

CHALLENGES FACED BY TEACHERS IN IMPLEMENTING ENGLISH MEDIUM INSTRUCTION IN WARD SECONDARY SCHOOLS IN MOROGORO MUNICIPALITY



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ABSTRACT

This study focused on challenges faced by teachers in implementing English Medium Instruction in ward secondary schools in Morogoro municipality, Tanzania. The study was guided by two specific objectives; teachers' perception on the effectiveness of language of instruction policy implementation and supportive mechanism in implementing the language of instruction policy in ward secondary schools in Morogoro municipality. The study employed pragmatic philosophy with a convergent research design under mixed research approach. The study data were collected from one hundred and eighty (180) participants which involved 9 head teachers and 9 ward education officers who were respectively selected through purposive Sampling technique, 99 teachers who were selected through stratified sampling technique and 54 students who were selected through purposive and stratified random sampling technique. Descriptive statistics was used to analyse quantitative data whereas thematic analysis was used for qualitative data analysis. The study found that inadequate pre services and in-service teachers training on English language as a medium of instruction in ward secondary schools, the current language policy is not friendly to both teachers and students in ward secondary schools, students being less engaged in the classroom due to failure to understand the instruction provided in English language and lack of enough material resources to support English language learning, while proposed solutions such as review of the current language of instruction policy in secondary schools, ensuring effective training to both pre service and in-service teachers concerning English language as a medium of instruction, and collaborating parents and other stakeholders to make suitable language policy of education to learners. Nevertheless, the study revealed that not only the students' teachers also have low proficiency level of English language as they merely depend on code switching between English and Kiswahili to deliver the contents in the classroom. The study-imposed strategies to improve language of instruction implementation in ward secondary schools by suggesting on going teachers' professional development for language of instruction policy implementation only, active parental involvements in supporting language of instruction in and outside of school compound, monolingual language policy of instruction in all education levels. The study concluded that implementation of English language as a medium of instruction teaching and learning processes has become difficult and challenging to both teachers and students. Additionally, the study recommended to the ministry of education science and technology to review the current language of instruction policy to favor students understanding, and recommendations for action were made to both ward education officers and head of schools to establish different supportive programs such as remedial sessions for language of instruction only, and strictly supervision for English language learning as a medium of instruction. Finally, recommendations made to further research to focus

on investigating the impact of instructional language policy on students' motivation and engagement in learning, effectiveness of teachers training programs in preparing teachers to implement the language policy and the role of technology in supporting language learning and teaching, including educational apps, online courses, interactive software, and other online platforms in improving students' English language proficiency.

Keywords: English Medium Instruction (EMI), Teachers challenges, implementation, ward secondary schools, language policy, Morogoro municipality.

1. INTRODUCTION

English Medium Instruction (EMI) has been defined as 'the use of the English language to teach academic subjects, (other than English itself) in countries where the first language of the majority of the population is not English (Macaro,2025).

In Tanzanian secondary schools the use of English Medium of instruction provides a gradual change from kiswahili-based primary education to English when students join in secondary education. Despite its purpose of preparing students with stiff global competition in the future and having access to international communication knowledge, English Medium Instruction possess number of challenges in secondary schools (Elkhayma, 2022).

Some of the challenges raised from structural complications: in primary education kiswahili is used to deliver teaching and learning processes, while in secondary education there is abrupt shift to English, despite both most of the teachers and students lacking sufficient English-speaking proficiencies (Sania,2024).

Additionally, the broader language environment in Tanzanian secondary schools is not in line with English Medium Instruction implementation (Adamson, 2024) revealed that Kiswahili is used in students' everyday lives, and enforcing English speaking policy in secondary education often proves unrealistic.

Moreover, implementation challenges in the classroom seems to be more realistic interrupting effective teaching and learning processes, with number of factors including; shortage of instructional materials such as supplementary books, overcrowded classes, all of which undermines the effective English Medium Instruction. Mhando and Almasi (2024) found that while Teachers attempt various teaching techniques such as group discussions and questioning techniques, they are baffled by insufficient materials, and overcrowded classes.

Jointly, these factors suggest that implementation of English Medium Instruction in ward -level secondary schools within Morogoro municipality encounters systematic and pedagogical obstacles that must be addressed to archive educational objectives effectively.

2. STATEMENT OF THE PROBLEM

The transition from one language to another as a medium of instruction should be a gradual process and not a sudden one; the change should take place after learners have become competent in their mother tongue and proficient in the second language. (Kumar, 2023).

As far as the above statement is concerned to be true, the implementation of English Medium Instruction (EMI) in ward secondary schools particularly in Morogoro municipality has become a significant concern due to number of challenges that undermine teaching and learning processes (Nanai,2021). While Tanzania has put emphasize on English as a language of instruction in

secondary education, studies suggest that both implementors (teachers and students) face significant barriers in effectively using English (Bartlett 2022).

In a case of Ward secondary schools, teachers often struggle with inadequate English-speaking skills, lack of EMI training pedagogy and limited access to teaching resources (Nakure, 2021). These challenges prevent effective classroom interactions, reduce learner's understanding and result in surface coverage of the content rather than deep learning.

Moreover, the situation of socio-economic context of ward secondary schools act as a catalyst to these difficulties, many schools lack adequate text books and supplementary books, language supportive programs, and continuous professional development programs for teachers (Cantrell, 2023). As a result, teachers opt frequent use of code switching between English and Kiswahili, which seems to be useful and helpful to the learner's understanding, but undermines the goal of English proficiency (Ndabakurane, 2024). This situation highly results in poor academic progress, as learners are assessed in a language, they and their teachers are not fully competent in (Nyakana, 2025)

In Morogoro municipality, these issues are evidently seen in Ward secondary schools, which serves students from mainly poor and to little extent middle class families. Unlike in private schools, where Teachers are likely to have better English-speaking ability and better teaching facilities, Ward secondary schools struggle to meet educational goals expectations.

This imbalance raises questions about the sustainability and fairness of EMI implementation in the Tanzanian education system. Therefore, this study which seek to address challenges faced by Teachers in implementing EMI in Ward secondary schools is essential for improving the quality of secondary education and ensuring equitable learning opportunities

3. RESEARCH QUESTIONS

1. To examine the supportive mechanism available for effective language policy implementation in ward secondary schools.
2. To explore perception of teachers on the effectiveness of language of instruction policy in teaching and learning processes.

4. THEORETICAL FRAMEWORK

The study was guided by two theories which were; cognitive load theory (CLT) Championed by John Sweller in the late of 1980s in Switzerland, and language right theory developed by Tove Skutnabb-Kangas around 1970's in Finland. By starting with cognitive load theory, its main arguments centered on practical applications in different educational environment, specifically in instructional language policy implementations. Educators and policymakers can apply CLT principles to formulate curricular that reduces unnecessary cognitive load with maximizing appropriate cognitive load. On the other hand, it has been criticised for relying too much on cognitive factors, critics argue that CLT may overlook emotional and motivational factors in influencing learning. However, it helps educators to design curricular and language of instruction that suits learners understanding of the subjects.

On the other side language right theory base on the arguments that much emphasize on the recognition and maintenance of linguistic rights as an essential part of an individual especially in education context. Its strength lies on highlighting the significance of mother-tongue education, which can pave a better way of educational outcomes for children from minority language backgrounds. It is applied in shaping language of instruction by highlighting the importance of

students to learn in a language that they are familiar with, as a part of their rights especially in Tanzania education setting.

5. REVIEW OF EMPIRICAL STUDIES

The general objective of this study was to assess the effectiveness of language of instruction in ward secondary schools in Morogoro municipality.

5.1 The support mechanism for instructional language policy implementation

With reference to investigated empirical research in different settings, teachers are faced with a number of challenges in terms of being provided with supportive mechanism for instructional language policy implementation, with notable differences based on the circumstance of each country. Taking a look at many European countries factors such as Globalization and immigration has resulted in broader cultural and linguistic diversity in schools in many countries, according to the study conducted by Horgan et al. (2021) within Ukraine. This implies that, where students with different linguistic background and different cultural background join in education system of migrated countries, it is difficult for teachers to implement school's academic instructions effectively. Similarly, studies conducted by Wang (2024) and Schwab (2025) in Finland and New Zealand indicated that In situations where recently arrived students have a limited educational history meaning that both the education system and the language of schooling are new for the students and their families additional support in the language of schooling can be especially advantageous. These results indicates that for effective implementation of language of instruction, teachers' beliefs and approaches related to diversity play an important role in teaching students who are less familiar with country's language of instruction policy.

Moreover, the study by Momo (2021) about South Sudan, the newly independent country in Africa, its history is complex. Bringing a nation into existence is a difficult task, especially when bound up with so much bloodshed and violence. Against this backdrop, education was identified as an essential foundation on which the new nation state would be built. However, creating a well-functioning education system which has a language-in-education policy (LiEP) supported by all stakeholders presents significant challenges. The study's results indicated that opting one dominant language out of ethnicity language proved to be supportive to the teachers and students in South Sudan hence English was chosen as language-in-education policy supported by all stakeholders, Momo (2021). The problems face south Sudan of being newly independent country in Africa, and political instability are not existing in Tanzania since there is political stability and the country has attained her independence sixty four years ago, but her problems of ambiguous language of instruction policy, inconsistency in language policy implementation, lack of proper trainings on language of instruction to both pre service and in-service teachers, exhibit the same problems encountered in other east african countries of Kenya, Uganda and Burundi as it has been revealed by Mwinuka (2023) the results indicated that material supports, proper supervision in school environment and even outside of, parents and other stakeholders engagement in language of instruction initiatives are highly needed to ensure effectiveness of language of instruction policy implementation in ward secondary.

5.2 perception of teachers on the effectiveness of language of instruction policy in teaching and learning processes.

As main implementors of the language of instruction policy, Teachers must have their say on how effective or ineffective is language of instruction in teaching and learning processes. Ronquillo

(2023) found in his research that in Philippines where English applies as one of the official languages and play a crucial role in schools and daily communication, nevertheless it is not an easy task to achieve proficiency in English, especially for students with different first language backgrounds. The teacher's competence to reduce the linguistic gap and facilitate English language learning is a critical factor. The training and support provided to teachers in this context need examination Gonzalez, (2023).

Furthermore, in In Madagascar the language policy implementation faces some challenges as evidenced from the present study by Baholy, (2024). The researcher highlights French language acquisition in primary, secondary, and public high schools in Antananarivo and its surrounding areas through Classroom observations and surveys. The results indicated that teachers perceive language of instruction in Madagascar as more challenging than suitable to the teaching and learning processes. According to Razafimahafaly, (2025). The linguistic situation in Madagascar is characterized by a complex diglossia, where there is coexistence between the colonial language (French) and the national language (Malagasy), as well as an older and relatively stable diglossia between the national Malagasy and the vernacular dialects. This kind of ambiguity in instructional language policy implementation affects learners, and teachers are encountered with a number of challenges in the classroom situation. The problem is not only found in Madagascar as the study conducted by Altinyeken, et Al., (2021) in Uganda presents the evidence of instructional language policy implementation in education in Africa to be a more challenging and debatable topic and it is a root of understanding education inequalities in Africa's education system. As of Tanzania the situation is almost the same as it had been revealed by Ali(2024)

6. METHODOLOGY

The study used convergent research design which found in mixed method research under pragmatics philosophy. (Creswell,2023) in mixed research design qualitative and quantitative data are collected simultaneously and analyzed separately, then combined to provide a more comprehensive view of research problem.

Table 1.Sampling frame

Category	Target Population	Sample size (n)	Percentage	Sampling technique
School	30	9	30%	Stratified random & Purposive sampling
Teachers	351	99	30%	Stratified random & Simple random sampling
Students	180	54	30%	Purposive sampling
Head of School	30	9	30%	Stratified random & Purposive sampling
WEO	29	9	30%	Stratified random & Purposive sampling

TOTAL 620 180

Source: Researcher 2025

The target population under study involved 30 ward secondary schools within Morogoro municipality, 351 teachers, 180 students, 30 heads of Ward secondary schools, and 29 ward education officers. Lakens (2022), a sample size of 10 to 30 percent is sufficient to represent the entire population under study. The sample size was 180 participants which involved 9 head teachers, 9 ward education officers, 99 teachers and 54 students who participated in this study. Hence, a target population involves all people participate in a study, and sample is a part of the population (Willie, 2023).

The sampling process involves choosing a sample of population from an individual or large group for a certain type of research objective. (Makwana, 2023). The sampling of this study was obtained from the study population by using purposive Sampling method in choosing 9 heads of schools, and 9 ward education officers by considering their positions, 99 teachers were chosen through stratified sampling and again 54 students were identified using purposive sampling technique. Description of data collection instruments was done by contacting the director of postgraduate Studies at the University to ask for permission to conduct the study. questionnaires were used to collect data quantitatively from 99 teachers, while interview guides was used to collect qualitative data from 9 head of schools and 9 ward education officers as well as focus group discussion was used to collect data from 54 students.

Validity and reliability of data collection instruments were considered. Pilot testing was done before the actual data collection to pursue validity and reliability test of research instruments. Test-retest was employed to determine reliability of the qualitative data collection instruments, and pilot data collection and analysis for qualitative data collection instruments designed for this study ensured validity of tools. In data analysis descriptive statistics was used in quantitative data where by statistical package for social science (SPSS) version 20 was used in analyzing questionnaires items. The analysis was made by displaying calculated statistical units of the frequencies and percentages to establish a clear indication of the responses of each item. In qualitative analysis, thematic analysis was used in which interview guides and focus group discussion was employed in an attempt to create pattern and themes in assessing the effectiveness of language of instruction in teaching and learning processes in ward secondary schools in Morogoro municipality. Ethical considerations in this study was observed by getting an authorization letter from Jordan university college (Juco) ethical review board, then obtained informed consent from all participants of this study before collecting data and assured confidence and anonymity when reporting and restoring data.

7. FINDINGS AND DISCUSSIONS

Table 2: Teachers' perceptions on the effectiveness of the instructional language policy in enhancing educational quality.

SN	STATEMENT	SD		D		U		A		SA		Mean
		f	%	f	%	f	%	f	%	f	%	
1	Teachers are adequately trained to implement the instructional language policy effectively	9	9.1	29	29.3	2	2	43	43.4	16	16.2	3.28

2	The policy ensures that the language of instruction is appropriate for the students learning needs	6	6.1	22	22.2	9	9.1	50	50.5	12	12.1	3.40
3	Students perform better academically when the instructional language policy is applied consistently	2	2	2	2	13	13.1	37	37.4	45	45.5	4.22
4	The instructional language policy aligns with the educational goals of the curriculum	8	8.1	5	5.1	14	14.1	37	37.4	35	35.4	3.87
5	Teachers feel confident using the instructional language in teaching complex concepts	26	26.3	20	20.2	15	15.2	23	23.2	15	15.2	2.81

Source: Field data 2025.

Key: 1. SD – Strongly Disagree 2. D – Disagree 3. U – Undecided 4. A - Agree 5. SA – Strongly Agree, F – Frequency, % - Percentage

Sources: Field Data 2025

Based on table 4.6 data, the statistics indicated that most data revealed a remarkable quantity of respondents 43.4% agreed that Teachers are adequately trained to implement instructional language policy effectively with only 9%strongly disagreed, with the moderate mean score of 3.28 suggesting that to ensure effective language policy implementation teachers should be adequately trained. This implies that training about language policy implementation for teachers are in place however more efforts are still needed because regardless of the received training teachers still face difficulties in implementing instructional language policy to the alignment of improving quality of education. Affirming the facts Abdallah and juma (2024) states that there is a need for in-service training for improving the quality of English language teaching in secondary schools. Therefore, this implied that teachers need to get regular training in the instructional language policy implementation to facilitate effective teaching processes and enhancing educational quality. This idea was also supported by one of respondent statement: *"Teachers need regular training so as to ensure effective implementation of the instructional language policy, we do receive such kind of training but not specifically for instructional language policy, rather English language teaching as a subject and only English language teachers are given training"*. (Interview, HoS A, 2/04/2025). This statement implies that teachers in ward secondary schools are in need of having regular training in instructional language policy implementation. Additionally, one of the respondents added: *"Teachers are trained in various methodologies of English language teaching and the training are given to some of the English language teachers not all Teachers are involved in the training"* (interview, WEO A, 2/04/2025). This implied that not all teachers receive training on instructional language policy implementation and only English language teachers are given

priority. In the same vein Another HoS shared: *Training are provided but not regularly, even though as a School we have tried to establish different programs of English language teaching with association to OTPD (on going teachers professional development)* interview, HoS B, 02/04/2025). The study findings implied that majority of teachers who receive training on English language are English language teachers (subjects' teachers) and not all teachers as it was supposed to be. Therefore, Most of the teachers are not confident enough in implementing instructional language policy in ward secondary schools as revealed by some of the students in focus group discussion hence intensive training in instructional language policy implementation is still needed to all secondary schools Teachers. These results are consistent with Cognitive load theory by John Sweller who stated that language teaching materials should be structured, for example, using scaffolding, clear examples and gradual complexity to support learning.

Furthermore table 4.6 indicated that most data reveal a noteworthy quality of respondents 51%of teachers agreed that, the policy ensures that the language of instruction is appropriate for the students learning needs, with only 6%strongly disagreed with moderate mean score of 3.4 suggesting that the policy ensures language of instruction is appropriate for the students learning needs. This implies that English language as medium of instruction in secondary schools is appropriate to learner's demand in communication globally, however 6% of respondents who strongly disagreed had the contrary opinions with assumptions Learners learn better in a language of their interests, even though English language as a medium of instruction in secondary schools has attracted interests of many learners. Similarly, the study conducted by Thomas (2023) on English language teaching as a medium of instruction in secondary schools in Tanzania and Nigeria, confirmed that the use of English in secondary school as a medium of instruction is not a problem and students like it, however the problem remain on how it is implemented. It implied that still there is a work to do in the actual processes of instructional language policy implementation with English as a medium of instruction in order to meet student's needs. Furthermore the statement is also supported by the information released from group discussion where respondents from school A, agreed that:

"We like to learn and speak in English however we find it difficult to learn, our

Teachers are trying to help us but it seems to be difficult even to them to speak in English language correctly." Nevertheless English as global language Will help us to achieve our academic journey (Focus group discussion, students, school 1, 02/4/2025) This implies that the implementation of instructional language policy is still challenging in secondary schools. In similar veins one of the respondent stated the following:

"Students like to use English in academic and nonacademic issues but they find it challenging, mainly because when they are in primary School, the medium of instruction there is Kiswahili therefore the sudden changes from Kiswahili as a medium of instruction to English when they join in secondary school seems to be very challenging." (Interview, HoS B, 03/04/2025)

The implication of respondent's statement is students' preference in using English as a medium of instruction is negatively affected by poor language policy, and measures should be taken to improve the situation as one of the respondent added:

"Most of the students in my ward prefer English as a medium of instruction to any other language, thus we have made number of strategies to help them in mastering it better with the help of digital learning platforms such as computers and other e- learning programs" (interview, WEO, B, 03/04/2025).

From the study, it was revealed that the language policy is appropriate to the students learning needs except there are challenges in implementation that hinders effective use of English language as a medium of instruction. This finding concurs with Tove skutnabbkangas theory of language right ascertain that language rights are tied with other rights such as freedom of expressions, right to education. Therefore, learners have the right to use language that they are familiar with.

Additionally, from table 4.6 statistics indicated that most data reveal a remarkable quantity of respondents 37.4% agreed and 45.5% strongly agreed that students perform better academically when the instructional language policy is applied consistently with only 2% strongly disagreed with a high mean score of 4.22 suggesting that students can be more effective when they are taught through language of instruction consistently. It implied that students' performance requires consistence in instructional language policy implementation hence they can be very much familiar with it. It enables them to grasp information easily as they get used to it and making communication easy. Affirming the fact Machumu (2025) stated that, the teachers work load reduces affiance in language policy implementation, hence the work load should be reduced to ensure consistent application of instructional language policy. Similar to this study one of the respondents had this to share: *"Consistence application of instructional language policy helps learners in gaining familiarity with the intended language of instruction, as a result they are able to communicate and being more engaged in the classroom."* (interview, HoS c, 04/04/ 2025) in the same vein respondent C, shared almost similar supportive information; *"Students needs to practice English language usage every time even when they are outside of school compound so as they can gain confidence and familiarity in language use"* (Interview, WEO C, 04/04/2025). This implies that consistent use of the instructional language policy helps learners to be more effective and engaged in school communication.

Further information from students reveal that to the most of students consistent English language use, ends up in School environment only, as at home they have no one they can speak to in English, thus they benefit of what they get only at school. From the group discussion they concluded: *"Most of us at home we have no one to speak with in English as they prefer Swahili language and other local languages, we only use English consistently at school only "*(FGD, School C, 04/4/2025). The above findings implied the necessity of applying the instructional language policy consistently in order to improve students' academic performance by having them more engaged in learning process.

Based on table 4.6, the stats indicated that most data elucidate significant quantity of respondents 37.4% of respondents agreed and 35.4% of participants strongly agreed that the instructional language policy aligns with the educational goals of the curriculum with only 8% of teachers strongly disagreed with high mean score of 3.87 suggesting the current instructional language policy aligns with the national educational goals. It implied that English as a medium of instruction in secondary schools is in line with the national educational goals including promotion of global competence since it aligns with the goal of producing graduates who can function in a globalized world. This statement concurs with information provided by Shevchenko (2023) where he put

emphasize on the need for increased government commitment and public awareness to develop inclusive and equitable policies. This implies that instructional language policy will be able to align with the national educational goal that has been set by the government in collaboration with other education stakeholders. Furthermore, this idea was also supported by one of the respondent statements: *"English as a medium of instruction in secondary schools and Ward secondary schools (in specific) align with National educational goals, as here in secondary school we ensure the instructional language policy implementation results in educational quality as it has been stated in the curriculum by guiding students to use English language accordingly."* (interview, HoS C, 10/04/2025)

It implies how instructional language policy has been chosen with regard to national educational goals. In similar veins another respondent shared:

"Yes, instructional language policy aligns with the national educational goals as we have been guided by the national curriculum to supervise the use of English language by all possible means, hence to ensure as a nation we met the expected goals" (interview, HoS D, 10/04/2025)

The study findings indicated that to the large extent instructional language policy aligns with the educational goals of the curriculum of producing graduates who can be able to compete in various discourses globally and particularly in other spheres of life including economic aspect, in science and technology where English language is dominant as it is supported by majority of respondents.

From table 4.6 of data, it is indicated that 26.3% of respondents strongly disagreed and 20.2% of respondents disagreed that Teachers feel confident using instructional language in teaching complex concept with only 15% of respondents strongly agreed with moderate mean score of 2.81 suggesting that most of the teachers are not comfortable and competent enough to implement the instructional language policy in teaching processes. It implies that when it comes to teaching complex concepts they shift to Kiswahili, (code mixing and code switching) since it is against consistent use of English language policy. In vouching the facts, Ndomba and Michael (2023) provided almost the same veins on effectiveness of teachers in implementing instructional language policy implementation and learner centred pedagogy in public secondary schools where they revealed that some teachers are less competent in implementing the instructional language policy and learner centred pedagogy, deficiency in the current curriculum design and examination processes, language barriers, overcrowded classrooms, professional inadequacies and shortage of resources. All these factors are in line with the experience of one of the respondent who supported the idea;

"Sometimes in some of my schools I find it challenging where Teachers fail to use instructional language policy effectively in teaching complex concepts in subjects such as physics, biology and even mathematics, since they use code mixing and code switching" (interview, WEO, D, 10/04/2025)

The statement implies the struggle teachers face in implementing the instructional language policy especially in teaching complex concepts. Notably in the same vein one of the respondents shared;

"Yes we have teachers who are not competent in implementing instructional language policy (English) as a medium of instruction in teaching complex concepts, however we are trying to help them through their respective departments even though some of them

seems to be resistant in adhering to instructional language policy”(interview, HoS D, 10/04/2025).

Further information from the focus group discussion showed that some of the teachers are not confident in teaching complex concepts using instructional language policy. Respondents shared: *"Our teachers are struggling to make meaningful explanation in some of the subjects such as biology and English language. They struggle a lot and sometimes we wish to correct them but wearer afraid of the punishment".* (FGD, School 3, 10/04/2025) This implied that there is a need of having immediate measures to ensure that teachers as one of the instructional language policy implementers are in line with high competence levels of being able to communicate and teach complex concepts using instructional language policy. For any reason failure to do so is harmful to student’s academic needs.

Table 3: Supportive mechanism for effective language policy implementation

SN	STATEMENT	SD		D		U		A		SA		Mean
		f	%	f	%	f	%	f	%	f	%	
1	I feel adequately trained to implement language policy effectively	12	12.1	23	23.2	10	10.1	36	36.4	18	18.2	3.25
2	I receive regular updates and information about changes or improvement to the language policy	18	18.2	43	43.4	6	6.1	19	19.2	13	13.1	2.66
3	Parents and community members are actively involved in supporting the language policy initiatives at our school	27	27.3	33	33.3	11	11.1	24	24.2	4	4	2.44
4	Collaboration between different departments enhances the success of language policy initiatives in my school	4	4	7	7.1	4	4	26	26.3	58	58.6	4.28
5	Regular workshops or seminars on best practices for implementing language policies are conducted within my school	21	21.2	25	25.3	6	6.1	28	28.3	17	17.2	2.97

Key: 1. SD – Strongly Disagree 2. D – Disagree 3. U – Undecided 4. A - Agree 5. SA – Strongly Agree, F – Frequency, % - Percentage

Sources: Field Data 2025

Table 4.8 of data, statistics indicated that most data manifested a remarkable number of respondents 36.4% of teachers agreed with the statement that they feel adequately trained to implement language policy effectively with only 12% strongly disagreed with average mean score of 3.25 suggesting that teachers feel confident in implementing instructional language policy in secondary schools. This implies that teachers as implementers of instructional language policy are capable of delivering lesson contents to their students in ward secondary schools as they are required by the instructional language policy. This finding has a support of Tarimo (2024) where he said, when instructional language policy supervision is conducted appropriately it significantly contributes to teacher professional growth which in turn contributes to optimizing the quality of education. Additionally, the study conducted by Tarimo found maximum cooperation between supervisors and supervisees to be paramount in instructional supervision. His study findings also indicated that for instructional supervision to be effective, school leaders are to promote a culture of academic excellence, by ensuring conducive teaching and learning environment. Moreover, classroom visits should be regarded as supporting and encouraging teachers rather than a faulty finding strategy. In similar veins one of the respondents supported the idea: *"We are trying to make different programs and strategies to help us in implementing instructional language policy for example we have our school departments of English that help to increase teacher's competence level in English language"* (interview, HoS c, 08/04/2025). It implies that even though Teachers feel confident in teaching through instructional language policy, there is a need to add more efforts especially for others represented by 12% who strongly disagreed hence they are not confident in teaching through instructional language policy. Additionally, one of the respondents added similar supportive statements: *"Teachers are carefully adhering to the implementation of instructional language policy, and in my ward, we collaborate to avoid obstacles towards effective language policy implementation."* (Interview, WEO, D 09/04/2025). It implies that teachers should be encouraged to be more confident in teaching in instructional language policy, bringing more creativity and engaging their students more in the classroom and school's environment.

The finding from table 4.8 of data, the statistics indicated the majority of data revealed a notable amount of respondents 18.2% of teachers strongly disagreed and 43.4% strongly disagreed with the statement that they receive regular updates and information about changes or improvement to the language policy with only 13% strongly agreed with average mean score of 2.66 suggesting that teachers do not receive regular updates and information about changes or improvement about instructional language policy implementation. Also, majority of respondents 21.2% strongly disagreed and 25.3% disagreed that regular workshops or seminars on best practices for implementing language policies are conducted within their schools with only 17% strongly agreed, with moderate mean score of 2.97 suggesting that regular workshops and seminars on best practices for implementing language policy are not conducted in ward secondary schools. The implication of both findings is that majority of teachers are not aware about changes that are taking places in the implementation of instructional language policy. The reasons behind seems to be failure of not being updated through seminars, short trainings and having no opportunity to get continuing professional development. In affirming the facts Kafanabo (2024) stated; teachers understand quality of education in their schools as meeting the aims of schools and society, as individuals' achievements and capabilities, as possessing competencies and as meeting the challenges of instructional language policy in education. The conceptions identified were based on teachers' personal knowledge, the context of their work or the different circumstances found in

their schools. In his study, Conceptions about the improvement of quality of instructional language policy in secondary schools comprised development of teacher motivation, school contexts, classroom practices, teacher knowledge and skills and instructional materials. Therefore, it is very important for teachers to be in touch whenever there are changes or information about instructional language policy. In support of this statement additionally one of respondent shared;

"The updates about changes or improvement about instructional language policy are given but not enough because they are supposed to be given with training and for a while now, we have not received any training on instructional language policy implementation" (interview, HoS E, 27/04/2025).

This implies that teachers are not provided with regular updates on instructional language policy implementation. In further experiences one of the respondents provided almost similar information; *"Rarely in my ward, Teachers receive regular training and updates on instructional language policy implementation, I encourage them to use internet and take one or two important things from their about language policy implementation"* (interview, WEO D /11 04 /2025)

The finding suggested that the instructional language policy implementation tips provided for teachers are not enough as they require regular training and information about any changes, so that cannot tail behind.

Based on table 4.8 of data, majority of respondents 27.3% Disagreed and 33.3% strongly disagreed with the statement that parents and community members are actively involved in supporting the language policy initiatives at their school with only 4% strongly agreed with average mean score of 2.44 suggesting that parents and community members are not actively engaged in supporting the language policy initiatives in ward secondary schools. The finding implied that parents are not supportive enough in supporting the language policy initiatives at school as they're important stakeholders in education including implementation of instructional language policy. In validating the facts, Majani (2023) suggested that secondary schools in Tanzania are primarily sites where mandated and prescriptive educational change initiatives are implemented. Teachers, parents and school leaders are regarded as recipients of change directives which must be implemented unquestioningly. Therefore, according to him, this makes implementation problematic because; proposals leading to change flow in one direction, and Tanzania secondary education is characterized by series of disconnected changes and contextual features that are not supporting change. These study findings imply that parents' initiatives about instructional language policy at school is needed to bring that Sense of togetherness as by working together with other education stakeholders such as policy makers, students and teachers, the issue of instructional language policy implementation can be easily understood to learners and the community at large. The statement has been supported by various language policy implementers including one of the respondents;

"Not all parents are not supportive, some have been cooperative in various school initiatives including instructional language policy implementation, in my Ward we cooperate with parents through meeting, online meeting in Whatsapp group as class teachers as the admins."(Interview, WEO A, 25/03/2025)

This statement implied that parents and other community member's participation in improving instructional language policy implementation is the Most important thing to ensure effective

language policy implementation. Moreover, in adding different experience to the same idea, one of respondent shared: *"Parental support and initiatives about instructional language policy implementation at our school has been very minimal. The fact that most of them are not very much aware of implementation of instructional language policy make the situation worse"*. (interview, HoS B, 24/03/2025)

In addition to the previous discussion, students shared their experiences through focus group discussion; *"Most of Our parents have little initiatives support in instructional language policy implementation at our school, and the reason is they are low educated and have no idea on the instructional language policy in secondary schools"* (FGD students, school 1, 24/03/2025).

The finding suggested that it is not parent's choice and wish of not having supportive initiatives about instructional language policy in schools but in most cases the little knowledge they have prevent them from doing so. Therefore, the finding suggest that parents should get enough information and knowledge about instructional language policy implementation in secondary schools.

The statistics from table 4.8 of data provided that majority of respondents 26.3% Agreed and 58.6% strongly agreed that collaboration between different departments enhances the success of language policy initiatives in their schools with only 4% strongly disagreed with highest mean score of 4.28 suggesting that when different departments collaborate enhances effective language policy initiatives. The implication of this finding is that the collaboration between different school's departments enhances effective language policy implementation in schools, as both teachers from different department Will work together to ensure successful language policy implementation, so as to avoid negative attitude in secondary schools that any initiatives about instructional language policy implementation must be done by English language teachers only. This finding concurs with the study of Almasi (2024), where his study findings revealed that teachers in visited schools preferred using debate, group discussions and probing questions and answers. Nonetheless, shortage of study materials, time factor, large number of students in classes and students being uncomfortable with the methods were reported as key challenges. Therefore, he added Teachers responded to the challenges by setting separate learning sessions, borrowing learning materials from other schools and setting extra hours. The findings of this study inform the need for interventions to promote the effective implementation of instructional language policy.

The same applied in ward secondary schools, despite of having shortage of resources but collaboration between different departments for teachers help to ensure effective implementation of instructional language policy academic. This idea has been supported by one of the respondents: *"Through different programs such as debates, morning speech, Spelling B, Teachers from different department are unite together to ensure students adhere to the instructional language policy implementation."*(Interview, WEO A, 24/04/2025).

This implied that effective language policy implementation can be achieved when teachers are doing team work. To unveil the efforts in place for effective language policy implementation, another respondent added;

"We have different English-speaking programs that are supervised by all teachers, and we share different strategies to ensure effective implementation of instructional language policy. We have introduced Swahili speaker's poster, to encourage the use of

English as a medium of instruction and to discourage the use of Kiswahili."(Interview HoS D, 10/04/2025)

Therefore, the study findings revealed that the collaboration between different departments for teachers goes parallel with LAC program, (Language Across Curriculum) which demands students to learn different aspects of language such as grammar and pronunciation within physics session or mathematics and other subjects a part from English.

8.CONCLUSSIONS AND RECOMMENDATIONS OF THE STUDY

This part of the study presented the conclusion drawn from the study findings, recommendations and suggestion for further research

8.1 Conclusion of the study

From the findings, the study concluded that despite the fact that the language of instruction policy implementation is the key aspect in education and it dictates academic performance of the students and national educational goals. However, its implementation in teaching and learning processes has become difficult and challenging to both teachers and students due to various reasons, mainly the nature of language policy (English) in education being foreign language, hence natives often fail to understand English language as language of instruction in education. Therefore, the current language policy in education seems to be difficult in classroom implementation, Kiswahili as a medium of instruction in primary schools then abrupt shift to English as a medium of instruction in secondary schools, it causes confusion and negatively impacts the students understanding. To address aforementioned issues there must be an effective language policy in education that serves the interest of the Tanzanian students, and that language policy in education must consider the use of a language that the majority of Tanzanians can comfortable speak fluently.

8.2 RECOMMENDATIONS

8.2.1Recommendations for policy review.

Based on the conclusion, the study recommended that the Ministry of education science and technology through Tanzania institute of education (TIE), must engage with other education stakeholders, including parents, to revise the current language policy. This is because the current policy presents many challenges in schools especially in its implementation.

8.2.2 Recommendations for action

Based on the conclusion, the study recommends that the office of District secondary education officer, should find more ways of helping both teachers and students in the language policy implementation in Ward secondary schools in terms of material support, regular assessments and training for in-service teachers.

Additionally, from the study's conclusive view, it has been recommended that Ward education officers should work more cooperatively with ward secondary schools' teachers especially in ensuring that student's performance is not negatively affected by the ineffective implementation of the instructional language policy in ward secondary schools.

Lastly based on the conclusion the study, recommendations are made to head teachers to introduce remedial language classes or after -school programs for majority of students who struggle with the

language of instruction. Secondly, HoS should encourage the use of diagnostic tools to identify learners' language needs and design targeted intervention.

8.2.3 Recommendations for further research

Since the study on Assessing the effectiveness of language of instruction policy implementation in teaching and learning processes in ward secondary schools has already been conducted, according to the study's conclusion, the research advises future research to focus on investigating the impact of instructional language policy on students' motivation and engagement in learning. This will help to know the extent to which students gain the intended knowledge and their familiarity with the language of instruction.

Moreover, with the basis on the conclusion of the study, future research are recommended to concentrate on the effectiveness of teachers training programs in preparing teachers to implement the language policy. The reason is that research could be able to assess the quality and proficiency level of teachers in delivering the intended content and knowledge in general to the learners through English Medium of instruction in ward secondary schools.

Additionally further research should focus on the role of technology in supporting language learning and teaching, including educational apps, online courses, interactive software, and other online platforms in improving students' English language proficiency. Such research could provide real alternative ways in solving the complications in language of instruction implementation in secondary education.

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