THE IMPACT OF THE LANGUAGE OF INSTRUCTION ON TEACHER-PUPILS CLASSROOM INTERACTION IN HISTORY SUBJECT IN PRIMARY SCHOOLS IN TANZANIA

A Comparative study of English and Kiswahili Medium Primary Schools in Shinyanga Municipality

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IV
Abstract

The Tanzania Education Policy of 2014 provides the use of both Kiswahili and English as languages of instruction in all levels of education. English language has been used as language of instruction in private primary schools, secondary schools and tertiary, the language which is their second language and is spoken by only 5% of Tanzania population. Kiswahili is the language of instruction in public primary schools and is spoken by 95% of Tanzania population.

This study highlights how the language of instruction impacts the classroom interaction between pupils and teachers in public vs. private primary schools in Shinyanga municipality in Tanzania. The study was guided by two research questions, which are:

One is how does language of instruction affects classroom interaction in teaching and learning history in primary schools and, two is why and at which occasions teachers and pupils code switch and code mix during classroom interactions

The study used qualitative approach in data collection, analysis and presentation. In depth interviews were conducted with selected pupils, teachers and head teachers. Classroom observation were conducted as a support method with history teachers. In addition relevant education policy documents were reviewed. The study adopted a case study design and a general procedure of qualitative data analysis was used for data analysis.

The theoretical frameworks guided this study are Vygotsky’s theory and Freire’s pedagogy of oppressed. Vygotsky’s theory examines the importance of language and learning in creating meaning and linking new ideas so as to promote effective learning. Freire’s pedagogy of oppressed with the emphasis of Problem-posing pedagogy which promotes education as a tool of liberation, democracy and empowerment.

The findings indicate that the use of foreign language as LoI (English) has a negative impact to pupils and teachers in classroom interaction. Both teachers and pupils are not fluent to use English as LoI. Pupils and teachers in the English medium school experience difficulties, discomfort and tension in the teaching and learning process. Lack of pupils’ participation during teaching and learning was observed. Regular use of teacher-cantered method was also observed in the English medium school compared to Kiswahili medium school where pupils’ participation was okay and teachers used participatory teaching method (learner centred approach).

It is therefore proved that pupils understand better and participate fully when are taught in a familiar language than when they are taught in a non-familiar language as it has been claimed by several intellectuals and researchers in the same field of study.
Acknowledgements

I have received a lot of support and help from many people to accomplish this study. It is impossible to mention them all by names but I feel obliged to mention just some. Firstly, I would like to thank God who give me strength and good health to write this piece of work. Secondly, I wish to express my sincere gratitude to my supervisor Professor Birgit Brock-Utne whose patience, constructive criticism, guidance, constant support and encouragement have been the driving force behind the completion of this project. Thirdly, I also wish to be thankful to various individuals whose contributions either in discussion or interviews have helped me in deep insight regarding this work.

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Last but not least are my Sister Asha Kilatu and Mother, Mwashi Mgeja for their tireless support of taking care of Fatuma and Faisal during my absence. It could not be possible for me to have a peaceful and concentrated mind without you. I thank you so much.
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### List of abbreviations

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<tr>
<td>B.Sc.</td>
<td>Bachelor of Science</td>
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<tr>
<td>ELPD</td>
<td>English Language Proficiency Deficiency</td>
</tr>
<tr>
<td>ESR</td>
<td>Education for Self-Reliance</td>
</tr>
<tr>
<td>IMF</td>
<td>International Monetary Fund</td>
</tr>
<tr>
<td>LoI</td>
<td>Language of Instruction</td>
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<tr>
<td>MoEC</td>
<td>Ministry of Education and Culture</td>
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<tr>
<td>MOI</td>
<td>Medium of Instruction</td>
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<tr>
<td>SAPs</td>
<td>Structural Adjustment Programs</td>
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<tr>
<td>UNESCO</td>
<td>United Nations Education and Science Commission</td>
</tr>
<tr>
<td>UPE</td>
<td>Universal Primary Education</td>
</tr>
<tr>
<td>URT</td>
<td>United Republic of Tanzania</td>
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<tr>
<td>WB</td>
<td>The World Bank</td>
</tr>
<tr>
<td>WWI</td>
<td>The First World War</td>
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CHAPTER ONE

1. INTRODUCTION

1. 1. Introduction
This chapter entails the introduction part of the study. The chapter is divided into eight sub sections. Sub section one presents an introduction whereas sub section two presents an overview of the language of instruction in education policy in Tanzania. Sub section three presents the background and the statement of the problem. Sub section four presents the purpose of the study. The objective of the study is presented in sub section five. Research questions are presented in sub section six whereas significance of the study, delimitation and limitation of the study are presented in sub section seven. Sub section eight of this chapter is used to present the structure of the thesis

1. 2. The overview of the language of instruction in education policy in Tanzania
Tanzania is the unification of two formerly independent countries: Tanganyika and Zanzibar. The countries were united on the 22nd April, 1964. Before colonialism, Tanganyika was a territory that was dominated by the Arabs and it was colonised by German first and then Britain. During the colonial domination of Tanganyika, Kiswahili was used by the two colonial masters in education and administration.

1.2.1. The language of instruction before colonialism
Like any other society, Tanganyika had its own traditional way of governance and had its own traditional way of educating its people through informal education transferred through the use of local languages.

Even before the arrival of the Arabs the local people had their own system of education and the young people were given education according to needs. This traditional system of education aimed at inculcating in the children the values of hospitality, bravery, the dignity of labour, respect for elders and communalism as opposed to individualism. This education was learned by both sexes through sex education and emphasis was put on the responsibilities of manhood and womanhood. It was also given through mass media such, as tales, legends, whereby children learned history, geography, natural sciences, astronomy and many other subjects. These were accompanied by tending animals, games, work

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1 The Article of Union between the Republic of Tanganyika and the Peoples of Zanzibar of 22 day of April, 1964
2 Tanganyika or Tanzania mainland today has more than 120 tribal languages and Kiswahili as a national language, the language that is spoken throughout the country.
and dances. The education was, therefore, by the community for the community in the spirit of self-help. By using the mother tongue (tribal languages), the system had a democratic and egalitarian style, developing self-confidence and initiative (Siwale & Sefu, 1977:6).

When the westerners started coming to Tanganyika in the 19th century, they had to use the vernaculars to facilitate the entry and in that connection they had to establish education institutions that among other things would facilitate the use of the local language in communication that allowed them to easily interact with the foreign communities (Tanganyikans)

_During the 19th century, Christian missionaries introduced the first Western type schools in what was to become Tanganyika. The church Missionary society (cMs) established an educational centre at Mwapwa in 1876. Thereafter, various denominations built other schools, but adopted different LoI. The united Missions to central Africa (uMca), cMs and Holy Ghost fathers used swahili^3^, but others, such as the white fathers and London Missionary society (LMs), used vernaculars (Gottneid, 1976 in Swila, 2009:2)._

During the 19th century the European scramble and partition of Africa into colonial spheres of influence took place. This was caused by the industrial revolution in Europe. The scramble for Africa led to the Berlin conference in 1884 which was convened by the German leader Chancellor von Bismarck. The African continent was divided between some European countries such as Belgium, France, German, Britain, Italy and Portugal then it was colonised. Tanzania was taken by Germany following the conference decision (Rubagumya, 1990).

1.2.2. The language of instruction during colonial era
Tanganyika went through two colonial masters, the German and the British. Both the German and the British colonial masters used Kiswahili as language of instructions and to serve some administrative purpose.

1.2.2.1. During German period-From 1886 to 1919
The German colony was established in Tanganyika in 1886 soon after the Berlin conference and lasted until the end of the WWI^4^ in 1919 (Mosha & Omari, 1987) when the British colonial administration took over Tanganyika as a trusteeship colony. The Germans used Kiswahili both in education and in administrative functions with the aim of facilitating colonial rule.

It was during the German rule that the introduction of formal education took place. German rule led to debate about the Language of instruction given the fact that there were already 120 different ethnic languages in the colony (Tanganyika). However Kiswahili had already spread

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^3^ May be referred to as Kiswahili

^4^ The first world war
widely and was chosen to be the language of instruction in primary schools for African pupils and therefore Kiswahili had its first official status as it was allowed to be used national wide in education and colonial administration (Roy Campbell 2001 in Swilla, 2009).

The choice of Kiswahili as language of instruction in primary schools was made with an intention to prepare Tanganyikans for employment in the colonial bureaucracy because the language was already spread and spoken by nearly all potential employees in both schools and colonial administration\(^5\)

This use of Kiswahili as language of instruction in education and administration during the German colonial era was a very important tool to the language as was spread as a Lingual franca in Tanzania\(^6\)

Following the end of WW1 when the British government took over the administration of German East Africa (Mosha & Omari, 1987). The Germans had already created sixty primary schools in Tanzania and Kiswahili was used as LoI. Kiswahili was preserved by British government as LoI in the first five years of primary school but the medium of instruction in the last three years of primary and secondary schools was switched to English to facilitate a few Tanganyikans who could save in the colonial administration

Both German and British colonial administrations were capitalist, and controlled the major means of production. They established schools, but education for Africans was restricted to a very small section of the population. The type of education provided for Africans and the LoI used in African schools were in consonance with the ideology. The curriculum developed by colonial administrations fitted the objectives and goals of colonialism, including the production of a few educated Africans for low-level posts in government (swilla, 1992 in Swilla, 2009: 2).

**1.2.2.2. During the British period from 1919 to 1961**

Unlike the Germans, the British colonialists carried out the administration in English. They trained a few elite Tanganyikans who could speak good English to assist them in colonial administration and the rest of population were given very low levels of education. The British primary education system consisted eight grades, whereby Kiswahili was used as LoI from grade one till grade five and English was used in the next three grades which are grade six to eight.

\(^5\) Ibid
\(^6\) Ibid
From 1919 to 1961, the British colonial administration maintained Swahili as the LoI in the first four years of primary school education for Africans. A gradual transition to English-medium instruction took place in the fifth year, and English became the sole LoI from the sixth year through secondary and postsecondary levels. Swahili remained a compulsory subject in primary education and in the first four years of secondary education (Swilla, 2009:2)

1.2.3. The language of Instruction after colonialism

1.2.3.1. The LoI From 1961-1966
Tanganyika got her independence from Britain in 1961, During the early post-independence years from 1961 to 1966, the country inherited a British colonial system and maintained the colonial curriculum and languages of instruction, using Kiswahili as language of instruction in the first five years of primary education, and English from the sixth to eighth year and to secondary and post-secondary levels (Swilla, 2009, Kiango, 2005).

Since independence, both English and Kiswahili have remained official languages and LoI in the independent Tanganyika and then Tanzania. Kiswahili is the LoI in primary education whereas English is a subject, and English is the LoI in secondary and post-secondary education. Kiswahili is a subject in secondary schools (URT, 1995). Since then there has been a strong push in making Kiswahili a language of instruction from pre-primary and primary schools, secondary schools to tertiary level in the country (Swilla, 2009).

1.2.3.2. During the Arusha Declaration
Tanzania adopted a philosophy of African socialism and self-reliance under the Arusha declaration in 1967. The education which was provided during that time was expected to reflect the Tanzanian life as it was believed that the education which was inherited from colonial system was not fit for Tanzanian. The country adopted Kiswahili as a sole language of instruction in primary education as a practical realization of Tanzanian life. Kiswahili was chosen to be the language of instruction in the seven years of primary education. A few English medium international primary schools were however maintained for expatriate children but were not permitted to enrol Tanzanian children

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7 May also be referred to as Tanzania Mainland
8 The Arusha Declaration was passed by Tanganyika National Union (TANU) in January 1967. It explained the meaning of socialism and self-Reliance and their relevance to Tanzania. At the same time TANU adopted the Arusha Resolution and instructed the government and other public institutions of mainland Tanzania to implement policies which would make Tanzania into a socialist and self-Reliant nation (Nyerere,1977:1)
9 Ibid
Tanzania adopted an African socialist ideology called *ujamaa* with the choice of Kiswahili as a sole language of instruction in primary education. This was logical because Kiswahili was the most widely spoken language in the country and had been the major language of communication during the struggle for independence. The language was perceived as intimately linked with the decolonization process\(^\text{10}\). Tanzania managed successfully to extend the use of Kiswahili as a LoI up to the last grade of primary schools (Brock-Utne 2006)

### 1.2.3.3. After the Arusha declaration-From 1977 to date

In 1970s the country faced an economic crises. It was forced by the WB, IMF and the western donors to adopt a capitalist system and abandoned the socialist ideology. The country moved from a state controlled economy to a free market economy accompanied with the liberalization and privatization of major means of production and state owned enterprises. As a consequence the government removed subsides for education and health and introduced user fees. This contradicted the socialist policies that was introduced during the Arusha declaration in 1967, gradual changes occurred in the education system. As the result of the major policy changes, one of the significant changes was the introduction of private primary schools that introduced English as language of instruction.

Major changes aimed at addressing the county’s development and had an effect on the use of Kiswahili as a language of instruction at different levels of schooling. Tanzania had to go through a number of policy changes that were meant to strengthen the country manpower and development, from Universal primary education in 1977, the Educational and Training policy in 1995\(^\text{11}\)

There is however a great need for making Kiswahili a language of instruction from primary to higher education. As a result of these changes the government has adopted the Education and Training Policy of 2014. However, the policy does not express very clearly on the need of making Kiswahili a language of instruction from primary through secondary and tertiary education.

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\(^{10}\) Ibid

\(^{11}\) The policy says, Kiswahili shall be the language of instruction in primary schools and as subject in secondary schools whereas English shall be a subject in primary schools and language of instruction in secondary schools and tertiary
1.3. The Education and Training Policy 2014
This is the current education policy in Tanzania. It was launched in 2014. The policy stresses the importance of both Kiswahili and English as languages of instruction and commutation in the social economic development in the country (URT, 2014). The following paragraphs show the importance of Kiswahili and English as languages of instruction in the policy.

Tamko 3.2.19. Lugha ya Taifa ya Kiswahili itatumika kufundishia na kujifunzia katika ngazi zote za elimu na mafunzo na Serikali itaweka utaratibu wa kuwezesha matumizi ya lugha hii kuwa endelevu na yenye ufanisi katika kawapatia walengwa elimu na mafunzo yenye tija kitaifa na kimataifa. (URT, 2014:39)

Author’s translation;

Declaration 3.2.19 Kiswahili as a national language shall be used as a language of instruction at all education levels and the government will facilitate the sustainable use of Kiswahili to ensure proper provision of education that has value both nationally and internationally (URT, 2014:39)

On the other hand, the policy also recognises the importance of using English language as language in teaching and learning in the current global context as stipulated in declaration 3.2.20

Tamko 3.2.20. Serikali itaendelea na utaratibu wa kuimarisha matumizi ya lugha ya Kiingereza katika kufundishia na kujifunzia, katika ngazi zote za elimu na mafunzo. (URT, 2014:39)

Author’s translation;

Declaration 3.2.20 the government shall continue to strengthen the use of English language in teaching and learning at all levels of education (URT, 2014:39)

These contradictory declarations on which language is to be used as language of instruction in education draw more critical attention to educational researchers, different education stakeholders to keep on pushing the government and the policy makers in specific to act accordingly on the decision to make clearly Kiswahili as language of instruction in all levels of education and keep English as subject to be taught in all levels as well with professional and competent English teachers. By so doing both goal of social economic and the global interactive perspective will be met.
Despite of all these major changes in policies and programmes in the education sector, the government of Tanzania ought to promote the use of Kiswahili as a language of instruction from kindergarten to higher learning institutions. With the current education and training policy of 2014, there is no clear wish and intention of making use of Kiswahili as the LoI. Different pioneer researchers such as Brock-Utne (2006), Qorro (2004), and many others have insisted on the use of a familiar language in facilitating proper transmission and acquisition of knowledge.

1.4. The background of the study

There are number of factors that can either promote or hinder teacher-pupils’ classroom interaction and pupil participation in the teaching and learning process. These factors include language of instruction, teachers and learners prior experiences, their behaviours, altitudes, pedagogical content knowledge, beliefs, personalities as well as cultural values (Nomlomo, 2010). This study focuses on the language of instruction and how this language has affected the teacher-pupils classroom interaction.

Language is the most important tool in classroom interaction, as it enables learners to access information through thinking and reasoning. In other words the LoI is responsible for the development of the learner’s cognitive academic skills which enable the learner to grasp or master the academic content.

Effectiveness of classroom interaction with active participation of learners depends largely on the learners’ proficiency level in the language of instruction and the extent to which they participate in the learning process. Moreover familiar language of instruction encourages an active learning process, it allows students to express their full range of knowledge and experience and demonstrate their competence (it encourages students to be more active in discussing, debating, asking questions, and solving problems with peers and their teachers). If the language is not familiar to learners, it removes the active part of students. In other words, language and participation are central to classroom interaction (Nomlomo 2004, URT 1995, Qorro 2004, Brock-Utne 2006 and Wolff 2006)

Tanzania like most of the other African countries, is a multilingual society of more than 120 vernaculars; however unlike other African countries it has a unifying language which is Kiswahili, (Brock-Utne 2006). Kiswahili is spoken by more than 95% of rural and urban population and it is both the national language as well as the official language. It is used as the
language of instruction at government schools at pre and primary level, it is taught as a subject at secondary and tertiary level, but it is the English language which is spoken by 5% of the Tanzanian population which is used as language of instruction at private primary, secondary schools and tertiary level.

The Tanzanian government legalized private primary schools and the use of English as language of instruction in private primary schools, by passing the education amendment Act No 10 of 1995, and therefore Kiswahili remained the language of instruction in government primary schools (Swilla 2009).

1.5. The purpose of the study
The purpose of this study is to explore the impact of language of instruction in the classroom interaction in teaching and learning history in public and private primary schools in Shinyanga municipality in Tanzania. My hope is that the study will contribute a body of knowledge to the field of education, especially to policy makers and other educational stakeholders.

1.6. Objectives of the study
The main objective of the study is to explore how the language of instruction impacts the classroom interaction between pupils and teachers in public vs. private primary schools in Shinyanga municipality.

1.7. Research questions
The study will be guided by the following research questions

1. How does language of instruction affect classroom interaction between teachers and pupils in the teaching and learning history in primary schools?
2. Why and at which occasions do teachers and pupils code-switch and code mixing during classroom interactions?

1.8. Significance, delimitation and limitation of the study

1.8.1. Significance of the study
This study was undertaken to find out the contribution of the language of instruction to classroom interaction between teacher and pupils. Different educational stakeholders may benefit in one way or another from the study. These may include, but not limited to
Students and pupils
They are the direct recipients of the output of this research. Any improvement of classroom interaction between pupils and teachers as a result of the language of instruction can pave the way to produce better learning and a better performance in their exams and make a better society. It is therefore very important that students and pupils know what it takes to learn through someone’s language and how it affects.

Teachers
There is no doubt that teachers are directly affected by the language of instruction used in the classroom. This study may be beneficial to the teachers who want to effectively convey their knowledge and experience to their pupils. Teachers may discover what type of classroom interaction is conducive to learning. The better the language of instruction is understood by teachers, the better the lesson is transferred to the pupils and students.

Parents
Parents are very important stakeholders when it comes to the educational development of their children. This research shall benefit the parents of pupils in primary schools both in private and public schools. As parents enrol their children in these educational institutions, they assume that their children are given an education that will make them functional individuals in the society. It is therefore important that they (parents) get to know the advantages and disadvantages of using both foreign and native language as language of instruction.

The Curriculum Planners and policy makers
This research may also benefit those people who plan the curriculum and the policy. It is of great significance that these planners understand what is happening in the classroom in order to come up with new plans and programmes. It is therefore that planners should read what researches say before doing their planning. And when it comes to the language of instructions, planners need to understand all the barriers in transferring education that may arise as a result of the language which is used in teaching and learning.
The Administrators
This study will be used as a basis for implementing what has been developed and authorised by the planners. It is hoped that the administrators will learn from the recommendations based on the findings that this research and other researches have come up with.

The Researchers
The outcome of the study is likely to be beneficial to future researchers. This study may be a basis from which a new theory in learning will arise. For present researchers, the study is helpful in making comparative studies that may say different stories in different contexts but with similar results. For future researchers, this study will act as a basis one can draw from for further studies.

1.8.2. Delimitation of the study
Delimitations define the parameters of the investigation. In educational research the delimitations will frequently deal with such items as population/sample, treatment(s), settings, and instrumentation.

In doing this research study, there were a number of issues that delimited my scope of study. These delimitations were associated with the study population/sample, research setting and methods that were used to collect the required data.

1. When I was doing my research, though I was allowed by teachers to use a video recording but I found out that I could not implement a video recording because taking video needs ones concentration and that cannot be done while doing some other activities such as note taking. Neither did I use video recordings nor tape recording in the classroom observation as the classrooms were so wide that I could not listen to other persons in the other corner in the same classroom. An observation guide facilitated all the observation recordings in the form of note taking.

2. The sample size of my study was so big that I could not fit it within the limited time that I had allocated for the whole study. So as a researcher I had to revise my samples so as to accommodate my research within the specified time frame.
3. The entire research was limited to just two primary schools and to specific classrooms which were grade six and seven. This was made on purpose due to time constraints. However, pupils in grade seven were preparing for their final exams and thus had to be exempted from the research instead grade five was taken.

1.8.3. Limitation of the study
Masters research projects cannot be done without the existence of some limitations. In doing this study, there have been some conditions under which the research process was hampered by difficulties and limitations. These included the following:

1. Being a student from Shinyanga region and more specific a former teacher in the area of study may have affected the objectivity of the research process, including the data collection. This is because researching in my own community would get me immersed into it, at any point in time, as a member of the community thereby losing the objective lens of perceiving the issues. However, I tried so much I could remain neutral and objective to the reality so as to meet the intended purpose of my study.

2. Doing research with young primary school pupils could have affected the entire data collection process as they might have been giving answers with fear. However, all the research ethics were put in place.

3. Time constraint was also seen as one factor that affected the process of data collection. Having more than 20 effective interviews and 12 classroom observations was a bit much to handle within the stipulated time. In connection to this, appointments had to be made to accommodate the teachers’ schedules but it was difficult to fit them into my research time frame.

1.9. Structure of the thesis
My thesis has seven chapters. Each chapter has several sections that vary from one chapter to another depending on the length and the topics associated with that chapter. The following are the chapters in this study;

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12 In Tanzania, grades, classes and standards are used interchangeably
13 Research ethics such as proper introduction from the head of schools, self-introduction, allowing willingness to research participation
**Chapter one**, Introduction, this chapter presents the introduction part of the study. The chapter is divided in seven sub sections. Sub section one presents an overview of the language of instruction in education policy in Tanzania whereby sub section two presents the background and the statement of the problem.

Sub section three presents the purpose of the study whereby the objective of the study is presented in sub section four. Research questions are presented in sub section five whereas significance of the study, delimitation and limitation of the study are presented in sub section six. Sub section seven of this chapter is used to present the structure of the thesis.

**Chapter two**, this chapter presents literature review part of my study. The chapter is divided into eight sections. Section one is the introduction whereas section two is the Tanzania education ladder and the objectives of primary education. Section three is the historical overview of primary education in Tanzania.

Section four presents conceptualisation of key terms; section five presents the language of instruction in the teaching and learning process. Section six comprises related studies from Africa whereas section seven deals with related studies from Tanzania and last section, section eight is the conclusion part.

**Chapter three**, Methodology, this chapter presents the methodological part of this study. The chapter is divided into eleven sub sections. Sub section one presents the introduction. The research strategy which was deployed during the study is presented in sub section two.

The research design is presented in sub section three, whereas sub section four presents the research setting. Sub section five presents the sampling and selection techniques. The research instruments that were used to collect data during field work are presented in sub section six. Sub section seven is used to explain the data analysis.

The validity and reliability of the study are discussed in sub section eight, whereby sub section nine presents ethical considerations that were put in place during the entire period of this study. Sub section ten describes the report writing. The final sub section, sub section eleven presents the conclusion.

**Chapter four**, this chapter presents theories that were used as a guide to the study. The chapter is broken down into several sections. The first section is the introduction part followed by the rationale of using these two theories which is section two. Section three
presents the first theory, the Freire’s pedagogy of the oppressed theory with its two conflicting concepts which are the problem-posing method of education and the banking concept of education. In this section, an account of the theory and its relevance for the study is displayed. The fourth section presents the second theory, the Vygotsky’s theory and its relevance for this study. The fifth section makes up the concluding part of the chapter.

Chapter five, this chapter presents the findings of the research gathered from the participants through interviews, observations and document reviews. The sample consists of one private primary school (English medium) and one public primary school (Kiswahili medium) in Shinyanga municipality. All interviews were conducted in Kiswahili as it was preferred by all respondents. I later translated the interviews into English, the language of my study.

The chapter is divided in six sections. Section one presents teachers qualifications whereas section two presents teachers teaching experiences. Section three presents language proficiency whereas section four presents teaching methodologies. Section five presents pupils participation, section six presents language preference and last section summarizes the chapter.

This chapter is guided by two research questions which are central to this study which are

1. **How does language of instruction affect classroom interaction in teaching and learning history in primary schools?** and
2. **Why and at which occasions do teachers and pupils code switch and code mix during classroom interactions?**

Chapter six, this chapter presents data analysis and discussion. The data analysis and discussion are presented simultaneously as they are inseparable. The chapter is divided into seven sub sections. Section one presents the introduction whereas section two presents the teacher-pupils classroom interaction followed by section three which presents the teachers qualifications. Section four presents language proficiency whereas section five presents teaching methodologies. Section six presents pupils participation followed by language preference in section seven.

Chapter seven, this chapter intends to summarise the study and gives recommendations for other researchers and research beneficiaries. The chapter is divided into two parts, the first part presents the conclusion whereas the second part presents the recommendations.
This study set out to investigate how the language of instruction impacts the classroom interaction between pupils and teachers in public vs. private primary schools in Shinyanga municipality. Two research questions guided the study. These were:

1. **How does language of instruction affect classroom interaction in teaching and learning history in primary schools** and,

2. **Why and at which occasions do teachers and pupils code-switch and code mix during classroom interactions?**

The theoretical frameworks I have used were Vygotsky’s theory and Freire’s Pedagogy of oppressed theory.
CHAPTER TWO

2. LITERATURE REVIEW

2.1 Introduction
This chapter presents literature review part of my study. The chapter is divided into eight sections. Section one is the introduction whereas section two is the Tanzania education ladder and the objectives of primary education. Section three is the historical overview of primary education in Tanzania.

Section four presents conceptualisation of key terms; section five presents the language of instruction in the teaching and learning process. Section six comprises related studies from Africa whereas section seven deals with related studies from Tanzania and last section, section eight is the conclusion part.

2.2 Education Ladder in Tanzania
The Tanzania government understands that education is the pillar of national development. It is through education skilled manpower of the nation is trained to serve in various sectors to increase the economy and development of the nation (URT 2014). The Tanzanian government believes that through quality education it will be able to create a competitive economy and cope with the challenges of development and technological conditions in the country and the global economy as well (URT, 1995).

The education structure in Tanzania can be divided into formal, non-formal and informal education. The formal education is basically from pre-primary, primary, secondary schools education up to university level. There is a duration for each level that students are supposed to complete which is 2 years of pre-primary education, 7 years of primary education, 4 years of ordinary secondary school, 2 years of advanced Level secondary school and up to 2 or more years of tertiary education which includes programmes and courses offered by non-higher and higher education institutions (URT, 2014).

Non-formal education is a form of education which is provided through different programs such as different stages of adult literacy, evening schools, libraries, radios, televisions and other forms of media and distance learning education. This form of education intends to serve
Informal education is the form of education whereby a learner is learning by doing, learning from the surroundings and learning informally by living.

2.3. Tanzania Educational Aims and Objectives
In Tanzania, the aims and objectives of education are stipulated in the education and training policy. (URT 2014:20). These aims and objectives are translated from the original policy document which are to have

1. System, enabling flexible structures and procedures for Tanzanian to develop in different ways in academic and professional lines;
2. Education and training with quality standards recognized nationally, regionally and internationally;
3. Access to a variety of educational opportunities and trainings in the country;
4. Increase in human resources according to national priorities
5. Management and effective operation of education and training in the country;
6. Sustainable system of financing education and training in the country; and
7. Education and training system centered on crosscutting issues

The above aims and objectives pose a critical question whether they can effectively be attained if the language of instruction is unfamiliar to majority of learners in the English medium primary schools.

2.4. Historical overview of Primary education in Tanzania and the LoI
Governments in all countries in the world, including Tanzania strive to provide education to their citizens with the understanding that education is the key essential for economic growth and development as well as social stability of the nation. Primary education has been pointed out as the minimum level of education delivery that should be given to all citizens since it at least equips an individual with basic skills required in life and it is seen as the basic rights and as a strategy for poverty reduction in the world (Mbelle 2008, Komba &John 2015).

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14 Tanzania mainland
Primary education in Tanzania is the largest and most central component of basic education as it constitutes about 87.5 percent of enrolment of all levels of education (Mbelle, 2008). The overall framework governing delivery of primary education in Tanzania is currently provided by the 2014 Education and Training Policy (URT, 2014).

There are two categories of primary schools in Tanzania; private and fee based and public schools which are fee free and enrol most of the children. Currently Primary Education in Tanzania is a universal and compulsory for all children from the age of seven years and it is provided free in public schools. The primary education comprises seven years of basic education which means a pupil starts from class one and ends after class seven.

2.4.1 After independence-1961 to 1967
After attaining her independence in 1961, the government of Tanganyika made education a national priority, and the focus was on providing widespread free basic education to all Tanzanians (Kassam, 1994 in Wandela, 2014). During this period the provision of primary education was to large extent monopolised by the government (Dennis and Stanley 2012).

For all seven years in primary schools, children were instructed solely in Kiswahili, which is the national language (Komba & John, 2015). However, some few government schools, including Olympio and Arusha primary schools and other private schools used English as the language of instruction because they had to serve particular requirements, mostly religious and diplomatic (Rugemarila, 2005)

2.4.2. During 1967-1989
Considering the importance of primary education, the nation prompted policy changes and investment strategies in public primary education. Policy makers and leaders made decision and launched various programs including implementing of ESR, UPE. In 1967, Mwalimu Julius K. Nyerere and his government launched Education for Self-Reliance (ESR). ESR is an education system aimed at learning, developing critical thinking skills and self-confidence in pupils (Kassam, 1994 in Wandela, 2014). Through ESR, the government launched the

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15 The private primary schools that were tolerated before the education and training policy of 1995 included the International school of Tanganyika (Dar-es salaam: IST Ltd), International school Moshi (Moshi: IST Ltd), St. Constantine’s school(Arusha:Hellenic society of Tanganyika), Nyakahojia (Mwanza: Cathoric church), Isamilo (Mwanza: Anglican church), Tanga popatlat (Tanga: Education society), Rigid (Tanga: Amboni Group Ltd), Canon AdreaMwaka(Dodoma:Anglican church), Morogoro International school (Morogoro: International school of Morogoro Ltd). The list does not include schools set up to serve expatriate communities from particular countries e.g. French school (Dar-es salaam), Danish school (Iringa). Source: Rugemarila (2005)
Universal Primary Education (UPE), a programme governmentally controlled by abolishing fees which was to be achieved by 198916.

It was decided that all children regardless of social and economic status should have access to primary education. This was followed by passing a compulsory Education Act making education compulsory and free for children between age seven to thirteen (Mmbaga 2002). As a result of this policy enrolment rate reached 100% (Rajan, 2003).

UPE succeeded in terms of enrolment. Though in early 1980s the situation turned sharply. The provision of quality education could not be sustained due to economic hardships. The economic crisis resulted from increased oil prices, high level of debt servicing, drought, overall poor economic performance and the war with Uganda (Rajan, 2003).

During all this time, primary education in Tanzania was provided in Kiswahili with the exception of a few schools which were meant for children of expatriate people. English was only taught as a subject and as language of instruction in secondary school up to tertiary level.

2.4.3. During privatisation 1980-2014
Following much efforts done by the government to provide education to every child in the country, the UPE program encountered problems in provision of primary education such as increased enrolment which led to inadequate classrooms, lack of teaching materials, too few and poorly trained teachers and lack of funds which led to difficulties in running primary schools hence deterioration of the quality of primary education (Mosha, 1995).

In mid-1980s following the hardship and economic crisis the World Bank (WB) and IMF introduced the Economic Structural Adjustment Programs (SAPs), which were meant to help developing countries to repay their debts, Tanzania was one among them. Tanzania was forced by the International Monetary Fund (IMF) and the World Bank (WB) to sign the agreement and started to implement the Structural Adjustment Programmes (SAPs). The SAPs came with conditions such as trade liberalization, privatization, devaluation of currency and reduction of public expenditure in sectors like education and health. Brock-Utne (2005:73). She states

“Tanzania was forced by the World Bank and the IMF into structural adjustment measures like cutting down on public expenditures, including the education sector the opening up of private schools and the liberalisation of the text-book market”

16 Ibid
Thus from the mid of 1980s to 2014, following the implementation of SAPs which undermined the strategy of socialism and the ESR policy. SAPs introduced new goals for the development of Tanzania and redirected the function of education (Buchert, 1994). The aim of SAPs was to shift ownership of social services including education from public to private. The Government introduced cost sharing, froze recruitment of teachers and reduced overall spending on education. These measures led to a shortage of teaching and learning materials, non-maintenance of school infrastructure, discontinued classroom construction, as well as a shortage of teachers.

These measures resulted in low enrolment. Many children were not enrolled at all. The enrolment rates began to drop immediately after school fees were reintroduced in 1985. From a peak of 100 percent in 1980s the gross enrolment ratio in 1988 was 71 percent and by 1990 it was 59.6 percent (Mbilinyi, 2000 in Bakahwemama 2009).

The reintroduction of school fees led to high dropout rates of pupils since many parents were unable to pay the school fees. There was low performance at national examinations, dilapidated buildings, an uncomfortable learning environment and a decline in completion rates and there was an overall deterioration in the quality of education offered (Brock-Utne, 2005; Mmbaga, 2002).

Another impact of SAPs conditionality in Tanzania and the liberalization of education sector encouraged the private sector in provision of primary education. Doors opened for the mushrooming of English medium primary schools and it was cemented by the 1995 Education and Training Policy that authorized private establishment, ownership and management of primary schools as it is argues

“Liberalisation of primary schools happened all over Tanzania from the mid 1990”s. The Education and Training Policy in 1995 stipulates that all levels of education are open to private actors. From that date, the increase in English-medium primary schools has been spectacular” (Brock-Utne, 2005:73).

Almost all of the private primary schools which were established in Tanzania used English as medium of instruction. There are few private primary schools which used Kiswahili as medium of instruction17. Thus English was used in classroom instructions for all subjects

17 According to Rugemalira (2005) by 2002 were only two private primary schools registered as Kiswahili medium schools. These are Chimala (Mbalali: church of Christ mission, 1999) and Huruma (Mbinga: Roman Catholic Sisters, 1996).
(excluding the subject, Kiswahili) and was supposed to be used in all other communications out of classroom with teachers and non-teachers. The aim of these English medium schools is to create a kind of English speaking community at school where pupils are immersed in English to enable them to see how English is used in actual communication. It is also argued that the parents desire to see their children speak good English for socio-economic and political reasons (Rugemalira 2005)

The English medium primary schools are far more expensive than the state owned primary schools. They are far better off than government owned primary schools in relation to general human and physical infrastructure. Government primary schools are blamed for having unfavourable conditions in terms of school infrastructure, staffing, teaching and learning resources, unmotivated teachers and in general an unfavourable learning environment. Many parents would like their children to register in the English medium primary schools. The expenses associated with these schools act as a screening mechanism such that only the wealthiest families manage to have their kids in these schools. The massive aspiration for the English medium primary schools raises a question as to why many would like to educate their children in these schools.

It was the privatisation and liberalization of education, which led to the introduction of private (English medium primary schools in Tanzania). This created social classes and differences which contradict the principles of equity and justice promoted by Mwalimu Nyerere as stipulated in the education reforms of the 1970s (Komba & John, 2015). The indicator of difference in the provision of education became no longer race as in the colonial days, but money and class inequalities (Mbilinyi, 2000 in Bakawehmama 2009).

2.4.4 Tanzania primary education and LoI after 2014
Tanzania adopted a new education policy in 2014. Among other things, the policy has provided for the language of instruction from primary schools to tertiary level. However the policy fails to demarcate the use of English and Kiswahili as language of instruction and or as subject to be taught at all levels of education. In fact, the policy is just quiet on which language has to be used as language of instruction in which level of education. According to the policy, both Kiswahili and English will be used in teaching in all levels which poses a critical question to be discussed on whether or not there is a clear political will to make Kiswahili a sole language of instruction not only in primary education but also to the
secondary level and tertiary. The following two paragraphs contradict each other and defend the status quo

3.2.19. *Lugha ya Taifa ya Kiswahili itatumika kufundishia na kujifunzia katika ngazi zote za elimu na mafunzo na Serikali itaweka utaratibu wa kuwezesha matumizi ya lugha hii kuwa endelevu na yenye ufanisi katika kuwapatia walengwa elimu na mafunzo yenye tija kitaifa na kimataifa.*

3.2.19 *Kiswahili as a national language shall be used as a language of instruction at all education levels and the government will facilitate the sustainable use of Kiswahili to ensure proper provision of education that has value both nationally and internationally* (*URT, 2014:39*)

After reading this paragraph one would think that the government at long last is ready to use Kiswahili as LoI at secondary and tertiary level of education. But the following paragraph says

3.2.20. *Serekali itaendelea na utaratibu wa kuimarisha matumizi ya lugha ya Kiingereza katika kufundishia na kujifunzia, katika ngazi zote za elimu na mafunzo.*

3.2.20 *The government shall continue to strengthen the use of English language in teaching and learning at all levels of education* (*URT, 2014:39*)

In reality, the new policy does not move the language of instruction much forward. Adhering to paragraph 3.2.19 one could perhaps claim that the government should facilitate the opening of Kiswahili medium government secondary schools

### 2.5 Conceptualization of key terms

#### 2.5.1 Classroom interaction

Classroom interaction can be seen as the communication between teacher and learners in small groups or the entire class as well as among learners. It has been identified as one of the key terms in the conduct of classroom lessons (Obanya, 2004). It could be teacher- or learner – initiated. The possible cognitive and social gains as well as positive learning outcomes result in and from such interactions within the classroom community.

#### 2.5.2 Teaching

To teach can be defined as to give lessons to students in school, college, university etc. The aim is to help somebody learn something by giving information about it (Hornby, 2000 in Mwinsheikhe 2007). The act of teaching involves two or more people, one on one side teacher and on the other side learners. Sometimes the act is a two way process, the teacher may be the learner and learners may be a teacher.
2.5.3 Learning
Learning is defined as a human adaptation process. “It is a process whereby knowledge is created through the transformation of experience” (Hansen, 2000). Learning begins with the experiences of the learner, human behaviour as a function of a person and the environment. Good and Brophy (1991) define learning as the process of making meaning out of a new or unfamiliar ideas, experiences and it is boosted by a teacher or a knowledgeable person acting as a teacher. Effective teacher helps learners to develop cognitive development through different concepts and new ideas and prior experiences. Freire (1995) emphasises that in order to learn dialogue in teaching and learning process is very important tool since it helps to foster critical engagement in the students.

2.6. Language of instruction in teaching and learning
Prah (2003) describes the language of instruction as the language through which all basic skills and knowledge are imparted to learners. Qorro (2005) explains the importance of being proficient in the language of instruction. Proficiency in the language of instruction enables learners to ask questions or clarifications, discuss a point with peers or the teacher, think critically how new knowledge relates to that which they already know. Lack of proficiency on the other hand, denies learners the necessary tools for understanding for formulating questions and points for discussion or to think critically. Moreover, language of instruction is seen as the major tool through which literacy and concepts are internalized (Bamgbose, 2005; Prah, 2003; Brock-Utne, 2005)

The proponents of mother tongue education emphasise that learning through mother tongue has psychological, socio-cultural and educational benefits for the child as it enhances continuity in the child’s learning process (Mazrui, 2002). The child learns better and develops faster cognitively if he or she receives education in his or her mother tongue. The child is socialised in his or her cultural environment through his or her mother tongue (Nomlomo 2004). That is, it is through the mother tongue the child is able to express his or her ideas, experiences and feelings clearly and meaningfully in the learning process.
It is axiomatic that the best medium for teaching a child is his mother tongue. Psychologically, it is the system of meaningful signs that is in the mind works automatically for expression and understanding; sociologically, it is a means of identification among the members of the community to which he belongs. Educationally, he learns more quickly through it than through an unfamiliar linguistic medium (UNESCO 1953:11 in Fakeye, 2011: 73-74)

Scholars such as Fafunwa et al (1989), have written that primary education when given in the mother tongue rather than in a foreign language is more effective and meaningful, because it enable pupils to express themselves. When teaching is done in the mother tongue teachers can diagnose what has been learned and what is not learned by pupils and which pupils need further assistance.

It is argued that when an unfamiliar language is used sometimes cognitive development and language learning are confused and make it difficult for teachers to determine whether pupils have difficulty in understanding the concept itself or the language of instruction. Duquette (1995:38 in Nomlomo 2004:135) added that mother tongue education is meaningful and relevant to the child, and it also facilitates the transfer of first language skills to the outside environment and the acquisition of a second language.

Self-confidence, self-esteem, creativity and identity are strengthened by the use of mother tongue of the pupils. It allows children to be themselves and develop their personality as well as their intellects. Unlike foreign medium of instruction in classrooms, pupils are forced to sit silently or repeat mechanically, leading frustration and ultimately leading to failure (Fafunwa et al 1989, Qorro 2004, Brock-Utne 2005)

Reports of classroom observations on the language of instruction carried out in several countries in Africa including Tanzania, South Africa, Malawi, Nigeria and Namibia just mention a few, reveal that there is a need of using familiar language in teaching and learning because the use of unfamiliar language as medium of instruction forces teachers to use traditional and teacher-centered teaching methods which undermine teachers efforts to teach and students efforts to learn (Brock-Utne (2003, 2004, 2005), Bamgbose (2005), Qorro, (2004), Desai (2003), Mchazime (2001), Wolfaardt (2001) and Harlech-Jones (2001). It was noted that teachers do most of the talking while children remain silent or passive participants during most of the classroom interactions. It thus seems that teacher-learner
interaction could be promoted more in situations in which all those involved (particularly teacher and children) have no inhibitions in terms of language used\(^{19}\).

Where children learn by using the language that they don’t speak as their mother tongue, traditional teaching techniques such as chorus teaching, repetition, memorizing, recall, code-switching and safe talk are used\(^{20}\). Alidou and Brock- Utne (2011) claim that no authentic teaching and learning takes place in an environment where children are using an unfamiliar language as medium of instruction. Schools become ineffective and low academic achievement is the result.

The above views indicate that education becomes more meaningful to the child when it is conveyed in a language the child knows very well, that in the child’s mother tongue or at least a familiar language. A second language is acquired more effectively if the pupil’s first language has been developed adequately.

2.7. Related studies from the rest of Africa

2.7.1. A study by Mchazime from Malawi

Mchazime (2001) conducted a study in Malawi as a fulfilment of a doctorate with a view to find out whether English is the most appropriate language of learning from senior primary school for children in Malawi. Standard seven pupils were the target of the study, the sample covered 15 schools out of 2700 rural senior primary schools, and it involved 664 pupils in natural classroom setting through classroom observations and interviews. Among the three research questions the study addressed the question of whether the use of English as language of learning increased participation in the learning process.

The results show that English prevented teachers and learners from effective and sufficient participation in the learning process. Teachers acknowledged that using English as the language of learning limited their interaction with the pupils. They delivered lessons which sometimes resorted to code switching since they wanted to make up for their deficiency in vocabulary and lacked appropriate language that would make pupils understand what they were teaching.

\(^{19}\) Ibid
\(^{20}\) Ibid
The observation shows that whenever the teacher asked questions the few pupils who understood the question answered in a single word even where the question required them to explain. Most of classroom interactions among the pupils were done in Chichewa rather than in English. Pupils failed to communicate effectively with their teachers about the key concepts. They are not confident to express their points of views because of the language barrier.

Unlike what was happening in the English medium schools pupils in the Chichewa medium schools, understood their teachers better, discussed and argued their ideas and clarified them to both teachers and fellow pupils because of using a familiar language. Through classroom interaction they were able not only to grasp the meaning of the new concepts or skills but also to expand the meaning of what they were learning and relate it to the local experiences. Hence the study shows that a language that is closer to the child’s home language is better for the child to use as the language of leaning in schools than a language that is far removed from his or her home language.

2.7.2. A study by Cantoni from Namibia
Cantoni (2007) conducted a case study in one of the public schools in Namibia with approximately 400 students from grade 1 to 10 with teachers through observation and interviews. The study focused on the effects of language choice in education. The results showed that the use of English instead of Oshiwambo (the mother tongue) as a medium of instruction hinders the full participation of pupils because it does not seem to provide comprehensible input, it does not seem to work as a tool for constructing knowledge in the content subjects and it is an obstacle for the learner centeredness that is so desired by the ministry of the country.

There was a difference in behaviour when Oshiwambo was used among the students and among the teachers. The use of the official language (English) does not facilitate the participation of the pupils but maintains a “culture of silence”,

2.7.3. Studies by Woldfaardt and Harlech-Jones from Namibia
Another study done by Woldfaardt (2001) and Harlech-Jones (2001) showed that there is big obstacle of using English as a language of instruction in the education system.
“the level of proficiency in English is not high to meet the requirement of grade pupils are, thus learner are not always able to understand instructions as a result they are not able to perform as they would have done in their mother tongue” Woldfaardt (2001: 12-15)

“One of the most salient features of a bilingual education programme is the use of the first language as the medium of instruction” (Harlech-Jones 2001: 123)

Both scholars insist on the use of local languages as language of instruction because it help students in supplying background knowledge and experiences; enhance the development of their basic reading skills and also their oral and written use of the language. A conclusion Harlech-Jones draws in his essay is that teachers are “being required to implement the impossible”22

2.8. Related studies from tanzania

2.8.1 Study by Mwinsheikhe
Mwinsheke (2007) conducted a research for her doctoral thesis based on overcoming language barrier in secondary schools in Tanzania. She conducted quasi- experiment classes with three groups, one was taught in Kiswahili (treatment 1), another in English (treatment 2) and the control group which was taught in code switching (the norm).

She found out that a large number of students in English medium class agreed that language of instruction is the major factor that contributes to poor performance. Also among her findings come with several issues including low level of participation of students and low performance level in science subject is a result of using English as LoI because English is a barrier to students and teachers.

She also learnt that because of the language barrier the use of code-switching in teaching and learning among teachers is a coping strategy. She concluded that those students in her experiment: who were taught in Kiswahili performed far better than those who were taught in English and code switching. Hence there is a need of changing the LoI.

2.8.2. The study by Rubagumya
Rubagumya (2003) conducted a study on English medium primary schools in Tanzania. The main objective of his study was to find out what was going on in these English medium primary schools in terms of language of instruction and knowledge acquisition. The findings

21 Any language one acquires after birth, sometimes it is referred to as first language
22 Ibid
revealed that majority of teachers and pupils in English medium primary schools were not competent enough in using English as LoI. This in turn affects negatively on the teaching and learning process as both teachers and pupils encounter difficulties during classroom interaction. Thus the use of English as LoI is more likely to be a barrier to the learning of other subjects.

Also despite the difficulties teachers and pupils encountered, Rubagumya in his findings showed that the priority of the most parents in these English medium schools is for children to learn and master English and they don’t ask if their children acquire the required knowledge and understand subjects that they are supposed to learn such as mathematics, science and history.

2.9. Conclusion
Is language of instruction crucial for a successful education? The answer is undoubtedly yes. Since we construct our cognitive development with the help of language it can be stated that the language we think with and use for our daily life is crucial. Education is part of our daily life, be it in formal or informal ways.

The literature review above shows that the majority of researchers see the need to solve the problem of LoI in favour of languages of the majority of children in Africa. The general picture that was obtained from the literature review showed that the majority of school children receive little useful education through a foreign language of instruction. The literature suggests that educating children in a familiar language is more beneficial than educating them through a foreign language.
CHAPTER THREE

3. METHODOLOGY

3.1. Introduction
This chapter presents the methodological part of this study. The chapter is divided into eleven sub sections. Sub section one presents the introduction. The research strategy which was deployed during the study is presented in sub section two.

The research design is presented in sub section three, whereas sub section four presents the research setting. Sub section five presents the sampling and selection techniques. The research instruments that were used to collect data during field work are presented in sub section six. Sub section seven is used to explain the data analysis.

The validity and reliability of the study are discussed in sub section eight, whereby sub section nine presents ethical considerations that were put in place during the entire period of this study. Sub section ten describes the report writing. The final sub section, sub section eleven presents the conclusion.

3.2. Research strategy
Research strategies are plans and the procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis and interpretation (Creswell 2014). There are basically three major strategies in studying phenomena, namely a qualitative research strategy, a quantitative research strategy and a mixed method research strategy. The application of each strategy depends on the nature of the subject matter rational to be explored.

This study uses a qualitative research strategy. Different scholars have come up with different definitions of qualitative research strategy.

Qualitative research is a situated activity that locates the observer in the world. It consists of asset of interpretive, material practices that makes the world visible. These practices ... Turn the world into a series of representations including field notes, interviews, conversations, photographs, recordings and memos to the self. At this level, qualitative research involves interpretative, naturalistic approach to the

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23 ibid
world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them.

Is the approach that aims at exploring and understanding the meaning individuals or groups of people ascribe to a social or human problem (Creswell, 2014:4)

Qualitative research has been developed to answer some social situation into which studies are carried out. Bryman (1988) notes the core reason of qualitative research as the way in which people being studied understand and interpret their social reality. Qualitative research strategy is characterised by many features, among them is the natural setting. Qualitative researchers collect data from the field at a site to which the participants are familiar.

According to Richie and Lewis (2003: 3-5), qualitative researches among other things have the following common features

First, qualitative researches aim at providing in depth and interpreted understanding of the social word

Second, samples that are small in scale and purposively selected on the basis of the salient criteria

Third, data collection methods which usually involve close contact between the researcher and the research participants, which are interactive and developmental and allow for emergent issues to be explored

Fourth, data which are very detailed, information rich and extensive

Fifth, data analysis which is open to emergent concepts and ideas and which may produce detailed description and classification

3.3. Research design

Different scholars have defined research design as a process which provides a framework that provides specific direction for procedure in a research which aims at data collection, analysis and the writing but more specifically the research design tells how the whole process of research was done, from the beginning to the end of the study (Denzin and Lincoln 2011, Bryman 2012, Creswell 2013, 2014, Ritchie and Lewis, 2003, Yin 2014)

There are different forms of research designs, like Case study, comparative study, retrospective study and longitudinal study (Flick, 2009). However Creswell (2013) added
other forms such as ethnographic study, grounded theory, a phenomenological study and a narrative study.

3.3.1. Qualitative research design
Denzin and Lincoln. (2000:3) describe qualitative research as a situated activity that locates the observer in the. It consists of a set of interpretative, material practices that makes the world visible. These practises... turn the world into a series of representations including field notes, interviews, conversations, photographs, recordings and memos to the self. At this level, qualitative research involves an interpretative, naturalistic approach to the world. This means that qualitative researchers study thing in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them”.

This study mainly employs a qualitative research design. I have used a qualitative research design in order to have an in-depth study of the language of instruction and its impact on classroom interaction at my research site. The qualitative research design allows the researcher to enter into the participants’ world in order to gain a clear understanding of their knowledge, experiences and feelings (Creswell 2014). Furthermore a qualitative design has been used to enable me to describe the phenomenon under study and gather information in a detailed manner. Thus, this approach was good for exploring the language of instruction and its impact on classroom interaction

3.3.2. Case study research designs
A case study approach adopted to study the phenomenon. The case study demonstrates how the study was designed, conducted and reported at the final stage. Yin (2014) defines a case as an empirical study that aims to investigate a phenomenon (case) in its real-world contexts. The case study approach was adopted to study the impact of language of instruction on teacher-pupils interaction in public and private primary schools in the Tanzanian context. The case study was adopted in order to conduct an in-depth examination of people or groups of people in a small and manageable area and sample (Yin, 2014, Bryman, 2012).

Furthermore the selection of a case study design was useful because it is a design which uses multiple methods of data collection (triangulation) such as interviews, observation and documents (Yin, 2014). It is argued that studies that use more than one method of data collection are regarded to be more accurate than studies which use single method because the weaknesses and strengths of each chosen methods in the study complement each other and result in improved validity of the data collected (Marshall and Rossman 1993 in Bakahwemama, 2009).The use of multiple methods of data collection in this study was
chosen in order to increase reliability and validity of the results and to balance the limitations of each method and to get a complete picture of the phenomenon studied.

3.4. Research setting

3.4.1. Shinyanga Municipality
The area of study is Shinyanga region in Tanzania. The selection of Shinyanga region and the Shinyanga Municipality in particular was purposively selected as the researcher has a wide knowledge about the area and it was also due to a minimum budget that could cover other research related costs. Tanzania has more than 30 regions, both Zanzibar and Mainland and several Municipals including Shinyanga Municipality.

In Shinyanga municipality, the researcher could manage to secure a place to shelter, up keeping herself and easy transport to and from the research site with reasonable cost that she could cover by herself during the entire period of the research. However, the familiarity did not have any influence on the selection of schools and participants.

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24 The figures can be extracted from the link http://www.pesptz.org/index.php/map?lang=swahili on 07.06.2015
Figure 1: Showing Shinyanga region in Tanzania
3.4.2. The selected schools
Both schools (one private and one public) that were selected in this study are located in Shinyanga municipality. They were easily reachable for the researcher. In fact all the schools in the municipality are reachable.

3.5. Sampling and selection
The term sampling in research can be referred to as the process of selecting a subset of items from a defined population for inclusion into a study; these can be people, events, place points in or period of time (Guest, et al, 2013: 41).

In order to effectively conduct my study properly, several sample techniques were employed. This depended mostly on what was to be sampled and the purpose of that particular sample from the selection of the schools, classrooms and the research participants. This is to say, both purposive and random samplings were used. However in all cases, the selection was done carefully to avoid bias.
3.5.1. Purposive sampling

The choice of research participants based on the purpose of their involvement in the study (Guest, et al, 2013: 48). This is the decision about which criteria are used for selection. They are made in the initial stage of the study and there are factors that govern the application of purposive sampling. These include the principle aim of the study, existing knowledge or the theories of the study (Ritchie and Lewis, 2003). However, the purposive sampling in this study as the deliberative decisions it involved was that it should avoid any bias in the nature of the choices of the participants or unity of the study.

In this regard, my study had to involve primary school pupils from two primary schools (one public school and one private school) in Shinyanga municipality in Tanzania.

1. The selection of the heads of schools

The selection of heads of schools was deliberately done as schools, private school and public school have had just one head each. The selection of these participants was imperative as they are people with a lot of information about the school’s history. They are the people who handle day to day administrative matters that among others are related to the language of instruction, the competency of the teachers both in the language of instruction and the capacity to master their teaching subject, especially the history subject, the subject which was the researched subject.

Two heads of schools were purposively selected and appointments were made for interviews. The school heads were very corporative; they provided to a large extent the data that were needed.

2. The history subject teachers

The history subject teachers were also purposively selected due to the reason that they were the ones the research was targeting at. The research focuses on the history subject in primary school. These were the class five and six history teachers, one from each stream. This made four history teachers who were purposively selected from both schools.

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25 The school uses English as language of instruction and Kiswahili as a mere subject from kindergarten and all have been stipulated in the Tanzania Education and Training Policy of 1995 http://www.moe.go.tz/index.php?option=com_docman&task=doc_view&gid=108&Itemid=617

26 The school uses Kiswahili as language of instruction and English as a mere subject from class one and all have been stipulated in the Tanzania Education and Training Policy of 1995 http://www.moe.go.tz/index.php?option=com_docman&task=doc_view&gid=108&Itemid=617

27 Each class had two streams, A and B
The history teachers were all very positive to the research and therefore provided me with enough information related to the subject matter as far as the language of instruction and classroom interaction is concerned.

3. The class five and six

These two classes were selected purposively on the basis of several assumptions, one was they are a bit grown up compared to the rest of the classes and therefore they could manage to answer the researchers questions, the second assumption was, they have already mastered the language of instruction. I also had to take into account the fact that the class seven pupils could not be accessible as they were going for the final exams.

3.5.2. Probability sampling

It was also necessary for me to do some simple random sampling. Simple random sampling means that the probability of each sampling unit being chosen is known (Guest et al, 2013) and the rationale behind random sampling is to enhance the representativeness of my sample. During my study, a number of units were randomly sampled and selected and the reason being to have an equal chance of representation as the units were more than those required in my study. Qualitative sample techniques use a small number of sample which is enough to represent a large group of people and it is enough to do generalization (Bryman, 2012). The following therefore were randomly sampled.

1. The selection of primary schools both private and public

Shinyanga municipal has a total number of seven private primary schools (English medium) and forty eight public primary schools (Kiswahili medium). It was therefore necessary for me as a researcher to find one private primary school and another public primary school that would be used in the study.

The choice of two schools was meant to accommodate the research related constrains such as the limited budget and time allocated to conduct the research. At the end of the day, one private primary schools was randomly selected and one public primary school was also randomly selected.

28 ibid
29 The figures were extracted from the District education database of 2014
2. **The selection of class five and six pupils (Participants for interviews)**

The private school had two streams in class five and two stream in class six whereas the public school had just class five and six with no streams. In this circumstance, as a researcher I had to balance the two and decided to find sample units in the private school. After random sampling, stream A in class five and stream A class six were selected. Finally, I had class five and six in private primary school and stream A in class five and stream A in class six (representative sample) in private primary school. The number of pupils in classes varied from one class to another but the least number in a class was thirty two in private school and seventy six in the public school.\footnote{The figures were gathered from the class attendance sheets with the assistance from class teachers}

Only a very few pupils were interviewed considering the time factor and the budget allocated to the study. A total of three pupils in each class were randomly selected making a total of twelve pupils in both schools were set for face to face interviews.

The interviews were conducted during break time/lunch time in the schools environment. This was designed to access them easily. All the twelve interviews were conducted successfully. Each interview last from 15-20 minutes. Kiswahili was used in the interview process for both public and private primary schools as preferred by all participants.
<table>
<thead>
<tr>
<th>S/N</th>
<th>Research Participants</th>
<th>SCHOOLS English Medium</th>
<th>SCHOOLS Kiswahili Medium</th>
<th>Total interviews and observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Face to face</td>
<td>6</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Pupils</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>History</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Head teachers</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Focus Group Discussion, 8 pupils in each school</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Classroom Observations</td>
<td>6</td>
<td>6</td>
<td>12</td>
</tr>
</tbody>
</table>

Table 1: Showing observations, interviews and sampling summary

3. The selection of the research topic-The choice of History subject

The choice of my research topic was influenced by a number of factors. Being a social science teacher, teaching subjects which are linguistic demanding influenced me a lot in coming up with an idea of researching on language of instruction in primary schools. Social science subjects including history need a lot to do with fluent use of ones language for effective classroom interaction and acquisition of knowledge because by nature they need explanations and clarifications for them to be understood.

History subject was randomly selected out of three subjects (History, Civics and Geography). Kiswahili and English were excluded because are taught as subjects.

3.6. Research instruments
Creswell (2013), Hatch (2002) and Marshall and Rossman (2011) suggest that in qualitative study, one researcher should collect data from the field, at the site where participants have experience about the researched matter.

There are numbers of methods through which qualitative data can be collected such as unstructured, semi structured or structured interviews and through participant observation
In addition, qualitative research is typically conducted in field settings (that occur naturally and exclude those that are designed specifically for the purpose of doing empirical research) and is non-experimental in nature.\(^{31}\)

The following were methods that were used to collect data

### 3.6.1. Qualitative observation

This is one among other qualitative research data collection method and it happens when the researcher takes field notes on the behaviour and activities of individuals at the research site. The researcher records unstructured or semi structured questions and answers. Observations allow the researcher to have a first-hand experience of what is taking place in a setting. It involves watching the physical setting, participants, activities, interactions and conversations (Creswell, 2013). However, there are two major methods of observing in data collection.

#### 3.6.1.1. The non-participants’ observation

The researcher does data collection through observation watches and takes field notes, records data without direct involvement with activities or people in the research setting (Creswell, 2013, Bryman, 2012). For example; a researcher goes to the organization introduces him or herself to the participants and makes observations. He or she does not get involved in any activities that take place there.

#### 3.6.1.2. Complete participants observation

Creswell (2013) notes that complete participant observation refers to observation when the researcher engages in the participants’ role in the scene of the study while collecting the required information, the researched data. This goes hand in hand with the researcher’s introduction to the researched. For example a researcher goes into the classroom; she or he introduces him or herself to the researched and integrates in interaction activities.

In this study I used non-participant observation technique to observe participants in their natural surroundings with more concentration on my research questions on how does the language of instruction affect the teacher–learner interactions in the classroom and when and at which occasions do teachers and pupils code switch and code mix during classroom interactions?. According to (Patton, 2002 in Bakahwemama 2009) observation gives a

\(^{31}\) ibid
researcher the chance to learn more things that people would be unwilling to share in an interview.

I did classroom observations with the intention of capturing other things that were not confirmed and mentioned in the interviews with participants. In the course of observation, I prepared an observation guide\(^{32}\) in English and that was used throughout the study in both schools.

During my study I decided to conduct twelve classroom observations. In each class I had three visits (observation). Each lesson is approximately 40 minutes. The aim of three visits in each class was to establish a better room to gather as much information as possible.

A well-established timetable that showed the date and time in which there was a history subject in each school for both class five and six was designed, contacts of history teachers were gathered and were used whenever they were needed. Appointments were made with subject teachers confirming the availability of the period in a given time. All the twelve classroom observations went successfully.

3.6.2. Qualitative interview

Gorden (1992) defines an interview as a conversation between two people in which one person tries to direct the conversation to obtain information for some specific purposes. Denzin and Lincoln (2011) argue that an interview is the most favourable methodological tool of qualitative research. It is a kind of data collection method which most qualitative researchers use. The researcher conducts face to face interviews with participants, either direct face to face (one on one), through telephone or by engaging in focus group discussion with six or a maximum of eight participants in a group\(^ {33}\).

Fontana and Frey (1994) categorized interviews in three categories namely structured, semi-structured and unstructured interviews. Structured interview is referred to a situation in which an interviewer asks respondent a series of pre-established questions with a limited set of response categories (Fontana and Frey 1994:363). Unstructured interview is the type of interview whereby the interviewer typically has only a list of topics or issues and it is often called an interview guide or aide-mémoire that are to be covered. This style of questions is usually informal. The phrasing and sequence of questions will vary from interview to

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\(^{32}\) See appendix 4  
\(^{33}\) Ibid
interview. The last type is semi-structured, it typically refers to a context in which the interviewer has a series of questions that are in the general form of an interview schedule but is able to vary the sequence of questions where the interviewer usually has some latitude to ask further questions in response to what are seen as significant replies (Bryman, 2012).

In order to collect relevant data I opted for semi-structured interviews. I prepared a semi-structured interview guide for each group of people who would be involved in the study. The semi-structured interview guides were prepared in English and then translated to Kiswahili. This was done because of the nature of my study that I had to visit a private primary school which uses English as the language of instruction and the public primary school which uses Kiswahili as the language of instruction. Also I discussed the interview guides with my supervisor before leaving for field work. In the field work the Kiswahili interview guides were used in both schools and to all participants because Kiswahili was preferred also by the English medium participants (teachers and pupils) since they felt that it was easier for them to answer the questions comfortably in Kiswahili.

In this study I made several interviews including:

1. Pupils
   
   **A. Face-to-face interviews**

   This is also known as the one on one interview whereby a skilled interviewer engages in a probing conversation with a suitably knowledgeable interviewee (Guest *et al*, 2013) to get information on a specific reason rather than a purpose.

   A total of twelve pupils both from class five and class six were randomly selected and interviewed (six from the private primary school and six from the public primary school). All the twelve interviews were carried out in their respective school and all went successfully.

   In general all the face to face interviews were successful done, pupils were cooperative and indeed they were able to provide useful information that was relevant both to the research questions and the study objective.
B. Focus Group Discussions

These are carefully planned group discussions with a small number of people on a focused topic (Guest, et al, 2013) and the number of participants (group size) suitable is supposed to range between six to twelve (as suggested) and is aimed at controlling the momentum when the group is bigger that twelve people\textsuperscript{34}.

Two focus group discussions were conducted, one in the private school and one in the public school. Participants in these discussions were randomly selected in a combined way, with the exception of those who participated in the face to face interviews. The exceptionality was aimed at getting different views from different pupils if any. Each focus group discussion involve a total of ten numbers of participants.

These two focus group discussions were carried out during break time, in the schools' environments. They took place during school break time, especially lunch break when pupils could be easily accessible because before that they were fully engaged in classroom and after that was time to depart home. So the only good time to access them was during the lunch break, before they go to have their lunch. A well designed interview guide\textsuperscript{35} was designed for these pupils and translated into Kiswahili.

2. History Teachers

History teachers were some of the key participants in this study, and in fact central to the study. Each classroom selected had its own history teacher, so each school (meaning class five and six) has two history teachers and they were purposively selected and invited for face to face interviews.

A well designed interview guide\textsuperscript{36} was designed for these history teachers, translated to the Kiswahili speaking history teachers\textsuperscript{37}. The interview guide translated into Kiswahili was used even to English speaking history teachers as preferred by those participants. All the four interviews with history teachers were successfully done in the teachers’ office in the respective schools as teachers had different appointment time individually. All teachers were indeed cooperative and helpful.

\textsuperscript{34} ibid
\textsuperscript{35} See the appendix 3
\textsuperscript{36} See the appendix 2
\textsuperscript{37} See the appendix 2
3. Heads of schools\textsuperscript{38}

Because of their daily responsibilities in the schools, heads of schools have much more information regarding the day to day activities of the schools. It was therefore very necessary to include these people in the study. They are people with information about what kind of teachers the school has, be it professionally and other traits. Two heads of schools were purposively selected and times for interview were discussed and agreed between the researcher and the heads. A well designed interview guide\textsuperscript{39} was designed for these research participants, and was translated to Kiswahili for the Kiswahili speaking head, although the interview guide translated into Kiswahili was also used to English medium primary schools head as preferred by the participant. The two interviews were conducted in the school heads office (it was the only place conducive for the interviews) and both went well.

3.6.3. Qualitative document
This is among other qualitative data collection method where the researcher reviews different documents like public documents such as newspapers, minutes of meetings and official reports and or private documents such as personal journals, diaries, letters and emails. As mentioned by (Yin 1994 in Kimizi, 2007) documents are very important as the source of data collection because they are used to support and supplement evidence from other sources. Therefore several public documents were reviewed as another source of the information such as the Tanzania Education policy of 1995, 2014 documents, journals, books on language of instruction and its impact on classroom interaction and code-switching and code mixing.

3.7. Data analysis and interpretation
Data analysis in qualitative research consists of preparing and organizing the data for analysis then reducing the data into themes through a process of coding and condensing the codes, and finally representing the data in figures, tables or a discussion (Creswell 2013).

Data collected through qualitative methods were analysed by using a general procedure of qualitative data analysis. Creswell (2014) explains a general procedure of analysis as an ideal situation that blends the general steps with the specific steps within the research strategy.

\textsuperscript{38} Sometimes they are called Head teachers
\textsuperscript{39} See the appendix 1
The data collected through qualitative methods during field work was analysed through the following steps. The steps are presented as extracted from Creswell (2014)

Table 2: Data analysis in qualitative research, Creswell (2014)

Explanations of the figure 2

**First step.** Organize and prepare the data for analysis. This is the transcription and translation of the raw data collected from field work through interviews and observations and then sorting and arranging the data into different types depending on the sources of information.

At this stage I organized and prepared my raw data collected through interviews from pupils, teachers and head teachers and the notes taken from classroom observations. I transcribed the
data and translated them from Kiswahili the language I used for interviews to English (The language that I use to write my final report) as all interviews were conducted in Kiswahili as preferred by all participants.

**The second step.** Read or look at all data. This is done to provide a general sense of information and opportunity to reflect on the overall meaning of data transcribed and translated. At this stage I went through all my transcribed and translated data just to be sure that the original meaning of the interviews were correct before doing coding.

**Third step.** Coding of data. It is the process of organizing the data by bracketing chunks or texts and writing a word representing a category in the margins. At this stage I organized the gathered data from field work and put into categories or themes.

**Fourth step.** The use of a coding process to generate a description of the setting or people as well as categories for analysis. The description involves detailed rendering of information about people, events, and places in the setting. Coding was used for generating small themes and these themes appear as the major findings in the report. At this stage I had to identify the key themes that would be used during data presentation and discussion.

**The fifth step** shows how the themes will be represented in the study. One approach is the use of narrated passage to convey the findings of the analysis. This might be a discussion that mentions a chronology of events, a detailed discussion of several themes and interconnecting themes.

**The last step** involves making of an interpretation of the findings or results. In this step the researchers might describe how the results will be compared with theories and the general literatures with the topic and writing up a comprehensive report. At the final stage I did data analysis and discussion of the findings with comparison with my theories used and the general literatures with the topic and write up the comprehensive report.

### 3.8. Validity and reliability

**3.8.1. Validity**

The concept of validity should not appear in just one step of the study, it should appear in all steps the study is going through, how the study was designed, types of methods and techniques employed in data collection and finally in the data analysis.
Different scholars argue that for a research study to be accurate, its findings must be reliable and valid.

Validity refers to a situation when a research method helps the researcher to gather the intended information to address the questions as designed for a particular study and when such findings reflect a clear relationship between the variables of the study (Kvale 1996, Bryman 2012).

Other scholars state that the term validity can be understood as “an integrated evaluative judgment of the degree to which empirical evidence and theoretical rationale support the adequacy and appropriateness of inferences and actions based on test scores and other modes of assessment” (Messick, 1989:13; in Rogelberg, 2004)

Qualitative validity can also be understood as the means to which the researcher checks for accuracy of the finding by employing certain procedures (Gibbs, 2007). According to him there are eight different strategies of ensuring a valid research. A researcher may decide to use one or multiple options to enhance the validity of the study, for instance triangulation of different data sources of information by examining evidence from the source and using it to build a coherent justification for the themes.

Others are the use of checking to determine the accuracy of the qualitative finding through taking the final report or specific descriptions or themes back to participants and determine whether these participants feel they are accurate. Other strategies are, the use of a rich, thick description to convey the finding, clarify the bias the researcher brings to the study. Another strategy is to present negative or discrepant information that runs counter to the themes.

Brock-Utne (1996) states that the more the characteristics are given the easier it becomes to identify the school. This makes for high ecological validity and it makes difficult to secure the anonymity as required by some schools. Yet in order to have high ecological validity of the study as many characteristics as possible of the site, participants, schools, environment should be given. A study with high ecological validity is difficult to combine with maintains confidentiality and anonymity of the institutions and participants.40

I have employed data triangulations. This can be understood as the use of more than two methods of data collection for validation purposes (Kimchi, Polivka, & Stevenson, 1991 in

\[40 \text{ibid}\]
Hussein 2009). Data triangulation helps to strengthen the construct validity (Yin, 2014). I used methods such as interviews (face-to-face and focus group discussion), observations and document analysis. I used three data collection methods such that each method supplemented the other. These methods together enriched my data to the extent that if one method did not prove it, the other methods could tell.

I avoided to provide more characteristics of institutions and participants to reduce the possibility of schools identification though I am aware of the fact that the study thereby has low ecological validity. I ensured participants privacy and confidentiality with the information provided so as to enable them to air out their views without fear. Also by anonymity I made sure that participants’ names remained anonymous.

3.8.2. Reliability
According to Bryman (2012) reliability is the degree to which research findings reflect consistency when repeated on several occasions in the same social setting. However Yin (2014) states that reliability indicates that the operations of the study such as the data collection procedures can be repeated with the same results. It is argued that researchers approach should be consistent across different researchers and different projects to increase reliability. The goal of reliability is to minimize the errors and biases in the study.

Therefore reliability tells that the results would appear to be consistently the same if the same study was done again by another researcher. Hence in order to ensure reliability in the study I used an appropriate data collection process which included prior preparation of interview guides for both participants and observation guide so as to have a clear focus on what to assess in the classroom and the observation notes were taken carefully on what was going on in the classroom. I did not have an opportunity to have another researcher work with me to collect the same data and in that way estimate the reliability of my data.

3.9. Ethical considerations
The word “ethics” is derived from the Greek word ethos, which means one’s character or disposition, today, ethics refers to a branch of philosophy concerned with how people should act and judgments about those actions (e.g., right versus wrong, good versus bad), and developing rules for justifying actions (Kitchener, 2000 in Rogelberg, 2004 ).

41 ibid
The question of ethics in research is imperative not only to the researcher but also to the researched. Qualitative research aims at doing research about people from people themselves. There are many issues to consider when one is working with people so as to avoid harm.

In the context of research, ethics therefore focuses on providing guidelines for researchers, reviewing and evaluating research, and establishing enforcement mechanisms to ensure ethical research (Rogelberg, 2004). This starts from the earliest stage of the study to the last stage, data collection.

There are two perspectives that are used to understand the concept of ethics in research and that can tell whether the research done was ethical.

First, the utilitarian perspective, this seems actions as ethical if they are likely to involve more benefits than harm, have consequences that are positive, and provide the greatest good for the greatest number of individuals during research. Thus, therefore, utilitarian often conduct a cost/benefit analysis when faced with ethical dilemmas.

Second, the deontological perspective, emphasizes strict adherence to universal rules of moral behaviour regardless of the consequences of actions. Moral principles such as “do not tell a lie” and “always keep your promises” must be followed at all times regardless of the consequences. Thus, research involving deception or withholding information is unethical according to this perspective even if the benefits of such research greatly outweigh the potential costs to research participants.

In sum, determining what is ethical in conducting research will depend on which philosophy is followed (Schlenker and Forsyth, 1977 in Rogelberg, 2004).

In order to insure ethical issues in research, all participants have a right to privacy, confidentiality and anonymity. True anonymity exists only if the participants’ identity cannot be linked to the data even by the researcher.

During my study I adopted the utilitarian perspective because it is this that has heavily influenced the ethical standards guiding my field.
Before field work, recruiting of participants

Before field work I secured research permit from the University of Oslo, then I secured an introduction letter from the District Education Officer from Shinyanga Municipal. As this study could not be carried out without the availability of research participants, thus during the early stage of planning, a focus was to recruit research participants who are fully involved in the classroom interactions. Pupils and teachers were inevitable participants as classroom interaction involves teachers (instructors) and pupils.

Heads of schools are involved with the assumption that, they are people with more important information about the schools in general and the staff in particular. After collected the introduction letter from the District Education Officer, the next step was to meet the head teachers who helped me to meet the subject teachers and explained the objective of the study, then subject teachers assisted me in getting attendance register so as to select pupils who would be involved in the interview.

Collecting data

Before starting collecting data a number of procedures needed to be followed. The following were issues that were put in place before data collection begin

The informed Consent letter

The informed consent whether delivered in a written or oral format, aims at disclosing and explaining key aspects and concepts of the research and the data collection to the potential participants and it consists of information, comprehension and voluntariness (Guest et al., 2013).

The Information about the study must be provided in such a way that potential participants are able to understand and determine if they wish to participate in a conscious and deliberate way (Macqueen, 2008 in Guest et al., 2013) and should be done at the very beginning of the study or soon after self-introduction.

As a researcher I prepared an informed consent paper\footnote{See the Appendix 5} which contained a better number of all features that were necessary and I had to explain and present to my respondents to sign up
when they agreed to engage in the interviews. However, not all of my respondents, especially students were ready to sign\textsuperscript{46}.

Teachers and head of schools were ready, and in fact they signed up willingly and participated in the interviews. As I said, some students were sceptical to sign up, they just agreed to participate in interview but refused to sign up the informed consent, even when I repeatedly explained the relevance of the document.

When it comes to participation, all my respondents whether they signed or did not sign the informed consent paper fully participated in the study.

**Right to privacy**

It is imperative that the respondents have right to privacy. It is therefore important for the researchers to respect participants’ right to control the amount of information they reveal about themselves. How much they reveal, and the sensitivity of this information, may affect their willingness to participate (Guest et al 2013).

It was imperative during my research to assure the right to privacy to the information that the respondents were to offer to me was maintained. This created a sense of trust and confidence among them such that they fully participated happily and un-doubtful. Some students were fearful to tell how their teachers, especially by names, could code switch and code mix with another language during classroom interaction especially in the English medium classes. None of them was forced to speak when they did not want to.

**Right to confidentiality**

Confidentiality refers to decisions about who will have access to research data, how records will be maintained, and whether participants will remain anonymous (Guest et al 2013). It differs to privacy as the latter is related to the people to the participants.

During my study, I assured my respondents anonymity. Pupils, teachers and heads of schools were told how the information they were going to provide was going to be protected and would never be revealed to anybody outside us (me, the researcher, my adviser, the

\textsuperscript{46} The reason could be associated with their age and general understanding about the consent paper.
examination committee and them, the respondents). This also created a trustful environment that enhanced good coorporation between me and my respondents throughout my study.

**Right to debriefing**

Debriefing is the primary method used to ensure that participants receive scientific knowledge that is often promised as a benefit of participating in research. Researchers should set aside time at the end of the study to debrief participants as a group or individually if the research is sensitive in nature. Debriefing should include information about previous research (i.e., what is known in this particular research area), how the current study might add to this knowledge, how the results of the study might be applied to organizational settings, and the importance of this type of research. This time can also be used to gather input from participants and answer any questions they may have.

Participants can be asked what they thought of the study, why they responded or behaved the way they did, and so forth. Further, names and addresses of those who wish to receive a copy of the study’s findings can be collected at this time. If research is conducted within organizations, researchers should discuss the findings with study participants and any implications.

I made sure after each and every interview I debriefed my respondents. This helped not only to clarify the overall objective of the study to the participants but also to answer forgotten questions from them.

**3.10. Writing a qualitative report**

This was the last stage but very important part of my study; it presents the overall writing of the results of my study. The report (thesis document) tells what I have been doing during the entire period of time of my study and during field work.

**3.11. Conclusion**

To sum up, this chapter to some extent has pin pointed how and to what extent the whole process of my study was done, starting from the sampling and selection of both research site
and research respondents to the data analysis and report writing. In fact, the major objective was to demonstrate the rigorousness of my data, the validity and reliability part of it.

In a broader perspective, the qualitative research strategy and the qualitative research design (the case study) are the fundamental on this study. The details of what should be done, how it should be done and where it should be done and off course to whom it should be done have been outlined in this study.

Generally, the methodological part of the study helps a research to keep the study on track, guiding the research on key issues that may significantly impact on the validity and reliability of the data and the findings.
CHAPTER FOUR

4. THEORETICAL FRAMEWORK

4.1. Introduction
This chapter presents theories that were used as a guide to the study. The chapter is broken down into several sections. The first section is the introduction part followed by the rationale of using two theories which is section two. Section three presents the first theory, the Freire’s pedagogy of the oppressed theory with its two conflicting concepts which are the problem-posing method of education and the banking concept of education. In this section, an account of the theory and its relevance for the study is displayed. The fourth section presents the second theory, the Vygotsky’s theory and its relevance for this study. The fifth section makes up the concluding part of the chapter.

4.2 The rationale of using two theories
I have decided to use two theories because they both appeared to be relevant to this study and they complement each other. They both emphasise the importance of teacher- pupils’ participation in the classroom, and the importance of language of instruction so as to encourage dialogue and understanding of the concepts in the teaching and learning process.

4.3. First theory, Freire’s pedagogy of the oppressed
This is the theory written by Paulo Freire, a Brazilian lawyer and educator. His book: Pedagogy of the oppressed was first published in 1968. The theory was dedicated to empower the oppressed through education. Freire (1995) argues for the need for education which includes the desire to combat illiteracy among Brazilian adults and to make individuals responsible for their freedom. He succeeded in his endeavour.

In this theory of the pedagogy of the oppressed, Freire observed two conflicting concepts of education which are the banking concept of education and the problem-posing method of education. Freire (1995) in his theory “pedagogy of the oppressed” argues for the problem-posing method of education which empowers the oppressed through dialogue and he criticizes the banking concept of education which dehumanizes the oppressed and reduces them to mere containers to be filled by the oppressors.
I have decided to use Freire’s theory in an attempt to explain the contribution of language of instruction to the teacher -pupils’ interaction in the teaching and learning process. I wanted to explore how a familiar or a foreign language of instruction impacts on the interaction in the classroom both in teaching and learning of the history subject in primary schools in Tanzania. Because it is believed by many scholars such as Brock-Utne (2004) that effective teaching and learning with effective dialogue is best attained through a medium of instruction that can be understood by both the learner and the teacher. Effective teaching and learning can be achieved through good teacher-pupils’ interaction in the form of a dialogue.

The use of a familiar language leads to effective understanding and comprehension of concepts and statements and hence this makes the teachers’ work easier. In order to have a classroom with active participation of both teacher and pupils and effective dialogue, Freire (1995), in his book “Pedagogy of the oppressed”, suggests the “problem-posing” method of education with an emphasis on dialogue to be used, and he argues against the “banking” concept of education which dehumanizes the oppressed and reduces them to mere containers to be filled by the oppressors. To him, the “problem-posing” method of education is to be recommended to learners instead of the “banking” concept of education.

**4.3.1. Problem-posing method of education**
The problem-posing method is a revolutionary method of education coined by Brazilian educator Paulo Freire. The method emphasises critical thinking and dialogue for the purpose of liberation and empowering people who are oppressed. Paulo Freire used the problem-posing concept of education and criticized the banking concept of education (the traditional model of education) which emphasises unequal relationships between teacher and students in the teaching and learning process where students are seen as an empty containers whose role is to record, memorize, and repeat what the teacher is teaching. The educators must deposit knowledge and content like in a “bank”. The students likewise deposits some of information in his or her memory “bank” to draw on at examination time.

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49 Meaning native language or mother tongue
50 Pupils or students in education sector or the education receivers
51 Teachers in classroom or the bureaucrats in policy making
52 Refers to the metaphor of students an empty containers which educators must fill or deposit knowledge into. This reinforces a lack of critical thinking and knowledge ownership in students which in turn reinforces oppression
In the problem posing kind of education a new relationship of teacher and students is created where teacher and students are co-investigators. Freire (1995) describes the problem-posing method of education as method through dialogue where it eliminates the students-teacher contradiction by recognizing that knowledge is not deposited from one (the teacher) to another (the students) but instead is formulated through dialogue between the two where the teacher and the students have the freedom to pose challenges, ask questions and debating in the process of teaching and learning. It is not the teacher alone who is teaching but even the students are teaching in the process of learning and the teacher is learning in the process of teaching.

*The teacher is no longer merely the-one-who teaches, but one who is himself taught in dialogue with the students, who in turn while being taught also teach. They become jointly responsible for the process in which all grow. In this process, arguments based on ‘authority’ are no longer valid, here no one teaches another, nor is anyone self-taught (Freire 1995:61)*

Freire (1995) argues that education through dialogue and effective pupils’ participation in the teaching and learning process is very important because it makes and encourages pupils to be critical thinkers and increases their creativity. Through this kind of education learners are given a chance to participate in the questioning and answering process in the classroom. He states that

*Only dialogue, which requires critical thinking, is also capable of generating critical thinking. Without dialogue there is no communication, and without communication there can be no true education (Freire 1995:73-74)*

Thus the problem-posing method of education calls for a language of instruction which is mastered by both teacher and learners for them to communicate and to have dialogue in order to have a true education. Freire argues that students need a kind of education which will help them to solve their problems and it would be possible through dialogue in the teaching and learning process. Furthermore dialogue will make students creative and confident enough and thus make education a tool for liberation and meaningful development.

Also Freire emphasises that the problem-posing method of education allows students to reflect on issues which are taught and not only cram what is narrated upon by the teacher for examination purpose.

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53 An education that is transformative. Pupils understand their surroundings and are able to provide possible solutions
The teacher presents the material to the students for their consideration, and re-considers her earlier considerations as the students express their own. The role of the problem–posing educator is to create, together with the students, (Freire 1995:62)

This in turn allows students to develop their power of being more analytical when it comes to various issues, being critical thinkers as well as being creative. Hence the problem–posing method of education enables teachers and students to become subjects of the educational process by overcoming authoritarianism and domination of the teacher in teaching and learning process.

4.3.2. The Banking concept of education
Freire (1995) used the term banking concept of education to explain the traditional education system whereby there an unequal relationship between teacher and the students in teaching and learning process. He refers to students as empty containers in which educators must deposit knowledge and the role of the teacher is to fill the students with the contents of his or her narration and the students role is to record, memorize, and repeat what the teacher is teaching. These empty containers are expected to repeat information given in class, on tests, quizzes and everything that requires an answer word for word from what the teacher says

*Narration (with teacher as narrator) leads the students to memorize mechanically the narrated content. Worse yet, it turns them into “containers”; into “receptacles” to be “filled” by the teacher. The more completely she fills the receptacles, the better a teacher she is. The more meekly the receptacles permit themselves to be filled, the better students they are (Freire 1995:52-53)*

Freire described this form of education as fundamentally narrative in character with the teacher as the subject, that is the active participant and the students as object (passive participants)

*Instead of communicating, the teacher issues communiques and makes deposits which the students patiently receive, memorize and repeat (Freire 1995:53)*

Education is seen as the process of depositing knowledge into passive students. Only teachers know everything and have the authority in this system of education and the students are oppressed and regarded as they know nothing. The students pre-existing knowledge is ignored aside from what was expected to be deposited into them earlier.

Also according to the banking concept of education students are seen as being to adaptable and manageable beings. Freire states that:

*In this banking concept of education, knowledge is a gift bestowed by those who consider themselves knowledgeable upon those whom they consider to know nothing (Freire 1995: 53)*
Freire criticized the banking concept of education, because it limits the child’s creativity and treats a child as an empty container. Freire (1995) relates the banking concept of education to a traditional teacher-centred method where the teacher is active and the learners are passive. The banking concept of education implies that teachers regard children as if they know nothing, and the teachers have to feed them with all information because teachers think they know everything and pupils should only listen to the teachers’ instructions.

4.3.3. The relevance of the pedagogy of the oppressed to the study

Through the problem-posing method of education, the teaching and learning should be an active process where both teacher and learners should be involved effectively. In order to have a problem-posing type of education where dialogue is a key component, the use of familiar language is unavoidable.

Qorro (2004) states that the use of a foreign language as medium of instruction limits dialogue hence leads to poor student-teacher participation which is a characteristic of the banking concept of education. The effectiveness of classroom interaction with active participation of teachers and learners depends largely on the teachers’ and learners’ proficiency level in the language of instruction. A familiar language of instruction encourages an active learning process which allows students to express their full range of knowledge and experience and demonstrate their competence (it encourage students to be more active in discussing, debating, asking questions, and solving problems with peers and their teachers). This is supported by Brock-Utne (2000) said that a foreign medium of instruction decreases children’s understanding and their ability to express themselves.

The use of an unfamiliar language of instruction encourages the banking concept of education where students are passive in the classroom. It will be difficult to have a dialogue method kind of education as the language of instruction becomes a barrier to communication.

Also it is argued that when a foreign language, such as English, is used for learners to study other subjects as it is done in Tanzanian private primary schools, all secondary schools and all tertiary education it is a violation of the structure of thinking of children and students (Freire, 1985 in Gran, 2007).
4.4. Second theory, the Vygotsky’s theory

Vygotsky, a Russian philosopher born in November 17 1896, argues that learning should be viewed as distinct for every child. The acquisition of knowledge and skills in the learning process varies from one child to another (Communique, 1997 in Dahms et al, 2007). Hence there is a need of taking this differences into consideration. Communique continues to state that according to Vygotsky the main aim of education is to internalize culture and social relationships and this is done through social learning.

The theory elaborates that it is important to consider past experiences and prior knowledge of learners in making sense of new and present experiences and knowledge (Feden and Vogel 1993 in Dahms et al 2007). The learners’ culture and home environments are very important in assisting learning of new knowledge and skills that one acquire in the learning process.

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).

Vygotsky stresses the role of language in cognitive development, thought and learning in general. He argues that language is a very important tool for determining the ways a child learns how to think, and as the mental tool that enables a child to engage in higher mental functions and memory. He continues to note that it is through words a child is able to internalize the complex concepts (Feden and Vogel 1993 in Dahms et al 2007). Thus effective learning takes place through the use of language. The language helps to transform the external experience into internal processes. Speech and language are the main tools for communication that enable learning and learning leads to higher level of cognitive development (Dahms et al 2007).

Vygotsky added that through language people are able to share ideas and experiences with other people and it is a tool to mediate thinking, hence it helps to promote learning.

"Learning involves always some type of external experience being transformed into internal processes through the use of language (Feden and Vogel 1993 in Dahms et al 2007)"

Vygotsky stressed that effective learning occurs through social interaction and language. He insisted that it is through language student’s ability to engage in social interactions is

54 Culture is the characteristic and knowledge of a particular group of people, defined by everything from language, religion, cuisine, social habits, music and arts. Extracted from http://www.livescience.com/21478-what-is-culture-definition-of-culture.html on 19.07.2015
enhanced and share their experiences. Through interaction with others concepts, skills and knowledge are learned and mastered by students (Dahms et al 2007)

4.4.1 The zone of proximal development (ZPD)

Vygotsky's concept “the Zone of Proximal Development” denotes the importance of interaction between less competent with more competent peers and adults (teacher) which can aid children’s cognitive development (Vygotsky 1978 in Krauss 1996).

Vygotsky defined ZPD as

“The gap between the child’s level of the actual development level as determined by independent problem solving and the level of potential development as determined by problem solving supported by adult guidance or through collaboration with more capable peers” (Vygotsky 1978 in Krauss 1996: 15)

In ZPD students interact with teachers, and the teacher’s role is to assist students to accomplish a difficult task which could possibly not be completed independently. For those students who are not knowledgeable through the assistance of teacher and working with more capable and/or knowledgeable students then will gain more knowledge and have a higher performance

The Vygotsky concept of ZPD emphasizes that in order to achieve the ZPD interpersonal dialogue and collaboration learning is needed. Interaction between the children, adults and children themselves is very crucial because without social interaction, meaning of context and content would not exist (Krauss 1996). Adult-child dialogue and adult’s speech are very crucial and should provide responses or directives to a child and these directives will guide the child in creating understanding of the task and finding out how to solve the learning problem. Finally the child will be able to perform the learning task independently without any adult support (Wertsch 1980 in Krauss 1996)

In order to achieve educational success55, Vygotsky’s theory sees language as an essential component in the education process. Language and participation are central to classroom interaction and understanding and knowledge creation. Qorro (2004) claims that, learners can only actively participate in knowledge creation if they are allowed to use a language they understand very well, which, in most cases, is the language that they usually speak in their

55 That point where the teacher and pupils understand effectively interact and the overall objective of learning is achieved
home environment and day-to-day life. Familiar language helps students to understand the subject concepts as Klaus says

*There appears to be general agreement that students learn better when they understand what the teacher is saying.* (Klaus, 2001:1 in Brock-Utne 2004:57)

The theory favors the use of a familiar language against the use of a foreign language in teaching and learning process. Using a foreign language do not achieve fully potential of learning since there are students who do not understand what the teacher is saying in the classroom. These students are unable to effectively learn by using foreign language (English in Tanzania private primary schools, secondary and higher learning) as LoI as they have very little understanding in the language. In the zone of proximal development a slow learner under the guidance of a teacher or more capable peers and the use of a familiar language which is understood by all teacher and students is assisted to accomplish a complex task.

Qorro, (2004) claims that, effectiveness of teaching and learning takes place through classroom interaction with active participation of learners. Classroom interaction depends largely on the learners’ proficiency level in the language of instruction and the extent to which they participate in the learning process. The familiar language of instruction encourages students to be more active in discussing, debating, asking questions, and solving problems with peers and their teachers.

In Tanzania, private primary schools are using English as the language of instruction and all public primary schools are using Kiswahili as the language of instruction as stipulated in the Education and Training policy of 1995. Policy makers assume that pupils at the primary level can learn effectively through a foreign language. However it has been challenged by several intellectuals. Vygotsky points out that new knowledge and skills must be internalized in the child through a language and in order for a child to gain a cognitive development and engage in classroom interaction language matters. When the language is foreign to the instructor and the learner, it is difficult to communicate necessary information in the classroom and especially use a learner-centered method thus meaningful learning cannot be achieved.

**4.5 The conclusion**

In a nutshell, there is no doubt that if one wants to effectively transfer knowledge from one generation to another, one person to another, a convenient language of instruction or a
medium of communication which is convenient both to message sender and message receiver is highly needed. To achieve this, either a native language that has been used by both teacher and pupils or the message sender and message receiver since their childhood or a language that is conveniently spoken by majority of the learners and teacher as emphasized by Vygotsky and by Paulo Freire is needed.

Tanzania (for private primary schools) and other countries that still use foreign languages as languages of instruction in elementary education will have to rethink and decide on the application and usage of their native languages as languages of instruction so as to enhance teachers-pupils classroom interaction.
CHAPTER FIVE

5. DATA PRESENTATION

5.1. Introduction
This chapter presents the findings of the research gathered from participants through interviews, observations and document reviews. The sample consists of one private primary school (English medium) and one public primary school (Kiswahili medium) in Shinyanga municipality. All interviews were conducted in Kiswahili as it was preferred by all respondents. I later translated the interviews into English, the language of my study.

The chapter is divided in eight sections. Section one presents introduction whereas section two presents teachers qualifications. Section three presents teachers teaching experiences. Section four presents language proficiency whereas section five presents teaching methodologies. Section six presents pupils participation, section seven presents language preference and the last section summarizes of the chapter.

The chapter is guided by two research questions which are central to this study. These are;

1. How does language of instruction affect classroom interaction in teaching and learning history in primary schools? and
2. Why and at which occasions do teachers and pupils code-switch and code mix during classroom interactions?

5.2. Teachers’ qualifications
I collected data concerning the teachers’ qualifications from both English and Kiswahili medium primary schools. During interviews with the head teacher from English medium primary school, he mentioned that out of the twenty three teachers in his school; four teachers were Form four leavers, two teachers were Form six leavers. These Form four and six leaver teachers are not professional trained teachers, but they teach in primary school. Sixteen of the teachers were Grade IIIA teachers and only one teacher held a diploma. He is the head

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56 Meaning the two sampled schools
57 These are Form four leavers with teaching certificates after attending college for two years of study and according to the Ministry of Education are allowed to teach pre and primary schools
teacher himself and he is a retired teacher from public school. History teachers are among the grade IIIA holders and they are retired as well.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Number of teachers</th>
<th>Qualifications</th>
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<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Diploma holder&lt;sup&gt;58&lt;/sup&gt;</td>
</tr>
<tr>
<td>2</td>
<td>16</td>
<td>Grade IIIA holders&lt;sup&gt;59&lt;/sup&gt;</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>Form six leavers with no teaching training&lt;sup&gt;60&lt;/sup&gt;</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>Form four leavers with no teaching training&lt;sup&gt;61&lt;/sup&gt;</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td></td>
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</tbody>
</table>

**Table 3: Showing number of teachers and their qualifications in the English medium primary school**

However in Kiswahili medium primary school, there were eighteen teachers in total. Sixteen of these teachers were Grade IIIA and two diploma holders. The head teacher was the diploma holder and the history teachers were the grade IIIA holders.

The main assumption in this part of the study was that the higher the education the teacher acquired, the higher the language proficiency of the language of instruction would be.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Number of teachers</th>
<th>Qualifications</th>
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<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>Diploma holder</td>
</tr>
<tr>
<td>2</td>
<td>16</td>
<td>Grade IIIA holders</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>

**Table 4: Showing number of teachers and their qualifications in the Kiswahili medium primary school**

<sup>58</sup> These are form six leavers with two years teachers college certificates, entitled to teach primary and secondary schools  
<sup>59</sup> These are form four leavers with two years teachers college certificates, entitled to teach primary schools  
<sup>60</sup> They are not certified teachers, not recommended to teach but they teach because of shortage of qualified teachers  
<sup>61</sup> They are not certified teachers, not recommended to teach but they teach because of shortage of qualified teachers
5.3. Teachers` teaching experience
With regard to teachers’ experiences in teaching, I interviewed six teachers\(^{62}\) (four history teachers and two head teachers) two history teachers and one head teacher from each\(^{63}\) school.

In the English medium primary school, teachers had enough experience in teaching; both two history teachers and the head teacher had a teaching experience ranging between fifty to fifty three as they are aged between seventy and seventy five years. They are all retired from the public schools but are now teaching in the private primary school. This means it was a sample of experienced teachers. However in Kiswahili medium primary school, two history teachers and the head teacher had teaching experience ranging between ten to twenty nine years.

The main assumption in this part of the study was that the longer the teachers teaching experience, the higher the language proficiency in the language of instruction.

5.4. Language proficiency of teachers and pupils
Both interviews and classroom observations were used to assess the language proficiency of participants. I asked the head teachers and pupils to give their assessment on their history teachers’ language proficiency, also history teachers were asked to evaluate themselves on their language proficiency by indicating whether is high, average or low and whether or not they codeswitch and code mix during classroom interaction.

All interviews were conducted in Kiswahili as a preferred language by the respondents in both schools. Using Kiswahili in English medium gave me a first impression as to one fact that they are not conversant with English. I did classroom observations to see the language proficiency of both teachers and pupils. So it was imperative to physically observe the classroom interaction especially in the English medium school.

\(^{62}\) The reason to assess the teachers qualification for the four teachers was due to the fact that my study is typically focused on the history subject as the central subject in the study

\(^{63}\) English and Kiswahili medium
5.4.1. Language proficiency from English medium

The head teacher’s opinion

Responding to the question on the evaluation of the English language proficiency of teachers and pupils and whether or not they codeswitch and code mix during classroom interaction, the head teacher defended his teachers by saying that their English proficiency is fair, they speak fluent and they have no problem with communicating in English. He claimed that the school employs teachers with high English proficiency level, which is a key qualification. They are tested in spoken and written English examinations and the school also considers the academic performance in their certificates. These are the important criteria for teachers to be employed in his school.

The head teacher admitted that some pupils’ English language proficiency is relatively low, especially in the lower classes\textsuperscript{64} and those who are transferred from Kiswahili medium primary schools\textsuperscript{65} because they don’t have a good background in English though they study English as a subject, and it is average in high classes\textsuperscript{66}. He says

\begin{quote}
\textit{“Ninaweza nikasema uwezo wa walimu wa kuzungumiza na kuandika kiingereza sio mbaya, hiti ni kwasababu tunaajiri walimu wenye uwezo mzuri wa kuongea na kuandika kiingereza na uwezo mzuri wa kitaaluma hasa kwenye soma la kufundishia hivi ndio vigeso vyetu hapa. Sisi tunawapata walimu wenye sifa hizi kwa kuwasaili uwezo wao wa kuongea na kuandika kiingereza kabla hatujawaaajiri, kwahiyo walimu hawana tatizo la lugha ya kiingereza. Kwa wanafunzi ndo kuna tatizo hasa kwa wanaobahamia toka kwenye shule ambazo lugha ya kiingereza ya jua la madarasa ya nne la maadara ya chini (kutoka darasa la awali mpaka darasa la tatu) na madarasa ya juu lako la madarasa ya kweli (kuanzia darasa la baada ya madarasa ya juu) wa wanaobahamia toka kwenye shule ambazo lugha ya kiingereza ya juu la madarasa ya nne la maadara ya chini (kutoka darasa la awali mpaka darasa la tatu) na madarasa ya juu lako la madarasa ya kweli (kuanzia darasa la baada ya madarasa ya juu).”}
\end{quote}

(Extract from interview)

Author’s translation

“I can say that, the ability of teachers to speak and write English is not bad, this is because we employ teachers with good ability to speak and write good English and high academic performance especially on the subject of teaching which are our criteria here. We find qualified teachers by testing their English proficiency before we hire them, and therefore our teachers do not have problem of English. For pupils, there is little problem especially for pupils in lower classes (from kindergarten to class three) and those who are transferred from Kiswahili medium primary school to

\textsuperscript{64} From kindergartens to class three
\textsuperscript{65} Those transferred when they are in class five and above
\textsuperscript{66} From class four to class seven
our school when they are in class four and above despite of studying English as a subject but they come as they do not know English and it is average in high classes (from class four to class seven) (Extract from interview)

The above statement shows that the head teacher trusts his teachers and claims that they have no problem with the LoI, however he admits that some pupils are facing language problem

**The teachers’ opinions**

When the two history teachers were asked to evaluate themselves and their pupils regarding their language proficiency and whether or not they codeswitch and code mix during classroom interaction, they had the following to say. One teacher admitted that his English proficiency is average and does limit him to teach. He admitted that sometimes he is forced to code switch and code mix in different occasions such as during giving explanation for new concepts to improve pupils understanding and some pupils’ language proficiency is low.

The other teacher said his English proficiency is good and has no problem with language and he can communicate well. However, during classroom observation, I observed that the level of English proficiency of the teachers was average as they could not give explanations to some concepts on the subject matter and therefore they had to codeswitch and code mix with Kiswahili in the sessions. I also noted that giving instructions to pupils was also a reason behind teachers code mixing and code switching.

1st Teacher

"Unajua hii lugha sio yetu, siwezi sema wangu ni mzuri sana, uwezo wangu ni wastani ila tunajitahidi kuitumia kufundishia japo kuna matatizo madogo madogo kwetu walimu na wanafunzi .mfano unaweza fundisha wanafunzi vizuri lakini wanakwa hawaelewii unarahaishisha lugha lakini bado tu sasa unakwa maneno mengine ya kuwaelezea inabidi katumia Kiswahili ili waelewe” (Extract from interview)

2nd Teacher

“.....uwezo wangu wa kuongea lugha ya kiingereza ni mzuri kwasababu nilipokwa nasoma nilitoka shuleni nikiwa najua lugha hii pia nimekwa nikifundisha kwa kutumia kiingereza miaka mingi sana, nina uzoeifu wa kutosha sasa, kwahiyo sina tatizo la lugha hii.....”
Author’s translation

1st Teacher

“You know this language is not ours, I cannot say that my proficiency is very good, it is just average, but I am able to teach by using English, though there are minor problems for we teachers and pupils, for instance you can teach pupils but they do not understand, you use simple language but yet don’t understand so sometimes I lack some alternative vocabularies to explain to them hence I switch to Kiswahili to make them understand”

2nd Teacher

“My English proficiency is good because when I completed my ordinary secondary school I knew to speak and write in English very well and I have been teaching by using English for so many years now; I have enough experience now so I do not have any problem with language of instruction”

When asked to evaluate the pupils’ language proficiency, teachers commented that the language proficiency is low for few pupils and average in many. However they noted that only few pupils are able to participate in classroom discussions because some pupils are ashamed to speak which affect their general understanding of the subjects taught. When it comes to code-switching and code–mixing by the pupils, teachers admitted that pupils code-switch and code-mix although they are punished when they do so. Teachers try to make pupils speak English. Teachers are hereby quoted

1st Teacher

“Tukiwa kwenye majadiliano wanafunzi wachache huwa wanashiriki, wengi huwa hawachangii pointi yoyote hadi mwisho wa majadiliano. ……. hii ni kwasababu baadhi ya wanafunzi hawajui viziuri kiingereza na wanaogopa kwongea watakosea ila wengine huwa wanaongea pole pole kwa Kiswahili na wanaogopa wasisikike kwasababu huwa tunawaadhibu wakiongea kiswahili”

2nd Teachers

“Wapo baadhi ya watoto uwezo wa kwongea kiingereza ni mdogo, hawa huwa wanashindwa kushiriki viziuri kwenye majadiliano ila huwa tunawahamasisa washiriki hata kwa kwatata kwa majina ili wachangie walichonacho”

67 English language
Author’s translation

1st Teacher

“During classroom discussions, only few pupils dare to participate. The majority of them normally keep quiet up to the end of the session. This may be partly explained by the poor level of their English proficiency which makes them fear to speak and make mistakes leaving them speaking Kiswahili quietly for the teacher to notice”

2nd Teacher

“There are few pupils whose English proficiency is low. We always encourage them to participate in discussions even by naming them”

The pupils’ opinions

English medium pupils were asked to comment on the language proficiency of their teachers and of themselves and whether or not they codeswitch and code mix during classroom interaction. Six Pupils were interviewed, four of them said that their teachers have good English proficiency and two of them said their teachers are facing a language problem, teachers failed to make pupils understand when they are teaching and some time they code – switch to Kiswahili. To the pupils this could be the indication of poor English proficiency. On pupils’ level of proficiency, four pupils admitted that their English proficiency was poor while two of them said their proficiency was average. Two pupils are quoted to complement each other on their teachers’ English proficiency

1st pupil

“........sio mzuri, kwa sababu wanashindwa kutuelezea vizuri kwa kiingereza mpaka tuelewe wakiwa wanatufundisha, sasa wakati mwingine tunakuwa hatuelewi darasani

2nd pupil

“...na walimu nao wanapata tatizo la lugha ya kiingereza, kama hawa tatizo mbona huwa wanatumia kiingereza na Kiswahili darasani?. ............Mimi nafikiri na wao wanatumia Kiswahili kwasababu wanashindwa kuelezea kwa kiingereza
Author’s translation

1st pupil

“….. Is not good for teachers, they are unable to explain well some concepts in English for us understand when they teach, hence sometimes we do not understand what they teach”

2nd pupil

“Even teachers have the problem of English, if they do not have a problem, why do they code mix and code switch in the class? ........... I think they code switch and code mix because they are unable to explain fully some concepts in English”

When asked on their own English proficiency, pupils had a say and one pupils is quoted on behalf of others

“..........Sio mzuri,kwasabubu kiingereza ni kigumu sana, siwezi kuongea vizuri....harwa nakaa kimya tu darasani kwasabubu nikonjea kwa kiingereza najua ntakosea na nikonjea kwa Kiswahili mwalimu anatuadhibu(Extract from interview)

Author’s translation

“..........It is not good, because English is very difficult to understand, I cannot speak well, I just sit quietly in class because I know when I speak in English I will make mistakes and when I speak in Kiswahili in the class teacher punishes us”

During classroom observations, it was revealed that pupils’ English proficiency was very poor as they could hardly express themselves freely when wanted to give some simple explanations on simple questions asked by their teachers.

5.4.2 Language proficiency from Kiswahili medium

The head teacher’s opinion

Comparatively, I interviewed Kiswahili medium primary school head teacher about the Kiswahili language proficiency of teachers and pupils. The head teacher said that teachers and pupils have high Kiswahili proficiency, since they are almost all native speakers of Kiswahili although they speak other vernaculars too but for a high percent of the daily language usage, they use Kiswahili so they don’t have any problem with language of instruction.
“Kwa sisi wa shule zinafundisha kwa kutumia Kiswahili hatuna tatizo la lugha kabisa. Uwezo wa walimu na wanafunzi wa kuongea Kiswahili ni mzuri sana hasa kwa shule za mjini kwasababu asilimia kabwa ya walimu na wanafunzi Kiswahili ni lugha yao ya kwanza(lugha mama) japokuwa wanaongea lugha zao ya kwanza(lugha mama) jabia na ambao ni lugha yao ya pili wanaamudhi vizuri kabisa……. Ila sijui kuhusu shule zilizoko vijijini hasa kwa wanafunzi ila inawezekana walimu hawana shida maana wengi wanaotaka mijiini” (Extract from interview)

Author’s translation

“For we Kiswahili medium schools, we don’t have a language problem, teachers and pupils are very proficient with the language of instruction (Kiswahili) especially in urban settings because a great percent of teachers and pupils use Kiswahili as their mother tongue despite the fact that they also speak their vernaculars and those whose Kiswahili as a second language they speak it very well…. But I am not quite not sure about rural schools especially the pupils but I know, teachers might not have a language problem as they mostly come from urban settings”

The teachers’ opinions

When teachers were asked to assess both them and their pupils Kiswahili proficiency and whether or not they code-switch and code-mix during classroom interaction68, they rated both themselves and their pupils with high Kiswahili proficiency and claimed that they never code-switch or code-mix. Through classroom observations teachers and pupils demonstrated high level of understanding of each other because their level of interactions and participation was very convincing. Both teachers had almost the same view, only one is quoted

“Aah uwezo wangu wa kuongea Kiswahili ni mzuri mno, toka nilipoanza kujifunza kuongea nilianza kuongea Kiswahili, sasa hapa tatizo litatoka wapi? Lugha tunayoizungumza kila siku ni Kiswahili shuleni na nyumbani, sina tatizo na lugha hii, hata wanafunzi nao pia hawana tatizo hata kidogo na huwa tunatumia Kiswahili tu”

Author’s translation

“Aaah, my first language is Kiswahili, therefore there is not any problem in communicates through Kiswahili. I have been using Kiswahili since my childhood. Now where do you think the problem may arise?. Kiswahili is my everyday language here at school and at home, I have no problem with this language. Even my pupils do speak and write in Kiswahili without any problem, we always use Kiswahili”

68 The aim of asking this question is to see if there are other vernacular languages code mixed and or code switched with Kiswahili during classroom interactions.
The pupils’ opinion

When pupils were asked to rate their language proficiency and whether or not they code-switch and or code-mix during classroom interaction, they responded that both, them and their teachers have a very good Kiswahili proficiency. They do not face any difficulties in the teaching and learning process and never code-switch and or code-mix. The findings from classroom observations correlated with that of interviews, their Kiswahili proficiency is high and that they never use other languages than Kiswahili.

5.4 Teaching methodologies

The main focus of this theme is to explain the instructional methods observed in class. During classroom observations I noted among other things that the dialogue\(^{69}\) and lecturing\(^{70}\) methods of teaching were among the teaching methodologies used in presenting lessons in the class. Both methods were used in both schools (classes).

5.4.1 From the English medium school

In the English medium primary school, the lecture method dominated during the lesson delivering in the class (about 80 percent) and a little bit of dialogue (about 20 percent). Teachers were the main speakers, they spent a lot of time reading notes from text books and writing on the board whereby pupils were just listening and copying notes. The dialogue method was used to a small extent when teachers tried to ask questions. Most of the questions asked by teachers were closed ended questions\(^{71}\) and few were open ended questions\(^{72}\). Most of the closed ended questions asked were of the safe talk type. Such questions were “are we together”\(^{71}\), “Do you understand me”\(^{71}\), “Do you agree with me”\(^{72}\), and pupil’s responses were chorus answers such as yes, no or silence.

I noted that teachers use chorus answers to know whether or not pupils understand the lesson. I guess this could be associated with the language of instruction barrier from both participants (teachers and pupils). Also some group discussions prevailed, though pupils were not active.

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\(^{69}\) The dialogue method involves questions and answers and a discussion strategy

\(^{70}\) A method of delivering lesson with less participation of pupils, questions and answers session is usually towards the end of the session

\(^{71}\) Questions that needed short answers, such as Yes and No questions. Such questions do not give room for pupils/students to give any explanations on the subject matter

\(^{72}\) Types of questions that require a bit of explanations
From my observation in this school, teachers demonstrated difficulty in presenting the subject matter, discomfort and did not conduct their lesson in a relaxed manner. Teachers obviously found it difficult to express themselves in English sometimes they had to use Kiswahili during the lessons. Some of them read notes from textbooks while giving definition and explanations of some concepts. They were not free to conduct their teaching in the English language.

5.4.2. From the Kiswahili Medium School
Kiswahili medium school lessons were delivered through dialogue which dominated about 70 percent whereas lecture method took just 30 percent of sessions. They were really learner-centred classrooms. The subject teachers initiated the lessons by asking pupils’ prior knowledge about the topic, then gave detailed explanation about the topic.

Teachers spent less time in reading from the textbooks and books; they spoke freely and gave enough explanation of the concepts without reading now and then from books. They engaged pupils to share what they had. They used writing notes on the blackboard but it was in form of questions and gaps which were supposed to be filled by the pupils and the work of the pupils was to copy notes and questions and to answer them.

Teachers asked questions to pupils and pupils answered them well which made the interaction to be effective throughout the sessions. I noted that the types of questions asked by the teachers were both open and closed ended which required short, long and elaborative answers. Pupils seemed free to provide their answers and express their views without any hesitation and difficulties.

Almost all questions asked by the teachers got correct answers from pupils. Pupils were very eager to answer questions asked by teachers. I could see more than half of the pupils raise up their hands every time wanting to answer questions and those pupils selected by teachers to answer questions, most provided enough and satisfactory answers. It was a participatory method of teaching.

Group discussions were used for pupils to express their views on certain topics. The entire group discussion sessions were managed by pupils themselves and the subject teachers were onlookers except for the initial instructions on how the work are to be conducted and how to be presented. Pupils participated and presented their findings well. In this school, there was not any sort of code-switching or code-mixing neither to English nor to any other vernacular language.
The above findings show that when appropriate teaching methods which are learner-oriented and a familiar language are used students are active participants and likely to perform better than when unsuitable methods (teacher-cantered) and an unfamiliar language.

5.5 Pupils’ participation

5.5.1 From the English medium school

During classroom observations I noted that pupils’ involvement in the teaching and learning process was little. Teachers asked few questions to pupils. Only few pupils responded to the questions. Many of the few questions asked could not be answered by pupils. Some pupils attempted to answer questions but provided wrong answers and some gave short answers without any explanations or elaborations of the points they provided. Also when teachers tried to engage pupils in discussion, very few pupils were ready to share their views.

I also observed that pupils were not confident enough to ask questions despite encouragement by the teachers. Teachers motivated them to ask questions, but they mainly kept quiet. When teachers asked them if they had any questions or if they did not understand, only two questions from two pupils were asked. I guess this was caused by the language barrier.

In group work and discussion, I observed a teacher teaching the topic the Scramble for and Partition of the African Continent. I noticed that classes were inactive, most pupils seemed to be inactive in group discussions. They were not confident enough to participate in discussions. Only a few pupils dominated group discussions.

Problems in following instructions and guidelines. Teachers gave instructions and guidelines on how to work and emphasized active participation of pupils in all groups. I noticed however that some pupils were unable to follow the instructions or guidelines provided by the teacher issued in English. I saw several pupils asking each other in Kiswahili, “mwalimu amesema tufanye nini”? Meaning what does the teacher want us to do? and teacher mostly tried to repeat the instructions in Kiswahili in order for pupils to do the work or conduct discussions according to teacher’s plan. One teacher is quoted code-switching

“Tayari tumejifunza kugombania na kuligawa bara la Afrika, sasa ninawataka mjadili athari zitokanazo na kuligawa bara la Afrika, halafu kila kundi litachagua kiongozi na awasilishe mawazo ya kundi lenu. Mmenielewa?
Author’s translation

“We have so far learnt about the scramble for and partition of the African continent, I now want you to discuss its effects on Africa. At the end each group shall nominate one pupil to present the answers on its behalf. Do you understand”?

The above statement is an 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 for pupils in following instructions and participating during the lesson. It creates a barrier between the learners and the teacher. It is obvious that language does affect the participation of pupils in the teaching and learning process.

In the discussion session I also noted that few pupils were active. Few pupils were involved in discussion while others were quiet for long periods of time because they were unable to express themselves in English and some pupils provided their views in Kiswahili in low voices.

During presentations, the teacher told one member of a group to stand up and present the group work. I noted that many pupils didn’t want to take responsibilities. They lacked confidence in expressing themselves. A few who were competent did take part.

5.5.2 From the Kiswahili medium school
When I went to the Kiswahili medium school, I personally noted that entire classes were eager to participate. Pupils were raising up their hands wanting to answer questions wherever asked by the teachers during the lessons. Most of the pupils provided correct answers. They were able to explain and give answers well without any hesitation. Also observed that a big number of pupils were able to ask questions without fear of making mistakes. In short they were active throughout the lessons.

For example, in class five, the teacher was teaching the same topic the scramble for and partition of Africa (The syllabus of the schools is the same but taught in different languages). The teacher presented the lesson to the pupils and after the presentation he asked the pupils to get in groups to discuss the reasons behind the fact that the colonialists divided this African continent. Pupils actively engaged in the discussion, clarified their points and views before reaching a conclusion and common consensus.

During presentation of group work, pupils collectively answered questions as they helped the group presenter to clarify some points when teacher asked for clarifications. This situation
showed me that pupils understood what they were discussing and come up with good answers.

From the above findings it shows that pupils who learn through an unfamiliar language (in this case English) are not comfortable and they lack confidence in asking, answering questions, discussing with fellow pupils during group discussion and some choose to refrain from contributing their ideas openly. Instead they share them amongst themselves in low voices and they have a problem of following instructions. However pupils who learn through a familiar language are benefiting since they are comfortable and free to express themselves and engage well in the lesson.

5.6 Language preference (Kiswahili or English?)
The reason behind my wish to find the language preference was to see how convenient it is to use a particular language in the teaching and learning process. I therefore collected opinions from pupils and teachers on which language they preferred and feel comfortable when used in order to encourage interaction in teaching and learning history. Why do they prefer whichever language?

Interviews were conducted in both English and Kiswahili medium primary schools. Twelve pupils (six from each school), and four history teachers (two from each school) were interviewed.

The findings showed that, teachers’ preference is Kiswahili, a language that encourages effective teachers-pupil classroom interactions for a better understanding of the subject matters. Pupils had different set of preferences; there are those who wanted Kiswahili for a better understanding of subject matter and some wanted English for other reasons than classroom interactions and understanding of subject matter.

5.6.1 From the English medium school
Teachers’ opinion
Two history teachers were interviewed, both teachers have enough teaching experience in using Kiswahili as language of instruction because they are retired teachers from Kiswahili medium and now they are teaching in English medium primary school. Both of them preferred Kiswahili being language of instruction for interaction purposes especially for all pupils to learn effectively because some pupils have language problems. According to them,
Kiswahili will encourage all pupils to speak and share their views in the classroom without any hesitation and fear of making mistakes. One teacher is quoted

“Najua kwamba ushiriki mzuri darasani wa mwalimu unasaidiwa na lugha, niwe mkweli hapa tukitumia lugha inayozungumzwa na kueleweka vizuri kwa wanaafunzi wote itawatawafanya wanaafunzi waielewe na wapende kushiriki darasani kwasababu kuna wanafunzi wenye uwezo mdogo wa kuongea lugha ya kingereza darasani wanapata shida ya kushiriki, pia inatulazimu kutumia muda mwingi kurahisisha lugha, kutoa mifano mbali mbali kuwaelekeza mpaka waielewe, nahisi kama ingelikuwa ni Kiswahili wawakula kwenye mapema” (Extract from interview)

Author’s translation

“I know that a better participation in class for teacher and student is supported by the language of instruction. To be honest, using the language which is spoken and understood well by pupils will help pupils to understand and participate in classroom. There are some pupils whose English proficiency is low. They don’t participate fully. Also we use much time to simplify the language, giving various examples in order to make them understand, I feel like if it would be in Kiswahili pupils could be understanding earlier”

Pupils’ opinions

Despite of the problems encountered by pupils in using English as the medium of instruction in English medium primary school, four out of six pupils preferred to continue using English as language of instruction and two of them preferred using Kiswahili as the language of instruction. For those preferred English, their reason for their choice was that they wanted to learn more English and believed that when they use it as language of instruction they can learn it faster than when they learn it as a subject.

They also said, English is the global language. If they go anywhere outside Tanzania where Kiswahili is not spoken they would communicate easily in English. For them, it does not matter whether it affects their learning, interaction, understanding, knowledge and skills acquisition as far as at the end they are able to speak it fluently. One pupil is quoted

1st pupil

“Mimi napenda kingereza kwa sababu tukiendelea kukitumia ndio nitakijua Zaidi na pia ni lugha ya kimataifa, nikikutana na mzungu naongea naye bila shida, hivyo napenda kusoma kwa kingereza”
"Mimi ni kiingereza tu, nimeishaizoea lugha, ikibadilishwa lugha nitapata shida maana kila kitu nimezoea kusoma kwa kiingereza, pia napenda kujifunza kiingereza Zaidi kwasababu ni lugha ya kimataifa."

Author’s translation

1st pupil

“They personally want English because they want to know English as it is an international language such that when they meet the westerner/European I can freely speak it. So I want to learn through English.”

2nd pupil

“I would prefer only English. I am used to learn through the English language. If the language would be changed I will find it difficult because everything I used to read in English. I still need to learn English more because it is the international language.”

Those two pupils who preferred Kiswahili to be used as language of instruction stated that they have difficulties in speaking and understanding English which hinders their participation and their understanding. The interviewees expressed that there is a problem using English as the language of instruction and they preferred Kiswahili which is their familiar language so that they can understand in the classroom when the teacher is teaching. One pupil is quoted here:

“Ningependelea Kiswahili … ndo lugha ninayoielewa na nitakuwa naelewa darasani, siwezi kuongea kiingereza vizuri….napata shida kuelewa mwalimu akiwa anafundisha kwa kiingereza”

Author’s translation

“I would like Kiswahili … it is a familiar language and I would understand the subject in class. I cannot speak English well … I get trouble in understanding the teacher when teaching is done in English.”

5.6.2 From the Kiswahili medium school
Teachers’ opinions

Teachers preferred Kiswahili to continue to be the language of instruction because it helps better understanding of the subject and knowledge acquisition and for effective participation of pupils. They commented that because Kiswahili is the mother tongue of many teachers and pupils, it facilitates their teaching effectively. Their work is simple and saves time because all
pupils understand when they are teaching. The use of Kiswahili encourages pupils to speak and participate. One teacher commented and is quoted here:

“Ningependelea Kiswahili kiendelee, kwasababu hakuna mtu mmoja ambae hajui Kiswahili hapa shule, na pia inarihaisi kazi kazi yangu ya ufundishaji kwakuwa watoto wote wanaelewa Kiswahili kwahiyo ni rahisi kuelewana ninapofundisha”

Author’s translation

“I would prefer Kiswahili to continue being the language of instruction because there is not anyone who can’t speak it at school so it simplifies my teaching work. Because pupils understand the language, it is easier for us to understand each other in the classroom”

The pupils’ opinions

Pupils were asked to state which language they prefer and they feel comfortable to be used as the language of instruction so as to encourage classroom interaction in teaching and learning process. Five pupils out of six pupils who were interviewed preferred Kiswahili to continue being the language of instruction.

Five Pupils noted that Kiswahili is the language which they understand best, speak and write and it’s the mother tongue for most of them hence they do not have problem of understanding the subject matter during lessons as one of the five pupils said

“Mimi ningependa Kiswahili kiendelee kuwa lugha ya kufundishia kwasababu ni lugha ninayo ielewa vizuri na ninaweza kuongea vizuri na hata mwalimu akiwa anafundisha darasani sipati shida kubwa kabila kumwelewa... ni lugha ninayoitumia kuanzia nyumbani” (extract from interview)

Author’s translation

“I would love Kiswahili to continue being the language of instruction because it is the language which I understand and I can speak and write well and even when the teacher teaches in the class I don’t get distressed, I understand ... It is the language which I speak even at home”

However, one pupil stated that he would like English to be the language of instruction and provided a reason which is similar to those pupils from English medium primary school who preferred English. He wanted to learn in English and he added that those who are using English as the language of instruction they are in a better position to learn English than those who are learning English as the subject. He claimed that those who are using English as the
language of instruction have the advantage of going anywhere around the world where Kiswahili is not spoken. He is quoted

“Kwa mimi ningependelea kiingereza kwa lugha ya kufundishia ili nijifunze vizuri kiingereza, wenzetu wanaotumia lugha ya kiingereza kama lugha ya kufundishia wanajua vizuri kiingereza kuliko sisi na wanaweza kusafiri kwenda popote na inakuwa rahisi kupata kazi nje ya Tanzania, lakini sisi huku hatujui kiingereza, sasa na mimi nikijua kiingereza naweza kwaenda popote ambako Kiswahili hakitumikia halafu nikaweza kuongea”

Author’s translation

“For me, I would prefer English to be the language of instruction in order to learn it better. Those who use English as the language of instruction they know good English and can travel anywhere and it becomes easier for them to find work outside of Tanzania. If I speak English fluently I can go anywhere where Kiswahili is not spoken I can talk to everyone”

5.7. Conclusion
This section concludes the data presentation chapter. It aims at evaluating how language of instruction influences classroom interactions. The findings show that pupils, teachers and head teachers admitted that language of instruction is a very important tool to enhance pupils understanding of the subject taught. If the language of instruction is an unfamiliar it makes hard for an effective interaction between pupils and teachers.

English medium primary school teachers and head teacher, agreed that some pupils have problems of understanding the subjects, the reason being that these pupils are not fluent in English, which limits their participation in classroom discussions and in answering questions. Some pupils also as admitted that they have problems with English but others did not.

During classroom observations, it was clearly noticed that both teachers and pupils have low English proficiency which largely affects their capacity to interact effectively, hence affects the pupils` understanding of the subject content and learning of skills which is the final goal of education.

In the Kiswahili medium school, all went well. This was shown both in interviews and in classroom observations. Teachers and pupils proved to be fluent and competent such that each showed a good understanding of the subject matter. The teachers, mastered and delivered the subject matter effectively, giving enough explanations and clarifications when asked by the
pupils. Pupils participated well in the classroom. They answered questions properly, happily and confident.

Furthermore, innovative teaching methods, particularly learner-centred methods were successfully used in Kiswahili medium primary schools which gave room for pupils to participate fully. The use of a teacher-centred method was the main method used in English medium primary schools. This affects effective learning in classrooms.

In both schools teachers preferred Kiswahili to be used as LoI to enhance effective teaching and learning. Great number of pupils in the English medium school preferred using English as LoI. Also there some few pupils preferred Kiswahili.
CHAPTER SIX

6. DATA ANALYSIS AND DISCUSSION

6.1 Introduction
This chapter presents data analysis and discussion. The data analysis and discussion are presented simultaneously as they are inseparable. The chapter is divided into seven sub sections. Section one presents the introduction whereas section two presents the teacher-pupils classroom interaction followed by section three which presents the teachers qualifications. Section four presents language proficiency whereas section five presents teaching methodologies. Section six presents pupils participation followed by language preference in section seven.

The word analysis is a Greek word with “Ana” meaning above and “lysis” meaning to break up or dissolve (Bohm 1983: 125&156 in Dey, 1993). In this chapter the concepts found during interviews and observations are broken down to create understandable themes. Data analysis in qualitative research consists of preparing and organizing the data for analysis, then reducing the data into themes through a process of coding and condensing the codes, and finally representing the data in figures, tables or a discussion (Creswell 2013).

My research data were collected through qualitative methods and are analysed by using a general procedure of qualitative data analysis. Creswell (2014) explains a general procedure of analysis as an ideal situation that blends the general steps with the specific steps within the research strategy. However there is no one kind of qualitative data analysis, but rather a variety of approaches related to the different perspectives and purposes of the researchers (Dey, 1993). This means researchers may opt to use the language oriented approach, descriptive/interpretative approach or the conceptual approach, or adopting a more comprehensive approach that uses two or more approaches.

In analysing and discussing my data, I was guided by the practical purposes of the findings and as a social scientist, my general research objective which is to explore how the language of

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73 Interviews and observations
74 Refer table 2 in chapter three
75 Ibid
instruction impacts the classroom interaction between pupils and teachers in public vs. private primary schools in Shinyanga municipality. The founding theoretical frameworks are the key guiding tools.

6.2. Teacher-pupils classroom interactions
Interaction can be understood as a kind of action that occurs when two or more persons are in contact. The idea of two-way effect is essential in the concept of interaction as opposed to a one-way effect. A teacher-pupils classroom interaction means an engagement of teachers and pupils in the learning process in the classroom. Through this interaction teacher and pupils construct a common body of knowledge that eventually empowers pupils. Teacher-pupils interaction also describes the form and content of behaviour or social interaction in the classroom. Research on gender, class, and ‘race’ in education has examined the relationship between teacher and students in the classroom (wikipedia,free encyclopedia)

6.2.1. Factors affecting teacher –pupils’ classroom interactions
Teacher-pupils classroom interaction is affected by a number of factors, some human and other are non-human. The following can affect classroom interactions

- **Language of interaction**
  Language used in the learning process has a lot of effect when it comes to classroom interaction. Researchers have found that, the use of native and familiar language among teachers and pupils helps to create a better atmosphere of interaction whereas the use of a foreign and an unfamiliar language hinders effective classroom interactions (Rubagumya, 2003, Qorro, 2003, 2005, Brock-Utne, 2003, 2005, 2006, Mwinsheikhe 2007)

- **Teachers qualifications**
  There is no doubt that, the teacher qualifications play a great role when it comes to classroom interaction. Teachers’ qualifications comprise teacher’s knowledge of the content, pedagogical content, time of preparation and teachers experience

- **Classroom environment**
  Classroom environment comprises a number of factors such as classroom size, classroom infrastructure and classroom surroundings. All of these factors contribute

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76 Vygotsky’s theory and Freire’s Pedagogy of the oppressed theory
77 Academic qualifications acquired in the college
78 Teaching methodology
positively or negatively in making a classroom a better place for teachers and pupils to interact in the learning process.

- **Classroom size**

Enhrenberg *et al* (2001) argue that, class size is not the same as the pupil/teachers ratio but rather it is the actual number of pupils taught by a teacher at a particular time. The number of pupils in the classroom contributes significantly to classroom interaction. Blatchford, Goldstein and Martin (2003) argue that, small classes have positive effects on pupils’ academic performance, because they facilitate more room for teachers to interact with pupils than the bigger classes do. For pupils in primary schools, small classes are clear better for their learning and interaction than big classes. The class size varies from state to state, country to country. In Tanzania the official class size is 40 pupils for primary and secondary schools (URT 2003).

Research suggests that the youngest pupils benefit most in terms of academic outcomes from small classes (Blatchford *et al*., 2003; Ehrenberg *et al*., 2001; Finn & Achilles, 1999), because they make it easier for children to adjust to school and receive individual attention.

- **Classroom infrastructures**

It is an ideal situation, when a classroom contains adequate basic studying facilities such as tables and chairs/desks for pupils and other supporting facilities for the teacher. It motivates both teachers and pupils for full participation in the dialogues and discussions. It is quite different with classrooms without these facilities as both teachers and pupils feel tired even before the class begins. Some schools are located in a noisy environment which make interactions between teachers and pupils difficulty. They have difficulties hearing and do not feel comfortable.

6.2.2. Importance of classroom interactions

Classroom interaction is viewed as significant. Chaudron (1988) in Nurmaithah (2010:14-15) argued that:

a) Only through interaction, the learner can decompose the teaching and learning structures and derive meaning from classroom events.

b) Interaction gives learners the opportunities to incorporate teaching and learning structures into their own speech (the scaffolding principles) and
c) The meaningfulness for learners of classroom events of any kind, whether thought of as interactive or not will depend on the extent to which communication has been jointly constructed between the teacher and learners.

6.3. Teachers’ qualifications
There is no single way to explain what teachers’ qualifications are. Shulman (1986), and Eltkina (2005) have elaborated on what constitutes teachers qualifications. They claim that among other things, it includes academic qualifications such as content knowledge, pedagogical knowledge which includes classroom experience and pedagogical content knowledge on how to teach.

Teachers’ qualifications vary according to the level of education the teacher teaches. There are qualifications for pre-primary schools, primary schools, secondary schools and post-secondary schools. More importantly, the level of teacher’s qualifications differs from country to country. In any country, teachers need to have educational and professional qualifications.

An ideal professional history teacher needs to demonstrate the ability to fully engage pupils in a way that pupils get to understand what is to be understood from the subject matter and are able to contribute meaningful to life in their society.

From the findings, all the history teachers in both schools are qualified teachers with grade III A certificates and with a number of years of teaching experience. When it comes to the teachers from the English medium school interactions in the classroom was limited which may be attributed to their poor knowledge of English. These teachers had limited experience in teaching in English medium schools. They had been teaching for years in Kiswahili medium schools and had no training in teaching in English medium schools. Mwinshekhe, (2007) argues that, the use of a second language in teaching and learning contribute to poor and limited environment for teacher-pupils interactions.

In my own observations, teachers and pupils in the English medium school generally had a limited classroom interactions influenced by their ineffective mastery of English, the language of instruction. I really saw how the teachers struggled to give explanations of some concepts,

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79 The general level of post-secondary education course and the degree required
80 Occupation on specific or professional preparation and training requirements
reading from books most the time not managing to engage pupils. Pupils found it difficult to participate in classroom as they were not being engaged by their teachers and had difficulties using a foreign language in learning.

Comparatively, teachers in the Kiswahili medium school demonstrated very interactive teaching. This was associated with the teachers’ content knowledge, teachers experience and the mastery of the language used in teaching. The fact that Kiswahili was the language of instructions, a language that is familiar to both teachers and pupils played a great role in making classroom interaction more effective as reported by the teachers and pupils during interviews and as seen during classroom observations.

6.3.1. Tanzania primary schools teachers
In Tanzania, teacher training at all level is divided into two categories: Pre-service training and In-service training. There are three categories of teachers, the grade IIIA teachers, diploma teachers and degree teachers.

Teachers who teach in primary schools are central in this study. Grade IIIA teachers are teachers who are trained to teach pre and primary schools pupils. Normally, teachers who are eligible are form four graduates (ordinary level secondary education certificate) who have attended college training that lasts for two years and emphasis is on teaching methodologies. However due to deficit of teachers, Form four leavers and Form six leavers without any formal teacher training are allowed (not officially) to teach in pre and primary schools.

6.4. Language proficiency
Effective classroom interactions depend on proficiency in the language of instruction. Proficiency in any language improves with the daily use of that particular language provided that it is used in communication with fluent speakers of that language. In the English medium

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81 Tanzania mainland
82 Prepares a person for a teaching career, it enables future teachers to comprehend educational theories, education philosophy, teaching methodologies and educational ethics whilst gaining social skills, knowledge and skills in different subjects with which to start a successful teaching career. A teacher is expected to master his or her area of specialisation to be in the best position to help learners.
83 This training is given to teachers who are already working. It is supposed to be provided constantly and consistently and differ in approaches. The aim of in-service teacher training is to improve the quality of teaching among teachers, as well as acclimatising new teachers so that they can carry out effective teaching and learning.
84 The information are extracted from the ministry of education and vocational training
school many teachers and pupils do not use English for communication on a regular basis, they use it only at school as LoI.

The findings showed that the English proficiency of the history teachers was not satisfactory. It did not reach a level that they could engage pupils during classroom interactions. They decided to use code-switching and code–mixing because pupils could not understand the subject matter, instructions and questions asked in class when only English was used.

This finding corresponds to that of Malekela (2003). In his study he reported that the majority of fourth year B.sc Education students at the University of Dar es salaam found it difficult to express themselves in English. These were university graduate teachers who were due to start teaching soon and at yet still they had language problems. One could imagine the problems of the certificate teachers.

Also Rubagumya (2003) in his study on MOI with a focus on English medium primary schools in Tanzania found that in one of the primary schools only five out of thirty teachers were competent in English. The rest were not good in English and they avoided using English as much as possible.

If these are teachers who teach through English, it is not hard to imagine the kind of difficulties encountered by pupils during classroom interaction. No wonder that they are not benefiting from the education offered in English.

Findings from pupils’ show that a good number of pupils find it difficult, if not impossible, to express themselves effectively in English which affects their classroom interaction. Even their teachers find it difficult to engage pupils to participate in classroom lessons.

The findings also correspond to the findings of Mwinshekhe (2007) on the impact of ELPD on teaching and learning process in secondary schools in Tanzania. Mwinshekhe (2007) showed that majority of students taught in English MOI had a proficiency deficiency since incorrect English was used during lessons and this imposed a great challenge on teachers and pupils during teaching activities, hence contributing to teachers’ inability to teach effectively and pupils’ inability to learn well.

\[85\] Ibid
6.5. Teaching methodologies

David et al (2009) identify three factors influencing teacher’s ability to teach. These include content knowledge, pedagogical knowledge and teaching skills. They categorised teaching into two main types, the active which assumes that pupils are the centres of the learning process, it gives room for them to actively participate in creating understanding and knowledge and passive teaching that assumes that pupils are just receivers of education, and it assumes that teachers know everything.

Active teaching is also known as participatory teaching. 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.

Passive teaching methods are also referred as non-participatory methods. Jones (1987) defines non-participatory teaching methods as methods that allow bare transmission of content of information to the learner, for instance: lectures, drills and practice, narrating and memorization.

In teaching, a teacher is required to create his or her own style and methods and make decision about which methods that enable pupils to understand the subject matter and participate in the process (Loucks-Horsley & Matsumotu, 1999). In order to achieve this, it requires not only a deep understanding of the subject content but also a good command of the LoI. Proficiency in LoI for teachers and pupils enables teachers to choose either the traditional way of teaching or a participatory kind of teaching.

Several studies from Burkina Faso, Mali, Niger, Ghana, Malawi and Tanzania indicate that the use of participatory or learner-centred pedagogy is facilitated by the use of language that both teachers and pupils understand (Alidou and Brock-Utne 2011). And the implementation of learner-centred pedagogy is difficult to use when the language of instruction is not familiar to children, as stated

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86 The knowledge that a teacher acquires on a specific subject
87 Is the teacher knowing about the classroom and how it work to effectively impart pupils knowledge, it is also known as the traditional way of teaching
88 Is that teacher’s ability to use the knowledge acquired in college and techniques in teaching pupils, it is also known as the participatory way of teaching.
“The use of unfamiliar languages as LOI forces teachers to use a traditional and teacher centred teaching methods and the use of familiar language enable teachers to use a participatory and learner centred method”

Mwinshekhe (2007) claims that when teachers are hampered by language to express themselves, some of them try to adopt teaching strategies which are less demanding in language usage, for instance more use of lecturing and spending a lot of time in reading from books. Instead of presenting the subject matter as a smoothly connected whole, teachers tend to focus on highlighting the main points and avoid more explanations. They create a kind of teacher catered classroom.

Despite the fact that these teachers have the required content knowledge (which was obtained through the use of Kiswahili), have learnt how to control and motivate pupils during classroom learning and have the ability to present their knowledge I noted that teachers in the English medium school used more traditional method and passive learning which involved lecturing rather than dialogue. Freire (1995) calls this teaching banking pedagogy. Freire rejects this kind of teaching because it limits pupils’ critical thinking and creativity. He emphasises a problem-posing kind of education with dialogue as a necessary condition for better learning.

In Kiswahili medium school, teachers adopted teaching approaches which were linguistically demanding. There was more dialogues which included group discussions, giving feedback and a little bit of lecturing. I noted that a good mastery of LoI played a great role in facilitating the learning process. The use of Kiswahili enabled teachers to be more confident and facilitated their teachings, also pupils participated actively. Pupils gain more when they are taught by a teacher who feels more confident. Dahms et al (2007) claim that good guidance of the teachers or other knowledgeable adults who promote pupils participation in learning activities help pupils to perform better. This calls for a participatory kind of method to be used to make pupils understand what is being taught.

In their studies in Africa, Mwinshekhe (2007), Alidou (1997, 2003), Brock-Utne (2003, 2006), Qorro (2003, 2005) and Rubagumya (2003) discovered that, teachers when forced to teach through a foreign language they use non participatory methods of teaching, whereby they do most of talking. They use chorus teaching, repetition, memorization, recall, code

89 Ibid(161)
switching and safe talk and reading from books while children remain silent or passive participants during most classroom interactions because children do not speak the language of instruction which is a foreign and an unfamiliar language.

6.6. Pupils’ participation

Pupils’ participation is very important in the learning process. Participation in class reassures the teacher that teaching and learning is taking place and it shows that the subject matter is understood. The more students are involved in a meaningful student-teacher, student-student interaction the easier the teaching learning process (Mbaga, 2015).

In this study I found that teaching and learning through a foreign language (in this case English in the English medium school) limits pupils ability to actively participate in class and understand the subject matter hence creates a teacher- dominated classroom. Roy-Campell & Qorro (1997) argue that, when an unfamiliar language is used in teaching and learning, pupils fail to actively participate, hence they gain a limited knowledge and general understanding of the subject matter.

Fafunwa et al (1989), argue that primary education when given in the mother tongue or first language rather than in foreign languages is more effective and meaningful. It enables pupils to express themselves and allows teachers to diagnose what has been learned and what is not learned by pupils and which pupils need further assistance.

The choice of teaching methods by teachers affect pupils’ participation. According to Freire (1995) if a teaching and learning process lacks problem –posing, then there is no dialogue and without dialogue, there is no communication, without communication there is no effective teaching and learning.

In Kiswahili medium school, majority of pupils were active and fully participating in the classroom. Their participation was largely facilitated through the use of a familiar language (Kiswahili) by both teachers. This enabled them to choose a participatory method of teaching and pupils had confidence and courage to ask questions, giving explanations to teachers and interact among themselves in group discussion effectively. Brock-Utne (2006), Mwinsheikhe (2007) and Vuzo (2005) in their studies of secondary schools in Tanzania found that students are more active when the teaching is in Kiswahili than when it is conducted in English. Duquette (1995:38 in Nomlomo 2004:135) suggests that mother tongue education is
meaningful and relevant to the child, as it facilitates the transfer of first language skills to the outside environment.

Chekaraou (2004) conducted a study of two bilingual pilot schools in Niger using Hausa as LoI in the first few years of school. In his findings he found that pupils were eager participants in lessons. He noted that the entire class wanted to participate so much that they would stand up from chairs, move towards the teacher and wanting to be called upon to answer questions. He concluded that using languages which children are familiar with fostered active teacher-student interaction which enabled students to develop their critical thinking. These skills were transferable to all learning experiences.

6.7. Language preferences
The findings showed that, teachers’ preference in both English medium and Kiswahili medium was Kiswahili, a language which is familiar to teachers and pupils. This shall encourage effective teachers-pupils classroom interactions for a better pupils understanding of the subject matters. Whereas pupils had different set of preferences; there are those who wanted Kiswahili to be LoI for a better understanding of subject matter and some wanted English for other reasons than classroom interactions and understanding of subject matter.

Despite of the problems that pupils encountered in using English as the language of instruction in English medium primary school, four out of six pupils preferred to continue using English as language of instruction and their reason was that they wanted to learn more English and believed that when they use it as language of instruction they can learn it faster than when it is taught as the subject and only two pupils out of six preferred using Kiswahili as the language of instruction in order for they to understand what is being taught. One pupil in favour of English is quoted

“Mimi napenda kigereza kwa sababu tukiendelea kuikuutaambia ndio nitakijua Zaidi na pia ni lugha ya kimataifa, nikikutana na mzungu naongea naye bila shida, hivyo napenda kusoma kwa kigereza”

Author’s translation

“Personally I want English because I want to know English as it is an international language such that when I meet the westerner/European I can freely speak it. So I want to learn through English”.

89
From the quote above and many answers from pupils, it seems that they do not make distinction between learning a language and using a language as a tool for learning subject matter. The pupil quoted above thought that the best way to learn a foreign language (English) is to have the language as a LoI. He commits what Phillipson (1992) calls it “the maximum exposure fallacy” which means thinking that the more you hear the language around you the easier you learn it. This is definitely not true. The situation depends which contexts you are exposed to the language you want to learn. Qorro (2003) noted that using English as LoI makes children neither learn English (they learn bad and incorrect English) nor subject matter hence the English language has become a barrier to the knowledge acquisition.

**English as the global language**

Pupils said they can go anywhere outside Tanzania where Kiswahili is not spoken they would communicate easily. For them, it does not matter whether it affects their learning, interaction, understanding, knowledge and skills acquisition as far as at the end they are able to speak it fluently. According to Rubagumya (2000), globalization in the contemporary time is playing a big role in shaping people’s attitudes especially in the ex-colonies where English is revered and African languages are looked down upon. Besides you do not get far with English in Japan, China or Latin America. In all European countries, the language of instruction in secondary and higher education is the national language, the language most people speak fluently. In Norway it is Norwegian, in Greece it is Greek, and in Finland it is Finnish and so on

**English as the language of opportunities**

It was argued by some pupils that English will enable them to be more fluent and widen their opportunities for employment outside Tanzania. However Qorro (2004) suggests that fluency in English does not come from having English as MOI but through effective teaching of it as a subject and exposure to an environment of correct English.

Two out of six pupils who preferred Kiswahili to be used as language of instruction stated that they have difficulties in speaking and understanding English which hinders their participation and their understanding of the subject matter.
The findings from the Kiswahili medium primary school showed that five out six pupils were in favour of Kiswahili and that they want it to continue throughout their studies. Learning in a familiar language makes them confident and active participants in the classroom. All these make them appreciate the potential of using Kiswahili in teaching and learning.
CHAPTER SEVEN

7. CONCLUSION AND RECOMMENDATIONS

7.1 Introduction
This chapter summarises the study and gives recommendations for other researchers and research beneficiaries. The chapter is divided into two parts, the first part presents the conclusion whereas the second part presents the recommendations.

This study set out to investigate how the language of instruction impacts the classroom interaction between pupils and teachers in public vs. private primary schools in Shinyanga municipality. Two research questions guided the study. These were:

1. How does language of instruction affect classroom interaction in teaching and learning history in primary schools? and,
2. Why and at which occasions do teachers and pupils code-switch and code mix during classroom interactions?

The theoretical frameworks I have used were Vygotsky’s theory and Freire’s Pedagogy of oppressed theory.

7.2. CONCLUSION
Both findings presented, analysed and discussed in chapter five and six are used to draw some key conclusive remarks as outlined below.

7.2.1 The use of foreign language as LoI
In Shinyanga where my research took place, English is clearly a foreign language, hardly spoken outside of school. You do not ever hear the language spoken in the streets or the market place. Based on my research I found that teachers and pupils in the English medium school were not competent enough to be able to use English as LoI. A lot of errors were made both by teachers and pupils during classroom interaction. The majority of teachers and pupils expressed feelings of discomfort when communicating in English. Teachers using English as LoI sometimes frustrated the pupils learning efforts instead of facilitating them.

Due to the use of a foreign language, teachers and pupils do not follow the school language policy during classroom interaction which requires them to speak the language of instruction
fluently. Through classroom observation I found a lot of code-switching and code mixing in the classes.

The use of English forced teachers to use lecture methods of teaching whereby the pupils play only the role of listening and coping notes without active participation. This prevented the majority of pupils from proper acquisition of subject content.

On the other hand in the use of Kiswahili in teaching and learning in the Kiswahili medium school enhanced effective participations. Participants were free and spoke freely. Pupils were able to ask and answering questions.

I found that using Kiswahili as LoI in public primary school contributed to pupils’ participation and teachers professional performance in the teaching and learning of History. This highlights the urgent need for changes in the language in education policy for private primary schools.

### 7.2.2 Teachers’ qualifications-Nature of teachers’ preparations

Having studied the nature of primary school teachers’ preparation in Tanzania I would say that there is no way that these teachers could succeed in teaching by using English as language of instruction. One should note that, grade III A teachers are not meant to teach in English medium primary schools. They spend seven years in primary schools, four years in secondary school and two years in college. In primary and college they use Kiswahili as language of instruction. They spend only four years in secondary school partially learning though English language which does not equip on prospective teachers to use English as a LoI.

### 7.2.3. Language preferences

As there continues to be different preferences when it comes to the use of either English or Kiswahili as language of instructions in Tanzania community. English medium primary schools shall continue to enrol and teach pupils. Many pupils prefer to use English as language of instruction hoping to learn the language in order for them to use it in other non-school settings. I found however that pupils were unaware of the difference between learning a language and having a language as LoI.

### 7.3. RECOMMENDATIONS

There are several recommendations one may draw from this study for the education sectors in Africa, Tanzania in particular. The following are some recommendations that could be drawn from this study.
7.3.1. To the educational policy makers
The Ministry of Education and Vocational Training in Tanzania which is the Ministry responsible for education reforms and education policy making in Tanzania should consider the use of a familiar language as the language of instruction in teaching and learning not only in the private primary schools but also at the secondary and tertiary level. A familiar language of instruction facilitates an effective teaching and learning environment for both teachers and pupils at all levels of education.

My study shows that teachers who use a familiar language significantly help to move from a teacher classroom dominated by lecture methods (traditional) to a participatory approach. They use a problem-posing method of education. A participatory approach recognizes learners’ participation and teacher responsibility in the teaching and learning process.

A critical analysis of the language of instruction in the Tanzania Education Policy of 2014 has to be made because the policy insists on the use of two languages (Kiswahili and English) as language of instruction in all levels of education. The government has to clearly declare the use of Kiswahili as language of instruction from primary to tertiary level and put more emphasis on teaching another language (English) as a subject by professional English teachers, teachers who are experts in teaching foreign languages, in this case English.

7.3.2. To private school managements
If the private primary schools still want to provide primary education in Tanzania, they should consider effective classroom interaction for knowledge acquisition that will be acquired through the use of Kiswahili and the mastery of English as language as subject. For pupils to master English language, they need to be taught with professional English teachers, teachers who are experts in teaching foreign languages, in this case English.

In order to obtain professional and experts English teachers there is a high need to promote the teaching career such that students with high class performances in examinations scores would consider to be teachers. The promotions can be done by offering as good as other sectors remunerations and other teaching associated allowances. As of now, the general teaching sector in Tanzania is considered as the least paying sector which attracts students with low grades in examination scores who at the end of the day become unfit teachers both in content and language of instruction. Teachers teaching in private English medium schools must themselves have good grades in English as a subject. They also need much in-service teacher training and to spend months abroad in an English speaking country.
7.3.3. To parents and guardians
There is more to be done in educating the community on the importance of using one's mother tongue in teaching and learning. Parents who send children to English medium primary schools should be taught that proper education is provided by proper LoI. This means learning in an unfamiliar language takes longer than in a familiar language because it prevents teachers and pupils to interact freely.
The aim of sending children to school should not be limited to the acquisition and mastery of a language (in this case is English), but should be the desire to acquire knowledge and skills that will transform pupils and become responsible citizens in their particular communities. The use of a child's mother tongue ensures easy access to content material being studied. It also helps to develop critical thinking and foster effective communication. Parents need to be taught the difference between learning a language as a subject and having the language as the language of instruction.

7.3.4. Suggestions for further studies
Since this study employed a case study design and a qualitative approach whereby small sample of respondents were involved, a similar study contrasting the government and private primary schools using a quantitative approach would be required so as to cover a larger sample size in different communities using two different languages of instruction.

These studies can be done not only in Tanzania where English is a foreign language but also in other countries in Africa such as Rwanda where initially French was a language of instruction from grade IV and now they are using English in both private and public schools though everyone speaks Kinyarwanda.
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Appendix 1. Interview Guide for Head teachers (English)

1. For how long have you been a teacher?
2. For how long have you been a head teacher?
3. I would like to know your teacher’s qualification e.g. how many certificate, diploma and degree teachers?
4. Do you think Kiswahili/ English as medium of instruction is a problem to teachers-pupils’ classroom interaction?
   I. If yes, how and to what extent do Kiswahili/ English as medium of instruction limit interaction between teachers and pupils?
   II. If no why do you think is not a problem?
5. Are teachers and pupils comfortable with the Kiswahili/ English medium of instruction?

   Thank you for your participation

Kiambatanisho 1: Mwongozo wa usaili kwa Walimu wakuu (Kiswahili)

1. Napenda kujua, Je, unafundisha, kama ndiyo, ni kwa muda gani umekuwa ukifundisha?
2. Je, ni kwa muda gani umekuwa mwalimu mkuu?
3. Napenda kujua sifa za walimu wako hapa shuleni, je, walimu wangapi wana vyeti, stashada, shahada au shahada ya uzamili?
4. Je unafikiri Kiswahili ama kiiengereza kama lugha ya kufundishia ina tatizo katika ushiriki wa mwalimu na wanafunzi darasani?
   a. Kama jibu ni ndio, kwa namna gani na kwa kiasi gani Kiswahili ni kikwazo katika ushiriki wa mwalimu na wanafunzi darasani?
   b. Kama jibu lako ni hapana kwanini unafikiri Kiswahili/kiingereza sio tatizo?
5. Je, walimu na wanafunzi wanamudu na kufurahia Kiswahili/kiingereza kama lugha ya kufundishia?

   Asante kwa ushiriki wako
Appendix 2. Interview Guide for history teachers (English)

1. For how long have you been a teacher?
2. Which language do you normally use to communicate with pupils in and out of classroom?
3. Are there any other languages used while interacting with pupils in and out classroom?
4. Do you think Kiswahili/English as medium of instruction is a problem in effective teaching and learning?
   a. If yes, explain how Kiswahili/English as medium of instruction limit interaction between teachers and pupils interaction?
   b. If no, why is it not a problem?
5. Do pupils participate in lessons? If yes how and to what extent do the pupils participate during the lessons? And if no why?
6. Do you find any problems in using Kiswahili/English as a medium of instruction?
   If your answer for question 6 is yes, explain what type of problems?

Thank you for your participation

Kiambatanisho 2. Mwongozo wa usaili Kwa walimu wa historia (Kiswahili)

1. Kwa muda gani umekuwa mwalimu?
2. Ni lugha gani huitumia kuwasiliana na wanafunzi nje na ndani ya darasa?
3. Je, kuna lugha nyingine ambayo huitumia kuwasiliana na wanafunzi ndani na je ya darasa?
4. Je,unafikiri Kiswahili kama lugha ya kufundishia ni tatizo katika kufundisha na kujifunza?
   a. Kama jibu ni ndio, tafadhari eleza ni kwa namna gani Kiswahili kinazuia ushiriki wa mwalimu na mwanafunzi darasani?
   b. Kama jibu ni hapana, je ni kwasababu gani Kiswahili/kiingereza sio tatizo?
5. Je, wanafunzi hushiriki katika somo lako? Kama ndio, kwa namna gani na kiasi gani wanafunzi wana shiriki katika somo? Kama wanafunzi hawashiriki vizuri, unafikiri nini tataizo?

6. Je, kuna changamoto katika kutumia Kiswahili au kiingereza kama lugha ya kufundishia?, kama ni ndiyo, eleza ni aina gani ya changamoto

Appendix 3. Interview Guide for standard five and six pupils (English)

1. Which language do you normally use to communicate with your fellow pupils in and out classroom? Please explain. (For example discussing academic and non-academic matters)

2. Which language do you normally use to communicate with teachers in and out of classroom?

3. Are there any other languages used while interacting with teachers and pupils in and out classroom?

4. Can you tell me what you think of your English/ Kiswahili language proficiency?

5. Which language do teachers use in teaching process

6. Do you participate during the lessons? How do you participate?

7. Do you think Kiswahili/ English as medium of instruction is a problem in teaching and learning?
   I. If yes for the question 7 above how does Kiswahili/ English as medium of instruction limit interaction between teachers and pupils?
   II. If no for the question 7 above, why is it not a problem?

8. Which language do you feel should be used by teachers in teaching so as to encourage teacher-pupils interaction?

Thank you for your participation
Kiambatanisho 3. Mwongozo wa usaili kwa wanafunzi wa darasa la tano na la sita

1. Ni lugha gani hutumia unapowasiliana na wanafunzi wenzako mnapokua ndani na nje ya darasa, tafadhari eleza, mfano kwa kuangalia mambo yahusuha masomo na ambayo si ya masomo

2. Ni lugha gani hasa huwa unatumia unapowasiliana na walimu wako ndani na je ya darasa?

3. Je, kuna lugha nyingine ambazo huwa unatumia unapowasiliana na walimu na wanafunzi wenzako ndani na nje ya darasa?

4. Unaunaje uwezo wako wa kuzungumza na kuandika kingereza au Kiswahili?

5. Ni lugha gani hutumiwa na walimu katika kufundishia?

6. Je, huwa unashiriki kwenye mijadara darasani, je ni kwa namna gani?

7. Je, unafikili Kiswahili au kingereza kama lugha ya kufundishia ni kikwazo katika kufundisha na kujifunzia?
   a. Kama jibu kwene yswali namba 7 hapo juu ni ndiyo, ni kwa namna gani Kiswahili au kingereza ni kikwazo katika kufundisha na kujifunza?
   b. Kama jibu kwene yswali namba 7 hapo juu ni hapana, je ni kwa nini?

8. Ni lugha gani ungependa itumike kufundishia ili kuongeza uwezo wa ushiriki baina ya walimu na wanafunzi wakiwa darasani?

Asante kwa ushiriki wako
Appendix 4. Observation guide for 40 minutes lesson – assessing the impact of Language of instruction and interaction

<table>
<thead>
<tr>
<th>S/N</th>
<th>Interaction activities</th>
<th>Minutes</th>
<th>Total minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>0-4</td>
<td>5-8</td>
</tr>
<tr>
<td>1</td>
<td>Teacher give instructions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Teacher revises previous lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Teacher links it to the new lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Teacher explain new concepts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Teacher asks question to class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Pupil answering questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Teacher explain new concepts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Pupil explains a point</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Teacher give instruction for a group work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Pupils working in groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Teacher facilitating in group work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Pupils report work to the class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Pupil asks questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Teacher responding to the pupils questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Pupil discuss on activity in a group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Pupil clarifies a point</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Teacher summarises lesson</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NB: The concept of code-switching will be assessed consecutively during teaching and learning occasions
Appendix 5. Consent for Participation in Interview Research

I volunteer to participate in a research project conducted by Hamisa Magulu from Oslo University. I understand that the project is designed to gather information about Language of instruction, in Shinyanga. I will be one among many other people being interviewed for this research.

1. My participation in this project is voluntary. I understand that I will not be paid for my participation. I may withdraw and discontinue participation at any time without penalty. If I decline to participate or withdraw from the study, nobody should be held responsible.

2. I understand that most interviewees in will find the discussion interesting and thought-provoking. If, however, I feel uncomfortable in any way during the interview session, I have the right to decline to answer any question or to end the interview.

3. Participation involves being interviewed by researcher from Oslo University. The interview will last approximately 30-45 minutes. Notes will be written during the interview. An audio tape of the interview and subsequent dialogue will be made. If I don't want to be taped, I will not be able to participate in the study.

4. I understand that the researcher will not identify me by name in any reports using information obtained from this interview, and that my confidentiality as a participant in this study will remain secure. Subsequent uses of records and data will be subject to standard data use policies which protect the anonymity of individuals and institutions.

5. I understand that this research study has been reviewed and approved by the Institutional responsible for research.

6. I have read and understand the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.

8. I have been given a copy of this consent form.

My Signature, Date

For any information please contact

Hamisa Magulu, 0762 289 238
Appendix 6. Permit to conduct research in Shinyanga Municipality

HALMASHAURI YA MANISPAAYA SHINYANGA

Simu: 028-2763713
028-2763714
Fax: 028-2762546
E-mail: manispaayashinyangahotmail.com

Unspoafuli Tafadhali Tau:
Kumb. Na. SHINYANGA 1991 YOL 100

Wallimu Wakuu,
Shule za Msingi,
MANISPAAYA SHINYANGA.

YAH: KUMTAMBULISHA MTAFITI NDUGU HAMISA BONIPHACE MAGULU

Husika na soma tajwa hapa juu.

Ofisi ya Mkuugenzi wa Halmashauri ya Manispaay Shinyanga ina nakibali cha mtafari tajwa hapa juu kufanya ulafiti wake kadika shule za msingi Manispaay Shinyanga kulokana na uchaguzi wa shule za hakawakilisha shule za Manispaay Shinyanga, Talaadhali mjaxani ushriki ano.

Charles D. Kaluuilo
Kny: MKURUGENZI WA MANISPAAYA SHINYANGA
Appendix 7: Letter of support for conducting field work

To whom it may concern,

Date: 22.08.2001
Your ref.:
Our ref.: 616/hasan@ipel.una.no

Letter of Support for conducting field work

I hereby confirm that Hamisa Romphace Magulu, born 22.01.1981, is a full time student in the Master of Philosophy in Comparative and International Education master programme at the Department of Education at the University of Oslo.

In the second year our students are required to write a Master Thesis of 80 to 120 pages. This thesis should preferably be based on field studies conducted in countries outside of Norway. The fieldwork may incorporate interviews with educational practitioners and decision-makers, classroom observation and documentary analysis. The type of data gathered should of course be discussed with the relevant authorities. It is our hope that the work produced by this student will not only benefit her in her academic career but also be of use in the future.

Hamisa Romphace Magulu is planning to do her fieldwork in the Shinyanga municipality, Tanzania from September 15th through November 10th 2012. During this time, she will be collecting data for her master thesis. She will be in communication with a supervisor to help guide her during fieldwork.

We kindly ask you to give her all possible assistance during her fieldwork.

Best regards,

Sahel Hadi Hassan
Higher Executive Officer
Department of Education

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