

## **Linguistic Difficulties of Using English as a Language of Instruction: A Reflection on Tanzanian University Lecturers**

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### **Abstract**

This paper investigates the linguistic difficulties faced by the University lecturers who teach science subjects using EMI in Tanzanian Universities particularly the University of Dodoma (UDOM) and St. John's University of Tanzania (SJUT) of Dodoma Region - Tanzania. Data were collected through questionnaires, observation and interviews from a sample drawn from the College of Natural and Mathematical Sciences (CNMS) and the Faculty of Natural and Applied Sciences (FANAS) of UDOM and SJUT, respectively. The study revealed that lecturers face linguistic difficulties, namely tense confusion, code-switching between English and Kiswahili, grammatical errors such as spelling and poor pronunciation, missing important vocabulary which leads into hesitation, difficulties in elaborating some scientific terms to students in Kiswahili since Kiswahili is lacking equivalents of some of these scientific terms; poor response from conversation counterparts as students cannot speak and write confidently and effectively in English. These difficulties are attributed to inadequate exposure to English, the influence of Kiswahili and ECLs and poor educational language policies. This study, therefore, recommends to

the policy making stakeholders on declaring English as LoI from nursery school to tertiary levels so as to expose our children to English (FL) earlier at a younger age.

**Key Words:** language of instruction, English, Kiswahili, University, Lecturers

### **Introduction**

It is a world-wide phenomenon that many non-English speaking nations are faced with some complexities in the implementation of English as a Medium of Instruction (EMI) in higher learning institutions. For instance, in Saudi Arabia, a study by Ebad (2014) examining the role and impact of English as a language and a MoI in Saudi Higher Education Institutions contends that English has formally been introduced as the LoI in undergraduate level. This sudden shift in language produces a barrier which creates chaos and repulsive issues with the MoI. Moreover, there was a huge gap between teaching and learning, knowledge acquisition, and an overall understanding of the subjects using EMI. Students and instructors encountered high levels of challenges and obstacles during the course of classroom instruction.

Another study conducted in South Korea by Williams (2015) reveals that the majority of instructors feel pressured to teach using EMI at universities. This was due to lack of English proficiency which has negative consequences such as lack of student satisfaction, lack of comprehension and reliance on the first language (L1).

In India, a survey conducted by Murtaza (2016) on students' perceptions of EMI at a Private University in Bangladesh, indicates that even though EMI is claimed to be practiced everywhere in the surveyed university, the real

practice was beyond the reality. This means that EMI was not properly implemented due to the tendency of code-switching between English and Bangla that dominated among the instructors in the class.

In Austria, Gröblinger (2017) has written on the benefits and challenges of EMI in (international) study programs at UAS. He argues that lecturing in a foreign language at tertiary level definitely requires language proficiency (i.e. fluency, correct pronunciation, knowledge of syntax and lexis) in complex written and oral situations and practices that go beyond general language skills. Although lecturers are assumed to have sufficiently good English language proficiency, the challenges are still not to be underestimated. This is because lecturers faced the challenge of not only having to update their teaching methodology but also having to do it in a Foreign Language (FL).

In developing countries such as Ethiopia, the study conducted by Bachore (2014) claims that language is one among many factors for quality education since it is the key to communication and understanding in the classroom. Teaching in a language that is not well understood by both learners and lecturers results in chronic difficulties. Likewise in Ghana, a qualitative study by Owu-Ewie and Eshun (2015) revealed that the language policy which stipulates that English should be MoI was there just theoretically but in practice, it is mostly violated and not adhered to. This was manifested by the fact that no single classroom was found to use English as the sole MoI. That is, both English and Ghanaian languages (Fante) were used as MoI. In most classrooms, the percentage use of Ghanaian language (Fante) was more than English since students were not proficient in English. They confirm that LoI affects students' academic

success since there is a correlation between language performance and academic performance in other subjects. This was confirmed as the students claimed that, when their teachers use EMI, they do not understand the lesson.

In Tanzania, LoI is considered to be one of many challenges facing the education system. The use of either English or Kiswahili can, probably, be successful depending on policy implementation, access to resources, and the quality of teaching (Yogi, 2017). The study conducted by Qorro (2006) shows that proficiency in the LoI is an important factor in educational performance. However, the author admits that in Tanzanian secondary schools classrooms and higher education, the majority of teachers and most students do not understand the LoI. She, also, claims that language problems of the graduates and new professionals are passed onto the subsequent generation of pupils who will turn out with poorer English compared to that of the earlier generation.

Furthermore, Puja (2003), cited by Gran (2007), reports that, in Tanzania higher education, poor English is one of the factors that contribute to students' lack of participation in class, comprehension and overall poor academic performances. Other challenges outlined include shortage of competent teachers, inadequate resources and support and inappropriate methods.

A similar study that was conducted by Lupogo (2016) at Mzumbe and Dar es Salaam universities reports that the use of EMI in Tanzanian universities is a severe problem to both students and lecturers. This was justified by the students and instructors' inability to make consistent discussions in English

as they used code-switching accompanied by grammatical errors and mistakes.

Likewise, Yogi (2017) contends that Tanzanian current education language policy (EMI) is not beneficial to the majority of stakeholders substantially due to the lack of teacher training on its implementation. However, the author also argues that whether the LoI changes or not, the success of any policy is based on the overall acceptance from the public, a well organized implementation, and proper training to individuals responsible for the execution. The study concludes that LoI is just one of many challenges within Tanzania's education system. The successful usage of either language depends on how policy is implemented, access to resources, and the quality of teaching.

Generally, the previous studies justified the worthiness of conducting this study to fill the existing knowledge gap by exploring the linguistic difficulties encountered by Tanzanian University science subject lecturers when using EMI as most of the existing studies investigated on the attitudes and readiness of lecturers towards EMI and some of them focused on diagnosing lecturers' general proficiency in English.

### **An Overview of History of Language of Instruction in Tanzania**

A common educational dilemma in multilingual African countries (such as Tanzania) is the choice of the LoI due to the absence of the national lingua franca which is not associated with ethnicity (Sa, 2007).

When describing the issue of the (LoI) in Tanzania, we, probably, have to consider the linguistic situation of the country which is, apparently, triglossic. This means that the country has English as an official and

international language which is also used in higher education; Kiswahili as an official and national language which is understood by nearly the entire population is a MoI in primary school, and smaller African languages (Ethnic Community Languages henceforth ECLs) which are solely spoken in domestic domains like in the home (Petzell, 2012). Regardless of the fact that Tanzania is considered to be one of the countries that have a sound linguistic policy, like in many other African countries, the issue of the MoI is still challenging. This means that, despite the existence of more than 120 other local languages, Tanzania has succeeded to promote one of its African languages, Kiswahili, to a national and official language.

The foundation for the use of Kiswahili as an official language and LoI was laid down by missionaries and successive German and British colonial administrations (Swilla, 2009). This controversy had, evidently, originated following the introduction of formal education by the colonialists. This is because prior to colonization and the emergence of western education, each community used to educate its children using its own language (Sa, 2007). The detailed overview of the history of LoI in Tanzania before and after independence can be obtained in Rubagumya (1990), Sa (2007) and Swila (2009).

In 1984, the Ministry of Education released an official statement that both languages, English and Kiswahili, will be used as media of instruction while English will be improved at all levels of education. However, later that year, Julius Nyerere announced that in order to encourage Tanzanians to learn and value the language, English was needed in secondary schools (Lwaitama & Rugemalira 1990 cited in Sa, 2007).

New contradictions arose regarding LoI when the country, gradually, abandoned the socialist ideology and embraced capitalism accompanied by the liberalization and privatization of the major means of production and state owned enterprises. In the 1990s, when privatization was extended to education, private primary schools were legalized by passing the Education Amendment Act No. 10 of 1995. Moreover, the government legalized the use of English as LoI in private primary schools in 1992 while Kiswahili remained the LoI in government primary schools (Swilla, 2009).

In February 2015, the Government of Tanzania launched a new education policy extending the basic education system in Kiswahili to include four years of secondary school. The introduction of Kiswahili as official MoI was also meant to tertiary level of education (UNICEF, 2017). This was also emphasized by Tanzania's president, John Magufuli, when he declared new education policy (in the same year) providing 10 years of free compulsory basic education incorporating the change of LoI in secondary and tertiary education to Kiswahili (Yogi, 2017). However, the policy is still inactive in that the current MoI is still Kiswahili in primary schools and English in secondary and higher educational levels.

Nevertheless, the issue of MoI in Tanzania is still controversial and there exists an ongoing debate as to whether English or Kiswahili should be the primary medium of education at all levels. While there are inconsistencies and uncertainty in the current LoI policy, much has been written about the challenges of using EMI at the lower levels of education in Tanzania. Less attention has been given to the tertiary level particularly to linguistic difficulties faced by science subject lecturers when using EMI at the Universities in Tanzania. This study has been geared into such aim.

### **Methodology**

The study of the challenges of using EMI in Tanzanian universities was investigated among science lecturers of the two universities, namely University of Dodoma (UDOM) and St. John's University of Tanzania (SJUT), the former being a public university and the later being the private University, both located in Dodoma Municipal in Dodoma Region-Tanzania.

The sample was drawn from the College of Natural and Mathematical Sciences (CNMS) and Faculty of Natural and Applied Sciences (FANAS) from UDOM and SJUT, respectively. The particular attention was given to lecturers teaching Bachelor of Science with Education, Bachelor of Science in Biology, Bachelor of Science in Chemistry, Bachelor of Science in Mathematics, and Bachelor of Science in Physics. These programmes were, deliberately, selected in that they prepare scientists who are, highly, demanded in this era of industrial development in Tanzania.

Besides, the degree programme of Bachelor of Science with Education prepares teachers in science subjects which are taught in English at the secondary school level. Thus, there is a demand of language proficiency to the lecturers to facilitate effective teaching and learning process, and to deliver knowledge and skills borrowed from various documents and machinery instructions so as to get well qualified graduates who will compete in the job market within Tanzania, in regional cooperation (such as EAC) and worldwide. A total of 22 lecturers were sampled for the study. Thus, observation, interviews, and questionnaires were the methods employed to gather the intended information for this study.



Through direct observation, primary data were collected on the magnitude of the linguistic difficulties encountered by lecturers when using EMI in teaching and learning process. A total of six (06) lectures and two (02) tutorials were observed and the audio records were taken. Questionnaires and semi-structured interviews were conducted to extract data which were not captured through observation.

### **Results and Discussion**

Through questionnaires lecturers admitted that they face a number of problems including linguistic related difficulties. Their responses are summarized in Table 1.

**Table 1: Lecturers' Responses on their Linguistic Difficulties**

Question	Response	<i>f</i>	%
Do you encounter any problem in using EMI?	Yes	8	36.4
	No	14	63.6
Do you encounter any challenges in speaking or writing English?	Yes	8	36.4
	No	14	36.4
Do you code-switch between English and Kiswahili when teaching?	Yes	21	95.5
	No	1	4.5
Can your students speak and write confidently and effectively in English?	Yes	2	9
	No	20	91
Do your students actively participate in the discussions in English?	Yes	6	27.3
	No	16	72.7

The data in Table 1 indicate that 8 (36.4%), out of 22 lecturers confirmed to experience various difficulties when speaking or writing English. Moreover, about 21 (95.5%), out of 22 lecturers admitted that they code-switch for different reasons. Furthermore, 20 (91%) lecturers confirmed that their students cannot speak and write confidently and effectively in English while 16 (72.7%) affirmed the inability of their students to actively participate in the discussions such as in seminars and tutorials conducted in English.

Among the problems outlined, the most prominent one is to get responses in speaking or writing from the students (91%). This concurs with the results obtained from the study by Sanmugam and Harun (2013) contending that the most prominent problem facing the technical lecturers was getting their students respond in English. Consequently, it affected the communication between students and lecturers as well as slowing down the teaching process.

Corresponding to that, the data indicate that 8 (36.4%) of the lecturers confirmed to experience various linguistic difficulties when speaking or writing in English as presented in Table 2.

**Table 2: Linguistic Difficulties Encountered by Lecturers**

<b>Response</b>	<b>Frequency</b>	<b>%</b>
	4	50
Grammatical errors such as spelling and pronunciation	2	25
Missing important vocabulary which leads to hesitation		
Difficulties in elaborating some scientific terms to students in Kiswahili	1	12.5
Poor response from conversation counterpart	1	12.5
<b>Total</b>	<b>08</b>	<b>100</b>

The data in Table 2 indicate that the most linguistic difficulty experienced by the lecturers when speaking or writing English is grammatical problems related to spellings and pronunciation with the frequency of 4 (50%). In Table 3, are examples of spelling difficulties committed by some of the lecturers. The data were extracted from classroom observation.

**Table 3: Spelling Errors**

<b>Example of an Error in a Sentence</b>	<b>Erroneous Form</b>	<b>Correct Form</b>	<b>Type of Error</b>
a) Emphasy should be done in primary and secondary ...	emphasy	emphasis	substitution
b) No comitment	comitment	commitment	Omission
c) There is no dought that there is...	dought	doubt	Substitution
d) Knowledges	knowledges	knowledge	Addition
e) English should be tought as a subject	tought	taught	Substitution
f) Many refference books are available in English	refference	reference	Addition
g) ... our economic status is a problem up to know...	know	now	Addition
h) ...will help students to compete for oportunities	oportunities	opportunities	Omission
i) Kiswahili should be used strategicaly	strategicaly	strategically	Omission
j) ...lack of vocabularies that weaken fluence	fluence	fluency	Substitution
k) ... to set and impliment	impliment	implement	Substitution
l) Responce from student is not good...	responce	response	Substitution
m) Emphasize should be made on primary and secondary schools...	emphasize	emphasis	Substitution
n) They fail to present their ideas precisely as espected using English	espected	expected	Substitution
o) Just for infasis Swahili may can be used	infasis	emphasis	Substitution
p) Some words in science are had to be elaborated in Swahili	had	hard	Omission

Data in Table 3 indicate some examples of the spelling errors made by lecturers in using English vocabulary. The lecturers were observed to confuse spellings of various words by substituting, omitting or adding unnecessary letter(s) forming ill-formed words. On the first column from the left of the table, are examples of the sentences containing miss-spelt words. The second column shows those words which were incorrectly spelt while the third contains the correct forms of the words. Incorrect spelling can be a hindrance for communication as it can lead to the ill-formed or ambiguous sentences. According to Graham and Miller (1979), spelling is neither the most nor the least important aspect in writing, but is a crucial ingredient. Good spellers are able to express their thoughts on paper without unnecessary interruptions. Even though accurate spelling may not be essential, material to be read by others should be free from the distraction of misspelled words.

Another problem facing lecturers is missing important vocabulary (25%) which leads to lower speech rate due to hesitation or stammering while looking for the vocabulary. Due to this, the lecturers were also found to have difficulties in the choice of appropriate vocabulary which could accurately fit in a certain grammatical context. The examples conforming lecturers' inadequacy of vocabulary are indicated in Table 4.

**Table 4: Inappropriate Vocabulary**

<b>Example of an Error in a Sentence</b>	<b>Erroneous Form</b>	<b>Correct Form</b>	<b>Type of Error</b>
a) ...but us Tanzanians our economic status is ...	us	we	substitution
b) Lack of enough linguistics for translation of books (confident linguistics)	linguistics	linguists	substitution
c) They fear some may laugh at them	Some	Someone	substitution
d) ... hence seemed necessary to do English in our studies	Do	use	substitution

From the Table 4, the first column, from the left, indicates some examples of misuse of vocabulary. The second presents the words which were utilized in wrong grammatical contexts which could probably destruct the intended meaning. On the other hand, the third column provides suggested correct forms.

In addition to that, lecturers' vocabulary inadequacy was also witnessed through classroom observation, whereby some lecturers were found to stammer while thinking of appropriate vocabulary to explain a certain concept. For instance, during the tutorial session, one lecturer used to stammer as in "*What are we going to do with those....err...with those...*" or "*...after that you are going to...to...to...*".

This was also confirmed by one of the lecturers who had the following to say during interviews:

“Even some of us who were taught by English speakers, we are not very comfortable in speaking English. We may still looking for appropriate words in English to express ourselves...So, you forget some of the words, when you are being forced to remember the appropriate words, sometimes the words don't come, you have to stammer...who were taught by African

teachers, themselves are confusing the tenses, they are confusing the pronunciation...” Lecturer A

The findings concur with those reported by Sanmugam and Harun (2013) asserting that 58.6% of the lecturers were not ready to construct test items in English as they faced a number of difficulties in using EMI to provide technical instructions. Among the reasons behind their lack of readiness is lack of vocabulary and difficulties in constructing grammatical sentences.

Another linguistic difficulty facing lecturers when using EMI at the University relating with grammar was tense confusion and misuse of verbs. Examples regarding this are presented in Table 5.

**Table 5: Tenses Confusion and Misuse of Verbs**

Erroneous Form	Correct Form	Type of Error
a) There are ongoing discussions on whether Kiswahili <i>be</i> the medium of instruction...	There are ongoing discussions on whether Kiswahili <i>should be</i> the medium of instruction...	omission
b) ...that in the world there <i>is</i> some countries...	...that in the world there <i>are</i> some countries...	substitution
c) English came just as a foreign one just help get job.	English came just as a foreign one <i>it</i> just help <i>to</i> get job.	Omission of to-infinitive
d) Response from student is not good if used throughout	Response from the students is not good if <i>it is</i> used throughout	omission
e) Students are not much <i>cooperated</i> because...	Students are not much <i>cooperative</i> because...	substitution
f) ...because students <i>lacks</i> good continuity	...because students <i>lack</i> good continuity	Confusion of subject verb agreement

g)	...many literatures and scientific terms are lack for Kiswahili	Many literatures and scientific terms are not available in Kiswahili	
h)	...but when told to respond in Swahili they amazingly fine	...but when <b>they are</b> told to respond in Swahili they amazingly fine	omission
i)	Those originate from English are better than others	Those originating from English medium schools are better than others	
j)	...the person who committed the murder and he/she <b>runned</b> away...	...the person who committed the murder and he/she <b>ran</b> away...	Verb confusion

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Data in Table 5 indicate some examples of the errors made by lecturers in the use of tenses or verbs. On the left-hand column of the table, are the erroneous forms while, on the left-hand column, are the suggested corrected forms for the erroneous ones. From the table, it is viewed that the lecturers were found to omit, substitute or confuse tense markers. This is also justified from the interview when one of the lecturers states:

“Even some of us who were taught by English speakers, we are not very comfortable in speaking English. We may still looking for appropriate words in English to express ourselves...So, you forget some of the words, when you are being forced to remember the appropriate words, sometimes the words don’t come, you have to stammer...who were taught by African teachers, themselves are confusing the tenses, they are confusing the pronunciation...” Lecturer A

Apart from the linguistic difficulties outlined, subject omission was also found to be among the grammatical problems encountered by lecturers in using English as LoI. This is justified by the examples presented in Table 6.



**Table 6: Subject Omission**

<b>Example of an Error in a Sentence</b>	<b>Correct Form</b>
a) ...because at school use English home parents also do not know the language	...because at school <b>they</b> use English while at home parents also do not know the language
b) English came just as a foreign one ~ just help ~ get job	English came just as a foreign one, <b>it</b> just helps <b>to</b> get job
c) Responce from student is not good if ~ used throughout	Response from student is not good if English ( <b>it</b> ) <b>is</b> used throughout
d) They don't give enough explanation when ~ answer questions...	They don't give enough explanation when <b>they</b> answer questions...

Data from the Table 6 present some examples of the errors made by the lecturers concerning subject omission. The sentences in the left-hand column of the table are ill-formed by having the predicates without the intended subjects. However, the right-hand column of the table indicates the suggested correct forms with their possible subjects.

In addition to that, the use of articles and prepositions were also found to be challenging to the lecturers. They were, mostly, found to confuse the use of articles or prepositions by either omitting or substituting. The examples pertaining to this are indicated in Table 7.

**Table 7: Articles and Prepositions Confusion**

<b>Example of an Error in a Sentence</b>	<b>Erroneous Form</b>	<b>Correct Form</b>	<b>Type of Error</b>
a) ...English is given <b>a</b> first priority	a	the	Substitution
b) Students differ greatly <b>on</b> their English backgrounds	on	in	Substitution
c) ...introduction of program of using English <b>to</b> University...	to	at	Substitution
d) ...introduction of ~ program of using English	~	a	Omission
e) ...by ~ use of more reading materials	~	the	Omission
f) This is because most of ~ university students	~	the	omission

**Key:** ~ indicates omission

In Table 7, data regarding lecturers' misuse of articles or prepositions are presented. The data indicate that the lecturers are confusing the use of articles or prepositions by placing them with an incompatible word or omitting where it was necessary to appear.

The findings relating to lecturers' linguistic difficulties are supported by the study done by Hamid *et al.* (2013), cited in Vu and Burns (2014), who examined the MoI in ten Asian countries including India, Indonesia and Pakistan. Their findings revealed that the implementation of English medium policies in these countries is full of difficulties. For instance, they contend that EMI was very challenging to Vietnamese lecturers since they were confronted by their own language abilities, students' language proficiency and learning styles, pedagogical issues and resource availability.

Furthermore, these findings are in line with those presented by Vavelyuk (2015) who argues that the most difficult thing in implementing EMI in Russian universities is a shortage of linguistically qualified teachers and little or no initial EMI content teacher education (teacher preparation) programmes and in-service courses. Likewise, the study conducted by Amerongen (2017) at Radboud University in Netherlands, supports that teaching in English has a reasonable negative effect on lecturers' way of teaching. The lecturers were found to experience difficulties with language-related and improvising teaching skills. This is because when teaching in English, lecturers were observed to be less redundant, use fewer asides, read more aloud, move around less, and speak in a monotonous tone.

### **The Use of Code-switching among Lecturers**

The occurrence of communication between several bilinguals may often lead to the incidence of a phenomenon known by linguists as code-switching (CS) when these speakers try to balance between the languages. The concept of code-switching has been identified by various scholars such as Poplack and Meechan (1995), as quoted in Yohana

(2009: 86), that it is a “juxtaposition of sentences or sentence fragments, each of which is internally consistent with the morphological and syntactic (and optionally, phonological) rules of its lexifier language”. It is also identified as an alternation not only between several languages but also language varieties (Myers-Scotton, 2006 cited in Ospanova, 2017). Thus, we can define code-switching as the intra-sentential or inter-sentential alternation between different languages or language varieties in which the main grammatical forms are supplied by the main (matrix) language.

Code-switching as used both intra-sententially and inter-sententially was found to be one among the prominent phenomenon in Tanzanian universities. This was attested by lecturers in both universities under this study. The data from the questionnaires revealed that 21 (95.5%) out of 22 lecturers (as seen in Table 1) confirmed to use code-switching for different reasons as outlined in Table 8.

**Table 8: Lecturers Reasons for the Use of Code-switching in the Classroom**

<b>Reasons</b>	<i>f</i>	<b>%</b>
To help students understand well the lesson and respond fluently to questions	20	44.44
Giving instructions effectively	11	24.44
Lack of appropriate vocabulary	8	17.78
For clarification	3	6.67
To discipline students in the class	2	4.44
To relate the concepts with Tanzanian localities	1	2.22
<b>Total</b>	<b>45</b>	<b>100</b>

The data in Table 8 indicate the main reason behind lecturers' code-switching during the lesson is to help students understand well the lesson, the questions which has the frequency of 20 (44.44%) out of 45. Other reasons for code-switching include giving instructions effectively 11(24.44%); lack of appropriate vocabulary 8 (17.78%); for clarification 3 (6.67%); to discipline students in the class 2 (4.44%), and the least factor is to relate the concepts with Tanzanian localities 1 (2.22%).

Through interviews, all four (4) (100%) lecturers confirmed to code-switch between English and Kiswahili due to various reasons. One of the lecturers says:

“Kiswahili is a language which is understood by our learners... I think they may get the concept much easier than explaining a Greek terminology in English which is another difficult language. Explaining them in Kiswahili will be understood much better” (Lecturer A).

“Of course... Code-switching is there, and at the moment I feel less confident if I'm teaching without code-switching. Unless otherwise, I want my students to get lost in the bush... Really... the purpose is to... enhancing students' understanding... that's the major purpose. But the other purpose is to... help me as a teacher to get into the move... you know... to continue with the same pace without getting lost... then I have to code-switch that's what I mean to help students understand. If they don't understand, you know, is very challenging. If they don't understand then even my mood changes and oh...it becomes very difficult for me to proceed with a good pace...” (Lecturer B).

In addition to that, the data from observation concur with the presented results as through attending lectures and tutorial sessions, revealed that code-switching is the most prevalent phenomenon in EMI classes. In all 6 lectures and 2 tutorials, lecturers were observed to habitually code-switch between English and Kiswahili for different purposes including those mentioned in Table 8. Furthermore, it was observed the use code-

switching was mainly the result of the students' inability to understand when English is used throughout. For example, during one of the tutorial sessions, it was observed that, after listening to the instructor, students could not perform the experiment as instructed. Consequently, they approached the instructor and asked him to repeat the instruction in Kiswahili since they did not understand the English version.

Moreover, the lecturers were aware that their students do not understand the lesson well due to the language barrier. Consequently, they tried to include Kiswahili and provide them with handouts for the lecture presented. For example, in one of the observed lectures, the lecturer repeated several times that "*Kwenye notsi mtaelewa zaidi*" or "*Kwenye notsi nitaeleza vizuri*" meaning that, "Through the lecture notes, you will understand well" or "In the lecture notes, I will explain in detail" respectively. Due to that, some students were even not jotting down anything from the lecture and some were chatting with their phones knowing that the lecturer will provide them with the notes. Some examples of code-switching as observed among lecturers during lecture and tutorial sessions are outlined in Table 9.

**Table 9: Examples of Code-switching**

Code-switched Forms	English Version
i. This one points towards you and this one points away from you... <i>imeeleweka hiyo?</i>	This one points towards you and this one points away from you... <b>is it understood?</b>
ii. Bromine at this carbon <i>itakuwa</i> actual or equatorial position?	Bromine at this carbon <b>will be</b> actual or equatorial position?
iii. When we say cis... <i>sikiliza hapa pia... kwahiyo nikisema cis kwenye carbon moja inaweza ikawa</i> actual or equatorial...	When we say cis... <b>listen here also...Thus, when I say cis in one carbon can be</b> actual or equatorial...
iv. You measure 80mls <i>yaani themanini...</i>	You measure 80mls <b>that is, eighty...</b>
v. When this is polarized... <i>tukisema polarized manake...</i>	When this is polarized... <b>when we say polarized means...</b>
vi. <i>Mama na mtoto wanatofauti kwa sababu ameshare</i> from both parents... <i>kwa hiyo lazima kuna sehemu atafanana na mzazi kwa sababu amerithi</i> some traits from...	<b>A mother and a child have differences because he has shared with both parents... Therefore, there must be some parts where a child will resemble a parent because he has inherited</b> some traits from...
vii. Kwa hiyo, inatumika kwenye finger prints. <i>Pia inatumika katika kuestablish links between traits, kuestablish links katika trait mbalimbali katika species...</i>	Therefore, it is used in finger prints. <b>It is also used in</b> establishing links between traits... establishing links in <b>different</b> traits in species

The bolded italicized forms on the left-hand column of Table 9 indicate Kiswahili forms while the right-hand column provides the translation of these forms into English. These findings are consistent with those from other studies such as the one by Mokhtar (2015) who examined lecturers' and students' beliefs in code-switching in Malaysia. That study revealed that lecturers assumed that the use of code-switching

was mainly to enhance their students' understanding and saving their time by reducing lengthy of explanation whenever the students did not understand. At the same time, most students had the same belief that code-switching could help them understand the lessons better. Thus, for improving students' understanding, all lecturers were in view that terms should be taught in English while the explanation should be given in Malay.

Furthermore, the findings also support the study by Lupogo (2016) who contends that code-switching plays a significant role in students' learning needs in the classroom. The study confirms that code-switching (the use of English and Kiswahili) was an obvious phenomenon for both students and some instructors from both universities, The University of Dar es Salaam and Mzumbe University.

In addition to that, the results are in line with the study by Ospanova (2017) on the university students' perceptions of and experiences with code-switching in a programme with English-medium instruction in Kazakhstan. The study reports that the students' experiences with code-switching were, mostly, related to translations, explanations, and clarifications. On the other hand, the teachers allowed code-switching grounded by the thinking that English is not their "mother tongue".

Thus, code-switching serves multiple functions since teachers can use code-switching for instructional purposes, such as classroom management, explanation of new information and assisting students in bridging a gap in the knowledge of a target language. Also, L1 reference is made to make communication meaningful and continue when a speaker is not fluent in the target language.

Similar results were reported in the study conducted by Vu and Burns (2014) investigating the implementation of an EMI program in a Vietnamese public

university. From the study, they contend that lecturers face multiple challenges in adopting EMI. These include teachers' language abilities, students' proficiency, appropriate methods, and inadequate resources. They, also, outlined that teachers were observed to experience linguistic difficulties.

In addition to that, it is reported that, in the Netherlands, EMI led to higher demands on the teaching skills of content lecturers. These include employing slower speech rates and less flexibility in dealing with unexpected incidents and various challenges in language use. They were, also, found to have difficulties in expressing themselves effectively, particularly, in paraphrasing, searching for words, and refining statements. Consequently, these difficulties destruct students' learning such as less content coverage and knowledge loss (Vinke et al., 1998 as cited in Vu and Burns, 2014).

Furthermore, the study conducted by Hung & Lan (2017) exploring content lecturers' challenges in EMI classroom contend that different participants would perceive different level of difficulties. However, they, generally, found to have problems with lecturing in English, especially explaining terms and concepts in English.

## **Conclusion**

This paper sought to give an account of the linguistic difficulties faced by the Tanzanian university science subjects lecturers when using EMI. The study has revealed that, when using EMI, lecturers face various challenges related to writing and speaking. These include tense confusion, code-switching between English and Kiswahili, grammatical errors such as spelling and poor pronunciation, missing important vocabulary which leads into hesitation, difficulties in elaborating some scientific terms to students in Kiswahili since Kiswahili is lacking equivalents of some of these scientific terms, poor response from conversation counterparts as



students cannot speak and write confidently and effectively in English. Since most of the difficulties are attributed to poor English background, inadequate exposure to English, the influence of Kiswahili and other ECLs and poor educational language policies, this study recommends to the policy makers on declaring English to be the LoI from nursery school to tertiary levels. The use of EMI from lower levels of education will provide a chance to expose our children to English (FL) earlier at a younger age. In addition, the study recommends to the government to ascertain its education policies and other related key documents and prepare the conducive implementation of such policies after declaring them. Thus, there should be a balanced LoI policy as it seems that the government is not ready to implement Kiswahili as the LoI of secondary and post-secondary education (Swilla, 2009), but at the same time English proficiency is hardly given attention.

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