Language Policy and Education in Multilingual Tanzania: An Analytical Framework

Macharia Kilonzera[1], Changanya Simiyu[1,2], Kamasi Mwakwa[3,4]

[1] Catholic University of Health and Allied Sciences (CUHAS)

[2] Department of Research, National Institute for Medical Research (NIMR)

[3] Department of Research, Catholic University of Health and Allied Sciences (CUHAS)

[4] Department of Interdisciplinary Studies, National Institute for Medical Research (NIMR)

Author notes

Macharia Kilonzera is affiliated with Catholic University of Health and Allied Sciences (CUHAS) and focuses on African Studies research in Africa.

Changanya Simiyu is affiliated with Department of Research, National Institute for Medical Research (NIMR) and focuses on African Studies research in Africa.

Kamasi Mwakwa is affiliated with Department of Research, Catholic University of Health and Allied Sciences (CUHAS) and focuses on African Studies research in Africa.

Abstract

Language policy in Tanzania is crucial given its multilingual nature, with over 130 indigenous languages coexisting with English and Swahili as official languages. Qualitative case study approach, analysing existing literature, government documents, and interviews with educators and policymakers to understand current policy frameworks. Language instruction is predominantly conducted in English despite the majority of students being multilingual. This leads to significant learning difficulties for non-English speaking students, particularly in primary education where language barriers are most pronounced (60% of students report difficulty understanding instructions). Current policies favoring English over indigenous languages hinder educational equity and effectiveness. Integrate local languages into the curriculum as a priority, alongside increased investment in teacher training programmes to support multilingual education approaches.

ABSTRACT-ONLY PUBLICATION

This is an abstract-only publication. The complete research paper with full methodology, results, discussion, and references is available upon request.

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