

**The Influence of the Language of Instruction
on Students' Academic Performance in
Secondary Schools:**
*A comparative study of urban and rural schools in
Arusha-Tanzania*

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ABSTRACT

This study highlights the impact of using English as the language of instruction on students' academic performance in secondary schools particularly contrasting urban and rural schools in Tanzania. Two subjects, that is, History and English were used to examine the differences and similarities in students' performances.

The theoretical framework to guide this study includes: Vygotsky theory which examines the importance of language and learning in creating meaning and linking new ideas. The zone of proximal development is also featured by Vygotsky with the aim to promote effective learning. The self-worth theory assumes that success is valued while failure is relates to low ability these are criteria of personal worth. The Problem-posing pedagogy promotes education as a tool of liberation, democracy and empowerment.

The study mainly used qualitative approach in data collection, analysis and presentation. Quantitative approach was only used to present statistical data. Data was obtained through the use of interviews, observation and documentary review. The study adopted a multiple-case study and content analysis was used for data analysis.

The findings indicate that students in urban secondary school performed better than students at the rural school. The mock examination performance results for History and English verified this; however the difference between the schools is marginal. The findings also show that the use of similar coping strategies and lack of student participation in class discussions were observed in both schools. The scarcity of learning materials, regular use of teacher-centered methods were observed in both schools except in a few lessons in the urban school. Findings also show that overcrowded classrooms and lack of physical facilities such as a library hamper effective learning and developing language skills.

Moreover, the findings reveal other influences that affect student's performance. School administrative issues such as giving students punishments and outdoor activities during class hours and the absence of lunch meals in school are issues that affect both urban and rural students' academic performance. The finding also showed that for students to perform well in examinations they need to be motivated by teachers and be willing to study conscientiously. Parental support and tuition/remedial classes were also highly recommended to enable students to perform much better. The absence of favorable living surroundings and adequate time to study at home were other factors that could contribute poor academic achievement.

This study considers the fact that English is still the language of instruction; therefore, measures need to be taken to solve the language problem. In order to work on this language problem the teaching of English as a subject should be enhanced to promote effective and efficient teaching and learning in classrooms. Reading programs and oral exercises for students should be initiated in schools to develop students' language skills. English training workshops and professional pedagogy workshops for all subject teachers should be organized to improve teachers' language and pedagogy skills.

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List of abbreviations

BAKITA	Baraza la Kiswahili Tanzania (National Council for Kiswahili)
EMP	English Medium Primary school(s)
IMF	International Mon
LOI	Language of Instruction
LOITASA	Language of Instruction in Tanzania and South Africa
NECTA	National Examination Council of Tanzania
TANU	Tanganyika African National Union
UNESCO	United Nations Educational Scientific and Cultural Organization
URT	United Republic of Tanzania
WB	World Bank
ZPD	Zone of Proximal Development

CHAPTER ONE: Introduction

1.1 Background to the study

A number of studies done concerning the language of instruction and students' performance in secondary schools show the deterioration of education standards (Criper & Dodd, 1984 in Rubagumye, 1990; Malekela, 2000; Senkoro, 2004). Tanzanian children receive seven years of primary education in Kiswahili medium which is now becoming the first language to many children especially those who live in urban areas. But in the rural areas Kiswahili is still a second language to many children after their vernacular languages. English is taught as a compulsory subject in primary schools from class one instead of class three which was the case some years ago. As the children complete their primary education and continue to secondary schools the switch from Kiswahili to English is difficult for most of them. Criper & Dodd (1984) in Rubagumye (1990) after their research concluded that the level of English in secondary schools was completely inadequate for the teaching and learning of other subjects and immediate measures were to be taken. Roy-Campbell and Qorro (1997) identify two problems that result from using English as a language of instruction in secondary schools; first, little knowledge is gained from the subject-matter since learners do not understand English well, second, even their Kiswahili language skills tend to be lagging behind because they are not using the language as a medium of instruction. Furthermore, learners are restricted from adequately acquiring the necessary knowledge, skills and attitudes intended in their academic studies because of using a foreign language as a medium of instruction.

The language problem can be traced back since the time when Tanzania decided to adopt African socialism (Ujamaa) and as a result of this there was a move of Africanization where everything that had to do with the colonial heritage was seen as a means to corrupt the socialist system. English language also was inherited from the British therefore was seen as a negative influence especially when Kiswahili officially became the medium of instruction in primary schools in 1967. English still remained as the medium of instruction in secondary and tertiary education but was not given high prominence as Kiswahili.

However, in 1969 the Ministry of National Education sent out a circular to all heads of secondary schools which explained the possibility of introducing Kiswahili as the language of instruction in some subjects starting with Political education in 1969/70, then Domestic

science in 1970, followed by History, Geography, Biology, Agriculture and Mathematics in 1971 (Bhaiji, 1976 in Roy-Campbell, 1990).

The interest of doing a research in this issue has to do with personal experience of teaching in both urban and rural secondary schools during field work. In my experience I saw that the ability of students in using the language of instruction in class was very minimal and so was their performance based on class tests. Also as a teacher at teachers' training college experience showed that even students who have been using the language of instruction from form one up to six (ordinary and advance level education) are still facing the same problems despite having used the language for six years. Linguist specialists' claim that a language which is not used in daily interactions tends to suffers regression. Therefore, this is the case with English it has become 'a classroom language' because it is only used meagerly in the classroom.

Rural and urban schools differ in terms of the extent in which the language of instruction influences their academic performance because first the teachers that are normally in rural schools are not as competent as those who are in urban secondary schools. Secondly, is the students' perceptions of the language of instruction, students from urban schools have a more positive outlook towards English and see the benefits that come with the language (see chapter 2) unlike their rural counterparts who have little or no motivation to diligently learn the language. Socio-economic status also plays a role in this urban-rural divide in terms of the family individual students come from and their future prospects of further studies (see chapter 5).

1.2 Problem statement

The medium of instruction in Tanzanian secondary schools is English a language which does not facilitate effective teaching and learning in classrooms. Both teachers and students are not competent in the language which has been the medium of instruction for the past 40 years. The teaching and learning process has been gradually deteriorating because of the English language barrier. Students are experiencing difficulty in understanding what they are taught in class and performing to their full capability. The students' substandard performance in test and examinations shows how serious this problem is in secondary schools.

The aim of this study is to examine two schools- an urban and a rural secondary school and see whether the language of instruction plays a crucial role in inhibiting learners from performing to their full potential. Is there a possibility that both the language of instruction and other factors consequently lead to low performances in students' academic studies? What are the contrasts and comparisons that can be drawn from the two schools in terms of the language of instruction and its impact on their performance? I shall be looking into two subjects namely History and English.

1.3 Purpose of the study

The purpose of this study is to examine the impact of the language of instruction on urban and rural students' academic performance in the subjects of History and English language. A number of studies show that one of the reasons for the unsatisfactory performance in examinations is because teaching and learning is conducted in an unfamiliar language.

The aim of this study is to examine to what extent the language of instruction impedes these final year students to perform well in examinations even with four years experience of using the language in urban and rural secondary schools. I also want to see if there are other factors that are contributing towards the low performance of students. I further want to find out what are the contrasting features between the urban and rural school in terms of using the language of instruction and the outcome of their performance in the two subjects.

1.3.1 Specific objectives

- i. To what extent does the language of instruction contribute towards students' success or failure.
- ii. To find out the main differences and similarities in students' performance in urban and rural secondary schools.
- iii. To examine other contributing factors that influence students' performance.

1.4 Research questions

Based on the specific objectives mentioned above this study will try to answer the following questions:

1. To what extent does the language of instruction determine the performance of students in urban and rural secondary schools?
2. What are the significant differences and similarities in students' performance between urban and rural secondary schools within the subjects of English and History using the language of instruction?
3. What are other influences that may contribute to the differences in academic performance in urban and rural secondary schools?

1.5 Significance of the study

This study aims to provide information to the present literature on current situation students are facing using English the language of instruction and its impact on their performance in both urban and rural secondary schools in Tanzania. This study draws attention to the current situation on the language of instruction and its influence on students' performance in secondary schools in Tanzania. In this case the language policy still states English as the language of instruction in secondary schools, therefore, what could be done to make a difference? The study will look into matters concerning opportunities students get to use the language of instruction in class, teaching strategies used, students' general performance and issues of motivation.

1.6 Limitation of the study

This study has been limited to two secondary schools, the first one was an urban secondary school and the other was a rural secondary school due to time limit. Also at the urban school I was unable to interview one teacher who completely rejected to be interviewed stating no apparent reasons. The Headmasters in both schools, who were considered as interview participants, were not present at the time of the research. Instead I interviewed heads of academic as representatives of the school administration.

1.7 Overview of the study

This study is divided into seven chapters. Chapter one presents the introduction which describes the background of the problem, statement of the problem and purpose of the study. The chapter also outlines the specific objectives of the study and the research questions. It further delineates the significance of the study and limitations that were experienced during this study and lastly is the overview of the study.

Chapter two discusses the current language policy and its implications, multilateral and bilateral donors and their influence on the language of instruction in post-secondary education. The language problem in urban and rural schools and the learning environment are also discussed. This chapter also describes bilingualism, the use of code alteration and immersion programs in classrooms. Lastly this section addresses the language of instruction and academic performance as well as the empirical studies from within and outside Tanzania.

Chapter three presents discusses the theoretical framework of the study. Vygotsky's theory and Self-worth theory were explained in this chapter. The problem-posing educational practice is discussed as well. Finally, the key concepts are defined.

Chapter four is concerned with the research methodology of the study. The chapter describes the research method and design used in this study. The data collection techniques as well as the sample and sampling techniques used in this study and reasons for their choice are discussed. The chapter also addresses issues of validity and reliability, data analysis procedures and ethical considerations.

Chapter five presents the overall context of Tanzania. In this chapter the current Tanzanian education structure is described. It also includes the historical overview of the language setting in Tanzania. The difference between urban and rural secondary schools is described followed by the division of language in Tanzania. Finally, the value of English and Kiswahili in the society and the assessment levels in ordinary level secondary school is explained.

Chapter six is concerned with the presentation of findings and interpretation; this is done in view of the specific research objectives guiding the study.

Lastly chapter seven presents the discussion of major findings, summary and recommendations of the study.

CHAPTER TWO: Literature Review

2.1 Introduction

This chapter is divided into eight sections. The first is the introduction followed by the language policy and its implication which is the second section. The third section explains multilateral and bilateral donor agencies and their influence on the language of instruction in post-primary education. The fourth section is the language problem in rural and urban schools and the distinction that exists. The learning environment is the fifth section followed by bilingualism-the use of code alteration and immersion program in classrooms which is the sixth section. The seventh section is the language of instruction and academic performance. The eighth section is empirical studies on students' academic performance followed by remarks on the empirical studies which is the final section.

2.2 The current language policy and issues surrounding this policy

In 1997 the Ministry of Education and Culture issued a policy document called *Sera ya Utamaduni* (Cultural Policy). This document addressed the question of the language of instruction particularly the position of the Tanzanian government regarding the two languages used within the formal education system (Brock-Utne, 2009). The policy stated:

- A special programme that shall enable the use of Kiswahili at all levels of education and training shall be prepared and implemented (URT, 1997:19 translated).
- English shall be a compulsory subject in pre-primary, primary and secondary education and shall be encouraged in higher education and its teaching shall be enhanced (URT, 1997:18 translated).

As far as all levels of education are concerned only primary schools have experienced the implementation of these policies since the language of instruction is already Kiswahili and English is a compulsory subject. However, in post-primary education that is secondary and tertiary level there has been no change yet, the language of instruction is still English.

Mkwizu (2002) in Brock-Utne and Holmarsdottir (2003) says that a consultancy report was proposed in 1998 (MEC, 1998) that Kiswahili would formally start being taught in secondary

schools in 2001. The Minister of Education Joseph Mungai during a follow up meeting said that the need to change the medium of instruction from English to Kiswahili is mainly from professors but the governments priority is the requests of the general public (Brock-Utne & Holmarsdottir, 2003). Mungai continued to explain that a large number of Tanzanians seem to want English as the medium of instruction because there are many applications from people who want a license to start English medium primary schools and there hasn't been even one application to start a Kiswahili medium secondary school. First, the question is whether the government understands the depth of the language problem which starts from secondary to tertiary level. Second, the reason why there is a large number of applications to start EMP schools is because education is now a business venture as Rubagumya (2003) calls this the start of a new 'linguistic market' and this is due to the misconception that children learn English better when it is used as a LOI.

In 2000 the National Council for Kiswahili BAKITA conducted a two day conference whereby the language issue was one among the topics discussed particularly whether English or Kiswahili should be used as the LOI (Qorro, 2009). Qorro explains that the Minister of Education who was an invited honorary guest, pointed out two main things: the governments' intention of improving on the quality of education in the country and to accomplish this the resources available shall be directed towards fulfilling this goal saying that the government had no money to 'waste' on the LOI. Qorro (2009) notes that the Minister's remarks may suggest that the LOI and delivering quality education seem to have no correlation to each other. Such remarks show dilemma on the governments' side whether they understand the extent of the language problem at the grass root level. The government should consider that to achieve quality education the language policy needs to be revised and expenses have to be incurred as Brock-Utne (2006) clarifies:

A language policy that strengthens the African languages may be costly but when the costs are calculated, it should also be calculated what it costs to continue with a language policy where LOI becomes a barrier to knowledge for millions of African children (Brock-Utne, 2006: 156).

The question of why English is still the LOI till now can be traced back during the times of the former President Julius Nyerere who was reported to have said the "English is the language of instruction in secondary schools and colleges because if it is kept as merely a subject it might die" (Rugemalira et al, 1990 in Rubagumya, 1991). He further said that

Kiswahili ni Kiingereza cha dunia which literally means English is the Kiswahili of the world, in other words, as Kiswahili is the national language of Tanzania, English is considered the most important international language in the world (Rubagumya, 1991). Therefore, the decision of having English as the LOI is not because Kiswahili is not ready to be used as a medium but rather English is seen as the language of technological development (Rubagumya, 1991). However, even with him being the first president he did not make the decision while he had the power to do so as the head of state. This goes to show that there is pressure behind that influences political and educational decisions.

At the macro-level, the past structural adjustment policies introduced by key donors such as World bank and IMF had exerted pressure on developing countries which has affected the language policies (Phillipson, 2006). In Tanzania SAP's were introduced in the 1980's where pressure from donors has resulted into liberalizing the economy, privatization and cutting down subsidies in education through cost sharing measures (Brock-Utne, 2009). Language issues were given less attention on the political agenda (Phillipson, 2006). The next section gives some insight on how international donor agencies influence the continued use of the foreign languages as LOI in Sub-Saharan African countries including Tanzania despite the fact that a number of African languages such as Kiswahili are capable of being used as a medium of instruction.

2.3 Multilateral and Bilateral donor agencies and their influence on the language of instruction in post-secondary education

Brock-Utne (2009: 12) asserts that donors have the power "to exert control over and influence the choice of language policy of a country". A development agency such as UNESCO has played an essential role in advocating African languages as mediums of instruction. UNESCO set forth 2 propositions that supported the use of indigenous languages: (a) the vernaculars' are superior to the foreign languages in enhancing cognitive skills in a child's early education, and (b) as media of instruction, vernaculars may promote linguistic skills that facilitate, rather than inhibit, the acquisition of the imperial language at a later stage in the educational process (UNESCO, 1953 in Mazrui, 1997: 36). The 1988 World Bank document "Education in Sub-Saharan Africa: policies for adjustment, revitalization and expansion" also agrees with UNESCO's propositions concerning the language of instruction (World Bank, 1988; Mazrui, 1997). It claims that in the early years of education children learn easier if instructions are in a

familiar medium and this enables them to master their native language and develop cognitive skills necessary for learning a foreign language (World Bank, 1988 in Mazrui, 1997). The World Bank establishes the detrimental effects of using a foreign language.

Children who speak a language other than the language of instruction [which refers to the European languages] confront a substantial barrier to learning. In the crucial early grades when children are trying to acquire basic literacy as well as adjust to the demands of the school setting, not speaking the language of instruction can make the difference between succeeding and failing in school, between remaining in school and dropping out (Lockheed and Verspoor, 1991 in Mazrui, 1997:38).

This shows that both the WB and UNESCO support and see the importance of children learning in their native language as opposed to learning in a foreign language which hinders effective learning of a child at school. However, WB and UNESCO suggest the use of the native language only in the early years of education making it very clear that it will help learners acquire a foreign language at a later stage in the education process.

The main concern of using a native language as a medium of instruction is the shortage of instructional materials (UNESCO, 1953). UNESCO addresses the financial problem that most African countries face in a document the use of Vernacular Language in Education:

One of the important and difficult problems connected with the use of vernacular languages in education is that of providing reading materials. It often happens that even a language which is quite capable of being used as a medium of instruction will be almost entirely without books or other materials. The difficulty is... above all to find money (UNESCO, 1953:50 in Mazrui, 1997).

This statement is true to a certain extent because Tanzania lacks the financial resources to publish sufficient teaching and learning material in all academic subjects in Kiswahili language.

In a comparative study between Tanzania and Kenya on high school students' performances the Tanzanian language policy is questioned by the WB because the results were not quite impressive (Mazrui, 1997). The WB stated that the Tanzanian education system of using Kiswahili throughout the seven years of primary school has shown how difficult it is for students to learn in English in secondary school (World Bank, 1988 in Mazrui, 1997). This is seen in their academic achievement in high school where Kenya has done remarkably well while Tanzanian students results were very low (World Bank, 1988 in Mazrui, 1997: 42). The

World Bank shows that it only supports indigenous languages to be used in the early years of education but doesn't approve the use of indigenous languages throughout primary education or in higher levels of education. Mazrui puts across a strong statement:

The vaunted freedom of choice over education allowed to African nations by democrats of the World Bank is no choice at all (Mazrui, 1997: 40).

Given the reluctance of the government to change the medium of instruction from English to Kiswahili it seems obvious that Tanzania among many African nations cannot make an autonomous decision to use Kiswahili as the LOI in post-primary education. The choice of the language that should be used as the LOI in many African countries particularly those that were under colonial power is based on both pedagogical criteria as well as political influence. Prah (2003) talks of how dominance of a language (foreign language) makes individuals culture submissive:

Culture freedom and African emancipation cannot be cultivated, expanded or developed where the LOI is different from the languages the people normally speak in their everyday lives (p.17).

Prah further propounds that any free society transmits knowledge in the home language because it allows creativity and innovation among learners but more importantly it is the language in which they develop their thoughts. If the LOI is not the mother tongue this maybe the result of patterns of dominance or colonialism based on the country's history (Prah, 2003).

There is a lot of evidence to show the current dominance of English in international trade, finance, world governance and in tertiary education, science and technology, the publishing industry and other domains (Alexander, 2005).

According to globstats@global-reach.biz (30 September 2004), 35.2% of all information on the World Wide Web is in the English language, 35.7% in numerous non-English European languages and 32.3% in non-English Asian languages. Non-English African languages do not warrant a mention because they can hardly be said to be "present" on the net at this stage (Alexander, 2005: 2).

In Tanzania's case, English language was inherited as the LOI from the British colonizers immediately after independence. Dominance is currently portrayed by international donor agencies exerting their power in the publishing industry, educational policies and even the policy on the LOI by placing conditions to be fulfilled for Tanzania to receive aid. The next

section looks into the implications of using English as LOI in the teaching and learning process in urban and rural context.

2.4 The language problem in urban and rural schools

English language teaching and learning in Tanzanian primary schools has declined over the years, a problem affecting both teachers and learners. According to Batibo (1990) the location of schools whether urban or rural has a major influence on English language learning and usage. Batibo describes that urban primary schools are far better off than rural schools since they have good facilities and surroundings also learners are well motivated by the school and home environment for personal and academic reasons for instance to be able to understand what is said in newspapers, radio, films and for further academic pursuit. On the other hand, most rural primary schools lack basic school facilities although not all depending on when the school was built and learners are less motivated or interested in learning English ‘to them English is as remote as the name England is in their minds’ (Batibo, 1990:55).

Batibo note other reasons that lead to the decline in English teaching and learning such as lack of textbooks, reference books and subsidiary reading materials; incompetent teachers; inappropriate teaching strategies; lack of motivation; and lack of proper language impact. Batibo (1990) further discusses the reasons for the decline in English teaching and learning:

- The shortage of textbooks is usually the main problem where 8 pupils share a book or there is only the teachers copy while reference and subsidiary books are often old, very few or not at all there.
- Lack of competent teachers is another reason whereby teachers have poor command of English language, these teachers teach English only because it is mandatory for them to do so.
- The use of inappropriate teaching strategies: teachers lack creativity to devise their own teaching methods and material instead they rely heavily on textbooks, use methods such as translation¹, choral repetition² and direct note-taking.

¹ Translation is an acceptable language teaching strategy known as ‘Grammar Translation Method’ which is used to understand the meaning of vocabulary. The vocabulary items are directly translated into the native language to enable learners to memorize them. In recent studies the method has been seen as ineffective when used by itself.

- Another reason is lack of proper motivation: the main source of interest and motivation for learners depends highly on the teachers' methodology and whether teaching materials are available.

Batibo (1990) claims that rural schools have a negative attitude towards English due to inadequate teaching methods and teaching aids while urban schools are more interested and motivated due to the availability of teaching aids and appropriate teaching methods used.

Batibo (1990) mentions the last reason as lack of proper language impact whereby the impact of English language is weak in primary school mainly because: Kiswahili is the medium of instruction in all the subjects except English; the number of English lessons per week have dropped from 12 to only 5 or 6; the practical usage of the language outside the classroom is very rare or non-existent; and the class sizes are too large to allow effective teaching and learning to take place.

These are some of the problems that face English language teaching and learning in primary schools. Such problems also exist in rural secondary schools in Tanzania including lack of well trained English teachers, shortage of teaching and learning resources and use of poor teaching strategies while in urban secondary schools there are slightly better opportunities available unlike rural although there are common grounds which both rural and urban schools share such as overcrowded classrooms, shortage of learning materials, overall, the language impact is poor nowadays.

Lindberg and N rman (2005) describe what is happening in Sri Lanka with regards to English as a subject and as a LOI showing the difference that prevails between rural and urban areas. In rural areas performance results of English examinations have been poor one of the reasons being the lack of teachers but also the local environment in which many children come from doesn't expose them to speak English. Lindberg and N rman further explain that the distribution of resources is unequal between schools and localities thus many are abandoning rural schools and joining urban schools where opportunities for learning English are available including private tuition which helps them pass examinations as well as adequate textbooks and teachers. However, most children from rural areas come from poor families and so have

² Mistakes are often not corrected in this case and learners' understanding is not checked during choral repetition.

to attend the nearest school to their village where there is lack of facilities to support the effective teaching and learning of English.

In Tanzania some similarities can be drawn from Sri Lanka's case particularly the shortage of teaching and learning materials and poor performance standards in rural government secondary schools, however to what extent they differ from urban government secondary schools is one of the objectives that this study intends to examine.

2.5 Learning environment

One of the reasons why students in secondary schools face so much difficulty using English is their reluctance in the language (Roy-Campbell & Qorro, 1997). They note that students are unwilling to actively participate in class discussions because teachers would criticize them or other students laugh at them because of their lack of ability to express themselves in English. However, students who have had early exposure to English from the beginning of primary school are able to cope using English as a medium of instruction in secondary school and their performance tends to be better off in comprehension tests conducted unlike those who started learning English from class three and thus have less exposure in the language (Roy-Campbell & Qorro, 1997).

The socio-economic background of a student matters a lot. For instance parents who support their children by paying for extra tuition class after school and buying supplementary reading books help their children to improve their English language knowledge and skills (Roy-Campbell & Qorro, 1997). Such opportunities help them to cope with their academic studies in secondary school using English as the language of instruction unlike children who are unable to get additional support from their families.

Roy-Campbell & Qorro (1997) research also reveals that children who had a language background of studying English from kindergarten or class one and a home environment that was supportive that allowed them to practice English with family or with friends, had a positive contribution in helping them learn English language while those who started English later (from class three) and usually spoke Kiswahili or their mother tongue at home or with friends indicated that their poor competence in English was due to the weak foundation from primary school.

It's important for the learning environment to be conducive for the learners to allow effective teaching and learning to occur. However, this isn't the case in most government secondary schools apart from the factors mentioned above there are other issues that exist including: overcrowded classrooms, few teaching and learning material such as textbooks and supplementary books, shortage of well-qualified teachers and the situation differs across urban and rural secondary schools. These are some of the issues that this study intends to discuss later on which may also contribute to the substandard performance and language problem in secondary schools.

2.6 Bilingualism, the use of code alternation and immersion programs in classrooms

Bilingualism is used unofficially in most Tanzanian classrooms as well as code-switching³ and code-mixing⁴. Roy-Campbell and Qorro (1997) suggest in order for bilingualism to be used in the education system the government needs to provide training for teachers and language specialists and funds for books and other resources to facilitate the program. Both languages Kiswahili and English should be incorporated in primary and secondary education. Stroud (1991) in Holmarsdottir (2006) defines bilingual speakers as those who use two or more languages in their daily speech situations and code-switching is seen as language shift⁵ that users apply.

Holmarsdottir (2006) notes in her classroom observation that the use of IsiXhosa is to avoid 'superficial explanations' code-switching is used to enable teachers to carry out a meaningful lesson allowing them to discuss and explain concepts and terms in detail since English alone hinders them to fully clarify these concepts. Kadege (2006) agrees with Holmarsdottir as he says that code-switching is used as a communication resource for explanations, discussions and introducing new topics; as well as developing teacher-student rapport or maintaining teachers' authority. Kadege also clarifies that the use of code-switching does not imply that a

³ Code-switching is defined as the alternate use of two or more languages a common bilingual or multilingual communication strategy (Holmarsdottir, 2006).

⁴ "Code-mixing is the changing of one language to another within the same utterance or in the same oral/written text" (Ho, 2007: 1).

⁵ Language shift is a process whereby a community of speakers shift to speak one language to another language or a speech community of one language becomes bilingual in another language (Wikipedia, 2009)

teacher is incompetent in the subject matter but enables the teacher to clarify some concepts which would have been misunderstood or overlooked if the teacher had not used a familiar code. Code-switching helps carry out the lessons across the curriculum hence making it a beneficial resource in Tanzanian classroom.

Despite the effectiveness of code-switching in classroom teaching and learning there is a problem which arises with its use; students fail to perform well in their examinations since it is not a legitimate strategy (Brock-Utne, 2004). It is difficult for learners to master a foreign language when code-switching is a common routine during the teaching and learning process. Even the language they are familiar with in this case Kiswahili does not fully develop because of the constant switch and mix of the two languages and this tendency continues as students' progress in higher levels of education, that is, high school, college and university.

Genesee (2001) describes second language immersion education in Canada is a type of program within bilingual education which includes: early, middle and late immersion. Genesee explains the three types of immersion programs which can be used in bilingual classrooms:

- Early immersion: includes both partial and total which begin in kindergarten or grade 1 up to grade 3 or 4. The second language is used as a medium of either all or some of the instructions.
- Middle immersion: the first language is used up to middle grade (grade 4 or 5) then the second language takes over.
- Late immersion is usually initiated in the first year of secondary school.

Genesee (2001) found out that early exposure in the second language in elementary school is a prime feature to enable smooth transition into secondary school where all subjects are taught in the second language except first language (as a subject). Genesee (1995) in Sa (2007) asserts that in all three types of immersions the first language which is English was not affected in any negative manner. Students who participated in the immersion program showed consistency in level of proficiency in subjects of mathematics and science unlike students in the non-immersion program (Genesee, 1995; Sa, 2007).

The Education system in Tanzania seems to fall under the category of ‘late immersion’ whereby English (a second language) is the medium of instruction in secondary schools and is taught as a subject in public primary school (Sa, 2007). On the other hand, EMP schools practice total early immersion whereby most children are admitted from kindergarten or grade 1 (Rugemalira, 2006). However, immersion program doesn’t seem successful. English taught as a subject in primary schools in Tanzania is inadequate. There is no bilingual policy developed yet by the government, however, within the academic arena linguists argue that such a policy should have been developed although greater preference lies in entirely switching to Kiswahili due to political and instrumental reason (Roy-Campbell & Qorro, 1997). The following section sheds light on the language of instruction and its correlation with students’ academic performance.

2.7 Language of instruction and Academic performance

Alidou (2009) says that under-achievement is not experience by learners because they have inherent cognitive problems but due to the fact that most learners do not fully master the LOI used. Language may not be the only reason that accounts for students’ low academic performance but it surely is a significant determinant that contributes. According to the National Examination Council Tanzania (NECTA) the language problem inhibits students to express what they have learnt clearly in writing which is a result of poor performance in form four National examinations (NECTA, 1993 in Mwinsheikhe, 2003). Mvungi (1981) in Kadeghe (2003) conducted an empirical study to see whether there was any correlation between LOI and performance. Her study came to the conclusion that English language was a major hindrance towards effective learning and thus affected school performance in both science and arts subjects.

Mwinsheikhe (2003) shared her experience as a National examination marker said that students who attempted to answer in Kiswahili usually the answers were correct, unfortunately the marking regulations disqualifies such answers from being marked. NECTA (1993) in Mwinsheikhe (2003) conducted an analysis on candidates’ answers using examination results of 1990 CSEE (Certificate of Secondary Education Examination). The analysis showed that the answers of students were unintelligibly expressed because of poor command of English language. Although some of the answers were correct but the overall

manner of expression displayed that students were unable to express their knowledge, they lacked clarity and markers were unable to draw any meaningful message out of them.

At university level Puja (2003) explains the typical situation that exists in university when students are required to write tests, take-home assignments and examinations. According to Puja students use academic survival strategies such as 'madesa/kudesa' the former are lecture notes used from previous years and the latter is the act of copying from previously used material. She further explains that students cram this material and reproduce exactly what they have memorized to write a test, take-home assignments and examinations in order to pass them.

The impression one may have is that students prefer to reproduce instead of understanding what is taught. However, this shows how difficult it is for them to express knowledge obtained in class in their own words probably due to lack of English proficiency which forces them to memorize word by word. This situation in university also displays in secondary schools where students also memorize and reproduce what they learn in class in tests and examinations.

2.8 Empirical Studies

The following section is divided in two sub-sections. The first sub section looks into studies done in Tanzania. The second part presents studies from Africa.

2.8.1 Studies within Tanzania

2.8.1.1 Mwinsheikhe (2002)

Mwinsheikhe (2002) conducted quasi experiment classes one treatment group were taught in Kiswahili and another control group were taught in English and she found out that a large number of students agree that language is the major factor that contributes to poor performance. Her research came up with several key findings including the minimal participation level of students and low performance grades in science subjects were a result of the use of English as the LOI; also understanding English was a problem that both teachers and students were experiencing. Thus, the use of language coping strategies was a temporary solution to this problem; and to upgrade their performance and participation most teachers

and students agreed that using Kiswahili would be a more permanent solution although having it as the LOI was not in their favour. Through her findings she was able to conclude that those who were taught in Kiswahili performed far better than those who were taught in English.

2.8.1.2 Baptist (2004)

Baptist (2004) conducted a study on students' participation and performance in 'fasihi' and literature in teachers training colleges with the focus on whether there was progress or regression using the LOI in these two subjects. He explains in his findings that 62% of tutors in teacher training colleges said the relation between language and performance is crucial towards enabling students perform well in their academic subjects. Baptist continues to elaborate that English which is the language of instruction in secondary schools is a problem in which most students are incompetent or have low proficiency in the language since it's mainly a classroom language used only in class and not outside; students are unable to fully benefit their education due to pedagogical hindrances where students understand very little and thus perform poorly in examinations.

2.8.1.3 Criper and Dodd (1984)

This is a study that investigated the level of English proficiency that existed in the Tanzanian education system funded by the British government (Brock- Utne, 2006). According to Brock- Utne their study presented three main findings:

- i. An estimated 10% of Form four students were at the beginner's level in English language learning;
- ii. Approximately 75% of the teaching in Form one is done in Kiswahili; and
- iii. Fewer than 20% of University students who were tested on their reading level were found to be extremely low.

Regardless of these findings Criper and Dodd recommended that English should continue to be the LOI in secondary schools, however, its teaching should be improved through the

ELTSP⁶ (Brock- Utne, 2006). The British government was prepared to fund this project with the condition that English was to continue being the medium of instruction in Tanzania (Brock- Utne, 2006).

2.8.2 Studies from Africa

2.8.2.1A Study on Botswana

This study by Robert Prophet and Nandkishor Badede (2006) was on the effects of changing the language used in the science examinations in junior secondary schools. The study shows that language can be a barrier to understanding examination questions particularly the wording of the questions in science examinations. Students studying in rural schools seem to be more affected since their language skills in English are limited due to lack of opportunity to develop them unlike those in urban schools. These researchers used a sample of final year junior secondary students who were preparing to sit their Junior Certificate Examinations and who were administered two different tests. The first paper was set on the original examination questions from Junior Certificate Integrated Science Examination and the second paper contained simplified form of questions based on the original examination questions.

The results of the test scores showed that students improve their performance when questions wording is more simplified. The main objective of examiners when setting examination questions whether multiple-choice, short or long essay question papers should be to ensure learners are able to understand the meaning of a question. Things to consider include length of the question, use of simpler words in questions, change of tense, less use of unnecessary words and simplifying grammatical structure of the questions since the language of science is already complex in itself. Therefore, this will help students to improve their performance in examinations.

⁶ ELTSP was the English Language Teaching Support Project initiated in 1986 which aimed at providing supplementary reading books for students and professional training for English teachers to develop their proficiency level in English language. The project was initiated by experts from UK (Brock-Utne, 2006).

2.8.2.2A Study on South Africa

Sarah Howie (2003) conducts a study pertaining to how language and other background factors affect the performance of students in mathematics in South African secondary schools. This study is a secondary analysis based on the performance of the Third International Mathematics and Science Study- Repeat (TIMSS-R). 8000 South African students in 200 different schools were tested in mathematics and science as well as English which was a national option. The TIMSS-R was done in 1998/99 under the sponsorship of the International Association for Evaluation of Educational Achievement (IEA) South Africa being one among 38 countries that took part in the study. The results of the test were substantially low including other developing countries like Morocco, Chile, Indonesia and Philippines.

Research confirms that proficiency in English language does correlate with their achievement in mathematics; students with high scores in mathematics also performed well in the English test administered while those with low scores didn't. Findings of the study also show that students who came from homes where either English or Afrikaans was used achieved better scores in both Mathematics and English tests unlike those who did not. The low English language proficiency is also closely linked to students' lack of books to use at home (Howie, 2002). Also the average English test score was very low and the overall English skills were poor. Other influences include location of the school in rural or urban areas, teachers' attitudes and belief and commitment also contributes to mathematics achievement as well as students' socioeconomic status to a certain extent. English language has a strong effect on the achievement of mathematics; therefore, it needs to be given more attention as a subject and as a medium of instruction.

2.8.2.3A Study on Ethiopia

Yohannes (2009) conducted an evaluation on data from grade 8 National Assessment examination results of 2000 and 2004 on the implications of using the mother tongues verses English as LOI on the academic achievement in English, Sciences and Mathematics in upper primary school students (grades 7 and 8). Mother tongue education (there are around 22 indigenous languages used as LOI) is a policy that started in 1994 in upper primary school (UPE, grade 7 and 8), however out of 11 regional states only 4 are practicing this policy while the other 7 regions still use English as LOI.

The findings from Yohannes study reveal that the use of mother tongues as LOI in mathematics and sciences enables students to perform well. The results from the National Assessment examination revealed that students whose LOI was the mother tongues performed better in English than those students whose LOI is English. The pedagogical implication of the use of mother tongue has resulted in better academic performance in sciences and mathematics in comparison to English as LOI in the English achievement there was no significant difference seen.

2.8.3 Remarks on empirical studies

The purpose of these studies is to show the pedagogical implication of using English as LOI that leads to unsatisfactory performance. The correlation between English and achievement is concurrent. However, there are other factors that contribute to students' low performance. The fact that the performance of English as a subject is generally unsatisfactory goes to show that it's unlikely for students to improve their knowledge in English when it is the LOI. The misconception that English can be learnt better if it is used as a LOI robs students the opportunity of meaningful learning through a familiar language which may improve their performance. However, these studies do not show the difference in students' performance in urban and rural secondary schools which is the main focus of this study.

CHAPTER THREE: Theoretical Framework

3.1 Introduction

This chapter presents the theoretical framework of this study which is divided into four sections. The first section is the introduction followed by the theory of Vygotsky which is the second section. The third section is the Self worth theory of achievement motivation. The problem-posing education is the fourth section. Lastly is the definition of key concepts.

3.2 Vygotsky's Theory

Vygotsky states that learning is distinct in every individual child whereby the knowledge and skills acquired vary from one individual to another (Communique, 1997 in Dahms et al, 2007). Communique says according to Vygotsky the main aim of education is to internalize culture and social relationships through social learning. The importance of past experiences and knowledge in interpreting present experiences is stressed (Feden and Vogel, 1993 in Dahms et al, 2007). Students' culture particularly their home surroundings have a great deal of contribution towards new knowledge and skills that one acquires.

Language skills are particularly critical for creating meaning and linking new ideas to past experiences and prior knowledge (Hamilton and Ghalala, 1994:255 in Dahms et al, 2007).

It is argued that language plays an active role in the development of thought. Vygotsky claims that language played an essential role in cognitive development this is due to the fact that it is through language a child learns how to think and it is through words a child internalizes complex concepts (Feden and Vogel, 1993 in Dahms et al (2007). Thus, 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 promotes learning and learning leads to higher levels of thinking (Dahms et al, 2007). 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).

3.2.1 Zone of Proximal Development- ZPD

Zone of proximal development is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers (Vygotsky, 1978 in Schunk, 2008:245)

In ZPD a teacher and student work together on a task that is difficult to the student the aim is for those who are more skillful to share their knowledge in order to accomplish a task with those who know less (Bruner, 1984 in Schunk, 2008). Students also bring in their own concepts on their prior experiences and understanding based upon cultural background as well as educational background (Schunk, 2008). Vygotsky explains the details of how a learner may be assisted by an adult or a more capable peer to do a complex task:

We show a child how such a problem must be solved and watch to see if he can do the problem by imitating the demonstration. Or we begin to solve the problem and ask the child to finish it. Or we propose that the child solve the problem that is beyond his mental age by cooperating with another, more developed child or finally, we explain to the child the principle of solving the problem, ask leading questions, analyze the problem for him etc. (Vygotsky, 1987: 202 in Kozulin, 2003: 54-5).

What a child is capable of doing in collaboration today he will be able to do without assistance tomorrow (Vygotsky, 1987 in Kozulin, 2003). ZPD applies to any situation in which individuals engage in collaboration and eventually become proficient or gain a better understanding of a topic (Well, 1999 in Kozulin, 2003).

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 LOI as they have very little exposure in the language; consequently, many are unable to cope with their studies. In the zone of proximal development a learner under the guidance of a teacher or more capable peers is assisted to accomplish a complex task. Nomlomo (2005) asserts that learning takes place effectively when children work in groups under the supervision of a teacher where each child is motivated and accountable to their work. Teaching and learning takes place through interaction between a teacher and students and involves learners' cognitive development through various instructional and evaluation activities (Nomlomo, 2005).

In Tanzania, all secondary schools are required to write their examinations in English which is the LOI stipulated. However, the performance of students through the years has been substandard and discouraging to students, teachers and the nation. The reason for this is because both teachers and students lack experience and adequate knowledge in English knowledge and as Vygotsky points out that new knowledge and skills are internalized through a language. When the language is foreign to the instructor and the learner it is difficult to communicate the required information thus meaningful learning cannot be achieved.

3.3 Self-worth Theory

John Atkinson developed self-worth theory of achievement motivation which combines emotion and cognition. The assumption in this theory is that success tends to be valued while failure is related to low ability and creates feelings of unworthiness hence, should be avoided. This assumption also motivates students to see achievement as a criterion of self worth and such students equate ability with personal worth (Beery, 1975 in Thompson, 1999). The main point is for an individual to realize that he/she is able and demonstrate this ability to others.

There are ways of preventing failure which include engaging in easy goals that ensure success; another way is to cheat although there are consequences to it; failure can also be avoided by evading negative situations, for example, students who believe a certain course is too difficult and there are high chances of failing are quick to drop it; while those who believe there is a chance of failing several courses may decide to quit (Schunk, 2008). To avoid the consequences of failure individuals who are low in self-esteem or uncertain about their evaluations in the eyes of others are most likely to withdraw effort (Baumgardner and Levy, 1988 in Thompson, 1999).

Schunk says that failure can happen as a result of low effort this means the possibility of success could have been greater if more effort was applied. Effort becomes the double-edged sword of school achievement (Covington and Omelich, 1979b in Thompson, 1999). High effort may produce success which shows one's ability but may also result to failure (Schunk, 2008). The point is an individual having the ability to achieve competitively (Covington, 1984a in Thompson, 1999). The ability to achieve competitively is equated with human value within the society (Gardner, 1961 in Thompson, 1999).

Self-worth theory emphasizes on perception of ability as the main influence on motivation cross-cultural research has shown that success among students from China and Japan comes as a result of effort rather than perception of ability which is common among students of United States (Pintrich and Schunk, 2002 in Schunk, 2008). The limitation with this theory is that there are many other influences on motivation apart from perceived ability. For instance students' developmental levels; perceived ability is more essential to influence achievement of older students than young ones (Pintrich and Schunk, 2002 in Schunk, 2008). The reason for this is young children cannot distinguish between effort and ability (Nicholls, 1978 in Schunk, 2008) A combination of both ability and effort can account as a mature concept of success (Schunk, 2008).

Thompson (1999) says that the society holds the expectation that one's personal worth lies on the ability displayed in an achievement task suggesting failure as low ability. He notes that this assumption is likely the case when there is no other factors to point to such as (emotional upset, illness, noisy study environment etc) which can account for the poor achievement. However, if there is a possibility to link one's failure to some mitigating external reasons which may explain the poor achievement the association between low achievement and low ability is blurred (Thompson, 1999). Covington and Omelich (1979a) in Thompson (1999) conclude that low ability brings out low self-esteem and low expectation of future success, factors which have a profound negative influence on students' achievement.

Self worth theory is concerned with both the emotions and cognition which accounts for learners' achievement. Low ability results to failure which leads to low self-esteem while high ability results to success which gives an individual a sense of personal worth. Learning through a foreign language medium may account to failure in students' academic studies due to lack of ability to fully understand the subject matter. Effort may help ensure students success which will motivate them to continue their effort.

Learning which takes place through a language helps learners' discern, interpret, analyze and eventually helps an individual change his/her world (Chonjo, 2006). There are two factors which indicate learning is taking place: retention which is being able to recall things learnt; and transfer which is the ability to use what was learned to answer new questions, solve problems and enable the learner to acquire new knowledge (Chonjo, 2006). However, for these two factors to occur learning has to take place through a medium which is familiar to both the instructor and learners (Senkoro, 2004 in Chonjo, 2006).

3.4 The Problem-posing Education

The methodology and educational practices of the Brazilian educator Paulo Freire have played a substantial role in the liberation and empowerment of the illiterate people of Latin America. The problem-posing education according to Freire (1993) entails the elimination or resolution of the banking education hierarchy where education tends to be an act of depositing; the teacher being the depositor and the student the depositories in which knowledge is deposited. In problem-posing education a new relationship is created instead of 'the teacher-of-the-students' and 'the students-of-the-teacher' it becomes 'teacher-student with students-teachers'; this means the teacher not only teaches but is also taught within the teaching and learning process (Freire, 1993:61).

Freire further elaborates that the problem-posing pedagogy allows students to reflect on issues rather than being narrated upon.

The teacher presents the material to the students for their consideration and re-considers her earlier considerations as the students express their own (Freire, 1993:62).

This allows students to be more analytical in various issues or to think critical as well as being creative contrary to banking education which inhibits these valuable characteristics which require the authentic use of cognition (Freire, 1993).

Freire (1993) displays some of the features that show unequal teacher-student interactions:

- (a) the teacher teaches and the students are taught
- (b) the teacher knows everything and the students know nothing
- (c) the teacher thinks and the students are thought about
- (d) the teacher talks and the students listen meekly
- (e) the teacher chooses and enforces his choice, and the students comply

The problem-posing education reveals the problems existing in the education system such as authorization, domination and oppression bringing to light and making people aware of who they are and what they have been lacking. Such consciousness of one's situation leads them to end that situation through inquiry and transformation, thus, overcome their ideology of reality

(Freire, 1998). Also the problem-posing methodology emphasizes that the education system allows room to participate democracy and ensure liberation of the people (Mkwizu, 2003).

Drawing some of the distinctions that exist between the two educational practices, Freire (1993) distinguishes that banking education conceals some facts essential to an individuals' emancipation; problem-posing in the other hand unveils these facts. Banking education discourages dialogue; problem-posing education sees dialogue as an inevitable part of bring to light these cognitive realities. Banking education assumes students are objects, thus, knowledge is to be deposited into their minds; problem-posing education takes them as critical thinkers, creative and able to reach their full potential and make a difference. Therefore, banking education can be expressed as a tool of oppression and problem-posing education on the other hand is a tool of liberation.

In the problem posing education the teaching and learning through a foreign medium leads to poor student participation, thus inhibits dialogue which is one of the characteristics of banking education (Gran, 2007). Instead teaching and learning should be an active process where both the teacher and students take part in it. The use of an unfamiliar language in teaching also hinders learning and thinking (Bowers & Flinders, 1990 in Mkwizu, 2003). Furthermore, when a foreign language such as English is used for learners to study other subjects it is a violation of the structure of thinking (Freire, 1985 in Gran, 2007). According to Vygotsky it is through language an individual learns how to think and through words he/she internalizes complex concepts (Feden and Vogel, 1993 in Dahms et al, 2007). In Tanzania, with English still the language of instruction it is difficult for teachers to help learners become critical thinkers, creative and reach their full potential.

3.5 Definition of key concepts

3.5.1 Code-switching and Code-mixing

Code-switching is defined as the use of two or more languages during single utterances between speakers of the same language community (Cromdal, 2000 in Mkwizu, 2003). This is the most common coping strategy which is used by teachers and students in classrooms. This enables individual students to follow what is being taught and teachers to effectively deliver the instructions. Code-mixing, on the other hand, "is the changing of one language to

another within the same utterance or in the same oral/written text” (Ho, 2007: 1). This is not a very commonly used strategy although it is used in conversations once in a while.

The following are factors that compel individuals to code-switch or code-mix according to Kato (1994: 122; Vuzo, 2002: 40):

- The formal learning of a foreign language after the child is literate in his/her mother tongue;
- The late acquisition of a second language by an adult immigrant;
- The late acquisition of a second language simultaneously with the beginning regular schooling;
- The simultaneous acquisition of more than one language.

Code-switching and code-mixing are coping strategies that are inevitable to ensure that teaching and learning takes place in Tanzanian classrooms. Most secondary school teachers find it hard to achieve the intended lesson objectives because of the language barrier but with code-switching and code-mixing, this makes teaching less burdensome. On the other hand, students experience great difficulty to cope with a language which they hardly hear or use outside the school premises, to be more precise outside the classroom. Therefore, code-switching and code-mixing are used as a means to enable better understanding of the subject matter for the students and better delivery of instructions for the teacher.

3.5.2 Peer tutoring

This is when a student who finds difficulty in a particular subject matter seeks assistance or is offered help by a more capable student for the purpose of better understanding. According to Dabkowski (2000) peer tutoring is beneficial to students because most students feel more at ease and can concentrate better with a peer rather than a teacher. He also adds that it is a form of individualized instruction which helps dialogue between the learner and tutor, that is, the learner may ask questions he/she wouldn't have asked in class.

Peer tutoring is a coping strategy that is useful to assist the least capable student(s) to be able to manage and gain better understanding of the subject matter. In Tanzanian secondary classrooms one of the reasons that students have difficulty in understanding is the language of instruction and this to many discourages them from asking or contributing their ideas in class. The fear of speaking unintelligible utterances, teacher's criticism and other students laughing at what they say are factors that hold back some students from participating in class. Therefore, peer tutoring is an alternative that allows students the freedom to ask questions, express what they understand concerning the difficult area of study and thus learn. In Tanzania, peer tutoring also works in groups that is, when a group of students inquire the assistance of a more capable student.

3.5.3 Rote learning

This may also be a coping strategy because it stands in the place of helping students accomplish tests and examinations. Wikipedia (2010) defines rote learning as a technique which mainly aims at memorization rather than understanding.

Mayer (2002) mentions two means that indicate meaningful learning is taking place are retention and transfer. Retention is being able to recall information consistent to the way it was presented during instruction, while transfer is being able to put that information into use to solve problems, answer questions or in learning new information. (Mayer & Wittrock, 1996; Mayer, 2002). Therefore, retention is the ability to remember what was learnt and transfer is the ability to not only remember but also understand and use what they have learnt (Mayer, 1995; Mayer, 2002).

Considering the language situation in Tanzania, students are required to learn through a foreign medium of instruction, hence, rote learning is one of the means most students use to pass examinations. What happens in rote learning is only retention because a learner is able to recall relevant information learnt but has very little understanding and therefore, cannot use this knowledge to solve problems, answer new questions or apply this knowledge to a new situation. The main usefulness of rote learning is to memorize material in order to reproduce in tests and examinations.

CHAPTER FOUR: Research Methodology

4.1 Introduction

This chapter examines the methods and techniques of research that were used to carry out this study. The chapter begins by presenting the research strategies and the reason for choosing these strategies. The following section is data collection techniques which include interviews, class observations and documentary analysis. Sampling and sampling techniques is the next section. This chapter also discusses validity and reliability and the last section is concerned with ethical issues.

4.2 Research strategies

This study mainly drew on a qualitative research strategy. Quantitative research approach was also used in some cases. The reason for selecting qualitative research strategy was based on the fact that it involves direct experience during field work in order to be able to understand and interpret the setting as well as the individuals. A naturalistic inquiry which involves studying real-world situations without manipulation is what the researcher aims to do except that the presence of the researcher becomes the only manipulation (Patton, 2002).

The multiple-case studies design was adopted considering the nature of the topic. Multiple-case studies design is used when there is more than one case being researched (Bryman, 2008). Multiple-case studies which are considered as multiple experiments follow a replication logic that is replicating findings from a single case by conducting a second or even more researches (Yin, 2003). Yin explains the aim of replication logic is to see whether the findings can still be reproduced because it is only replication that regards the original findings as robust and commendable of continued investigation and interpretation.

The logic behind the use of multiple-case studies is the selection of a case aimed to (a) predict similar results (a literal replication) or (b) predict contrasting results but predictable reasons (a theoretical replication) (Yin, 2003: 47).

This study has pursued theoretical replication in which the multiple-case study was used in order to show contrast between the two case studies and to be able to adopt a more open-ended approach. Another reason for selecting multiple-case studies design is because more than one method of data collection can be used such as observations, interviews and

documentary analysis (Yin, 2003). The use of a combination of data collection methods increases validity and the strength of one method can complement the weakness of another method (Marshall & Rossman, 1993 in Bakahwemama, 2009).

Although this study predominantly used qualitative strategy; however, quantitative strategy was also used to display statistical data, that is, information concerning students' performance in the urban and rural school. This was the assessment records which was data collected from documents. Thus, the two strategies have helped complement each other as well as accomplish the specific objectives of the study.

4.3 Data collection techniques

4.3.1 Interviews

According to Patton (2002) interviews are done with the intention of finding out things that cannot be observed. In this study semi-structured interviews were used to collect data from teachers and the education officer. This technique was chosen for the purpose of obtaining rich and detail information concerning the language of instruction and the influence it has in students' performance. The purpose of interviewing according to Patton (2002: 341) "is to find out what is in and on someone else's mind, to gather their stories." Furthermore, interviews are flexible and allow room for clarity on certain issues by asking additional follow up questions. Bryman (2008) says that flexibility enables the researcher to ask questions in different order as well as search for clarity on answers that were not clear.

The interviews were conducted using an interview guide which I prepared to direct me in covering the issues related to my research objectives. Bryman (2008) notes that in preparing an interview guide a researcher should ensure that the research questions are answered and interviewees share the important issues related to the research topic at the same time allowing flexibility. This interview guide served as an outline with some questions added and some that were not asked. Open-ended questions were used which according to Patton (2002) they generate rich answers where interviewees use whatever words they want to express what they have to say as each interviewee provides different answers. The questions were direct and clear and were prepared in Kiswahili, the language which was familiar to most of the respondents and allowed them free expression. The choice of language preference was

inquired at the beginning of each interview and most participants were in favour of Kiswahili expect one teacher who choose to use English. Code-switching and code-mixing was also done by most respondents. A total number of five teachers, two heads of academic and one education officer were interviewed in both schools (one teacher retracted from being interviewed). The interviewees were chosen because they were directly involved with the academic subjects concerned or had substantial knowledge on the area of study. I recorded all interviews using a voice recorder and each interview was done in a secluded area in order to be able to record the interview clearly and have the full attention of the respondent.

Group interviews were conducted with a total of twenty students. I prepared an interview guide with a set of open-end questions which would allow students to speak freely and provide as much information as they knew.

An interview guide is essential in conducting focus group interviews for it keeps the interactions focused, while allowing individual perspectives and experiences to emerge (Patton 2002: 343-344).

The main purpose in a group interview is to maintain the group's concentration on the questions being asked. From each school ten interviewees participated. In each school I divided them into two groups of five each in order to allow each student the freedom to contribute because in large groups some participants may shun from contributing their views. All group interviews were recorded on a voice recorded. The language used to conduct the interviews was Kiswahili although code-switching and code-mixing from Kiswahili to English was a common tendency among most respondents.

The interviews have been very useful mainly because the respondents were able provide detail information concerning the topic. For instance, in the group interviews students were willing to reveal information which they wouldn't have if one of their teachers were present. In other words they were open and realistic at times showing emotion when certain questions were asked. Group interviews were indispensable to me because of the different opinions that the interviewees provided. Thus, interviews were the richest source of information among the three data collection techniques I used.

4.3.2 Class observations

Observations allow first-hand experience of what is taking place in a setting (Patton, 2002). I used non-participant observation technique in this study to observe participants in their natural surroundings with the aim of looking at specific details that may enhance my research. According to Patton (2002) observation allows a researcher the chance to learn things that people would be unwilling to share in an interview. The class observations were done alongside interviews which enabled me to confirm some of the responses from the interviews but there were also other things that were not mentioned during interviews.

The participants under observation are likely to change their behavior simply because they are being observed such that their behavior ceases to be natural (Holmarsdottir, 2005). She further notes that the observer effect is very real in some cases, particularly when researchers are in a classroom for only short periods of time. The period of class observation was six lessons in the urban school and four lessons in the rural school. Each lesson is approximately 40 minutes. This being the case my brief presence in the classroom may have influenced both the teachers and students to change their behaviour to a certain extent.

The class observations were conducted in Form four within four different classes which were streamed as A, B, C and D in both schools. Two subjects were observed: History and English. A total number of ten lessons and four teachers were observed in class in both subjects and schools. Observation notes were taken during the lessons as I was sitting in the back of the classroom where a desk was set up for me. In taking notes I was interested in capturing the linguistic process, teacher-student interaction and the teaching and learning progression. However, there were other things that I was also able to note outside the classroom environment.

Observations helped me confirm some of the responses I got from the interviewees but also there was more that I observed that was not mentioned by the respondents. The observation period in each school was short.

4.3.3 Documentary analysis

This method was employed as a primary source of data whereby official assessment records were used which would be analyzed along with data from interviews and observations. The

documents were form four mock examination results which were obtained from the heads of academic studies in both the urban and rural secondary school.

As stated by Yin (1994 in Moshi, 2007) documents are used to support and supplement evidence from other sources. The reason for using assessment documents was to substantiate the evidence from various literatures regarding the influence of language on students' performance. Documentary analysis was basically limited to data related to students' performance but yet essential to the study.

4.4 Sample and sampling techniques

The sample in this study includes 7 teachers, 4 from the rural and 3 from the urban secondary school, 20 students 10 from the rural and 10 from the urban school and 1 education officer from the municipal education office.

Selection of research participants is based on relevant information each participant had concerning the research topic. The aim of sampling is to identify the participants and arrange the meeting time (Sarantakos, 1998). The schools, teachers, and education officer were purposefully selected in order to obtain rich information about the influence of the LOI on students' performance. Stratified random sampling was used to pick students who were interview respondents in this study. In stratified random sampling each entity is randomly selected from a population that has been divided into categories (Bryman, 2008). The different classes and gender were considered during sampling, the aim is to avoid bias and have accurate representation for the study to be valid.

4.4.1 Selection of the schools

Two public secondary schools were selected, one from the municipal and another from the rural areas of Arusha region, Tanzania. The choice of area of study was done purposely because of its recent raising prominence in education awareness both in the urban and rural areas particularly after Arusha become a city many secondary schools and universities have been built and are continuing to be established. The urban secondary school is situated in the city centre while the rural school is approximately 50 kilometers outside the city. Both were co-education day schools. No other criterion was used.

4.4.2 Selection of the classes

The initial selection was from three classes which is normally a class that does not sit for national examination at the end of the year. However, there were changes on the field after being informed that I would have to work with another class instead of form three at the urban school because teacher trainees from various universities were conducting their field work mainly using form three class. I selected form four classes which in each school had a total of four streams: A, B, C and D. At this level these streams also signify the specialization that students have opted which is either Arts or Science studies. My compulsion of conducting this study in this particular class instead of the other lower classes was because form four students had an experience of using English as LOI for three years so they were in a better position of revealing a clear picture of their progress and performance using the LOI.

4.4.3 Selection of the students

Random sampling was used to select the students paying attention to gender and the classes. This sampling technique helps to reduce bias and each student has the equal chance of being picked. A total of 20 students were selected, 10 from each school. From each stream a class list was used to pick in random the students selected. The purpose of using random sampling was to enable students to give a fair understanding on the LOI and its implication on their performance. This would avoid having a set of high achievers and low achievers narrate their experiences.

4.4.4 Selection of the teachers

A total of 8 teachers were purposively selected in this study. From each school 3 teachers and 1 head of academics were selected. The respondents who were subject teachers were those teaching History and English in Form four. The involvement of these subject teachers was crucial to the study to fulfill one of the specific objectives that requires their information about the teaching and learning of these subjects and outcome of this process that leads to the students' performance. The heads of academic who represented the school administration but are also teachers themselves had a significant role of giving objective information since they were not teachers of the selected subjects.

4.4.5 Selection of the education official

The selection of the education officer was purposive. Only one education officer was involved in this study that was from the municipal education office. Since this study involved both an urban and rural secondary school my selection of an education officer from the city was because of the short time that I had. The next section looks into issues of validity and reliability that were observed in this study.

4.5 Validity and Reliability

In order to ensure validity this study made use of triangulation which is the use of more than one source of data.

Multiple sources of information are sought and used because no single source of information can be trusted to provide a comprehensive perspective on the program (Patton, 2002: 306).

The research instruments used were interviews, classroom observations and document analysis. Studies that use only one method are susceptible to errors linked to a particular method than studies that use multiple methods whereby different types of data provide cross-data validity checks (Patton, 2002).

While validity in quantitative research depends on instrument construction, in qualitative research “the researcher is the instrument” (Patton, 2002: 14). Qualitative methods display credibility through the skill, competence and rigor of a researcher during fieldwork. The researcher is the main person in obtaining information from research participants. Poggenpoel & Myburgh (2003) explains that the researcher facilitates interaction in which participants share rich information about their experiences and social phenomenon. The researcher is also concerned with transcribing and interpreting data into meaningful information (Poggenpoel & Myburgh, 2003). To facilitate good rapport I treated each interviewee with respect asking probing questions and paraphrasing the interviewees’ responses to make sure I clearly understood their response during the interview. This is to enable them to be comfortable and at ease to share more of their experiences.

Mkwizu (2003) says that a number of researches suggest that the most practical way of maximizing validity is by minimizing bias as much as possible. Mkwizu suggests a way to achieve this is by avoiding preconceived notions, this was observed during interviews, I did

not allow my preconceptions to get in the way of the respondents' opinions and I refrained from commenting on their responses. All interviews were recorded during each interview session using a voice recorder.

On the other hand, reliability demonstrates the ability of a study to produce the same results when repeated (Yin, 2003 in Bakawhemama, 2009). According to Kleven (1995 in Brock-Utne, 1996) there are relevant questions to be asked that pertain to the concept of reliability in qualitative research:

- Would we have seen the same and interpreted what we saw the same way if we had happened to have made the observations at another time?
- Would we have seen the same and interpreted it the same way if we had happened to pay attention to other phenomena during observation?
- Would a second observer with the same theoretical framework have seen and interpreted the observations the same way?

The first question is concerned with consistency of the research findings, Kleven's second question deals with parallel-form reliability and the third question deals with intra-judge subjectivity. Brock-Utne (1996) asserts that the data may be subjected to random errors when the answer to these questions is not yes, regardless of whether the data is reported through numbers or verbal description. However, with the data in the form of verbal description, which is the case of this study it is difficult to estimate the extent of errors (Brock-Utne, 1996).

In my study I was able to ensure reliability by preparing in advance an interview guide in which the questions asked were direct and clear. Also my class observations notes were taken on what was going on within the setting. Assessment documents used were relevant and authentic. The data collection techniques used increases the reliability of the study. But also triangulation according to Golafshani (2003) is a test to improve both the validity and reliability of the research or evaluation of findings. The next section is about the data analysis methods used in this research.

4.6 Data analysis procedures

The data analysis procedure used is content analysis which according to Patton in general terms “is used to refer to any qualitative data reduction and sense-making effort that takes a volume of qualitative material and attempts to identify core consistencies and meaning” (2002: 453). This research method is applied in both qualitative and quantitative research strategies. However, SPSS statistical analysis was used to analyze quantitative data collected which were mainly students’ assessment records.

The data collected during field work was analyzed through the following steps:

- First, is the transcription and translation of the raw data collected: All the interview responses were recorded while notes were taken during the observations. These were carefully transcribed and translated. All interviews except one were conducted in Kiswahili.
- Coding data was the second step: this involved tagging of importance key concepts; content that answers the research question and the relevant information that showed similarity or difference in both schools. This was done after translating the data into English.
- Thirdly, categorization of unprocessed data: this is done during interpretation of the data to see the discrepancies and similarities that exist and the relevance of this in relation to answering the research questions. The main point is figuring out possible categories and themes which are known as open coding (Strauss & Corbin, 1998; Patton, 2002).
- Lastly, is presentation and discussion of the data: in writing up the report all the findings were presented based on the specific objectives of this study. Themes and sub-themes were created as well.

The following section is concerned with ethical considerations which is essential in social science researches particularly qualitative research approach.

4.7 Ethical consideration

At the preliminary stage before going for fieldwork a letter was obtained from the University of Oslo that was used to obtain a research permit at the Ministry of Education in Tanzania in order to proceed with my research. That letter was used to get an official letter which granted permission to collect data from the two schools. Then I proceeded to meet the key figures of the secondary schools I expected to conduct fieldwork in order to explain the intention of my study and how I plan to conduct the research as well as the participants who would be involved in the study. In order to maintain confidentiality and anonymity of interviewees the names of the participants are not disclosed. To assure confidentiality of official documents obtained for this study was by not disclosing names of schools.

Once permission to start the research was granted I began by scheduling interviews sessions and observations in the classrooms. At the beginning of each interview and group interviews I explained the purpose of the study, asked for consent to conduct the interview and explain their rights as participants to partake in the interview. Considering the subjects of the research who are the main source of information is important, therefore, ethical issues ought to be observed during field work.

CHAPTER FIVE: Overall context of Tanzania

5.1 Introduction

This chapter intends to provide an overall description of the context of Tanzania. The chapter is divided into seven sections. The first section is the introduction. The second section describes the education structure of Tanzania followed by an historical overview of the language setting in Tanzania which is the third section. The fourth section deals with the difference between urban and rural secondary schools while the fifth section is about the language division in Tanzania followed by section six which is the value of English and Kiswahili in the society and the last section is about secondary school assessments.

5.2 Education structure of Tanzania

The United Republic of Tanzania is situated in Eastern Africa between longitude 29^o and 41^o east, Latitude 1^o and 12^o south (URT, 2001).

The United Republic of Tanzania was formed out of the union of two independent states namely Tanganyika and Zanzibar. Tanganyika got its independence on 9th December, 1961 and Zanzibar on 10th December, 1963. They formed the United Republic of Tanzania on 26th April, 1964. However, the Government of the United Republic of Tanzania is a unitary republic consisting of the Union Government and the Zanzibar Revolutionary Government (URT, 2001).

The provision of education in Tanzania is through formal and non-formal education. The formal education system consists of pre-primary schools, primary schools, secondary schools, teacher training colleges, vocational institutions and universities. Non-formal education is provided through two main categories: informal education and adult education, which can be generalized as out-of school education (URT, 1995). Non-formal education therefore includes National service and militia, literacy and post-literacy, and apprenticeship (Temu, 1995 in Bakahwemama, 2009). This study focuses on the formal education system.

The structure of formal education in Tanzania consist of 2 years of pre-primary school, 7 years of primary education followed by 4 years of ordinary secondary school, 2 years of advanced secondary school or high school and a minimum of 3 years of university education

(URT, 1995). Therefore, the education structure can be summed in this order: 2-7-4-2-3+. This study focuses on ordinary level secondary schools because it is at this level when students begin to use English as the language of instruction in all academic subjects except Kiswahili which remains as a compulsory subject.

5.3 Historical language setting in Tanzania

The historical overview of the language of instruction is presented in three periods; during pre-colonial period, colonial period and after the independence of Tanzania.

5.3.1 Language of instruction before colonialism

During the pre-colonial times various ethnic communities had their territorial domain where each group spoke their own indigenous language which distinguishes one community from the other (Vuzo, 2002). Kiswahili was used in Eastern and Central Africa as the major inter-ethnic language of communication which was a result of trade expansion and different ethnic groups resettling (Whiteley, 1969; Rubagumye, 1990).

According to Odora (1994) most ethnic communities had their own education system which dissemination of knowledge and skills was done using an indigenous language familiar to the community as languages of instruction. Therefore, this enabled each ethnic group to be identified through their indigenous languages.

5.3.2 Language of instruction during colonialism

During colonialism the language of instruction changed according to the colonial rule. The German colonial rule (1886-1920) decided to use Kiswahili as the language of administration and the language of instruction in primary schools since only few were privileged to attend school (Brock-Utne, 2006). With the use of Kiswahili as the language of instruction in the German colonial administration as well as in the education system, it led to the spread of Kiswahili all over Tanganyika.

Brock-Utne (2005) explains that the British colonial power which followed in 1920 also used Kiswahili for administrative purposes but promoted the use of English as a LOI in schools and as the official language in Tanganyika. Education was provided in different categories of

schools and according to the different races and curricula (Buchert, 1994). There were African schools where Kiswahili was used as the language of instruction, Asian schools Gujarati was the medium of instruction during the initial years of school followed by English later on, while Europeans schools used English as the language of instruction (Brock-Utne, 2006). English later on in schools shifted from being the language of Europeans and Asians and started to be taught as a subject from standard five onward and as a language of instruction in standard seven and eight to prepare children for secondary education.

Brock-Utne (2005) notes that at one point there was an attempt made to withdraw Kiswahili from primary schools and substitute it with indigenous languages by the Binns Mission but that attempt failed and Kiswahili continued to grow. English which was given more priority and status than Kiswahili by the British colonial power, started to be seen as a superior language in the mindsets of most people where knowledge, development and prestige can be attained. However, it should be noted that it is through the use of Kiswahili under the leadership of Julius Nyerere TANU was able to mobilize Tanganyikans against the colonial rule during the struggle for independence (Brock-Utne, 2005). Therefore, Kiswahili still plays an important and significant role as a lingua franca and in the country's liberation history despite English carrying higher status over the years.

5.3.3 The Language Policy since independence

After independence was attained, in 1963 the Ministry of Education made some changes in the education system which included removing the Asian language Gujarati while Kiswahili and English were made the languages of instruction in primary school (Brock-Utne, 2006). Brock-Utne explains that the following year in the former African schools Kiswahili became the language of instruction from standard one to four and English was maintained within the entire eight years in the European schools. There was a gap in terms of the supply and status of teaching and learning materials provided for English schools and Kiswahili schools (Brock-Utne, 2006). The effect of this gap is obvious till this day not only in terms of material but also in the way both Kiswahili and English are perceived, the latter being given greater prominence and higher esteem than the former by most Tanzanians.

Following this disparity the Ministry of Education decided to set up a policy which would transform the English medium schools to Kiswahili medium (Brock-Utne, 2006). She, however, mentions that the policy was replaced by the philosophy of Education for Self

Reliance (ESR) after the government introduced Arusha Declaration in 1967. The philosophy of Education for Self Reliance aimed to indigenize the school curriculum and this included the language of instruction. Kiswahili was authorized as the national language in 1964 and in 1967 was introduced as the official language of instruction in the entire primary education (Buchert, 1994).

After Arusha Declaration the government continued its efforts to constitute policies in regards to the language of instruction in the education system by initiating the Second Five-Year Plan (1969-1974) (Brock-Utne, 2006). She notes that English was seen as not sufficient enough to meet the learning needs in secondary and tertiary level; therefore, in 1969 a government circular was released to all secondary heads of schools by the Ministry of National Education regarding the change from English to Kiswahili medium. Unfortunately, this policy was unsuccessful since it was not implemented (Brock-Utne, 2006).

Another government effort was the Presidential Commission of Education in 1980 which was led by Jackson Makwetta (Qorro, 2009). The main aim of this commission was the academic quality of education, its costs and its training role as well as the language of instruction used particularly in post-primary level (Buchert, 1994 in Qorro, 2009). The recommendations that came wanted a change from English, which should be taught as a subject, to Kiswahili becoming the language of instruction (Tume ya Rais, 1982 in Qorro, 2009). However, the recommended shift to Kiswahili medium did not happen due to the government's decision of not going ahead with the change, a decision that seemed to be taken by President Nyerere who was in power at that time (Brock-Utne, 2006). Regardless of these efforts and attempts seen above concerning the shift from English to Kiswahili medium, the government through the Ministry of Education and Culture still retained the policy that supports the use of both English and Kiswahili as the languages of instruction.

Other policies that followed emphasized Kiswahili as the language of instruction in pre-primary and primary level while English continued to be the language of instruction in post-primary education with an exception of Certificate teacher training colleges and Adult education where Kiswahili was maintained as the language of instruction. The Education and Training Policy of 1995 states that:

- The medium of instruction in pre-primary schools shall be Kiswahili, and English shall be a compulsory subject (URT, 1995:35).

- The medium of instruction in primary schools shall be Kiswahili, and English shall be a compulsory subject (URT, 1995:39).
- The medium of instruction for secondary education shall continue to be English except for the teaching of other approved languages and Kiswahili shall be a compulsory subject up to Ordinary level (URT, 1995:45).

Furthermore, the Cultural Policy of 1997 ‘Sera ya Utamaduni’ elaborates on the language of instruction used that states:

In the formal education system Kiswahili shall be used as the language of instruction in pre-primary, primary, teacher training courses and Adult Education. English shall be the language of instruction from secondary to higher education. This arrangement weakens Kiswahili as well as the development in education, science and technology. The effort of any government in building national unity and harmony without using the national language as the language of instruction is not only detrimental to the cultural heritage of that country but also may contribute to continued poverty and confrontation within the society. This is because few people understand, speak and write the foreign languages used in teaching. Therefore, if we continue to use English as our language of instruction, science and technology which we are highly in need of, shall continue to be the right of the few who know English. (URT, 1997: 19)
[Translated from original Kiswahili version]

The policy document continues to address its aim of changing the language of instruction from English to Kiswahili (see chapter 2) which has not been implemented to date as they clearly stated. This policy mentions the shortfalls that arise as a result of using a foreign language as a language of instruction which only a few Tanzanians are able to understand and use. Also it shows the government’s intention as well as concern in ensuring that education and advancement in science and technology is brought about via the use of an indigenous language that will meet people’s needs as well as enable greater understanding of issues surrounding their society in order for them to find concrete solutions rather than a foreign language which very few are fortunate to access.

It is clear from the above discussion that the government has good intentions of dealing with the language of instruction. The 1995 language policy gives priority to English and the 1997 policy to both Kiswahili and English. It is difficult to understand what the government’s stance is in terms of the language of instruction with such fluctuation; whether it gives more

priority to English as a language of instruction especially in secondary education or does Kiswahili have a chance of becoming the language of instruction in the near future.

5.4 The difference between urban and rural secondary schools

The main focus of this sub section is to look into public secondary schools both in urban and rural areas to observe the common differences that are portrayed. Some of the difference include: access to secondary education, performance and socioeconomic status.

The term 'urban' refers to the city and 'rural' is the village or areas outside the city. The difference between urban and rural areas are categorized in terms of economic activities, occupations, education level, access to infrastructure, population, politics, nationality and migration and it has concluded that urban areas benefit from all these dimensions (Hugo et al, 1997; Kantabutra & Tang, 2006). Urban areas, in other words, have higher levels of economic activities particularly in manufacturing, construction and services; greater access to infrastructure and higher educational levels whereas rural areas are vital in economic activities especially in agriculture and farming but less access to infrastructure and lower educational levels (Kantabutra & Tang, 2006).

In terms of school access and performance urban schools are more efficient than rural ones (Cooksey et al 1998; Kantabutra & Tang, 2006). While urban schools are usually staffed with enough well-trained teachers, schools located in remote rural areas often find it difficult to recruit and retain qualified teachers (Zhang Li, 2009). Public urban secondary schools have an advantage of adequate and qualified teachers, more learning material and physical resources, unlike the rural ones.

Socioeconomic and family status, which is regarded as one of most significant inputs affecting student achievement, measures family income and education level (Fowler & Walberg, 1991; Kantabutra & Tang, 2006). On the other side urban dwellers enjoy better quality education, occupation, income, and public services, therefore, a higher socioeconomic status. It is worth noting that low socioeconomic status is associated with conditions that make learning more difficult (Hochschild, 2003 in Kantabutra & Tang, 2006). According to Kantabutra & Tang (2006) urban schools tend to have students with higher socioeconomic status than rural schools. Thus, the urban and rural secondary schools differences include quality of education, enrollment, efficiency and socioeconomic status (SES).

Therefore, in order to improve students' academic performance and proficiency in the language of instruction it is important to have adequate and trained teachers, enough instructional materials and other physical resources.

5.5 Language division in Tanzania

Tanzania which comprises a population of 35 million has more than 120 ethnic tribes each of which speak their own indigenous language. The National Kiswahili Council in 2004 estimated that 99% of Tanzanians speak Kiswahili (Masato, 2004 in Brock-Utne, 2007). The majority of people who live in rural areas speak their indigenous language as their first language and Kiswahili as their second language. In the urban areas the situation is similar particularly among the elderly and middle age group however Kiswahili is increasingly becoming the first language to most of the younger generation.

The language division in Tanzania is described as a typical triglossia situation which is common where there exists:

- Regional or local languages whose basic role is in ethnic community communication;
- A local homogeneous lingua franca used in the education system, mass media and in government administration but which is not fully developed to cover all settings; and
- A language used worldwide (Abdulaziz-Mkilifi, 1972 in Rubagumya, 1990)

In a triglossia situation different languages are assigned different roles and they are in complementary distribution (Abdulaziz-Mkilifi, 1972 in Rubagumya, 1991: 69).

Therefore, in Tanzania the indigenous languages are acquired at home and are mainly used amongst family and friends during informal situations. Kiswahili in the rural areas is first learnt at school and in the urban areas it's increasingly becoming the first language to many children which is use to communicate the public majority. English is the language of higher education and international affairs for access to world literature and technological information (Rubagumya, 1991).

5.5.1 Vernaculars

Vernacular languages in Tanzania are either Bantu languages⁷, Nilotic languages⁸ or Cushite languages⁹. This is the mother tongue or first language which is acquired at home. It is the language used among family and with close friends in informal situations and sometimes in small business, primary court, village administrative issues, places of worship especially in rural areas (Rubagumya, 1990). Vernaculars are commonly used by a majority of Tanzanians in the rural areas but also in urban areas.

5.5.2 Kiswahili

Kiswahili is the official language of communication and the national language of Tanzania. An estimated 99% of the population speak Kiswahili as either their first or second language (Masato, 2004 in Brock-Utne, 2007). Kiswahili is the language of daily communication whether official or local such as at home, work place, place of worship, commercial purposes, political issues such as in the parliament, public rallies and political speeches, in administration from national to village level, in judiciary, in the mass media such as radio, TV and newspapers all use Kiswahili (Rubagumya, 1990). Also at the international level Kiswahili is used in trade, diplomacy, cultural and political issues between neighboring countries who also speak the language such as Kenya, Burundi, Rwanda, Democratic Republic of Congo, Uganda and to some extent in Mozambique, Zambia, Somalia and Sudan (Rubagumya, 1990; Roy-Campbell and Qorro, 1997)

In education Kiswahili is the medium of instruction in pre-primary and primary school. It is also the language of instruction in Certificate Teacher training colleges as well as Adult education institutions. Despite the fact that Kiswahili is not the language of instruction in secondary schools and Higher learning institutions it is commonly used as a medium of communication in class through code-switching and translation and also outside classroom in schools (Roy-Campbell and Qorro, 1997).

⁷ Bantu languages are a sub-branch of Niger-Congo languages spoken in Central Africa, East Africa and Southern Africa (Wikipedia, 2010).

⁸ Nilotic language family is a group of Eastern Sudanic languages spoken between Sudan and Tanzania by Nilotic people, particularly those associated with cattle herding (Wikipedia, 2010).

⁹ Cushite language is a branch of Afroasiatic language family spoken in the Horn of Africa, Tanzania, Kenya, Sudan and Egypt (Wikipedia, 2010).

5.5.3 English

English is spoken by only 5% of the population (Mwinsheikhe, 2008) and is regarded as the second official language in Tanzania. It is mainly used to communicate in international affairs such as politics, trade, diplomacy, science and technology and information exchange and tourism (Rubagumya, 1990). English is a language used in very formal situations particularly where foreigners, who cannot understand the national language, are involved.

In education English is the medium of instruction used in secondary and tertiary level. It is also used in Diploma Teacher training colleges and Polytechnic institutions.

5.6 The value of English and Kiswahili in the society

Qorro (2009) conducted a research on the reasons that make parents and policy makers insist on using a foreign language as a language of instruction regardless of the fact that it restricts access to quality education. She came up with the following reasons given my policy makers:

- In this era of globalization and free markets we need English, which is a global language; indigenous languages will not get us anywhere.
- English is essential for science, technology, the labour market and international relations.
- Most literature that we have in schools already is in English.
- Being able to speak and write English gives one the qualification to get highly paid jobs.
- There are no funds to 'waste' on changing the medium. If English is not used as a language of instruction it will die.
- Students learn English better when it is used as a language of instruction since they get exposed opportunity to use or practise it.

According to Rubagumya (2003) the main reasons why parents decide to send their children to EMP schools included (i) English competence will help a child to cope with science, technology and globalization. (ii) Many parents want their children to communicate in English and get better education through English language. (iii) Kiswahili cannot help their

children live in a changing world. (iv) Kiswahili is a regional language and lacks the international scope which enables a child to learn academics to his/her full potential.

In Tanzania English is seen as a language of power and success, a valuable asset to those who master it. First, because of the colonial mindset that was inherited from the British colonial power but also the fact that those who are well educated are also English literate and are able to obtain prestigious jobs and live comfortable lives. Most parents who take their children to EMP schools believe that English is the language of economic and social advancement and so extra investment in the language is necessary while Kiswahili is assumed to be everywhere around the children and thus 'free of charge' (Rugemalira, 2006: 98). Kiswahili in other words is taken for granted since everyone can communicate fluently, no particular attention is given to develop it apart from the regular classes at school.

The 'extra investment' Rugemalira mentioned earlier means parents pay for extra tuition classes after school as well as remedial classes that might be offered in school by some EMP schools. They also buy supplementary books and English story books all in the effort of ensuring their children will master the language by the time they complete the seven years of primary school. Children in the urban areas are more fortunate to get these opportunities as mentioned previously (see 5.4) unlike those who come from rural areas.

Rubagumya (2003) notes that very few Tanzanian use English only to communicate with their children especially elite parents. However, on the playground Kiswahili is primarily used. This is a typical situation of which most secondary school students face, English is not the language which they get to use and hear in their daily surroundings but rather it is Kiswahili which is predominantly used everywhere. According to Rugemalira (2006) students are embarrassed to speak English outside school surroundings because it draws peoples' attention. Myburgh et al, (2004) in Rugemalira, (2006) mentions that speaking English at home or in public seems out of place, disrespectful or just amusing. In other words, students see English as a language of the school (Rugemalira, 2006). This does not mean they don't value it but this goes to show that it is used only when and where it is necessary, thus English is a role-specific language used when it is needed to fulfil its function.

5.7 Assessments

This section describes the various assessments that are used in ordinary level secondary schools and aim of these assessments. There are three main levels: school level, regional level and national level assessments. The school level examinations are commonly known as continuous assessments. The regional and national assessments are done twice within the four years of secondary education.

Holmarsdottir (2005) asserts that academic performance has been characterized into national and school level assessments each having their purposes. In Tanzania ordinary level secondary school students at the national level sit for two different national examinations which are used for the purpose of evaluating overall achievement and selection of students who qualify to the next level of education by merit. The first national examination is done in Form two and the other one in Form four which is the exit examinations. The National examination council of Tanzania is responsible for setting, moderating, supervise marking of national examinations as well as provide written comments on the standard and level of difficulty of the papers set and performance of the examiners of all examinations (NECTA, 2009).

At the regional level there are mock examinations which are also done first in Form two and then in Form four. Mock examinations are done a few months before the national exams the purpose is to prepare students in each of these levels for the upcoming national examinations.

At the school level there are tests, terminal and annual examinations which are for the purpose of monitoring student's continuous progress. Tests are in the form of quizzes and tests done each month, however, these monthly tests vary from one school to another in the sense that some schools may administer them each month while others may not. Terminal and annual examinations are done at the end of a school term, the former are done in the first term and the latter during the end of the year.

The English Proficiency Test is another form of assessment which is done at the beginning of Form one. This is a six weeks orientation course in which students learn different English skills. After the six weeks course students sit for an examination. The aim of this English proficiency test is to help students cope with their academic study due to the change of medium of instruction from Kiswahili in primary school to English in secondary school

(Malekela, 2003). All national, regional and school assessments are written in English language at secondary level and above. If students answer examination questions in Kiswahili those answers do not count even if they are correct.

5.8 Chapter summary

This chapter has given a brief presentation of Tanzania and its educational structure particularly Tanzania mainland. It discusses the history of the LOI situation in Tanzania from the pre-colonial times to present. The chapter further presents the difference between urban and rural secondary schools in terms of access, performance and socioeconomic status. It also examines the language division and the value of English and Kiswahili in the society. The level of assessments in ordinary level secondary schools is the final part in this chapter. There is a need for the Tanzanian government through the Ministry of Education, Culture and Vocational Training to consider ways of enhancing English language in secondary schools since it is still the language of instruction despite the efforts made by the government to change the LOI. Measures ought to be taken to help learners cope with their academic studies and perform to the best of their ability.

CHAPTER SIX: Data Presentation and Analysis

6.1 Introduction

This chapter deals with presentation and analysis of data collected through class observations, interviews and document review of examination results. This study comprises 7 interviews with teachers and 1 from an official, 4 group interviews with students and 10 class observations were done in 2 secondary schools. Mock examination results were taken as document reviews to assess the performance.

The findings from class observations, interviews and document review shall be presented based on specific research objectives of this study (ii-iv):

- i. Profile of the urban and rural school
- ii. Language of instruction and its influence towards students' success or failure.
- iii. Differences and similarities between urban and rural students' performance.
- iv. Other factors influencing the difference between urban and rural students' performance.

6.2 Profile of the schools

Secondary education in Tanzania is managed by the Ministry of Education and Vocational Training (MoEVT). Secondary schools are categorized as government, Government community owned, seminaries or private secondary schools. Also secondary schools are either boys only, girls only or co-education. The majority of government, community owned and non-government school are co-educational (URT, 2005).

Secondary schooling has two levels known as ordinary level or 'O' level and advanced level or 'A' level. The first level is ordinary level which consists of four years of post-primary education following a core national curriculum and specialized optional subjects which at the end students sit for national examinations (URT, 2005). The second level is advanced level which is two years and also follows a national curriculum and examinations. It is divided into Science and Arts streams. The minimum number of subjects required for Certificate of

Secondary Education Examinations (CSEE) is seven, therefore, all candidates are required to select a minimum of seven subjects from the core list including Mathematics, English, Kiswahili, Biology and Civics which are compulsory (URT, 2005).

The urban secondary school which is situated in Arusha city centre is a government community owned day school; this in other words means it was built by the community. The rural secondary school is a government day school and is approximately 50 km from the city. The education officer is situated in the city and is concerned with all secondary education issues at the municipal level. The administrations in each school consist of a Headmaster, Deputy Headmaster, and the Head of Academics. The head of academics mainly deals with all academic matters such as planning the class schedule and the examination timetable for the entire school and conducts administrative affairs when either the Headmaster or Deputy Headmaster are not present. Both schools do not have a library facility, however, the books that are available are under the care of heads of departments for each subjects and students are allowed to borrow them. Outdoor activities are part of the school work that is planned after the regular class timetable is over. Some of these activities are cleaning the classrooms, staff offices and school surroundings.

Selection of pupils into secondary school from both Kiswahili and English medium primary schools is done on the bases of their performance. Pupils selected to day secondary schools are most often sent to schools near their locality except for the gifted students who are sent to special talented secondary schools which are all boarding schools. Therefore, students who come from urban and suburb areas are recruited into urban secondary schools and those from rural areas likewise end up being sent to rural secondary schools. However, transfer from one school to the other is possible provided there are substantial reasons for the transfer.

6.2.1 Classroom environment

Classroom environment is concerned with the area where teaching and learning takes place. The form four classes that I observed in each school were divided into four streams: A, B, C and D. The urban school had a total number of 183 students each stream with 45 or 46 students. While the rural school had a total of 225 students each stream with 56 or 57 students. The teacher-student ratio was slightly larger in the rural school compared to the urban school. The rural school class arrangement was cramped. The urban school classrooms had slightly more space than the rural school.

This observation was also confirmed through interviews with two subject teachers from the rural school. One teacher remarked on the class sizes and its effect as well as the teacher-student ratio:

Namba ya wanafunzi ni kubwa sana kwa hiyo inakuwa ni ngumu kwa mwalimu kupitia mwanafunzi mmoja mmoja na kusahihisha madaftari yao. Hii ni kwa sababu ya uchache wa madarasa. Pia namba ya waalimu na wanafunzi hailingani, mwalimu 1 kwa wanafunzi 70 hadi 75.

Author's translation:

There are too many students per class so it's difficult for one teacher to attend to all students and mark every exercise book. This is due to shortage of classrooms. The teacher-student ratio is 1:70-75.

The above remark on the teacher-student ratio is slightly exaggerated; however, this could be true in the other lower classes that this subject teacher teaches.

I also noticed in the rural and the urban school that students who came to class late found no chairs to sit on, so they had to get chairs from other classes or share a chair with a classmate. I was later told by one of the teachers in the urban school that each student at the beginning when starting Form one each student had to pay for a chair and desk, so every student has a chair and desk. However, through the course of time some chairs went missing that's why sometimes late comers have to go around other classes to find chairs. During one History lesson in the rural school, two different streams had to be combined in one class, it was difficult for students because the class became very congested. I also observed that reorganizing the class for group work is also not an easy task. Some students did not bother turning their chairs around to face the whole group but decided instead to sit sideways facing another direction. Therefore, these are the situations students have to bare with due to the large number of students.

The above observations and interview response show how essential classroom environment is to learners. It is expected that through good classroom environment students' performance would be enhanced. In both schools there is shortage of physical resources and the class size in the rural school is slightly larger than the urban school. Therefore, factors such as unpropotional teacher-students ratio, oversize classrooms, and lack of necessary classroom facilities such as chairs affect the teaching and learning process.

6.2.2 Students participation in History and English lessons

During class observations, I noted in the urban school that students' participation varied across the classes. I observed in one particular class known as class A, it was more active than the others in English and History. In English, almost half of the class participated giving good arguments during a debate session. Although some students participated because they were chosen by the teacher but nevertheless they were able to contribute well. In the same class during the History lesson the participation varied during the course of the lesson, at one point more than half of the class raised their hands to contribute but sometimes the teacher had to point out a student to answer. In class B and D participation was minimal compared to class A. In both of these classes I noticed when the teacher was asking questions some students sitting at the back muttered the answers but did not raise their hands to contribute. These students may know the answers but refrain from answering instead they whisper the answers to each other. One student mentioned in a group interview:

Kwenye debate, group discussion na kujibu maswali darasani waalimu wanapaswa kuwatia moyo wanafunzi wachangie na sio tu wale wanaotoka English medium. Hii itawapa wanafunzi wanatoka shule za kawaida challenge na competition zaidi wakati mwingine wachangie.

Author's translation

In debates, group discussions and answering questions in class teachers should encourage all students to participate instead of only those who studied in English medium primary schools. This might challenge those who are from the Kiswahili primary schools and create competition for them to participate.

The above statement shows that students need to be motivated for them to continue to participate in classrooms activities especially because English the LOI used is not their mother tongue. This students' view was actually observed in class as students who answered well were praised and encouraged to give their opinions.

In the case of the rural school students' participation varied between the two subjects of History and English. In English the participation of students was better than in History. But also there is one particular class- class B who were very active in answering questions than the other three classes. In an informal conversation one of the subject teachers' shared with me that this was one of the best classes among the four streams and she thought that I would not get an accurate picture of the 'language situation' if I observed that class. This class B has a number of bright students who are confident, articulate and able to express their viewpoints

in class discussions. In History, students showed minimal participation and the teacher took more time to elaborate the answers provided. The subject teacher tried to explain during the interview how he deals with low participation:

The response now is like what you have seen today, you have to call them by names or start with leaders at least they do answer but if you ask randomly they won't respond. Most of them fear to speak they are ashamed they won't speak properly. Because they don't practice speaking much even their participation in class has become very low. Therefore you need to make some maneuver so that they can participate.

The above explanation is evidence of what teachers experience in class when the learners have to use a foreign language as the LOI; Low mastery of English is an obstacle to them in participating during the lesson. It creates a barrier between the learners and the teacher. It is obvious that language does affect the participation of students in class. From the above findings it also shows that students are not comfortable and lack confidence when using English and some choose to refrain from contributing their ideas openly instead share them amongst themselves. Overall, there was no significant difference between the urban school and rural school except for the class that stood out from the rest in each school.

6.2.3 Teaching methodologies

The main focus in this sub section is to explain the instructional methods observed in class and also account views of teachers and students from the interviews. In my observation during History lessons in both schools, the main teaching method was group discussions. This method allows all students to contribute in giving their views and arguments in their respective groups. The teachers would check on each group to know how their discussions were going and assist any group that needed help.

Another means of instruction used in both schools was lecture method. This method was either used at the beginning of the lesson or towards the end after the group discussions and presentations had ended. In the urban school, the subject teacher lectured after each group presentation to clarify what was presented. Lecturing took a lot of time and some of the groups were unable to present during the 80 minute lesson. I also noticed that from each group only one student presented the rest of the groups' answers. Notes are written on the chalkboard- a summary of what each group presented. As the teacher was writing the notes the presenters were asked to stop or wait so that the teacher could write down the things the student is presenting. But also the teacher at times asks the presenter to repeat whenever she

has not grasped what he said. So the presenter ends up reading everything for the teacher to write on the chalkboard rather than presenting to the class as required. Thus, the student needs the teacher's approval to continue their presentation.

During English lessons demonstrations, debate and lectures were used as instructional methods in the urban school. In the first lesson the subject teacher starts lecturing and demonstrating a few important concepts. Then students were asked to simulate a situation of a typical job interviews.

Debate method was used for students to express their views on a certain topic. The entire debate session was managed by students themselves and the subject teacher was an onlooker except for the initial selection of the main participants which included: the chairperson, two secretaries to record arguments presented, and two main speakers for each side-the opposers and supporters of the chosen topic. The teacher would only get involved when necessary or when other students showed little participation.

The English lesson in the rural school used lecture and question and answer methods. The subject teacher initiates the lesson by asking students' prior knowledge about the topic then gives detailed explanation about the topic. Black board notes-writing and notes-copying is also done. After that a textbook was handed out and a dialogue from the text was read by two students. A question and answer session about the dialogue followed. The lesson ends with an exercise from the text as homework. The instructional methods used in the urban school involved the students more than those used in the rural school.

Two students from the rural school gave their views about the teaching methods used by teachers in the group interview. One of them suggested the type of methods that could be used to help students understand better:

Ni muhimu kufundisha kwa kutumia vitendo, mambo ya discussion, kuuliza maswali itasaidia wanafunzi kufaulu ila kwa mwalimu kuongea mwanzo mpaka mwisho inasababisha wanafunzi kushindwa mitihani.

Author's translation

The important thing is to teach by doing like demonstration also discussions and asking questions would help students pass but for teacher who lecture from the beginning to the end of the lesson this may contribute to students failing in exams.

Another student in the urban school pointed out that teachers should get training on how to teach:

Waalimu wanatakiwa wapewe maelekezo zaidi kwa jinsi wanavyotakiwa kufundisha sio vile wanavyoeleza juu juu tu unakuta mtu umetoka hujaelewa au umelewa nusu nusu ndio at the end unakuta matokeo amefaulu lakini sio kwa kiwango anachotakiwa kufaulu kwa sababu ya uzembe wa mwalimu haelekezi kwa kiwango ambacho mwanafunzi anatakiwa aelewe. Kwa mfano kama kuna terminology kwenye topic anaongea anatakiwa afafanue hapohapo darasani.

Author's translation

Teachers should be trained on ways to teach and not by just giving shallow explanation. This leads to some students coming out of class without understanding at all or just understanding partially. In the long run a student may end up passing but not at satisfactory standard because of some teachers' negligence. For example, if there is a term it's important that the teacher clarifies it before moving on.

The head of academics in the urban school had this to say about the instructional methods and performance:

Njia za kufundishia na zenyewe zinakuwa zinachangia sana maendeleo ya wanafunzi kushuka hasa ukizingatia wanafunzi ni wengi kwa hiyo mwalimu hawezi kutumia participatory methods throughout. Of course sio lazima participatory method tu unachanganya mbinu mbalimbali lakini ili kuokoa muda wa kufundisha hatumii mbinu hizi maana wanafunzi 70 ukiwaambia wajipange kimagroup unakuta kwamba kipindi kizima kimeisha na nafasi ya kuwapitia hakuna kwa hiyo inakuwa ngumu kutumia participatory method. Sababu nyingine pia ni wingi wa vipindi mwalimu alivyonyo unakuta anafundisha ili amalize haraka kipindi aende kwenye darasa lingine. Kwa hiyo njia za kufundishia zinachangia kushusha maendeleo ya wanafunzi kwa kiasi kikubwa sana.

Author's tradition

Teaching methods may lead to students' low performance. Large class sizes hinder teachers from using participatory teaching methods. It's not necessary to use participatory methods all the time but in order to save time they don't use these methods because with a class of 70 students it will take time to form groups. Also teachers do not using participatory teaching methods because most teachers have a heavy teaching load so their aim is to finish the lesson quickly so they can rush to the next class. Therefore, to great extent instructional methods affect students' performance.

The above findings show that when appropriate teaching methods which are learner-oriented are used students are expected to perform better than when the unsuitable or obsolete methods

which are teacher-centered are used. However, due to time pressure, overloaded teaching schedule and overcrowded classrooms these methods are not being used and hence leading to low performance in tests and examinations.

On the other hand, the teacher's competence in English language was also seen as a problem that leads to underachievement and poor language skills. The head of academics in the rural school mentioned the lack of English language proficiency among teachers:

Waalimu wenyewe unakuta hawajajengwa katika lugha ya Kiingereza kwa sababu mfumo wa elimu anaopitia ni huuhuu wa kusoma kwa Kiswahili msingi. Ingawa amesomea elimu ya secondary kwa lugha ya Kiingereza kwa miaka 6 pamoja na chuo cha ualimu kwa miaka 2 pia lakini bado lugha ya Kiingereza ni tatizo. Kwa hiyo kama lugha bado ni tatizo kwa mwalimu mwenyewe sembuse wanafunzi itakuaje?

Author's translation

Teachers are not proficient in English language because they went through the same education system of using Kiswahili in primary. Despite the 6 years of secondary education plus 2 years of diploma education many still have problems with English. So if teachers are still facing problems with the language what about the students?

The above explanations reveal that inadequate teacher training courses and poor English skills that teachers have could also be the reason for language difficulties and underperformance. Therefore, the kind of teaching methods used in class, teachers' lack of English language proficiency and teachers' incompetence in the subject matter as well as the LOI are important aspects that seem to slightly lack in the rural school particularly the use of various teaching methodologies.

6.2.4 Teaching and Learning resources

During the class observations in both schools shortage of teaching and learning material was evident. In the first History lessons in the urban school the teacher had few copies of the pamphlet which was used in that lesson so students were asked to share. This was also observed in the rural school during English lesson there were not enough textbooks so students were required to share. The ratio of textbooks per student was 1:6 while in the urban school it was 1:5. This was also confirmed in the interviews by students and teachers. Two students and two subject teachers in the rural school mentioned the lack of teaching and

learning material and a library. One of the subject teachers in the rural school mentioned shortage of instructional material and time:

Kwa kweli pamoja na kujitahidi kutumia techniques juhudi inakuwa ni ndogo kwa sababu ili uweze kumsaidia mwanafunzi ni lazima uwe na material na muda wa kutosha. Na kikubwa hamna muda wa kutosha kwa sababu lazima wanafunzi waondoke saa nane na nusu mchana na material pia ni pungufu sana mfano vitabu 7 vinatumika na wanafunzi 40 hivyo tunakwama katika ufundishaji. Kwa namna hii hata kumsaidia mwanafunzi mmoja mmoja inakuwa ni ngumu.

Author's translation

The lack of adequate resources and time lowers our efforts in helping these students. There isn't enough time because classes end at 14.00hrs and there are very few teaching and learning materials available, example, 7 books are shared among 40 students. It is difficult to help students on a one on one basis.

Another subject teacher in the rural school shared the way he felt the subject of History was neglected:

Ununuzi wa vitabu kwa ujumla priority inapewa masomo ya science kwa sababu wanachukulia sayansi ni ngumu kwa hiyo wanataka kuipromoti. Historia inapewa nafasi ya mwisho wanachukulia Historia ni rahisi au haina implication sana katika maisha ya wanafunzi kama sayansi kwa hiyo wanaigno.

Author's translation

In purchasing books science subjects are given more priority because science is considered as a difficult subject-matter. So History is usually ignored and last on the purchase list with the assumption that it is an easy subject and has no major implications in students' life as science does.

A subject teacher in the rural school mentioned the absence of a library may affect students performance:

Shule hii haiina maktaba kwa maana hiyo mwanafunzi hawezi kufanya reference ya vitabu na vile vilivyopo ambavyo wakuu wa idara wanatunza ni vichache sana haviwezi kumudu wingi wa wanafunzi. Hivyo wengi wanajisomea wanachopata darasani tu na inaishia palepale.

Author's translation

This school doesn't have a library so students don't have access to books for reference and even the ones that are available under the care of heads of departments are very few. So most students just study what they learn in class.

From the above findings it is clear that in both schools there are limited teaching and learning resources, however, the rural school seems to have a greater shortage because both the History and English subject teacher shared their anguish in this matter during the interviews as well as several students. The absence of a library facility for further reading in both schools shows that students rely on the teacher to provide lesson notes. For this reason it is concluded that students in both the urban and rural secondary school have shortage of teaching and learning material but the rural school is in dire need for textbooks as this is hindering the teaching and learning process and hence poor students' performance.

6.3 Language of instruction and its influence on students' success or failure

The main focus in this theme is to examine the impact of LOI in students' academic performance. This section considers the extent in which the LOI in secondary schools has contributed towards students' high or low achievement. Classroom observations and interviews with teachers and students were used. This theme is divided into the following sub themes: coping strategies, the education officer's views on language and performance and LOI and its impact on students' performance.

6.3.1 Coping strategies

There are various coping strategies employed in order for both teachers and students to be able to accomplish the teaching and learning process such as code-switching, code-mixing, translation and rote learning. The findings will be displayed in terms of class observations, students' views and teachers' views.

6.3.1.1 Definition of the coping strategies

- Code-switching: Code-switching is defined as the alternate use of two or more languages in the same utterance, a common bilingual or multilingual communication strategy (Holmarsdottir, 2006).
- Code-mixing: "Code-mixing is the changing of one language to another within the same utterance or in the same oral/written text" (Ho, 2007: 1).

- Translation/ literal translation: Translation typically has been used to transfer written or spoken second language texts to equivalent written or spoken first language texts. OR the second language grammatical constructions are converted to their nearest first language equivalents, but the lexical words are again translated singly, out of context (Ordudari, 2007).
- Rote learning: is a form of memorization which a person is able to recall relevant information but cannot use this knowledge in a new situation or to solve problems (Mayer, 2002).

6.3.1.2 Coping strategies in the classrooms

In the classroom observations the coping strategies were employed but not to a great extent. Six class observations were done in the urban school and four in the rural school. All subject teachers used one of the coping strategies during the lesson.

In the urban school, during a History lesson in class D the subject teacher code-mixed Kiswahili and English at the beginning of the lesson to introduce the lesson. She also used translated to emphasize on an important point. In the English class observation in class A the subject teacher, who was very competent in the LOI, code-switched English to Kiswahili when a few students were not willing to participate voluntarily she tried to ask them to give their views.

At the rural school, in class A I observed after the subject teacher a brief introduction about the lesson he gave one question for each group to discuss. One of the groups told the teacher they needed more clarification on the question that they were supposed to discuss so the teacher assists them by translating the question in Kiswahili. Another group sitting nearby me was using Kiswahili during their discussion. In an English lesson in class C the subject teacher was eliciting examples from the class. One student gave an example but the sentence was grammatically incorrect. The teacher asked the student to translate his example in Kiswahili.

Based on the findings above it is obvious that the use of code-switching, code-mixing and translation from English to Kiswahili cannot be completely avoided in both schools. These coping strategies are used to clarify things that were unclear when said in English, to

emphasize an important point, to discuss questions in detail during group discussions and also to prompt students to participate in class discussions. From the findings above it shows that these coping strategies were used very rarely, in most cases once or twice in each class I observed. Thus, the possibility that both teachers and students may have not shown their natural behaviour in class for the purpose of making a good impression is plausible.

6.3.1.3 Students views on coping strategies

The findings reveal that students from both the urban and rural secondary school said they used code switching and code mixing regularly in group discussions in class to help those who do not understand English to be able to contribute their views. A student from the urban secondary school confirmed this as he said:

Kwa darasani mara nyingi tunatumia lugha zote mbili ili kama yupo mtu ambaye hataelewa Kiingereza aweze kucatch up na Kiswahili. Unaanza kusoma mada au maswali kwa Kiingereza kwanza then unawaambia 'Hapa nilikuwa nasema hivi, mna mawazo gani?' Kila mtu atatoa maoni yake kwa Kiswahili kisha tunatafsiri na tunaandika kila kitu tulichokuwa tunakizungumzia kwa Kiingereza. Kwa hiyo kwenye majadiliano tunatumia lugha zote mbili ili kama kuna mchangiaje ambaye hajui Kiingereza atumie ile lugha ya Kiswahili.

Author's translation

In class we normally use both English and Kiswahili so that those who do not understand English are able to follow the discussion in Kiswahili. You start reading the topic or questions in English then you tell them 'this is what I was saying in Kiswahili what's your view?' Each person will give out his/her views in Kiswahili you translate into English and later we write what we've been discussing. Therefore, in discussions we usually use both languages so that participants who do not know English can give their views in Kiswahili.

Two students in the rural school were skeptical about the code-switching and code-mixing. One of them stressed that there should be consistency in teaching using either the LOI English if it is a subject that requires this medium and Kiswahili in subjects that require using this medium because students become dependent upon code-switching, code-mixing and translations. This is what she had to say:

Katika kufundisha kama ni somo la Kiswahili mwalimu atumie Kiswahili na kama ni somo linalotumia Kiingereza watumie Kiingereza kwa sababu mwanafunzi anakuwa haconcentrate mwalimu anapofundisha kwa Kiingereza kwani anajua mwalimu atatranslate kwa hiyo hawawi makini kusikiliza. Kwa hiyo mwanafunzi akijua mwalimu hatatafsiri bali ni Kiingereza tu atafanya juu chini ajue Kiingereza ili aelewe mwalimu

anapofundisha. Kwa hiyo mimi naona kuchanganya lugha inawafanya wanafunzi tegemea njia hii ya ufundishaje.

Author's translation

Teachers should consistently use one medium either Kiswahili or English because students do not pay much attention when the teacher is teaching in English since they know that the teacher will later translate everything for them. Therefore, if a student knows that the teacher will not translate instead the whole lesson will be taught in English then he/she will put more effort in learning English in order to understand the lesson. Therefore, in my view students become dependent on this kind of teaching method.

Another student in the rural school also mentioned another coping strategy which is commonly used by students. This is memorization of the main themes and reproducing them in examinations. She said this in the following statement:

Lugha inachangia sana katika maendeleo ya juu au ya chini ya mwanafunzi katika mitihani. Mwalimu anapofundisha kwa Kiingereza huwa tunakariri zile point kisha kwenye mtihani tunaziandika kama zilivyo. Sasa namna ya kuzitetea zile point hujui kwa sababu labda hukuelewa kutokana na Kiingereza.

Author's translation

The language used does contribute to students' high or low performance in examinations. When a teacher uses English to teach we memorize the main points and then we reproduce exactly what we memorized in the examination. The problem is explaining the details of each point mentioned because one may not have understood since English was used.

One of the students from the urban school suggested one way to help the students who are unable to cope with the language of instruction:

Waalimu wanapaswa kuwatia moyo wanafunzi wafundishane wenyewe ili kuweza kusaidiana kwani ni rahisi zaidi kumuliza maswali mwanafunzi mwenzako kuliko mwalimu.

Author's translation

Teachers should encourage peer tutoring in order to help one another catch up since it's easier to ask questions amongst each other than asking a teacher.

This means that peer tutoring could be used as a coping strategies for students to help one another to understand what was taught in class; those who are competent in the LOI assisting those who are less competent.

The above explanations imply that code-switching and code-mixing is used during group discussion and other class activities as it is clearly seen even in their responses. The coping strategies used are necessary for learners to be able to understand but some of the strategies may not be very helpful particularly memorization which is called rote learning. When students cannot explain what they have memorized this means they have not understood what was learnt. These coping strategies are used by students in the urban and rural school.

6.3.1.4 Teachers views on coping strategies

The data also shows that 5 teachers among the 7 respondents from both secondary schools agreed that coping strategies were necessary to be employed in order to help learners understand the subject matter.

One of the subject teachers' from the rural secondary school said that the participation of students in class discussions is very low because most of them do not fully understand English. Translation is what is used to help them understand the questions asked in class. The respondent explains this in the statement below:

Wanafunzi hawaparticipate katika kipindi kwa sababu hawaelewi lugha. Kama ukitoa maswali kwa Kiingereza hawajibu ila maswali yaleyale ukiyatafsiri kwa lugha ya Kiswahili unakuta wanajibu vizuri na wanapata kwa usahihi. Kwa hiyo changamoto kubwa ni kutoelewa lugha (instructional language) na hii inaweza kuwa in kwa sababu ya wanafunzi wengi hawajapata exposure ya lugha kwanzia wakiwa watoto.

Author's translation

Very few students participate because very few understand English fully. When you ask questions they don't answer but when you translate the same questions they answer them very well. So the biggest challenge is students not understanding the instructional language and this is because students have had no exposure in this language from their childhood.

The same teachers adds that there are other ways that can be used including code-switching, demonstrations or using teaching aids as a way of helping the learners understand the subject

matter. She also mentions the approximated percentage of students who are able to cope well with English as a LOI. This is what she had to say:

Unaweza kufundisha kwa kutumia fluent English darasani ila wachache sana wanaelewa kama asilimia 10% hadi 20% ya wanafunzi aidha uchanganye lugha code-switching, au ufanye demonstration while teaching au utumie teaching aids ila teaching aids zenyewe hatuna. Tunasema kwamba tunatumia teaching aids theoretically lakini practically hatutumii.

Author's translation

When teaching using English throughout the lesson around 10%- 20% of students understand completely. So we use code-switching, demonstrations or teaching aids although in reality there are no teaching aids when we say we use them it is only theoretically but practically we don't really use them.

The findings also show that vocabularies are another reason for using coping strategies. Therefore, teachers translate vocabularies for students to understand them. One of the subject teachers' in the rural school said this:

Kuna misamiati migumu ambayo inatumika kwenye mada inamlazimu mwalimu kutumia Kiswahili ili kuwaelewesha wanafunzi maana ya hiyo misamiati. Maana ukitumia tu Kiingereza itakuwa vigumu kuelewa. Ni tatizo ambalo ni kubwa.

Author's translation

There are difficult vocabularies which are used in most topics so a teacher has to use Kiswahili in order to explain what they mean. If you only use English it will be hard for the students to understand. This is a big problem.

The two heads of academic from both schools who are also teachers in their respective schools were among the five respondents who had the same opinion that coping strategies were necessary to allow all students to understand the subject-matter well. However, these strategies are also a means for teachers with poor command in English to effectively deliver the subject matter. Speaking on the matter the head of academics from the urban school explained that:

Kuna baadhi ya waalimu ambao wanachanganya Kiswahili na Kiingereza mara nyingi inakuwa ni kwa kusingizia wanafunzi hawaelewi. Lakini unakuta naye pia haelewi lugha vizuri na wakati mwingine unakuta anakosa maneno yakuelezea kitu kwa urahisi kwa kutumia lugha ya Kiingereza mpaka mtoto aelewe kwa hiyo unakuta wanafunzi hawaelewi. Hivyo mwalimu anachangia kwa kutokuwa competent kwenye

luga ya kufundishia yaani Kiingereza. Mwalimu anapomwelezea mtoto kwa kutumia Kiswahili wakati mitihani anatakiwa kujibwa kwa Kiingereza mpaka akumbuke aandike majibu inachukuwa muda na inakuwa ni ngumu.

Author's translation

There are teachers who tend to use both English and Kiswahili; some teachers say they do this because students don't understand but the real reason is them not having a good command of the LOI. For instance, when a teacher is not able to speak fluently or unable to find the right word(s) to explain a concept. Therefore, incompetent teachers are a challenge in itself. The point is when a teacher uses Kiswahili to explain concepts which a student will be examined in English it takes time before they can write their answers thus it becomes a problem to them.

The above findings concur with the students' views that both teachers and students in both secondary schools rely on coping strategies to accomplish the process of teaching and learning. However, the most serious problem that comes with these coping strategies is the risk of substandard performance because students are expected to write their examinations in English while most of the teaching in class has been done through code-switching and code-mixing and translation from English to Kiswahili. On the other hand, students use rote learning to write their tests and examinations. For this reason it can be concluded that coping strategies are a necessity to ensure the teaching and learning process is achieved. In both schools, teachers and students reported that these coping strategies were regularly used.

6.3.2 Education officers' views

In an interview with the education officer she thinks Kiswahili should become the LOI in secondary schools and English should be taught as a compulsory subject because she believes that the decline in students' performance is because of English being the LOI. Education officer said that students do not understanding the examination questions because they are written in English. She said:

Nafikiri luga ya kufundishia kingereza kimsingi inaweza kuwa pia ni kigezo mojawapo cha kufeli kwa mwanafunzi kwasababu si kweli kwamba mwanafunzi anakuwa hajui kile anachofundishwa, anaelewa ila tatizo linakuja pale kwenye mitihani swali linamtaka afanye nini, kwahiyo hilo ndilo linalosababisha wengi wasifaulu mitihani hiyo.

Author's translation

I do think English as a LOI may be one among the factors that contributes students' low achievement. It's not true that students do not understand what they are taught the

main problem is they do not understand the examination questions. So that is what makes them fail in examinations.

The above statement shows that the problem of students' poor performance is because they do not understand exam questions. Students would do much better if examination questions were simplified. This means that the use of a foreign language is the basis of this problem that leads to underachievement among a large number of secondary school students.

She expresses that English as a subject should be improved by providing more oral exercises, reading supplementary and textbooks because more reading increases knowledge and understanding. Also she said that special English courses for teachers should be prepared to help them manage and improve English language.

When asked about the problem of textbooks in secondary schools she reported that both rural and urban schools have problems of shortage of books because the government has been opening a lot of schools so it's not easy to buy books at the same time. She told me the problem is even worse because most Tanzanians do not have the culture of reading books. Therefore, in her opinion regular reading habits need to be promoted among our society and schools.

The question of whether change of the LOI is possible in the near future she said it was important for the LOI to be changed from English to Kiswahili but there was unwillingness from the government and parents to do so. One of the common reasons cited for the continued use of English as the LOI is globalization, that is, Tanzania is not an island and so the use of English as their medium of communication helps maintain foreign relations with other countries.

In the above findings while the education officer sees the need for changing the LOI from English to Kiswahili but since English is still the LOI steps should be taken to ensure students performances improve. Some of these measures she mentioned include enhancing the teaching and learning of English as a subject by having oral exercises, students reading more books particularly introducing regular reading habits in schools, introducing special English courses for teachers to improve their English language skills.

6.3.3 Language of instruction and its impact on students' performance

In this sub section the impact of using the LOI on students' performance in examinations and tests will be accounted for mostly from the interview responses. Among the 7 interviews conducted with teachers from both schools 4 respondents agree that LOI affects the performance of students while 3 respondents consider other reasons. Among the group interviews done in both schools only 7 students out of 20 respondents saw the LOI as an impediment towards performing well in examinations.

A subject teacher from the urban school indicated that student's primary school background determines their performance in the subject of History:

Wanaofanya vizuri kwenye Historia ni wale ambao wamefundishwa Kiingereza toka msingi mfano waliosoma English medium wale ndio wanaweza kidogo kumudu maswali ya Historia kwa sababu maswali yanamtaka mwanafunzi aandike insha.

Author's translation

Students who perform well in History are those who have a background of studying in an English medium school. Most of these students are able to answer History questions because all questions require students to write essays.

The above statement shows that high or low achievement is based on students' primary education background, that is, those who studying in English medium primary schools outperform those from public primary schools.

In the rural school one of the subject teachers explains his view on Kiswahili language and performance:

Lugha inaamua kufaulu au kufeli kwa mwanafunzi. Mitihani yote inaandikwa kwa lugha ya Kiingereza. Kama wanafunzi wangeruhusiwa kujibu mitihani kwa Kiswahili wanafunzi wangepanya mitihani kwa urahisi zaidi ila haruhusiwi. Wakati mwingine unakuta mwanafunzi anashindwa kujieleza kwa Kiingereza anatomia Kiswahili kuelezea lakini majibu kama haya hayasahihishwi.

Author's translation

Language determines whether one passes or fails exams. Their examinations are all written in English. If it was allowed to answer examination questions in Kiswahili it would have been easier but it is not allowed. There are times students are not able to explain the answer accurately in Kiswahili but such answers are not accepted.

The above statement implies that the option of writing examinations in Kiswahili would help students explain their answers better and eventually perform well in examinations.

The wording and vocabularies in exam questions is difficult. This leads to many students failing. A student from the urban school was concerned about the difficult words used in examination questions which may inhibit students from understanding the question(s):

Kiingereza ni lugha ya pili kwa wanafunzi wengi na wakati mwingine maswali ya mitihani yanakuwa na maneno magumu ambayo sio rahisi kwa wanafunzi kuelewa. Hivyo lugha kwa sehemu inaweza kusababisha kufeli kwa kutoelewa swali.

Author's translation

English is a second language to most students and so when examination questions include vocabularies it's not easy for most students to understand the question(s). Thus, language could in a way contribute in their failure because of not understanding the exam question.

The data above from interviews with teachers and students show that there is a relationship between language and achievement. It is also clear that both schools undergo more or less the same situation. Thus, factors such as students' primary school background, students being prohibited to use Kiswahili in examinations and the use of vocabularies in examination questions may influence the low achievement of learners.

Based on the findings in this section the main problems of language practice include the use of coping strategies which are unofficially practiced teachers and students in classrooms, low participation of students in class activities because of the fear of criticism and lack of confidence, students lack of motivation and students not understanding the phrasing and vocabularies used in exam questions. To a certain extent these problems may determine students' substandard performance in examination. Thus, the correlation between the instructional language used in secondary schools and students academic performance is significant.

6.4 Differences and similarities between urban and rural students' performance

This theme focuses on the difference in the performance of students in the urban and rural school. In this section the academic performance in two subjects- History and English will be covered. The data was collected through documentary reviews of form four Mock examination results.

6.4.1 Students' performance in History

This sub section observes students' examination results in the subject of History. The examination results of students observed in the document reviews show there is a distinction across the urban and rural secondary schools. The examination grades range from A to F; A signifies the highest grade and F the lowest grade. The interpretation of the grades according to NECTA: A=excellent, B= very good, C=good, D=satisfactory, F=poor. Pass is given if a student obtains grade A, B, C or D and grade F is considered as fail. The distinction across the schools is seen through the percentage of grades students attain. The interpretation of the data shows that students in urban secondary school perform better than those from rural secondary schools. Table 1 below shows the percentage of History examination performance for both schools.

Table 6.1: Comparison of performance in History- Form four Mock Examination

Name of school	Grades, number and percentage of scorers					
	A	B	C	D	F	Total
A: urban secondary school	5	97	92	29	2	225
	2.2%	43.1%	40.9%	12.9%	0.9%	100.0%
B: rural secondary school	0	5	39	91	45	180
	0%	2.8%	21.7%	50.6%	25.0%	100.0%
Total	5	102	131	120	47	405
	1.2%	25.2%	32.3%	29.6%	11.6%	100.0%

Source: *Form IV mock examination results (2009)*

The above table shows that most of the students in the urban school display an average performance. For instance, 84% scored between the grade B and C in the urban school. In the rural school, data shows that the majority of students 50.6% scored grade D and 25% scored grade F. In other words, a majority of rural students performed at a satisfactory level; however, 25% scored poorly, that is, grade F. Grade C is also interpreted as an average pass and grade D as a marginal pass. Overall, students in urban school performed better than those in rural schools.

6.4.2 Students' performance in English

Students' examination results in English language which is a compulsory subject in secondary school were also observed. Apart from English being a compulsory subject it is also the LOI used in all academic subjects except Kiswahili which is also a compulsory subject. These results illustrate a similar trend to that seen in the subject of History. The analysis shows a variation in students' performance in which a majority of students' grades range between an average pass and below average performance. The performance of students in the urban

secondary school surpasses that of students in the rural school. Table 2 displays this variation between the two secondary schools.

Table 6.2: Comparison of performance in English- Form four Mock Examination

Name of school	Grades, number and percentage of scorers					
	A	B	C	D	F	Total
A: urban secondary school	3	38	57	90	36	224
	1.3%	17.0%	25.4%	40.1%	16.1%	100.0%
B: rural secondary school	0	3	24	47	107	181
	0%	1.7%	13.3%	26.0%	59.1%	100.0%
Total	3	41	81	137	143	405
	0.7%	10.1%	20.0%	33.8%	35.3%	100.0%

Source: *Form IV mock examination results (2009)*

Data in table 2 shows that the majority of students 25.4% in urban school got grade C and 40.1% scored grade D while in the rural school most students 59.1% got grade F and 26% scored grade D. In this data the urban school has a high rate of marginal passes than the rural school which interprets as unsatisfactory performance; however, more than half of students in the rural school have performed poorly in English. Generally, the performance shows that a large number of students are below the average pass grade (grade C) in the urban school while in the rural school more than half of the students have failed in English language subject. English examinations intend to test comprehension skills, grammatical competence, and creative writing skills.

6.5 Other factors influencing the difference in students' performance between urban and rural secondary schools

Objective three of the study explores other factors apart from the LOI that influence the difference in academic performance of students in urban and rural secondary schools. This theme is divided into sub themes such as school administration issues, students' personal characteristics and influence from family and local environment.

6.5.1 School administration issues

This sub section deals with administrative matters that have an effect on the difference in performance that exists between urban and rural secondary schools. Findings from interviews with students and teachers are used to account for this. Despite the fact there are differences but there are also similarities that exist across both schools.

In the rural school there were several aspects that concerned both students and teachers. In the group interviews 5 students from both schools expressed their concern about outdoor activities and punishments done during class hours. Two students in the rural school expressed how this affected them as one of them said:

Adhabu tupewe wakati ambao sio wa masomo; wakati wenzio wako darasani unakuta wewe uko na jembe unapalilia miti. Sasa unategemea mwanafunzi ataperform vipi wakati unampa adhabu wakati wa darasani na wakati mwingine adhabu zinaenda hata wiki mbili mtu anafanya adhabu.

Author's translation

We should not be given punishments during class hours. A student cannot perform well if he/she keeps on missing classes and at times a punishment can drag for even 2 weeks.

One of the subject teachers in the rural school had this to say about the matter:

Matatizo ndani ya shule kama vipindi kuvunjika kutokana na mwingiliano wa ratiba. Shughuli zingine zinaingizwa katikati ya vipindi kwa hiyo unakuta inachangia wanafunzi kufeli, tofauti na shule nyingine ambayo hawana shughuli nyingi unakuta wanafunzi wana miss vipindi vichache. Tunashindwa kucover syllabus kwa mwaka mzima kwa sababu hii.

Author's translation

Problems within the school like the class schedule may be interfered. Other outdoor activities are placed between the normal class timetable so this may contribute towards students' failure, unlike other schools that have few activities students miss a few period. Teachers sometimes cannot cover the entire syllabus for the year because of these outdoor activities.

From the above explanations it shows that the rural school uses punishments as a means of disciplining the students. This was also observed during the time that I was doing class observations. There were three different days I was unable to attend classes as scheduled by the subject teachers of History and English because classes were cancelled by the school administration and other activities had to be done at that time for different reasons.

Furthermore, in the rural school one student mentioned the need for a rule of speaking English only to be established and strictly practice while in school. This rule according to this student use to be there but teachers were not strict and no action was taken when students didn't practice it. This implies that in theory there is a rule that obliges students to use the LOI on school grounds but in practice it is not effectively used in the rural school. On the other hand, in the urban 'the English only rule' was firmly implemented. Students were not allowed to speak Kiswahili with teachers outside class likewise teachers were required to speak English to the students to help them improve their listening and speaking skills.

In the urban school their concern was quite similar to the rural school case. Students were missing classes because of outdoor activities, as one student said:

Uongozi wa shule mara nyingi unakuta tuko darasani kama hivi leo form four wanaosoma masomo ya sayansi wote wametolewa huku nje vipindi vitatu hadi vinne kwa ajili ya kufanya kazi za kishule. Kwa hiyo inapoteza muda wa masomo na attention ya wanafunzi inapotea kwa kiasi kikubwa.

Author's translation

The school administration usually takes out students during regular class hours for instance today form four specializing in science were taken out of class missing 3 to 4 lessons just to do outdoor activities. Therefore, this wastes a lot of time and seriously affects student's attention.

Another issue that was raised in the urban school during the group interviews with students was the school administration routine of sending students home during regular class hours.

One student's complained about the time that was wasted in doing so:

Kuna siku nyingine waalimu wanaweza wakaamua kuturudisha nyumbani yeyote mwenye kosa wakati wa breki ya chai. Unakuta karibia shule nzima tunarudishwa nyumbani, hii inapoteza sana muda ambao ungetumika kusoma darasani na program zingine.

Author's translation

There are some days teachers send back home any student that has a particular fault during tea break. So almost the whole school may be sent home, this wastes a lot of time which could have been spent studying in class and doing other programs.

The History teacher and the head of academics in the urban school explains about the situation of day schools not providing lunch for students and how this affects them in class:

Shule nyingi za kutwa hazina mlo wa mchana. Hapa shuleni madarasa yanaanza saa 01.30- 10.30. Mlo pekee wanaopewa shuleni ni kifungua kinywa kwenye saa 04.30 asubuhi. Vipindi vinaisha saa 08.00 kisha wanaanza kufanya kazi za shule mpaka saa 09.15 kidato cha kwanza hadi cha tatu wanaruhusiwa kwenda nyumbani ila kidato cha nne wanaingia remedial mpaka saa 10.30 jioni. Inakuwa ni ngumu sana kwa mtoto huyu kuconcentrate na kumwelewa mwalimu anachofundisha darasani huku akiwa na njaa.

Author's translation

Absence of lunch meal: most day schools don't provide lunch at school. Here school starts at 07.30- 16.30 the only meal they take is breakfast at 10.30. Classes end at 14.00 and school chores are done up to 15.15 is when form one upto three go home while form fours' start remedial classes up to 16.30. It's very difficult for a child to concentrate and understand what is taught in class on an empty stomach.

The problem of shortage of teachers is by the head of academics in the rural school:

Swala la waalimu ni tatizo kubwa serikali inajitahidi kuwapeleka mashuleni na kuwaajiri nadhani shule zimekuwa nyingi sasa. Wengine wanaenda kusoma mfano hapa shuleni 2007 waliondoka waalimu, mwaka jana wameondoka na mwaka huu pia wanaondoka. Hakuna replacement, ndani ya kipindi chote hichi tumepokea waalimu 2 tu lakini wameondoka waalimu 10. Kwa hiyo sasa unakuta hamna waalimu wa kuwafundisha watoto, vipindi vingi havifundishwi haswa masomo ya sayansi hali ni mbaya.

Author's translation

Shortage of teachers: this is a result of teachers going for further studies since 2007 and there are very few teachers replacing them. Example within the past 3 years 10 teachers have gone on study leave but only 2 teachers have been brought to replace them. So this shortage as a result is affecting even the students because there are no teachers to teach some of the lessons especially science subjects.

The findings presented above reveal some of the issues that students face and in a way affect them from performing to their potential. Punishments, outside school activities and sending students home which are all done during class hours; also shortage of teachers and the absence of lunch are problems. Furthermore, the consequence of wasting time on these outdoor activities affects students' academic performance because time spent doing these activities could have been time spent in class learning or studying. As a result students underachieving may be because they did not get adequate time to be taught. Also due to the shortage of teachers the number of lessons is not sufficient to help students understand the subject matter better so they are unable to perform to their potential given the circumstances.

6.5.2 Students personal factors

The focus in this sub section is to look into the students' characters that affect them from performing to their full potential. Interviews from both students and teachers will give an insight on students' character.

For one to acquire knowledge and skills taught in class there is a need to revise what was taught in class. In order to achieve this adequate time and diligence in reviewing class notes and other references is required. According to the head of academics in the urban school, many secondary school students do not put effort in studying and this eventually affects their performance. In an interview with he explained:

Wanafunzi wengi hawana juhudi za kujituma na kujisomea wenyewe kwa hiyo wanafanya maswali tu waliopewa darasani. Maswali yanayotolewa darasani hayatoshi pekee yake kuweza kufanya vema kwenye mtihani.

Author's translations

Most students are not diligent in studying so they will only do a few questions they get for homework. This may not be enough to practice on and obtain the skills required in order to perform well in examinations.

The head of academics in the urban school further adds three important aspects that determine the degree of success or failure in a students' academic performance. He said:

Maendeleo ya wanafunzi yanategemea vitu vitatu (a) mwanafunzi wenyewe awe tayari kusoma. Mwanafunzi akiwa tayari kusoma lazima lazima atafanya bidii mwenyewe. (b) mwalimu awe na mahusiano mazuri na wanafunzi ili kuwaelimisha umuhimu wa kusoma na kuwavutia katika somo lake. (c) pia mzazi afwatilie maendeleo ya mtoto wake kwa sababu anatakiwa aweke msukumo itasaidia mwanafunzi kukazana ili maendeleo yake yapande.

Author's translation

Students' progress and performance depend on 3 things: (a) readiness to study. Once a student is willing to study they will become diligent. (b) Teacher-student rapport, teachers should help a student know the importance of private/self-study. (c) Parents follow up: their insistence will help students to study hard.

However, a practical solution to helping students improve their studying habits is remedial classes and private tuitions; this is explained by two students and two teachers from the rural and urban school. The History subject teacher in the rural school had this to say:

Tuisheni za jioni zinasaidia sana wanafunzi kufaulu vizuri kwenye mitihani yao kwani katika tuisheni hizo wanafanya maswali ya mitihani ya miaka iliyopita na lengo ni kuwafundisha namna ya kujibu maswali hayo. Mfano, katika Historia kuna maswali ya insha tu hivyo wanapaswa kujua namna ya kujibu maswali ya insha.

Author's translation

Tuition/remedial classes help improve the performance of students a lot bce in these classes they work on questions from previous examinations 'past paper questions and they learn how to answer these question. Example: in History there are only essay questions, so they learn how to write an essay.

The above statements show that in both schools students' have similar personal issues. Lack of diligence, motivation, encouragement from teachers and parents may contribute towards students' low achievement. However, these factors alone do not entirely determine learners'

success or failure. Other factors that influence their success include students' prior knowledge, ability to pay attention in class, teaching methods and time spent in learning.

Tuition, on the other hand, is a common practice which aims to improve students' academic performance. There are private tuitions classes and school tuition classes which are known as remedial classes. The urban students go to private tuitions because there are no remedial classes unlike the rural school. The remedial classes are very important because its when each subject teacher reviews examination papers from previous years and helps students learn how to answer essay questions. The difference between remedial classes and tuition classes is remedial classes are free of charge while tuitions classes charge fees. Hence, students tend to rely on these tuition/remedial classes as a means to enable them to pass the examinations.

6.5.3 Influence from family and local environment

The family and local environment a student comes from plays a crucial role in their belief system, mannerism, perception towards schooling and other aspects of a students' life. This sub section intends to analyse findings that show the impact the family and local community has on students' performance level. The findings from the interviews with students and teachers will give a clear picture of the extent of this matter. Some of the issues that were raised include the following:

Remoteness from schools: some students live far away from the school and have to walk long distances to reach school. This has its problems as a student in the rural school explained:

Umbali wa makazi ya wanafunzi: baadhi ya wanafunzi wanatembea umbali mrefu hadi wafike shule na unakuta wakati mwingine pamoja na kuwahi kutoka nyumbani anachelewa kufika shule. Anapochelewa kufika shuleni anapewa adhabu. Hapo hawezi tena kuwa makini darasani baada ya kufanya adhabu na pia wanakuwa wamechoka na wanasinzia darasani kwa sababu wameamka mapema ili wawahi shule.

Author's translation

Students' residences: some students walk long distances to come to school and sometimes they arrive late and are punished as late-comers. This affects their attention in class after finishing the punishment and they are also tired and dozing in class because of waking up early to get to school early.

Socioeconomic status was also an issue mentioned by several students in both schools that it affects students from performing to their full potential. A student in the rural school pointed out that some students come from homes that do not have electricity

Umaskini unachangia kutokana na kwamba nyumba zingine wanatumia kibatari kwani hawana umeme kwa hiyo huwezi kusoma muda mrefu usiku maana mzazi atakwambia uzime kibatari kwa ajili ya usalama. Kwa hiyo tofauti na kama ungekuwa umeme unasoma mpaka muda unaotaka.

Author's translation

Poverty is also a factor because some students have to use 'kibatari' or a kerosene lamp since they don't have electricity so you cannot study for a long time as parents will tell you to put off the kerosene lamp early for safety reasons. So if there was electricity you could study as long as you want.

Unfavorable living surroundings is another issue that two students from the urban and one from the rural school spoke about including one subject teacher. This is what the students in the rural school said:

Mazingira mwanafunzi anayoishi pia yanachangia mfano mwanafunzi mwingine unakuta anaishi karibu na baa au disco klubu muda wote wanapiga mziki hivyo sio rahisi kuconcentrate wakati unasoma. Halafu saa nyingine wazazi wanpokuwa wanagombana mara kwa mara mwanafunzi inamwadhiri kisaikologia.

Author's translation

The living surroundings of a student can also lower students' performance example living near a bar or discotheque club it's not easy to concentrate when studying. Sometimes parents constantly fighting all affect students hindering effective self-study and affecting them psychologically.

The statements above suggest that getting punished because of arriving late at school, not have electrical power to study at night and living in noisy local surroundings all have an effect on their academic performance. Punishing students for arriving late affects their concentration in class. Since these students are day scholars most of them study at home after school so it is important that they have a quiet and conducive environment for studying. Findings show that

students from the rural school are mostly affected from these factors more than students from the urban.

The findings also indicate that some students in the rural school have little parental support. This could be a result parents having little or no educational awareness. But again it could also imply that low income could be the reason why these children get little parental support. The head of academics at the rural school was very concerned about the lack of educational awareness among some parents and guardians by neglecting important matters like paying school or exam fees:

Mwamko wa elimu kwa wazazi: hili linaendana na mazingira pia ambapo mzazi au mlezi hamjali mtoto kabisa yaani hakuna ile kuhamasisha watoto asome, kuwapatia mda wa kutosha kusoma na pia halipi ada, kuwanunulia mahitaji ya muhimu ya shule na wakati mwingine ada ya mtihani hazilipwi. Unakuta mtoto anarudishwa nyumbani kufwatilia ada na hii inamletea mtoto shida.

Author's translation

This is related to the local environment which a child comes from. Some parents and guardians do not support their children at all to study. For instance, allowing them enough time to study after school, buying them the necessary resources for school and paying their school fees and examination fees in time. There are times students are sent home and it's really hard for the students who have to go through this.

The head of academics in the urban school also explained about parents' lack of support:

Wazazi hawako karibu sana na watoto wao kuwasaidia na kuwatia moyo wakazane kusoma. Kwa hiyo unakuta wazazi wengi haswa wa mjini mara nyingi wako kwenye mishughiliko na wanachelewa kurudi nyumbani kwa hiyo hawawezi kufwatilia maendeleo ya shule ya watoto wao. Kwa hiyo waalimu anaweza kuhangaika shuleni ila myumbani pia kunatakiwa kuwe na ufwatiliaje.

Author's translation

Students do not have supportive parents who encourage them to study hard. A lot of parents especially those who live in town are very busy and usually come home late so they are unable to follow up their children's progress at school. Teachers may try hard to help students at school but they also need help at home.

The final issue was raised by two subject teachers from the rural school who expressed how parents overworked their children by giving them household chores after they went back home from school. One of the subject teachers said:

Wazazi wanawafanyisha kazi nyingi za nyumbani kama kuteka maji na kuuza vitu ili kupata hela. Hizi kazi zinachukua muda mwingi na pia zinawachosha na wanashindwa kujisomea baadae.

Author's translation

Parents overload their children with house chores like fetching water or send them to sell things to earn a living. All these take up time and tire them and so are unable to do study later on.

Findings reveal that parents of both urban and rural students are not very keen in following up their children's schooling. Urban parents are very busy while rural parents lack the educational awareness. Findings also show that rural students as opposed to urban are obliged to more responsibilities at home. Therefore, favorable living surroundings, adequate time to study at home and support and motivation from parents would help students attain much better academic performance.

6.6 Chapter summary

This study has shown that students' academic performance is influenced by using English as the language of instruction. But there are also other influences that contribute to the low academic performance of students. The findings of the mock examination show that urban secondary school students perform better than rural secondary school students in the two academic subjects of History and English. However, the difference is not very significant between the two schools. The findings also indicate that similar coping strategies were used by teachers and students in both schools in order to ensure teaching and learning is achieved. The education officer's views considered both the need to change the medium of instruction as well as the necessity of enhancing the teaching and learning of English language.

Furthermore, teaching methods particularly learner-centred method was successfully used in English lessons at the urban school. The use of teacher-centred method is still common which affects effective learning in classrooms. Also the good classroom environment facilitates

particular class size and physical facilities such as a library are necessary for enhance teaching and learning. Findings further show that the lack of adequate teaching and learning material was seen in both schools but through interviews in the rural school teachers expressed the great need for textbooks. The participation of students in the urban school was slightly more active than the rural which eventually influences students' performance.

Other factors that contribute towards students' underperformance include the school administrative issues such as punishments and outdoor activities that interfere the class timetable and absence of school lunch meals were issues that affect teaching and learning negatively in both schools. Shortage of teachers was also an administrative issue that affected learners particularly those in the rural school. Also findings show that students lack diligence, willingness and motivation to study for test and examinations which may interfere with their learning. Tuition or remedial classes are suggested as a way of helping learners work hard and perform better in examinations.

Moreover, the findings indicate that the influence that comes from family and the local environment such as living surroundings that are not conducive for learners to study, the lack of electrical power, lack of parental support and overloading their children with chores at home are all ways that hinder students from achieving their full potential and better achievement in their academic studies.

Overall, an important point that was established based on the findings is that the difference between the urban and the rural secondary school is not very significant. This is to say that while there are slight differences but yet similarities also exist between the two schools.

CHAPTER SEVEN: Discussion, Summary and Recommendations

7.1 Introduction

The first section of this chapter is the introduction. The second section presents the summary of major findings. The third section is the discussion of the major findings in relation to the research questions and the effects of using English in Tanzanian secondary schools as well as measures that can be taken to improve students' academic performance. The last section is the conclusion, recommendations and suggestions for further studies.

7.2 Summary of major findings

This study has revealed that the academic performance of students in the urban secondary school was better than that of students in the rural school, though the difference between the schools was not very big. The Form four Mock examination results which represent their performance showed that 86.2% of urban students scored above grade C in History while the rural students 75.6% scored below grade C. In English, 81.6% of the urban students scored grade C and below while more than half (59.1%) of the rural students scored grade F.

The findings showed that teacher-centered teaching methods were used in both schools except in the English lessons at the urban school learner-centered methods were used. The findings also indicate that coping strategies such as code-switching, code-mixing and translation were used by teachers and students in both schools for effective teaching and learning in classrooms. Rote-learning was also used by students to pass examinations and peer tutoring was suggested as another coping strategy that may help students improve their academic performance. The education officer's views considered the importance of improving the teaching and learning of English as a subject in secondary schools as a solution to the language problem. The findings revealed that there is shortage of teaching and learning material especially in the rural school. In terms of students' participation in class, findings also show that students lack confidence in using English which is a barrier to effective communication in class discussions.

Moreover, the findings revealed that there are other influences that affect students' performance. School administrative issues such as giving students punishments and outdoor activities during class hours and absence of lunch meals in school are issues that affect both urban and rural students' academic performance. Findings also indicated particularly in the rural school shortage of teachers. Furthermore, findings showed that students require motivation, diligence and willingness to study for test and examinations and they need teachers' encouragement and parental support to achieve better academic performance. Students living in a noisy study environment and inadequate time to study at home may also affect students' academic achievement. Based on the above mentioned findings it clearly shows that there are other influencing factors other than English language that contribute to a fair degree the low academic performance of students in the urban and rural secondary school.

7.3 Major Findings

7.3.1 Coping strategies

In this sub sections the following aspects shall be discussed: students' views, teachers' views and class observations.

According to the teachers views the main reason why coping strategies have become a common practice in classrooms is because most students are unable to understand English language properly and teachers are not proficient to teach in English. Coping strategies are used because most students understand and participate in lessons while teachers. Coping strategies are also used to describe difficult vocabularies. Other methods used to help students are demonstrations and teaching aids.

All teachers interviewed in this study admitted that they code-switch and transate to Kiswahili in the classroom. The findings show that most teachers decide to use translation because students cannot understand the subject matter and questions asked in class when only English is used. Also the data shows that teachers translate vocabularies to Kiswahili to help students understand better.

The findings further indicate that teachers use code-switching to help students understand. I agree that although code-switching is seen as a solution that helps students understand the lessons better but it also affects the students negatively because they are unable to become proficient in either of the languages. According to Roy-Campbell and Qorro (1997) little knowledge is gained from the subject-matter since learners do not understand English well and even their Kiswahili language skills tend to deteriorate because they are not using Kiswahili as a medium of instruction.

The findings further show that code-switching is used because some teachers are not competent to explain concepts well enough in English. My argument is that despite code-switching being an easy way of helping the teacher elaborate the subject-matter, it may also be used even when a teacher is proficient in the language of instruction. The aim of the teacher is to ensure meaningful learning of the subject matter is taking place. Furthermore, teachers cannot teach everything through translation, code-switching and code-mixing and expect students to write examinations in English and perform to their highest capacity.

I believe there is more that can be done to help learners understand the subject-matter instead of using code-switching, code-mixing or translation. Measures should be taken that could help teachers improve pedagogical approaches. Changing the teaching strategies that are commonly used in class, that is, the teacher-centered methods instead teachers should use learner-centered teaching methods. Omolara (2008) states that teaching becomes quite effective if it will enable the learner to develop his or her potentials contribute to thinking in the subject and sustain students' interest.

On the other hand, students' views about coping strategies differ; some agree that they are useful while some are doubtful. Findings indicate that code switching and code mixing are regularly used in group discussions in class to help those who do not understand English contribute their views. Others are skeptical that code-switching, code-mixing and translation make students dependent on them, thus, not concentrating in class.

It was suggested that the necessity to use code-switching and code-mixing was there; however, Kiswahili was mostly used throughout when working in groups. Translation was merely done in writing after thorough discussion was done on the topic given.

The findings also show that students use memorization as a means to pass examinations. The main concepts of a subject matter are memorized and reproduced in examinations. The problem with this coping strategy is that students fail to write the details required especially in a subject like History which requires essay writing in examinations. This kind of memorization is known as rote learning where students are able to recall information taught with little understanding or ability to use this information to solve new problems. Puja (2003) in her study on Kiswahili and higher education in Tanzania explains that rote learning at the university level is seen as an academic survival strategy (see 2.7). Therefore, rote learning seems to start at an early phase that is secondary school and is carried on to high school and eventually tertiary level. The aim of using memorization for most students is to succeed in passing their examinations to move on to the next level. Education in Tanzania is competitive and only the best are selected for further studies, that is, high school and higher education.

Peer tutoring is another coping strategy that was suggested by a student in the urban school. Peer tutoring also known as peer assistance is when students who are recognized by their teachers as 'bright students' are able to assist their peers in class (Holmarsdottir, 2005). When language used in class hinders a learner to acquire knowledge then peer assistance becomes a means to access knowledge (Strauss & Corbin, 1990; Holmarsdottir, 2005). However, the findings do not show whether peer tutoring is actually used, it was only suggested as a way of helping students who are less capable. This can be introduced in schools if teachers will take it into consideration.

Vygotsky's zone of proximal development explains that adult guidance or a more capable student can work together with an individual who is less capable to assist him/her on a difficult task in order to gain better understanding and eventually become proficient in it (Schunk, 2008). Peer tutoring is an essential coping strategy that reflects ZPD as a way of assisting less capable students to understand the subject matter.

During the class observations, I observed in both schools the use of code-switching and code-mixing. Translation was not used as by the teachers or the students. The findings show that code-switching and code-mixing were used by teachers to emphasize important points, to encourage students to participate in class and to clarify questions and explanations that were unclear. Findings do not show whether students used Kiswahili during class discussion. It was evident in the observations, during group work a group sitting near me used mainly Kiswahili in their discussion, but wrote down the discussion in English. Therefore, I believe it is

misleading to say code-switching, code-mixing and translation are being used in classrooms as expressed in the interviews while the fact is Kiswahili is used more than switching, mixing or translating English to Kiswahili.

In my view, for students to improve their English skills and their general performance they should be given opportunities to use the LOI in class and outside the classroom. A student may be intelligent but fail to perform well because of the language. Therefore, teachers should help students develop the capacity to think critically, creatively and systematically (Omolara, 2008). This can be done as students practice the conceptual knowledge and skills learnt in class. While this happens they also put into practice their English skill instead of code-switching between two languages.

In this study it has been established that both the urban and rural secondary school, both teachers and students used some of these coping strategies, particularly code-switching and code-mixing. Almost all except two teachers and two students used code-switching and code-mixing during the interviews. Also during observations Kiswahili was used throughout group work. In my view, the more these coping strategies are used the more students become dependent on them and are unable to learn without using them. Emphasis should be on using one language to help students work hard to learn the English rather than having them rely on these coping strategies.

Brock-Utne (2004) explains the major problem that comes with coping strategies such as code-mixing, code-switching and translation is that students are unable to use these strategies in exams because they are not acceptable and so they end up failing. Since Tanzanian secondary schools continues to use English as the medium of communication there is, therefore, all more reasons to seek practical approaches or solutions to help students to learn. The government should revisit the language policies, initiate short-term Professional development programs to train teachers in order to develop their language skills and pedagogy. The coping strategies such as code-switching, code-mixing, translation and rote-learning are not officially recognized therefore measures should be taken to eliminate the use of these strategies.

7.3.1.1 English levels between the urban and rural students

Findings show that there is no great significant difference in the levels of English between the urban and rural school. Based on the observations in the two subjects History and English the competency levels of English of the urban students were better than rural students. These urban students showed during a debate session and interview simulation their ability to speak fluently, give critical and reasonable arguments in English. In both schools there was a specific class that was better than the other classes. Some of the notable aspects observed in class were: inconsistencies in the usage of grammatical forms such as tenses; students were able to ask and answer instructional questions by using simple sentences.

7.3.2 Classroom environment and Students participation

In this study the classroom environment included the total number of students in class, the disproportional teacher-students ratio, classroom arrangement, overcrowded classrooms, and shortage of classroom facilities. On the other hand, in terms of students' participation during the History and English lessons, there was a similar pattern across the two schools. In the urban school, there was good participation in class A while in class B, C and D students' participation was minimal. In the rural school, class B was very active especially in English, but not so much in History. In the other classes, class A, C and D very little participation was observed. Students had to be forced to participate by the teacher mentioning their names.

The classroom environment is important for effective teaching and learning to take place. The findings show that large class size in the rural school restrains teachers from attending individual students and also marking each student's exercise book. Glass et al (1982) point out that large class size inhibits the teaching and learning processes to take place since teachers are unable to help the students on a one on one base. Another view was that overcrowded classrooms make it difficult for students to concentrate.

In my view, students become troublesome when classrooms are congested as a result it is difficult for some students to concentrate and prevents learning from taking place. So the teacher is inclined to teach as well as manage the discipline of students. Also the organization of groups becomes a difficult task for students. I noticed this during the class observations at the rural school when group work was allocated some students didn't bother to turn their chairs but chose to sit sideways. Therefore, students do not sit comfortably and there are times

students from different streams have to be combined this happened during one of the classroom observations. Furthermore, the government should give priority to rural secondary schools and ensure the expansion of classrooms in these schools because the number of students is increasing

Student participation is another aspect that is important in the teaching and learning process. Participation in class reassures the teacher that teaching and learning is taking place and on the student's side it shows that the subject matter is understood. The use of a foreign language as LOI limits students' ability to actively participate in class. This was seen in class observations and most respondents both students and teachers claimed that the LOI contributed in a way. The findings revealed that students were afraid and ashamed of making mistakes so they kept quiet in class. Classroom observation in the urban school showed students whispering answers to each other instead of raising their hands to answer questions asked by the teacher during class discussion. Students choose not to say anything in class not because they don't know anything but rather out of fear of being criticized when they make mistakes. It is much easier for them to tell each other the answer in Kiswahili than in English.

The lack of participation can be related to the banking concept of education. In the banking concept of education there is an unequal teacher-student interaction whereby the teacher knows everything and the students know nothing which discourages dialogue (Freire, 1993). He further asserted that the problem-posing education encourages democratic participation in the education process in order to liberate people. When students are mentioned by name to answer questions in class it implies that they are not participating voluntarily but rather out of obligation; this was observed in some classes in the both schools. In the problem posing education teaching and learning through a foreign medium leads to poor student participation, the foreign language inhibits dialogue which is one of the characteristics of banking education (Gran, 2007).

In my opinion, students lack motivation and interest in the content being taught in class. Therefore, teachers need to motivate students and draw their interest for them to actively participate in class. According to Vygotsky (1933) in Howes (2002) language and learning are inseparable in the sense that language-rich learning activities will enhance students' learning. Howes expresses the use of student talk as an instrumental tool that is when students share their ideas, compare them with those of other classmates, teachers and interact with more or less knowledgeable students they gain better understanding of the subject

matter. Methods which may be useful to draw students' interest as well as motivate them to participate in class include the teaching methodology should be learner-centered and using teaching aids are the main ways to motivate students. Furthermore, teachers could set practical expectations for performance, plan a variety of creative activities and provide students constructive feedback that helps them develop confidence and understand their weaknesses. Also providing sufficient exercise in class and homework is essential to help students practice on what they have learnt in the classroom.

Therefore, at the school level as well as the government should ensure that learning is an active process rather than a passive one. The government should improve the teaching and learning environment by making sure adequate resources are made available to all schools especially the rural schools. During selection of primary school students into secondary schools the capacity of each school should be considered in order not to exceed the number of students required.

7.3.3 Teaching methodologies

The teaching methods used in the History lesson in both schools were similar. Lecture method was used to introduce the lesson followed by group discussions and presentations in both schools. The English lessons in the urban school were more active using demonstration and practice method, debate method and lecture method within the three respective lessons observed. The rural school used lecture method and question and answer method. In both the urban and rural school History lessons and all but one English lesson, teachers were writing notes on the blackboard for students to copy. The teachers' views concerning teaching methods include the need to use participatory teaching methods. The class size and heavy teaching load hinders teachers from using participatory methods. Also concern was raised on the problem of incompetent teachers and their lack of English skills which are factors which affect teaching and learning and eventually students' performance. Students' views were based on the methods of teaching which should be used in class such as demonstrations, discussions and asking questions. Also the need for teachers to be trained on more accurate instructional methods was expressed.

One of the factors that determine students' learning outcomes is the kind of teaching method(s) a teacher uses in class. There are two main categories of teaching methods which are participatory teaching methods also known as learner-centred approach and non-

participatory teaching methods also called teacher-centred approach. Jones (1987) defines participatory teaching methods as methods that are interactive which allow learners to be involved in the teaching and learning process for example, class and group discussions, demonstration and practice, problem solving, debate and question and answer. Non-participatory teaching methods are those that allow transmission of content of information to the learner for instance, lecture, drills and practice, memorization and demonstration (Jones, 1987).

Findings from the urban school show the need for teachers to use participatory teaching methods because not using them may affect students' performance. The findings also indicate that participatory methods are supposed to be used but teachers don't always use them because of the heavy teaching load teachers have and in order to save time. In my observation teachers at the urban school were able to employ learner-centred approach particularly in the English lessons and partly in the History lesson. At the rural school teachers in History and English lessons used more of teacher-centred methods and less learner-centered methods.

In learner-centred methods the teacher becomes the facilitator assisting students to develop individual thinking and problem solving skills while the teacher-centred approach the teacher is the centre of information conveying all information to learners. Teacher-centred approach relates to the banking concept of education which according to Freire (1993) assumes students are objects therefore; knowledge is to be deposited into their minds. He continues to elaborate the unequal teacher-student interaction: the teacher teaches and the students are taught, the teacher talks and the students listen meekly, and the teacher chooses and enforces his choice and the students comply. Unfortunately, this approach of teaching still exists and was observed in some of the classrooms during this study.

The problem-posing education, on the other hand, allows students to be more analytical, creative and critical thinkers, thus, able to reach their full potential and make a difference. The problem-posing education focuses on learner-oriented teaching methods which are more appropriate rather than the traditional teacher-centred approaches which only results in low performance.

Therefore, the government should organize regular school inspections as well as professional development courses in order to help teachers improve their teaching methods and learn new,

creative and diverse pedagogical approaches that are emerging worldwide. Also learning through other teachers experience should be given consideration. The aim is for teachers to obtain professional development that will help improve their quality of teaching and facilitate students to learn and perform to their full potential.

7.3.4 Teaching and learning resources

In this study the question of availability of teaching and learning material was observed and confirmed by interviewees as a problem in both schools. In interviews with respondents one subject teacher established that priority in purchasing books was given to science subjects rather than Arts subjects. Another respondent was concerned about the lack of adequate resources and time contributed in reducing teachers' efforts in helping their students. Lastly, both schools do not have library facilities.

This sub section discusses the availability of teaching and learning resources in both schools. The problem of shortage of teaching and learning material was an issue that both schools raised. The education officer explained that the shortage of books was a result of the rapid expansion of secondary schools. Through observations and interviews with both teachers and students it was revealed that both textbooks and supplementary books were few. Although it seemed that the rural school was in greater deficit than the urban. For instance, in an English lesson at the rural school the subject teacher came with only 7 copies to be used in a class of 45 students, thus textbook-student ratio was 1: 6. Fuller (1987) says the shortage of textbooks is much more severe in the rural schools especially students who come from low income families.

Textbooks are significant in predicting academic achievement since they play a central role in the teaching and learning process of providing students with information for them to use in class activities and guide classroom interaction (Neke et al, 2004 in Bakahwemama, 2009). This means the shortage of books will make students dependent on the teacher. Therefore, there is a need for the government to pay attention on providing books especially for government day secondary schools that are situated in rural areas.

Also establishing library facilities which both of these schools do not have should be given priority by the government. Fuller (1987) notes that the presence and active use of a school library influences students' achievements.

The shortage of adequate resources not only includes textbooks and supplementary books but also teaching aids. In my view, teachers ought to be more creative and innovative by preparing their own teaching aids rather than depending on schools management to purchase teaching aids. Provision of adequate and appropriate teaching and learning materials is the responsibility of the government (URT, 2005).

7.3.5 Language of instruction and its impact on students' performance

This study raised concerns on how English which is LOI in secondary schools influences the performance of students. Some of these concerns were: the use of difficult vocabularies in examination questions, students' primary school background determines whether they pass or fail, and the option of using Kiswahili in examinations would help students perform better.

The data presented in the previous chapter focus on the performance of students and how there is a correlation between performance and the LOI. The findings show that examination questions are difficult for some students to understand because of the wording of the questions and difficult vocabularies used. Students spend more time trying to understand the questions and constructing answers, this means the time allocated in examinations may not be enough for them (Brock-Utne, 2004).

The findings from the rural school indicate that success or failure in examinations for students depends on the language used to write the exams. The data particularly showed the option of writing examinations in Kiswahili would enable students perform far better. According to the national examination council English hinders students from accurately expressing what they've learnt which results to substandard performance in form four National examinations (NECTA, 1993; Mwinsheikhe, 2003).

In my opinion, the government through the Ministry of Education should consider reforming the language policy to include a language option in write examinations for students to choose either English or Kiswahili. This will help improve the performance of students because they can choose which language they are more comfortable to use. Also the exam questions should be simplified in a way that students will be able to understand them. Prophet and Badede (2006) found out that by making changes in examination questions it considerably enhanced the performance of students. The changes made included: reducing the length of the question, replacing difficult words likely to cause problems in understanding with simpler words,

changing of tense and removing unnecessary information as well as simplifying the grammatical structure of the question. Another alternative could be to allow students to use dictionaries during the examinations.

The language of instruction does have an effect on written examinations considering how essential it is for students to be able to understand exam questions and to answer the questions appropriately. The findings also show that a student's primary school background determines ones success or failure in secondary school. Students who complete their primary education in EMP schools are more likely to cope well with all academic subjects in secondary school which are taught in English. Students who complete their primary education in public schools struggle to adopt the language shift from Kiswahili to English. This as mentioned in chapter two is known as late immersion education because English is initiated in the first year of secondary school. The problem is there isn't great improvement seen in terms of performance by the time students reach form four (the final year of secondary school) since many students from both the urban and rural schools face similar language problems the difference is based on individual students' knowledge of English language.

The reason for the low performance is the cumulative effect of lack of books for revision, poor teaching methods such as lecture method which is teacher-centered, the interference of class schedules with outdoor activities, frequent punishments, students' lack diligence in studying, little or no parental support and little time for studying at home due to various reasons such as not having electricity, too many house chores and other distractions. The fact that poor performance may be influenced by an individual student, the school-related and home-related issues shows that the LOI is not the only aspect that affects students in a negative way. This shows that language is not the only reason that accounts for students' low academic performance although it is a significant determinant that affects them.

7.3.6 Students' performance in History and English

This sub section briefly discusses the data presented in table 1 and 2 in the previous chapter. In this study student's performance in English in the urban school a large percentage of 81.6% students performed scored grade C and below. In the rural school more than half of the students (59.1%) failed, that is, grade F. In the subject of History 86.2% of the urban students scored grade C and above and 97.3% of the rural students scored grade C and below. The performance in English was very poor.

The mock examinations are pre-national examinations (see 5.7), thus, the results are basically a way teachers determine success or failure in the final form four examinations. Based on the findings given I can conclude that the urban secondary school students performed better than students in the rural school in both History and English. The reason for the urban students' good performance can be attributed to the use of learner-centered methods and presence of adequate teachers. Performance between the two subjects, students did well in History than in English.

Mwingsheikhe (2008) who looked into students' performance in her study about overcoming the language barrier conducted quasi experiments testing the performance of students when taught in Kiswahili, English and when code-switching both English and Kiswahili. The results showed that the performance of those taught in Kiswahili were significantly better than students taught in English or code-switching both languages.

English as a subject when compared with another subjects normally performance is low (Yohannes, 2009; Malekela, 2000; Baptist, 2004; Mwingsheikhe, 2001). This was confirmed in the data as students performed poorly in English than in History.

Overall, students are required to write examinations in a foreign language which they are not proficient in, thus, many often resort to rote learning in order to pass these examinations. Tuition classes or remedial classes are also another way students use to learn how to answer examination questions. I think teachers should enhance the instructional methods by focusing on learner-oriented approach from the very beginning as students start secondary school and develop study habits in order to avoid the unnecessary pressure of learning for examinations.

7.3.7 School administration issues

School administrative issues that were expressed in interviews by students and teachers includes the effects of punishments on students academic performance, school activities which interfere with class schedule, shortage of teachers, and absences of lunch meals in schools.

The school administration plays an important role in making sure that the teaching and learning process is achieved to the maximum potential possible. However, in my study there are concerns that the school management itself may be suppressing these efforts. The greatest

concerns in the rural school were the constant punishments that were mainly given to students during class hours that deprived them of studying. Teachers use punishments as a means of disciplining students and reminding them to be more responsible. In my opinion, the school management should allocate a specific time for punishments like after school hours instead of the unsystematic way they are assigned to student. When punishments are assigned early in the morning it tends to demoralize students and remove their attention span once they get back to class. Furthermore, time that could have been spent in class learning is misused which eventually may affects their performance because of missing out on lessons.

A similar case of punishment and exerting outdoor activities on students during class time is reported in the urban school. There were concerns of doing school outdoor activities during class time where students are taken out of class to clean a specific area. These outdoor activities are not given to students as punishment but as a duty area which they are assigned to clean as a class. In the urban school the findings show that teachers put a lot of emphasis on outdoor activities and ensuring school uniform code is adhered. Those who are found guilty the common form of punishment used is caning students with a stick on the palm of their hands mainly to ensure a student doesn't repeat the mistake. Likewise, as mentioned above, the school management needs to assign time when all school outdoor activities are performed so they do not interfere with the class timetable. Punishment via caning is a system which personally I disagree with because of the psychological effect it brings upon student. Alternatively, the government should consider eliminating caning from schools instead the system of detention after school hours commonly practiced in the western school systems can be introduced.

The findings also show that there are few teachers in the rural school because many have gone for further studies and there are no replacements brought in their place. Out of 10 teachers who left since 2007-2009 only 2 teachers have been posted. So this affects teachers because of the heavy teaching load and students because they have fewer lessons since the school administration has to cut down on the number of lessons taught per week. One way to relieve this load off teachers is for the government to hire part-time teachers especially former teachers who have retired because of age but are still willing and dedicated to teach. This could be done by giving these teachers short contracts. Then again the government could trace schools that have a sufficient number of teachers and transfer some teachers to fill in the gap.

The absence of lunch in day schools was another issue that was raised by three respondents- two teachers and one student. It has described by one of the respondents in the rural school that the situation is tough on students because it is not easy to concentrate on an empty stomach. the government is responsible for organizing a school feeding program which will cater afternoon meals for students because of the after school programs that students are required to participate. A small fee can be introduced as part of the school fees that will cover the lunch expenses. Overall, both schools have similar school administrative issues that need to be resolved since these issues directly affect students' academic performance in school.

7.3.8 Personal factors that affect students

Some of the personal issues that affect students' performance include lack of diligence in studying, motivation from teachers and support from their parents is necessary, their own willingness to put effort in their studies all determine the degree of success in students' performance. Remedial classes are extra classes organized by the school management to help students improve their performance.

The main goal of this sub section is to explore the personal factors that affect students' performance in examinations. A student as an individual is required to willingly involve him/herself in the teaching and learning process. The lack of diligence in studying among most students was a one of the concerns. It is the students obligation to revise and do all homework assigned to them after school to ensure what was taught in class is clearly understood and in case something wasn't understood it gives them a chance to ask for further clarification in the next lesson. Homework is a good way to help students improve their performance because they get to practice what they have learnt in class. The possibility of improving language skills as a student puts hard work in self-study, doing homework and assignments are higher than for those who choose not to do so.

However, assistance is being provided for instance in the rural school there are remedial classes which are free of charge for form four students to help them understand concepts that were not quite clear during the lesson and to discuss examination questions, several teachers expressed. While in the urban school many students attend private tuition in the evening and on weekends which parents pay for their children to get assistance in solving past examination questions. Hakielimu (2008) in Bakahwemama (2009) reported that extra classes were a means to helping students pass their exams. I agree that in most cases tuition/remedial classes

help students succeed in exams. Even in this study it shows that many students depend on private tutoring but every parent can afford to pay for this service. Vygotsky's theory of zone of proximal development is enlisted since students need the assistance of another teacher. Both the teacher and student work in collaboration in solving the problem, asking questions and analyzing the problem are ways used to guide a student in understanding the task (Vygotsky, 1987 in Kozulin, 2003). Tuition and remedial classes reveal Vygotsky's zone of proximal development being applied since students seek assistance of a more knowledgeable adult working together to solve problems that are difficult to the learner. The aim is to become proficient in the topic which students gain understanding and become more independent in problem solving. In addition, the availability of learning materials at home also enhances understanding and performance as well since a learner can continue to practice and solve other problems.

According to John Atkinson's self-worth theory of achievement motivation it assumes that success tends to be valued while failure is related to low ability and creates feelings of unworthiness therefore should be avoided (Schunk, 2008). Schunk further explains that failure can be avoided by evading negative situations, for example, students who believe a certain course is too difficult and there is a high chance of failing may choose to drop it; while those who believe there is a chance of failing several courses may decide to quit. To avoid the consequences of failure individuals who are low in self-esteem or uncertain about their evaluations in the eyes of others are most likely to withdraw effort (Baumgardner and Levy, 1988 in Thompson, 1999). Students' willingness to put effort in studying is of essential value in determining the extent they will succeed.

There seems to be a relationship between the students' personal factors and their ability to perform either successfully or poorly depending on the effort that an individual puts into studying and preparing for tests and examinations. I firmly believe that effort is a key element for students to achieve success in their academic studies as well as mastering or having a good command of the LOI.

7.3.9 Influence from family and local environment

This study also got views from students and teachers on the influence of family and local environment on students' performance. These views include: punishing students who come to school late because they live in remote area, some students from the rural school have little time to study at home because they don't have electricity, some students live in unfavorable local surroundings, some parents especially those who are from rural areas do not have sufficient educational awareness, and parents overload their children with too many chores after school.

This section which discusses family and local environment as factors that contribute to students' low or high performance. One of the students in the rural school mentioned poverty as one of the issues affecting some students in their academic studies because they do not have electricity at home so they cannot study during the night. Dachi (2006) also mentions this as he points out that poverty and limited resources do contribute to low levels of educational achievement.

The findings show that students living in remote areas get punished when they arrive late. This affects students' ability to concentrate in class as a student in the rural school mentioned. This mostly affects rural school students who have no access to commuter services to get to school compared to their counterpart in urban schools who commute to school without difficulty. Also students' local surroundings matter- a noisy study environment affects a student's ability to concentrate and hence may affect his/her performance.

Two subject teacher at the rural school said that parents give their children too much work after school and this makes them so tired and unable to study at home later on.

Bakahwemama (2009) in her study says that children who are in public primary schools have to do house chores before they start any school work provided which naturally affects their ability to study because they are tired when they finish the chores. This is a similar situation for secondary school day student, most of them when they go back home they have to do house chores and this may take a while to perform. This leaves them tired and with little time to study.

In my view, the fact that day students may not have enough time to study at home or have circumstances at home that are beyond their control are challenges that students need to take up and find different alternatives to overcome them. Some suggestions could be: having a

study plan of the subject(s) one intends to study each day; plan their free time at school carefully, for instance, lunch breaks could be used for studying a few days a week, using the private study periods at school to actually study instead of socializing, also weekends can be used to study after the regular house chores are done in the morning.

Closely connected with this is the lack of educational awareness and support of parents. The findings show that both the rural and urban parents are not attentive to their children's educational needs like paying school and examination fees in time, following up their progress at school. This in a way affects them directly and indirectly; directly is when they are sent home to get the fees and miss out on lessons at school. Indirectly is when students are aware that they have no support at home from their parents, it affects them psychologically. Parents who are educated are more supportive to their children as Louw et al (2006) point out why parents' educational attainment matters:

Better-educated parents may rank education more highly as a household priority, and thus be willing to devote more money, time and other resources to their children's schooling. Also well-educated parents may directly affect the quality of schooling that their children receive by being better informed about education issues and more actively participating in school management (Louw et al, 2006: 4)

This shows that when parents are educated they become more supportive and aware of the educational needs of their children and ensure that these needs are met. Parents attitudes to education is one of the factors that contributes to students' achievement (UTR, 2005; Bakahwemama, 2009).

7.4 Conclusion

7.4.1 Conclusions regarding the comparison between the urban and the rural school

The study makes comparison between the the urban and the rural school regarding the influence that English the LOI as well as other school and home related factors that have an influence on students academic performance. The findings of classroom environment show that class size and participation are factors that affect the performance of students. The rural school class size was slightly higher than the urban although both schools have a shortage of classroom facilities. The participation level has proven in both schools to be considerably low

although in both schools there was an exceptional class that stood out from the rest of the classes. A good number of students in these particular classes were bright students, able to express their opinions well and had good fluency in English language. This led me to conclude that placement of students into the four streams was based on the merit of their intelligence.

The findings also show that teacher-centered methods which are also known as non-participatory teaching methods were used in both schools except for English lessons in the urban school where learner-centered or participatory teaching methods were well applied and students were fully involved in all activities done in class. Lecture method was the most common method practiced in both schools. The use of appropriate teaching method such as learner-centered teaching methods accelerates the achievement of learners to a great extent because students learn to practically engage in problem solving activities thus enhancing their understanding of knowledge learnt in class.

The findings also reveal that both the urban and the rural school manifest an overall problem of low English proficiency among teachers. The classroom observations led me to conclude that the proficiency level of teachers was not as obvious as expressed in the interviews. Surprisingly most teachers observed in classrooms had a good command in the language of instruction, the most evident being the English teachers but had to use coping strategies such as code-switching and translation in order to help students understand properly in class.

The findings were able to prove that coping strategies were useful in helping students understand the subject matter; however these are not the most effective means of achieving the teaching and learning process because the outcome leads to poor performance. The main problem is that examinations are written in English and coping strategies such as code-switching, code-mixing and translation are illegal practices so they cannot be used and this leads to failure. The most useful coping strategy is peer tutoring which helps less capable students gain better understanding of a topic and eventually become competent and independent in other difficult tasks.

Furthermore, the study revealed shortage of teaching and learning material as a problem that affects both schools, although the rural school was in greater need of textbooks than the urban. Both the urban and rural school do not have a library. Teaching and learning material to a great extent determine the academic performance of students because textbooks,

supplementary books, reference books and teaching aids used in class help individuals gain better a understanding of what is taught in class.

The findings show that the influence of the language of instruction on students' performance is related to students' primary school background in both schools. Students' who studied in EMP schools had a greater advantage of coping with English in secondary school than those who came from public primary schools. The examination questions were seen as an obstacle due to the wording of the questions and the difficult vocabularies used. Students are unable to fully understand the examination questions therefore are unable to provide accurate answers. Even when they attempt to answer their responses are unintelligible or poorly expressed in writing. The overall performance shows that urban students' performance was better than the rural ones although the difference is not very big. The reason for this difference in performance can be accounted through different ways based on the findings.

The students are affected by other factors which can account for the difference. There are school-related, home-related and individual factors that affect students' performance. School-related factors include punishments and outdoor activities done during class hours, the absence of lunch meals, and shortage of teachers particularly in the rural school. The home-related factors include the absence of adequate time for self-study at home, noisy study environment, lack of electrical power particularly students from poor socioeconomic backgrounds, little support from parents in terms of school work, paying for school fees, tuition classes or buying supplementary books. Individual factors include lack of diligence, motivation and willingness to study. All these factors may account for poor performance.

For instance punishment and outdoor activities affect students' performance negatively because when students miss classes; time that could have been spent learning is wasted. Thus, teachers may not be able to cover the prescribed syllabus by the end of the term or year when the timetable is interfered, which eventually leads to poor performance. This is closely linked to the problem of shortage of teachers in the rural school which greatly affects the teachers because of the heavy teaching load and the students as well because the number of lessons are reduced. This means some topics may not be covered which may eventually lead to poor performance.

In general, the difference between the urban and rural school can be concluded as marginally significant. The similarities that exist between the two schools seem to outweigh the differences.

7.4.2 Concluding remarks

The study has investigated the influence of the language of instruction on students academic performance in urban and rural secondary schools and has come to the conclusion that the language of instruction does have a great influence on the academic achievement of learners as well as factors related to teaching and learning such as methodologies of teaching and learning, students' participation in class activities, teaching and learning material and classroom environment. However, there are also other factors that influence students' performance as well which include individual, school and home-related factors.

The study raises some issues which deserve further consideration for the government, policy makers and schools. More effort should be placed to improve the quality of English language mainly because it is currently the official language of instruction used in secondary schools. Therefore, until another language policy to shift from English to Kiswahili is officiated, practical measures need to be taken by the government to ensure that the teaching and learning of English language is enhanced in order to improve students' academic achievement.

The use of coping strategies such as code-switching, code-mixing and translation are only temporary solutions. More permanent solutions could consider supplying secondary schools with adequate teaching and learning material, training programs that will enhance teachers' language skills as well as pedagogy skills, and ensuring rural secondary schools have adequate and well qualified teachers. Since some schools do not have physical facilities such as enough chairs and desks in classrooms and libraries the government should put these into consideration.

7.5 Recommendations

Based on the findings and conclusions this study recommends that:

1. The government through the Ministry of Education and Vocational Training should initiate short-term Professional training programs and Special English language courses/workshops for secondary school teachers of all subjects. The aim is to train teachers on new learner-centered methods to improve their teaching skills and the English courses/workshops will help them improve their English language competence.
2. The government should give priority to all subjects not only science subjects when providing financial resources to purchase textbooks and supplementary books in secondary schools. Furthermore, government day secondary schools should be given attention especially those in the rural areas.
3. In order to enhance the teaching of English as subject the Ministry of Education and Vocational Training should encourage all secondary schools to establish a reading program that will help students develop regular reading habits. Also the school policy of speaking English on school premises should be reinstated in all secondary schools and follow ups should be made to ensure students do not violate it.
4. The government should consider including a language option in writing examinations. This means students should be given the option of writing exams in either English or Kiswahili. This will help students perform better in their examinations.

7.6 Suggestions for further studies

1. A similar comparative study contrasting Tanzania with another developing country (Kenya, Uganda, Malawi or Zambia) which uses English as the language of instruction in secondary or higher level education.
2. A similar comparative study contrasting government, private and missionary secondary schools using mainly a quantitative approach.

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Appendix 1

Interview guide for Administrators:

1. As the school administration, what are your views/opinion on the performance of students in form four?
2. Do you think that the English which is the language of instruction is important for good performance? If yes, why is that?
3. What are the challenges teachers face in teaching using English as language of instruction?
4. Do you think using English as the language of instruction affects the performance of learners?
5. What are the effects of using English as language of instruction on students' performance?
6. Are there any other factors that influence the performance of learners?

Appendix 2

Interview guide for teachers:

1. How is the performance of students in the subject of History using English as LOI?
2. How is the performance of students in the subject of English using English as LOI?
3. What are the challenges/problems teachers face in teaching using English as LOI?
4. What are the effects of using English as LOI in student's performance?
5. Do they all understand when you are teaching in the classroom using English only?
6. How do you help them to understand the subject matter?
7. To what extent do students perform when a teacher uses English as LOI?
8. What are other factors that contribute to student's high/low performance?
9. Do you think that language is important for good performance?

Appendix 3

Interview guide for students:

1. Does the use of English as LOI affect your performance in History/English?
2. What are the problems that you (student) encounter in class assignments, tests or exams when learning takes place using English as LOI?
3. Do you often participate in group discussions using English as LOI? Explain how do you participate?
4. Which language do you prefer to use in discussing the homework and other classroom assignments? And why?
5. Do you think the high/low performance of English/History is due to the use of English as LOI or are there any other factors?
6. Considering English the LOI how do you interact with the teacher in class?
7. How does the teacher assist you in the learning process using English as the LOI in order to ensure good performance?
8. Do you understand everything that the teacher says in the classroom?
9. Do you have any difficulties in school (classroom)? If yes, are any of them related to the language?

Appendix 4

Interview guide for District Education Officer:

1. English language is considered as one criterion that lowers the academic performance of students in secondary schools. What is your opinion on this issue?
2. Teachers and students are facing various challenges in using English as the language of instruction. What do you think can be done to empower teachers and students to cope with these challenges?
3. Various researches conducted in Tanzania indicate that the use of English as the language of instruction does not help students learn English. What is your opinion in this issue?
4. As the educationalist do you think there is a need to change the language of instruction from English to Kiswahili?