiswahili, English, other foreign languages and sign language are taught as subjects at different levels of education and training. However, it was noticed that despite of the efforts in teaching those languages, there is still a weakness in mastering standard the language.

To a larger extent the weakness is as a result of the infrastructure, poor teaching methods and minimum use of standard language in an ordinary environment. Moreover, Kiswahili is the national language and is used as the first or second language among many people. Kiswahili language has grown to an international level whereas it can be used by many people to obtain knowledge and skills in different areas.

And English language is used as the second and third language to some people. Therefore, Kiswahili and English are the official languages that are used as the

language of instruction in the schooling system of Tanzania. It was further noted in this study that a good understanding of English and other foreign languages can also enable a Tanzanian to communicate with people of other nationalities and to acquire education as it was directed by the goal of education policy that state that:

> *"To build the capacity of using different languages in communication in all schooling context and other environment "and it was stated that The Government shall ensure that Kiswahili, English and other foreign languages are taught correctly and efficiently at all levels of education and training in the country so as to provide understanding and proficiency following the importance of those languages in national, regional and international issues (ETP, 2014).

Furthermore, it was noted that the teaching and learning of different subjects in education and training system of Tanzania used Kiswahili and English. The teaching of language for pre-primary and primary education is Kiswahili. Also, English language is used as a teaching language in some schools. Moreover, English language is used as a teaching language in secondary schools, teachers' colleges diploma level, technical colleges and colleges. Kiswahili language is also used as a teaching language in teachers colleges certificate level and vocational training schools. The use of English language continues to expand globally following globalization. Likewise, the use of Kiswahili in the country and in other continents has increased.

## 4.5.2 Stakeholders Opinions on the Language of Instructions in the Schooling System

It is in the light of the third objective where the stakeholders including teachers and quality assurers were asked to provide an opinion on the language of instructions in

the schooling system in Tanzania. The information to respond this objective was collected through interview. The finding revealed that in almost all schooling system Kiswahili and English language are used to facilitate teaching and learning to students. As it shown in education policy, Kiswahili is predominantly used in public primary schools and few private primary schools while English is dominantly used in some private primary schools and in secondary schools as well, in higher learning. This finding was reported in the interview session as it was quoted by one teacher in one among the visited primary schools who said:

> …. Kiswahili is well used in public primary schools and English is used in private English medium primary schools... However, in normal activities we teachers we use both English and Kiswahili as well the students do the same…. (September, 16, 2020)

The above quotation implies that both languages Kiswahili and English language are used in schooling system in Tanzania whereby it varies basing on the context and ownership but as per policy all languages are used. The study findings are in agreement with those of Muthwii (2016) that unveiled the language of instructions which are English and Kiswahili are used in Kenya though majority were conversant with English Language and are featured in the education policy of Kenya. Moreover, in the study by Tibategeza (2010) revealed that majority of teachers were aware with the Kiswahili language however, English is also emphasized to be used in all officials matter as per policy.

## CHAPTER FIVE

## SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATION

### 5.1    Introduction

This study aimed at getting a deeper understanding of the language of instructions as used in the schooling system in Tanzania and included the views of education stakeholders, including teachers, students and quality assurers. This chapter presents a summary of the study, conclusions and recommendations for policy, for action and for further research.

### 5.2    Summary of the Study

The study had the following objectives: to evaluate teachers understanding on the issues related to language of instruction in the Tanzanian schooling systems; to assess the teachers experiences on the issues related to language of instruction in the Tanzanian education system and to analyze issues of language of instruction as featured in policies and guideline about schooling system in Tanzania. The study was informed by behavioral theory that believed infant learn languages from other through the process involving imitation, rewards and practices (Cooter & Reutzel, 2004). The reviewed literature was organized into theoretical and empirical stances in relation to research objectives presented in Chapter one. It also reviewed the barriers constraining the educational utilization of language of instructions in Tanzania. Finally, the section synthesized the literature and identified the knowledge gap. An interpretive qualitative case study design was adopted to inform this study. Data for the study were collected from primary schools' secondary schools, Zone

School quality assurance office and the DEOs office in Mbeya City. Purposive sampling technique was mainly used to obtain the participants and the study area. Two methods of data collection, namely semi-structured interviews, and documentary review were used to collect data. The collected data were then subjected to content data analysis procedures. Four techniques, namely credibility, transferability, dependability and conformability were used to ensure the trustworthiness of the study findings.

## 5.3    Summary of the Findings

The study came up with three main findings which are summarized and organized under the research questions sub-headings as follows.

### 5.3.1 Teachers Understanding on the Issues Related to Language of Instruction in the Tanzanian Schooling Systems

In the light of this finding, it was revealed that teachers understood that languages of instructions are used as pedagogical tools in facilitating learning in the schooling system. Also, teachers understood that language of instructions facilitate in easy access to education resources and conveyance of information that are used in teaching and learning in the schooling system context of Tanzania.

### 5.3.2 Teachers Experiences on Issues Related to Language of Instructions in the Schooling System

The findings in this objective indicated that majority of teachers were aware of what constitutes with regard to language use in schools. The overall, majority of teachers

revealed that their understanding differed significantly. Some of teachers unveiled that speaking only Kiswahili confuses learners because speaking language it abides with traditional perspective. However, according to the policy modality, a teacher who fails to spend the working time effectively especially in private schools and use the selected language as per policy especially in accomplishing the core responsibilities deserves a reprimand, stoppage of annual salary increments or a dismissal from service. Moreover, the findings revealed that majority of teachers were conversant with Kiswahili language and few were conversant with English languages. It was noticed that English languages had few experts who were able to clearly teach students with acceptable competencies while Kiswahili language had a good number of experts.

### 5.3.3 Analyze Issues of Language of Instruction As Featured in Policies in Schooling System in Tanzania

The finding revealed that Kiswahili, English, other foreign languages and sign language are taught as subjects at different levels of education and training and are featured in Education and Training Policy of 2014. However, it was noticed that despite of the efforts in teaching those languages, there is still a weakness in mastering standards of the language. To a larger extent the weakness is as a result of the ineffective communications, poor teaching methods and minimum use of standard language in an ordinary environment.

### 5.4    Conclusion of the Study

First, in regard to the understanding of teachers on the language of instruction, it

is concluded that majority of teachers were aware and understand that the common language of instructions used in schooling system were Kiswahili and English as selected and directed by the Education and Training Policy of 2014. However, there were some challenges that hindered the proper utilization of the language of instructions.

Second, regarding teachers experiences on issues related to language of instructions in the schooling system, it was concluded that majority of teachers had good experience on employing language of instruction. However, majority of teachers revealed there is a problem in using English language. Therefore, more concentration should be emphasized in developing expert in English language.

Finally, it is concluded that the general perceptions of teachers as per study findings were very positive in using both languages (Bilingual) which are Kiswahili and English as it portrayed in the Education and Training Policy of 1995 and that of 2014. However, teachers proposed to give both languages equal weight in the entirety education system of Tanzania (Which means from pre-primary to higher education schooling system).

## 5.5    Recommendations

### 5.5.1 Recommendation for Actions

Recommendations of this study are made based on the findings revealed by the study. Basing on findings and the conclusions, the study recommends the following;

(i)   With regard to the understanding of teachers on the language of instructions to be used in schooling system of Tanzania, it is recommended that Kiswahili and English should be used as the language of instruction for learners to comprehend what they learn from pre-primary to higher education schooling system;

(ii)  Regarding teachers experiences on issues related to language of instructions in the schooling system, it was noted that majority of teachers had good experience on employing language of instructions, however, some of teachers revealed there is a problem in using English language compared to Kiswahili. It is therefore, this study recommends to employ expert who are conversant and competent in English language and the government and other stakeholders should arrange different programmes to help those who had a problem in using English language as a means of instructions. Also, the government through teachers' colleges and universities should put much emphasis on the improvement of teaching and learning languages;

(iii) In the side of teachers' perception and the policy statement on the language of instructions, it is recommended that teachers were aware and conversant in employing both languages as per stipulation of Education and Training Policy of 1995 and 2014. It is recommended if English is to continue being the language of instruction, it should be given equal weight with Kiswahili so as to build good foundation of English language to learners from pre-primary to higher education schooling system of Tanzania.

## 5.5.2 Recommendation for Further Studies

This study assessed the understanding of teachers on issues related to language of instruction in Tanzanian schools a case study of Mbeya City. The researcher recommends further study to be conducted on the language of instruction issues in Tanzania pertinent to factors leading to the choice of language of instruction.

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## APPENDICES

**APPENDIX A: Interview Guide questions**

The purpose of this study is to assess the perspective of teachers in selecting appropriate language of instruction to be used in schooling system in Tanzania particularly in Mbeya city in Tanzania. You are among the respondent whom the researcher believe that are able to provide various relevant information. Therefore, the researcher is Kindly requesting you to respond in this interview session to the best of your knowledge. Your responses are very important and valuable for the successful achievement of the intent of this study. Finally, you are assured that all information that we will be provided in this interview will be treated in confidence and be used only for the purpose of this study.

**Demographic information**

1. Your Name…………………………………………………….
2. Education qualification……………………………………..
3. Type of school…………………………………………………
4. Gender…………………………………………………………
5. Age……………………………………………………………

*To evaluate teachers understanding on the issues related to language of instruction in the Tanzanian schooling systems (objective One)*

6. What do you know about the language of instruction used in pre-primary, primary and Secondary schools?
7. Is there any goodness of using that LOI in Primary schools?
8. Is there any hardness of using that LOI in Primary Schools?

9. Basing on your experience how do you think that the LOI used in primary schools can be used in Secondary Schools?

10. What is your opinion on the LOI used in primary schools especially those who come from Kiswahili medium?

11. Are there any challenges of using new LOI in secondary Schools?

***To assess the teachers' experiences on the issues related to language of instruction in the Tanzanian education system (objective Two)***

12. Basing on your experience how do you think the LOI in schooling system of Tanzania is proper?

13. Do you know anything about the policy which guides the LOI in Tanzania schooling system?

14. How does the implementation process in your school abide with the policy?

15. Is there any support from the administration on solving the challenges associated with the use of LOI?

16. What are the ways you are employing in solving the existing problem of learners because of LOI in your school?

17. What are the response from the students on the LOI are they comfortable?

18. How do you value the inspection report from school quality assurers on the issue of LOI?

***To analyze issues of language of instruction as featured in policies and guideline in Tanzania (objective Three)***

19. How does education policy of 2014 describe the LOI in schools?

20. How the guidelines of your school stipulate on the LOI?

**Thank you for your cooperation**

**APPENDIX B: Interview Guide for Quality assurer**

The purpose of this study is to assess the perspective of teachers in selecting appropriate language of instruction to be used in schooling system in Tanzania particularly in Mbeya city. You are among the respondent whom the researcher believe that are able to provide various relevant information. Therefore, the researcher is Kindly requesting you to respond in this interview session to the best of your knowledge. Your responses are very important and valuable for the successful achievement of the intent of this study. Finally, you are assured that all information that we will be provided in this interview will be treated in confidence and be used only for the purpose of this study.

**Demographic information**

1. Your Name……………………………………………….

2. Education qualification…………………………………..

3. Type of school……………………………..…………….

4. Gender…………………………..……………………..

5. Age……………………………….………………………

**Specific guiding items**

6. What criteria do you employ in evaluating the implementation of LOI policy in schools?

7. From your experience how do private and public schools implement the policy of LOI?

8. What is your perception in term of usefulness and applicability of LOI in Schooling system of Tanzania?

9. From your experience what do you consider to be challenges hindering the implementation of LOI policy in schools?

10. What are the appropriate strategies do you suggest to be employed to improve the implementation of LOI in schools?

**Thank you for your participation**