

Examining the Impact of Tanzania's Language Policy in Education on Promoting the Chinese Language in Tanzania

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Abstract—This paper examines the impact of Tanzania's language policy on the promotion of the Chinese language within Tanzania. The objective is to delve into the evolution of Tanzania's language policy across different eras, understand the factors influencing language policy in Tanzania, and analyze how the present Tanzanian language policy affects the dissemination of the Chinese language. The results reveal that Tanzania's current language policy has both positive and negative effects on the promotion of the Chinese language within the country. Based on the research findings, the authors propose strategies to further enhance the teaching of the Chinese language in Tanzania.

Index Terms—Tanzania's language policy, language educational policy, promotion of Chinese in Tanzania, Chinese language teaching

I. INTRODUCTION

Since the initiation of the Belt and Road Initiative, the relationship between Tanzania and China has witnessed remarkable achievements. Given the strong ties between the two countries, it is crucial for the people of both nations to engage, learn, and understand each other's cultural norms and customs. Language, as a vital element of culture, plays a crucial role in promoting diplomatic relations and cooperation between the two nations. Learning each other's language allows for a deeper understanding of society, encompassing people's lifestyles, traditional norms, and customs.

Tanzania's language policy encourages the teaching of foreign languages to enhance diplomatic relations with other countries. In 2019, the Tanzanian government officially integrated Chinese into the national education system, marking a significant step towards promoting the Chinese language and culture within Tanzania. Prior to its formal inclusion in the Tanzanian education system, Chinese was offered as an elective course in various higher education institutions. Recently, Chinese has become part of the secondary education curriculum and is a prerequisite for the university entrance examination. Language policy and planning are crucial as they profoundly impact politics, the economy, culture, social stability, and the overall living conditions of individuals in the nation (Fei, 2018).

While the field of language policy in Tanzania has been thoroughly explored by many scholars (see, for example, Swilla, 2009; Sa, 2007; Mbaabu, 1996; Polomé & Hill, 2017; Roy-Campbell, 2001; Rubagumya, 1990), the majority of their work focuses on the language policy concerning English and Swahili. To our knowledge, there has been no in-depth research conducted on the influence of language policy in Tanzania specifically related to Chinese as a foreign language. Thus, this area of research remains relatively unexplored. This paper aims to investigate Tanzanian language policy by addressing the following questions: What is the historical evolution of language policy in Tanzania? What factors shape language policy in Tanzania? How does language policy impact the promotion of Chinese in Tanzania? What language policy measures can be implemented to enhance the teaching of Chinese in Tanzania?

II. LITERATURE REVIEW

A. Theoretical Framework

Language policy and language planning (LPLP) are closely related concepts, and at times, it can be challenging to differentiate between the two. In LPLP literature, some scholars use these terms interchangeably (Spolsky, 2009). The term 'language planning' (LP) was initially introduced by Haugen in 1959. He defined LP as 'the activity of preparing a normative orthography, grammar, and dictionary for the guidance of writers and speakers in a non-homogeneous speech community' (Haugen, 1959, p. 8). Haugen (1972, p. 162) further elaborated by defining LP as 'the evaluation of language change', and later as 'the activity of a speech community to establish goals, policies, and processes' (Haugen,

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1972). Since then, numerous researchers have provided their definitions from various perspectives. For instance Fishman (1974) defines the term LP as the organized search for solutions to language problems, generally occurring at the national level. Additionally, Tauli (1968) defined LP as 'the activity of adapting and improving existing languages or creating new regional, national, and international languages'.

The term language policy is defined by Kaplan and Baldauf (1997, p. xi) as a body of ideas, laws, regulations, rules and practices intended to achieve the planned language change in the society, group or system. Spolsky (2004) divided the language policy of a speech community into three components. First, language management; according to Spolsky (2004) is defined as "the formulation and proclamation of an explicit plan or policy regarding language use, usually but not always written in a formal document. Second, Language practice which comprises agreed-upon conventions about the informality and formality of communication, as well as principles of appropriation in terms of different languages and specialized languages in multilingual circumstances. Third, language belief or ideology is concerned with the appropriation of usage and language (Spolsky, 2004).

Hornberger (2006) highlights that LP almost always occurs in multilingual and multicultural contexts. In a multilingual society, LPLP play a crucial role as they can effectively address problems associated with multilingualism. Scholars like Rubin and Jernudd (1971), Fishman (1974), Karam (1974) and Weinstein (1980) assert that the primary objective of LPLP is to resolve language-related issues. This is achieved by exploring and evaluating various approaches to address language challenges. In Tanzania, shortly after gaining independence, the government actively promoted the use and dissemination of Swahili throughout the country. Concurrently, the use of vernacular languages in official settings, including education, politics, and media, was prohibited. This measure was implemented due to the belief that local languages could potentially foster tribalism (Petzell, 2012).

B. Analysis of Tanzania's Language Policy in Education

Language policy in Tanzania has evolved through various historical phases, including the colonial era and the post-independence period. Post-independence, Tanzania has adopted diverse ideologies, encompassing both capitalist and socialist ideologies. These ideologies significantly influenced educational policies, with changes in policies corresponding to shifts in the national ideology. These policies dictated the usage of the language of instruction (LoI) at various levels of education (Swilla, 2009).

(a). Tanzania's Language Policy in Education During German Colonial Rule

Tanzania, formerly known as Tanganyika, was under the rule of two different colonial powers at different periods. For instance, from the 1880s to 1919, Tanganyika was under German colonial rule, and from 1919 to 1960, it was under British colonial rule. Both the German and British colonial administrations adopted capitalism and took control over primary production facilities. They established schools, granting limited access to education for a select number of Africans. The educational methods and the language of instruction (LoI) used at all educational levels were based on capitalist ideology. The curriculum imposed by the colonial regime was designed to align with colonial goals, which included restricting the development of African (Swilla, 1992).

Before the German colonial invasion, the significance of Swahili had already been acknowledged. Many missionaries, explorers, and businessmen utilized Swahili to conduct and facilitate their activities upon entering East Africa (EA). In the early stages of the German invasion of Tanganyika, they encountered fierce resistance from the Swahili people. Upon the official annexation of EA colonies by the Germans, they established Swahili as the official language of the colonial government. One reason for this was to appease the Swahili people in the coastal areas, encouraging the use of Swahili and allowing them to collaborate with the colonial rule. Through the appointment of ruling agents, the Germans swiftly gained obedience from the coastal tribes. Given the special status of Swahili and the Swahili people in the colonial government system of German EA, the Swahili language further proliferated throughout the inland areas of (Mazrui & Zirimu, 1990).

At that time, the language situation in German EA was highly complex, with over 100 different languages being used simultaneously in the region. The diverse and non-uniform nature of languages in the inland areas of EA significantly impeded cultural diffusion. Upon the German government's official acquisition of the EA colonies in 1890, Swahili was established as the official language governing German EA. Swahili language users were appointed as grassroots managers within the colonial government system to foster unity with the colonies. In pursuit of their governing objectives, the German colonial government actively promoted Swahili language education in coastal areas and regions beyond the trade center (Polomé & Hill, 2017).

In 1892, the first government school was introduced by the German colonial administration in Tanga (Gottneid, 1976). The Germans, during their colonial rule, officially introduced Swahili as a LoI and for use in colonial administration in the late 17th century (Sa, 2007). However, not all Germans supported the adoption of Swahili in education and administration. Some opposed it and advocated for the propagation of the German language. They strongly believed in promoting the German language to counter the rapid spread of English in East Africa. Additionally, they were of the opinion that Swahili was too closely tied to the Islamic religion, posing a potential threat by uniting African people of various tribes against German rule (Wright, 1971). Moreover, Germans were concerned that teaching advanced European culture to Africans might instill a sense of equality with Germans (Roy-Campbell, 2001). The Germans believed that if the people of Tanganyika successfully learned German and embraced advanced European

culture through the German model, this elevated culture would eventually become a tool for the Tanganyika people to resist German colonialism (Pike, 1986).

Although there were various debates among Germans regarding whether to promote German or Swahili, Swahili was eventually established as the language of colonial rule. This decision was primarily influenced by the fact that by the time Tanganyika was officially declared a German colonial empire, Swahili had already been extensively used and spread throughout the mainland. As a lingua franca in East Africa, the advantages of Swahili were unquestionable. It allowed rulers to strengthen control over different regions, reduce administrative expenses, and facilitate the smooth transfer of officials between regions. Germany relied on the Swahili people for effective colonial management and adopted Swahili as the language of colonial administration, a move that also helped appease the early Swahili population who vehemently opposed German rule (Rubagumya, 1990). Consequently, for the German colonists, utilizing Swahili extensively for administration and education significantly curtailed administrative expenses, promoting centralized management. Additionally, Germans believed that Africans couldn't learn German proficiently, further justifying the use of Swahili in education and governmental (Brock-Utne & Hopson, 2005).

Initially, Germans established numerous German schools in coastal areas such as Tanga. However, they encountered challenges in promoting the German language. A significant portion of coastal residents were Swahili people who practiced Islam, and they were reluctant to have their children study in these schools (Henderson, 1965). Consequently, Germans abandoned the idea of using German as the teaching language in these schools (Kiango, 2005). Ultimately, Swahili became the primary LoI in colonial education at the primary school level, and German began to be taught as a subject starting from the fifth grade (Mbaabu, 1996).

In summary, German rule in Tanganyika significantly contributed to the widespread use of Swahili. Due to certain reasons, such as concerns about Africans adopting European culture, Germans chose not to propagate the German language. Instead, they promoted the use of Swahili in government administration and education, facilitating their colonial rule.

(b). Tanzania's Language Policy in Education During British Colonial Administration

After World War I, Tanganyika, previously under German control, came under British authority. The British government, upon taking charge, maintained Swahili as the primary LoI for the first five years of elementary school. However, in secondary schools, the LoI transitioned to English (Rubagumya, 1990). Starting from the late 1920s, Swahili became the teaching language at the Foundation Stage for all African public schools in the British East African colony, encompassing Tanganyika, Zanzibar, Kenya, and Uganda. English instruction began at the fourth grade level. As students progressed to middle school, English replaced Swahili as the teaching language, with Swahili remaining a compulsory course. At higher levels of education, Swahili usage gradually diminished (Mazrui & Mazrui, 1995).

After the outbreak of World War II and the rise of African movements for national liberation, the language policy of British colonial rule began to shift. The British government started reevaluating the educational policies in its East African colonies prior to World War II. British colonists recognized that Africans from various nationalities were forming a modern national and anti-colonial consciousness through a common language, Swahili. As a result, policymakers within the British colonial government began opposing the adoption and promotion of Swahili in East Africa. With this change in Britain's language policy, Swahili was phased out from the Ugandan education system, and its adoption in the Kenyan education system diminished. Aside from coastal areas, many elementary schools began using English as the LoI from the first grade onwards, causing a significant decline in the status of Swahili. However, in Tanzania, due to a multitude of native languages and the absence of dominant ethnic groups, Swahili continued to be used as the LoI in the early stages of basic education for practical reasons. Nonetheless, its prestige and status greatly declined due to the influence of British language policy (Mbaabu, 2007).

After World War II, the LPLP of the colonies shifted from promoting Swahili and English to endorsing indigenous languages alongside English. However, this shift posed significant challenges to the educational efforts in the colonies. All countries in East Africa were characterized by multilingualism and multi-ethnicity, with Tanganyika having over 120 indigenous languages and Kenya having over 40. The education departments in these colonies struggled to standardize and use all indigenous languages for teaching, resulting in the selection of the most prominent ones for standardization and adaptation to educational needs. Consequently, many people found that the language used in schools was not their mother tongue.

(c). Tanzania's Language Policy in Education in Post-Independence

The language policy in Tanzania after independence can be categorized into three distinct periods: the first, from 1961 to 1966, during which the country embraced capitalism; the second, from 1967 to 1980, when Tanzania adopted socialism; and the third, from the late 1980s to the present, during which the nation reverted to a capitalist approach. Tanzania initially adopted a capitalist philosophy during the first post-independence era, spanning from 1961 to 1966. This period witnessed significant educational reforms, notably the abolition of school fees in 1963, making secondary education more accessible to Tanzanian youth. Despite eliminating school fees and implementing other changes in the educational system, Tanzania continued to use the colonial educational curriculum and LoI, employing Swahili for the first five years of elementary school and English from the sixth grade through the secondary level (Swilla, 2009).

Tanzania underwent a significant transformation in the field of education during the second post-independence period, spanning from 1967 to the 1980s. During this time, Tanzania adopted the socialist doctrine proposed by Julius Nyerere, the country's first president. He introduced the concept of Ujamaa to counter capitalist ideology and establish a society in Tanzania based on equality, freedom, and unity (Ibhawoh & Dibua, 2003). Tanzanian education witnessed notable changes during this period, such as the implementation of free education at all levels, aimed at providing increased access to education for Tanzanians and reducing ignorance.

Because socialism is grounded in the nationalization of primary means of production, Tanzania's government took a significant step in 1969 by nationalizing all schools through the enactment of the Education Act 50. This move brought about two major changes in the educational system: the initiation of 'Education for Self-Reliance' and the adoption of Swahili as the primary LoI (Swilla, 2009). In 1967, approximately 825,000 pupils were enrolled in elementary education, a number that surged to 3 million students from grades one to three in 1977. Concurrently, the age for primary school enrollment was raised from 5/6 to 7 years (Tabetah, 1982). During the 1970s, policymakers aimed to shift from English to Swahili at the secondary level. In 1978, the National Kiswahili Council commissioned a study to assess the expectations for this policy change. By 1984, a statement from the Ministry of Education outlined the utilization of both English and Swahili as the LoI, with an emphasis on improving English across all educational levels. In that same year, President Julius Nyerere declared the need to enhance English at the secondary level to encourage Tanzanians to learn it (Lwaitama & Rugemalira, 1990).

In the 1970s, the Ujamaa policy began facing various challenges that ultimately led to its demise. Following the initiation of this policy, numerous issues arose, both internal and external, which impeded its success and continuity. Many of these problems were inherent to the policy itself, including internal conflicts between opposing groups regarding the Ujamaa concepts, diminished agricultural production due to unreliable rainfall, economic decline caused by the war between Tanzania and Uganda, and a lack of knowledge among the populace about the Ujamaa policy (Keskin & Abdalla, 2019). These factors, coupled with external influences from entities such as the USA, World Bank, and IMF, ultimately contributed to the collapse of the socialistic ideology, paving the way for the rise of capitalism.

Tanzania underwent a transition from a centralized economy to a *laissez-faire* economy, leading to the privatization of primary means of production. The privatization extended to education in the 1990s, allowing the establishment of private elementary schools through the enactment of Education Amendment Act No. 10 of 1995. Prior to this, in 1992, the Tanzanian government had already permitted English as the LoI in private elementary schools. However, in public elementary schools, Swahili continued to be the LoI (Swilla, 2009).

In today's Tanzanian education language policy, Swahili serves as the LoI in pre-primary and primary education, with English being a compulsory subject. As students progress to secondary and higher levels of education, English becomes the primary LoI for all subjects. In 2015, a new education policy proposed an increased role for Swahili across all educational levels (Tanzania, 2014). However, doubts regarding the implementation of these recommended political commitments have been raised (Lugongo, 2015). Politicians have even cautioned that preparing for the changes proposed in the policy might take decades. Additionally, Brock-Utne and Holmarsdottir (2004) note that despite repeated commitments to shift the LoI, the situation in schools has remained largely unchanged.

Tanzania recognizes the crucial role of foreign languages in fostering diplomatic relations and promoting economic growth. Foreign languages facilitate communication with individuals from diverse nations and are instrumental in conducting international business activities. Even with Swahili as the LoI, Tanzania continues to engage with other countries using foreign languages in various domains. Thus, there is a need to emphasize foreign language teaching in schools (Tanzania, 1997). Initially, the official education system in Tanzania only incorporated English and French as foreign languages. However, in recent times, Chinese has also been officially integrated into the Tanzanian education system.

In summary, the integration of Chinese language education in Tanzania stems from the strong relationship between China and Tanzania. This relationship strengthens people-to-people connections, highlighting the importance of studying and learning each other's languages to enhance communication and understanding of one another's way of life, traditional customs, and norms. Tanzania officially introduced the teaching of Chinese at the secondary education level in 2019, aligning with the objectives outlined in Tanzania's cultural policy of 1997, which emphasizes the teaching of foreign languages at various educational levels.

III. RESEARCH METHODOLOGY

This study utilized a literature review and a descriptive method as the primary means of data collection. A literature review involves synthesizing information from various research papers, books, journals, and other sources to derive comprehensive conclusions or insights in literary analysis. Given that the field of language policy encompasses various disciplines, including linguistics, law, history, education, and political science, this study compiled literature data from diverse relevant fields related to language policy. The data collection involved an extensive range of sources, including journal articles, government reports, dissertations, books, and research reports. A descriptive study, on the other hand, focuses on portraying and interpreting the characteristics, behaviors, and occurrences of a particular subject. Its main objective is to present a detailed and accurate account of the subject under study without manipulating or altering the involved variables.

IV. FINDINGS AND DISCUSSION

A. *Factors Influencing Language Policy in Tanzania*

In a multilingual society, LPLP are crucial as they enable the government to address language-related challenges by determining the languages to be used in education and various government organizations. LP involves considering diverse factors that influence the selection of a particular language for education or within different government institutions. These factors can vary based on a country's history, geography, social demographics, religion, or linguistic situation. In this paper, the authors analyze the various factors influencing LPLP in Tanzania, as outlined below:

(a). *Ideological Factor*

To a significant extent, language policy in Tanzania during colonialism and post-independence was heavily influenced by political ideology. Tanganyika, known as Tanzania today, was colonized by the Germans from 1885 to 1919. Following World War I, the colony came under British colonial rule from 1919 until 1961. Swilla (2009) asserts that a nation's policies across key domains—social, cultural, economic, and political—are shaped by ideology. In its post-independence history, Tanzania has adopted both capitalist and socialist ideologies at various junctures. Depending on whether the nation was embracing a capitalist or socialist worldview, educational policies, including language policy and the LoI, have varied. For instance, during colonization, both Germany and Britain adopted a capitalist ideology. The choice of language was aligned with the objectives of colonialism. For example, the Germans used Swahili as an LoI and implemented it in various colonial government institutions to facilitate their administrative rule. In the British education system, Swahili was initially adopted as the LoI at the primary level and later English became the LoI from the fifth year onwards, extending to secondary and higher-level education.

Following independence, Tanzania initially maintained a capitalist ideology with some adjustments in the education sector. However, from 1967 to the 1980s, Tanzania shifted from capitalism to socialism, leading to policy changes in education to align with socialist objectives. As Nyerere (1967) points out, colonial education resulted in socioeconomic disparities among Tanzanians, creating a small educated elite and a vast majority of uneducated individuals. The socialist philosophy aimed to guide the nation towards building an equitable society. Under this ideology, Tanzania made significant changes in the education sector, introducing 'education for self-reliance' and retaining Swahili as the LoI. From the late 1980s, due to internal and external factors contributing to the decline of socialist ideology, Tanzania once again embraced a capitalist ideology. This shift also influenced the language policy in education. For example, although Swahili continued to be the LoI in government-run elementary schools, the government approved the adoption of English as the LoI in private elementary schools by 1992. Presently, in Tanzania's language education policy, Swahili serves as the LoI at the elementary level. In private elementary schools, secondary, and higher levels of education, English is the LoI. Moreover, it is offered as a compulsory course at the elementary level.

(b). *Social Demographic Factor*

The number of language speakers and their geographic distribution play a significant role in language planning. Language planners consider both the majority language and the languages spoken by minority groups when choosing a specific language for use in education and various government organizations. As noted by Tibategeza (2010), Tanzania is a multilingual society with approximately 150 native languages spoken throughout the country, reflecting its diverse ethnic groups. Despite this linguistic diversity, a considerable portion of Tanzania's population can speak Swahili. According to Abdulaziz (2017), as of 20 years ago, around 90% of Tanzanians could speak Swahili. In contrast, Ngonyani (1995) states that in 1971, approximately 10% of Tanzania's population spoke Swahili as their mother tongue. This widespread usage of Swahili influenced its selection as an official and national language for use in education and various government offices.

(c). *Religious Factor*

Religion significantly influences language policy in Tanzania. Swahili, in Tanzania, has deep connections with the Islamic religion. To a great extent, the Swahili vocabulary has been shaped by the Arabic language, with a large number of Swahili words borrowed from Arabic. This influence is rooted in the early interactions between the Swahili people and Arabs, especially along the coastal areas of Tanzania, prior to colonial rule in Tanganyika. During these early encounters, Arabs played a significant role in the widespread adoption of the Islamic religion in the coastal areas. As stated by Whiteley (1971) by 1957, 30% of Tanganyika's population identified as Muslims, with areas like Tanga, Pwani, Morogoro, and the southern part of Tanzania having a substantial Muslim population. Consequently, the choice of the Swahili language did not face strong opposition, unlike in Uganda, for instance, where the Islamic religion fiercely competed with Christian missionaries.

In summary, political ideology, social demographics, and religious factors have significantly influenced language policy in Tanzania. Despite Swahili and English being chosen as the official languages after independence, Tanzania's language policy has faced numerous challenges. These include debates and contradictions, particularly in determining the language to be used as the LoI across all levels of education. The ongoing discourse revolves around whether English or Swahili should be the LoI at all educational stages.

B. Impacts of Language Policy on Promoting the Chinese Language in Tanzania

The language policy in Tanzania has both positive and negative impacts on the promotion of the Chinese language. This section delves into how Tanzania's language policy affects the promotion of Chinese in the country.

(a). Positive Impacts of Language Policy on the Promotion of Chinese in Tanzania

1. Expansion of the Chinese Language Student Enrollment Base in Secondary Schools and Higher Levels of Education

In 2019, Tanzania officially integrated Chinese into the country's secondary school education system, and it became a part of the university entrance examination. This decision aligns with Tanzania's cultural policy (Tanzania, 1997) that encourages foreign language teaching and learning, enabling effective communication with other nations. On July 1, 2023, the Confucius Institute at the University of Dar es Salaam (CI UDSM) celebrated its 10th anniversary in Tanzania. Ambassador Chen Ming Jian of China to Tanzania extended sincere greetings to the attendees and commended the CI on its achievements over the past decade. She emphasized CI's dedication to promoting Tanzanians in learning Chinese language and culture. The CI has established numerous teaching sites, trained nearly 50,000 Chinese language learners, and facilitated people-to-people exchanges and cooperation between China and Tanzania through Chinese language courses, assistance in local teaching materials and syllabuses, and organizing visits to China. The inclusion of Chinese in the education system will significantly impact the increase in enrollment levels for Chinese language studies in Tanzanian secondary schools and higher education institutions.

2. Opportunity for More Tanzanians to Learn Chinese and Help in the Cultivation and Growth of More Local Chinese Language Teachers

The establishment of the CI has marked a significant milestone in the teaching of the Chinese language in Tanzania. Recently, there has been a growing interest among Tanzanians in learning Chinese to pursue their personal and professional interests. The inclusion of Chinese language education in Tanzania offers ample opportunities for Tanzanian individuals to delve into the rich tapestry of Chinese culture. Tanzanians opt to learn Chinese for a variety of reasons, including advancing their career prospects, gaining a deeper understanding of Chinese culture, enhancing communication with Chinese individuals, facilitating business engagements, and seizing opportunities to study in China through scholarships provided by the CI and the Chinese government. Each year, the CI offers scholarships to students studying Chinese, presenting a rare and valuable opportunity for those interested in Chinese language.

Furthermore, Tanzania's language policy significantly influences the development of local Chinese language educators. To address the need for more specialized Chinese language teachers, the University of Dar es Salaam (UDSM) partnered with Hanban to introduce a Chinese language degree program. Additionally, UDSM offers Bachelor of Arts with Education programs, allowing aspiring Chinese language teachers to major in Chinese alongside other languages like English, Swahili, or French. Despite the scarcity of Chinese language teachers in Tanzania, the CI, in collaboration with Hanban, regularly sends experienced Chinese language teachers to Tanzania to instruct students. These teachers not only conduct teaching sessions but also promote Chinese culture through activities such as Kungfu demonstrations, martial arts displays, dragon dances, and showcasing Chinese cuisine and attire. These cultural initiatives, conducted in partnership with the Chinese Cultural Centre, aim to provide Chinese language learners and prospective teachers with a rich understanding of Chinese culture. Moreover, the CI collaborates with the Chinese government and several Chinese higher education institutions like Zhejiang Normal University to implement programs fostering and nurturing local Chinese language teachers, contributing to the sustainable advancement of Chinese language education in Tanzania.

3. Improvement of Chinese Language Learning Resources and Infrastructure in Tanzania

The establishment of the CI in Tanzania can be viewed as an integral part of the LPLP aimed at promoting foreign language teaching in the country. Initially, the Tanzania Policy of Culture in 1977 gave priority to English, French, Portuguese, and Russian languages. English was mandated as a required course in elementary and secondary schools, and it was designated as the LoI for higher levels of education. Additionally, emphasis was placed on teaching French, Portuguese, and Russian (Tanzania, 1997). Since the introduction of Chinese language teaching in Tanzania, there has been a notable increase in interest and enthusiasm for learning Chinese. The CI in Tanzania has played a pivotal role in promoting the Chinese language. The agreement between UDSM and the CI to establish a CI Centre at UDSM was made in 2013, further emphasizing the importance of promoting Chinese language teaching in Tanzania. This policy stance indicates that the Tanzanian government has been favorably disposed towards launching and advancing Chinese language instruction in the country. Moreover, the agreement and paperwork associated with the formation of the CI can be seen as integral to the language policy, showcasing Tanzania's successful efforts in promoting the Chinese language. Overall, the establishment of the CI in Tanzania has significantly contributed to the promotion of Chinese in the country, offering various scholarship opportunities for Tanzanian students to study in China and serving as a strong motivation for learning the Chinese language.

(b). Negative Impacts of Language Policy on the Promotion of Chinese in Tanzania

1. *Instability and Poor Implementation of Tanzania Language Policy*

The instability in Tanzania's language policy hampers the promotion of Chinese in the country. The current language policy in Tanzania lacks specific policy support and government backing. For instance, the Tanzania Policy of Culture from 1977, which is still in use, underscores the importance of foreign language teaching. However, it lacks concrete strategies and a clear policy on how to effectively implement the teaching of foreign languages. Chinese, as a foreign language, has not yet received full support from Tanzania's language policy. Presently, the CI in Tanzania plays a pivotal role in promoting Chinese, taking on responsibilities such as developing the secondary school curriculum following the official inclusion of Chinese in Tanzanian secondary schools, fostering learning motivations among Tanzanian students through scholarship opportunities and exchange programs to China, and providing essential teaching and learning resources. Swilla (2009) points out the inconsistencies between government papers and policy implementation. For instance, while the government stated that Swahili was the LoI in elementary education and that English was a compulsory subject in 1995, it had already made English a legal language of instruction in private elementary schools in 1992. This highlights the existing discrepancies between Tanzania's language policy and its actual implementation.

2. *Competition From Other Languages*

Tanzania is a multilingual society with over 150 ethnic groups, each having its own ethnic language. In addition to these ethnic languages, a majority of Tanzanians can speak Swahili as a second language. Multilingualism brings about a natural competition between languages. Swahili holds the status of a national language in Tanzania, and officially, both Swahili and English are recognized as the country's official languages. However, there has been an ongoing debate regarding the language to be used as the LoI at all levels of education. For instance, the conflict between Swahili and English persists. Both languages are official in Tanzania, making it challenging to determine which should be the primary LoI in education. Despite Tanzania's language policy placing significant emphasis on foreign language teaching, the promotion of Chinese in Tanzania faces fierce competition from other foreign languages such as English and French.

Due to inconsistencies in Tanzania's language policy, there has been a contradiction in selecting the LoI. For instance, the current language policy designates Swahili as the LoI in elementary schools; however, English takes this role at the secondary level. Nonetheless, some education policymakers do not fully support English as the LoI at the secondary level, sparking an ongoing debate regarding the appropriate LoI in education. Moreover, there is competition between Chinese and other foreign languages, including French, which was incorporated into the Tanzanian education system earlier than Chinese. Alongside French, other foreign languages taught in Tanzania include Korean and German.

3. *Shortage of Learning Resources*

One of the challenges hindering the promotion and development of Chinese in Tanzania is the shortage of Chinese language learning resources. The official incorporation of Chinese in Tanzania is a result of Tanzania's language policy, which emphasizes the importance of teaching foreign languages. However, the policy did not adequately consider the issue of learning resources. Currently, in Tanzanian schools where Chinese is taught, there is a problem of limited Chinese instructors. Due to the limited number of local Chinese teachers, the Confucius Institute usually provides volunteering opportunities for Chinese language teachers from China to come to Tanzania and engage in Chinese language teaching. A study by Saidia (2019) focused on investigating teachers' teaching and students' learning, specifically analyzing the situation of Chinese teaching in the classrooms of the CI in Dodoma Muslim Middle School. The study revealed that there are incomplete teaching facilities and a low utilization rate of multimedia classrooms. The results indicated that the lack of teaching facilities, including specialized workplaces necessary for office and lesson preparation, as well as daily teaching supplies like office supplies, teaching aids, recording tools, and printing and copying machines, was due to the unreasonable allocation of resources by the Confucius Institute. Additionally, issues such as synchronized class hours and shared office and teaching locations were noted. Moreover, problems like a standardized curriculum and limited class hours have indirectly led to the school's insufficient attention to the conditions of Chinese language teaching.

C. *Strategies for Chinese Language Promotion in Tanzania*

Based on the current challenges faced by Tanzania's language policy in promoting Chinese language teaching, this section presents strategies that the Tanzanian government can employ to implement language policy and advance the teaching of the Chinese language in Tanzania.

(a). *Develop Appropriate Chinese Language Learning Resources and Promote the Training of Local Chinese Language Teachers*

Developing and disseminating Chinese language learning materials, including office supplies, teaching aids, filming equipment, printing and copying machines, textbooks, Chinese-Swahili and Swahili-Chinese dictionaries, audiovisual resources, and tailor-made online courses for the Tanzanian context, can enhance the accessibility and engagement of learning Chinese. Presently, in Tanzania, the CI is making efforts to provide teaching and learning facilities. However, since Chinese has been integrated into Tanzania's education system, the demand for Tanzanians to learn Chinese has increased significantly. To meet these rising demands, a collaboration between the Tanzanian government and the CI is

necessary to develop more suitable Chinese language learning resources. Moreover, offering more language scholarships to young Tanzanian talents for studying in China will serve as a learning incentive for Tanzanian students and contribute to the cultivation and growth of local Chinese language teachers.

(b). *Improvement and Expansion of Chinese Language Learning Channel Networks*

The development of science and technology has had a significant impact on foreign language learning, making it easier and more convenient. In developed countries like China, there have been improvements in the learning environment, such as internet network accessibility, which allows language learners to have greater access and various channels for learning a language, including through the internet and different media. In countries like Tanzania, there still exists a challenge in accessing the internet. Not only that, but also, few people can afford internet costs, limiting their access to media that could aid them in learning foreign languages. In Tanzania, television and radio broadcasting are the main sources of information. Therefore, the author recommends the utilization of TV and radio stations as a way to promote Chinese in Tanzania. Mass media, such as TV, radio, and newspapers, play an important role in learning a specific language. Chinese language promotion institutions can collaborate with TV and radio stations to host Chinese language learning programs and segments, which can be conducted in an entertaining way, such as through animations and cartoons.

(c). *Formulation of Clear Foreign Language Policies and Enhancing the Implementation*

Currently, Tanzania's language policy lacks a clear framework and robust support for foreign language teaching. It is undeniable that the Tanzanian government emphasizes foreign language teaching to enhance international relations and boost economic development. However, the existing language policy does not provide adequate support for the promotion of Chinese in Tanzania. There are no specific policies aimed at developing Chinese language teaching in Tanzanian schools. Therefore, the author suggests that the Tanzanian government needs to formulate new policies that will support Chinese language learning and promotion in the country's schools.

V. CONCLUSION

To sum up, this study investigates language policy in Tanzania and its influence on the promotion of the Chinese language. The study employs a literature review and a descriptive method as the primary research methods to investigate the language policy and its impact on the promotion of Chinese in Tanzania.

Aligned with the research objectives of this study, it was found that language policy in Tanzania has evolved through two distinct periods: the colonial rule (under both German and British colonial rule) and the post-independence era, which can be further subdivided into three significant phases: 1961-1966, 1967-1980s, and 1980s to the present. The language policy during these times underwent continuous change in response to shifting political ideologies and governmental objectives.

In addition, the study finds that language policy in Tanzania has been significantly influenced by political ideology, social-demographic factors, and religious factors. The current language policy has both positive and negative impacts on the promotion of Chinese in Tanzania. The author finds that the positive impacts can be seen in the expansion of the Chinese language student enrollment base in secondary schools and higher levels of education, providing more opportunities for Tanzanians to learn Chinese and contributing to the cultivation and increase of local Chinese language teachers, as well as improving Chinese language learning infrastructure. On the other hand, the negative impacts can be observed in the current Tanzanian language policy concerning the promotion of Chinese, including instability and poor implementation of Tanzania's language policy, competition from other languages, and a shortage of learning resources.

Based on the above research findings, the authors, considering language policy, suggest several strategies to promote Chinese in Tanzania. These include developing appropriate Chinese language learning resources and bolstering the training of local Chinese language teachers. Furthermore, there is a need to improve and expand Chinese language learning channel networks, such as utilizing mass media for Chinese language promotion. Lastly, it is essential to formulate new foreign language policies and enhance their implementation to facilitate foreign language learning.

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