
Perceptions and Perspectives of Stakeholders on Mother Tongue Education in Tanzania

Ritha Raphael¹, Eustard Rutalemwa Tibategeza²

¹Department of Mass Education and Open Schooling, Institute of Adult Education, Mwanza, Tanzania

²Department of Languages and Linguistics, St Augustine University of Tanzania, Mwanza, Tanzania

Email address:

Rkakwira@iac.ac.tz (R. Raphael), eustard.tibategeza@saut.ac.tz (E. R. Tibategeza)

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Abstract: This article focuses on the perceptions and perspectives of stakeholders on the challenges facing pupils especially in rural areas in learning a second language in pre-primary and primary schools and the challenges that might hinder implementation of mother tongue education at lower levels in education. Views and ideas contribute much to the changes in issues that concern development, like the use of the language that the pupils are familiar with as the medium of instruction at early stages of learning since it is the most viable in the acquisition of basic concepts at that stage. The pupils will maintain their first language when they begin schooling because it leads to improved comprehension of the curriculum as well as creating positive attitude towards schooling. The skills which pupils get from the mother tongue at home are transferred to the formal education at school and are re-taught when they are translated into a second language. Pupils with a strong mother tongue background find it easy to pick up a second language and develop their literacy skills. It has been found that a strong mother language foundation arms pupils with the skills they require to learn other languages and allows them to transmit their knowledge of the structure of language to numerous new languages. Data were collected from Magu district in Mwanza region, Tanzania by involving two wards, namely Nkungulu and Sukuma through interviews and focus group discussions. The findings reveal that mother tongue education at lower levels of education has been neglected since home languages do not have official status in Tanzania. The study indicates that pupils face challenges in the learning process because the language used in school is not the same as that used at home. This leads to lack of participation among parents in assisting their children when doing their academic assignments at home. The paper recommends that serious measures need to be taken by language planners and policy makers to include home languages at lower levels of education in the learning process especially in typical rural areas where pupils are competent in their mother tongues.

Keywords: Mother Tongue Education, Stakeholders' Perceptions and Perspectives, Language Planning, Second Language

1. Introduction

Mother tongue education has been discussed by different scholars [3, 13, 21, 32] as a potential language to be used as the medium of instruction at lower levels of education since it is the familiar language to the pupils.

The influence of mother tongue as a medium of instruction in pre and primary education cannot be overemphasized. It has become essential for effective teaching and learning in lower levels of education because it is "the language one thinks, dreams and counts in" [26]. Since one of the fundamental principles of education is that learning should

proceed from the known to the unknown, learners' prior knowledge is best expressed through the language they are more at home with [11].

Despite its importance to the pupils, mother tongue education has been neglected as a medium of instruction in pre-primary and primary schools in Tanzania, which makes pupils to face difficulties in the learning process, as Young, C. [38] indicates that, building a strong foundation in the first language helps second language learning much more than early or prolonged exposure to the additional language. Studies have shown that, it is more efficient to develop the first language because the skills and concepts can then easily be transferred to the second language. Early schooling in a

child's mother tongue can improve learning and increase their participation and reduce the number of dropouts [11].

Nyarigoti, N. [25] asserts that language of instruction was shown as the major factor that determines the attitude of the child generally to education, his class activities and his output leading to achievement or performance. This means that the language the child finds in school the very first time they go to school at early stage will go a long way to determine his attitude towards schooling. She further submits that it determines whether he will find school interesting and rewarding or whether schooling will be boring and unfulfilling to the child.

This paper focuses on the perceptions and perspectives of stakeholders on the challenges facing pupils especially in rural areas in learning a second language in pre-primary and primary schools. The paper further aims at examining challenges that hinder implementation of mother tongue education at lower levels of education.

2. Mother Tongue Education

Mother tongue education in Tanzania is not used at all in any level of education and it remains a serious issue in educational settings especially pupils at lower levels of education who live in rural areas where mother tongue is typically used. Pupils face problems in relation to the language they use in the learning process. They find it difficult to study in a language they do not natively speak. They are required to use the language which is different from the language they normally use at home.

If mother tongue education was practised in schools, it would help pupils to enjoy and understand classroom activities because the language they use at home is the same as the one used in school. Telli, G. [33] asserts, "The issues involved in the language of instruction cannot be ignored as Tanzania is basically a multilingual nation, thus, there is a strong relationship between language of instruction and quality of education in the country's education system".

Focusing on the sociolinguistic situation in Tanzania, Tibategeza, E. and Du Plessis, T. L. [34] confirm that Tanzania is a multilingual country with 150 languages spoken within its borders. They further argue that the current sociolinguistic situation in Tanzania necessitates the continued use of Kiswahili as a unifying language. Selecting a mother tongue as a medium of instruction (MoI) in a learning process among the 150 ethnic languages in different parts of Tanzania becomes a complicated issue. It is better to recognize mother tongue as the medium of instruction as Brock-Utne, B. [5] suggests, "Education in one's mother language is a linguistic human right, despite all the evidence to the contrary and the serious equity arguments supporting mother tongue medium of instruction, education policy has tended to favour powerful majority language at the expense of home languages as it was the case especially in post-colonial nation".

Using Kiswahili as the medium of instruction (MoI) in pre-primary and primary schools located in typical rural areas has resulted in pupils facing difficulties in the learning process.

Tibategeza, E. and Du Plessis, T. L. [34] assert that excellent education occurs successfully when learners commence to read and write in their mother tongue, the language at their homes and communities. Again, Abdallah, A. & Hussein, G. [1] argue that pupils become unable to express themselves comfortably and efficiently when dealing with subjects by communicating in the second language (henceforth L2) where assistance is required for them to learn. Richard, S. [29] also supports this view by explaining how pupils are challenged in learning a second language, in this case Kiswahili. He notes that inappropriate teaching and learning approaches limit pupils from understanding the content being taught.

Mother tongue facilitates acquisition of literacy skills and provides the foundation for continuing independent learning [38]. When curriculum content is presented in unacquainted language, a massive amount of time must be spent by first teaching children to understand, speak, read and write in the second language. Additionally, children who cannot comprehend the language used in the classroom are incapable of proving what they know, ask questions or partake in class activities [28].

In reference to Iran taking English language as an example, Akbari, Z. [2] submits that English language dominated in the teaching and learning processes and it has been included in the curriculum of Iranian schools. Substantial attention has been paid to English language for different reasons. Firstly, it was the access to and use of the latest technological and scientific resources mainly written in English. Secondly, it was coping with the needs of the age of information detonation and the efficient use of the internet that makes learning English a necessity. The reasons have been used in Tanzania to discourage the use of mother tongue as the medium of instruction at lower levels of education. Above all, it has not been able to fulfil the goals of the Iranian curriculum. Abdallah, A. & Hussein, G. [1] assert that there are some difficulties with vocabulary when using different structures of sentences in L2.

Pupils become unable to express themselves comfortably and efficiently when dealing with subject communication in L2. Abdallah, A. & Hussein, G. [1] give an example of the Egyptian learners of English who face problems which are related to pronunciation of words in English and Arabic. They note that the pupils' errors are caused by borrowing patterns from the target language and expressing meaning using the vocabulary and syntax which are already known. They conclude that pupils find it difficult to communicate freely in the target language.

Western Ethiopia also experience the challenges of mother tongue as the medium of instruction as Courtney, R. [9] said, educators face challenges in introducing local languages in the situation where resources are severely limited and where local population is only beginning to recognize the desirability of the change [9]. This is in accordance with McLaughlin, C. and Ruby, A. [19] who submit that implementation of educational reforms depends on the capacity and will of local actors which can be addressed with training, financial help and consultants to provide missing expertise.

As for Africa and the school curriculum, Chtatou, M. [7] asserts that it is an acknowledged fact that the issue of mother tongue in education in Africa is burdened with drawbacks, even if many African countries have apparently invented waterproof strategies to endorse the use of such native languages in school curriculum. Lyimo, P. [16] proclaims that reading Kiswahili language as L2 particularly in lower classes of primary schools has become a problem since majority of the pupils in standard II are still illiterate. This means that they cannot correctly read even a single Kiswahili word in a simple paragraph and as a result they complete their primary education without being able to read what is written in Kiswahili language. He cites the example of a report on early learning assessment conducted by Uwezo-Tanzania which revealed that only three among ten standard III pupils were able to read [35].

In reference to Nepal as an example on how MTE was successfully used, Waithaka, E. [36] notes that the use of mother tongue has been associated with access and success of quality education. He says that Nepal and other nations in the world, articulated its assurance to Education for All (EFA) by 2015. The policy makers are aware that the EFA goals cannot be attained if the mother tongues are not used as the instructional media at the early stages of education. He also points out that this situation is replicated in the 2005 National Curriculum Framework and in the 2009 School Sector Reform Plan. So the Nepal government has disseminated a crucial document for the implementation of mother tongue-based multilingual education programme.

In order to develop the need for mother tongue education that will in one hand perpetuate the culture of the place, Shizha E. et al., [31] submit that African languages professionals must come up with a set of agreed terms for the portrayal of the languages, literature, methodology and technical jargon for various disciplines so as to make the process of delivering of materials easy since the use of mother tongue language has gained the momentum. They further suggest that the government must be involved in decision making, on one hand and conversely, the execution must target corpus activities through involving language planning intervention that is aimed at the orthography, grammar, phonology and vocabulary of a language. By doing so, the mother tongue language will be officially planned to be used as the medium of instruction in the learning process. It is supported by Neustuphy, J. V. and Jernudd, B. H. [22] who assert that language planning is designed by an ideal model found in the process which may be described as the identification of a language problem in individual interactions, the adoption of measures by the particular language and the implementation of such measures in individual interactions.

Regarding the experiences from different parts of the world, Bamgbose, A. ([4], p. 130) asserts that "What goes on in Africa in terms of language of education is an aberration, even small countries in Europe use their languages of instruction even if the children have to learn another language such as English or French". He further argues that

this is not just a matter of national pride but rather a sound educational principle proceeding from the familiar situation to a new one. So, this is precisely what linguists and educationists have been advocating for in Africa.

In order to overcome the challenges pupils have in the learning process, there is a need of using mother tongue as the MoI since it leads to improved understanding as Savage, C. [30] submits that having mother tongue foundation in schools, especially at lower levels, leads to appreciation of the curriculum and creating more positive attitudes towards school. Hence, it is important that pupils sustain their first language when they begin school. She further argues that the role of mother tongue as a MoI in pre-primary and primary schools equip pupils with development skills that they need to learn additional languages. The process of learning an additional language allows pupils to transfer understanding of the structure of language to several new languages (including Kiswahili), meaning that the spontaneous understanding of grammar that progresses when pupils learn their first language can be simply passed on to other languages.

In consideration of proficiency, Madrinan, M. [17] asserts that the level of proficiency in the second language has decreased because pupils received their education by using a language they could not understand well. Consequently, wherever they are exposed to a new language without having good background of learning L1 at the beginning of schooling, they find it difficult to learn the L2 owing to lack of supporting learning L1. That is why teachers in many schools are required to teach pupils and to assist them reach the level of proficiency essential for learning demanding academic content and safeguarding their cognitive development.

Khaitan, S. [15] asserts that the level of proficiency in the second language has decreased because pupils received their education by using a language they could not understand well. Consequently, wherever they are exposed to a new language without having good background of learning the first language (henceforth L1) at the beginning of schooling, they find it difficult to learn L2 owing to lack of supporting learning L1. That is why teachers in many schools are required to teach pupils and to assist them reach the level of proficiency essential for learning demanding academic content and safeguarding their cognitive development [27].

When looking at Zimbabwe, Ndamba, G. [23] contends that Zimbabwe had a language policy that did not officially make use of native languages (mother tongue) spoken by the mainstream of the population. In 1980, at independence, the government renowned the significant role played by the native languages in learning, thus, an educational language policy raised the status of indigenous languages by propagating them to be used to instruct children in grades 1-3 before they learn English as L2. What happened in Zimbabwe can be taken by the Tanzania government as evidence in planning to include indigenous languages in the education policy as the medium of instruction in pre-primary and primary schools.

Again, Mwaniki, M. [21] submits that the implementation of mother tongue education might be hindered by the choice of medium of instruction. This can be seen as a recurring challenge in the progress of quality education, lack of scripts for the language (in this case Kisukuma), the language's inadequacy to describe modern science and technology, the economic problem to teach through many indigenous languages when it comes to implementing the use of mother tongue in typical rural areas in all regions in Tanzania, fear of national threats and unity in using so many language for education, and the poor value given to native languages. All of these might hinder the implementation of mother tongue education (henceforth MTE) in pre-primary and primary schools in Tanzania.

Tanzania has the Education and Training Policy of 1995 in which Kiswahili is included as a medium of instruction in pre-primary and primary schools. In the policy, the use of native languages was not included as medium of instruction in the teaching and learning processes. In so doing, it makes it difficult for pupils to understand what they are taught in the classroom situation and when they have homework, parents fail to assist them because of the language barrier. This perception is supported by Akbari, Z. [2] as he points out that parents, who do not know the language used in school, as the language policy states, are unable to support their children in doing home assignments. This often results in punishments being meted to children who fail in their homework leading to dropout from school.

As for the policy of Tanzania on the medium of instruction in pre-primary and primary schools in relation to what pupils' face in learning process, Ngonyan, D. [24] asserts that Tanzania's language policy seems to have problems regarding what goes on in classrooms. That is to say, the problem stems from the role assigned to Kiswahili since 1968 as the medium of instruction (MoI) in pre-primary and primary school levels of education. The situation requires a teacher to teach in Kiswahili as the policy states although the pupils fail to apprehend what the teacher instructs in the class. At the end, some pupils complete standard seven without knowing how to write and read in Kiswahili. Wilson, C. [37] on the other hand, notes that in 2007, Tanzania fringed ever closer to the goal of accomplishing universal access to primary education. However, primary education enrolment rates peaked in 2009 but by 2012 they had dropped by 20 per cent. He further notes that this was mirrored in primary education completion rates, thus, in one way or another, the language which was selected as the medium of instruction (in this case Kiswahili) acted as the causative factor in that situation to some extent.

3. Methodology

3.1. Research Approach and Research Design

The study used qualitative approach to analyse data collected through interview and focus group discussions by narrating and giving the description to the records.

Descriptive research design was used in order to collect data by describing the characteristics of a population. The collected data were used to answer a wide range of what, when and how questions pertaining to a particular population or a group.

3.2. Area of the Study

The study was conducted in Mwanza region at Magu district by selecting two wards, namely Nkungulu and Sukuma. The reasons for selecting them was that they were located in rural areas where mother tongue is widely used and also the chosen area is inhabited by the local native speakers of mother tongue of the community, in this case Kisukuma.

3.3. Sampling Procedure and Sample Size

The study used non-probability sampling techniques. Snowball and purposive sampling were used to get parents, teachers and ward education officers respectively.

The researcher selected two schools in each ward and involved all Ward Educational Officers (WEOs) in the selected wards and District Education Officer for Magu. The sample further included twenty teachers in which each school, five teachers were selected.

3.4. Data Collection Instruments

In order to get data from the field, two research methods were used. These were interview and focus group discussion. The researcher conducted in-depth interview with selected teachers, Ward Education Officers and District Education Officer while focus group discussion was designed to get parents' perceptions and perspectives of the challenges facing pupils in learning a second language in pre-primary and primary school and the challenges that might hinder implementation of mother tongue education at lower levels in education.

4. Study Findings

The findings obtained through interview and focused group discussion based on the perception and perspectives of challenges facing pupils especially in rural areas in learning a second language in pre-primary and primary schools and the challenges that might hinder implementation of mother tongue education at lower levels of education.

4.1. Challenges Pupils Face When Using Kiswahili

Teachers, Ward Education Officers, District Education Officer and parents through interview and focus group discussions respectively indicated that pupils face challenges in the learning process since they are forced to use Kiswahili, a language they do not master.

4.1.1. Interaction Using Kiswahili

Pupils in the selected schools were found to experience the challenge of interacting using Kiswahili as one of

teachers said:

Pupils do not understand instruction provided in the classroom during the learning process because all the instructions about reading a text or writing are given in Kiswahili. In that case, the pupils fail to know how to read and write and this leads to difficulties in the learning process. Sometimes we are forced by the environment to indulge in code-switching to help pupils understand. This brings more clarifications for the information that involves two languages (Kiswahili and home language). (Interview on 9th Nov, 2020).

In the focus group discussion, one parent said, “My child complained to me that she was punished by a teacher because she speaks Kisukuma. Therefore, she does not like school because a teacher always canes her because she speaks Kisukuma”. In support of that, another parent commented, “Always I get complaints from the teachers about truancy of my child. That is because the child is always punished due to the use of Kisukuma at school. This situation has led to my child disliking school”.

In an interview, one of the Ward Educational Officers provided statistical data of pupils’ dropouts because of the fear of using Kiswahili language in schools. He said that from 2018 to 2019, in Magu district and especially in schools located in rural areas, 30 per cent of pupils from kindergarten to STD 1 dropped out of school due to the negative attitude towards school because of poor interaction with their teachers during the learning process. They were forced to use Kiswahili rather than their home language. It was also proved by the head teacher in one of the schools that not using home language as the medium of instruction in primary schools led to the decreased enrolment of pupils in schools. Another teacher said that this was caused by the fact that, in most of the visited schools, pupils were forced to speak in Kiswahili. In an interview with the District Educational Officer, he noted:

In real situation, mother tongue education is highly needed but the policy [Education and Training policy of 1995] states otherwise. In this section, it states that the medium of instruction in pre-primary and primary schools should be Kiswahili. This policy forces pupils to drop out of schools since the language used is not the language they know. (Interview on 6th Nov, 2020).

The study reveals that teachers were unable to teach well due to language differences as pupils are familiar with their home language while teachers use Kiswahili which is the language used as the medium of instruction in pre-primary and primary schools as per the policy. Respondents commented over crowded classes which was also one of the obstacles. Classes were overcrowded and this affected interaction among the pupils and teachers in learning the second language skills such as writing, reading, speaking and listening.

The findings indicated that in pre-primary and primary schools, the main problem that pupils faced was assistance from their teachers because most of the teachers were from different communities with different mother tongues.

Teachers in that case normally used the second language (Kiswahili). This was noted in school C where most of teachers in lower classes did not speak Kisukuma, the language most pupils speak. This correlates with [8] who argues that framing of one’s emotions and pupils’ way of thinking are influenced by a mother tongue which is the initial language learnt by anyone as a child. That is, the mother tongue is the language that facilitates understanding of the environments and acquisition of fundamental skills and the learning of other languages. Hence, if this is not happening in school, it will make pupils not understand lessons in the classroom taught by using only Kiswahili as they will not understand the content as they only know their mother tongue and struggle to follow what is taught in a second language. This concurs with Abdallah, A. & Hussein, G. [1] who argue that pupils are unable to express themselves comfortably and efficiently when dealing with the subjects taught in L2. It is also supported by Burhan, O. [6] who asserts that speaking the mother tongue in school increases self-confidence and thinking skills and conveys freedom of speech. Therefore, they require assistance for them to learn. Richard, S. [29] also supports this view by explaining how pupils are challenged in learning L2. He notes that inappropriate teaching and learning approaches limit pupils from understanding the content being taught.

4.1.2. Pronunciation Challenge

In an interview with teachers, a teacher said, “Pupils in STD I fail to read words of an object which are displayed using second language (Kiswahili). What they do is to pronounce the words using their home language and then I translate it to Kiswahili because I know their home language.” Some evidence is presented from Kisukuma (see Table 1).

Table 1. Challenge in Pronunciation of MoI Words.

Mother tongue	Kiswahili	Gross
Kitabhu	Kitabu	Book
Nungu	Chungu	Pot
Ichungwa	Chungwa	Orange
Nyembe	Embe	Mango
Numba	Nyumba	House
Ng’wana	Mwana	Child

The findings show that some words have similar sounds in both home language (Kisukuma) and Kiswahili which pupils are likely to pronounce the same. This was the case with words such as book, pot, house and orange. Some words were pronounced as if they are in their home language such as chair, mango, people, car and child. It was revealed that challenges occurred when pupils were required to pronounce words in Kiswahili but they failed due to using their home language, for example “kitabhu” instead of “kitabu” The findings are supported by Richard, S. [29] who explains how pupils are challenged in learning a second language. Richard, S. [29] notes that inappropriate teaching and learning approaches, lack of early literacy experiences as well as large class sizes and poor facilities have hampered attainment of good performance.

4.2. Challenges Hindering Implementation of MTE

Challenges hindering implementation of MTE to be used as medium of instruction in pre-primary and primary schools were analysed.

4.2.1. The Policy

In order for the language of instruction to be used in schools, the policy requirements must be observed as the District Educational Officers said, “The policy indicates clearly that Kiswahili shall be the language of instruction in pre-primary and primary schools”. Also, one of the teachers commented:

In order to implement mother tongue education in pre-primary and primary schools, the policy must support, recognize and make mother tongue to be one of the media of instruction especially at lower classes for the pupils located in rural areas. Teachers sometimes use mother tongue when pupils seem not to understand the lesson when teaching by using Kiswahili as the medium of instruction. Even quality assurance officers do not question about that because they know the situation which we are facing. (Interview on 6th Nov).

In the interview, another teacher commented:

If the government declares the use of home language as the medium of instruction, that will lead to quality education especially to minority groups and this will make parents to participate in educational matters in school since the language used in pre-primary and primary schools is the same language used at home. (Interview on 9th Nov, 2020).

The findings revealed that the implementation of MTE in pre-primary and primary schools cannot be implemented because the policy does not include MTE as the medium of instruction. Thus, if the policy includes mother tongue as the medium of instruction, it will solve the problem which pupils in remote areas face in schools.

Furthermore, the findings revealed that if MTE is used as the medium of instruction in pre-primary and primary school, it will enable parents to participate in the schools’ affairs and be in a position to cooperate with teachers in pupils’ development in educational issues. The findings are supported by Gacheche, K. [12] who submits that the policy has the potential to make primary education contextually located and locally accessible, particularly to ethnic minorities and marginalized groups, by improving quality of education. However, this is not what is practised in Tanzania.

4.2.2. Lack of Instructional Materials

Interviews with teachers and Ward Educational Officers on lack of instructional materials as one of the hindrances for the implementation of MTE in pre-primary and primary schools were identified.

Regarding the materials, a teacher from school A commented:

Unavailability of local vocabularies and unfamiliar words that relate to the content in a subject will hinder the implementation of MTE as the medium of instruction

since there are some words in Kiswahili that have multiple meanings in Sukuma language. This, therefore, might hinder the understanding of pupils in the learning process. Also, limited or unavailability of reading materials in indigenous language (Kisukuma) will hinder the implementation of MTE in pre-primary and primary schools. (Interview on 9th Nov, 2020).

In relation to what the previous respondent commented, another teacher from school B said:

The implementation of MTE will be difficult in terms of teaching materials like books, teaching aids and teaching and learning notes. The teaching and learning materials need to be translated from Kiswahili to mother tongue. However, this will take a huge amount of resources and time to complete the whole process of translation. (Interview on 9th Nov, 2020).

The findings show that there was lack of instructional materials to implement MTE. However, this is a common problem since in the situation of starting something new, difficulties may occur, hence, professionals should put in place efforts so as to fulfil what pupils need to learn in their mother tongue. Lack of books which are written in mother tongue (Kisukuma) will also affect the teaching process especially when translating what is being taught from Kiswahili to Kisukuma. This gets support from Mocorro, R., Espada, J., Bayrante, J., and Vinculado, O. [20] who assert that implementation of MTE has created challenges in first place that affect the way children are learning skills. Literacy can only be maintained if there is an adequate supply of reading materials [18].

4.2.3. Fear of Tribalism

The study through interview and focus group discussions revealed that implementation of mother tongue education may be difficult because of fear of tribalism. Views from the respondents were analysed as one of the parents who was interviewed stated, “Though mother tongue education is likely to facilitate learning, it can at the same time create room for tribalism and disunity in our country”. However, another parent disagreed with that perception by saying, “The use of mother tongue education is not the cause of tribalism because you can take a look at a country like Rwanda where they have practically only one language but tribalism was at one time a serious problem”.

The findings revealed that stakeholders feared to take a step in the implementation of MTE as medium of instruction at pre-primary and primary school. This finding is in line with that of Nyarigoti, N. [25] who says that people fear to implement MTE because of the multiplicity of languages and dialects, and the inconsistent strategies employed to handle the situation.

4.2.4. Training, Hiring and Organizing for Teachers on Mother Tongue Education

From the interview, the data revealed that most of the teachers were not competent to teach using MTE. One of the Ward Education Officers stated:

In order to implement MTE, we should hire teachers who

know the language of the areas where they are posted. The challenge is posed by the difficulty in hiring them based on their tribes' affiliations. Moreover, even if it is possible to hire them based on their native languages, many of these teachers are not competent enough to be able to teach using their mother tongues. This is because they have been prepared to use Kiswahili as the medium of instruction. (Interview on 9th Nov, 2020).

In the interview, one teacher said:

The government cannot afford to train teachers for teaching using mother tongue. It will be expensive in the sense that it is not only in Magu district where there is this need. Thus, training teachers in relation to other tribes located in Tanzania will be very expensive and that is why in one way or another it will be difficult to implement the idea of training them in local languages of all the tribes in Tanzania. We have different sectors that also need capital for development apart from the education sector. This can only be implemented in the well-developed countries that are wealthy, but not in Tanzania. (Interview on 6th Nov, 2020).

Similarly, one of the Ward Educational Officers through interview also said:

In order to have successful MTE, teachers from lower classes must be trained so as to accommodate the need for MTE. Serious consideration for in-service training like during school holidays will be a greater help for the implementation of MTE. The challenge will be the willing and perception of teachers towards the language. Mind you that teachers come from different ethnic groups with their home languages. To me, I think the situation will lead to disunity and isolation of one's home language. (Interview on 6th Nov, 2020).

However, the other Ward Educational Officer was against that view. He said:

If the issue is to train the teachers, the way that was used to train teachers on KK (Kusoma na Kuandika [reading and writing]) can be used to train teachers for MTE. Teachers can be provided with short courses through seminars and can be given materials that are supportive. The important issue here is to create conducive environment to our children to study by using the language which is the same as the one they use at home. (Interview on 6th Nov, 2020).

The findings further revealed that most of the teachers were not trained to teach using MTE. From this finding, it was revealed that the issue is the capital to afford teachers' training but also to hire other teachers who are competent in mother tongue education. Serious consideration for in-service training like during school holidays would be important for the implementation of MTE.

The findings revealed that the implementation of MTE in training teachers will be difficult to achieve though it will be possible if more efforts are put into consideration. The findings also, revealed that the implementation of MTE will be possible if the government hired qualified teachers and for those who are not qualified, they should be given trained

through seminars and workshops on how to use mother tongue as medium of instruction in classroom. The training is very important for teachers who teach lower classes because they need to be oriented and guided on how to handle pupils who speak their home language (Kisukuma). This is supported by Dutcher, N. [10] who states that teachers need training in using first language in the classroom and that the materials to be used in teaching should be appropriate, available and interesting to the pupils.

5. Conclusion

The study aimed at getting perceptions and perspectives of stakeholders on the challenges facing pupils especially in rural areas in learning the second language in pre-primary and primary schools and the challenges that might hinder implementation of mother tongue education at lower levels of education. Since the use of mother tongue as the medium of instruction will make the pupils access quality education, serious measures need to be taken by the language planners and policy makers to rethink on the inclusion of native languages to be used in learning process especially in typical rural areas where pupils are affected by the use of the second language. By so doing, home languages will get high status and be promoted.

MTE is viewed and perceived positively by stakeholders such as teachers, parents, ward educational officers and district educational officers. Their views and ideas are positive but they fear of how the language planner can take into action their suggestions since the language policy of Tanzania is controversial up to now, meaning that what is stated in the policy is contrary to what is on the grounds. The language stated in the Education and Training Policy of 1995 as a medium of instruction in pre-primary and primary schools, in this case Kiswahili, is not the language pupils speak and use at home.

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