

**ANALYSIS OF STAKEHOLDERS PERCEPTION ON THE MEDIUM OF
INSTRUCTION IN SECONDARY SCHOOLS: A CASE OF SONGEA
MUNICIPALITY**

CATHERINE CHARLES

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
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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 Stakeholders Perception in the Medium of Instruction in Secondary Schools: A Case of Songea Municipality**” in partial fulfillment of the requirements for the Degree of Master of Education in Administration, Planning and Policies Studies of the Open University of Tanzania.

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Dr. Newton Kyando

(Supervisor)

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DECLARATION

I, **Catherine Charles**, 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.

C. Charles

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Signature

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Date

DEDICATION

This work is dedicated to my parents Mr. Charles Mhangama and Mrs. Imelda Mbano, my sister Agness Charles and Doreen Charles, my brother Charles Charles and Lucanus Charles and my beloved daughter Noreen Doreen Msanya for their support and prayers.

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ABSTRACT

The study aimed to examine stakeholders' perception on the medium of instruction in secondary schools; to evaluate the challenges facing students in their secondary education in respect to the medium of instruction; to examine issues related to medium of instruction as described by the policy and/or guidelines; and to explore the trend and future development of medium of instruction overtime. Purposive and simple random sampling techniques were employed to obtain 76 respondents amongst Head teachers, teachers and students. Qualitative research approach informed by descriptive research design was employed to achieve the objectives of this study. Data were collected through interviews and focused group discussion. The findings revealed that ability of teachers in using English as MoI/LOI that teachers were not able to transmit. In third objective, the findings found were that English language to be used as a medium of instruction in secondary schools. However, the weakness of the policy in medium of instruction were the policy does not emphasize the use of English language in public primary schools but only doing so in secondary schools. In the fourth objective, the study showed that at the end, the policy would change whereby English language will be taught as a foreign in secondary school and not used as a medium of instruction. The study concluded that there were challenges facing stakeholders on the medium of instruction in secondary schools. The study recommended that the government should come up with one answer about a medium of instruction to be used in secondary school and make sure that teaching and learning environment are more attractive and safety so that students can study without stress.

Keywords: *Keywords: English language, Medium of Instruction, learning process, Teaching Language*

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LIST OF ABBREVIATIONS

HRW	Human Rights Watch
LOI	Language of Instruction
OUT	Open University of Tanzania
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNIN	United Nations Institute for Namibia
URT	United Republic of Tanzania

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

This chapter gives introductory information on the research study that will be carried on analysis of stakeholder's perception on the medium of instruction in secondary schools in Songea municipality. The chapter presents background of the problem, statement of the problem, research objectives, research questions, significance of the study, scope of the study, and limitation of the study.

1.2 Background to the Problem

For any effective teaching and learning process in the world is determined by effective communication between teacher and learners in the class and outside the class. That effective communication is also determined by appropriate language of instruction that is well understood to both teacher and the learner. Here language that is used for instruction plays as an intermediate role to drive the achievement of the stated goals and objectives of education as stipulated by the ministry of education (Gran, 2007). Children learn best when they are taught in their mother tongue (Bisong, 1995). Furthermore, Kira et al (2012), asserted that one of the major factors, which determine students' success in education, is proficiency in the language of instruction, which facilitates communication between teachers and students. In other words, if students do not have adequate communication skills, effective learning cannot take place (David and Ogsinji, 2009; Neke, 2003). According to Lopez (2015), perceived significance of the role of language in education is argued on the

ground that in educating an individual, the medium of instruction is the means by which such a learner comes to access, and to understand information that ultimately leads to his/her acquisition of knowledge, life skills and production skills.

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 (Mluma and Matteru, 1978; Mvungi 1982; Makweta Commission, 1982, 1983; Criper and Dodd, 1984; Brock- Utne, 2004, 2005; Kadege, 2000, 2003; Mwinsheikhe, 2002, 2003; Qorro 1999, 2005) have acknowledged that 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.

Among all these, only one study (Criper and Dodd, 1984) recommended the continued use of English as the language of instruction. One other study (Kadege, 2000), recommended the use of code switching; mixture of both Kiswahili and English for instruction. Apart from these two, all the remaining studies recommend a switch from English to Kiswahili as the language of instruction and to improve the teaching of English language as a subject.

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, the study of 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, examines students' and teachers' perceptions about the use of English to teach subject matter. Students and teachers responded that the current EMI situation leaves much to be desired with students struggling to learn the subject matter due to their low-proficiency in English. This paper suggests implementing a bilingual curriculum in which instruction is delivered in English and Arabic in order to enhance students' linguistic and bi-literacy skills. The study has implications for language education policy issues in the Gulf and advocates bilingual education as a means to improving students' mastery of English, while preserving their national identity and indigenous culture.

In Sub-Saharan African countries such as Zambia, Botswana, Ethiopia, Ghana, Kenya, Namibia, Nigeria, Rwanda, Democratic Republic of the Congo, South Africa, and United Republic of Tanzania have laid greater emphasis on the use of foreign languages as the education language policies which learners are neither familiar with nor understand them in their education systems. It seemed that African languages have ignored by their indigenous in the education setting and English imported as foreign language and language of instruction. The adaption of English language in

secondary schools have been faced challenges such that such poor performance at examinations (UNESCO, 2013). These arguments suggest that language of instruction and examination has an important role to play in the learning process. For example, in Kenya, except for the lower classes (Std1-3), the language of instruction in schools is English. It is also the language of examination even where instruction is in mother tongue. But, Tanzania after independence adopted unique language of instruction model in which elementary school education is taught in Swahili and secondary and post-secondary schools are taught in English (Marwa, 2014). It is interesting to note that even if Swahili language is not assigned any role as a language of instruction at secondary school level it is none the less regularly used for various activities inside and outside the classroom, some teachers in secondary school teach in Swahili to make the subject matter easier to the students instead of English which is official assigned (Mtallo, 2015). This is because the use of mother tongue in the classroom makes students more active, participative and more interactive (Sario et al 2004) but if teaching is conducted in a language student do not understand they would be affected cognitively.

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. Currently there are two patterns surrounding the issue of Medium of Instruction (MOI); Swahili is used as MOI in primary education and English is the medium of instruction at the 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).

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 (2012) 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 is the medium of instruction in secondary school.

Sumra and 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 the 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. According to Bhaiji (1976), secondary school teachers at that time also favored a shift to Kiswahili as a medium of instruction. Therefore, academic performance in secondary schools has been regarded as the important towards education development however, the adaption of English language in secondary schools have been faced challenges such that such poor performance at examinations (UNESCO, 2013). These arguments suggest that language of instruction and examination has an important role to play in the learning process. Therefore, there was the need to analysis of stakeholder's perception on the medium of instruction in secondary schools in Songea municipality.

1.3 Statement of the Problem

In many multilingual countries, the language of instruction from primary schools to secondary schools is a continuous debate. Kiswahili is widely used in East Africa; however, English is the language of instruction in secondary and tertiary education. In the United Republic of Tanzania, primary school is instructed in Kiswahili and then it abruptly switches to English in secondary school. Many students find the transition from primary to secondary school difficult for many reasons including the language shift from Kiswahili to English as a medium of instruction.

It is observed that many pupils are not enrolled due to poor academic performance in their examinations. This has caused by most of subjects are constructed in English format that most students do not understand well when answering examinations.

Government schools in Tanzania currently used both Kiswahili and English. In primary education, Kiswahili is the language of instruction and English is used as one of the classroom subjects. If students pass primary school and are fortunate to be accepted to secondary school, they are confronted with many obstacles that continue throughout their years in secondary education. One obstacle experienced in this is low level of English proficiency and then are expected to learn fundamental courses such as Chemistry, Physics, Biology, Civics, History, Geography and Mathematics in their non-native language.

In Songea district, the competencies of students in Kiswahili language are well developed while English language competencies are poorly developed in both primary and secondary school students. Students had difficulty in reading, writing and translating the language. On entering secondary schools, children not only have to relearn all the terms and concepts in a new language but also to take on a more difficult set of subjects. The failure of students in secondary schools has been caused by various factors and language of instruction seems to be one of them (Mlay, 2010). For many years Tanzania use English as a language of instruction in secondary schools and in higher learning institutions though teachers and students experiencing difficulties in understanding the language hence using both Kiswahili and English as a medium of instructions in teaching and learning processes.

Therefore, this study took that as gap to fulfill and it then focused on analysis of stakeholder's perception on the medium of instruction in secondary schools in Songea municipality.

Primarily the study was looking on examining stakeholder's perception on the medium of instruction in secondary schools in Songea municipality, to evaluate the experience of stakeholders on the medium of instruction in secondary schools in Songea municipality, to examine issues related to medium of instruction as described by the policy and /or guidelines and to explore the trend and future development of medium of instruction overtime.

1.4 Research Objectives

1.4.1 General Objectives

The general objective of this study was to analysis of stakeholder's perception on the medium of instruction in secondary schools.

1.4.2 Objective of the Study

- i) To examine stakeholder's perception on the medium of instruction in secondary schools.
- ii) To evaluate the challenges facing students in their secondary education in respect to the MOI
- iii) To examine issues related to medium of instruction as described by the policy and /or guidelines.
- iv) To explore the trend and future development of medium of instruction overtime.

1.5 Research Questions

- i) What is the stakeholders' perception on the medium of instruction in secondary schools?

- ii) How are the experiences of stakeholders on the challenges facing students in their secondary education in respect to the MOI?
- iii) To examine issues related to medium of instruction as described by the policy and /or guidelines.
- iv) To explore the trend and future development of medium of instruction overtime.

1.6 Significance of the Study

This research study is to determine the perceptions of stakeholders (students, teachers, head teachers and parents) on use of medium of instruction in Tanzania so the findings of this research will help ministry of education in policy formulating, curriculum works in curriculum development in medium of instruction, parents because it create awareness, teachers because they will know the view of their students. The study is also significant to researchers as a fulfillment of requirement for the completion of Master of Education in Administration, Planning and Policies Studies. Also, the study will be used as a reference of other academic research.

1.7 Scope of the Study

This study was conducted in Songea municipality, Ruvuma region specifically investigation was done at four secondary schools and the study involved teachers, students, and parents respectively. The study was to analysis the stakeholder's perception on the medium of instruction in secondary schools. Specifically, the study examined stakeholder's perception on the medium of instruction in secondary schools, evaluated the challenges facing students in their secondary education in respect to the MOI, examined issues related to medium of instruction as described by

the policy and /or guidelines and explored the trend and future development of medium of instruction overtime. Also, Songea municipality is chosen where all stakeholders can be found and public schools and her it's the place where it can be found some of those people who learnt using different medium of instructions.

1.8 Limitations of the Study

Lack of cooperation among the respondents with the researcher happened during data collection. In order to solve this, the researcher made an apology to the respondents before starting collecting data that this is a confidential issue and they should not mention their names in order to keep confidentiality of their information that the findings of this study will be used for academic purposes only and for resolving the problem of low performance. Transport was other challenge that was from one school to another due to poor infrastructure and far from home stay to area of the field study. Solving these, the researcher was supported fare that enabled her to transport in the area of data collection.

The study came across with some limitations like; a researcher spent a lot of time making follow-up for the research permit from the government officers due to the crosscutting programs which made some of the leaders not to be found in their offices at right time it took almost two weeks. Some respondents were also not giving their time to the researcher to conduct a research on time, it happens that a researcher to be given an appointment to conduct a research another day.

1.9 Definitions of Key Terms

1.9.1 Medium of Instruction

Is a key element in education since it is a medium through which knowledge is imparted and shared among learners and teachers? According to Hilde Van der Draai. (2014) medium of instruction is the language used by the teacher to teach. Medium of instruction is still uphill task for the secondary school students in Tanzania to archive their learning objectives through the use of English language unless otherwise teachers find alternative ways of teaching. Furthermore, it is a language, which enables students to apply the knowledge and skills they have acquired and to think critically, analytically and creatively (Mkwizu, 2003).

Furthermore, medium of instruction 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).

1.9.2 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). For example, in Tanzania, subjects are taught through English at secondary schools and Kiswahili at primary schools.

Academic Performance

Refers to the extent to which a student has achieved their short or long-term educational goals (Abe and Adu, 2007). This is done through internal and external examinations/or tests. Therefore, academic performance is outcome of education the extent to which a student, teacher or school has achieved their educational goals as reflected in the percentage of marks scored by the student in the education system. According to Furnham, (2003). Reported that, intelligence, personality traits of the students have a strong impact on academic outcomes.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter reviews the relevant literature concerning the analysis of stakeholders' perception on the medium of instruction in secondary schools. The chapter presents a theoretical framework, empirical literature review that focused on discussing the different scholarly works that enable the finding of the research gap for this study.

2.2 Theoretical Framework

This section overviews of the theory of language of instruction. The theory of social constructivism theory of learning will guide as follows;

2.2.1 Theory of Social Constructivism

The theory was proposed by Lev Xygotsky in 1978. By this theory looks the role of language in the process of teaching and learning of the students. According to Xygotsky language and culture play essential role to both human and intellectual development. In social constructivism argue that all cognitive functions originate in social interactions. Thus, classroom is considered as area of community discussion and area where students and their teachers transform their ideas. This theory emphasizes teachers not to teach rather been a facilitator of the learning process. Here learning is considered as a collaborative process and it is where knowledge is developed. Language not only helps develop one's linguistic skill but also expands the cognitive ability of an individual. Teacher cannot speak the same language as the

learners in his or her classroom then ideas and information cannot be passed. Teachers and students use spoken and written language to communicate with each other, to present tasks, engage in learning display knowledge and skills and build classroom life. This theory see language has a great role in helping students in constructing something based on their own understanding.

Many educators and researchers had commented that students had to be competent in language of instruction if they were to become better academically. Children learn best if the first language of instruction is their mother tongue. Results of assessment show that when home and school language differ there is negative impact on test score (UNESCO 2016). On the other hand, (Trudell 2016) said there is positive correlation between students who showed competence in language of instruction and pupils' achievement. Lack of knowledge of the language of instruction or the classroom language hinders the ability of student to engage, learn and communicate in the classroom which finally affects their academic performance.

This theory emphasizes the importance of understanding the language of instruction to both teachers and the learners in the process of teaching and learning. Based on this fact, this study is going to investigate the effect of English as a medium of instruction on student's academic performance Tanzanian secondary schools.

2.3 Empirical Review

This section presents different studies conducted worldwide, African and Tanzania. These studies are currently relevant to the study;

2.3.1 General Studies

Globally, the use of English language has been increasing rapidly. English language enjoys a high-status domain in various countries and is now considered as a means of connecting people all over the world (Karakas, 2013).

Dearden (2014), also presented the way English has been used in Kazakhstan in that the language has occupied the chief domain of use especially in daily communication as well as in education. This situation has endangered the Russian language as people are using English in more domains than it was before. Dearden further asserted that Turkish teachers believe that using English in education makes the whole process of teaching and learning more difficult as students find themselves in hard time in understanding the concepts taught through English. Also, the same is happening in Netherlands where the government has established a policy aimed at internationalizing education from the secondary level and above. In this scenario, the government had been focusing on increasing the use of English language in teaching. Higgins (2019), tried to demonstrate that both in Kenya and Tanzania, English is a local resource that is not necessarily tied to English as an international or world language. She argues against the dominant conceptualization of English as a global language and instead, she asserts that in East Africa, English is often used as a hybrid code that has been re-appropriated for use in its local contexts.

Cammarata & Tedick (2015), asserted that teachers who have been involved in immersion teaching tend to focus more on understanding the subject matter than the language itself. Immersion teaching as it is implemented in different countries is seen

to have many forms. As a result, it becomes difficult for a particular country to identify itself on which form to be practiced. They further propound that students prepared through an immersion program, regardless of the geographical location, have been demonstrating high ability academically especially on the assignments given through the media of English as compared to non-immersion students. Lyster (2017), started by explaining the meaning of immersions as a kind a bilingual education in which students receive at least half of their subject-matter instruction through the medium of a language that they are learning as a second or foreign language and the other half is given through the language of the majority in that particular society.

Murray (2012) reported that the weak language skills of students have become a problem for Australian students in their academic success. There is great relationship between language proficiency and academic success. Students whose language proficiency levels are not adequate have difficulty in grasping the subject matters.

2.3.2 Studies in African Countries

According to UNIN (1972), in Namibia argued that mother tongue as medium of instruction in schools were more linked to the child and its needs, the individual and the local context, factors such as concept formation, cultural identity, closer relation between school and home and practical use after primary school. The arguments for English as a medium were however considered more from a macro-perspective, for example, the ease of language planning, its functionality beyond national borders,

less divisive tendencies between different ethnic groups and educational training on a national rather than a regional basis.

Brock-Utne (2014), carried out some studies in Tanzania, a country that also chose English as an official language. She found that English policy faced problematic, especially when considering the language context in the country. As opposed to Namibia, Tanzania has an indigenous language Kiswahili that could have been used as the medium of instruction according to Quorro (2014).

Brock-Utne (2014) refers to Quorro who says that the key to success in English is not in using it as a medium of instruction but rather in improving the teaching of English as a subject. Otherwise, the students will learn neither of the two languages in a proper way.

Furthermore, Brock-Utne (2014) discusses the problems in applying English as a language of instruction in a constructive rather than a destructive way in the classroom. She gives examples of codeswitching, translation of what is not comprehensible in one language, rote learning, memorisation and cheating at exams. She claims that the pace of learning a subject matter is slowed down by the fact that both students and teachers have to go roundabouts to produce comprehensible input (ibid).

Wolfaardt (2001) carried out a vast study where she investigated the language policy of Namibian schools and where she saw several obstacles in English being the medium of instruction. Among other things she claims that the students' level of

proficiency in English is not high enough to meet the requirements of the grade they are in. Consequently, the learners are not always able to understand instructions and as a result they are not able to perform as they would have done in their mother tongue.

However, Woolfaardt's (ibid), focused is on the fact that many schools do not even follow the policy of mother tongue instruction from grade 1-3. Due to different interpretations of the policy, many schools start teaching in English from the first grade. According to her investigations it is ideal for children to start their early school years in their own language, particularly when the basic skills of reading, writing and concept formation are under development.

The language situation in South Africa is similar to the Namibian one in the sense that English becomes the medium of instruction at some point in primary school. Depending on the school it is introduced sometimes from the first grade while sometimes there is a language switch in a higher grade (Desai 2016). As indicated by Wolfaardt (2001), there were some difficulties with both the switch and with starting learning in English from the first grade; therefore, she suggests bilingual programmes that according to her could be suitable for the Namibian schools.

Baker (2001) and Cummins (2000), in Kenya note that the use of familiar language to teach beginning literacy facilitates an understanding of sound symbols or meaning symbols correspondence among young children. Furthermore, the learner's psychological stress is reduced through the use of a language related to the learner's home language. Moreover, Kioko et al (2008), opine that learners instructed in a new

language from the start of schooling experience delayed or ineffective fluency especially in reading and spelling in the new language.

a study by Githinji (2014), in Kenya affirmed that the language of instruction across classes in primary schools in Nyeri County in the order of use, in most schools was English, followed by code switching, code mixing, while Kiswahili and Kikuyu were the least popular. Moreover, a study by Khejeri (2014), revealed that English, Kiswahili and mother tongue are used for instruction but mother tongue is the least preferred for instruction. A mismatch between language policies and practice exists in schools and this indicates that children are being instructed in a language they are not yet familiar with when they enter school.

According to Mbori and Okwako (2016), children receiving instruction in an unfamiliar language in their learning process in schools are likely to be negatively affected. Moreover, children who struggle to understand lessons in an unfamiliar language are more likely to skip school, repeat grades, drop out and fail to learn than those taught in their mother tongue. An earlier study by Colclough, et al. (2000), on gender inequalities in primary schooling, indicated that the language of instruction used in schools is one school factor, which contributed to pupils dropping out of school.

Khejeri (2014), investigated teachers' attitudes towards the use of mother tongue as a language of instruction in lower primary schools in Hamisi, Vihiga County, Kenya. The findings of the study revealed that respondents saw more disadvantages than advantages in the use of mother tongue as a medium of instruction. A study carried

out in Ethiopia by Bachore (2014), however, revealed that learners, teachers and parents had positive attitudes and perception on the use of mother tongue. Another study by Manyonyi, Mbori and Okwako (2016), in lower primary schools in Bungoma South Sub County, indicated that teachers believed that mother tongue did not add any value to the academic performance of learners.

2.3.3 Empirical Studies in Tanzania

There are number of studies with various findings about the language of instruction in the United Republic of Tanzania. The studies done by various researchers focuses on language of instruction in secondary education in Tanzania revealed a significant relationship between English as a medium of instruction in secondary schools' students' academic performance as follows;

A study from Brock-Utne (2010), found that students perform better when their native language was used as the language of instruction through primary and secondary education. This study also argued when the non-native language was introduced earlier, after the second or third year, students did not perform as well since their school subjects were not communicated in their mother tongue. Also, she found that there was a serious problem on English as a medium of instruction for both teachers and students. For instance, students could not express themselves in English and most of them were unable to participate in lessons conducted in English. In contrast students were able to express themselves with relevant answers in Kiswahili. Researchers recommended Kiswahili to be used as LOI in secondary schools and higher learning institution.

The finding of Human Rights Watch (2017), showed that Kiswahili should be used as a medium of instruction because it is regarded that education in Tanzania will have Kiswahili as the sole language of instruction (Mohammed, 2015). Overall, this policy aims to increase access to primary and secondary education and to improve the quality of education (HRW, 2017).

Ngonyani (2017), not only agrees that English as the medium of instruction impairs learners, but he believes the over 50-year-old policy is no longer consonant with present realities. “English affects education in all subject areas and perhaps especially in the social studies, normally considered the vehicle for forming a new multicultural national identity in postcolonial states” (Ngonyani, 2017). Many parents of students also believe that English will increase their child’s possibilities of working abroad or obtaining higher employment positions in business, government, and academia.

According to Qorro (2014), the opinions to change the instruction language to Kiswahili have many other advantages: Eliminates the huge amount of incorrect English to which secondary school students are exposed. Enhances students’ understanding of the contents of their subjects and hence creates grounds on which they can build their learning of English and other languages. Eliminates the false dependence on English medium as a way of teaching/learning English.

In the private sector, English is the language of instruction from nursery level, thereby diminishing the difficulty to transition from primary to secondary education.

Ultimately, these graduates are more likely to continue to tertiary education and have a more competitive employment advantage. “Consequently, these parents feel that denying their children knowledge of English is like shutting the door for their future career and employment opportunities” (Telli, 2014).

Mkwizu (2003), on The pedagogical implications of using English as The Medium of Instruction in teaching civics in Tanzania secondary schools observed that use of English language for teaching and learning results into decrease of students participation in the learning process in the classrooms in Tanzania; Kiwara (2013), on Language of Instruction and its Impact on Quality of Education in Secondary Schools remarked that students do not understand well the subject matter taught in English a Survey of the Reading Competence in English among Secondary School Students in Tanzania.

2.4 Conceptual Framework

In writing this report, the researcher conceptualized the independent, dependent and intervening, variables. The conceptual framework is the mental schema or simplified methodological conceptual arrangement that describes relationships between variables.

The conceptualized framework for this study was illustrated in a way that; there were independent variables which fundamentally exist for achieving the educational goals and objectives, intervening variables which are the insertion of influence of language or Medium of instruction (MOI) that Kiswahili language in public primary schools,

English language in secondary schools and English language in higher education and vocation. Lastly there was dependent variables which were desired outcome in terms of General students' academic performance in exams and Acquisition of English language in terms of Reading, Writing, Speaking and Listening. The conceptual framework of this study was indicated in the figure below.

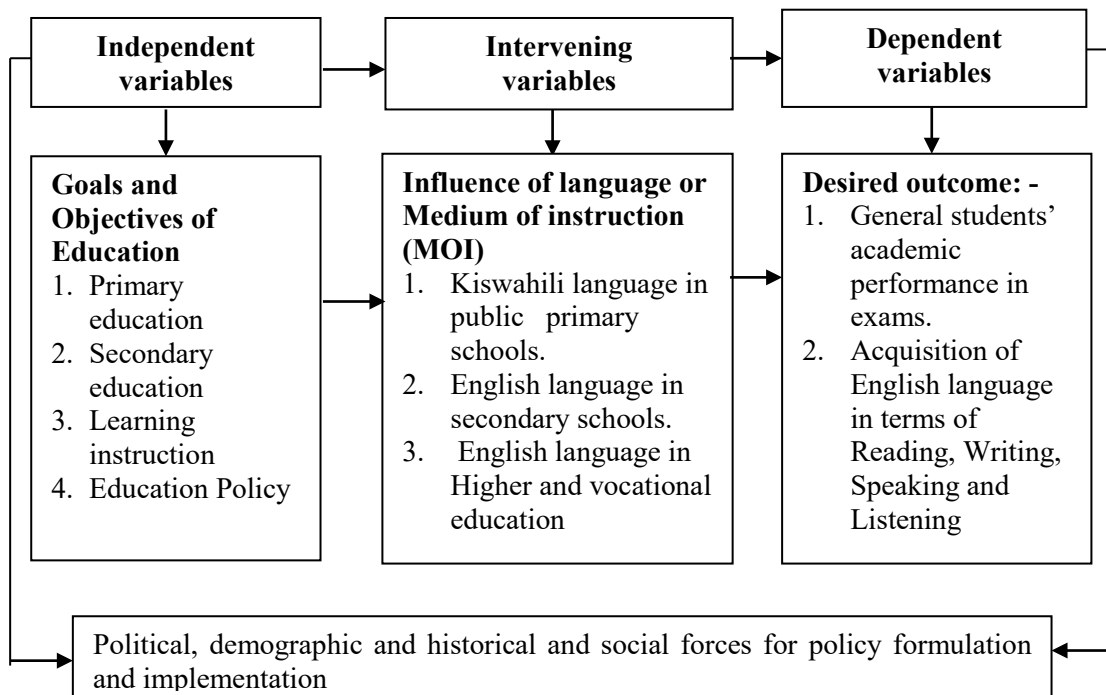


Figure 2.1: Conceptual framework of the study

Source: Researcher conceptualization (2020)

2.5 Research Gap

From the empirical evidence which have clearly indicated that in Tanzania students are negatively affected by the current subtractive system of bilingual education and consistently advocated a switch to Kiswahili as sole language of instruction at all levels of education include the work done by Rubagumya (2011), on language Promotion for Education Purposes. Different studies showed that English as a

medium of instruction seemed difficult to students due to misunderstanding arose when taught by their teachers. Additionally, the findings of Mkwizu (2003), on the pedagogical implications of using English as The Medium of Instruction in teaching civics in Tanzania secondary schools observed that use of English language for teaching and learning results into decrease of students participation in the learning process in the classrooms in Tanzania; Kiwara (2013), on Language of Instruction and its Impact on Quality of Education in Secondary Schools remarked that students do not understand well the subject matter taught in English. Others claim that Kiswahili language should be used as medium of instruction so as to praise and rise it all over the world. Due to this impact there was need to analysis of stakeholder's perception on the medium of instruction in secondary schools in Songea municipality.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

This chapter focuses on research methodology employed for data collection from the field basing on analysis of perception of stakeholders on issues related to medium of instruction use in Tanzanian secondary education. The methodologies were research design, area of the study, population, sample and sampling procedure, sample size, data collection methods instruments, data analysis procedure and research ethical consideration.

3.2 Research Approach

Creswell and Creswell, (2018) research approaches are plans and the procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation. This plan involves several decisions, and they need not be taken in the order in which they make sense to us and the order of their presentation here. This study employed qualitative research method which is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data.

The researcher explored deeply the feelings, views, opinions, and ideas of informants

on analyzing stakeholder's perception on the medium of instruction in secondary schools.

3.3 Research Design

According to Meenakshi et al (2010), research design is the plan, structure and strategy of investigation conceived so as to obtain answers to research question and control variance. Research design is a detailed plan of work to be done to achieve the research objectives. It is a detailed plan that guides the researcher in the whole process of collecting, organizing, analyzing and interpreting data. On the other hand, Kothari (2015), defines research design as the conceptual structure within which research is conducted. The study design used was descriptive design Description and interpretation were made basing on the current study. The choice of descriptive survey is made based on the fact that the researcher interests in the state of affairs as they existed in the field at the time.

3.4 Area of the Study

This study was conducted at Songea Municipality in Ruvuma region. Songea municipality is one of the five Districts that make up Ruvuma Region. It is the regional headquarter. Geographically, URT, (2018) the Songea municipality is bordered by the Iringa Region to the Northern part, Songea District Council Southern part, Tunduru District Council Eastern part and Mbinga District Council Western part, The Municipality is well linked by roads and other communication networks to the rest of the Region and other parts of the country.

The purposes of using Songea municipality was because the researcher was familiar

to the area which could be easy for her to collect data for the dissertation. Also, the area was selected because there always confusion of language of instruction between Kiswahili and English in secondary schools. Therefore, this area was taken to analysis of stakeholder's perception on the medium of instruction in secondary schools in Songea municipality.

3.5 Population, Sample and Sampling Procedures

3.5.1 Population

Omari, (2011) a research population is a group of people from which samples are taken for measurement. Therefore, the target population of this study was stakeholders (head teachers, teachers and students). The head teachers were selected because they had knowledge on the medium of instruction used in secondary schools. Head teachers and teachers were selected because they have information trend on which medium of instruction should be used in secondary schools. Also, students were selected since they are victims of medium of instruction shift from Kiswahili to English language in secondary school toward their academic performance.

3.5.2 Sample Size

Kothari, (2015) sample is a collection consisting of a part or sub-set of the objects or individuals of population, which is selected for the purpose of representing the population. According to Kothari, (2015) sample as a small group of respondents drawn from a population about which a researcher is interested in getting the information so as to arrive at a conclusion. This study consisted a sample of 76 respondents including 4 head teachers, 32 teachers and 40 students. This study based

on time, purpose of the study and population. To ensure confidentiality and anonymity the researcher used codes to represent the stakeholders.

Table 3.1: Sampled population distribution

Respondents	School A	School B	School C	School D	Total
Head teachers	1	1	1	1	4
Teachers	8	8	8	8	32
Students	10	10	10	10	40
Total	19	19	19	19	76

Source: Researcher, (2020)

3.5.3 Sampling Procedures

According to Kombo and Tromp (2016) sampling procedure is the process of selecting a few units from a bigger group population to become the basis for estimating or predicting a fact, situation or outcome regarding the bigger group. The study therefore, was guided by purposive sampling and simple random sampling.

3.5.3.1 Purposive Sampling

Purposive sampling is a non-probability sampling technique which involved picking units most relevant in the subject matter and studies them (Omari, 2012). Moreover, Meenakshi (2010), purposive sampling is when certain units in the universe are purposively selected. The study selected head teachers and teachers purposively because were the ones who use English to instruct students.

3.5.3.2 Simple Random Sampling

Random sampling is a probability sampling technique whereby participants of the study are chosen in such a way that each has an equal chance of being selected, and

each choice is independent of any other choice (Omari, 2012). Simple random procedure was used to obtain students from four secondary schools. The students were selected since they were victims of medium of instruction shift from Kiswahili to English language in secondary school toward their academic performance.

3.6 Data Collection Instruments

Interview was used to obtain the information concern the study. The information was based on analysis of stakeholder's perception on the medium of instruction in secondary schools in Songea municipality.

3.6.1 Interview

Omari (2012), an interview gives a greater depth in understanding the issues at hand; and allows probing to obtain more complete data; provides a means of checking and assuring the effectiveness of communication between the respondent and interviewer. This tool allowed the collection of rich qualitative data and gives interviewees the opportunity to express their ideas using their own words. The interviews were administered to the head teachers, teachers and students. The respondents were requested to answer questions based on the four specific objectives and the researcher used semi-structure interview questions which enabled the researcher to ask broad questions in any order considers appropriate. Also, questions were given the respondents room to answer freely and amplify the responses.

3.7 Data Analysis Procedure

Data are items which represent facts (Pagano, 2009). According to Creswell (2017), data analysis is the process of pulling the data apart and putting them back together

in a more meaningful way, an aspect that involves making a detailed description of the case and its setting study. This study was guided by qualitative data. Qualitative data on the four objectives were firstly coded by organizing them into similar themes and sub themes.

3.8 Research Ethical Considerations

Research ethics are norms or standards of behavior that guide individual moral choices while conducting research activities (Ndunguru, 2007). To ensure that the ethical issues were considered, the research adhered to the following terms:

3.8.1 Research Protocol

A research permission was sought from the Directorate of research publications, postgraduate studies and consultancy of the Open University of Tanzania (OUT). A researcher used introduction letter from OUT to get permission from Songea Region Education Officer (REO), District Education Officer (DEO) and Ward Education Officer from Songea Municipality to visit the four selected schools. In addition, permission to talk with subject teachers in the selected public secondary schools was sought from the head teachers of the selected schools.

3.8.2 Informed Consent

According to Nnebue (2010), informed consent refers to the situation where by individuals who participate in a particular study are briefed for the purpose of understanding key issues before participating. In this study, participants were informed about the purpose of the study as well as the study problem. Therefore,

consent was sought from study participants and each was free to participate or to decline to participate in the study. In addition, confidentiality was observed and unauthorized persons had no chance to access the collected data.

3.8.3 Confidentiality

In order to maintain confidentiality and anonymity of interviewees the names of the participants were not disclosed instead synonyms were used to avoid revealing the actual names of individuals and schools in the study dissertation. It means that every individual was informed about the purpose of the study, which implies that all information and findings were to be used for the academic purpose only.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter has five major parts in relation to the stated objectives. The first part presents the stakeholders perception on the medium of instruction in secondary schools. The second part presents the challenges facing students in their secondary education in respect to the MOI. Third part presents determine ability of teachers in using English as MoI/LoI and fourth presents trend and future development of medium of instruction overtime.

4.2 Stakeholders Perception on the Medium of Instruction in Secondary Schools

The first objective aimed at examining the stakeholder's perception on the medium of instruction in secondary schools. In order to get such information, the researcher designed interviews items that required head of schools, teachers and students and they were asked a number of questions as follows: -

4.2.1 Medium of Instruction Used in Secondary Schools

The researcher sought to analysis a medium of instruction used in secondary schools. The results showed that English, Kiswahili and both English and Kiswahili were the medium of instructions used in secondary school as analysed below: -

4.2.1.1 English As A Medium of Instruction

The results showed that English language was used by few teachers during instructing students because many subjects were written in English form except Kiswahili subject which was written in Kiswahili language and taught through the use of Kiswahili language. However, the researcher found that many teachers were not able to teach frequently using English language. In the interview one of the heads of school had this to narrate:

English medium of instruction is seen to give students a double benefit: knowledge of their subject, plus English language skills. Governments, and students for that matter, think that this will make them more attractive in the global job market.

The other head teacher indicated that:

“Most of the respondents pointed out that English language had been used in secondary school since even the policy of 1975 directs English to be used in secondary schools. It was found that teachers use English by fulfilling the policy that is even subjects except Kiswahili subject are written in English language. During the study it was reported that, majority of the respondents indicated English as a medium of instruction to be used in secondary schools.

Through interview a teacher commented that:

“In some cases, English should be used as medium of instruction so that to meet with the globalization market that everything now days are written in English because when students advance to secondary school the language of instruction changes from Kiswahili to English where all subjects except Kiswahili are taught in English in secondary schools”.

The findings contrasted with the study of Kiwara, et al (2013), that teachers were not able to use English language either they are not competent enough in English or they preferred to use Kiswahili to help students understand because they are not competent in English language.

4.2.1.2 Kiswahili As A Medium of Instruction

The result revealed that majority of the respondents indicated Kiswahili language had been used by the teachers and students during teaching and learning process in secondary schools. This was because when teaching and learning using Kiswahili students could understand easy than using any other language. Through the interview the teacher said that:

“It was agreed that most students understand better when taught in Kiswahili language that are familiar to all Tanzanian born and this was because students face difficulties to respond oral questions and written questions asked by teachers because these students have not yet mastered English language. So, it becomes difficult for them to express themselves hence they preferred the use of Kiswahili as a medium of instructions in secondary schools.”

UNESCO Committee (2005), states that the best medium for teaching a child is the mother tongue through which children understand better and express themselves freely because they are familiar with that linguistic medium.

Furthermore, Ishumi (1994), suggested that once a learner has mastered a language he/she is able to benefit from it in terms of acquiring and internalizing the concepts, attitudes expression and informed performance within the school's system and outside. Language is a tool for knowledge acquisition and transmission failure to communicate effectively impedes education performance.

4.2.1.3 Both English and Kiswahili Languages

It was revealed that there was the use of codex mixing languages both English and Kiswahili as medium of instructions in secondary schools. The use of code mixing was better than the use of one language since students preferred the use of language

that they know than using one language that were not familiar to them. The preferred using code mixing in instructing students was also reported through interview with one of the students that:

“The use of code mixing had helped teachers and students understanding each other as the tool of solving common problems occurred in imparting knowledge and skills when teaching and learning in secondary schools”.

From the student said,

This will help even our teachers to be effectively in the process of teaching subjects. The use of English language in transmitting content to us is a big problem even to our teachers as they lose confidence during teaching due to the use of English because they sometimes fail to continue speaking and start to use Kiswahili.

Therefore, this signifies that there are need of using code mixing languages in secondary school so that each student would understand well when taught in Kiswahili that is familiar and other been used as a mother tongue and English for that case should be used as a medium of instruction from public primary schools. The finding was in line with the study of Ishumi (1994) suggested that once a learner has mastered a language he/she is able to benefit from it in terms of acquiring and internalizing the concepts, attitudes expression and informed performance within the school’s system and outside. Language is a tool for knowledge acquisition and transmission failure to communicate effectively impedes education performance.

4.2.2 Actively Participate in Classroom Teaching

There were two opinions such that teachers were not actively participating in classroom teaching and some actively participated in classroom teaching. From the interview point of view was narrated as follows: In the interview the head teacher had this to say:

“That activeness of teachers in classroom teaching through English language was poor since my teachers themselves found difficult in transmitting knowledge and skill to the students using English as a medium of instruction in secondary schools”.

It was also reported that:

“Our teachers do not pursue well the process of transmitting knowledge to the students in English language due to poor background of the English even teaching was so hard since majority of teachers use Kiswahili that is familiar to students when instructing subjects or topic to them, this was because of poor mastery of English and unavailability of English books like dictionaries which could help them to have different words to use it during teaching and learning subjects.

This signifies that using language that is not familiar to students make subjects to be hard even if it was simple as it does not give room of exchange information.

4.3 Challenges Facing Students in The Use of English As A Medium of Instruction

The second objective was sought to evaluate the challenges facing students in the use of English as a medium of instruction in secondary schools. The researcher structured interview questions administered to the head teachers, teachers and students. The findings found that poor performance, incompetence of the teachers, lack of confidence and disvalue of education were among the challenges obtained during data collections as analysed below: -

4.3.1 Poor Performance

It was found that students had poorly performance in their subjects because they either not understand some terminologies used in the question paper. Some failed

because of languages as they did not understand well the question and what they could write. Through the interview the students revealed that:

“We fail because of not understanding the terminology used in English when facing examinations that are written in English language, and when we ask for our supervisor of the day to translate for us he normally say even me I do not know, so this made us leaving half of the questions without attempting them but our teachers seem it like we have done deliberately and when they ask us we informed them we did not understand the terminology used thus we left some questions, but they tend sticking us because of failure their subjects”.

Another teacher said that:

“Medium of instruction affect students in terms of academic performance due to that questions are written in English language that make students to translate into Kiswahili especially to those who are familiar with English but those unfamiliar they tackle question without understanding them”.

The findings were in line with the study of Ishumi (1994), suggested that once a learner has mastered a language he/she is able to benefit from it in terms of acquiring and internalizing the concepts, attitudes expression and informed performance within the school system and outside. Language is a tool for knowledge acquisition and transmission failure to communicate effectively impedes education performance.

4.3.2 Incompetent of the Teachers

The findings showed that some teachers were not aware with the use of English during teaching process which made students not able to capture English during their course of study something made them performing more poorly in academic. Through the interview the head teacher narrated that:

“One of the major problems in using English as a medium of instruction in the secondary school context is that, regardless of academic

qualifications, teachers lack the adequate language proficiency and competence to teach the language”.

The other head teacher added that:

“Teachers and students themselves have poor background to language due to the effect of mother tongue. So students use effort to master subjects due to the use of unfamiliar language including English and it creates shame among students when using the unfamiliar language”.

4.3.3 Lack of Experience / Confidence among Teachers

It was found that both teachers and students lacked confidence of using English language as they found was a foreign language during teaching students as they preferred using Kiswahili that they experienced talking and mostly used in teaching process. The head teacher said:

“Lack of experience / confidence among teachers and students due to incompetent speaking English frequently. This affect them even in their studies that make them seen subjects hard than any due to inferior of it and in turn brings negative approaches to deal with new challenges facing learners to adapt it.

The head teacher added;

“Students who come from public primary schools when they join in secondary school they face difficult situation in the process of studying as for the first time they meet teachers use English language frequently in the process of teaching as they sometime fail total during the examinations thus why we use every effort on helping them to fit with the situation as sometimes teacher use extra time teaching them English course but when they reach form three they total copy with the situation”.

Therefore, there is a need for mass education to accept the fact that appropriate learning takes place in a language learner understand.

“There had been the use of code-mixing languages as the medium of instruction in secondary schools so that to make students understand well

and giving room both teachers and students sharing academic information during school hours”.

This implied that the best way for students to learn English is to use it; otherwise they will lose it. In reality, using Kiswahili as a language of instruction does not mean English is ignored in fact, learning and understanding better the language students are familiar with (that is, Kiswahili) is the key to master the second language proficiently. However, Mwansoko (2017), argues that although Kiswahili advocates seem to be discouraged by the fact that the switch to Kiswahili medium of instruction has not been implemented, they have taken a challenge to continue with modernization of Kiswahili to make it a viable tool of professional communication and pedagogy.

4.3.4 Difficulties to Grasp Knowledge

In the findings the researcher found that students faced difficulties to grasp knowledge when used English as a medium of instruction. In the interview a teacher had this to narrate:

Many students are influence by Kiswahili language because they were being taught in primary schools with Kiswahili as a medium of instruction, thus why they face a lot of difficulties to grasp knowledge by using English as a medium of instruction in studying Geography subject. due to this sometime teacher use code mix during teaching Geography so that students can understand the concept

4.3.5 Ability of Teachers in Using English as MoI/LoI

The head of schools and teachers were asked to respond with yes or no response to the question asked. From the findings majority of them disagreed that they had no

ability of using English language as a medium of instruction in secondary schools but few of them agreed on the same fact as analysed below: -

“Teachers were not able to transmit knowledge and skills to their students when teaching and learning activities were done in English language in a classroom. Using English made some students feel they were segregated in a sense of learning because they did not understand better subjects taught to them that made to abuse even teachers by asking them we teaching us using English while our Kiswahili language are present eeh” for me I understand you when using Kiswahili in teaching and learning subjects for this case no need of using English”.

The teacher said that:

“Using Kiswahili would make easy transmitting knowledge and skills to our students because they will both understand better and liking subjects hence the matter of performance would increase in this category, and also attendance would be of advantage since other students fail to attend well at schools due to fear of speaking Kiswahili that would lead them whipped sticks by their teachers, so I suggest Kiswahili because we want to valuing language as a core subject and use it all access pint of teaching and learning levels of education”.

However, another teacher said that:

“Medium of instruction should be Kiswahili and English should be taught for the need to meet the marketable globalization whereby majority of the people all over the world use English compared to Kiswahili”.

This implied that medium of instruction overtime would change according the world adapted to globalization that need people knowing foreign language than their native or mother language. Therefore, from the findings the researcher recommended that we should use Kiswahili according to what our culture is in order to make it more superior as English is today meet., take an example China, Korea use their language in the matter of business and they have made big step on towards socio-economic development and there was no one asked them why using their own language hence

saw that their language is more important than any other language in this world so everyone should spread his/her culture to be known better the issue is to create economic independent and not depending all thing from Europe., we should come together as a nation to say from today all schools will use Kiswahili as a medium of instruction.

Furthermore, on the other hand, teacher narrated that:

“Mastering English during my course was a problem that likely sending me applying Kiswahili even when I taught my students so that they become familiar with subject matter when transmitting knowledge and skills to students in the classrooms”.

The researcher observed that those teachers who were able to transmit content in English were majority from private secondary schools where they completed even their studies so they were still competent in nature.

4.4 Issues Related to Medium of Instruction Featured in The Policy / Guidelines

The third objective of this study aimed to examine issues related to medium of instruction featured in the policy / guidelines. In order to get information, the researcher structured interview questions administered to the head teachers, teachers and students. In attempting to this objective there were several sections needed to be covered as follows;

4.4.1 How Does the Policy Say on Medium of Instruction in Secondary School?

On what does the policy say towards medium of instruction in secondary schools. All respondents involved in data collection commended:

“English language is used as a medium of instruction in secondary schools instructing teachings and learnings content, and further used in all subjects except Kiswahili subject that will be taught in Kiswahili language”.

He continuing saying that:

“English to be used as a medium of instruction in secondary schools’ compound only and not otherwise”.

4.4.2 Weakness of the Policy in Medium of Instruction in Tanzania Secondary Schools

In this sub-objective the researcher aimed to know the weakness of the policy on medium of instruction in Tanzania secondary schools. Data were collected through interviews according to what was asked to the involvement of the respondents. Their responses were that weakness found in the policy of instruction were like the policy does not emphasize the use of English language in public primary schools but only doing so in secondary schools hence developing poor mastery it to students.

“The policy still emphasizes the use of English language in secondary schools’ despite of majority of students in school perform poorly in it hence discouraging students learning English. That was students had poor background in English language in secondary schools since they prefer the use of Kiswahili due to their mother tongue as if they use the language understandable to each other would make them like subjects”.

This implies that Kiswahili language to be used as MoI because of available trained teachers and reference resources and because of it is national language.

“The policy showed that in primary schools Kiswahili is used to transfer knowledge and skills to pupils that lead them not having good background towards English language. In parallel to that, secondary school should prepare students speaking only English who could integrate in world market”.

It is my impression though, that the students do not really practice English during the school day with the current policy, they listen to their teachers teaching in English which is in many cases very broken English for the most cases students are positively taking notes. This contrasted with the study of Brock-Utne, (2007) that she says in her book “Whose education for all?”, that she was struck daily by the artificiality of the use of the English language in African settings.

4.4.3 Policy Have the Appropriate Goals and Objectives

The findings guided by the policy if have the appropriate goals and objectives and the respondents reported that the policy has both goals and objectives. There were two opinions obtained from the respondents interviewed.

Majority of the respondents reported that:

“There were respondents said the policy has goals and objectives by indicating development of integrative personalities, promotion of the acquisition and appreciation of national culture and of the constitution, promotion of society-centered learning and the use of acquired skills and knowledge for the improvement of the quality of life, development of self-confidence, inquiring mind, and development oriented mindset; and giving adaptive and flexible education that meets the challenges of an ever changing world”

And others indicated they it did not have goals and objectives as follows; In the interview some respondents said medium of instruction did not have goals and objectives as narrated:

“The policy does not have goals since there have enforcement done by the school teachers to instruct students using Kiswahili. That have approached that even teachers were poor in speaking English frequently and those mastered it were teachers studied English since in primary

schools medium English that preferred using it as a medium of instruction in imparting knowledge and skills.

According to him there is a discrepancy between policy and practice with regard to the medium of instruction in the Tanzanian school system:

“The policy is to use English, but teachers continuously use Kiswahili to enable better understanding. Students are not proficient enough in English to follow the lectures, so the teachers have to improvise. They are only pretending in a sense to be using English as the medium of instruction.

In Rubagumya, (2003) opinion the policy ought to be changed, and English should to be taught as a foreign language. He told me that he thinks propositions like this are met with resistance because people equate teaching through the English medium with learning English. He disagrees with this belief and maintained that one can learn English very well as a subject. He continued to point out that there is already accumulated considerable research evidence showing that this is possible.

4.5 Trend and Future Development of a Medium of Instruction Overtime

The fourth objective aimed to get information on the trend and future development of a medium of instruction overtime. The researcher used structured interviews for the respondents. Furthermore, this was of several sections all needed to be covered and attempted. The responses were narrated and interpreted in phrase as follows;

4.5.1 How Can You Say on Medium of Instruction Overtime?

From the findings the researcher found that, majority of the four head teachers said:

“At the end, the policy will change automatically whereby English language will be taught as a foreign in secondary school and not used as

a medium of instruction. We should make proud on our language for its prosper in Africa and worldwide including China were inspired with Kiswahili so far we see Kiswahili going far than is today English is”.

On the view of teachers said that:

“Medium of instruction should Kiswahili and English should be taught for the need to meet the marketable globalization whereby majority of the people all over the world use English compared to Kiswahili”.

This implied that medium of instruction overtime would change according the world adapted to globalization that need people knowing foreign language than their native or mother language.

4.5.2 Opinions to Change on Medium of Instruction

This was sought to say on opinions about medium of instruction. Interviews were used to obtain data from the field of study. About 50 respondents returned responses. Their responses relayed on involvement of stakeholders towards discussing about national education policy to be used in all schools.

“stakeholders’ today were using Kiswahili in communicating with their friends and were also taught by non-teachers so that to adapt Tanzanian culture. Therefore, it was required to be used from kindergarten school to higher learning institutions and English was to be taught as a foreign language to enable students speaking it likely other subjects taught”.

We should further spread our culture likely English had already spread almost the world, so the continuing using English was likely to be remoted and controlled on what was going, resigning even fake contract/chartered due to unfamiliar with the language.

They continued arguing that:

“let’s use of language as we can see China, Korea use their language in socio-economic development of the nations and academically. This had helped them to developed their culture and they stepped far by the

continuing of using their language they are familiar with what matter was the policy to be changed there was nothing to hinder nor backwardness so it was advised to use our language to transfer knowledge and skills that was understood to each other”.

“The policy still emphasizes the use of English language in secondary schools’ despite of majority of students in school perform poorly in it hence discouraging students learning English. That was students had poor background in English language in secondary schools since they prefer the use of Kiswahili due to their mother tongue as if they use the language understandable to each other would make them like subjects”.

This implies that Kiswahili language to be used as MoI because of available trained teachers and reference resources and because of it is national language.

“The policy showed that in primary schools Kiswahili is used to transfer knowledge and skills to pupils that lead them not having good background towards English language. In parallel to that, secondary school should prepare students speaking only English who could integrate in world market”.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides summary of the study, summary of the findings from chapter four and then gives conclusions and recommendations of the study basing on the objectives of the study and it gives areas for further studies.

5.2 Summary of the Study

The purpose of the study was to analysis of stakeholder's perception on the medium of instruction in secondary schools in Songea Municipality. Specifically, the study aimed: to examine stakeholders' perception on the medium of instruction in secondary schools, to evaluate the challenges facing students in their secondary education in respect to the MOI, to examine issues related to medium of instruction as described by the policy and /or guidelines and to explore the trend and future development of medium of instruction overtime. The study was conducted in four public secondary schools. The study also reviewed the related literature concerning the current study. The study adopted descriptive research design. The study involved head teachers, teachers and students in data collection who made a total of 50 sample size. The sampling techniques used were purposive sampling selected head teachers and teachers, simple random sampling selected students. Interview was used in obtaining data from the respondents. Data were presented using qualitative approach. Lastly the research ethical consideration was considered in the study.

5.3 Summary of the Main Findings

5.3.1 Stakeholders Perception on the Medium of Instruction in Secondary Schools

In this objective, the researcher examines stakeholder's perception on the medium of instruction in secondary schools. The results were that majority of the stakeholders argued medium of instruction used in secondary schools were English as a medium of instruction, Kiswahili as a medium of instruction and Both English and Kiswahili languages. However, they actively participate in classroom teaching students understand good when were taught in the language that they are familiar with it that made them participating actively.

5.3.2 Challenges Facing Students in Their Secondary Education in Respect to the MOI

In this objective, the study was interested to evaluate the challenges facing students in their secondary education in respect to the MOI. The results found were poor performance, incompetence of the teachers, lack of experience and confidence and difficulties to grasp knowledge. The study also found ability of teachers in using English as MoI/LOI that teachers were not able to transmit knowledge and skill to the students due to poor background of English used in teaching.

5.3.3 Issues Related to Medium of Instruction as Described by the Policy and /or Guidelines in Secondary Schools

In this objective, the study was interested to examine issues related to medium of instruction as described by the policy and /or guidelines in secondary schools. The

findings found were that English language to be used as a medium of instruction in secondary schools. However, the weakness of the policy in medium of instruction were the policy does not emphasize the use of English language in public primary schools but only doing so in secondary schools hence developing poor mastery it to students that accelerated to poor academic performance of the students. Furthermore, its goals and objectives were development of integrative personalities, promotion of the acquisition and appreciation of national culture and of the constitution, promotion of society-centered learning and the use of acquired skills and knowledge for the improvement of the quality of life, development of self-confidence, inquiring mind, and development-oriented mindset; and giving adaptive and flexible education that meets the challenges of an ever-changing world.

5.3.4 Trend and Future Development of Medium of Instruction Overtime

In this objective, the study aimed to explore the trend and future development of medium of instruction overtime. The study showed that at the end, the policy would change whereby English language will be taught as a foreign in secondary school and not used as a medium of instruction but should be used only for business purpose that would need a person acquire it even not only to school but also trough other learning sources had started teaching Kiswahili in their schools as they were inspired with Kiswahili so far we see Kiswahili going far like is English is today.

5.4 Conclusion

5.4.1 Stakeholders Perception on the Medium of Instruction in Secondary Schools

Basing on the findings it can be concluded that English, Kiswahili and both English

and Kiswahili to be used as a medium of instruction. However, students actively participated in classroom teaching and learning when were taught in the language that they are familiar with it that made them participating actively.

5.4.2 Challenges Facing Students in Their Secondary Education in Respect to the MOI

Basing on the findings the study concluded that there were challenges such as poor performance, incompetence of the teachers, lack of experience and confidence and difficulties to grasp knowledge. Also, it was found that teachers were not able to transmit knowledge and skill to the students due to poor background of English used in teaching.

5.4.3 Issues Related to Medium of Instruction as Described by the Policy and /or Guidelines in Secondary Schools

Basing on the findings the study concluded that English language to be used as a medium of instruction in secondary schools and the weakness of the policy in medium of instruction were the policy does not emphasize the use of English language in public primary schools but only doing so in secondary schools hence developing poor mastery to students. Furthermore, its goals and objectives were to develop integrative personalities, promotion of the acquisition and appreciation of national culture and of the constitution, promotion of society-centered learning and the use of acquired skills and knowledge for the improvement of the quality of life, development of self-confidence, inquiring mind, and development-oriented mindset; and giving adaptive and flexible education.

5.4.4 Trend and Future Development of Medium of Instruction Overtime

Basing on the findings the study in this objective concluded that the policy would change whereby English language would be taught as a foreign in secondary school and not used as a medium of instruction. But also, English should be used only for the business purpose that would need a person acquire it even not only to school but also through other learning sources.

5.5 Recommendations

Basing on the findings presented above, the study has recommendation for action and recommendation for further study.

5.5.1 Recommendations for the Action

- i) The government should come up with one answer about a medium of instruction to be used in secondary school. Also, should have seminars even once per year which will help teacher to learn from other teachers' ways of teaching subjects so that students cannot cram but understand the concept. Another is government should make sure that teaching and learning environment are more attractive and safety so that students can study without stress.
- ii) Academic masters/ mistress should make sure that they always pass through their classes during the time of teaching and learning so that they can know different problems which face students and teachers in the process of learning and teaching. This would reduce the failure of students especial in subject studied in English, as this subject has difficulty vocabularies. So, he/she can help teachers

and students on finding the solution on how to simplify the vocabulary through having dictionaries.

- iii) Students also should make sure that they understand the concept and not cram in order to pass their examination. Students should avoid shyness of speaking and pronouncing English terms as practice makes perfect. Students should work hard and read more books so that they can have bank of knowledge which will help them during their examinations.

5.5.2 Recommendations for Further Research

Based on the findings and conclusion of this study, further research should be conducted in the following areas;

- i) To find out the challenges facing students in their secondary education with respect to the use of English as Medium of Instructions.
- ii) Other study should also be conducted to see the impacts of Kiswahili as a medium of instruction to all schools including primary school, secondary schools and university level.
- iii) Other study should be conducted in other district so that to see how the use of language of instruction that are not familiar to learners affect them in their academic performance.

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APPENDICES

Appendix A: Interview Guide for Head Teachers

I. Stakeholders perception on the medium of instruction in secondary schools.

1. What medium of instruction do you use in secondary schools when teaching?
2. Are you actively participating in classroom when teaching using English as a medium of instruction?

II. Challenges facing students in the use of English as a medium of instruction

1. What do you think are the challenges facing students when taught using English as a medium of instruction?
2. Are you able to transmit content using English as MoI/LoI?

III. Issues related to medium of instruction featured in the policy / guidelines.

1. How does the policy say on medium of instruction in secondary school?
2. What do you think are the weakness of the policy on medium of instruction in Tanzania secondary schools?
3. Does the policy have the appropriate goals and objectives?

IV. Trend and future development of a medium of instruction overtime.

1. How can you say on medium of instruction overtime?
2. How does the policy say on medium of instruction and language to be used in secondary school overtime?
3. What is your opinions to change on medium of instruction?

Appendix B: Interview Guide for Teachers**I. Stakeholders perception on the medium of instruction in secondary schools**

1. What medium of instruction do you use in secondary schools when teaching?
2. Are you actively participating in classroom when teaching using English as a medium of instruction?

II. Challenges facing students in the use of English as a medium of instruction

1. What do you think are the challenges facing students when taught using English as a medium of instruction?
2. Are you able to transmit content using English as MoI/LoI?

III. Issues related to medium of instruction featured in the policy / guidelines

1. How does the policy say on medium of instruction in secondary school?
2. What do you think are the weakness of the policy on medium of instruction in Tanzania secondary schools?
3. Does the policy have the appropriate goals and objectives?

IV. Trend and future development of a medium of instruction overtime

1. How can you say on medium of instruction overtime?
2. How does the policy say on medium of instruction and language to be used in secondary school overtime?
3. What is your opinions to change on medium of instruction?

Appendix C: Interview Guide for Students

I. Stakeholders perception on the medium of instruction in secondary schools

1. What medium of instruction do you use in secondary schools when teaching?
2. Are you actively participating in classroom when teaching using English as a medium of instruction?

II. Challenges facing students in the use of English as a medium of instruction

1. What are the challenges facing students when taught using English as a medium of instruction?
2. Are you able to capture content when taught by using English as MoI/LoI?


III. Issues related to medium of instruction featured in the policy / guidelines

1. How does the policy say on medium of instruction in secondary school?
2. What do you think are the weakness of the policy on medium of instruction in Tanzania secondary schools?
3. Does the policy have the appropriate goals and objectives?

IV. Trend and future development of a medium of instruction overtime

1. How can you say on medium of instruction overtime?
2. How does the policy say on medium of instruction and language to be used in secondary school overtime?
3. What is your opinions to change on medium of instruction?

Appendix D: Ethical Documents

<p>Open University of Tanzania Ruvuma Regional Centre P.O. Box 338 SONGEA</p>		<p>Chuo Kikuu Huria cha Tanzania Kituo cha Ruvuma S.L.P 338</p>
<p>Tel:255-784866148 E-mail:dreruvuma@out.ac.tz</p>		<p>07/10/2020</p>

**REGIONAL COMMISSIONER'S OFFICE,
P.O. BOX 74,
SONGEA.**

Dear Sir/Madam,

REF: PERMISSION TO CONDUCT RESEARCH

The Open University of Tanzania mission is to generate and apply knowledge through research, to facilitate and simplify research process the Vice Chancellor of the Open University of Tanzania is empowered to issue research clearance on behalf of the government of Tanzania to both staff and student who are doing research in Tanzania.

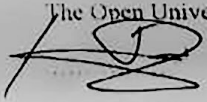
With this brief background the purpose of this letter is to introduce to you **CATHERINE CHARLES** with reg. No. **PG201800482** our student of **Master's Degree of Education in Administration, Planning and Policy Studies** in the faculty of Education. We hereby grant her a clearance to conduct research entitled **"Analysis of stakeholders perception on the medium of instruction in secondary schools: Acase of Songea municipality"**

The study is set to be conducted in Songea Rural specifically Mpitimbi, Mgazini and Paremiho Wards. Also, the study is scheduled to be conducted in three (3) weeks duration preferably with effect from first week of November 2020.

In case you need any further information kindly contact the Deputy Vice Chancellor Academic of the Open University of Tanzania or OUI regional director.

Yours sincerely,

The Open University of Tanzania,



Dr. Frank Julius
Ruvuma Regional Director

**THE DIRECTOR
RUVUMA REGIONAL CENTRE**

07.10.2020

THE OPEN UNIVERSITY OF TANZANIA

THE UNITED REPUBLIC OF TANZANIA
PRESIDENT'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

RUVUMA REGION
Tel. Nos. 025-2602256/2602238
Fax No. 2602144
E-mail. ras.ruvuma@tamisemi.go.tz
website: www.ruvuma.go.tz



Regional Commissioner's Office,
P.O. Box 74,
SONGEA.

Ref. No. AB.228/276/01/G/36

23th March, 2021

District Administrative Secretary,
SONGEA.

RE: RESEARCH CLEARANCE

Reference is made to the above heading.

This is to introduce to you Mr. Charles Catherine Reg No: PG.20180048 from Open University of Business Administration who wish to conduct a research in your district. The title of his research question is "Analysis of Perception of Stakeholders on Issues Related to Medium of Instruction use in Tanzania Secondary Education: Empirical Evidence from Songea Municipality".

The period of his research is from March, 2021 to April, 2021. Therefore, with this letter assist him for any necessary assistance to fulfil this study.

Thank for your esteemed cooperation.

A.H. Nammohe

FOR: REGIONAL ADMINISTRATIVE SECRETARY
RUVUMA

Copy:- Mr. Charles Catherine,
P.O.Box 338,
SONGEA.

HALMASHAURI YA MANISPAA SONGEA

[Barua zote zilandikwa kwa Mkurugenzi wa Manispaa]

MKOA WA RUVUMA:

SIMU OFISI NI Na 2602970
 Fax: 0252602474
 E-mail: songea.municipal@gmail.com
 Unapojibu tafadhali taja:



UKUMBI WA MANISPAA,
 S. L. P. 14,
 SONGEA.

Kumb. Na. SO/MC/E.10/.....

25/31/2021

Mkuu wa Shule
 Sekondari RUVUMA, ZIMANIMOJO, KALEMBO, MBULANI.
 Manispaa Songea.

Yah: KUMTAMBULISHA NDUGU CHARLES CATHERINE
 MWANACHUO WA CHUO KIKUU CHA C.U.T. KUFANYA UTAFITI.

Husika na mada tajwa hapo juu.

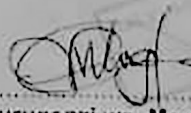
Kwa barua hii namtambulisha kwako mtajwa hapo juu, yeye ni mwanafunzi wa chuo Kikuu cha OPEN UNIVERSITY OF TANZANIA ambaye anakuja kufanya utafiti kwa mada litwayo:

ANALYSIS OF PERCEPTION OF STAKEHOLDERS ON ISSUES
 RELATED TO MEDIUM OF INSTRUCTION USE IN
 TANZANIAN SECONDARY EDUCATION: EMPIRICAL
 EVIDENCES FROM SONGEA MUNICIPALITY

Kiwa ni sehemu ya mafunzo yake mwaka 2018 katika Shule yako.

Mpokee mwanafunzi huyu ili aweze kufanya utafiti.

Naomba apewe ushirikiano.


 Kny: Mkurugenzi wa Manispaa ya
 SONGEA

Nakala: Mkurugenzi wa Manispaa
 Songea - Aione kwenye jadala

Mwanachuo
 Mwanachuo

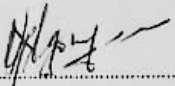
RUVUMA SECONDARY SCHOOL,
P.O. BOX 511,
SONGEA,
08/APRIL/2021.

OPEN UNIVERSITY OF TANZANIA
RUVUMA REGIONAL CENTER
P.O BOX 338
SONGEA

RE: MS CHARLES CATHERINE FROM OPEN UNIVERSITY OF TANZANIA (OUT)

Reference is done to above named person, I kindly acknowledge that the named conducted her research in which Ruvuma secondary school was one of his center where data was collected and she was given fully cooperation on her research title named **ANALYSIS OF PERCEPTION OF STAKEHOLDERS ON ISSUES RELATED TO MEDIUM OF INSTRUCTION USE IN TANZANIAN SECONDARY EDUCATION EMPERICAL EVIDENCES FROM SONGEA MUNICIPALITY.**

WITH THANKS



ALTEMIUS A. KOMBA

HEADMASTER
MKUU WA SHULE
RUVUMA SEKONDARI
S.L.P 511 SONGEA