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English Language as a Medium of Instruction and Student's Academic Performance in Selected Secondary Schools in Temeke Municipality, Dar Es Salaam, Tanzania

Grace MULEI¹

Abstract

Globally, education, whether formal or informal, is perceived as development and language is the major medium of instruction and communication through which innovations, ideas, views and opinions are transmitted from one person to another, institution to institution, and country to country. The study aims to investigate the relationship between English language as a medium of instruction and students' academic performance in selected secondary school in Temeke municipality in Tanzania. The study used descriptive research design, the study used Slovene's Formula to obtain sample size of 148 respondents including students and teachers from the target population of 237 students and teachers, structured questionnaire was used to collect primary data, data was analyzed using descriptive statistics included measures of central tendencies (mean) and measures of dispersion (standard deviation, the finding of the study concluded that the use of English as a medium of instruction in secondary schools seems to be challenge both to students due to majorities are not able to read, write, speak, listen and understand the content delivered in English language but most prefer the use of Swahili language and recommended that government in relation to educational stakeholders needs also to establish cultural behavior of using English language in our society as well as in schools so as to influence subject content performance to meet the global market of using English language.

Keywords: - Medium of instruction, Performance, Academic performance.

¹ Assoc. Prof. Dr, Kampala International University, Tanzania, ORCID ID: [0000-0002-3704-7721](https://orcid.org/0000-0002-3704-7721)

Correspondence: eadjei-boateng@ug.edu.gh

Introduction

Globally, education, whether formal or informal, is perceived as development and language is the major medium of instruction and communication through which innovations, ideas, views and opinions are transmitted from one person to another, institution to institution, and country to country. The decision to maintain English as a medium of instruction in secondary levels is attributed to the tremendous power and prestige of the English language in the global market (Cook et al., 2011). For instance, Jones (2016) asserted that education is carried out largely through the medium of language; therefore, language is very significant in the education process. Ouane & Glanz, (2011) claims that "Language is not everything in education, but without language, everything is nothing in education". In short language is very important in education.

In developed countries like U.S.A, according to Drucker (1985) found that the student's effectiveness depends on his ability to listen and to read, on his ability to speak and to write. Effective communication is a fundamental aspect of job performance and academic effectiveness (Brattiv& Staffolani, 2002)

English is the language that has become a global concern that has attracted educational researchers and politicians today, especially in the areas where it is used as the medium of instructions for the students whose first language is not English such as in Uganda, Malaysia, Malawi, South Africa, Zambia, Zimbabwe and Nigeria, (Doiz, et al., (2012).

Mostly of African countries such as Zambia, Zimbabwe, Malawi, Botswana, Tanzania, Namibia, South Africa and Uganda inherited from their colonial past a language policy which does not account for the needs and interests of the students. Students go through difficult time sometimes suffering from both physical and psychological torture in the process of understanding subject matter when English is being used as a medium of instruction (Mtallo, 2015).

In East African countries, a case of Uganda, National Language Policy in Uganda provides for a fair share for use of local languages and English as media of instruction in the Primary School Level, it does not provide the same opportunity for learners in secondary schools and tertiary institutions (Government White Paper on Education, 1992). Beyond Primary Education, English takes over as a medium of instruction. Positive attitudes towards language and especially the medium of instruction are likely to steer learning beyond the classroom situation through the interactions between learners, and between learners and materials.

In Tanzanian point of view, language is seen as man's most important gift. It is the basics of all creative thought. This colonial heritage (English language) has now assumed the language of communication, commerce, sciences and education. As a result of this enviable status of this language, there is the need for every student in Tanzania to be in the four basic skills of learning, which are listening, speaking, reading and writing skills. English language continues to be used even more intensively as a medium of instruction for pupils in primary and students in secondary level.

The adoption of using English as a medium of instruction begun in 1970s when Julius Nyerere announced in his speech that English was needed in secondary schools in order to encourage Tanzanians to learn and value the language (Lwaitama & Rugelamira 1990).However this has not been so especially in both primary and secondary schools. Amatter of some concern is the current low performance of students in various examinations (Njoroge & Nyabuto, 2014).

Due to globalization, English as a second official language and a medium of

instructions in secondary schools makes it essential for teachers to prepare students by imparting them with appropriate skills to enable them cope with the paradigm shift from content to competence based teaching and learning for them to compete globally (MOEVT, 2009).

However there has been a sporadic debate on the appropriate medium of instructions at all levels of education (Mwamkoa, 2020). For instance, Kiswahili is a medium of instruction at primary school level and English is taught as a subject. Students then find themselves abruptly switching to English in secondary schools. Given this situation, many students find the transition from primary to secondary school difficult due to immediate change of language of instructions from Kiswahili to English (Yogi, 2017).

According to DelliCarpini & Alonso, (2014) it was observed that, most students have low knowledge level of English when enrolled into secondary schools where they are expected to learn fundamental subject such as Mathematics in their non-native language. Thus there has been a very strong section of opinion favoring mother tongue as the medium of instructions.

Besides, it is also believed that mother tongue as a medium of instruction, enhances the importance of local languages and helps students to understand better if they are taught in a language that they are familiar with. This can be seen through the effort and ambitions of the current president, John Magufuli who declared 10 years of free compulsory basic education while incorporating the change of language of instructions in secondary and tertiary education to Kiswahili in new policy of 2014 (Yogi, 2017).

However the Minister for Education, Science and Technology, Prof Joyce Ndalichako told the parliament that English language will remain the language of instructions in schools because of its importance in the international business (The citizen, wed/12/2019). Despite its importance, using English as a language of instructions is still a barrier not only to students but also to teachers because they come from the same society in which their first language is Kiswahili. For instance Gill et al., (2010) found teachers with lack of understanding the linguistic features, experience problems in explaining concepts and pronunciation of words and terms of subject content (Mwamkoa, 2020).

In Temeke municipality, Dar es Salaam region teachers of English are particularly disturbed by the poor performance of English language consequently poor student academic performance in their final examination. The next for effective teaching of this language is also important because it is the medium of instruction to teach other subjects (Educational officer IlalaTemeke, 2015).

Statement Of the Problem

English language as medium of instruction seems to compromise student's academic performance in Tanzania.

In Tanzania the Chief Secretary examiners' reports of results of our national examinations (NECTA, 2012-2016) had shown markedly a decline in the percentage of passes in English subjects and other subjects that use English language as medium of instruction and it found that the performance of various levels of students had decelerated over the years especially in English and science subjects due to language has been proven to be one of the most important factors in students' academic performance (Chen & Sun, 2011).

Mostly of secondary students in Tanzania was affected in their academic performance due to use of English as medium of instruction in their subjects due to Students are inability to read, write and speak in English Language for the of recall material during examination that

leads to students to fail in examination results'. Most of students fails to understand various vocabulary, fails to recall contents, fails to read, write and speak in english language the issue that seem to affect much the student's academic performance(Mwamkoa, 2020).

Research Objectives

1. To examine how English is perceived as a medium of instruction in selected secondary schools in Temeke Municipality.
2. To determine the extent of students' academic performance in selected secondary schools in Temeke Municipality.

Literature Review

Vuzo (2010) in Tanzania conducted study concerning with exclusion through Language in his study he revealed that learners and teachers may have difficulties in using the language with adequate proficiency at the secondary schools and asserts that it is language that the business of schooling is still primarily accomplished, whether that be spoken or written. If the learner is handicapped, in the language of instruction, then learning will not take place at all as the educator and the learner will not be communicating.

Cummings (2012) in Australia and China conducted study concerning with Students' attributions of success and failure in English language in his study he revealed that successful teaching and quality of student learning is closely related to the teacher's knowledge and understanding of the subject. Furthermore, the English teacher is a figure in the language course. Literature indicates clearly that it is the teacher who sets the tone for learning activities.

Ochieng, (2015) in Tanzania conducted study concerning with revival of the status of English in his study he revealed that inadequate command of English, regardless of the level of understanding of the subject matter, could cause a student to fail in their national exams and prevent her from graduating and moving on to university. Not surprisingly, students perform very poorly on the national exams and rates of failure are high: Nearly 50 percent of Form IV leavers failed their national exams in English in 2007

Vuzo (2010) in Tanzania conducted study concerning with exclusion through Language in his study he revealed that through interactions with each other that teachers and students work together to create intellectual and practical activities that shape both the form and the content of the target subject. However, such situation is not commonly found in secondary schools in all subjects due to the fact that lecture method dominates the teaching and learning process which leads to passive learning”.

Melisa (2010), the research was carried out in 24 primary schools at Ifakara and 12 primary schools in Morogoro municipal council in Tanzania. In her study she revealed that the availability of school facilities and instructional materials were unavailable, less in quantity and quality that created a great challenge on teaching and learning activities that in turn had a negative impact on the improvement of the quality of education hence poor student achievement.

Methodology

This study used descriptive research design because it helps to get gather more information of one particular situation for the purpose of gaining in-depth understanding of issues being investigated (cooper et al., 2003). Hence, the major purpose of using this of descriptive survey as a method of collecting information by administering a questionnaire to a sample individuals and employed quantitative research approach (Kothari 2004). The target population 237teachers and student (Temeke Education officer, 2019.) the researcher used

Slovene's Formula to obtaining sample size of 148 teachers and student. The researcher used probability sampling in order to give equal chances to all the respondents to participate. In order to collect the data needed, the researcher used questionnaire for collecting primary data and the questionnaire was closed ended that was developed objectives and literature review.

Research Findings

General profile of the Respondents

This part shows Gender, Age, Education and marital status of the respondents may have different response or opinion as advocated by Churchill & Iacobucci, (2010).

Table1. General profile of the Respondents

		Frequency(f)	Percent (%)	Cumulative Percent
Gender	Female	78	54.2	54.2
	Male	66	45.8	100.0
Age	11-20	85	57.4	57.4
	21-30	12	8.1	65.5
	31-40	24	16.2	81.8
	41-50	14	9.5	91.2
	51-60	13	8.8	100.0
occupation	Students	97	65.5	65.5
	Teachers	51	34.5	100.0
Education	Primary level	06	4.1	4.1
	Secondary level	60	40.5	44.6
	Advanced secondary	37	25.0	69.6
	Tertiary level	45	30.4	100.0
Marital status	Single	97	65.5	65.5
	married	18	12.2	77.7
	divorced	15	10.1	87.8
	Widow	18	12.2	100.0
Total		148	100.0	

Source. Field Data (2020).

Table 1 above shows general profile of the respondents, in part of the gender 78(54.2%) are female and 66(45.8%) are male, these findings indicates that female respond more to the topic English language as a medium of instruction and student's academic performance in selected secondary schools in Temeke municipality, Dar es salaam, Tanzania.

In the part of the age, 85(57.4%) have age between 11-20years, 24(16.2%) have age between 31-40 years, 14(9.5%) have age between41-50years, 13(8.8%) have age between 51-60 years and 12(8.1%) have age between21-30 years. This finding indicates that respondents who have age between 11-20years respond more to the topic on hand.

In the part of the occupation 97(65.5%) are students and 51(34.5%) are teachers. This finding indicates that students respond more to the topic English language as a medium of instruction and student's academic performance in selected secondary schools in Temeke municipality, Dar es salaam, Tanzania.

In the part of academic qualifications, 60(40.5%) have Secondary level of education, 45(30.4%) have Tertiary level of education, 37(25.0%) have Advanced secondary and 6(4.1%) have Primary level of education. This finding indicates that respondents who have secondary level of education respond more to the topic in hands.

In the part of marital status of the respondents 97(65.5%) are single,18(12.2%) are married,18(12.2%) are widow and 15(10.1%) are divorced. These findings indicate that respondents who are single respond more to the topic in hand.

Determination of the use English language as a medium of instruction and student's academic performance in selected secondary schools in Temeke municipality, Dar es salaam, Tanzania

The study sought to determine the effect of use English language as a medium of instruction and student's academic performance in selected secondary schools in Temeke municipality, Dar es salaam, Tanzania was determined against respondents.

To examine how English is perceived as a medium of instruction in selected secondary schools in Temeke Municipality

The study tries to examine how English was perceived as medium of instruction in selected secondary schools in Temeke municipality. Table 2 shows the summary.

Table 2. To examine how English is perceived as a medium of instruction in selected secondary schools in Temeke Municipality

Variables	Statistics N	Mean	Std Deviation
Difficult to recall a wide range of issues taught in English Language	148	2.1351	1.22696
Difficult in translating word and numbers because of English language	148	2.3176	1.48020
Inability to read, write, speak and listen to English language	148	1.7905	.85915
Difficult to achieve better grades in your studies because of English Language	148	2.3243	1.26822
Not interested in teaching using English Language	148	2.2973	1.62238
Average	148	2.1730	1.291382

Source: Author (2020)

Table 4.2 above shows that how English was perceived as medium of instruction in selected secondary schools in Temeke municipality. Inability to read, write, speak and listen to English language, majority of the respondents agreed with high mean of 1.7905 and Standard deviation of 0.85915 respectively. These findings indicates that use of English

language as medium of instructions in secondary school affect students Academic performance due to students are fail to translating English words to Swahili words and many of them they understand Swahili not English, and sometime they fail even to speak English and spelling even writing these leads to affect them in their academic performance to the subject that use English language instead of Swahili language .This findings are supported by findings obtained by Lupogo, (2014) in Tanzania they revealed that using English as a language of instructions among secondary school students lead problem such as speaking (inability of students to make discussion in English), limited vocabulary, grammatical errors and writing skills, that limit them in understanding various subjects including mathematics and other subject that use English language.

Difficult to recall a wide range of issues taught in English Language. Majority of the respondents agreed with high mean of 2.1351 and standard deviation of 1.22696 respectively. This findings indicates that those subject within secondary schools use English as medium of instructions lead to student not to understand them and hence lead to students to cream those subject not to understand, these situation make the student to face difficult to recall what did the teacher taught within the class time hence lead to fail during the exams time hence poor performance to examination results. These findings are supported by the findings obtained by Mwamkoa, (2020) in Dodoma -Tanzania she revealed that English being a medium of instructions affects their learning such as lack of understanding, poor speaking and writing skills. It was observed that when teachers introduce the topic using English language only, they end up talking to themselves since students do not understand as the result they remain silent then leads to poor performance to extermination results.

Not interested in teaching using English Language. Majority of the respondents agreed with high mean of 2.2973 and Standard deviation of 1.62238 respectively. These findings indicates that majority of the teacher who teach secondary school are not good in English in terms of speaking and writing but they are good in Swahili language, so these situation lead them to be not comfortable in teaching subject that use English language rather than subject that use Swahili language. These findings are supported by findings obtained by Pandian and Ramiah (2004) in Uganda they found that English as a language of instructions is still a barrier not only to students but also to teachers because they come from the same society in which their first language is Kiswahili and teachers with lack of understanding the linguistic features, experience problems in explaining concepts and pronunciation of words and terms of subject contents.

Difficulty in translating words and numbers because of English language. Majority of the respondents agreed with high mean of 2.3176 and standard deviation of 1.48020 respectively. These findings indicates that students facing more difficulties in translations words to subjects that use English language as medium of instructions that leads to poor academic performance to students. These findings are supported by findings obtained by O'Neil, (2011) in Denmark, he found that most students start schooling with almost zero knowledge of English as the result they get frustrated, resign, fail and drop-out from school. The main reason for this is that they are unable to understand or use the language of teaching and evaluation. Students' educational background affect understanding of the lesson due to poor level of English knowledge therefore they view failure due to lack of ability hence hold less hope for doing better in the future.

Difficult to achieve better grade in studies because of use English Language in school. Majority of the respondents agreed with high mean of 2.3243 and standard deviation of 1.26822. These findings indicates that students during examination fail to recall answers and material obtaining within their classes teaching because they not understand English in terms of speaking, writing that lead to get poor grades in their examination results. These findings

are supported by the findings obtained by Simasiku et al., (2015). in Namibia he found that claims that the students' level of proficiency in English is not high enough to meet the requirements of the grade they are in. Therefore, the students are not always able to understand instructions and as a result they are not able to perform as they would have done in their mother tongue.

In general these findings indicates that students perceived that use of English language as medium of instruction leads to poor academic performance to students due to majority of the respondents agreed with high mean of 2.1730 and standard deviation of 1.291382. These findings indicates that use of English language as medium of instruction affect students academic performance due to majority of the students and teachers are poor in English translation and speaking even to their students they teach in their classroom. These findings are supported by findings obtained by Gill et al., (2010) in Malaysia found teachers with lack of understanding the linguistic features, experience problems in explaining concepts and pronunciation of words and terms of subject content.

To determine the extent of students' academic performance in selected secondary schools in Temeke Municipal

The study tries to determine the extent of student's academic performance in selected secondary schools in Temeke Municipal. Table 3 shows the summary.

Table 3. Students' academic performance in selected secondary schools in Temeke Municipal

Variables	Statistics N	Mean	Std Deviation
Students performance is poor due to use of English language in teaching	148	2.3108	1.14791
Students fails to recall wide range of materials taught in English language lead to affect their academic performance	148	2.1892	1.18006
Students faces difficulties of translating both word and numbers taught in English and their academic performance	148	1.7838	.98658
The use of the learned materials taught in English leads to affect students' academic performance	148	2.0878	1.31929
Student are inability to read, write and speak in English Language and students' academic performance	148	2.0000	1.11879
Average	148	2.0743	1.15053

Source: Research, (2020)

Table 4.3 above shows that student's academic performance in selected secondary schools in Temeke Municipal. Student's faces difficulties of translating both word and numbers taught in English and their academic performance, majority of the respondents agreed with high mean of 1.7838 and standard deviation of 0.98658 respectively. These findings indicates that due to students are poor in English language that are used as medium of instruction in schools leads to students facing difficult in translating English words to Swahili words so that they can understand what the topic or subject meaning within the class, this make students to cram English words for few time and next time they forget during examination time, this situation leads to obtaining poor examination results. This finding are supported by findings obtaining by Cantoni, (2007) in Namibia he found that the use of English as a medium of instruction hinders the full participation of the pupils because it does not seem to provide comprehensible input, it does not seem to work as a tool for constructing knowledge in the content subjects and it is an obstacle for the learner centeredness that is desired by the ministries of the country.

Students are inability to read, write and speak in English Language and that affects students' academic performance. Majority of the respondents agreed with high mean of 2.0000 and standard deviation of 1.11879 respectively. This findings indicates that uses of English language as medium of instruction in secondary schools as we know majority of students and teachers are poor in English language they are good in Swahili language these affect to students to be unable to speak ,spelling and writing English words therefore for these situation also affects students academic performance. These findings are supported by findings obtained by Gaffas, (2019) in Saudi Arabia, in his study he revealed that students speaking, writing, reading and listening to the subject teaching in English language.

The use of the learned materials taught in English leads to affect students' academic performance. Majority of the respondents agreed with high mean of 2.0878 and standard deviation of 1.31929 respectively. This findings indicates that students are poor in English due to their background so to those subject that use English as medium of instruction , students facing difficult in translating English words in order to get meaning of the subject, therefore this fail of translating words affect students academic performance. These findings are supported by findings obtained by Sukyadi & Mardiani, (2011) Indonesia, in their study they found that students fails subject those use English language as medium of instruction due to facing difficult in translating English words to country language.

Student's fails to recall wide range of materials taught in English language lead to affect their academic performance. Majority of the respondents agreed with high mean of 2.1892 and standard deviation of 1.18006 respectively. This findings indicates that due to students to be poor in English language as we know that English language used as medium of instruction in school, students fails to understand those subject teaches in classroom by using English language but they cram without understanding this situation leads to students to recall materials during examination time that leads to poor academic performance to students. These findings are supported by findings obtained by Jabbarova, (2020) in Jizzakh State Student's fails to recall wide range of materials taught in English language in their classroom that lead to affect their academic performance.

Student's performance is poor due to use of English language in teaching. Majority of the respondents agreed with high mean of 2.3108 and standard deviation of 1.14791. This findings indicates that student performance are depending with the understanding of the students during classes time, but the students are poor in English that leads them facing difficult in understanding subject use English language as medium of instruction within the classroom that leads to poor academic results. These findings are supported by findings obtained by Kabigting & Nanud, (2020) in their study they found that poor academic performance are coursed by using English language as medium of instruction within their subject and classroom.

In general these findings indicates that students' academic performance in selected secondary schools in Temeke Municipal are affected by using English language as medium of instruction due to majority of the respondents agreed with high mean of 2.0743 and standard deviation of 1.15053. These findings are supported by findings obtained by Mwamkoa, (2020) Student's performance is poor due to use of English language in teaching because most of the students are poor in English that are used as medium of instruction to their subject.

Determination relationship between uses of English language as medium of instruction on academic performance

Pearson correlation coefficient was used to compute the correlation between the dependent variable (Student academic performance) and the independent variables (English is

perceived as a medium of instruction in selected secondary schools) in order to determine the strength of the relationship at 1% significance level. A correlation of $r > +0.7$ implies that the variable are strongly related positively. Correlation coefficient ranges from -1.0 (perfect negative correlation) to +1.0 (perfect positive relationship) as advocated by Sekaran & Bougie,(2016). And the relationship between the dependent variable and independent variable was established by correlation coefficient (Kothari, 2013).

Table 4. Correlation Analysis

S/No	Research Objective		1	2
1	Students academic performance academic performance	Pearson Correlation	1	
		Sig. (2-tailed)		
		N	148	
2	English is perceived as a medium of instruction	Pearson Correlation	.922**	1
		Sig. (2-tailed)	.000	
		N	148	148

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Research, (2020)

Person correlation was used to determine the relationship between English language as medium of instruction (English is perceived as a medium of instruction) were found to have positive significant correlation on poor academic performance of the students at 0.0 1 level of significance. There was a strong positive significant correlation between English is perceived as a medium of instruction on poor academic performance of the students ($r=0.922$, $P < 0.01$). In general these findings indicates that English language as medium of instruction (English is perceived as a medium of instruction) have positive effects to the academic performance of the students in Tanzania.

Summary, Conclusion and Recommendation

This part presents the summary of the research findings, conclusion and recommendations derived from the results obtained in this study

The study aims to investigate the relationship between English language as a medium of instruction and students' academic performance in selected secondary schools in Temeke Municipality in Tanzania.

Summary

Table 4.2 the study tries to examine how English was perceived as medium of instruction in selected secondary schools in Temeke municipality. The findings indicates that students perceived that use of English language as medium of instruction leads to poor academic performance to students due to majority of the respondents agreed with high mean of 2.1730 and standard deviation of 1.291382. These findings indicates that use of English language as medium of instruction affect students academic performance due to majority of the students and teachers are poor in English translation and speaking even to their students they teach in their classroom. These findings are supported by findings obtained by Gill et al., (2010) in Malaysia found teachers with lack of understanding the linguistic features, experience problems in explaining concepts and pronunciation of words and terms of subject

content.

Table 3 the study tries to determine the extent of student's academic performance in selected secondary schools in Temeke Municipal. The study findings indicate that students' academic performance in selected secondary schools in Temeke Municipal are affected by using English language as medium of instruction due to majority of the respondents agreed with high mean of 2.0743 and standard deviation of 1.15053. These findings are supported by findings obtained by Mwamkoa, (2020) Student's performance is poor due to use of English language in teaching because most of the students are poor in English that are used as medium of instruction to their subject.

Conclusions

Based on the research findings obtained, the study come with the following conclusions:

The study agreed that English was perceived as medium of instruction in selected secondary schools in Tanzania have highly effects on students academic performance such as Students are inability to read, write and speak in English Language for the of recall material during examination that leads to students to fail in examination results'. Most of students fails to understand various vocabulary, fails to recall contents, fails to read, write and speak in english language the issue that seem to affect much the student's academic performance.

Recommendations

Based on the research findings obtained, the study come with the following recommendations;

Therefore Tanzania government and schools should provide seminars and learning programs to motivate students on the importance of using English language in teaching and in their life in order to commit themselves to study hard for better examination performance and also it recommend that the schools administrators need also to establish English language speaking and writing programs so as to influence subject content performance to meet the global market of using English language and the government in relation to educational stakeholders should ensure positive cultural behavior of using English language in our society.

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Index 1 Scale techniques

A five point Likert scale was provided ranging from: From 1 to 5.00as shown in the table 4.2 below.

Table 1 Scale techniques

Description	Likert Scale	Mean Range	Interpritation
Strongly agree	1	1.00-1.800	Very high
Agree	2	1.81-2.600	High
Undecided	3	2.61-3.400	Moderate
Disagree	4	3.41-4.200	Low
Strongly disagree	5	4.21-5.00	Very low

Source: Author (2020)