



Influence of Language of Instruction in Enhancing Students' Acquisition of Knowledge in Secondary Schools in Arusha City Council, Tanzania

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Abstract: This study investigated the influence of language of instruction on academic performance of students in secondary schools in Arusha City Council, Tanzania. Objectively, the study found out the effectiveness of language policy in equipping students with the right knowledge in basic education and identified the challenges related to language of instruction faced by secondary school students in Arusha City Council. The study adopted convergent mixed methods design. Interview guide and questionnaires were used to collect data from respondents who consisted of 10 head teachers purposively selected, 101 teachers and 128 students selected by stratified and simple random samplings techniques. The reliability correlation coefficient ($r=0.810$) for questionnaire was determined. Quantitative data were analyzed using descriptive statistics in the SPSS. Results were presented in tables of frequencies and percentages. Qualitative data were thematically analyzed alongside research questions. Findings revealed that English language policy in secondary schools is not effective, as majority of students do not use it as a medium of instruction. Negative attitude towards foreign language by students, political interference, negative influence of mother tongue, limited teacher's proficiency in English language and poor classroom participation due to language barriers were identified as challenges facing students. The study concluded that students in secondary schools are not adequately prepared to use English as a medium of instruction in secondary schools. The study recommends heads of schools and teachers to ensure effective English orientation courses to induct students in using English and the Government to review the language policy to enhance its efficiency.

Keywords: Language, Instruction, Academic, Students, Arusha

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1. Introduction

Language of instruction is a key element in education since it is a medium through which knowledge is imparted and shared among the learners and teachers. If

the language of instruction is not well familiar to the learners and/or teachers, teaching and learning cannot be effective (Dorasamy, 2019). Therefore, language of instruction problems results in educational problems. While language can serve as a means of effective teaching

and learning, it can also be a barrier in learning, especially if there is mismatch between the language of teaching and the language known by the learner (Mosha, 2014). In terms of the links between language policy and education quality, the research indicates that using the mother tongue in the classroom enhances classroom participation, decreases attrition, and increases the likelihood of family and community engagement in the child's learning (Dorasamy, 2019; Kinyaduka & Kiwara, 2017). Research also shows that using the mother tongue as the medium of instruction enhances the child's cognitive learning processes, and that learner-centered learning has to be carried out in a language the child speaks in order to be effective.

In addition, evidence on the financial aspects of language of instruction policies demonstrates that widespread concerns about the high costs of local language as the medium education are not based on evidence. Studies also show that higher implementation costs in local language use are more than offset by lower student attrition and dropout rates (Smith, 2017).

At school level, Kiswahili is the language of instruction in public primary schools in Tanzania while English is taught as a single subject until students reach secondary school (URT, 2010). Note also that 99.1% of school age children in Tanzania attend public schools while only 0.9% attend private schools, in which, unlike public primary schools, the language of instruction in private primary schools is English throughout (URT, 2020). The main feature of Tanzania's education system is therefore the bilingual policy, which requires students to use Kiswahili as a language of instruction in primary education (public primary schools) and English language in secondary education. When a student in a public school advances to secondary school, the language of instruction swiftly changes from Kiswahili to English (Mosha, 2014). All subjects, except Kiswahili language are taught in English in secondary schools (URT, 2014).

Therefore, the sudden switch of medium of instruction, experienced by students when moving from primary education to secondary education might have less or more influence on academic performance for their studies in secondary school. This is because poor English language background in primary schools may in one way or another prevent secondary school students to get quality secondary education, which is offered by using English language (Mwinshekhe, 2001).

In this regard, secondary school students are continuing to show different academic performances in terms of their national examination results as compared to primary schools in national examination. For example, in the year 2020 national examination results summary in five

secondary schools indicates that 524(48.03%) failed their Form four exams by getting between Division IV and Division O. This may be compared to 567 (51.97%) who passed by getting division I to Division III (HakiElimu, 2017, p. 16). These differences in academic performance aroused the interest of education stakeholders about the core causes of students' failure. The current study therefore investigated the influence of language of instruction in enhancing students' acquisition of knowledge in secondary schools in Arusha City Council.

1.1 Research Questions

The following research questions guided the study:

- i. How effective is the language policy in equipping students with the right knowledge in basic education in Arusha City Council?
- ii. What challenges related to language of instruction do secondary school students face in Arusha City Council?

2. Literature Review

The theoretical framework was reviewed with reference to research objectives.

2.1. Theoretical Review

This study is guided by Vygotsky's theory of cognitive development, which states that learning is distinct in every individual child whereby the knowledge and skills acquired vary from one individual to another (Dahms, et al., 2007). Vygotsky maintained that the social world is not only the interactions between peers and their teacher but also consisted of outside influences within the community. Prior knowledge, such as learned behaviors at home, influences learning in the classroom environment. As such, Vygotsky outlined three main concepts related to cognitive development namely: culture is significant in learning, language is the root of culture, and individuals learn and develop within their culture in the community.

The importance of experiences and knowledge in interpreting present experiences is emphasized by Feden and Vogel (1993). Language of instruction has powerful, long-lasting influence on students as they advance to higher level of education. Language of instruction directly affects how students learn, what they learn, how much they learn, and the ways in which they interact with one another and the world around them (Nayerh, 2013).

Language is the basis of Vygotsky's ideas on social interaction and Vygotsky believed that individuals would

be limited to a more primitive function without language. Consequently, language is ultimately the tool by which individuals communicate the desired behaviors and therefore enable the development of a society and its culture. It is important to note that the education system influences the thoughts and belief systems of the children within. One's teachers and peers directly affect cognitive development by the language they use and the interpretations they offer on cultural events.

Application of the Theory to the Current Study

Thus, in education settings, learning takes place through the use of language which an external experience transforms into internal process; in this case, speech and language being the main means of communication that promote learning and learning leads to higher levels of thinking (Dorasamy, 2019). They also explain that according to Vygotsky two main ways of learning are through social interaction and language. Language enables individuals to share experiences, thus, enhancing the ability to participate in social interaction (Dahms et al, 2007). Vygotsky's theory sees language as an essential component in achieving the educational process. The use of a foreign language doesn't seem to achieve this fully since there are students who are unable to effectively learn using English as a language of instruction as they have very little exposure in the language; thus, many are unable to cope with their studies.

2.2 Empirical Review

The researcher reviewed empirical studies under the following study objectives: to find out the effectiveness of language policy in equipping students with the right knowledge in basic education and to determine challenges related to language of instruction faced by secondary school students.

2.2.1 Effectiveness of Language Policy in Equipping Students with the Right Knowledge in Basic Education

A constructivist study, conducted by Sundusiyah (2019), described and analyzed the Indonesia's English as Medium of Instruction (EMI) policy goals and its surrounding debates, including a school-based case study to illustrate micro-level practices and challenges. The analysis primarily explored differences between policy meanings as intended by national policy makers and various, contrasting meanings as framed and constructed by multilevel stakeholders, including local teachers and domestic and international scholars. Key findings

revealed divergent values, beliefs and approaches to problems, constructed out of stakeholder's social situations. Despite optimistic tones from policy makers and several school members, many were alarmed with schools differing capacities related to teachers' language competence and logistics. Many praised global-oriented goals of EMI policy in increasing individuals' opportunities and mobility supposedly resulting from instrumental and integrative values of English-mediated education and hence the nations' global economic and socio-political existence.

In the views of Nestory (2018), most stakeholders acknowledged utilitarian merits of English language competence, but many disapproved of English being an instructional language. Opponents argued that officiating English as additional medium of instruction in public schools may empirically and hypothetically contribute to youth's national identity erosion, national language marginalization, and speedy decrease of local language speakers. In the views of Nayereh (2013), it is believed that incentive-loaded English speaking-Schools had deepened socio-economic divides among formal schools. Such differing viewpoints may not always be in opposition. However, ideological, and political alignments seemed to be challenging, resulting in wicked language policy situations.

McGlynn (2014) conducted a study that examined the interaction between the language in education policy and classroom practices in Gambia, West Africa. The study took place against a background of vigorous academic debate regarding policies for language in education and the learning and teaching of students, particularly in postcolonial countries. Using an ethnographic case study, the thesis builds on the analysis of more than 38 hours of data collected during classroom observations of 10 teachers in three schools. The findings suggested that the teachers and students regularly subvert the language in education policy currently in use in Gambia to meet the pragmatic and pedagogic needs of the classroom. It was noted that the local languages were used differently in the urban sites, where evidence of a language amalgam was recorded, when compared with the rural sites, in which a phenomenon of serial monolinguals was observed. It was also noted by Dorasamy (2019) that the impact of historical, political and cultural norms also affected the language in all the sites in the study. The thesis argues that there is an observable subversion of the language in education policy and different language practices are present because of heterogenic lingual conflict. The conflict is caused by the imposition of a monolingual language in education policy on a multilingual community.

Another study by Patrick (2020) revealed that the teachers and learners have developed a range of pedagogic techniques, some of which are geographically specific, in order to present a demonstration of effective teaching and learning. Relating to this study, this thesis demonstrates that using mother tongue in the classroom enhances classroom participation, decreases attrition, and increases the likelihood of family and community engagement in the child's learning. Using the mother tongue as the medium of instruction enhances the child's cognitive learning processes, and that learner-centered learning has to be carried out in a language the child speaks in order to be effective.

Mwingsheikhe (2016) carried out a study on the extent to which Kiswahili is used by both students and teachers in teaching sciences in Tanzanian secondary schools, where English is officially the language of instruction. A qualitative research methodology approach was used in the study, based on the interpretive paradigm with individual, focus group, interviews and classroom observations. Eight teachers and sixteen students were involved from eight schools. The study found that, the majority of the teachers interviewed in the study acknowledged the existence of a language problem in the teaching and learning of science at the secondary level and admitted that they used Kiswahili regularly to ensure that the students understood the material. It is against the foregoing that the current study sought to investigate the influence of language of instruction in enhancing students' acquisition of knowledge in secondary schools in Arusha City Council

2.2.2 Challenges Related to Language of Instruction Faced by Secondary School Students

O'Connor and Geiger (2015) conducted a study to investigate the challenges facing secondary school students on learning English as a Second Language in the Western Cape, Cape Town- South Africa. The study was prompted by the prevalence of English Second or Other Language (ESOL) where learners were identified as having language difficulties and being referred for Speech-Language Remedy. The study describes challenges faced by secondary schoolteachers at government schools in the Cape Metropolitan area who were working with such learners. Applying a mixed-methods descriptive design, a self-administered questionnaire and three focus groups were used for data collection (Creswell & Creswell, 2018). Educator perceptions and experiences regarding ESOL learners were described. Finding revealed that, there was a shortage of educators who were able to speak isiXhosa, the most frequently occurring first (or home) language of

the region's ESOL learners. Challenges faced by students as ESOL learners included; learners' academic and socio-emotional difficulties and a lack of parental involvement in their children's education. Participant educators indicated a need for departmental, professional and parental support, and additional training and resources.

Mulatu, Basha, and Aklilu (2014) conducted a quantitative case study on the challenges in use of mother tongue based education as medium of instruction in primary school for quality enhancement in Wolaita Zone Administration, Ethiopia. Simple random sampling technique were employed to select sample public and private school and purposive sampling to select academic staff and parents, students and teachers while the school principals were sampled using availability sampling method (Creswell, 2013). The tools used to gather relevant data from the research participants were questionnaire, in-depth semi-structured interviews, classroom observation, relevant document analysis and focus group discussion (FGD). The study result revealed the challenges at play on language choice of parents being: lack of understanding, overcrowding and unorganized medium public schools, reluctance of private schools to provide medium instruction, absence of a clear policy that obliged the private sector to provide mother tongue education, and the hegemonic position of Amharic/English language. In so doing, they disregard the role of mother tongue education in favour of second language medium.

The study recommended that parents should be encouraged to choose their own language for their children and others should appreciate their choices. Teachers and school practitioners should pay attention to students' attitude and motivation towards medium of instruction, as they are important predictors of academic performance, zone administration and education bureau should prepare and deliver enough textbooks and other educational materials to the student within appropriate time schedule of the academic year.

In addition, the study conducted by Nestory (2018) concerned with the impact of English as media of instruction on students' academic performance in community secondary schools in Bunda District in Tanzania. The objectives were to find out the relationship between the language of instruction and the secondary school students' academic performance; to identify instruction preference in secondary school level; to identify the impact of English as medium of instruction on secondary schools students' academic performance in Bunda district; and to explore possible changes that can be made to reduce the problem of student poor performance resulting from English as a medium of instruction in Bunda district. according to Dorasamy (2019), it was necessary for the study to adopt a cross-

sectional research design where questionnaires and documentary sources to collect data from School Management Team (SMT) members, District Secondary Education Officer (DSEO), heads of schools and teachers.

According to the findings, English as Medium of Instruction (EMI) has psychological impact, impact in the learning process, and impact in test or examinations performance, which were presented into three phases: initial progressive context, learning process, learning process and period. Majority of respondents proposed change on language of instruction. The study concludes that using EMI contributes to poor academic performance among students, resulting in poor quality education.

The study conducted by Elibariki (2017) investigated the challenges facing primary school pupils in learning English as a foreign language. Objectives of the study were to examine the capacity of teachers to facilitate teaching of English subject in primary schools, examine pupils learning environment, and investigate measures for improving the environment for English teaching and learning. The study used a cross-sectional survey design, which employed mixed approach research (Dorasamy, 2019). The study area was Itigi District Council in Singida region. Random and purposive sampling procedures were used in the selection of the sample. Questionnaires, observations and documentary reviews were used to collect data. The findings revealed that poor background of English language for teachers, extensive use of the mother tongue in the teaching and learning process, large class size, inadequate teaching and learning materials, were the challenges faced by pupils in learning English. The findings also indicated that there was insufficient time to practice English, lack of activities

conducted by teachers in classrooms to strengthen pupils' English language knowledge and skills.

3. Methodology

The study adopted convergent mixed methods design. The design allowed the researcher to collect both qualitative and quantitative data and analyze them separately (Creswel & Creswell, 2018). Interview guide and questionnaires were used to collect data from respondents who consisted of 10 head teachers, 101 teachers and 128 students. Head teachers were purposively selected while the researcher used stratified and simple random samplings techniques to select teachers and students. The form one and form two students were divided into two strata based on their gender. The researcher conducted a pilot study on two secondary schools not included in the actual study. The data obtained were tested for internal consistency of instruments items using SPSS version 23. The reliability test was done using split half method whereby Cronbach's alpha reliability coefficient for teachers' questionnaires (TQ) was $r=0.81$ and that of students' questionnaires (SQ) was $r=0.79$. Quantitative data were analyzed using descriptive statistics in the SPSS and results were presented in tables of frequencies and percentages. Qualitative data were thematically analyzed and the results were presented in narrative form.

4. Results and Discussion

Table 1 shows the results of the first objective that investigated the effectiveness of language policy in equipping students with the right knowledge in basic education in Arusha City Council.

Table 1: Teachers' and Students' Responses on Effectiveness of Language Policy in Equipping Students with the Right Knowledge in Basic Education

Item No.	Effectiveness of language policy in equipping students with the right knowledge in basic education	Teachers (=101)	Students (n=128)	Total Respondents (n=229)
		f (%)	f (%)	f (%)
1	Language policy is geared towards equipping students with the right knowledge in basic education.	78 (77.3%)	121 (94.5%)	199 (86.9%)
2	Schools in the region comply with language policy in curriculum implementation.	41 (40.6%)	48 (37.5%)	89 (38.9%)
3	Students have found it easy to cope with language policy in school.	27 (26.7%)	17 (13.3%)	44 (19.2%)
4	Teachers get cooperation from students in implementing language policy in school.	70 (69.3%)	94 (73.4%)	164 (71.6%)
5	School heads support implementation of language policy in school	93 (92.1%)	110 (85.9%)	203 (88.6%)
6	Parents follow up language practice of students at home	52 (51.4%)	58 (45.2%)	110 (48.0%)
7	There is need to improve language policy in basic education in our schools.	90 (89.1%)	117 (91.4%)	207 (90.4%)

f=Frequency, %=Percentages, n=Number of respondents, values in brackets are percentage of teachers and students who agreed with the statement. Hence those with contrary opinion to the statement are implied

Source: field data (2022)

Table 1 indicated that participants, both teachers and students agreed that language policy is geared towards equipping students with the right knowledge in basic education but differ in their percentage of agreement as presented in the table. Data shows that, the item language policy equips students with the right knowledge in basic education was agreed by 78 (77.3%) teachers and 121 (94.5%) students. Meanwhile, 41 (40.6%) teachers and 48 (37.5%) students agreed that schools in the region comply with language policy in curriculum implementation. Moreover, 52 (51.4%) teachers and 58 (45.2%) students agreed the item parents follow up language practice of students at home. The findings are supported by Smith (2017) who argued if students understand the math concepts in their first year by complying with language policy in curriculum implementation, they are more likely to continue their college education and to become productive members of Jamaica's economy.

Findings in Table 1 further revealed that, 93 (92.1%) teachers and 110 (85.9%) students agreed that School heads support implementation of language policy in school, while 70 (69.3%) teachers and 94 (73.4%) students agreed that teachers get cooperation from

students in implementing language policy in school. Conversely, the item, there is need to improve language policy in basic education in our schools was supported by 90 (89.1%) teachers and 117 (91.4%) students. Notably, just 27 (26.7%) teachers and 17 (13.3%) students agreed that students have found it easy to cope with language policy in schools. On the contrary, majority of the respondents that is, 73.3% teachers 86.7% students did not find it easy to cope with language policy in schools. Therefore, effective implementation of language policy needs proper reinforcement as observed by Nestory (2018).

During the interviews, while seeking their opinion on effectiveness of language policy in equipping students with the right knowledge in basic education, heads of schools revealed that, although the language policy in secondary schools is English, it is not effective in equipping students with the right knowledge in basic education. In this regard, one head of school narrated that:

Okay, for me I think as the language of instruction is English, it is useful to equip students with the right knowledge. ...the language is not effective, especially for lower

classes as most students are unable to use English in communication (*personal Interview, 20th July, 2022*)

Moreover, heads of schools commented that, students are given English orientation course, but majority do not measure up in using English as medium of instruction. A comment from one head of school state that:

The language policy is not as effective as expected; the students are conversant with Swahili language as majority come from Swahili medium primary schools. An English orientation course for one month is not enough to make a student conversant with and communicate in English (*personal Interview, 20th July, 2022*)

Similarly, majority of heads of schools commented that, English language policy is not effective in equipping students with right knowledge since most of students come from Swahili speaking primary schools. One head of school argued that:

...the medium of instruction in secondary school is English language. However, I do not it is effective equipping students with the right knowledge in basic education. This is because most students find it difficult to catch up with lessons in classes when taught in English, as majority of form one students come from

primary schools which the medium of instruction is Swahili (*personal Interview, 21st July, 2022*)

Therefore, findings generally indicated that the respondents agreed that language policy if well practiced will equip students with the right knowledge in basic education. These findings are contrary to those found in Dar es Salaam by Mwinsheikhe (2016) on the study of the extent to which Kiswahili is used by both students and teachers in the teaching sciences in Tanzanian secondary schools, where English is officially the language of instruction. The study found that the majority of the head of school interviewed in the study acknowledged the existence of a language problem in the teaching and learning of science at the secondary level, and admitted that they used Kiswahili regularly to ensure that the students understood the material. However, these findings imply that language policy is critical to learning and improving students' acquisition of right knowledge according to the established education policy. Language policy in its broader sense influences teachers' and students' performance in teaching and learning as it influences their communicative approach.

The second objective of the study identified the challenges related to language of instruction faced by secondary school students in Arusha City Council. Data collected from the field are presented in table 2 as follows.

Table 2: Teachers and Students Responses on Challenges Related to Language of Instruction Faced by Secondary School Students

Item No.	Rate the Challenges Related to Language of Instruction Faced by Secondary School Students	Teachers (=101)	Students (n=128)	Total Respondents (n=229)
		f (%)	f (%)	f (%)
1	Negative attitude towards foreign language by students	66 (65.3%)	88 (68.7%)	154 (67.2%)
2	Lack of interest in foreign language by teachers	45 (44.6%)	60 (46.9%)	105 (45.8%)
3	Negative influence from first language (mother tongue)	79 (78.3%)	76 (59.3%)	155 (67.7%)
4	Limited teacher's proficiency in foreign language	58 (57.5%)	82 (64%)	140 (61.1%)
5	Inadequate support from education stakeholders	83 (82.2%)	82 (64.1%)	165 (72.1%)
6	Political interference.	81 (80.2%)	75 (58.6%)	156 (68.1%)

f=Frequency, %=Percentages, n=Number of respondents, values in brackets are percentage of teachers and students who agreed with the statement. Hence, those with contrary opinion to the statement are implied

Source: field data (2022)

Table 2 indicated that there were challenges related to language of instruction faced by secondary school students in Arusha City Council. The results indicated that respondents 66(65.3%) teachers and 88(68.7%) students giving a total of 154(67.2%) of the respondents who agreed that negative attitude towards foreign language by students is a challenge related to language of instruction faced by secondary school students. On the other hand, 45(44.6%) teachers and 60(46.9%) students agreed that there is lack of interest in foreign language, while 79(78.3%) teachers and 76(59.3%) students agreed that negative influence from first language (mother tongue) also is a challenge related to language of instruction faced by secondary school students.

Furthermore, the findings show those 58 (57.5%) teachers and 82(64%) students agreed that limited teacher's proficiency in foreign language is a challenge related to language of instruction faced by secondary school students. The findings are supported by McGlynn (2014) who conducted a study that examined the interaction between the language in education policy and classroom practices in Gambia, West Africa. The study suggested

that the teachers and students regularly subvert the language in education policy currently in use in Gambia in order to meet the pragmatic and pedagogic needs of the classroom. In another study, O'Connor and Geiger (2015) also argued that the impact of historical, political and cultural norms also affected the language in all the sites in the study area and the conflict is caused by the imposition of a monolingual language in education policy on a multilingual community. These findings imply that, due to various backgrounds in terms of language, students in secondary schools are conversant in Swahili and other vernacular languages. Therefore, as they enter secondary school, it becomes hard for teachers to suddenly develop them to use English, which is the medium of instruction according to the language policy in secondary schools.

Additionally, findings of the current study show that majority of respondents agreed that negative influence from first language (mother tongue) is a challenge towards language of instruction in secondary schools. Findings have established that majority of participants agreed that limited teacher's proficiency in English language poses a challenge in the language of instruction

in secondary schools. Fadhili (2019), who assessed teachers' ability to use English language in classroom instruction in Moshi district council supports these findings. Fadhili (2019) found that teachers did not use English properly to give classroom instructions, teachers were not sensitive to note and correct students' English language mistakes. In addition, the author found that challenges like difficulties in pronouncing English words, using inappropriate tense and lack of vocabularies were revealed among teachers. Suggested solutions to improve teachers' ability to use English language to give classroom instructions were in-service English language training and communication skills course to be offered in universities and teachers' colleges for 2-3 years. These findings mean that students' poor mastery of English language was due to limited teacher's proficiency in English language. Similarly, 83(82.2%) teachers and 82(64.1%) students giving a total of 165 (72.1%) of the respondents who agreed that inadequate support from education stakeholders, and 81 (80.2%) teachers and 75 (58.6%) students identified political interference as among the challenges related to language of instruction encountered by secondary school students.

To probe more for the challenges related to language of instruction encountered by secondary school students, participants gave their opinions during the interview. In this regard, the heads of schools expressed their opinions on different challenges. A comment from a head of school explained that:

...due to English language policy and lack of mentoring courses, students fail to understand subject concepts and they even fail to understand questions in their exams hence they fail
(*personal Interview, 20th July, 2022*)

In this regard, Smith (2017) pointed out that there is need for professional development session for mathematics teachers to demonstrate how to teach in Jamaican Dialect while simultaneously folding the instruction in a way that students can learn Standard English and be prepared for the following year at the local University College of Science and Education. The findings also show that students cannot participate in group discussions since they are not fluent in English language. With respect to challenges, one head of school argued that:

...my form one students fail to communicate and learn properly and they cannot participate in group discussions because many of them are not fluent in English language (*personal Interview, 20th July, 2022*)

Heads of schools in their majority also opined that language of instruction (English) causes school drop out for some students. One head of schools had this to say:

Some students in my school, especially those from Swahili medium primary schools, get demoralized and intimidated by fellow students from English media primary schools and they even decide to quit school (*personal Interview, 21st July, 2022*)

Furthermore, majority of heads of schools commented that students have poor participation in classroom due to language barriers as a challenge related to language of instruction encountered by secondary school students. One head of school maintained that:

“...there is poor participation in classroom learning. Most students do not understand most concepts clearly due to language barrier”
(*personal Interview, 21st July, 2022*)

The findings on the second objective for the study therefore show that majority of participant agreed that negative attitude towards foreign language by students was a challenge on language of instruction. These findings are corroborated by Nestory (2018) that revealed the negative impact of English as Medium of Instruction (EMI) on students' academic performance in community secondary schools in Bunda District in Tanzania. The study concluded that using EMI contributes to poor academic performance among students, resulting in poor quality education. These findings imply that, due to socio-economic background of students, cultural dimension strategies, methods and techniques used in teaching-learning environment of students since primary schools can affect their attitude towards accepting the use of English language in schools since it is a foreign language to them.

The study also revealed that political interference is a challenge related to language of instruction faced by secondary school students. Political interference in this case involves politicization of decision making in the education institutions and it involves the collision caused by political leaders which marginalized the role and contribution of professionals in educational improvement (Mugenyi, 2013). The argument by participant could mean that political interference on matters of administration, examination and posting of teachers in education institutions impedes the implementation of language policy in secondary schools. There have been complaints about the appointment of under qualified or unqualified administrators in strategic positions. In a related study by O'Connor and Geiger (2015) in Cape Town- South Africa, participant educators indicated a need for departmental, professional, political and parental support, and additional training and resources. In another development, Fadhili (2019) argued that political influence negatively impacts on education organizational

performance. With reference to this matter, it is assumed that sometimes educators in administrative positions were appointed based on their personal political affiliations more than on their competence (Omari, 2011). The current study revealed that for effective implementation of language policy and other matters related to instructional language, politicians should stop interfering with matters concerning education but rather work together or and complement each other to accomplish educational goals.

5. Conclusion and Recommendations

5.1 Conclusion

Based on the findings of the current study, the following conclusions were drawn:

The result of the study on the first objective revealed that language policy if well implemented will equip students with the right knowledge in basic education. Nevertheless, the study established that the English language policy in secondary schools is not effective. Thus, it is possible to conclude that effectiveness of language policy in equipping students with the right knowledge in basic education is not achieved in secondary schools due to controversy existed in language policy in primary schools whereby Swahili is the primary medium of instruction, but English is the medium of instruction at the secondary and post-secondary levels.

Findings on the second objective indicated challenges facing students regarding the language of instructions in secondary schools. These included students' negative attitude towards foreign language, political interference, negative influence from first language (mother tongue), limited teacher's proficiency in English language; failing in exams and poor participation in classroom due to language barriers. Therefore, it is possible to conclude that students in secondary schools are not adequately prepared for the use of English as a medium of instruction. Therefore, teachers and students should train, do frequent practice and struggle to express themselves clearly in English language.

5.2 Recommendations

Based on the study findings the following recommendations were made:

1. The study recommends that, heads of schools and teachers in secondary schools should ensure effective English orientation courses for form one students to ensure that students are well

inducted in using English as a medium of instruction in their schools according to the language policy.

2. The Government, through the Ministry of education need to review the language policy both in primary and secondary education so that they enhance and equip students with right knowledge in basic education. The study recommends that the government should emphasize on the improvement of English Language Proficiency, since the greater the improvement, the more a positive influence may be anticipated.

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