ENGLISH-MEDIUM OF INSTRUCTION (EMI) IN TANZANIAN SECONDARY SCHOOL: STUDENTS' AND TEACHERS' PERCEPTIONS AND CHALLENGES

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Declaration

The submitted thesis is my own work, which I created while studying at Brac University. The thesis does not contain previously published or written by third-party content unless properly cited through comprehensive and correct referencing. There is no content in the thesis that has previously been approved or submitted for another degree or diploma at a university or other institution.

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Ethics Statement

Hereby, I <u>Shafii S Swai</u> consciously assure that for the manuscript /insert title/ the following is fulfilled:

1) This Thesis is my own original work, which has not been previously published or submitted elsewhere.

2) The paper reflects the authors' own research and analysis in a truthful and complete manner.

3) The results are appropriately placed in the context of prior and existing research.

4) All sources used are properly disclosed (correct citation). Literally copying of text must be indicated as such by using quotation marks and giving proper reference.

5) I have been personally and actively involved in substantial work leading to the paper, and I will take public responsibility for its content.

I agree with the above statements and declare that this submission follows the policies of Solid-State Ionics as outlined in the Guide for Authors and in the Ethical Statement.

<u>Date: _11/10/2022</u>   **s.s.swai**

Approval

The thesis titled "[An Investigation on Challenges Facing Secondary School Teachers and Students and Their Perceptions Towards the Use of The English Language Medium of Instructions (Emi) In Tanzania Submitted by Shafii S. Swai. 21163016 of Summer, 2022 has been accepted as satisfactory in partial fulfilment of the requirement for the degree of MA in English (ELT & Applied Linguistics) on October 11 2022.

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ABSTRACT

The purpose of this study is to examine secondary school students' and instructors' attitudes of using English as a teaching medium in Tanzania. The study was held in three schools in the Unguja North region. The study was based on answering research questions; first, what are the perceptions of Tanzanian secondary school students and teachers toward the English language medium of instruction? as well as what obstacles do students and teachers face while employing English as a medium of teaching in school? It is a mixed method study that collects and analyses data using qualitative and quantitative methods. Furthermore, the researcher employed a questionnaire to answer the first research question. The research discovered that teachers and students had a favorable opinion of English as a teaching medium and that students feel at ease in English-taught subjects. The study discovered several obstacles teachers and students face while utilizing English as a medium of education, such as low student competence in English, the effect of primary school language of instruction, overcrowded classes, and instructional approaches. The research will assist teachers in revising their teaching methods and strategies, as well as the government restructuring the national secondary school curriculum and revising the national language policy. Furthermore, the study will shed insight on future studies on English language medium of instruction and second language learning in Tanzania based on qualitative, quantitative, or mixed method research.

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CHAPTER ONE: INTRODUCTION

1.1 Background of the Study.

The English language as a medium of instruction (EMI) refers to teaching topics in English without explicit language acquisition goals, typically in a society where the majority of the population does not speak English. English may be utilised in classroom interactions as well as inside the institution. English can be utilised as a textbook language, a delivery medium, the language of evaluated activities (Dearden, 2014).

In Tanzania education system is divided into 2-7-4-2-3, This translates to two years of pre-primary school, seven years of primary school, four years of ordinary secondary school, two years of advanced secondary school, and three years of university-level education. Kiswahili is also employed as a medium of education in (2-7) that is pre-primary school and primary school, then the rest levels English is the language of instruction (Tanzania institute of education, 2013) and (Yogi, 2017)

1.2 Background of education system in Tanzania

The education system has gone through four stages since the colonial period. The first ran from 1961 to 1967, shortly after independence, and aimed to end colonial education, marked by various forms of racial segregation. As a result, the attempted reforms in the education system focus on social, economic, and political transformations.

The government decided to build a socialist state during the second phase, which lasted from 1967 to 1990. During this period, the government implemented the 'Education for Self-Reliance' policy

and universal primary education UPE. These policies were designed to reflect the country's socialist ideology. The achievement of this policy and its subsequent implementation strategies focused on massive enrollment, rapid school expansion, and the abolition of the racially based education system. To accelerate the achievement of UPE, the government made Universal Primary Education mandatory and abolished all school fees. Massive enrolment of children in newly established and under-resourced schools was recorded, and paraprofessional teachers were recruited to deal with the massive increase in pupils (Mashala 2019).

The third phase lasted from the 1990s to 2014. During this time, the government implemented significant changes in its socialist-oriented to free-market economic and social policies known as Structural Adjustment Programs (SAPs). SAPs resulted in various educational system reforms, such as reduced government spending on social services, the acceptance of private schools and universities, and the reintroduction of school fees in public schools. However, the education system faced some challenges during this period, including overcrowded classes, a high pupil-teacher ratio, paraprofessional teachers, and insufficient school infrastructure and facilities. (Mashala 2019).

The fourth stage is During this time, primary education will be extended from Standard I to Form IV, and all schools will use only one textbook for all subjects. These modifications result from the 2014 Education and Training Policy (ETP). The old system was distinguished by a (2+7+4+2+3+ years) formula, which meant that a student spent two years in preschool and seven years in primary school. A student also spent four years in ordinary secondary school, two years in advanced secondary school, and three years or more in university education The new system will last 1+6+4+2+3+years (Mashala 2019).

1.3 Tanzania education policy

Like other East African countries, Tanzania has made substantial efforts and commitments to Secondary Education. One of the initiatives is the creation of the Education and Training Policy 2014, which will replace the previous Education and Training Policy of 1995. The 2014 Education and Training Policy was created to encourage Universal Primary and Secondary Education following countries' commitments under the Sustainable Development Agenda (Unesco, 2015). Concerning implementing the 2014 Education Policy, the government issued circular number 5 on November 27, 2015, which provides instructions to all public entities to ensure that secondary education is free for all children, including removing all types of payments and contributions. (Mashala 2019 and Orodho 2014).

1.4 Tanzania secondary education

Both private and public schools provide secondary education in Tanzania. Although policy formulation, coordination, monitoring, standard setting, quality assurance, and quality control of the entire education system fall under the Ministry of Education and Vocational Training and the President's Office Regional Administration and Local Government, the management and administration are different. The official secondary school system is divided into two cycles. The first cycle is a four-year secondary school curriculum known as Ordinary Level (O-Level). Two-year Advanced Level (A-Level) secondary school curriculum as the second. The O-Level secondary education cycle begins with Form 1. It concludes with Form 4, with Form 1 admission in Government and Non-Government secondary institutions dependent on achievement in the National Primary School Leaving Examinations (PSLE).

Forms 5 and 6 are included in the A-Level secondary education. Enrollment in A-Level is based on a required performance in the Certificate of Secondary Education Examination for government and non-government secondary schools (CSEE). The Form 4 and 6 examinations mark the end of the secondary education cycle. The results of these tests are used to select students for further formal education and training in colleges and universities. Following the adoption of the Education Training Policy in 2014 and its subsequent implementation in 2015, secondary education is now free of charge, and parents are not obligated to pay any school fees or other payments that they had the previous paying. (Mashala 2019).

1.5 Linguistic Situation in Tanzania.

Tanzania is a multilingual nation whereby the languages in Tanzania are divided into three categories, the vernaculars, with more than 120 languages. These languages are used at home, mostly in rural areas (Muzale and Rugemalira, 2008) and (Godfrey, 2014). Furthermore, the second category is official languages with Kiswahili and English, which have specified functions and areas of use. For example, the English language is used in the high court of Tanzania and secondary education and high education level in Tanzania (Lusekelo and Alphonce, 2018), (Yogi, 2017) and (Godfrey, 2014). The last category is foreign languages, Arabic, for religious purposes, French, Italian language, and Spain language for tourism purposes.

Besides the educational and high court, English is a second language in urban centres while Kiswahili language is the first language (Lusekelo and Alphonce, 2018), Only a few Tanzanians speak English as their second language (Brock-Utne, 2017). Apart from that, English in the rural area is a foreign language while Kiswahili is the second language after the vernacular language to be the first language. (Bwenge, 2012).

1.6 Statement of the Problem.

The English language as a medium of instruction refers to teaching topics in English without explicit language acquisition goals, typically in a nation where the majority of the population does not speak English. English may be utilised both outside and within the classroom. (Dearden 2014). English as a medium of instruction must be apparent to avoid confusion among the students and teachers. Effective ways to use English as instruction should be effective because an explicit language policy enhances quality education.

The issue arises when students join the secondary level and the language of teaching shifts from Kiswahili to English language, although English was taught as the subject in the preceding level (Godfrey, 2014). So, it is essential to know how students' and teacher's view and what challenges they are facing in implementing English as the medium of instruction. If the situation were made clear, the uncertainty surrounding the status of English in Tanzania and language learning would be clear and straightforward, and education will develop at large (Köksal and Tercan, 2019).

1.7 Purpose of the Study

This research aims to discover teachers' and students' perceptions of English as a medium of teaching in secondary school in Tanzania, as well as the obstacles teachers and students facing while utilizing English as a medium of instruction in secondary school in Tanzania.

1.8 Research Questions.

1.   What are the perceptions of Tanzanian secondary school students and teachers toward the English language medium of instruction?

2.   What obstacles do students and teachers face when using the English language medium of instruction in school?

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter presented the findings of different researchers based on the following criteria. English language in East Africa, international situation of English as a medium of instruction, English as a medium of instruction in Tanzania, the contradiction over English as a medium of instruction in

Tanzania, the research gap, challenges of using the English language as the medium of instruction, teachers' and students' perceptions of English as a medium of instruction

2.2: International Situation of English as a Medium of Instruction.

Since English is the international language, many counties have adopted English as the medium of instruction. Moreover, many research has been conducted on the English language as the medium of instruction (Köksal and Tercan, 2019), Students' Perception of English as a Medium of Instruction in English Classroom in Indonesia (Rahmadani, 2016). The Use of English as Medium of Instruction at the Upper Basic Level Primary four to Junior High School in Ghana (Owu-Ewie, 2015).

Furthermore, Rahmadani (2016), found that students positively perceive using the English language as the medium of instruction. It noted that English as a medium of instruction motivates students in learning and improves students' speaking skills. English as a medium of instruction help students understands English textbook and articles quickly. In addition to that Owu-Ewie (2015), found that students negatively perceive using English as the medium of instruction. They said they do not understand the lesson in English, so they suggest that teachers mix both English and their mother tongue.

2.3: English Language in East Africa

According to Kachru et.al (2006) world Englishes are divided into three circles: the inner, outer, and expanding. Furthermore, East African nations are part of the outer ring since English is spoken

as a second language in these countries. English is the medium of instruction at various levels of education in Tanzania, Kenya, Uganda, Rwanda, Burundi, and South Sudan. (Xu, 2017).

2.4: Situation of English as a Medium of Instruction in Tanzania

In Tanzania, researchers conducted some research on the English language as the medium of instruction based on attitude of Teachers and students Towards English language medium of instruction in Tanzania. The study by Godfrey (2014) found that Policymakers and educators argue that English should remain the medium of instruction in order to sustain educational excellence, while parents prefer Kiswahili to be the medium. Still, at the same time, they want their children to get a quality education and English language proficiency included.

Mtallo (2015), found that among the factor that led English to be selected as the medium of instruction is because it is an international language. The study found that students negatively perceive English as the secondary school instruction medium. Most of the students disagree with the situation of English as the medium of instruction, while few of them demanded the English language continue as the medium of instruction in secondary school. However, there is frequent use of the first language in classrooms where English is the language of instruction. Though the emphasis is on the usage of first language and code-switching for a better understanding of the learner. (Kirkpatrick 2014).

2.5: Contradictions on English as the Medium of Instruction in Tanzania.

Concerning the language of instruction in Tanzanian secondary schools, two parties disagree on whether the medium of teaching should be English language or Swahili Language. One group

suggests that Kiswahili language should be the medium of instruction in Tanzania because the learner will participate effectively in learning if their mother tongue language is used in teaching and learning activities (Godfrey, 2014). The other side contains Tanzanian policymakers suggesting that using English is an effective way for children to learn it (Kirkpatrick, 2014). In addition, they comment that they are using Kiswahili in primary school, but still, performance is poor. So, using English as the medium of instruction is not a factor in poor performance in secondary school examinations (Godfrey, 2014).

2.6: Challenges of Using the English Language as a Medium of Instruction

The study conducted in Hong Kong found that students perform better when assessed in Chinese than in English (Kirkpatrick 2014). Studies found that English medium of instruction is among the factors for the poor performance (Godfrey, 2014).in addition to that teaching methodologies and application of mother tongue in the class reported to be among the obstacles facing both students and teacher in application of the English language as the medium of instructions (Wächter, 2006, Soren 2013. And Briggs et al., 2018).

Collins' research (2010) states that students had difficulties when studying in an English-medium setting, such as a lack of detailed information and an inability to participate in classroom discussions. Moreover, studies found that students' language competency has to be improved since they struggle with language skills such as listening and speaking. teachers (Doiz et al., 2013 and Wächter, 2006).

2.7 - Studies Based on Perception of English as The Medium of Instruction

Many studies have been undertaken worldwide on perceptions of the English medium of

instruction based on instructors' perspectives, students' perceptions, or both students' and teachers'

perceptions, with the following being a few examples.

2.7.1 Teachers' Perceptions of the English Language.

Sert (2008) discovered encouraging teachers suggesting that they believe kids' language ability

will increase with exposure to and active usage of English. Furthermore (2010) survey found that

while 59% of teachers rated students' English competence as standard, 39% rated it as well.

Doiz et al. (2013) and Craig (2007) discovered that instructors believe their students have low

English proficiency and are not responsible for the situation or are accountable for improving their

language abilities. Lei and Hu (2014) found that when compared to students learning EMI had no

significant influence on students' linguistic proficiency. Moreover, according to the findings of

the Turkey research, teachers do not feel that using English as the language of instruction has any

substantial influence on the learning of language abilities and educational material (Carrió-Pastor,

2020).

2.7.2. Students' Perceptions of the English Language Medium of Instruction

According to Chang (2010) Students saw EMI as a chance to increase their English skills.

Furthermore, Students indicated that teachers made little attempt to improve students' language

abilities. Furthermore, another research found that students believed that studying in an English

medium of instruction would help them improve their language abilities while also providing them with relevant information (Kir, 2020).

Collins' research (2010), Students states that some difficulties they had when studying in an English-medium setting, such as a lack of detailed information and an inability to participate in classroom discussions. Moreover, students' language competency has to be improved since they struggle with Listening and speaking as the two examples of language skills.

According to Rogier (2012), there is a considerable disparity in students' and instructors' evaluations of students' language ability and challenges encountered in an English-medium context. While students rated their abilities as good to exceptional, instructors said that their students were not competent enough to fulfil the demands of learning in an English-medium context. In terms of academic content acquisition, teachers emphasized the importance of simplifying the topic, course materials, and evaluation due to the student's competency level.

2.8. Research Gap

Many research on students' and instructors' opinions of English as a medium of teaching on the

Tanzania mainland were conducted, and many studies focused only on students' perceptions of the English language as a medium of education. Furthermore (Köksal and Tercan, 2019). several research used either qualitative or quantitative methods. This research was conducted on the Tanzanian islands of Zanzibar in the Unguja north area, with the goal of assessing teachers and students' perceptions of English as a medium of instruction and the challenges they experience.

2.9: Theoretical Framework

2.9 General theory

Bernard Spolsky put forth this theory in his 1998 Conditions for Second Language Learning. The general strategy is based on creating favourable circumstances for learning a second language. The approach includes all facets of learning a second or foreign language, learning for general and specialized goals, formal and informal knowledge acquisition, and skill development. Moreover, the theory advocated dual knowledge, according to which the newly acquired language should be used to impart more knowledge. It also insists on using the target language for communication and giving classroom instructions (Spolsky, 1989).

2.9.1 Influence of Social Context.

The social context includes the family, neighborhoods, city, and state. The target language's function, the learner's exposure to the target language and other languages, social and linguistic contexts, and exposure to other languages are all included under the "social context." The theory also states that a learner's desire to acquire and use a language is influenced by how many people speak the target language in a given society (Spolsky, 1989). Additionally, Spolsky (1989) asserted that exposure to the language by learners would lead to effective language learning and practice.

2.9.2 Personal Influences

A theory proposed some personal factors influencing learners' perception of language and language learning. These factors include the learner's previous knowledge of the target language or other language, age, learners' ability, and learner personality (Spolsky, 1989). Moreover, the

level of aptitude and attitude of a learner influence their learning efforts. Also, the teacher's fluency in the language affects the learners' perception of the language (Spolsky, 1989).

This theory is relevant to this study as it shows the factors that affect the learners' perceptions of second language learning and provide guide for challenges of second language learning and uses of second language as the medium of instruction. The theory suggests possible factor for student perception First are personal factors like previous knowledge of the learner, age, personality, capacity, and social factors like linguistic situation, the role of the target language, and learner exposure to the target language. All of these criteria may be used to identify obstacles for students and instructors, as well as students' and teachers' perspectives about the use of English as a medium of instruction in secondary school in Tanzania.

CHAPTER THREE: METHODOLOGY

3.1: Introduction.

The current study was created as mixed-methods research, employing quantitative and qualitative data collection methods. Mixed-method designs incorporate at least one quantitative approach intended to gather numbers and one qualitative method intended to collect words; A mixed methods study allows researchers to use various approaches and multiple types of data collecting and analysis (Roger 2012). This chapter presents the research paradigm and philosophical assumptions, research design, data collection, and data analysis.

3.2: A research Paradigm

According to Creswell (2013), the researcher who chooses to use pragmatic research will focus on three critical things. The utilisation of numerous data gathering methods to assist them to answer the research questions. Second, they should use a variety of data collecting methods. And lastly underline the significance of doing research that best solves the research problem.

In this research, the researcher used the questionnaire method of data collection to answer the question What are the Teachers' and students' Perceptions toward using English as the medium of instruction in secondary school in Tanzania? RQ1. Also, the researchers used the interview method to answer the question What challenges do Teachers and Students face in using English as the medium of instruction in secondary school in Tanzania? RQ2. Moreover, the researcher aimed to solve the research problem. The issue will be resolved by a review and adjustment of language policy as well as practical actions for English as a medium of instruction in secondary school education in Tanzania.

3.2.2 Philosophical Assumptions

In Ontological assumptions, the researcher displays several viewpoints discovered in the findings, and the researcher gathered the participants' perspectives on the problem's actuality. Regarding epistemological assumptions, the researcher relies on quotations from questionnaire responses from participants as proof of findings. A researcher recorded and transcribed the students' interviews and took their quotations. Axiologically, the researcher analyses benefits that shape the findings and include their interpretation concerning participant interpretations. Some of the researcher's perspectives will be included with the obtained data (Creswell, 2013).

Table 1. Philosophical Assumption table

Research Paradigm	Philosophical assumptions			
Pragmatism	Ontological Beliefs (the nature of reality)	Epistemological Beliefs (how fact is known)	Axiological Beliefs (role of values)	Methodological Beliefs (approach to inquiry)
	The reality was found by collecting different participants' views about the truth	Engaging in participant's daily activities, conducting an interview, and evaluating the participants' questionnaires.	The Researcher adds and includes some of his opinions and interprets participants' views.	The Researcher employs a qualitative approach quantitative to data collection and data analysis.

3.3 Research Design.

The current study was created as mixed-methods research, employing quantitative and qualitative data collection methods. Mixed-method designs incorporate at least one quantitative approach intended to gather numbers and one qualitative method intended to collect words. A mixed methods study allows researchers to use various approaches and multiple types of data collecting and analysis (Roger, 2012).

This study used Concurrent Triangulation Design, in which quantitative and qualitative data were collected at approximately the same time. The researcher sent a Google form link to teachers and

a list of questions to be answered by students on a printed paper. At the same time, a researcher

was waiting for the participants to submit the Questionnaire. The researcher planned and

conducted interviews with additional participants. The data was gathered concurrently since each

data set was independent. The quantitative data set was students' and teachers' perceptions of

English-medium instruction. In contrast, the qualitative data set was the challenges students

faced when implementing English medium instruction in secondary school education in Tanzania
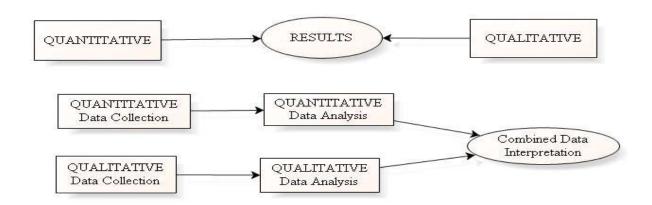
(Creswell, and Plano, 2018).

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Figure 1. Concurrent Triangulation Design (Creswell et al., 2003, p. 237)

3.4 Data Collection Procedure

This study collected data using both qualitative and quantitative methodologies. Interview method

was used under qualitative method and questionnaire in quantitative method.

3.4.1: Interview Protocol

According to Stuckey (2013), there are five types of interviews such as structured, semi structured, in-depth, focus, and oral interview. The method researcher used to collect data was a semi-structured interview that involved prepared questions and other questions that were not prepared to get more information about the readymade question.

3.4.1.1. Basic Information About the Interview, in this stage, the researcher list important information about the interview process, the researcher arranges the time and date of the interview and the place where the interview will take place, and researcher makes sure that the participants have this information as well (Creswell and Creswell, 2018). The researcher decided to interview online through Zoom meeting and Google meet, but the participants were asked to suggest the interview's time and date. Then the researcher organized the online meeting with each participant separately.

3.4.1.2 Introduction

This interview step involves the discussion's instructions. The interviewer introduces themselves to the participant, explains the purpose of the interview, provides the consent form to the participants, describes how the interview will start, and lastly provides definitions of key terms used in the discussion (Creswell and Creswell, 2018). The researcher followed all the required procedures in this step. In addition, the researcher defined critical terms like (EMI), English as the medium of instruction, and perception.

3.4.1.3 Opening Question.

This stage involves simple questions that will bring the participant's attention and eliminate their fear about the interview process. There will be a question to get information about the participant's background (Creswell and Creswell, 2018). A researcher asked questions to explore the participant's background information and connect with the study.

3.4.1.4 The Content Question this step involves the questions that aim to answer the research question (Creswell, and Creswell, 2018). The researcher asked the prepared interview questions that sought to answer research questions and collect background information on the study.

3.4.1.5 Using probes Involves the Questions

Using probes involves the questions that seek more explanation to get enough information (Creswell, and Creswell, 2018). A researcher used a semi-structured interview type. So, there were unprepared questions to find more information and clarify some words and statements from the participants.

3.4.1.7 Closing Instructions this step involves the conclusion of the interview session. It involves thank giving, asking if it is possible to meet again if necessary for clarifications, and assuring participants of the interview's confidentiality (Creswell, and Creswell, 2018). The researcher follows this step by asking if the participants have questions about the interview or the whole research process.

3.4.2. Questionnaire

The researcher gives information to the participants about the aim of the Questionnaire and how to answer the questions. The Questionnaire was provided both online and in printed copies. The online form was given to teachers and requested to submit through Google Questionnaires. The printed copies were given to the student through class teachers. The questions were presented on the Likert scale. Likert scales were employed to measure several variables, such as respondents' attitudes, beliefs, and perceptions towards English as the medium of instruction in secondary schools in Tanzania. The test-derived data were examined using Likert Scale techniques to determine whether a person strongly agrees, neutrally disagrees, or disagrees with each statement (Carrió-Pastor, 2020).

3.4.3 Participants

The researcher decided to use purposeful sampling and Snowball sampling techniques.

3.4.2.1 Purposeful Sampling

According to (Creswell, and Creswell, 2018). Purposeful Sampling involves selecting participants with different characteristics. In this technique, the intentional researcher chose participants that would contribute to the required formations The researcher preferred to use maximum variation as a purposeful sampling strategy.

The researcher selected twelve secondary school students from three schools for the Questionnaire and two for an interview, totalling fifteen students as the study's participants. Moreover, the

researcher chooses ten teachers for questionnaires. The selection considered ten subjects taught at the secondary level in Tanzania, and two teachers were selected for interview.

3.4.2.2 Snowball Sampling

The snowball sampling involves the researcher requesting participants to choose other participants they think will be helpful for the study (Creswell, and Creswell, 2018). The researcher asked teachers to select students for the interview and provide students with a smartphone access to attend the online interview.

The researcher selected participants based on three criteria. The first criteria were based on participants' willingness to participate in this study as a source of information. The second criterion is based on English proficiency, the students who can use English in the interview process. The third is based on selecting teachers according to the two subjects of their specializations. For example, there was History-English, English-Kiswahili, Mathematics, Physics, Biology, Chemistry, Commerce-Bookkeeping, and Geography-English.

3.4.3: Setting

The study was carried out at three schools in Zanzibar's Unguja Urban Western region, two public secondary schools and one privately owned secondary school.

3.5: Research Analysis.

3.5.1 Interviews

Data analysis involves taking together and segmenting data (Creswell, and Creswell, 2018). In analyzing data, the researcher applied sequential steps from specific to general with multiple levels of analysis The collected data from interviews were analyzed through the following procedures.

3.5.1.1 Data Analysis Framework

In analyzing qualitative data, the researcher used the following data analysis framework to analyze the data collected from the participants' interviews.

Step 1: Organization and preparation of the data for analysis

This step involves transcription of the interview (Creswell and Creswell, 2018). The recorded interview from the Zoom meeting was converted into written form and joined with some hints noted during the interview process (Creswell and Creswell, 2018).

Step 2: Reading all the data

At this step, the researcher reads the transcribed interviews and notes vital critical points from the collected data (Creswell and Creswell, 2018). A researcher read the transcribed data to find the critical information required for the study.

Step 3: Coding all of the data

Coding organizes data by categorizing them and naming or writing a word in a margin for representation (du, 2019). The transcribes are coded to categorize information collected from the interview by a researcher. In that sense, there are three types of coding. Those are expected codes, surprising codes, and Codes of unusual or conceptual interest. (Creswell and Creswell, 2018), The researcher chose all three types of codes based on expected code as this approach was based on expecting code from literature.

Step 4: Description and themes generation

The description process involves extending information about the study, while themes are categories formed in the coding process. Themes are the significant finding of the qualitative studies and are sometimes used as the heading in the finding section. (Creswell and Creswell, 2018) The researcher used the coded data to generate themes.

Step 5: Representation of the description and themes

The most used way of description and themes representation is the narrative passage chronologically to present the analysis findings (Creswell and Creswell, 2018). The researcher applied this approach to present the research findings.

3.5.2 Questionnaires

The researcher uses descriptive analysis of the frequency distribution using the software SPSS Statistics 28.0.1.1. The information from the Teachers' and student's Questionnaire investigating their opinions on the English medium of instruction was examined. Moreover, the researcher made

use of the Likert scale. In research, Likert scales are employed to measure several variables, such as respondents' attitudes, beliefs, and perceptions towards English as the medium of instruction in secondary schools in Tanzania. The test-derived data were examined using Likert Scale techniques to determine whether a person strongly agrees, neutrally disagrees, or disagrees with each statement. Each response has a point value assigned to it. The score is calculated by adding together each component's point value (Carrió-Pastor, 2020).

CHAPTER FOUR: FINDINGS

4.1: Introduction

The study is based on finding the students' perception of the English language as the medium of instruction in secondary school in Tanzania and the challenges they face in using English. The researcher interviewed two secondary school students and two secondary school teachers to find their Perceptions and challenges in using English as the medium of instruction for the participants.

Moreover, the researcher collected data concerning students' and teachers' perceptions through the Questionnaire. This chapter will present data based on answering the research questions.

1.   What are the perceptions of Tanzanian secondary school students and teachers toward the English language medium of instruction?

2.   What obstacles do students and teachers face when using the English language medium of instruction in school?

4.2 Quantitative Phase

This phase will answer research question number one What are the perceptions of Tanzanian secondary school students and teachers toward the English language medium of instruction? The survey was conducted online and offline using questionnaires; the researcher shared the teachers' Questionnaire via a link to a Google Form. The Questionnaire was printed and given to students by their class teachers. The number of questions was ten for teachers and students, with 12 students from three separate schools and ten teachers from three different schools. The questions for teachers were different from the questions for students.

4.2.1 Teachers' Perceptions Toward English Language Medium of Instructions

Table 2. Frequency table for Questionnaire relating to teacher's perceptions

	questions	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	I have never taught a class entirely using the English language	18.2%	9.1%	0%	27.3%	45.5%
2	I have good English language proficiency	0%	27.3%	27.3%	36.4%	9.1%
3	In my classless, I found that students have low-level English language ability.	0%	0%	0%	72.7%	27.3%
4	When I was a student, I never took a class that was mostly taught in English.	18.2%	36.4%	9.1%	18.2%	18.2%
5	English is a very difficult language to learn	27.3%	36.4%	9.1%	27.3%	0%
6	I think English should continue to be taught to all Secondary students in Tanzania.	0%	0%	9%	45.5%	45.5%
7	It is hard for the students to understand the subject when it is delivered in English.	18.2%	18.2%	18.2%	45.5%	0%
8	I think both Swahili and English should be important in Secondary school education in Tanzania.	9.1%	0%	0%	9.1%	81.8%

9	English language should be taught from the primary level.	0%	0%	9%	45.5%	45.5%
10	Swahili language should be used as the medium of instruction in secondary school education in Tanzania.	27.3%	27.3%	18.2%	27.3%	0%

According to Figure 4, the research discovered negative and positive teacher perceptions of English as a medium of instruction in Tanzania, with challenges such as instructors' ability to sport the student's English language insufficiency. I instructors believe pupils struggle with English language comprehension, teacher claim that students do not understand English language instructions in the class and they don't understand examinations instructions.

This study found 27.3 percent of teachers admit that their English language skills are inadequate.

They believe they do not have the English language competency to teach subject content alone in English without blending it with Swahili. As a result, they use Swahili rather than English in their classrooms.

Furthermore, the study found that 27.3 percent of teachers believe that English is difficult to learn, and 45.5 percent believe that students struggle to understand subjects taught in English as the medium of instruction classes. As a result, teachers blame the government while claiming that they are not to blame. Some teachers even go so far as to claim that changing the situation is difficult.

Teachers argue that English is a foreign language to their community since no one uses it in daily life activities and society does not have knowledge of English language save for a few members of the community who work as tour guides. Moreover, in our culture, English language proficiency serves as a class demarcation, individuals who know English are labelled as educated even if they are not. As a result, some kids make every effort to acquire English in order to represent the circumstances in their community.

Further, the researcher discovered elements of positive perception of the English language as the medium of instruction among teachers, such as the fact that 100 percent of teachers believe the English language should continue to be the language of instruction in secondary school education in Tanzania. Without ignoring the role of the Kiswahili language in clarifying subject content and assisting students in understanding, seeing as 100% of teachers prefer the presence of both languages.

In comparison, 27.3 percent believe Kiswahili should be used as a medium of instruction. Teachers believe that if students use their mother tongue, a language they understand well, they will understand the subject better, reducing the difficulties for teachers in teaching language skills and subject content at the same time while using English as the medium of instruction. Without ignoring the role of Kiswahili in clarifying students' comprehension. Finally, teachers and students agreed on the that English language should also be language of instructions in primary level so as to give students strong foundation of English language. Teachers claims that students attended private schools where English language is the medium of instruction are more competent than other students.

4.2.2 Students' Perceptions Toward English Language Medium of Instruction

Figure 3. Frequency table for Questionnaire relating to student's perceptions

	QUESTIONS	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1.	We are using the English language in all school activities.	40%	0%	20%	0%	40%
2.	We use English only at school.	0%	0%	0%	40%	60%
3.	I prefer Swahili to be used as the medium of instruction at the secondary school level?.	40%	0%	20%	0%	40%
4.	I feel more comfortable with subjects taught in the Kiswahili language.	0%	0%	80%	0%	20%
5.	Teachers should use only the English language in activities in the classroom and outside the classroom.	10%	30%	10%	40%	10%
6.	Teachers use simple English that is simple and easy to understand.	10%	0%	10%	50%	30%
7	I have a very good understanding of the English language.	10%	40%	10%	30%	10%
8	English is a very hard language to understand.	20%	50%	0%	10%	20%

9	Poor understanding of English is the reason for the poor performance	20%	0%	10%	40%	30%
10	I can ask questions during the class	0%	10%	60%	10%	20%

This study discovered positive and negative perceptions of secondary school students toward using the English language as the medium of instruction in Tanzania. 20% of students said they felt comfortable in subjects taught in English such as being able to ask question to teacher and also answer questions asked by teacher or other student in the class while the remaining 80% were unsure, this means sometimes they are able to show full participation but sometimes they are not able this variation is according to subjects and teachers.

The study discovered that the English language is not effectively used as the medium of instruction because teachers mostly use Kiswahili language with little English language, with 40% of students agreeing that the English language is used as the medium of instruction, 40% saying Kiswahili language is used more than English, and 20% agreeing that both English and Swahili language are used.

The study discovered that students have a poor understanding of the English language, 40% are competent, whereas 10% are neither exceptional nor poor, while 50% of students admitted to have limited English language competence, teachers and other education stakeholders, including parents, claim that students' limited English language competence is one of the factors contributing to poor performance in secondary school national examinations.

In opposition to that, the study found positive perceptions of students towards using English as the medium of instruction in Tanzania, such as 50% of students agree that teachers should use only the English language in all classroom activities as to show that they are able to understand

all instructions provided in and also the way to improve their English language competence. In comparison, 10% agreed that a mix of English and Kiswahili language so as to enhance their understanding of the subject through clarifications provide in Swahili language, and 40% favored the Kiswahili language by suggesting only Swahili should be used as the medium of instruction in secondary school and not English language.

Also, the study found that 90% of students were angered that they can understand the teacher while using the English language medium of instruction, while 10% claimed that they were unable to understand. Moreover. In addition to that the study found the reason for the 10% of the student being un able to understand English language instructions is because of the individual factors such as being progressive learners. In addition to that the study found 70% of students disagreed that the English language is complicated, while 30% agreed that the English language is hard to understand.

Students and teachers express a positive attitude toward English by suggesting that English be taught to them at all levels of school to ensure that students obtain English language proficiency in order to participate in the labor market. to ensure that teachers argue that proper application of English as the medium of instruction in class, elimination or reduction of Swahili language usage in the classroom, so as to motivate students to learn English language for the purpose of improving their competence to compliance with English language medium instructions

4.3 Qualitative Phase

This phase presents the findings from the semi-structured interview with two teachers and two students from two schools in Zanzibar. This part is based on answering research question number

two what obstacles do students and teachers face when using the English language medium of instruction in school?

4.3.1 Students' English Language Proficiency.

Both students and instructors argue that one of the difficulties of using English as the medium of instruction in secondary school is that pupils do not grasp what they are being taught and do not understand the examination guidelines. Both students and instructors argue that one of the difficulties of using English as the medium of instruction in secondary school is that pupils do not grasp what they are being taught and do not understand the examination guidelines. Students do not understand what they are supposed to answer due to a poor understanding of the English language. Also, those who understand what to answer do not know how to present their answers in English (T1 DU 6).

Moreover, students acknowledged to insufficiency Language abilities in English language. They said that they are being compelled to speak English in the school compound as a step taken by teachers to guarantee that they are practicing English language.

> "In a school compound, we are using the English language full of broken English
> and code-mixing and code-switching because it is better to do that than being
> caught by a teacher or a prefect, you will be punished" (SABRA, DU10).

4.3.2 Uses of Mother Tongue in the Class

The study discovered that teachers are using Kiswahili in class more than expected. The teacher is expected to use their mother tongue for clarifications, but most use the Kiswahili language rather

than English. Teachers have low English language proficiency since our education needs the memorization abilities of the students. Some teachers graduated with bachelor's degrees, but they are unable to communicate in English.

> ''Most teachers use English for 10% to 20% only, and 80% to 90% use Kiswahili, though these students put no effort into learning English It is so confusing for secondary students to understand the role of English language in their learning process some of them thinks may it is because books are written in English language not knowing that they should use it for 100% in every activity in school specifically in the classroom. Though these students put no effort into learning the English language'' (T2 DU 10). See Appendix F

Moreover, teachers note that certain their limited English competence exacerbates the problem. Teachers with low English proficiency tend to use Kiswahili more than English in class. Hence, students neglect to make an effort to learn the English language (T2, DU14). In addition to that, teachers proposed that teachers' English language skills be assessed before they are hired. Language proficiency must be an essential factor in selecting and employing teachers (T2, DU26)

4.3.3 EMI Contributes to Poor Performance in Secondary School

One of the problems that many people blame on English as a teaching medium is that it is one of the causes of Tanzania's low secondary school performance. Teachers claim that the big reason for the poor performance in all secondary school national examination English language medium of instruction is among the prime factors.

''The English language is the big reason for the failure in subjects like History, which needs explanations. Students failed because they did not understand the requirements of the question. Also, half of those who understand the requirement of the questions cannot answer precisely due to low English language proficiency (T2, DU6)."See Appendix F

Besides that, teachers argue that the confusion of incorporating Kiswahili language into English language medium instructions affects student performance. The confusion affects the process of teaching and learning, and the negative effects appear in students' understanding, examination process, and marking.

''Teachers are teaching by using Kiswahili because they want students to understand, but when it comes to the examination, everything is in English. Students are required to answer in English and teachers complain that student does not know to read and write English'' (T1 DU 16) See Appendix H

4.3.4 High Teaching Load from Other Subjects

The study discovered that the secondary school syllabus assigned various subjects with many topics to be completed by secondary school students, creating challenges for both instructors and students. For example, from the teachers' perspective, this scenario prevents them from implementing interactive teaching methods that may increase students' English language ability. So, it is hard for the teacher to start teaching students English instead of focusing on syllabus topics; hence this confuses students whether to focus on subjects' topics or on learning the English language (T2 DU8).

''A big load of subjects and topics in secondary school is the challenges facing students and teachers in secondary school level eleven subject with eight periods per day with a minimum of 8 topics per subject, so teachers are working hard to complete the topic instead of ensuring students understanding'' (T1 DU 16). See Appendix H

Furthermore, from students' view students are required to take at least eleven subjects for form one and form two students while for form three and form four they are taking 9 subjects ''Excluding business subjects I am taking Physics, Chemistry, Biology, History, Civics, English, Geography, Kiswahili, and mathematics'' (Sabra, DU 2).

4.3.5 Teaching Methodologies

The study revealed that the teaching approaches employed in teaching English and teaching via English are ineffective in increasing student knowledge. Teachers profess to be aware of this, yet the classroom atmosphere forces them to adopt inefficient teaching and learning methods.

"We are trying to use communicative language teaching methods in English classes and participatory methods of teaching in other subjects, but the actual situation and environments of our classes do not allow us to do that because it looks like a wastage of time, and remember '' (T1 DU 18). See Appendix H

Furthermore, the teacher addresses the fact that they are employing approaches that will assure students' understanding since student memorizing capacity is necessary for examinations, and the use of communication methods will be a waste of time. After all, those methods involve practical learning while examinations require memorization (T, DU18). Although teachers believe that the

methods utilized are inappropriate for increasing student English language competence, they also agree that the methods used are one of the obstacles to English language education.

Teachers urge the government to consider changing the secondary school national curriculum to adjust communicative language teaching, which would also give students the ability to acquire appropriate English language skills, enables them to conforms with the implementation of English as the medium of instruction in Tanzanian secondary schools. ''the government should change the English language curriculum to allow communicative language teaching methods'' (T2 DU 26).

4.3.6 Low Motivation

The study discovered that the English language unmotivated students and teachers. Thus, they are hesitant and uncomfortable to adopt English as a medium of instruction in secondary school. For example, society views English as a foreign language, and they cannot speak anywhere except in schools, so there is no motivation from their surroundings. ''First is the influence of the society surrounding the students, they exist in an environment where English sounds like a foreign language'' (T2 DU8).

Furthermore, lack of competence in instructors causes negative motivation in pupils, and poor proficiency promotes negative motivation. Teachers' lack of competency led to their lack of confidence in teaching using English language, therefore they used Swahili more than English in class, leaving students with no interest in learning using English language as the medium of instruction (T1 DU 14).

4.3.7 Influence of the Previous Level

The study discovered that using Swahili as the medium of instruction in primary school creates a challenge for the English medium of instruction in secondary school because after finishing primary school, students enter the secondary school where all subjects are taught in English, making it difficult for them to adapt to English medium of instruction in a short period. Kiswahili as the language of instruction in primary school also challenges secondary school uses of the English language (T2, DU16).

Furthermore, teachers insist on students entering the inter-secondary level with little grasp of the

English language. Lack of English language prior knowledge before joining secondary school, Teachers claim that it is exceptionally difficult for both teachers and students, particularly for form one students who are transitioning from Swahili medium of instruction to a new level that requires them to understand books and teachers' instructions in English while also expecting them to answer midterm exams in English after three months. The midterm exam results, which appear as continuous assessment, combine to make form two national examination results (T1, DU8).

4.3.8 Government Language Policy

National language policy remains in papers with no effective execution; English should be the language of teaching in secondary school, but there is no practical method to make that happen. The syllabus does not instruct the effective measure to build the English language competence to students after they shift to secondary school. The function of the English language remains in papers. The Kiswahili language replaced the function of the English language (T1, DU16).

Furthermore, the number of teachers employed in secondary schools is insufficient to meet the demands, which creates challenges for English language medium of instruction because the available teachers are overloaded and there is no efficiency in teaching; their goal is to ensure they finish the syllabus in the required time and not to ensure students understand the subject content (T1 DU 16 and T1 DU 21).

4.3.9. Overcrowded Classes

This study discovered that secondary school classes are overcrowded, resulting in a lack of resources such as books and teachers. Overcrowded classrooms make it difficult for teachers to use participatory methods to include students in practical learning, the curriculum calls for 45 students per single teacher, but in reality, there are 90 to 110 students per teacher. Teachers claim that they are aware that the methods used in teaching do not help students understand the subject, so they use methods that ensure students memories because the class situation does not allow them to.

> ''It is normal to find a class with 100 students very crowded class, with that kind of class population a teacher cannot use participatory methods in teaching students are not practicing the English language as a teacher how can a teacher ask the student to let say present something Infront of the class? How many will present? Only those at front desks will get that chance'' (T1 DU 16). See Appendix H

CHAPTER FIVE: DISCUSSION

5.1 Introduction

This chapter presents the study's findings in relation to the existing literature, as many studies have been conducted in various parts of the world on teachers' and students' perceptions of the English language medium of instruction and the challenges that teachers and students face in implementing English medium of instruction.

5.2 Teachers' and Students' Perception of English as the Medium of Instruction

5.1 What are the perceptions of Tanzanian secondary school students and teachers toward the English language medium of instruction?

This study discovered positive and negative attitudes toward the English language medium of instruction. This finding supports the findings of Chang (2010) who discovered that students insisted on using the English medium of instruction as a factor in improving their English language ability (Carrió-Pastor, 2020). discovered the same thing. Students feel they have sufficient English language competency and can comprehend the teacher while utilizing English as the medium of instruction (Rogier, 2012, Dearden et.al, 2016 and Rahmadani 2016).

Furthermore, the study discovered negative student perceptions, as observed in Collins' (2010) research, that students encounter difficulties understanding topic information. According to Cho (2012), and Owu-Ewie (2015), students prefer English together with their mother tongue language. The English language medium of instruction is a factor in low performance. Moreover, there is no practical application of English as a classroom instruction medium.

Students have varying levels of linguistic competency, and most of them cannot comprehend the subject matter. Collins (2010, Doiz et al. 2013, Craig's 2013, Rogier 2012 and Lei, and Hu, 2014).

In keeping with the above ideas, this study discovered both favourable and unfavourable attitudes among teachers concerning English as a medium of education. According to Sert (2008), and Godfrey (2014), teachers feel that exposure to English and active use of it will increase pupils' language ability. Additionally, this study supports Rogier (2012), that English and vernaculars should be employed in the classroom to emphasize students' comprehension.

5.3 Challenges Facing Teacher and Student in Implementation of English Language Medium of Instruction

5.2. What obstacles do students and teachers face when using the English language medium of instruction in school?

The study discovered difficulties that instructors and students experience while using English as a medium of education (Collins 2010). According to the findings, student language competency is a challenge to students themselves and also to teachers (Doiz et al., 2013, and Wächter, 2006). This study discovered the effect of the previous level as a cause for students' English language incompetence (Wächter, 2006). The findings further confirm the claims that the approaches utilized are not appropriate for use in an English language medium of instruction classroom (Wächter, et.al, 2014, and Soren, 2013). Furthermore, the study discovered the application of the mother tongue in teaching instead of using the English language (Briggs et al, 2018).

The study found that the English language medium of instruction is among the factors for poor performance in other subjects. Different from the finding of Godfrey (2014), which shows that the use of the English language for instruction is not a reason for poor performance. While the finding support Kirkpatrick's (2014) research that found performance improve when the native language is used as the medium of instruction.

CHAPTER SIX: CONCLUSIONS

6.1: Introduction

The last chapter of this research which discusses the statement of finding, significance of the study, and the limitations of the study.

5.2: Statement of the Findings

The study found positive and negative perceptions among secondary school students and teachers toward using English as the medium of instruction at the secondary school level in Tanzania. Furthermore, the found many challenges that facing teachers and student which are common among the issue of English medium of instruction in different countries.

6.3 Limitation of the Study

The limitation of this study is the small number of interview participants, both teachers and students. Because the study was conducted online with the help of their teachers, the student participants were fearful and anxious, which may have affected their ability to provide adequate data for this study. Moreover, the researcher found difficulties in collecting data since some participants were not collaborative, they did not submit the questionnaire responses without any reason.

6.4. Significance of the Study

The study helps the educational stakeholders discover the reason for students' poor performance in secondary school examinations. The study suggests on importance of teachers' English language proficiency in teaching. The lower proficiency leads to poor content transfer from teacher to students. Moreover, the study found that the problem resulted from different primary and secondary school languages. The students faced the challenge of mastering both language and content simultaneously.

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APPENDICES

APPENDIX A

Students' Questionnaires

	QUESTIONS	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1.	We are using the English language in all school activities.	40%	0%	20%	0%	40%
2.	We use English only at school.	0%	0%	0%	40%	60%
3.	I prefer Swahili to be used as the medium of instruction at the secondary school level.	40%	0%	20%	0%	40%

4.	I feel more comfortable with subjects taught in the Kiswahili language.	0%	0%	80%	0%	20%
5.	Teachers should use only the English language in activities in the classroom and outside the classroom.	10%	30%	10%	40%	10%
6.	Teachers use simple English that is simple and easy to understand.	10%	0%	10%	50%	30%
7	I have a very good understanding of the English language.	10%	40%	10%	30%	10%
8	English is a very hard language to understand.	20%	50%	0%	10%	20%
9	Poor understanding of English is the reason for the poor performance	20%	0%	10%	40%	30%
10	I can ask questions during the class	0%	10%	60%	10%	20%

APPENDIX B

Teachers' Questionnaires

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	I have never taught a class entirely using the English language	18.2%	9.1%	0%	27.3%	45.5%
2	I have good English language proficiency	0%	27.3%	27.3%	36.4%	9.1%
3	In my classless, I found that students have low-level English language ability.	0%	0%	0%	72.7%	27.3%

4	When I was a student, I never tooka class that was mostly taught in English.	18.2%	36.4%	9.1%	18.2%	18.2%
5	English is a very difficult language to learn	27.3%	36.4%	9.1%	27.3%	0%
6	I think English should continue to be taught to all Secondary students in Tanzania.	0%	0%	9%	45.5%	45.5%
7	It is hard for the students to understand the subject when it is delivered in English.	18.2%	18.2%	18.2%	45.5%	0%
8	I think both Swahili and English should be important in Secondary school education in Tanzania.	9.1%	0%	0%	9.1%	81.8%
9	English language should be taught from the primary level.	0%	0%	9%	45.5%	45.5%
10	Swahili language should be used as the medium of instruction in secondary school education in Tanzania.	27.3%	27.3%	18.2%	27.3%	0%

APPENDIX C

Notational Conventions of the Interview Transcript

Notation   Meaning

DU   Discourse Unit

R   Interviewer (Researcher)

T1   Interviewee (Teacher)

T2   Interviewee (Teacher)

SAAD   Interviewee (Student)

SABRA   Interviewee (Student)

APPENDIX D

Interview Questions for Teachers

DU	Interview Questions	Background Information	RQ1	RQ2
1	What do you understand about (EMI) English as the medium of instruction?			
2	Can you understand the teacher well while teaching by using the English language in the class?			X
3	Do you think students fail examinations and tests because of the nature of the studies or because they don't understand the teacher?			X

3	Do you think students fail because they don't understand the examination instructions and requirements of the questions during examinations?			X
4	What are the factors for the students' shared understanding of English?	X		
5	Do teachers use only the English language in and outside the class?	X		
6	What is the importance of using English as the medium of instruction for Tanzanian students?		X	

7	What is the influence of a teacher's proficiency on students' perceptions of the English language as the medium of instruction?			X
10	What, in your opinion, is the most challenging aspect of using English as a medium of instruction in secondary school education?			X
11	Please briefly describe the teaching activities you currently engage in class.			X
12	What is the role of Kiswahili and English in all school activities? Where, when, and how do you use Kiswahili and English?	X		
13	Do you students use English language in-class activities?			X

14	What are techniques that you use to enhance your understanding?			X
15	Do you advise the government to make English the official language in Tanzania?		X	
16	What should be done to improve student's English language proficiency?			X
17	Do you think there should be curriculum amendments?		X	

APPENDIX F

Sample Coded Interview Transcript from Teacher 2

DU	Participants	Questions and answers	Codes
1	R	What do you understand about (EMI) English as the medium of instruction?	Poor language Proficiency is not only reason for the failure.
2	T2	English medium of instructions (EMI) is the application of the English language in and outside the	

		classroom communications. It involves teaching all subjects using English, and all reading materials are written in English.	EMI contribute to poor performance in secondary school
3	R	Do you think students fail examinations and tests because of the nature of the studies or because they don't understand the teacher?	
4	T2	I can say both are the reason for the students to fail the examination. First, students' failure to understand the students is not because of language but teachers' teaching methodologies and techniques, so the teacher may use English with suitable methodologies, and students will understand. Secondly, the nature of the studies, the subjects like mathematics, even if the teacher will use Kiswahili language in the whole session still, there will be the student who will not understand the teacher.	
5	R	Do you think students fail because they don't understand the examination instructions and requirements of the questions during examinations?	Low motivation for English language learning
6	T2	Yes, this is the big reason for the failure in subjects like History, which needs explanations. Students	

		failed because they did not understand the requirements of the question. Also, half of those who understand the requirement of the questions cannot answer precisely due to low English language proficiency. Others even try to write in the Kiswahili language.	Students' English language proficiency.
7	R	What are the factors for the students' shared understanding of English?	Teachers' English language proficiency.
8	T2	First is the influence of the society surrounding the students, they exist in an environment where English sounds like a foreign language, and they cannot speak anywhere except in schools, so there is no motivation from their surroundings. Secondly is the influence of the previous level. In primary school language of instruction is Kiswahili.Then without any prior preparation, students' inert secondary school and startusing it as the medium of instruction in all subjects except two subjects.So, it is hard for the teacher to start teaching students English instead of focusing on syllabus topics; hence this confuses students whether to focus on subjects' topics or on learning the English language.	Influence of Primary school language of instruction. High teaching load of subjects and topics in secondary school

9	R	Do teachers use only the English language in and outside the class?	English enhance employment opportunity
10	T2	Teachers tend to mix English and Kiswahili while teaching, and the purpose of using Kiswahili is to make them understand the subject content. Surprisingly, most teachers use English for 10% to 20% only, and 80% to 90% use English, It is so confusing for secondary students to understand the role of English language in their learning process some of them thinks may it is because books are written in English language not knowing that they should use it for 100% in every activities in school specifically in the classroom. though these students put no effort into learning the English language.	English language is suitable for secondary education.
11	R	What is the importance of using English as the medium of instruction for Tanzanian students?	
12	T2	I think employment opportunities in and outside the country since the English language is now the world's lingua franca, and then it will be hard to write books and other reading materials for a secondary school in	

		Kiswahili. I think Kiswahili does not have enough vocabulary, especially in science subjects.	
13	R	What is the influence of a teacher's proficiency on students' perceptions of the English language as the medium of instruction?	
14	T2	The teacher is the motivator and influencer to the students. Students tend to love the subject of the teacher whom they understand well while teaching. Teacher with good English language proficiency has confidence while teaching. They also use English more than Kiswahili, which motivates the student to learn English. On the other hand, teachers with low English language proficiency tend to use Kiswahili more than English in the class. Hence, students neglect to make an effort to learn the English language.	Language policy
15	R	What, in your opinion, is the most challenging aspect of using English as a medium of instruction in secondary school education?	
16	T2	Students with low proficiency in the English language, while you are teaching, are not	

		understanding, and in the examination, they either don't understand the question or don't know what to answer. Teachers' low proficiency in the English language discourages the use of the English language as the medium of instruction in secondary school. Uses of Kiswahili as the language of instruction in primary school also crate the challenges in secondary school uses of English language, and last is Tanzania's language policy,the function of English language remains in papers. In contrast, theoretically, the Kiswahili language replaced the function of the English language.	
17	R	Please briefly describe the teaching activities you currently engage in class?	
18	T2	I prefer to use participatory methods in teaching. These help the students practice English, but these methods are not for all classes because the syllabus's topic load does not allow teachers to use participatory methods. After all, those methods involve practical learning during examinations that require memorization.	

19	R	Do your students use English language in-class activities?	Large number of students in class
20	T2	Sometimes obviously when teachers are in the class.	
21	R	Do you advise the government to make English the official language in Tanzania?	English should be national language
22	T2	Yes, it would be better if English could be the national language. Kiswahili is only in Tanzania. When they announced Kiswahili as the national language it was then there was a plaint of employment and few educated people, so at that time, the available universities were able to accumulate the number of the students but nowadays, people need to go to study outside the country with Kiswahili you cannot go anywhere.	
23	R	What should be done to improve student's English language proficiency?	
24	T2	I think there should be one year of English language class before secondary school where students can get prior knowledge about the English language before they start to use	

25	R	Do you think there should be curriculum amendments?	Curriculum amendments
26	T2	Yes, the curriculum allocates ten subjects to secondary school students while they are learning by using the language they don't understand. There should be at least five subjects for secondary school education. Also, the government should change the English language curriculum to allow communicative language teaching methods. And last, English language proficiency must be an essential factor in selecting and employing teachers.	

APPENDIX G

Sample Coded Interview Transcript from Student

DU	Participants	Questions and Answers	Code
1	I	Can you tell me which class are, your age and your subjects	Poor performance in secondary school
2	SAAD	I'm 17years old. I'm from three students taking Business combination subjects.	Low motivation for English language learning

3	I	Which language are you using as a medium of instruction?	Students' English language proficiency.
4	SAAD	English. But sometimes, teachers used both the English language and the Kiswahili language.	Teachers' English language proficiency.
5	I	What is the role of the Kiswahili language at the secondary school level?	Primary school language of instruction.
6	SAAD	teachers use Kiswahili for clarifications in class. Also, it is the medium of communication among the students though it is prohibited to speak Kiswahili in school.	Many subjects
9	I	Are you using the English language outside the classroom?	Language policy
10	SAAD	We are not using English outside the classroom unless there are teachers or prefects.	
11	I	Apart from school, where else can you use the English language?	

12	SAAD	Only in school or maybe tuitions, I can say only in school since tuition is also the school environment.	
13	I	Do you prefer Kiswahili to be used as the medium of instruction at the secondary school level? Why not? Why?	
14	SAAD	I prefer the teacher to use both languages interchangeably. Because each language has its advantages, English is essential to be used because it is an international lingua franc, so we need to learn it so that we can be able to communicate with outsiders. The English language provides employment opportunities outside the country. Also, many reading materials are in English, and it is not simple to translate scientific terms to Kiswahili. They will be more complicated than the English language. and the importance of Kiswahili language enhances students understanding while teachers use Kiswahili to clarify English language statements and words	

15	I	Are you more comfortable with subjects taught in Kiswahili languages, such as Kiswahili language subject and Dini (Islamic religion subject), than English-based subjects? Why not? Why?
16	SAAD	All are my subjects I should pay attention to all of them. Someone can say they are comfortable in Kiswahili language subjects despite poor performance. I feel comfortable in Kiswahili subjects since I understand everything without much clarification from the teacher. But comfortability doesn't increase or decrease performance, but the seriousness of someone determines the performance.

APPENDIX H

Sample Coded Interview Transcript from T1

DU	Participants	Questions and Answers	Codes
1	R	What do you understand about (EMI) English as the medium of instruction?	<mark style="background:yellow">Poor language Proficiency is not only reason for the failure.</mark>
2	T1	It is the application of English as the means of communication in teaching and learning activities in school.	<mark style="background:lime">EMI contribute to poor performance in secondary school</mark>
3	R	Do you think students fail examinations and tests because of the nature of the studies or because they do not understand the teacher?	<mark style="background:cyan">Low motivation for English language learning</mark>
4	T1	<mark style="background:yellow">It is because they do not understand teachers and the learner's factor</mark>.	
5	R	Do you think students fail because they do not understand the examination instructions and requirements of the questions during examinations?	<mark style="background:magenta">Students' English language proficiency</mark>.
6	T1	<mark style="background:lime">Yes, this is a short-term cause for the failure half of the students do not understand what they are</mark>	

		supposed to answer due to poor understanding of the English language. Also, those who understand what to answer do not know how to present their answers in English.	Teachers' English language proficiency. Influence of Primary school language of instruction. High teaching load of subjects and topics in secondary school
7	R	What are the factors for the students' shared understanding of English?	
8	T1	There is no motivation for them to learn the English language. Teachers' low English language proficiency. Lack of English language prior knowledge before joining secondary school, and lastly the teaching methodology used by the teachers.	English enhance employment opportunity English language is suitable for secondary education.
9	R	Do teachers use only the English language in and outside the class?	

10	T1	Sometimes most of them use the Kiswahili language than the English language.	
11	R	What is the importance of using English as the medium of instruction for Tanzanian students?	
12	T1	To provide the student with the ability to seek opportunities inside and outside the country. For example, People from Uganda come to Tanzania and get employed in private schools very quickly. However, when Tanzanians go to Uganda, they will do manual jobs, and they hardly go there because they do not know English.	
13	R	What is the influence of a teacher's proficiency on students' perceptions of the English language as the medium of instruction?	Language policy
14	T1	Good proficiency influences positive motivation, and low proficiency influences negative motivation	
15	R	What, in your opinion, is the most challenging aspect of using English as a medium of instruction in secondary school education?	

| 16 | T1 | There are many challenges. First, there is poor performance, teachers are teaching by using Kiswahili because they want students to understand, but when it comes to the examination, everything is in English. Students are required to answer in English and teachers complain that student does not know to read and write English, so form one teacher have an extra task to teach them to read and write English at the same time they have to teach their subject. Teachers have low English language proficiency since our education needs the memorization abilities of the students. Some teachers graduated with bachelor's degrees, yet they do not know how to speak English. They will teach by using Kiswahili instead of English as the curriculum instruction. A big load of subjects and topics in secondary school is the challenges facing students and teachers in secondary school level ten subject with eight periods per day with a minimum of 8 topics per subject, so teachers are working hard to complete the topic instead of ensuring students understanding. Lastly, the number of students pre single class, in the government school, it is normal to find a class with | |

		100 students very crowded class, with that kind of class population a teacher cannot use participatory methods in teaching students are not practicing the English language as a teacher how can a teacher ask the student to let say present something Infront of the class? How many will present? Only those at front desks will get that chance.	
17	R	Please briefly describe the teaching activities you currently engage in class?	
18	T1	We are trying to use communicative language teaching methods in English classes and participatory methods of teaching in other subjects, but the actual situation and environments of our classes do not allow us to do that because it looks like a wastage of time, and remember, they will be asked to write what they remember in the exams.	Large number of students in class Amendment of language policy
19	R	What are techniques that you use to enhance your students' understanding?	
20	T1	Showing natural objects, using many examples, and codemixing and codeswitching.	Curriculum amendments

21	R	Do you advise the government to make English the official language in Tanzania?	
22	T1	No, but I advise the government to put more emphasis on the English language to ensure practical implementation of national language policy if necessary to add the function of the English language in Tanzania, especially English should be the medium of instruction in primary schools.	
23	R	What should be done to improve student's English language proficiency?	
24	T1	A better solution is the make English language of instruction in primary schools.	

APPENDIX I

Sample Coded Interview Transcript from Student

CODES	CATEGORY	THEMES
Students' English language proficiency		Students' English language proficiency

Teachers' English language proficiency	Language proficiency	Teachers' English language proficiency
A large number of students in class	Challenges from secondary education curriculum and national language policy.	Unsupportive Language policy
Many subjects		Overcrowded classes
Language policy		High teaching load of subjects and topics in secondary school
Primary school language of instruction	Motivation factors	Influence of Primary school language of instruction
Poor performance in secondary school		EMI contributes to poor performance in secondary school
English is used only in school environments		Low motivation for English language learning

APPENDIX J

Rating for Students' and Teacher's Interviews

An Investigation on Challenges Facing Secondary School Teachers and Students and their Perceptions Towards the Use of the English Language Medium of Instructions (EMI) in Tanzania.

RQ 2. What obstacles do students and teachers face when using the English language medium of instruction in school?						
Theme	Main ideas	DU	Verbal support	Inter-Rater		Comments/Suggestions
				Agree	Disagree	
Students' English language proficiency	Students' low proficiency	T2DU16	…while you are teaching, Students do not understand…	\		

Teachers' English language proficiency After corrections Uses of mother tongue in the class	Teachers' low proficiency	T2 DU 10	Most teachers use English for 10% to 20% only, and 80% to 90% use Kiswahili, hence the students put no effort into learning the English language.		\	Disagree, why are you saying low proficiency is the main theme? It should be a use of the mother tongue in class. Use of mother tongue demotivates students
Unsupportive Language policy	The government does not insist on the use of the English language in secondary school		the Kiswahili language replaced the function of the English language T2DU16…			

Overcrowded classes	Classes have a large number of students	T1 DU 16	…normal to find a class with 100 students very crowded class	/		
High teaching load of subjects and topics in secondary school After High teaching load from other subjects	Secondary students are required to study eleven subjects	T2 DU 8	…it is hard for the teacher to start teaching students English instead of focusing on syllabus topics; hence this confuses students whether to focus on subjects' topics or on learning the English language.	/		Use the word "other" Other subjects in the theme.
Influence of Primary school language of instruction	The seven years of primary school language of instruction is Kiswahili	T1 DU 8	Lack of English language prior knowledge before joining secondary school…	/		

EMI contributes to poor performance in secondary school	Students do not understand the content	T1 DU 6	…students do not understand what they are supposed to answer due to poor understanding of the English language. Also, those who understand what to answer do not know how to present their answers in English.		/	Disagree as not clear where is EMI coming from in the verbal support
Low motivation for English language learning	The linguistic situation	T2D U8 T1 DU 8	…and they cannot speak anywhere except in schools, so there is no motivation from their surroundings… There is no motivation for them to learn the English language…	/ /		

Rater's name: Dr. Sabreena Ahmed

Date: 26th July 2022

Inter-Rater Reliability Calculation for Students' and Teacher's Interviews

	Percentage of agreement (Total number of agreements/Total number of responses) x100
Inter-rater	6/8 × 100 = 75%