”It’s like going fishing without a fishing-net”

A study on how students in Tanzania perceive the transition of language of instruction from Kiswahili to English.

Author
Mikaela Persson

Supervisor
Christer Ohlin
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Author: Mikaela Persson

Supervisor: Christer Ohlin

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Abstract:
The purpose of this study is to contribute to previous research on the subject of language transition in Tanzania. The aim is also that the information gained in this study can be used to improve students' prospects when they undergo the linguistic transition from primary school to secondary school. This is a qualitative study with quantitative elements, using method triangulation, which examines how students experience the linguistic transition from Kiswahili to English and how it affects them. The study also highlights the students’ own opinions about which language they would prefer as the language of instruction in secondary school.

Relevant information about the history of Tanzania and the linguistic situation in the country are outlined. Previous research on the subject is also presented. The two theories that are used are Bourdieu’s social theory and Said's theory of Orientalism. The study uses focus groups and surveys in order to answer the questions at hand. The research itself is conducted in two government schools in Dar es Salaam in Tanzania. The three questions at issue are as follows:

- Do the students feel that they have sufficient knowledge of English in order to be ready for the transition of the language of instruction from Kiswahili to English in secondary school?
- How do the students perceive that the transition of languages affects their performance in school and in their future?
- If the students had the opportunity to choose, which language would they prefer as the language of instruction in Secondary school in Tanzania?

The conclusions are that the students feel that the linguistic transition is difficult and that they lack sufficient knowledge of English. Although several of the students struggle with the vocabulary and the pronunciation, they feel that English is the path to higher education and a good job. These are contributing factors to the fact that the majority of the students prefer English as their language of instruction in secondary school, to their own national language, Kiswahili.
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1. **Introduction to this study**

Below follows the introduction to this study, its aims and objectives and its research questions. A part that accounts for the disposition in this essay also follows, in order to give an overview for the reader.

1.1 **Introduction**

“Language is the most important factor in the learning process, because the transfer of knowledge and talent is mediated through the written and spoken word.” This was written in a thesis made by two student teachers, Brolén and Cullfors, who visited the United Republic of Tanzania in 2006. They conducted a case study, which focused on the primary schools in the district of Karagwe. Tanzania is a multilingual country where most of the pupils are taught Kiswahili, the official language, when they start preschool or primary school. This means that a majority of the pupils have another language which is their native language. Kiswahili becomes their second language. In secondary school the teaching and instruction is all in English, which is a third language for most of the pupils and their teachers. This creates a problem that Brolén and Cullsfors investigates deeper. The students’ grades dwindle and many students drop out of school. This hasn’t gone unnoticed in the country and it has started a debate whether the educational language should be changed or not. I wanted to take part of this debate, and hear the students themselves share their thoughts on the issue. How do they experience the transition from Kiswahili to English when they enter secondary school? Is it, as one student said, like going fishing without a fishing-net? And how do they feel about this having affected their studies and future possibilities? And most of all: which language would they themselves prefer as the language of instruction in secondary school?

1.2 **The aim of the study**

The aim of this study is to gain an understanding on how the students in secondary school in Tanzania experience the transition of the language of instruction, from Kiswahili to English, and how they feel that it has affected them. The study also hopes to shed light on students' opinions regarding which language the students would prefer as their language of instruction through secondary school in Tanzania.
Hopefully the study will contribute to previous research on the subject and the goal is that the information will be used to improve students' prospects when they undergo the linguistic transition from primary school to secondary school.

1.3 Research questions

The three questions on the issue will be:

- Do the students feel that they have sufficient knowledge of English in order to be ready for the transition of the language of instruction from Kiswahili to English in secondary school?
- How do the students perceive that the transition of languages affects their performance in school and in their future?
- If the students had the opportunity to choose, which language would they prefer as the language of instruction in Secondary school in Tanzania?

1.4 Disposition

The essay starts by giving context to the issue. Firstly the Tanzanian history is presented in brief and then the linguistic situation in the country and the country's education system are displayed to create an understanding of why the issue has been raised.

Previous research that is relevant to the study is then presented to provide a deeper knowledge of the issue and to raise other issues that are related to this one. The two theories are reviewed, Bourdieu’s social theory and Edward Said's theory of Orientalism.

The chosen methods are presented together with the selection of schools. These schools are presented to provide an understanding of why these two schools have been selected.

The method is reviewed in detail, why focus groups have been selected as the method of working and how the study is conducted. The questionnaires given to the students are also presented. The study’s ethical considerations are displayed as well as a discussion on the study's reliability and validity.
After this, the result of the study is presented, divided into the three questions. Then the results are discussed and set against previous research and theories. The discussion is divided into the three questions. After that follows the method discussion.

Finally the conclusions are presented and summarized and recommendations and suggestions for future research are given. Following this is the reference list and appendices.
2. **Background**

2.1 **The United Republic of Tanzania**

The United Republic of Tanzania is situated in the southern parts of central Africa, on the coast line along the Indian Ocean, just south of the Equator\(^1\). It is the largest country in East Africa and it borders no less than eight neighbouring countries\(^2\).

In 1884 the European great powers met to divide Africa among themselves. Germany received Tanganyika and they ruled the country and knocked down several uprisings by force. After the First World War, Germany lost its colony Tanganyika and the League of Nations decided to designate the United Kingdom as a trustee. Tanganyika's struggle for independence started in the 20th century but it was after World War II the opposition began\(^3\).

Tanganyika gained their independence from the British in 1961\(^4\). The country Tanzania was first formed in 1964, when Tanganyika formed a union with Zanzibar, which was called Tanzania. Julius Nyerere became the first president; he was also the one who led the fight for independence against the British. A new constitution made the country a one-party state and Nyerere was reelected as president several times. Nyerere became a powerful president, and he carried out several reforms to bring the country forward. During his first period as president, Nyerere could present progress for the country, the people gained access to health care and education which led to less illiteracy\(^5\).

However, in the 1970-1980's financial struggle hit the country. Nyerere resigned in 1985. A multiparty system was introduced in order to improve stability in the country. But well into the 2000s the elections were characterized by scandals such as cheating and violent protests. Several countries threatened to withdraw their aid to the country if this didn’t improve. In 2005 the country held national elections and Jakaya Mrisho Kikwete was elected new president. The country now entered a period of stability. Some problems remain, such as


\(^4\) Debrah, A. Yaw 2004, p.70.

corruption and the fact that the country still has major social divisions and problems with poverty, health and education.\(^6\)

Today Tanzania is a country striving forward, but there is still a heritage from the colonial era.\(^7\) Yet still nearly 85 percent of the over 37 million inhabitants live in rural areas, working as peasants.\(^8\) Over a third of Tanzania's population is estimated to live below the income poverty line and in the cities crime has increased alarmingly.\(^9\) The critical shortage of skills in almost all sectors was a problem that could be fixed through education; curriculum development was one of the things that had got a new focus, but there was still the problem of a lack of adequate facilities and teaching material.\(^10\) After the economic crisis the industrial production had started to grow again but everything was complicated by the constant blackouts, a dilapidated infrastructure and slow privatization of the inefficient state factories.\(^11\)

Since 1964 Tanzania has rapidly changed. The country has gone from being a one-party state, to multi-party politics. They have opened up for free enterprise economy and the country is striving towards liberalization. The government has promoted the development of a common language, Kiswahili, which has helped to achieve a sense of national identity. It has also helped to create a national consciousness, which has helped in creating a national unity, unlike many other African countries.\(^12\) Many hope, and believe, that these changes can turn the country into one of Africa’s most successful economies.\(^13\)

### 2.2 The language situation in Tanzania

When the Germans took leadership of Tanganyika German was introduced as a language for the elite and only taught to a few. The Germans felt that if the native population could read

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\(^7\) Debrah, A. Yaw 2004, p.83.

\(^8\) Debrah, A. Yaw 2004, p.70.


\(^10\) Debrah, A. Yaw 2004, p.79.


\(^12\) Debrah, A. Yaw 2004, p.73.

\(^13\) Debrah, A. Yaw 2004, p.69.
and understand German it might threaten their rule. Instead, the Kiswahili language became more prominent and it became the language of instruction in the education system and it was also the main language used for communication between the colonists and the middle class\textsuperscript{14}. After the First World War Britain became trustee of Tanganyika and they introduced the western type of schooling, making English the new language of the elites\textsuperscript{15}. From the Germans they adopted the use of Kiswahili as the language of instruction in lower primary schools. English became the new language of instruction from form six and onward\textsuperscript{16}. Unlike Germany, Great Britain promoted their language which led to the English language becoming the official communication language in Tanganyika\textsuperscript{17}.

Thus the roles of Kiswahili changed too. It was reviewed as a disgrace and a means of reaching down to people rather than enabling them to reach up to government administrations level\textsuperscript{18}.

When Tanzania became independent, it was important for them, as for many other former colonies, to mark its liberation from colonial rule. One step in this direction was to choose a grass-roots language, a national language that would bind the inhabitants of the land into a whole and create a sense of nationality. Tanzania is a country with over a hundred indigenous languages and almost all of them are strongly tied to a particular ethnic group. In order not to create division instead of unification, the newly elected, and former teacher, President Nyerere selected Kiswahili to be the official language in Tanzania\textsuperscript{19}.

The choice of Kiswahili as the national language was logical since this is a Bantu language and the majority of the indigenous languages in the country also belonged to this language group. The language was thus able to pass as an African language and it were already established in the country\textsuperscript{20}.

It also resulted in an economic gain when you could give out information in one language instead of a hundred different ones. The central and local administration could be managed in one single language. After independence the country gradually went over to using Kiswahili in more and more applications, such as administration, education and politics. President

\textsuperscript{14} Richard 2005, p.18.
\textsuperscript{15} Brolén & Cullfors 2007, p.8.
\textsuperscript{16} Form is another term for Grade used in Tanzania.
\textsuperscript{17} Richard 2005, p.19.
\textsuperscript{18} Richard 2005, p.19.
\textsuperscript{20} Einarsson 2009, p.54.
Nyerere personally contributed to reinforce the positive attitude to the language when he used Kiswahili in his speeches and writings\textsuperscript{21}.

President Nyerere had an ambition that Kiswahili should be used in all education levels. In 1984 it was decided, however, to continue to use English for teaching from secondary school and tertiary levels. The reason was primarily financial; it was cheaper to use already finished teaching material in English instead of printing new materials in Kiswahili \textsuperscript{22}.

This created a language situation in Tanzania based on three categories of spoken languages\textsuperscript{23}. For many children, their first language is one of the native languages that they use at home daily. When they enter preschool or primary school the language of instruction is Kiswahili. When the students reach secondary school the language of instruction changes once again, this time into English. This means that English is the third language for many students in Tanzania. The transition to English in their studies has become a major barrier to achieving higher performance\textsuperscript{24}.

The country has begun to evaluate various languages; a person who cannot express his or her thoughts or opinions in English is considered unskilled. Social status can thus be linked to one's knowledge of English and thus unlock access to various social groups. There is also a view that the English language can make Tanzanians more internationally accepted and strengthen the country, which can help the country economically through tourism and investment. English is seen as the international language spoken all over the world, and thus as a key to success\textsuperscript{25}.

2.3 The educational system in Tanzania

In the early '60s, when Tanzania became independent, President Nyerere undertook major initiatives to improve the education system. But when the country went into an economic crisis, it hit the schools hard and the number of people who could read and write was reduced. In the mid-90s only half of all children went to primary school and only five percent went to

\textsuperscript{21} Einarsson 2009, p.55.
\textsuperscript{22} Einarsson 2009, p.55.
\textsuperscript{23} Brolén & Cullfors 2007, p.7.
\textsuperscript{24} Einarsson 2009, p.55.
\textsuperscript{25} Richard 2008.
high school. More than one in four Tanzanians are illiterate today. However, this negative
trend has been reversed and more and more children enter school\textsuperscript{26}.

Many children go to preschool for two to three years before entering primary school. The
children are around the ages of three to four years old when they start preschool\textsuperscript{27}.

\begin{center}
\begin{tabular}{c|c}
\hline
& Univeristy \\
Advanced Secondary/Collage & Form 6  \\
& Form 5  \\
Secondary & Form 4  \\
& Form 3  \\
& Form 2  \\
& Form 1  \\
Primary & Standard 7  \\
& Standard 6  \\
& Standard 5  \\
& Standard 4  \\
& Standard 3  \\
& Standard 2  \\
& Standard 1  \\
Preschool & \\
\hline
\end{tabular}
\end{center}

\textbf{The school system in Tanzania}

\textit{Figure 1.} An illustrated picture of the school system in Tanzania.

At the age of seven there is compulsory schooling, that is when the students start primary
school\textsuperscript{28}. As shown in the figure above \textit{(Figure 1)} the students start in primary school which

\textsuperscript{26}Utrikespolitiska institutionen. Landguiden. Tanzania; Utbildning. 2011. 
\textit{http://www.landguiden.se.ezproxy.bibl.hkr.se/Lander/Afrika/Tanzania/Utbildning} (Retrieved: 2013-08-26)

\textsuperscript{27}Utrikespolitiska institutionen. Landguiden. Tanzania; Utbildning. 2011. 
\textit{http://www.landguiden.se.ezproxy.bibl.hkr.se/Lander/Afrika/Tanzania/Utbildning} (Retrieved: 2013-08-26)
contains seven standards. Primary school is followed by secondary school which is divided into two levels. Level 1-4 are ordinary levels while level 5-6 are advanced levels. The students have to pass examinations in order to transit from primary school to secondary school and from ordinary levels to advanced levels. As an option to the advanced levels there are colleges that offer diplomas on different levels. The educational language in secondary school is in English, in all topics except Kiswahili. After secondary school the students can study two to three years to get a college certificate and diploma. There is an opportunity of higher education as the country has several universities and colleges.

Tanzanian government refers to education as one of the pillars of the country and for national development:

The United Republic of Tanzania realizes that quality education is the pillar of national development, for it is through education that the nation obtains skilled manpower to serve in various sector in the nation’s economy. It is through quality education Tanzania will be able to create a strong and competitive economy which can effectively cope with the challenges of development and which can also easily and confidently adapt to the changing market and technological conditions in the region and global economy.

The government believes that education should be prioritized, but even today they face major problems. Many parents cannot afford to send their children to school because they are needed as labor in agriculture. It also costs money to send their children to school, even to government schools. In 2001 the government abolished school fees, thanks to the financial help the country received. However, students must still pay for school uniforms, textbooks, and test fees. Despite this, more children start school and this led to teacher and local shortages becoming acute, and much tuition had to be kept outdoors when the school buildings in the country were inadequate for the number of students they received. Even though more children enter school, there is still a shortage of school places, teachers and materials.
3. Previous research in the area

3.1 Learning languages in Tanzania

There has been some research done concerning the language situation in Tanzania and how this affects the students learning ability. In the text below, this research is presented and explained to the extent that is relevant to this study. Brolén and Cullfors made a case study in three Tanzanian primary schools focusing on the language of instruction. In the areas where this study was conducted the majority of the students, and the teachers, had Kiswahili as their second language. Brolén and Cullfors establish that the students are not gradually immersed into the language of instruction, Kiswahili, while entering primary school. They stresses that “the goal is to unite the nation under Swahili and give every pupil equal chance to academic growth”35. This can be hard to achieve until they have acquired proficiency in Kiswahili.

Brolén and Cullfors saw a link between the lack of knowledge in Kiswahili and the high dropout rate; the language situation in the country made the education system ineffective. They saw a solution in using the student’s first language as language of instruction in grade one and then gradually transfer to using only Kiswahili, with their first language as a basis. This method is called transitional bilingual education36. Transitional bilingual language education usually means that the students possess full literacy in their first language before the transition into the second language. Not all of the native languages in Tanzania have a standardized written language, which made it hard to produce learning material. There was also a financial problem with the cost of providing the learning materials in different languages being too high.37

Brolén and Cullfors established that without the full literacy in the first language, learning a new language would be complicated, especially without the gradual transition. They also problematized that English is taught as a subject from standard one, which meant that the students had to learn two parallel languages at the same time. Brolén and Cullfors believed that this complicates things unnecessarily, making the students’ first attempt to read and write, in two separated and unknown languages at the same time, very hard. They noted how

35 Brolén & Cullfors 2007, p.32.
36 Brolén & Cullfors 2007, p.33.
37 Brolén & Cullfors 2007, p.33.
important it was to give students basic skills in their first language for their continued academic development38. Other Europeans have taken an interest in the language problem that is found in many countries in Africa. LOITASA is under an NUFU (Norwegian University Fund)-funded project which began in 2002. It was conducted in South Africa and Tanzania. The project consisted of two parts: “the first one included a description and analysis of current language policies and their implementation whilst the second part involved an experimental design dealing with the language of instruction in South Africa and Tanzania”39. The plan was to conduct an experiment in secondary school, where Tanzanian students start using English as the language of instruction. Normally the language of instruction in form 1 in secondary school is English but in LOITASA’s study they wanted to teach one class at each school in Kiswahili in form 1, and one class in English and then evaluate the results40.

A similar research has been done by Mwajuma Vuzo. She conducted a comparative study in two geography classes. She had the same teacher instruct the same topic in geography through three different language of instruction. One class was taught in English only and one class in Kiswahili only, and the third class used a teaching style called code-switching. This was a commonly used style in Tanzania meaning that the teacher switched between English and Kiswahili, using them both to create a deeper understanding and to ensure that they reached out to as many students as possible.

Vuzo’s study concluded that the group of students with the highest score on the test, after six weeks of teaching, was the group that had been taught in Kiswahili. Second came the code-switching group and last came the English group. The group taught in English also had the highest spread of scores, meaning that a few students did very well while the majority didn’t do well at all. A different conclusion made by Vuzo was that the teacher felt that the students participated and understood more when being taught in Kiswahili. The teacher reported that

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38 Brolén & Cullfors 2007, p.34.
40 Qurro, Desai & Brock-Utne (red.) 2008, p.2. *The part of the project that was supposed to take place in Tanzania never took off since the Minister of Education was unwilling to grant the necessary permissions.
students expressed themselves with greater freedom and ease in the classes taught in Kiswahili, something the teacher felt was not possible in the classes taught in English\(^{41}\).

Halima Mwinsheikhe reported similar findings in her study of which language teachers prefer to use in the classroom: English, Kiswahili or code-switching. Code-switching was most preferred, but this also meant a big problem when the exams were in English only. Both Vuzo and Mwinsheikhe concluded that Kiswahili should be used as the language of instruction; it improves both the students’ and the teachers’ participation and performance in the classroom\(^{42}\).

In 2005 Mary Richard Nzingula conducted a study concerning Kiswahili versus English as a medium of instruction in Tanzanian secondary schools. She found that the majority of students felt that English was appropriate as the language of instruction but also that there were major problems. Several students reported problems with understanding the subjects which were taught in English. The students claimed that the poor result in the National Examinations were due to the language barrier; they claimed that they could have answered the examination question if they had been able to answer in Kiswahili instead of English\(^{43}\).

3.2 Teachers’ competence of English

Students also felt that most teachers did not have sufficient knowledge of English and therefore had to make use of code-switching. Code-switching between Kiswahili and English has become the everyday life in many classrooms\(^{44}\). This had both advantages and disadvantages. An advantage was that the students felt more comfortable being allowed to use Kiswahili as a backup language. It also allowed the teachers to reach the students and provide the student with a better understanding of the contents\(^{45}\). But the disadvantages were more


\(^{44}\) Richard 2005, p.32.

\(^{45}\) Richard 2005, p.66.
overwhelming. To teach in two languages and translate everything took much more time, giving them less time to teach the same amount of knowledge. And if the teacher had problems with mastering English and using it as the language of instruction, it would have a negative impact on the students, hampering their ability to learn it fluently. And when it comes to the National Examinations the students had no flexibility to switch code\textsuperscript{46}.

Richards’ study revealed that even though English was a problem for both students and teachers many preferred English to remain the language of instruction. According to Richard this was due to all teaching and learning material used being in English and it would be a financial hardship to have it all translated to Kiswahili\textsuperscript{47}. But he also took up views of the English language, people who cannot express their thoughts and opinions in English are regarded as uneducated. “Hence, inability to communicate in English is interpreted as lack of education. […] poor quality education which in the long run leads to absolute poverty”\textsuperscript{48}.

3.3 Language of instruction

Richard agreed with both Vuzo and Mwinsheikhe that the language of instruction should be that which is well understood; Kiswahili. Or the government needs to provide appropriate learning environment for both the students and the teachers, to allow proper mastery of the language\textsuperscript{49}.

There has been a lot of research focusing on the language situation in the education system in Tanzania and Martha Qurro addresses the problem that the majority of all children, especially those in rural areas, meet the written word for the first time when they start primary school. For many of the children this is also the first time they encounter Kiswahili. The school’s task is to erase the child’s native language and to teach them how to read and write in Kiswahili. Qurro described this as a disconnection, what the student brought from home was not built upon but eliminated\textsuperscript{50}.

\textsuperscript{46} Richard 2005, p.63.
\textsuperscript{47} Richard 2005, p.83.
\textsuperscript{48} Richard 2005, p.23.
\textsuperscript{49} Richard 2005, p.79.
Quorro deepened the problem; when the students entered secondary school they went through another disconnection when the language of instruction abruptly changed into English. Again the main task for the school was to erase previous knowledge, this time erasing Kiswahili and replacing it with English. Quorro concludes that the “[...] effect of these “disconnections” is that students do not build upon what they already know”51.

She also raised another issue for the students’ poor performance in English; they never encountered the English language outside the classroom. “English is neither the language of most homes, nor is it the language of social interaction outside the home, for example in the market, bus stations, post office, shops, in the streets, in the bank, churches or mosques”52. Quorro concluded that the students’ writing skills suffered from not building on earlier knowledge. She also found that many students copied notes because they could not write their own due to insufficient knowledge in English language, and hence could not read or summarize53.

3.4 Students’ earlier experiences of English

This led to a class division; students with parents who had knowledge in the English language benefited from the system, as well as students who came from homes that could afford to send them to private schools that used English as the language of instruction from primary school or even from nursery school. Gilman Nyamubi addressed this issue in his study concerning attitudinal and motivational factors that influence the students’ performance in English language. His study showed that students who performed well in the English language, in most cases, “came from families in which the language is sometimes spoken and who have friends who speak the language”54.

Nyamubi also stressed that the students’ background affect the availability of learning materials, and his study showed that students who came from families with higher economic status had access to adequate learning materials, increasing their chances to learn English, while students from low socio-economic families lacked the same possibility55. What also

51 Quorro 1999, p.6.
52 Quorro 1999, p.7.
53 Quorro 1999.
may be influenced by social class was that many students felt that they could not study at home when they were busy helping out at home. Parents’ education and occupation were also strongly related to the students’ performance in English language. In Nyamubi’s study, he also found a smaller difference between genders. More girls than boys felt that they should use English as the language of instruction in all subjects.

The study also stressed that regular practice in speaking English enhances the students’ performance. Many schools inserted regulations and monitored the language of students, imposing penalties for speaking languages other than English. This was made to improve the students’ performance and Nyamubi’s study revealed that many students admitted that the system was very effective and helped their performance.

3.5 Students’ performance in English in school

Bilhudal Shelimoh agreed with Nyamubi, especially regarding the fact that students did not meet the English language outside of school and that this was a problem. Shelimoh’s study focused on reasons for the students’ poor performance in English language. Shelimoh founds that there were significant material problems in the schools and that the classrooms were overcrowded. Shelimoh estimated that the number of students in one classroom could range from 60-90 depending on whether the school was governmental or private. The study revealed that a big number of students, between four to ten students, had to share one book. Shelimoh highlighted that insufficient teaching/learning materials such as books could be an obstacle in the learning process.

Omary Yahaya also agreed with Shelimoh, Nyamubi and Vuzo about the fact that English was not part of the students’ normal lives outside the school, which meant that it had to be learned through formal channels, the language was confined to the classroom. Yahayas study focused on teaching and learning strategies and just like Shelimoh she reacted to the

57 Nyamubi 2003, p.97.
58 Nyamubi 2003, p.69.
59 Nyamubi 2003, p.96.
overcrowded classrooms which made learning much harder. Yahaya also addressed the fact that many teachers did not possess the necessary skills in English to use it as a language of instruction, forcing them to rely on code-switching.\(^\text{64}\)

Yahaya and Shelimohs studies had a lot in common. They both reacted to the material conditions, such as overcrowded classrooms and a shortage of learning materials, like books. But Yahaya also looked at the teaching strategies and Yahaya considered that teachers faced a lot of problems due to the language policy of the country and sociolinguistic environment. “Teachers were blamed on the issue of falling standards of English but actually the whole education system was responsible for the deterioration.”\(^\text{65}\)

### 3.6 English versus Kiswahili as the language of instruction

In several researches that have been conducted, the view of the English language came up, how the society in Tanzania ascribed English a different status than Kiswahili. Several of the scientists agreed that the society considered English to be worth more than Kiswahili.\(^\text{66}\) It is a global and international language and if you did not know English you were considered uneducated. It was believed that the country would be left behind, especially in the technological development, if people did not know English. This was supported by the fact that parents in Tanzania today prefer to send their children to English-speaking primary schools.\(^\text{67}\)

Kimizi reports an interesting finding when he interviewed donors who donate money or material assistance to Tanzania. The Nordic donors felt that the language of instruction in Tanzania should be Kiswahili as it is the national language and also the language that students are accustomed to. The British donors however felt that the language of instruction should be English, as this is an international language which would help the country in its development. Kimizi also reports that the British donor did not seem to reflect that it was his own tongue he recommended.\(^\text{68}\) A similar finding was done by Richard, who also stresses that the dominance

\(^{64}\) Yahaya 2010, p.6.  
\(^{65}\) Yahaya 2010, p.16.  
\(^{67}\) Nyamubi 2003, p.1;2.  
of the English language as the language of instruction is something the country maintains to maintain the donations from Britain and its neighboring countries\textsuperscript{69}.

The majority of the previous research focuses, and agrees on, motivational factors for the students to learn English. A majority of the researchers admitted that knowledge of the English language increased the students’ chance of getting employment and/or help them in their future studies. It was also reiterated that English was important to keep up with modern developments and techniques. Knowledge in the English language also provided an opportunity to communicate with people both inside and outside the country\textsuperscript{70}. “In brief, students had it that though Kiswahili was a national language, it was not considered an important language as far as academic and career development was concerned”\textsuperscript{71}.

\textsuperscript{69} Richard 2005, p.23.
\textsuperscript{70} Nyamubi 2003, p.70;78;103. Yahaya 2010, p.15.
\textsuperscript{71} Nyamibu 2003, p.104.
4. Theoretical perspective of the study

Two theories were used in this study. The first is Bourdieu's social theory. This was mainly used to see whether students' habitus affects their experiences and opinions. The second theory was Said's theory of Orientalism. This was mainly used to illustrate the post-colonial values that linger with the Tanzanian population.

4.1 Bourdieu’s social theory

Bourdieu’s theory will be used in this study to see whether the students' childhood and upbringing influence their perceptions about the linguistic transition. It is also interesting to see whether the students' habitus affectes their attitudes towards the language they would prefer in secondary school.

Bourdieu found it interesting that people made decisions and acted based on the frames they had grown up with, although they should be able to choose freely. Briefly put, Bourdieu was intrigued by the fact that the social context along with the experience the individual has gained during his or her upbringing and the environment he or she grew up in, will influence and prevent the choices each individual will make in his or her entire life.

Bourdieu has some key concepts, the first one is agent; agent is the actor, the individual, in this case the student. Each agent has a habitus. With this Bourdieu refers to the individual's backpack of experiences. This backpack contains all of the individual's experience and it is inherited from one generation to the next through upbringing and family values. It includes the individual's entire daily life and all his or her experiences. An agents’ habitus is individual and it develops throughout life. It helps the agent choose between what is right and wrong, what is appropriate and what is vulgar. That is why some things can appear pretentious to someone and cheap to another. The habitus gives the student his or her individual behavior and helps the student make all decisions he or she faces. However, the individual habitus is established when the agent is a child, making progress and change relatively slow.

Bourdieu's habitus includes three different types of capital. Economic capital consists of material wealth and prosperity, such as the students’ wealth or family background. Social

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capital may influence society or organization, participation in networks or having the right contacts. This can be translated into the family’s contacts or the hobbies the student takes part in. The cultural capital consists of symbolic assets that you have, for example, if you are an artist. It may even be books or art or your residential assets, which is money you do not have. This can be books the students have read or movies they have seen. It can also be titles or diplomas. An important part of the cultural capital is the education capital, which is conveyed to the next generation through the school system. This is what the students learn in school and the values the school teach.

These capitals together form a practice and it is this practice that guides the student in his or her choices or actions in a given cultural and social context. These given cultural and social contexts are called fields. Within these fields the actors are struggling for positions. Field consists of a defined group of people and institutions working for something common to them personally. This can be the school class, the family, or the like. A school or a class can be a field where players fight for positions. An agent can move between several different fields every day.

According to Bourdieu the school is reproducing the cultural and ideological foundations of the society, which means that a school as an institution is maintaining the given social order. That means that the school is also taking part in reinforcing social differences, which in this study is expressed as educational disparities. The student inherits a large part of his or her habitus through his or her childhood, which is another step in reproducing the values and foundations of the society. This makes it difficult for an agent to change his or her habitus on their own, something that is evident in Tanzania.

**4.2 Edward Said’s Orientalism**

Orientalism is a concept that was introduced by Edward Said in 1978. According to Said, Orientalism is a way of thinking that is based on an ontological and epistemological
distinction between the Orient and the West\textsuperscript{79}. However, Orientalism can also be used to analyze the Orient, describe it, teach about it, colonize it and rule over it. Orientalism can thus describe the West's way of exercising authority over the Orient\textsuperscript{80}.

The Orient is just like the West, a geographical area with its own culture and its own history and its own ideas. Around the 1700s and until the end of World War II, the French-British colonialism came to affect the entire Orient. These two Western Powers came to dominate other countries for much of this epoch, colonizing them and controlling them\textsuperscript{81}, countries such as Tanzania. When the colonial powers withdrew the countries became independent, but a lot of mindsets and cultures remained. Said describes this as a type of ascendency. When these mindsets or cultures are maintained through quiet agreement and the people’s own free will hegemony arises, the cultures mixes. Examples of this in Tanzania can be the use of English as the language of instruction, a remnant of the British rule. It is this ascendency that maintains and makes Orientalism permanent, and it helps to make Europeans seem superior to all non-European people and cultures\textsuperscript{82}.

"But what still made the Oriental world intelligible and gave it identity, was not the result of the Orientals own effort but rather the effect of the whole complex series of insightful manipulations by which the Orient was given an identity by the West."\textsuperscript{83}

The description of the Orient as underdeveloped and a backward civilization, opposite to the Western World, has been able to justify recurring colonialism and the imposition of both Western culture and religion. The Western culture and values became the ideal, making the English language seem an ideal language of instruction in the education system in Tanzania.

\textsuperscript{80} Said 1997, p.66.
\textsuperscript{81} Said 1997, p.67.
\textsuperscript{82} Said 1997, p.68-71.
\textsuperscript{83} Said 1997, p.113. Translated by the author.
5. Methodology

Below I will present a short research approach about this study’s qualitative and quantitative aspects. Then follows the selection of the study and a presentation of the two schools where the study took place.

5.1 Research approach

For a qualitative study, Rossman and Rallis pointed out that the research objectives must want to learn something about any of the social world’s many aspects\textsuperscript{84}. The research should ideally aim to improve something in the social world\textsuperscript{85}. Both of these criteria were important for this study. The research revolved around the students' experiences and opinions in a school issue. The study itself was intended to highlight the students' experiences and opinions and hopefully it would be instrumental in efforts to improve for these students. Therefore, a qualitative approach was chosen for this study.

To get a wider understanding and greater validity of the study's quantitative elements was needed. Combining a qualitative approach with a quantitative method is called a method triangulation\textsuperscript{86}. This makes it possible to analyze the materials from two aspects, thereby increasing the studies depth, through qualitative elements, and the validity, through quantitative elements. According to Rósa Guðjónsdóttir method triangulation is used to collect data on the same subject, but from different perspectives. This allows one to check the results and provide greater support for the analysis and thus the study's validity\textsuperscript{87}.

The study thus used a qualitative method with quantitative elements, through methodological triangulation. The two methods complemented each other to collect data on the same topic in order to provide additional perspectives\textsuperscript{88}. This provides an opportunity to reach the students’ own experiences, through qualitative focus groups, as well as through quantitative

\textsuperscript{84} Rossman & Rallis 2003, p.5.
\textsuperscript{85} Rossman & Rallis 2003, p.4.

\textsuperscript{87} Guðjónsdóttir. \textit{Fältstudier}. P. 12.
\textsuperscript{88} Öqvist. \textit{Fältstudier}. P. 14.
questionnaires, to check whether these experiences are representative of the other students' experiences of the same problem.

5.2 Selection

The study was conducted in two government schools in Dar es Salaam in Tanzania. Dar es Salaam is the biggest city in Tanzania with over three million inhabitants. The choice of country was settled by means of the contacts the college had with a university in Tanzania. These contacts could then help me get in touch with a teacher who worked in a government school in Dar es Salaam, Adventina Kazenga. She offered to be my mentor in Tanzania and thus the choice of school fell at her workplace, since this school met my criterion as it was a government school. It is difficult to get permission to conduct field studies in schools in Tanzania but since Kazenga worked at the selected school this provided an easier way to obtain a permit.

The following two schools were selected for the study: Azania Secondary school, which is a secondary school for boys, and Jangwani secondary school, which is a secondary school for girls. Both schools are government schools. This meant that the study focused on the students who could not afford to go to private schools, which accounts for the majority of the population, making the study more representative also for other parts of the country. One reason why the study did not include private schools is that they often teach in English all the way from preschool and therefore have no linguistic transition.

The two schools chosen are also among the biggest schools in Dar es Salaam, which allows the study to reach as high representativeness as possible. The two schools are situated in the same area in Dar es Salaam to make the differences between them, and thus the differences in the study, as small as possible. The reason for including both boys and girls is, once again, to keep the representativeness as high as possible.

As mentioned earlier, written permission is often a necessity when performing studies. To conduct this study written permits were issued by several bureaucratic bodies. These were

This is an estimated figure from 2010 and the real population figure is probably much higher.
80 Rossman & Rallis 2003, p.158.
required to conduct interviews with students at the schools. The permits were sought individually for the two schools. These also decided how long I was allowed to stay at the schools to conduct the study and they also approved with my issue.

5.2.1 Azania Secondary School

Azania Secondary School is a government school for boys situated near the city centre in Dar es Salaam, in an area called Upanga. The school was founded in 1934 and is now owned by the Tanzanian government. The school holds six grades in total, form one to form four are the ordinary levels and form five and form six are the advanced levels. The total number of students at the school is approximately around two thousand five hundred, making it one of the biggest secondary schools in Dar es Salaam and Tanzania as a whole. Most of the students come from Dar es Salaam but there are also a few from outside the city. The students represent different religions and their ages range from twelve to eighteen years.

Generally, it is thought of as one of the better government schools in performance in Tanzania. However, Azania secondary school is still facing some difficulties, including the most common that is lack of learning materials; it is estimated that there are six students sharing one school book. The premises are also old and the same applies to the equipment and the interiors. The electricity often disappears in the area so equipment dependent on electricity is not reliable.

5.2.3 Jangwani Secondary School

Jangwani secondary school is a government school for girls situated on the same street as Azania secondary school. Jangwani secondary school was founded in 1928 and is now owned by the government. Jangwani secondary school also has both ordinary level and advanced level. The total number of students in the school is almost two thousand, making it one of the biggest secondary schools for girls in Dar es Salaam and Tanzania as a whole. As in the case with Azania secondary school, the majority of the students in Jangwani secondary school

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91 Appendix 3.
92 All the information above is taken from an oral interview with one of the teachers, Adventina Kazenga, working at Azania secondary school. Interview was conducted 2013-05-14.
come from different areas within Dar es Salaam. The students represent different religions and their ages range from twelve to eighteen years.

Jangwani secondary school has a good reputation and is also considered one of the better government schools in academic performance. They are facing the same difficulties as Azania secondary school in terms of lack of electricity and learning materials; it is estimated that there are four students sharing one school book.\(^{93}\)

\(^{93}\) All the above information is taken from an oral interview with the head mistress at Jangwani secondary school. Interview was conducted 2013-05-20.
6. Data-gathering methods and implementation

There are several ways to reach and understand the students’ thoughts on the transition of the language of instruction, by using means like observation, focus groups or single interviews. Observation is difficult due to the fact that the researcher has to be in a certain place during the time the students choose to speak about the question at hand. Sometimes that can be nearly impossible. By using focus groups, instead of single interviews, the subject gets in focus and the discussion will tell which arguments and thoughts the student has. There is a marked difference when a group of people are discussing a topic, compared to when only one person is answering questions. The focus groups offer a chance to reach the students’ arguments due to the fact that they can discuss and find strength in each other, as opposed to sitting alone with an adult. This is especially true in a country like Tanzania where the hierarchal order is very strong and an adolescent might not want to answer a question in what they might feel is the wrong way to someone they believe is superior to them. Due to this I found that the method that I preferred to work with was focus groups.

In addition to the focus group, two questionnaires were conducted to gather information. The questionnaires were conducted firstly with the participants in the focus groups, regarding the participants and their backgrounds, but also with selected students on the two schools to gain validity to the information that emerged in the focus groups.

6.1 Focus groups

In this study I tried to gain an understanding of the students’ experiences. Because I tried to gain an understanding of how people interpreted a problem area, focus groups were a preferable method. The method can be used to obtain opinions and thoughts but also to obtain and provide an understanding of the underlying values and premises on which arguments are based.

The definition of focus groups stands on three key pillars:

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95 Wibeck 2010, p.51.
96 Wibeck 2010, p.147.
Firstly, focus group is a research technique, by other words a method aimed at collecting data for research purposes. Secondly, it is about gathering data through group interaction. Thirdly, the topic is determined by the researcher.\(^\text{97}\)

This is a research technique when you talk to groups consisting of, on beforehand chosen people and the subject of the group discussion is set by the researcher\(^\text{98}\). In this case the subject chosen for the study was students in secondary school in Tanzania. This also suited the choice of focus groups, because these can also be beneficially used with adolescents. Compared to individual interviews, focus groups turn out to be suitable to young people due to the fact that when the adolescents are gathered in a group they feel more comfortable just because they outnumber the researchers. Thus they can make their voices heard in a more relaxed manner than if they had been interviewed individually by an adult they did not know\(^\text{99}\).

6.1.1 Planning

When working with focus groups, the researcher has to work in four steps: planning, recruiting, moderating the focus groups, and analyzing the material\(^\text{100}\). In the planning phase the theme of the discussion has to be set\(^\text{101}\), which in this case would focus on the question at hand, the transaction of the language of instruction and which language the students would prefer.

There are two kinds of focus groups, structured and unstructured. The difference between the two is that in the structured group the moderator plays a bigger role and usually he or she has prepared questions to lead the discussion in the direction he or she prefers. The less the moderator takes part, the more unstructured the group becomes\(^\text{102}\). In this study I chose to work with more structured groups, which meant that I prepared questions to make the students talk and I could intervene and lead them in the preferred direction when needed to.

In the planning part I also had to decide how many focus groups that I wanted to conduct. Every transacted focus group generates many pages of transcribed material. Too many groups can lead to an intractable material, both with the work transcribing it, but also to go through

\(^{98}\) Wibeck 2010, p.25.
\(^{99}\) Wibeck 2010, p.23.
\(^{100}\) Wibeck 2010, p.55.
\(^{101}\) Obert, Christina & Forsell, Monica. Fokusgrupp. Helsingborg: Kommunlitteratur AB. 2000, p.25.
\(^{102}\) Wibeck 2010, p.56.
all the material when it is transcribed. At the same time, with too little material it is hard for the researcher to see patterns and tendencies. In this study I chose to work with a total of eight focus groups, four with girls and four with boys. This is a rather large amount of groups but the study was hard to conduct in any other way when we were working with two schools. In order to obtain the written permits to be able to conduct the study I also had to inform them on how many focus groups I wanted to conduct. This meant that I already in the planning phase knew how many focus groups I needed to conduct. I decided that it was better to implement an extra focus group rather than risk being left with too little material and having to seek a new permit.

The practical details of the focus group, like when and where, also needed to be clarified. The study was conducted in two schools, and it had to take place in the school buildings. Both when and where was determined together with the schools’ administrations.

### 6.1.2 Recruiting

The focus groups consisted of students that were chosen by the schools’ head master or head mistress, depending on which students they believed had the opportunity to participate. The students were chosen to create a range that made them represent as many of the schools’ pupils, and thus their arguments and thoughts, as possible.

When you work with a focus group it is important that the group doesn’t consist of too many participants. With too few participants it is hard to open up and to start discussions. But with too many participants the risk is high for subgroups, smaller groups within the group. According to Rossman and Rallis a focus group is generally composed of seven to ten people. This was the chosen number of participants who were included in the actual focus groups.

The chosen participants themselves also have an effect on the group’s interaction. The individual's personality traits and how the other participants respond to this, affects the groups behavior. Demographic factors such as age, sex, religion and background can also have an

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103 Wibeck 2010, p.60.
104 Wibeck 2010, p.61.
105 Wibeck 2010, p.62.
effect. The students in the groups share the same sex and are from similar socio-economic backgrounds and nearly all the participants come from Dar es Salaam, but from different areas within the city.

In Jangwani the head mistress chose the participants by gathering the class leaders. These were representatives from all classes and they were usually the most proficient girls in the class. These were the ones the head mistress assessed had time to participate and also had the opportunity to miss part of the class and, if needed, stay after hours. In Azania the participants were chosen by highly ranked teachers. In the beginning they focused on students who had the opportunity to stay after hours, due to the fact that the focus group sessions in this school had to take place after hours. After the first group was conducted the teachers shifted focus and chose the students who could express themselves a little better in English. How the students were selected is discussed in the part “Reliability and validity”.

6.1.3 Moderating the focus groups

The moderating was done by me. Because I had chosen to work with structured focus groups, questions were prepared that would hopefully trigger the discussion. A part of the point with a focus group is that it is a group interaction; the participants should have the opportunity to talk to each other and not just to the moderator. This was the hard part. Even if I tried to encourage them to talk to each other, this only happened on few occasions, probably due to the fact that the students weren’t used to talking freely to an adult in the school, even when encouraged to. This led to making the focus group very structured, with the participants answering my questions but still seeking support and answers from their friends.

The position as moderator is a powerful one, especially if the participants in the study are younger. In order to reduce the influence of the moderator's power, it was important that I explicitly talked about what role I had in the group: listening to the group members and to emphasize that I was not the expert on the topic at hand and that I was not looking for a right

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107 Wibeck 2010, p.29;30.
108 Wibeck 2010, p.56.
or wrong answer\textsuperscript{109}. All the participants in a focus group should have the ability to have the word, and therefore the word was sometimes delegated\textsuperscript{110}.

It was important that the group felt relaxed and comfortable during the session. The participants had to feel that they were free to talk and that the others cared about what they had to say\textsuperscript{111}. This was my responsibility, that I listened to students and that I was interested in hearing their opinions.

I also had set a timeframe for the focus groups. According to Wibeck, for young people, it is optimal to divide the time into two sessions, of twenty minutes each. In between they held a break where they served refreshments, but the recording continued during the break. The children’s commitment and the quality of their answers began to drop when the total discussion time exceeded 45 minutes\textsuperscript{112}. This was the timeframe I chose for this study. In the first session the focus was to get the participants to feel comfortable and to take part in the discussion of the topic and then during the break they were served juice and cookies, during which the recorder was still running. After the brake the discussion focused more on the participants’ feelings and thoughts, and lastly there was a short summary and a possibility for the participants to add thoughts that had arisen.

During the sessions there was also a translator present. Her job was to help the students if they lacked the words in English to answer a question. She provided them with linguistic help, and on a few occasions she helped translate questions into Kiswahili to facilitate for the students.

6.1.4 Analyzing the material

After the focus groups have been conducted, the last step is analysing the material. The eight focus groups have all been recorded on a dictaphone, each recording was about an hour long. This is something that Wibeck recommends due to the fact that the participants easily forget the recorder and speaks as though it wasn’t there\textsuperscript{113}. I also took notes, such as who was talking, nodding and prominent body language. This facilitated the transcribing process.

\textsuperscript{109} Wibeck 2010, p.32.
\textsuperscript{110} Wibeck 2010, p.34.
\textsuperscript{111} Wibeck 2010, p.53.
\textsuperscript{112} Wibeck 2010, p.23.
\textsuperscript{113} Wibeck 2010, p.91.
Instead of a name tag all the participants were given a number and the voice on the recorder was only linked to that number, to keep the confidentiality.

The transcribing was implemented almost immediately after the focus groups took place. Then I would have the focus groups clearly in mind as I listened through the material and wrote down everything that was said. The transcribing itself was done on a level II, which means that it was almost literal; hesitations, restarts and backings have been put down, as well as pauses and prominent body language\textsuperscript{114}. Conventional spelling is used throughout the transcribed material, except where the participants have invented new words or expressions. The parts spoken in Kiswahili have only been marked, not written out.

After the transcribing process I started to analyse the material by going through it and marking out answers into categories. The different categories were:

- Answers that contained thoughts or opinions regarding the time before the transition and the transition itself. This category included responses regarding students' proficiency in English at the transition of languages, whether their knowledge of English was sufficient or not, answers about the language barrier and the language difficulties the transition brought.
- Answers about how the students perceived the effects of the transition of languages, such as effects on their performance in school or on their futures. These answers concerned the time after the transition.
- Answers about which language of instruction they would prefer and why they would prefer that language.

Following this, a summary of the responses was made and patterns could be discerned and followed.

6.2 Questionnaires

As a complement to the focus groups I also used different questionnaires. The first questionnaire was filled out by the participants in the focus groups\textsuperscript{115}, in total 67 participants. This was completed by the participants in order to gather information about their background,

\textsuperscript{114} Wibeck 2010, p.96.
\textsuperscript{115} See Appendix 1.
both linguistically and educationally. It also contained questions about which area of Dar es Salaam they lived in, what their parents worked with and other background information. This information was gathered in order to find patterns and trends in whether participants' backgrounds influenced their position on the issue and also to ensure that the participants were representative for the school as a whole. These forms strengthened the study's validity. The questionnaire was used as an ending to the focus group sessions.

When all the focus groups had been conducted, one more questionnaire was handed out in the schools, as a complement. Questionnaire number two was similar to questionnaire number one, which was filled in by the group participants, but the latter was filled in by random students at both schools, to consolidate the participants’ responses in the focus group in the school as a whole\textsuperscript{116}. In total 103 students filled in the second questionnaire. Both questionnaires were written in Kiswahili.

The questionnaires represent the study’s quantitative element and they work as a complement to the focus groups. They serve as a check of the focus groups, to ensure that the opinions and thoughts that arose in the focus groups also are represented among the students at the school as a whole. The questions in the questionnaire were structured and of quantitative form. The responses in the forms were compiled and charts were made. Together with the focus groups they form a whole which contains the information needed to answer the question at hand and to ensure the study’s validity.

6.3 Ethical considerations

Being ethically conscious is important for a researcher. This must permeate the entire work and be a cornerstone in the study. When conducting research the researcher must differentiate between principles and expediency. Ethical decisions cannot be defined based on what is beneficial for the study. These decisions should be taken with regard to those affected by the research in question\textsuperscript{117}.

Focus groups can be more ethically appealing as the participants can express themselves in terms that are more their own. Since it involves groups, the participant - even if it is not desirable for the researcher – can decide not to speak when the group strays into areas that are

\textsuperscript{116} See Appendix 3.
sensitive to him or her\textsuperscript{118}. The method can facilitate transparency about things that may be sensitive, because the participants themselves rather than the moderator ask questions to each other and encourage each other to talk. Less shy people can break the ice which might encourage other participants to talk and share their thoughts\textsuperscript{119}.

The Swedish Research Council emphasizes the importance of awareness of anonymity and confidentiality. This is information that the researcher must handle with extreme responsibility.\textsuperscript{120} Complete anonymity could not be promised, only confidentiality. Confidentiality means protecting the participants’ privacy; such as identities and names, and also that the researcher holds in confidence what the participants share in the interviews\textsuperscript{121}. This means that the information concerning the individuals that are taking part in the study will be protected. I assigned each participant with a number and thereby never knew their names. Information that could endanger the identity of the participant was removed in the transcribing process.

The participants were selected by the schools’ principals or head teachers, this means that I as a researcher cannot be sure if the participants truly wanted to participate in the focus groups or if they only followed directives, which is an ethical dilemma. The Swedish Research Council emphasizes that participants should be voluntary and well understood in what the study means and its purpose\textsuperscript{122}. This study unfortunately did not meet these criteria when students were chosen by the school’s management, without much chance to decline participation.

\textbf{6.4 Reliability and validity}

Reliability means that other researchers should be able to reach the same result, independently from each other \textsuperscript{123}. Therefore all the data must be reported thoroughly. That is why the transcribed material from the conducted focus groups is literal, to make it possible to know

\textsuperscript{118} Wibeck 2010, p.139.
\textsuperscript{119} Wibeck 2010, p.23.
\textsuperscript{120} Vetenskapsrådet. Good research practice. 2011, s.68.
\textsuperscript{122} Vetenskapsrådet 2011, s.70.
\textsuperscript{123} Wibeck 2010, p.143.
exactly what was said in the conversations. This data is also supported by the information in the different questionnaires, which were compiled into figures and diagrams.

It is always difficult for the researcher to determine if the participant expresses his honest opinion. The researcher has to assess the extent to which he or she can depend on what group members say\textsuperscript{124}. In this study I cannot be sure if the participants truly wanted to participate in the focus groups or if they only followed directives. In Azania secondary school most of the participants were picked by the head teacher and at Jangwani secondary school the girls were the class leaders, picked by the head mistress, they had no say in whether they wanted to participate or not. In a country like Tanzania, hierarchy is important and the adolescent would never have challenged this decision.

Another problem with the hierarchy is that it is harder for adolescents to challenge elders, even if they outnumber them. This means that the participants might have seen the moderator as the one with the right answers, even if the moderator has already stated that it is not so. This means that some questions although they seem very open to the moderator, don’t seem so open to the participants. They may have experienced that the moderator has been looking for a right answer and responded accordingly, whether it's the way they feel on the issue or not.

The presence of the translator can also have prevented participants to answer freely, especially since she was a teacher at one of the schools. Some questions may also be more sensitive than others and may lead to that the researcher, to a greater extent, have to interpret the participant responses. Questions about how the student perceived their teachers’ English skills can be one of those sensitive questions. The translator on a few occasions had to translate the moderator's questions to Kiswahili and the participants' responses into English. The language barrier between the moderator and the participants forced the translator to make an interpretation of the questions and the answers which may affect the material. Validity has to do with the interpretation of the material. The interpretation can be made both by the participant and the interpreter and the researcher. The key for me as a researcher was to be aware that an interpretation was made\textsuperscript{125}.

A disadvantage of the validity of the questionnaires was that I didn’t know who filled them out. The questionnaires in the focus groups were filled in under monitoring, but the

\textsuperscript{124} Wibeck 2010, p.145.  
\textsuperscript{125} Wibeck 2010, p.144.
questionnaires to the other students were handed out. In this situation the researcher must rely on the people who handed them out and collected them again.
7. Results

In the following part, the results from the focus groups and surveys will be presented. The material is divided into three parts for the three questions at hand.

7.1 The transition of languages

A majority of the students in the study considered Kiswahili easy to understand due to the fact that it is their mother tongue, they learn it from home\textsuperscript{126}. The groups consisted of students with backgrounds in both private and government schools. A majority of them have had Kiswahili as the language of instruction during at least a period of their time in school. When questioned about their experiences of the transition of languages the participants had a tendency to divide their answers into two groups; either they talked about students who came from an English medium school or those who came from a Kiswahili medium school, by other means: students who came from a private school or those who came from a government school\textsuperscript{127}.

The participants did not talk so often about themselves but used the two groups: English medium students and Kiswahili medium students, to discuss difficulties. A clear pattern could be seen regarding the students’ ideas about these two groups. The students coming from a Kiswahili medium school experienced much more difficulties during the transition to English in secondary school than the students coming from an English medium school\textsuperscript{128}. Some of the students also mentioned that there was a third group, those who had English as a third language, and they also had a difficult time coping with the linguistic transition and learning English\textsuperscript{129}.

When these three groups begin secondary school they are mixed. The teachers are now teaching entirely in English which becomes a major problem for many students, mainly those who came from Kiswahili medium schools. There’s a good thought here that emerged in one of the focus groups, that students who come from Kiswahili medium schools can be helped by those from English medium schools. But the students said that there was also a problem, that lack of knowledge in English could lead to situations similar to bullying when students laugh at those students who cannot express themselves in English or do not understand. Some of the

\textsuperscript{126} Focus group 1; 3; 5; 7.
\textsuperscript{127} Focus group 3;4;7.
\textsuperscript{128} Focus group 1;2;3;4;5;7;8.
\textsuperscript{129} Focus group 5.
students said that the ones who cannot express themselves in English might become quiet and stop talking and thereby they do not take part in the teaching. Many of the students considered this a problem because the students with poor knowledge might feel that they can’t understand no matter what they do and hence it will be even more difficult to learn, it becomes a self-fulfilling prophecy\textsuperscript{130}. In one of the focus groups, some of the students mentioned that they were afraid to ask the teacher questions because they were ashamed to show their lack of knowledge\textsuperscript{131}.

A majority of the students in the focus group felt that the most difficult time was right after the linguistic transition\textsuperscript{132}. Even the students who came from English medium schools agreed with this. A boy in one of the focus groups described it as “going fishing without a fishing-net”\textsuperscript{133}, a parable for the insufficient knowledge in the English language the students possessed when they entered secondary school. This was something that was also clearly visible in the questionnaire result. The students felt that they did not possess sufficient knowledge in English when they started secondary school.

![Figure 2](image.png)

\textit{Figure 2. A diagram from the second questionnaire, which shows the result of whether the students felt their English skills, was sufficient or not when they started secondary school.}

The diagram above (\textit{Figure 2}) is from the second questionnaire which was filled in by randomly selected students from both schools. It clearly shows the problems that exist regarding students’ proficiency in English when they enter secondary school. I come back to

\begin{footnotesize}
\textsuperscript{130} Focus group 1;2;6;7;8;
\textsuperscript{131} Focus group 3.
\textsuperscript{132} Focus group 3;4;6;7;8;
\textsuperscript{133} Focus group 1.
\textsuperscript{134} Result questionnaire 2.
\end{footnotesize}
the boy in focus group number one who described the problem “like going fishing without a fishing-net […] Most of our fellow classmates are not prepared”\textsuperscript{135}. A majority of the students in several of the focus groups agreed with him and felt it was words that described the situation very well. Among other things students in the focus groups said that it was natural that you, as a student, were confused because you first had to learn something in Kiswahili and then you suddenly were expected to know it in English as well\textsuperscript{136}. There was, however, a difference between the sexes. More girls than boys considered themselves ready for the linguistic transition. This is something that only became visible in the focus groups. In the questionnaires the figures were quite similar.

Problem areas that many of the students experienced after the linguistic transitions were pronunciation and understanding the new vocabularies, but also reading and writing in English was mentioned as problems, both in the focus groups but also in the questionnaires\textsuperscript{137}.

![I feel that my biggest problem areas are:](image)

\textit{Figure 3. A diagram from the second questionnaire, which shows the biggest problem areas the students experienced when they started secondary school.}

The diagram above (\textit{Figure 3}) shows that the majority of the students experience a problem with understanding the new vocabulary in secondary school. It appears that this has much to do with the lack of knowledge in English from primary school but also that English has a much larger vocabulary than Kiswahili. This is most evident in the different subjects that all

\textsuperscript{135}Focus group 1.
\textsuperscript{136}Focus group 6; 8.
\textsuperscript{137}Focus group 3; 4; 5; 7; 8.
\textsuperscript{138}Result questionnaire 2.
have a specialized vocabulary\textsuperscript{139}. Several students also felt that there was a difference between the English you learned in primary school and the English you learned in secondary school. Some of the participants in the focus groups described learning English in primary school as learning from a blackboard, they felt that they never learned how to talk and actually use the language, something they had to be able to do when they started secondary school\textsuperscript{140}. Some participants in a focus group said they did not consider English to be an important subject during primary school, which may have contributed to their lack of knowledge when they entered secondary school, that their fishing-net was left at home, it was not sufficient\textsuperscript{141}.

The participants pointed out that there is a difference between the Kiswahili medium students and English medium students. The students who have been allowed to attend English medium schools during primary school usually have a better economic background. The students who have to attend Kiswahili medium schools, government schools, are those who cannot afford to go to private schools. Students point out that not all parents can afford to pay the school fees and thus, their children's poor performances might depend on what social class they come from\textsuperscript{142}.

Some of the students who felt that they had fewer problems with linguistic transition had theories on why this was so. One girl told me that her father used to buy storybooks to her when she was younger and they were all in English, which meant that she had to start practicing early, to get her fishing-net ready. Another girl talked about how she and her brother used to watch English cartoons. This meant that she got to hear a lot of English and her older brother helped her to translate the words she did not understand\textsuperscript{143}. A boy used to speak English with his parents at home\textsuperscript{144}, which demonstrated that they possessed skills in English and therefore were educated. All of these participants have, in other words, faced English outside school, which has helped them in their linguistic progress. This demonstrates the importance of the socio-economic background. The opportunity to purchase English storybooks or watch English cartoons is minute for large parts of the population.

\textsuperscript{139} Focus group 1;4;5;7;  
\textsuperscript{140} Focus group 1;4;5;6.  
\textsuperscript{141} Focus group 1.  
\textsuperscript{142} Focus group 1;8.  
\textsuperscript{143} Focus group 6.  
\textsuperscript{144} Focus group 4.
Something all the groups pointed out is that it is the linguistic transition that causes problems, the transition from Kiswahili to English. Several of the participants went so far as to believe that the students don’t lack proficiency in subjects but they lack knowledge of the language. Many of them said that if the teacher gave the pupils a question in English, they could not answer but if the teacher had asked the question in Kiswahili, the students had been able to answer. In other words, it is not the knowledge of the subjects that is lacking but the language barrier is the problem. One girl said that if she could she would advise her president to “allow primary schools to learn by using English language in order to get easier in secondary school, to understand well in the class and it will be less difficult in the class.” In other words; primary school should provide the pupils with a sufficient fishing-net.

7.2 The effect of the transition of languages

Even though many of the students felt that they lacked a lot of knowledge of the English language when entering secondary school a majority of them stressed that they had become much better in English since then. All groups agreed that learning English was up to them, to focus and study and to put an effort into it. Only then would you be good at English. One focus group went slightly further and said that those who failed when the language of instruction was English were the same people who failed when the language of instruction was Kiswahili. The same was also true conversely; if you performed well when the language was Kiswahili you also performed well when the language was English. According to them you had to tackle the challenges and start focusing and you would succeed.

However, it was also found that there were some pitfalls with English as the language of instruction. Among other things, the students felt that English had a much larger vocabulary than Kiswahili which could lead to difficulties in fully mastering the language.

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145 Focus group 2;4;7.
146 Focus group 6.
147 Focus group 1;3;4;5;7.
148 Focus group 1;3;4;5;6;7.
149 Focus group 1.
150 Focus group 1;6;7.
Figure 4. A diagram from the first questionnaire, which shows how the students experienced their teachers English skills in secondary school.

As shown in the diagram above (Figure 4), a majority of the students felt that their teachers were good enough at English to use it as the language of instruction. However, there were exceptions. Some participants in the focus groups felt that their teachers lacked knowledge of the English language. They also said that it was difficult to learn English from someone who did not have sufficient knowledge of the language. It could also be a problem for the whole class if the teacher could not raise the difficulty due to his or her lack of knowledge of the English language. In secondary school all the subjects are taught in English except Kiswahili. In one focus group the students said that if a teacher got sick, another teacher had to fill in unless the lesson would be set. Some students highlighted that there was a problem when the teacher in Kiswahili had to deputize in other subjects due to the fact that the teacher in Kiswahili had lost much of his or her English skills when they hadn’t used the language in a long time.

During lessons the only language allowed was English. But a teacher, who only used English, from the start of the period to the end, would not be understood by all the students in the classroom. A majority of the participants said that the teachers often used code switching to get as many students to understand as possible. This means that they mixed Kiswahili and English and used both languages when teaching. Opinions on whether this was good or bad diverged. Most participants agreed that it facilitated in the beginning but later it made

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151 Result questionnaire 1.  
152 Focus group 1;2;5;7;8.  
153 Focus group 2;3;4;8.  
154 Focus group 7.  
155 Focus group 1.  
156 Focus group 1.  
157 Focus group 1;2;3;4;5;8.
students confused. Above all, it created a big problem: examinations. Examinations were conducted in English only, both questions and answers, and the students may not ask questions or have questions explained to them. If you had learned a subject in a mixed language, and had the opportunity to respond in a mixed language, you now risked failing the examinations. Code switching could thus make it more difficult for the students, which a majority of the participants in the focus groups pointed out\textsuperscript{158}. Code switching might provide the students with a damaged fishing-net that did not cover the whole English language.

Once again the issue about knowledge was lifted, it was not that the students lacked knowledge of the subjects but they lacked knowledge of the language and were thus unable to explain their thoughts. Several students found it difficult to fully master the English language and felt that teachers should put more efforts in teaching the students the vocabulary and pronunciation\textsuperscript{159}.

There seemed to be some teachers who were much stricter with the English language. A number of students said that they could not ask questions to the teachers if they didn’t understand something or if they needed something explained. If they would ask the teacher to translate the question into Kiswahili or wanted to be permitted to answer the question in Kiswahili the teacher would ask the student to sit down\textsuperscript{160}. This might lead to that the students talked or wrote without understanding what they said or wrote. They then had skills that they did not understand or could handle\textsuperscript{161}. Another issue that was raised was the fact that the students had one language at school and one language outside school\textsuperscript{162}.

A majority of the students felt that having English as the language of instruction gave them great advantages in the future. Many highlighted that they lived in a developing country and English was needed to move the country forward. But the main reason seemed to be communication. The students felt that, by being able to talk both Kiswahili and English, they were able to communicate with people both in and outside Tanzania which opened the borders for them\textsuperscript{163}.

\textsuperscript{158} Focus group 1;2;3;4;5;8.
\textsuperscript{159} Focus group 2;3;8.
\textsuperscript{160} Focus group 2;3.
\textsuperscript{161} Focus group 2;3;4.
\textsuperscript{162} Focus group 2;4.
\textsuperscript{163} Focus group 1;2;4;5;6;7.
As shown in both diagrams above (Figure 5, Figure 6) almost all the respondents felt that having English as the language of instruction would increase their chances of both getting a good job and also to reach higher education. The majority of the students felt that good knowledge of English would get them a good job, in or outside the country\textsuperscript{166}. The students stressed that many companies in Tanzania either were from other countries or used English as their main language to compete with the foreign companies, thus making English an important language to know. Learning English also raised the students' self-confidence\textsuperscript{167}.

Only a few students saw negative aspects by using English as the language of instruction. The negative aspects mentioned were that for some students, it was harder to get a higher grade or

\textsuperscript{164} Result questionnaire 1.  
\textsuperscript{165} Result questionnaire 1.  
\textsuperscript{166} Focus group 2;4;5;6;7.  
\textsuperscript{167} Focus group 3;4;5.
to understand the teacher's instructions. But the majority of the students had a positive view on the use of the English language as the language of instruction, except for the transit.

7.3 Preferred language by the students and why they preferred it

A girl said this to me during one of the focus groups:

For us, we were colonized by the British and the British left us with English language. Same for other countries, they were colonized by France, that is why they are speaking French now. Learning Swahili from primary, secondary English and university English, that is coming from the people who colonized us. That is why we know English.

As seen in the pie charts above (Figure 7, Figure 8) a majority of the students preferred the English language as the language of instruction. 73 percent of the students, 75 out of 103 participants, who took part in the second questionnaire voted for English as their language of instruction during secondary school. In the first questionnaire with the students who took part in the focus groups the result was 68 percent.

The participants in the focus groups talked about the problem of the linguistic transition and the majority agreed that the transition was a problem.

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168 Focus group 3;4;6;8.
169 Focus group 6.
170 Result questionnaire 2.
171 Result questionnaire 1.
172 Focus group 1;3;4;5;7;8.
The students agreed that the transition was the problem and to fix that problem they thought it would be easier to use the same language of instruction throughout the whole school system and the majority agreed that that language should be English\textsuperscript{174}. This can also be seen in the pie chart above (Figure 9). This would provide them with a fishing-net from the start. This was something you could also see in society. Students highlighted that most parents did not want their children to attend government schools. If the family could afford to pay the fee, they wanted their children to attend an English school from the start and thereby avoid the transition, hopefully making the student able to perform well in school\textsuperscript{175}.

Another solution was to use code switching in form 1 and then gradually transfer into English, to form a basic knowledge of the language, a sufficient fishing-net, and avoid the rapid and unprocessed transition\textsuperscript{176}. None of the participants in the focus groups was interested in using both languages all the way. The idea to have Kiswahili as the language of instruction in secondary school and only have English as a subject, like in primary school, never seemed to have dawned on them. When it was discussed in the focus groups, however, it was voted down immediately. The students felt that they would not learn enough English to be able to cope with either higher education or to compete internationally\textsuperscript{177}.

\begin{figure}[h]
\centering
\includegraphics[width=0.8\textwidth]{pie_chart.png}
\caption{A pie chart from the second questionnaire which shows which language the students prefer as the language of instruction throughout the whole school system.}
\end{figure}

\textsuperscript{173} Result questionnaire 2.
\textsuperscript{174} Focus group 1;2;3;5;6;7;8.
\textsuperscript{175} Focus group 1;7;8.
\textsuperscript{176} Focus group 1;8.
\textsuperscript{177} Focus group 1;5;7;8.
Another reason that also emerged is the view of the Tanzanian language. A girl said “In school we are going to learn in English but in the streets, at home […] Because somehow Swahili is spoken at home”. Kiswahili is not considered to be an equally sophisticated language like English. Kiswahili is for life outside school and work, for the streets and for the home and for those who cannot manage the school.

The reasons for the students to prefer the English language as the language of instruction were many. The main reason that emerged was the globalization of the world. People throughout the world use the English language and it was therefore important for the Tanzanian government to do the same. English is an international language which is the main reason for learning it. It opened doors for them in the future, both with jobs and with further education. Several of the students talked about a future where they had to go on international business trips or work outside the country after they had finished their studies at the university. They wanted to travel, especially to The United States or to Europe, and they wanted to work outside Tanzania. English was a way to communicate with other people. Students connected their language skills with a successful future. One boy said a similar quote to that which started this part:

Cause that’s the language that we learned from our colonies. Cause we were being colonized by them, and that’s the language that we learned from them and they were the ones who were giving us jobs, […] so you got to learn the language, you fix up if you want to go somewhere in the world.

Another important reason for choosing English as the language of instruction is the vocabulary. Kiswahili is not a complex language, which means it has many English loan words, especially in the science subjects. English has a more developed and detailed vocabulary which is better suited for teaching at higher levels where Kiswahili is no longer sufficient.

There was, however, a fear of using English as the language of instruction throughout the school system. Some students mentioned that they were afraid of losing their national language, Kiswahili. If they used English as the language of instruction throughout the school system, there was a risk of killing the mother tongue, which was something the students did.
not want\textsuperscript{185}. A girl talked about the importance of the national language, saying: “Swahili carries your taboos and your culture”\textsuperscript{186}. This highlighted the importance of a national language, that it is more than just a language; it bears their culture, their stories and help holding their country together. Some of the students felt that they should continue to use Kiswahili during primary school and then switch to English when entering secondary school. Then they kept the mother tongue while opening up for international languages, they wanted to keep the balance between the languages. The transition would still be a problem but the students felt that they needed to be better prepared for it, they have to be provided with a sufficient fishing-net, something that should be an obligation for the school and for the teachers\textsuperscript{187}.

A boy said:

\begin{quote}
I think the curriculum should change. Because what is affecting us is the curriculum on how we should use English because when you are in primary school you just study it as it is. It is not necessary that you study it. But when you come to secondary school it is necessary to know English language in all subjects so, the person who have been neglecting English cannot cope with that and fails after exam. The curriculum should emphasize on using English since primary school so that a student from primary school… knowing how to use English language so that they can perform well in the other studies.\textsuperscript{188}
\end{quote}

\textsuperscript{185} Focus group 1;4;5;6;7.
\textsuperscript{186} Focus group 6.
\textsuperscript{187} Focus group 1;3;4;6;7.
\textsuperscript{188} Focus group 1.
8. Analysis and discussion

In the following part, the results presented above will be opposed to previous research and the theories to detect patterns and similarities but also differences and discrepancies. The discussion part shows the similarities and differences between this study and the previous research that has been conducted in the area. The discussion section ends with a method discussion where other approaches, methods and the study’s validity are discussed.

8.1 The transition of languages

The students in the focus groups were divided into two groups, those who came from Kiswahili medium schools and those who came from English medium schools. The students who came from Kiswahili medium schools were portrayed as the weaker. According to the participants in the focus groups they were those who had the biggest problems with the linguistic transition. Already here we could see a pattern. According to Bourdieu, within the field, the school and the class, the agents, students, were trying to get positions and making a hierarchical indication to those who do not know English and thereby are further down in the field. They made an indication that those from the Kiswahili medium schools, have a different habitus that they had inherited from home.

The focus groups noted that the language barrier was the problem, that they were not ready for the linguistic transition, they weren’t provided with a fishing-net. As Figure 2 illustrated, a majority of the students who took part in the surveys felt that they were not ready for the linguistic transition, they did not have sufficient knowledge of English, a sufficient fishing net. A similar finding has been made by Brolén and Cullfors 189. Their study focused on primary schools where pupils had a native language as their first language. The authors were critical about that the transition from a native language to Kiswahili did not occur gradually, and instead was a wall that greeted the students when they started primary school. This could be applied to the transition that takes place later, in the shift between primary school and secondary school. There is a similar wall between Kiswahili and English.

The students felt that it was the language barrier that was their biggest problem. They were going fishing without a fishing-net. They felt that they had knowledge of the subjects but not the tools to express it. If a teacher had asked the question in Kiswahili or had allowed the

189 Brolén & Cullfors 2007
student to respond in Kiswahili this would not have been a problem according to the students. They say in other words that it is not the knowledge of the subject that is the problem but it is language that creates a difficulty, they couldn’t express what they wanted to say.

Richard\textsuperscript{190} also noted in his study that the language barrier was a problem, especially when examinations are conducted in English alone, which causes a lot of students to fail and drop out of school. His investigation also revealed that the students felt that they could answer the question if they were allowed to answer all or a part of it in Kiswahli. In other words, this was a pattern that was repeated.

During the focus groups a minor difference between the two schools appeared. The girls were more in favor of the English language, they thought they could handle it and that it was the most appropriate language to use in school. This pattern was also seen among the boys, but here there were larger discussions about the language, about the positive things with the Kiswahili language or code-switching. The surveys showed only marginal differences but a similar discovery was made by Nyamubi\textsuperscript{191} in his study. He also discovered that girls were more in favor of the English language. In this study, however, this may have been due to the fact that the girls who participated in the focus groups were class leaders and thus possessed strong skills in English.

The focus groups highlighted the difference between students of different economic backgrounds. The students who came from a home with a good economic status had often started in English medium schools at an early age. Above all there was the knowledge from the home; students with educated parents had a great benefit. The parents were often a source of knowledge at home, the students could speak English with their parents and thus exercise speaking and using the language. The students with good financial backgrounds often had other assets, such as English books and English TV channels. This created a great discrepancy between the students because of their different prerequisites, their different fishing-nets.

Several researchers have highlighted this problem. Qurro’s\textsuperscript{192} focus was on those students who had educated parents, that they had a big advantage in the education system. The same findings were made by Nyamubi\textsuperscript{193} who also adds the availability of materials. If you had

\begin{footnotes}
\textsuperscript{190} Richard 2005
\textsuperscript{191} Nyamubi 2003
\textsuperscript{192} Qurro 1999
\textsuperscript{193} Nyamubi 2003
\end{footnotes}
access to books and the like you, as a student, had a big advantage. Students' economic background thus plays a crucial role in how they will manage their education.

Here, Bourdieu's\textsuperscript{194} theory of habitus was clearly visible. The agents, in other words the students, all had a habitus that affected them and their conditions. Students with greater economic capital had a clear advantage. The economic capital gave these students a greater opportunity in that they had a different access to English material, such as movies and books. There was also the education capital Bourdieu mentioned, that parents own knowledge, in this case the English language, could be passed on to their children.

Here it became very clear how difficult it could be to develop a habitus. The upbringing that the students had received had characterized them. They had a similar habitus as their parents, they had inherited it. This meant that those with lower economic capital, followed by those with lower social capital, would find it more difficult to change their habitus. These students were probably those who had been to government schools and thus had major problems with the linguistic transition, they lacked their linguistic fishing-net, which often led to poor performance in school and also dropouts.

\section*{8.2 The effect of the transition of languages}

The students were split regarding teachers' knowledge of the English language. Most students were, according to the surveys, satisfied, but it emerged during the focus groups that there were some teachers who lacked sufficient knowledge of the English language which made it difficult for the students. This pattern was also found in previous research. Richard\textsuperscript{195} wrote about how teachers’ lack of knowledge was reflected in the students' performance. It's difficult to learn English from someone who does not master the language fully. Yahaya\textsuperscript{196} also reported about teachers’ lack of English skills and how their lack of knowledge often led to code-switching, something Richard\textsuperscript{197} agreed with.

\begin{flushleft}
\textsuperscript{194}Bourdieu 1998
\textsuperscript{195}Richard 2005
\textsuperscript{196}Yahaya 2010
\textsuperscript{197}Richard 2005
\end{flushleft}
Both students and previous research highlighted that there were both advantages and disadvantages with the use of code-switching. According to Mwinsheikhe\textsuperscript{198} this was the most preferred method of teaching as it reached out to the largest number of students. It also made students and teachers participate in the teaching. However, participants in the focus groups in this study did not agree with Mwinsheikhe, none of them wanted code-switching to become the official way of instruction.

Vuzo\textsuperscript{199} also reported on the use of code-switching, the three different classrooms he followed, one in English as the language of instruction, one in Kiswahili as the language of instruction and one in code-switching as the language of instruction. The students who were taught by means of code-switching had the next best result, after the class that was taught in Kiswahili. Whether Vuzo prefer code-switching as the language of instruction in secondary school is not clear. Richard\textsuperscript{200} reported both advantages as well as disadvantages. Richard believed that the disadvantages were predominant, it was a time-consuming form of education and it created problems for the students when the time came for exams, where English was the only language allowed.

The students in the focus groups had different attitudes to code-switching. Some saw it as a good way to reach out to all students, especially those who came from Kiswahili medium schools. But it was also mentioned in several groups that it made them confused and made it harder for them when the time came for examinations, their fishing-net would not be sufficient. Despite this, the students reported that it was the language barrier that was the problem and not their skills. Code-switching was a much appreciated form by the students as it gave them a way to express themselves and answer the questions, but they did not prefer this way of instruction. This was probably because the most important opportunity for the students to prove themselves lay in the exams and not in the classroom, and during the exams English was the only permissible language, not code switching.

Another thing that emerged in the focus groups was that English was a language the students used only in school. It was a language the students thought was suitable for secondary school and for future work, but it was not a language that belonged to everyday life. Qurro\textsuperscript{201} encountered the same phenomenon: English was a language that students did not encounter.

\textsuperscript{198} Mwinsheikhe 2008  
\textsuperscript{199} Vuzo 2008  
\textsuperscript{200} Richard 2005  
\textsuperscript{201} Qurro 1998
outside the classroom. It was thus only a formal language unlike Kiswahili that surrounded the students every day. Nyamubi\textsuperscript{202} and Shelimoh\textsuperscript{203} also raised this problem and believed that this impaired the students' chances to master the language. They had no natural arena to use it in and train it. The English language remained a formal language that was only used within the school area and under the teachers' supervision.

When the students talked about how the linguistic transition could affect their future they all mentioned similar theories, that their knowledge of English would give them a good job, they would be able to work both in and outside Tanzania. They talked about globalization and internationalization. The English language seemed to be a way of improving their livelihoods and the country as a whole. They said that a majority of the companies in Tanzania used the English language as their formal language, making the English language a necessity if you wanted to have a career.

The English language represents status. This comes from the colonial roots Said\textsuperscript{204} presented in his theory. The West was the ideal envisaged. This can affect the students as they all considered the English language as a path to success. Many seem to even see it as a contact with the outside world, and particularly with the West, which followed Said's theory of Orientalism\textsuperscript{205}.

Shelimoh\textsuperscript{206} and Yahaya\textsuperscript{207} found something in their research, which is also interesting for this study. The researchers reacted to the lack of materials that met them in schools in Tanzania, how many children often had to share one textbook, and other materials were hardly available, such as pens and paper. They felt that the facilities were substandard and they were often old. Despite this, the classrooms were overflowed with students, something they stressed had a direct influence on students' learning abilities. This study took place in precisely such an environment. The schools were old, they were several students who had to share school books and they were far too many students in each classroom. This affected the students’ performance but was something that was hard to change, especially since compulsory education was introduced.

\textsuperscript{202} Nyamubi 2003
\textsuperscript{203} Shelimoh 2008
\textsuperscript{204} Said 1997
\textsuperscript{205} Said 1997
\textsuperscript{206} Shelimoh 2008
\textsuperscript{207} Yahaya 2010
The government schools in Tanzania had very little economic capital. For those parents with higher economic capital there was the opportunity to place their children in private schools which had a completely different access to economic capital and thus to learning materials and facilities. The private schools cost money, which required that you, as a student, came from a particular habitus. This was forming a treadmill that was difficult to change or get out from, just as Bourdieu\textsuperscript{208} observed.

**8.5 Preferred language by the students and why they preferred it**

“For us, we were colonized by the British and the British left us with English language. […] that is coming from the people who colonized us. That is why we know English”\textsuperscript{209}. This is Tanzania's history and it's not something I could ignore when analyzing why students chose which language they would prefer as the language of instruction. A majority of the students preferred English as the medium of instruction in secondary school. For that there were several reasons. The students themselves stressed that English had a much more detailed vocabulary that was more suitable for higher education where Kiswahili was no longer sufficient. The students saw English as a path to higher education and jobs. The language reflected their dreams and thoughts and it showed what status they connected to the English language in comparison to their own national language.

It was a colonial residue, that the English language was dominant in the school system and the working world. This followed Said's\textsuperscript{210} theory of Western domination, to follow the ideals that were introduced in the country during the colonial time. The people had accepted these ideals and incorporated them into their own culture. Kiswahili was a native language and thereby classified as oriental and thus did not have the same status as English which came from the Western World. This provided a natural explanation why Kiswahili has a lower status than English.

The fact that Tanzania has been a British protectorate had a clear impact on the choice of language. The British came with development and progress to the country and this has made its mark on the society in general and the schools in particular. There were theories from several researchers that this European power might still affect the country's decision.

\textsuperscript{208} Bourdieu 1998
\textsuperscript{209} Focus group 6.
\textsuperscript{210} Said 1997
Richard\textsuperscript{211} writes in his study that Tanzania wanted to keep the English language for several reasons, and one of them was to maintain the donations made by Britain and the neighboring countries. A similar idea was also expressed by Kimizi\textsuperscript{212}. Even if the colonial power was no longer in control it might still affect the country.

Students who participated in the surveys gave a clear picture; they preferred English as the language of instruction. Those who have conducted previous research on the subject have not looked at what the students preferred, but what they thought should be the best for the students. Vuzo\textsuperscript{213} showed that students who were taught in Kiswahili achieved better results than those who were taught in English. The same goes for Mwinsheikhes\textsuperscript{214} study. Richard\textsuperscript{215} found that students preferred English though he felt that this was due to the teaching material. The teaching material was only available in English which affected the student choice according to Richard. Richard himself recommended that the teaching should be conducted in Kiswahili.

Qurro\textsuperscript{216} described the language system in the Tanzanian school as something that did not build on previous knowledge. On the contrary, previous language skills were stomped out. This was what happened to Kiswahili. Students valued their skills in English much higher than their skills in Kiswahili. In the English language, they saw their futures, the language would take them to higher education and to their dream job. Something that was apparent both in this study and in Richard's\textsuperscript{217} is the society's view on the English language: if you cannot express your thoughts or opinions in English it means that you are uneducated.

This was something that was also visible in the community. The students spoke of parents who would do anything to avoid placing their children in a government school. Those who were able to pay the school fees advised their children to private schools where the teaching was in English. This was something that Nyamubi\textsuperscript{218} also noticed in his research. It was important to the parents that the children learned English. The students’ knowledge was for them, their family and to take the country forward. Society's view of the national language

\textsuperscript{211} Richard 2005
\textsuperscript{212} Kimizi 2008
\textsuperscript{213} Vuzo 2008
\textsuperscript{214} Mwinsheikhes 2008
\textsuperscript{215} Richard 2005
\textsuperscript{216} Qurro 1998
\textsuperscript{217} Richard 2005
\textsuperscript{218} Nyamubi 2003
also reflected the Orientalism\textsuperscript{219}. The West was the ideal and everyone helped each other to maintain it, parents as well as students and teachers.

Something the students repeated was that English is an international language. The students’ command of the English language seemed crucial to them to be able to communicate with other people. One boy said that "you fix up if you want to go somewhere in the world\textsuperscript{220}". Students seemed to see the English language as a way of improving their future. They all wanted good jobs, often outside Tanzania, and they wanted to travel and see the world and be able to communicate with other people. The countries mentioned when it came to travel were mostly United States of America but also France and Europe as a whole.

The English language seemed important to the students. When the students in the focus groups talked about why they needed to know English, they returned constantly to their futures. They talked about leaving Tanzania, work abroad, about amazing careers as well in Tanzania and beyond. They would go to university and become doctors or successful businessmen or businesswomen. And some wanted to be Miss Tanzania or elite athletes and thus be able to represent the country internationally. The English language had power over the students' futures. These were dreams of status and better living conditions, dreams of leaving the social class you belonged to and rise above it.

This demonstrated a desire to develop their habitus. The students wanted to improve what they had and climb higher on the social ladder. The West was the ideal and the English language became the way. The students all seemed to believe that if they just learned English and became proficient at it, it would open the door for them. The problem was that habitus, according to Bourdieu\textsuperscript{221}, is difficult to change. Their different capitals, economic, social, cultural or educational, would influence their opportunities and make the climb up the social ladder complicated.

A majority of the students wanted to have English as their language of instruction. But the fact remains that the number of students who don’t pass the school grows; they fail and they are then forced to drop out. The students said that they wanted all of their lessons in English, even though many of them could barely answer my questions. Is this sustainable? The risk is that it will create a society where only the strong survive, and the majority of the strong will

\textsuperscript{219} Said 1997
\textsuperscript{220} Focus group 2.
\textsuperscript{221} Bourdieu 1998
be from the upper classes of society because they have completely different conditions and habitus, a completely different fishing-net. But I agree with Yahaya\textsuperscript{222}, we should not blame the teachers, “the whole education system was responsible for the deterioration”\textsuperscript{223}. Instead there must be another way around the transition of languages, from Kiswahili to English, to provide the students with a sufficient linguistic fishing-net to cope with the new language of instruction.

8.6 Research methodology

Students, especially in the girls' school, were selected by the school administration or the responsible teachers. This meant that the students who were chosen could often express themselves passably in English and usually had good grades and thus could spare time to participate in the study. In the girls’ school, the girls chosen to participate in the study were class leaders, meaning that they were the strongest performing girls in each class, making them both good at English but they also had status among students and thus were accountable to their school management. This may lead to that they didn’t want to show weaknesses in themselves or classmates, thus not to show weaknesses in the school itself. Sensitive topics could have been the performance in the language, both from the students but also from the teachers. These discussions in the focus groups or questions in the surveys might have been sensitive, if they didn’t want to show weakness in themselves, classmates or in the school.

The hierarchical society in Tanzania means that these students may have had difficulty in expressing any weakness in themselves or in their classmates, because of their pride. You don’t want to critize someone higher up in the hierarchy; that might have an influence on your life, that you cannot perform as well as you had hoped. It all might have been hampered even further by the fact that they were facing a Westerner who asked for their skills in only English, a language that Westerners had brought to the country. Westerners have a high status in Tanzania’s society, which could hamper the ability to get honest answers from the students.

The interpreter was a former teacher at one of the schools and the students faced questions concerning the teachers’ proficiency in English. Here the hierarchal system plays a role, pointing out a lack of knowledge of a teacher is not something you normally would do. To share this kind of information with a former teacher, the interpreter, in the same room can

\textsuperscript{222} Yahaya 2010
\textsuperscript{223} Yahaya 2010, p.16.
make things even more difficult. To avoid this problem the interpreter offered to leave the room at several focus groups when this came up. I also explained to each focus group that their responses would not be disclosed but kept confidential.

All focus groups were recorded with a voice recorder and notes were taken on who was speaking when, to facilitate the transcribing process. Despite this, there were problems with the recordings when students’ answers were not heard because of the noise from outside the room.

Students in Tanzania are not used to speaking openly in a school environment, but I didn’t get the opportunity to meet with the students outside their school. In the classrooms, the teachers were the ones leading the conversation and the students answered questions under controlled circumstances. Very rarely they used group discussions or suchlike. This might have made it difficult for the students when they were asked to express themselves openly in a group, particularly in school environment. According to Wibeck it was important with the right surroundings but in this case the rooms and times where chosen by the schools.

A proposal on how most of the issues above could have been avoided was to choose a completely different method where I follow the students more personally and for a long period of time. Then I had been able to see how the students experienced the transition personally, and how this affected their role in the classroom and their performance in general. I could also have chosen only to speak to the students in form 1, in order to narrow the study down.

To facilitate the students to answer, the surveys were translated from English to Kiswahili. The translation was done by an independent person who was not involved in the study. The translation was then checked by the Tanzanian teacher I worked with to make sure it was correct and understandable for the students. Still, there was always room for interpretation.

A major theoretical disadvantage was Said’s theory of Orientalism. This theory was designed primarily to examine the Western world and their view of Orientalism. Said’s main focus was the central parts of the Orient and on the Arab countries. In a possible deepening of the essay or further research, Ani Loomba’s theory of colonialism and post-colonialism and Ngũgĩ wa Thiong'o’s theory of post-colonialism and literature are recommended.

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224 Wibeck 2010, p.32;33.
225 Said 1997
9. Closure and conclusions

Here follows a short summary of the study which repeats the study's purpose, procedures and theories to assist the reader. The results are presented briefly in the summary and then presented more thoroughly and compiled under Conclusions. Finally, recommendations and suggestions for further research are given.

9.1 Conclusions

The students felt that the transition from primary school to secondary school was difficult since it involved a linguistic transition from Kiswahili as the language of instruction to English as the language of instruction. Many students felt that they lacked sufficient knowledge of English for this transition; they felt like they were going fishing without a fishing-net. This especially concerned the students who came from Kiswahili medium primary schools, which supports Bourdieu's theory that it is hard to develop a person’s habitus. The habitus the students are born and raised into will affect them throughout their lives.

When the students began secondary school there were many who were struggling with the new vocabulary and pronunciation of the words. To facilitate for the students, several teachers used code-switching, which is a mixed language between Kiswahili and English. This had both advantages and disadvantages; it facilitated for the students understanding but it also made it harder because the examinations were in English only. The students felt that they possessed the knowledge in their subjects; it was the language barrier that was their obstacle.

Despite the language difficulties, the students considered the English language of instruction to be a path to higher education and a good job. The language could open international doors for them and thus open up for new opportunities. This contributed to that a majority of the students preferred English as the language of instruction in secondary school. This pointed to the fact that still today the Tanzanian society values a Western language, English, higher than their own national language, Kiswahili. The problem was not the language, it was the transition of languages, the students weren’t provided with a sufficient fishing-net.
9.2 Recommendations

Earlier research has recommended the usage of Kiswahili as language of instruction in secondary school in order to facilitate the students’ learning. This study has instead focused on students’ experiences and what they would prefer. Due to the fact that students prefer English as their language of instruction in secondary school, the only recommendation the study, and thus the students, can give is to prevent the linguistic transition problems before they occur. All students should have strong knowledge of English in primary school, and then there should be a gradual transition to English as the language of instruction in secondary school, to provide the student with a sufficient fishing-net. I also believe that the boy who felt that the curriculum should be changed was right, the curriculum should be changed and advocate a greater focus on the English language in primary school to prepare students and provide them with sufficient knowledge before the transition.

9.3 Suggestions for further research

This research has focused on whether the students in Tanzania feel ready when the language of instruction transfers from Kiswahili into English and which language of instruction they would prefer. In order to expand and deepen this study, further research could be conducted in other parts of the country and see if the same patterns in the students' experiences and answers can also be found there. One can also increase the study's validity by following a few chosen students during the transition period and for a longer time to see how the transition of languages actually affects them.

A proposal is also to conduct a similar study, but then focus on how students in Tanzania experience having to learn a new language, both the positive and the negative sides, and the consequences and benefits the students feel that the new language brought.
References


Appendix 1 – Questionnaire focus groups

Name of school: ____________________________________________________

How old are you? __________

How many siblings do you have? ____________________________________

In which area of Dar es Salaam are you living? _________________________

What are your parents working with? _________________________________

If you consider yourself to belong to a religion, please type what religion: ________________________

English is my: First language  Second language  Third language

When I started Secondary school, I felt that my English skills were:
(Please circle one of the answers below)

- Insufficient
- Less sufficient
- Sufficient
- More sufficient

To cope with school today, I think that my English skills are:

- Insufficient
- Less sufficient
- Sufficient
- More sufficient

I think that the teachers English skills are:

- Insufficient
- Less sufficient
- Sufficient
- More sufficient

I feel that the transaction of language, from Swahili to English, affects me in these ways:

- It makes it harder to get good grades
- The ability to get good grades is unchanged
- It makes it easier to get good grades

- It is harder to understand the teachers instructions
- The ability to understand the teachers instructions is unchanged
- It is easier to understand the teachers instructions

- It reduces my chances of getting a higher education
- The chances of getting a higher education is unchanged
- It increases my chances of getting a higher education

- It reduces my chances of getting a good job
- The chance of getting a job work is unchanged
- It increases my chances of getting a good job

If I got to choose, I would like the language of instruction in school to be: ________________________

Other comments about the transition of languages and their effects on your schoolwork or future:

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________
**Maswali**

*Jina la shule:* ________________________________

*Una miaka mingapi?:* ________________________

*Una ndugu wangapi?:* ____________________________

*Una kaa/unaishi wapi hapa dar es salaam?:* ____________________________

*Wazazi wako wanafanya kazi gani?:* ____________________________

*Wewe ni dini gani?:* ______________________________

**Kwingereza ni:**

<table>
<thead>
<tr>
<th>Lugha ya kwanza</th>
<th>Lugha ya pili</th>
<th>Lugha ya tatu</th>
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</table>

_Nilipoanza shule ya sekondari, niliona kwamba kwingereza changu kilikuwa:_

*(Zungusha duara kwenye jibu sahihi hapo chini)*

<table>
<thead>
<tr>
<th>Kibaya</th>
<th>Kizuri</th>
<th>Kizuri</th>
<th>Kizuri</th>
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<tr>
<td>kidogo</td>
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<td>sana</td>
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_Nilivyozoe shule leo, naona kwingereza change kimekuwa:_

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<tr>
<th>Kibaya</th>
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<td>kidogo</td>
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*Naona ujuzi wa walimu wa kwingereza upo:*

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<tr>
<th>Kibaya</th>
<th>Kizuri</th>
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<tr>
<td>kidogo</td>
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</tbody>
</table>

*Naona kubadilisha lugha ya kwingereza toka Swahili kwenda kwingereza, inaathiri kivipi:*

<table>
<thead>
<tr>
<th>Inakuwa ngumu kupata</th>
<th>Uwezo wa kupata matookeo</th>
<th>Inakuwa rahisi kupata</th>
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<tbody>
<tr>
<td>Matooke mazuri</td>
<td>Mazuri haina tatizo</td>
<td>Matooke mazuri</td>
</tr>
<tr>
<td>Ni ngumu kuelewa</td>
<td>Uwezo wa kuelewa maelekezo</td>
<td>Ni rahisi kuelewa</td>
</tr>
<tr>
<td>Maelakezo ya mwalimu</td>
<td>Ya mwalimu haabadiliki</td>
<td>Maelakezo ya mwalimu</td>
</tr>
<tr>
<td>Inapunguzza nafasi ya kupata</td>
<td>Uwezekano wakupata elimu</td>
<td>Inaongeza uwezekano wa</td>
</tr>
<tr>
<td>Elimu ya juu</td>
<td>Ya juu haabadiliki</td>
<td>Kupata elimu ya juu</td>
</tr>
<tr>
<td>Inapunguzza nafasi ya kupata</td>
<td>Nafasi ya kupata kazi nzuri</td>
<td>Inaongeza uwezekano ya kupata</td>
</tr>
<tr>
<td>Kazi nzuri</td>
<td>inakuwa ngumu</td>
<td>Kazii nzuri</td>
</tr>
</tbody>
</table>

*Kama nikitaka kuchagua, nitapendelea maelekezo ya lugha ya kwingereza katika mashule iwe:* ____________________________

*Kama una lolote kuhusu kubadili kwa lugha ya kwingereza na madhara yake katita kazi za shule au hapo baadae:*

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Appendix 2 – Questionnaire students

Name of school: ____________________________________________________

How old are you? _____________

(Please circle one of the answers in each question)

English is my: First language Second language Third language

My nursery school was a: Private school Government school

My primary school was a: Private school Government school

During nursery school, the language of instruction was: English Kiswahili

During primary school, the language of instruction was: English Kiswahili

When I started Secondary school, I felt that my English skills were:

Insufficient Less sufficient Sufficient More sufficient

To cope with school today, I think that my English skills are

Insufficient Less sufficient Sufficient More sufficient

When the language of instruction is English I feel that:

It is harder to understand the teachers instructions

The ability to understand the teachers instructions is the same as when the language of instruction is Kiswahili.

It is easier to understand the teachers instruction

When the language of instruction is English I feel that:

It is harder to understand the questions during exams

The ability to understand the questions during exams is the same as when the language of instruction is Kiswahili.

It is easier to understand the questions during exams

I feel that the language barrier is a:

No problem Small problem Problem Big problem

I feel that my biggest problem areas are:

(Please circle all of the answers below that you feel fit)

Verbal communication Writing Understand instructions Understand the vocabulary used I experience no problems

If I got to choose, I would like the language of instruction in secondary school to be:

________________________________________

If I got to choose, I would like the language of instruction in the whole school system to be:

________________________________________

Other comments about the transition of languages and their effects on your schoolwork or future:

___________________________________________________________________________
___________________________________________________________________________
Maswali

Jina la shule: ________________________________

Una miaka mingapi? ________________

(Tafadhali zungush duara katika jibu la kila swali)

Kingereza ni: 
- Lugha ya kwanza
- Lugha ya pili
- Lugha ya tatu

Shule yangu ya chekechea ilkuwa: 
- Shule ya mtu binafsi
- Shule ya serikali

Shule yangu ya msingi ilikwa: 
- Shule ya mtu binafsi
- Shule ya serikali

Kipindi cha shule ya chekechea, maelekezo ya lugha yalikuwa: 
- Kingereza
- Kiswahili

Kipindi cha shule ya msingi, maelekezo ya kugha yalikuwa: 
- Kingereza
- Kiswahili

Nilipoanza shule ya sekondari, niliona kwamba kipindi cha shule ya chekechea ilikuwa:
- Kibaya
- Kizuri kidogo
- Kizuri
- Kizuri sana

Nilivyozoe shule leo, naona kipindi cha shule ya msingi ilikuwa:
- Kibaya
- Kizuri kidogo
- Kizuri
- Kizuri sana

Pale maelekezo ya lugha yanapokuwa kipindi cha mitihami ya kugha na kurejecheza na kugha na mitihami ya kuzingatia:
- Ni vigumu kuelewa maelekezo
- Uwezo wa kuelewa maelekezo ya mitihami ya lugha
- Ni rahisi kuelewa maelekezo

Naona kuwa tatizo la lugha ni:
- Hakuna tatizo
- Tatizo dogo
- Tatizo
- Tatizo kubwa

Naona kuwa tatizo la mitihami za kugha na kurejecheza na kugha na mitihami ya kuzingatia:
(Please circle all of the answers below that you feel fit)

<table>
<thead>
<tr>
<th>Kuongea</th>
<th>Kuandika</th>
<th>Kuelewa maelekezo</th>
<th>Kuelewa misamiati iliyo tumika</th>
<th>Sijaona tatizo</th>
</tr>
</thead>
</table>

Kama nikitaka kuchagua, ningepeendelea maelekezo ya lugha kwa sekondari yawe:

Kama nikitaka kuchagua ningepeendelea maelekezo ya lugha katika mtandao wote wa shule uwe:

Kama una lolote kuhusu kubadili kwa lugha na madhara yake katika kazi za shule au hapo baadae:
Appendix 3

Focus group – Questions

Opening questions:
*To get the group talking and starting:*

How old were you when you started school?

Was it at this school or another school?

For how many of you is the Swahili language your second language?
- What other languages do you speak? What is the difference?

Introduction questions:
*Transaction to questions about Swahili as the language of instruction, these questions will be easiest to answer for the students who has Swahili as their second language:*

How did you find Swahili as the language of instructions? Was it good? What was not good?

Was it easy to learn?

Was it easy to understand?

For how many years was the language of instruction in school Swahili?

Transaction questions:
*Transaction to questions about English as the language of instruction:*

In which class did the language of instruction change, from Swahili to English?

Was it hard to understand the instructions from the teacher?

Was it hard to understand the instructions in the books?

Key questions:
*Key questions about the transaction of languages:*

Were you ready for this transaction?
- Did you have the necessary knowledge in English to have it as the language of instruction?
- Did you know how to use English and not just have it as a subject?
- Have you been getting better at English now when you use it every day?
- If you have a scale, from 1-10, where did you start and where are you now?

What was good with the transaction of languages?

What was easy with the transaction of languages?

How do you feel that English as the language of instruction is effecting your studies?

How do you feel that English as the language of instruction is effecting your grades?

How do you feel that English as the language of instruction is effecting your future?

As a whole, how did you experience the transaction of languages, from Swahili as the language of instructions, to English as the language of instructions?

**Terminate questions:**

*Transaction to questions about which language the student would prefer as the language of instruction:*

If you got do decide, which language would you like to have as the language of instruction in secondary school?

Why would you prefer Swahili/English as the language of instruction in secondary school?

Would you like to have only one language of instruction in the whole school system? (From preschool up to upper secondary school).
To whom it may concern

The holder of this document and the attached individual letter of introduction or certificate from the university/university college,

Mikaela Persson

is about to undertake a "Minor Field Study" administered by the International Programme Office and financed by the Swedish International Development Cooperation Agency, Sida.

For many years, Sida has financed scholarships for Swedish university students. These scholarships aim to raise the level of knowledge and interest of Swedish students in Swedish international cooperation and to give them the opportunity to learn about other countries, thus promoting international understanding and global knowledge.

The student will use the scholarship to carry out an in-depth field study as part of his/her Swedish university programme. The study's lay-out and academic plan have been approved by representatives at the university and institution in Sweden. The scholarships are intended to cover a period of study abroad lasting approximately 8 weeks.

One of the objectives of the visit is to provide the institution in the host-country with information about the study's findings (in the form of a report by the student). Another objective is to promote contact between students in Sweden and other countries. It is hoped that the Minor Field Study Programme will be of benefit to both of our countries. The International Programme Office and Sida would therefore appreciate any assistance that can be offered to the student in pursuit of his/her mission, including any necessary permits.

Please note that the Minor Field Study Programme is not a research commission.

Carina Hellgren
Director, Department for Global Cooperation
International Programme Office
Kwa yeyote anayehusika

Mtu mwenye waraka huu na barua binasoi ya utambulishe iliyosambatanishwa na waraka huu au cheti kutoka Chuo Kikuu/ Chuo cha Elimu ya Juu,

Mikaela Persson

atafanya "Utafiti Mdogo Kitaaluma" ambayo unasimamiziwa na Ofisi ya Programu za Kima
taifa na kugaramia na Bodi inayosughulika na Maendeleyo ya Kimataifa, Sida.

Kwa miaka mingi Sida imekupa ikita ufarahili kwa ajili ya masomo kwa wanafunzi wa Ki-
widi waliyo Vyvio vya Elimu ya Juu. Lengo la ufarahili huu kinasomo ni kukuza ufarahimu
na udadi ina wanafunzi wa Ki-swidi katika masuala ya ushirikiano wa kimaendelelo katika
igazi ya kimataifa na pia kwupatia naifasi ya kujiunga mengi zaidi kubushu nchi nyingine
mbalimbali; hiyo kuimarisha uchewa wa katika masuala ya kimataifa.

Mwanafunzi husika atatumia ufarahili huu wa kinasomo kufanya utafiti kwa undani zaidi
kitaaluma kama sehemu ya masomo katika Chuo vya Elimu ya Juu anachosoma nchi ni
Uswidi (Sweden), Utaratibu na mpango mzima wa utafiti huo kitaaluma umeshinishwa na
vivakihihi wa Chuo cha Elimu ya Juu husika/ Kitivo husika cha Chuo hicho nchini Uswidi.
Ufarahili huu unakusudia kutosheleza safari za kinasomo za wasianti wa wiki 8 katika nchi
za nje.

Moja ya mulengo makuu ya safari kama hiti ni kuipatia taasisi katika nchi-mwenyeti (Chuo
au Kitivo cha Chuo) maadendo/ taarifa kwa namna ya ripoti kubushu matokeo ya utafiti
ulofanyika – ripoti ambayo hutayarisha na mwanafunzi husika. Lengo lingine ni kuima-
risha mawasiliano bauna ya wanafunzi wa Uswidi na wale na nchi nyimbe, Matumaini ni
kwamba nchi hiti mbili zifuadishika na mpango huu wa Utafiti Mdogo wa Kitaaluma. Hiyo
hali, Ofisi ya Programu za Kimataifa na Sida watashukuru kwa msaada wowote utakaoeto-
lewa kwa mwanafunzi husika ili kunafishia shughuli hicho, ikisema vibali muhimu.

Tafadhalii fahamu kwamba Programu ibusayo Utafiti Mdogo Kitaaluma aliyo kama Ilivyoy
Kasi Malawasi ya Utafiti.

Carina Hellgren

Mkuu wa Idara ya Ushirikiano wa Kimataifa
Ofisi ya Programu za Kimataifa
Jamhuri ya Muungano wa Tanzania
Ofisi ya Waziri Mkuu
TAWALA ZA MIKOA NA SERIKALI ZA MITAA

MKOA WA DAR ES SALAAM

Anwani ya Simu:
Simu: 2203156/2203158

Unapojibu tafadhali taja

Kumb.FA282/292/01H/ 150

09 Aprili, 2013

Mkuu wa Shule,
Shule ya Sekondari Azania,
DAR ES SALAAM.

YAH: RUHUSA YA KUFANYA UTAFITI MDOGO WA KITALUMA
WA KUHUSU USHIRIKIANO WA KIMAENDELEO KATIKA NGAZI
YA KIMATAIFA

Tafadhari husika na kichwa cha habari hapo jua

Bi Mikaela Persson ambae ni Mwanafunzi kutoka Chuo cha Hogsholan
Kristianstad ameruhusiwa kufanya Utatifi Shule ya Sekondari Azania. Kuanzia
tarehe 10 Aprili hadi 31 Mei.

Tunaomba apewe ushirikiano wenu katika Utatifi huo.

Josephat J. M
Kny: Katibu Tawala Mkoa
DAR ES SALAAM

Nakala: Mkurungezi Manispaa ya,
llala,
DAR ES SALAAM.

Mkuu wa Idara ya Ushirikiano wa Kimataifa,
Ofisi ya Program ya Kimataifa,
Jamhuri ya Muungano wa Tanzania
Ofisi ya Waziri Mkuu
TAWALA ZA MIKO MNA SERIKALI ZA MITAA

MKOA WA DAR ES SALAAM
Anwani ya Simu:
Simu: 2203156/2203158

Unapojibu tafadhali taja
Kumb. FA282/292/01H/ 150 09 Aprili, 2013

Mkuu wa Shule,
Shule ya Sekondari Jangwani,
DAR ES SALAAM.

YAH: RUHUSA YA KUFANYA UTAFITI MDODO WA KITALUMA
WA KUHUSU USHIRIKIANO WA KIMAENDELEO KATIKA NGAZI
YA KIMATAIFA

Tafadhari husika na kichwa cha habari hapo juu

Bi Mikaela Persson ambae ni Mwanafunzi kutoke Chuo cha Hogsholan
Kristianstad ameruhusiza kufanya Utafiti Shule ya Sekondari,
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DAR ES SALAAM

Nakala: Mkurungezi Manispaa ya,
llala,
DAR ES SALAAM.

Mkuu wa Idara ya Ushirikiano wa Kimataifa,
Ofisi ya Program ya Kimataifa,
UNIVERSITY OF DAR ES SALAAM  
School of Education  
Department of Educational Psychology and Curriculum Studies

Tel  022-2410500/8 ext 2295  
Fax  022-2410387  
022-2410395  
P.O Box 35048  
Dar es Salaam  
Tanzania

6th May 2013

Ms. Mikaela Persson  
Dar es Salaam

TO WHOM IT MAY CONCERN

Ms. Mikaela Persson is student at Kristianstad University in Sweden and is in Tanzania doing part of her research work under the Swedish International Development Agency (SIDA) scholarship for two months as of 10th April – 31st May 2013. University of Kristianstad has a Memorandum of Understanding (MOU) with the School of Education, University of Dar es Salaam.

Kindly accord her the necessary assistance she needs for her work.

Thanking you in advance,

Dr. I. O. Kafanabo (PhD)  
Head of Department, EPCS  
School of Education  
University of Dar es Salaam  
Cell: +255756 588 459  
Email: ekafanabo@yahoo.com