

RESEARCH ARTICLE

Investigating the Perceptions of Educational Stakeholders on the Introduction of Chinese as a foreign language in Zanzibar: Taking Mkoani District of Pemba as an Example

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Abstract

This paper aimed at probing the perception of education stakeholders on the introduction of the Chinese language in Zanzibar, the challenges, and its effects on Zanzibar culture. The study employed both qualitative and quantitative approaches. Questionnaires, focus group conversation, and interviews were used in data collection. A sample of 62 repliers was involved in the study including 20 students, 34 teachers, 6 head teachers, and 2 educational officers. The study employed stratified sampling and purposive sampling techniques in opting the samples. Purposive sampling was used to select the teachers, head teachers, and the educational officer while stratified sampling was used to sample the students. Interviews were conducted with head teachers and educational officers whereas focus group discussions and questionnaires were taken to students and teachers respectively. The data collected through the questionnaires were interpreted using software (SPSS) version 20; while information collected using interviews as well as focus group discussion was analysed qualitatively. The results were unambiguous as about 92.78% of respondents accepted the idea of introducing Chinese as a foreign language at secondary schools in Zanzibar. Meanwhile, the findings showed that the preface of the Chinese language would be faced with a myriad of challenges similar as a deficit of competent Chinese subject teachers, deficit of educational coffers, employing traditional style of tutoring and the final study revealed that the introduction of foreign language has little negative effects on the Zanzibar culture, in the meantime paper mentioned that the language literacy and culture has a great relation between. The study recommended that Chinese as a foreign language can be introduced at secondary schools in Zanzibar but the use of ultramodern tutoring style; frequent training of Chinese subject teachers and teaching Chinese subjects unhappy environment must be admired for better performance.

Keywords: Stakeholders; Educational Stakeholders; Foreign Language; Chinese Language

Introduction

Nowadays understanding second languages is very essential. The famous language spoken includes English, French, and German. Currently, Chinese is well-known and commonly practiced as a foreign language by several inhabitants around the globe (Victoria 2021). The perception of native inhabitants on the introduction of a foreign language increased dramatically. At present, foreign languages happen to have great significance among the people in different nations and they have started to learn foreign languages gradually. Understanding a second language is exceptionally valuable, in both aspects of economic and social matters. Proficiency in speaking a foreign language helps to influence a good relationship with other people. Many

countries around the globe are progressively attracted to speaking two or more two languages because of the effect of globalization (Imam, 2005). Different countries such as Korea, Japan, Thailand, India, the United Kingdom, the United States of America, and Pakistan have established foreign language programs in their education system due to the influence of international communication (Humphreys 2011). In the United Kingdom, Chinese as a foreign language was established many years ago. The British Academy (2013) noted that sustainable strategies are needed to improve proficiency in the language in the fields of negotiation, international relations, and defense.

Apart from that, the Department of Defense of America has initiated programs to develop the ability of language skills which is required by the citizens to interpret written information, and website materials, supervise

internet information and social media, also to translate oral communication at the international level (Wolfowitz 2005).

Australia, a foreign language was established and recognized as valuable and worth maintaining. They consider Chinese as a more preferred language to be introduced into the educational system. They realized that is a useful language and must be given special consideration in Australia. The previous study by Jane(2017) indicated that there is an increase in the number of citizens who learn the Chinese language in Australia when compared with other languages taught mainly in primary school.

In Africa, most countries have already established foreign languages in the system of education including the Chinese language. The Chinese language was introduced in different countries in Africa due to the influence of Chinese investments, trade, and good historical background in between China and African countries. Some countries from Africa introduced Chinese as a foreign language in their educational system. Zhang (2014) argued that African countries increased their desire to learn the Chinese language due to their economic status and rising engagement in investment between them. Nigeria and Zimbabwe are among African countries that introduced this language. Zimbabwe had a strong relationship with China for sixteen centuries ago. Their relationship makes the two governments work hard to motivate their people to study the Chinese language to overcome the problem of the language barrier when conducting business among them. Zimbabwe students started to learn the Chinese language, however, there are some challenges facing the process of delivering mechanism and knowledge-based content to the students.

In Tanzania, the Chinese language was not intergraded in the education system but rather taught in some language learning centers, and a few universities introduced a course in the department of language. The government of Zanzibar opened the door for the introduction of foreign languages, and different foreign languages were established and taught in schools and universities. English and Arabic are dominant languages taught in primary and secondary schools as a subject. Furthermore, the Zanzibar Education policy (2006) provides emphasis to the people of Zanzibar to learn a different language to increase the chance of employment opportunities in the private sector. Based on the Zanzibar Education policy (2006), learning the different languages widens and enhances the interaction of the cultures.

Statement of the problem

Many countries around the world increased their interest to teach a foreign language in their schools (Dixon et al., 2012). This is because of the influence of the English language international and the demand for the remaining common language such as Mandarin Chinese (Hu, 2007). Nowadays proficiency in more than one language is measured as extremely more than just essential. Understanding a second language is considered valuable. Different nations globally are progressively considered foreign languages as important because of the effects of globalization (Imam, 2005).

In Zanzibar secondary schools in particular and Tanzania in general, the situation of the Chinese language is extremely dire. The syllabi for ordinary secondary education avowed nothing about the Chinese language, however, the people of Zanzibar have a long historical relationship with China and they have great interaction through business activities. Therefore, this interaction influenced them to learn and speak the Chinese language. Currently, Chinese is not established in Zanzibar government schools as well as private. However, some the Universities such as The State University of Zanzibar (SUZA) introduced the diploma course in education and the Chinese language to prepare the graduate to be competent in the Chinese language. Moreover, an informal center that teaches Chinese courses was established in a different area of Zanzibar, particularly in the urban west region, therefore some of the people have started to learn Chinese at a low level. Also, Zanzibar's education policy opens the door for both residents and foreigners to establish different foreign languages in Zanzibar and it emphasized the local community to learn a foreign language to meet the conditions of employment in an international market (Educational Policy 2006). However, there is little information on the perceptions of educational stakeholders about the introduction of the Chinese language in Zanzibar schools, its challenges, and its effect on the culture of Zanzibar. This paper vividly tries to investigate the perception of education stakeholders on the introduction of the Chinese language in Zanzibar schools.

Literature review

The literature review of this paper is based on three aspects which are education stakeholders' perceptions of the introduction Chinese language, its effects on social ethics, and challenges faced by the introduction. More clarification on the literature review will explain hereunder

Educational stakeholders' Perceptions' on the introduction of Chinese as a foreign language

The introduction of a foreign language was viewed positively worldwide. The native inhabitants agreed on the introduction of a foreign language. This argument was supported by Imam (2005) said that many countries in the world are progressively becoming bilingual or multilingual as a result of the impact of globalization, hence, there are varieties of languages introduced globally, and Chinese was included. Foreign languages were introduced into the educational system of different countries internationally due to the influence of international communication. The government and businesses of South Korea, Japan, Thailand, India, and Pakistan are taking this chance seriously and are systematically training huge sectors that are already English-speaking workforce to be proficient in Chinese. This was supported by a British Academy report published in 2013 that pointed out an urgent need to develop high-level language skills in the fields of diplomacy, international relation, and security is needed (Humphreys 2011). This indicates that the United Kingdom supports the idea of the introduction of foreign languages in different countries. Also, the United States Department of Defense has stepped into faster the development of high-level language skills which it needs in people to translate documents including website materials, monitor internet contact, and social media, and interpret public and private meetings (Wolfowitz 2005). In Australia, a foreign language was established and recognized as valuable and worth maintaining and it is not being suggested here that other languages should not be prioritized, they considered Chinese as a more preferred language when compared with other languages within the education system and were seen as a priority language in Australia. The number of people who learn the Chinese language increased when compared with other languages offered particularly in primary school. In 2015 there were about 369,4101 students attending school in Australia about 1728,7847 of them were learning Chinese (Jane 2007).

Victoria shows that students learning the Chinese language rose accordingly whereas the liberal government introduced it as a compulsory subject to study in the formal system. The number of people studying Chinese in government schools was increased quickly from 1900 to 40000 between 2013 and 2015 which equates to about 25% of all primary students in the state. David et al (2012) argued that recently has been a flurry of Chinese programs opening as the result of federal government incentives. The language has been taught in some schools in Victoria for more than 40 years.

In New South Wales, a variety of foreign languages were established, Chinese language is a major language that receives initiative from the government. The middle stream was improved in recent years. The different strategies were adopted and can help to improve the ability to speak Chinese as a foreign language (Jane 2007). The Chinese language is spoken by a great number of people in the world, it is estimated about a 40 million foreigners learning Chinese globally and the number is still rising very fast. In addition, the second most fluently language spoken by those living on USA soil is Chinese followed by Spanish, it was estimated about two million Americans speak Chinese at home (Duff and Li 2008).

In Africa, the majority of countries already established foreign languages in the educational system. Chinese is taught as a foreign language by many African countries due to the great influence of Chinese investments, trade as well as the good relationship of China with African countries.

Currently, China is the biggest trading partner with Africa, and this relationship increased the demand for the African people to learn the Chinese language. Hence some countries in Africa already introduced Chinese as a second language in their formal system. Zhang (2014) argued about the Chinese economic ascent and the increasing investment between China and Africa. These two factors raise the need for Africans to learn the Chinese language. Among African countries that introduced Chinese as a foreign language are Nigeria and Zimbabwe. Zimbabwe had a strong relationship with China for sixteen centuries. Their relationship makes the two governments work hard to promote the Chinese language. So both parties can do business together without a language barrier and reduce suspicion. In doing so the Chinese government has established some Chinese learning centers in Zimbabwe. Zimbabwe students started to learn the Chinese language. However, there are some challenges facing the teaching and learning process.

According to the Zanzibar education policy (2006), Zanzibar opened the door for the introduction of foreign languages. Different foreign languages are established and taught in schools and universities. English and Arabic are taught in primary and secondary schools whereby French language is taught in some institutions of higher education. The institution of Kiswahili with foreign language which is a part of the State University of Zanzibar offers diploma courses in English, French, Arabic, Spanish, Portuguese, etc. Meanwhile, the policy emphasizes the people of Zanzibar learn a different foreign language to increase their chances of employment in the private sector.

Also, the policy of education provides a special privilege to private schools to introduce foreign languages. Education policy (2006) argued that the learning of different languages influences the interaction with people of different cultures and the growing tourism industry Globalization. Finally, economic integration is forcing people to learn more foreign languages in Zanzibar.

Effects of the introduction of Chinese as a foreign language on the local culture

Language and culture are intertwined and go simultaneously. It's difficult to separate language from culture because it's interdependent and working collaboratively. The argument was emphasized by Kuo and Lai (2006) who said that one cannot separate culture during learning of foreign language. Again Mohammed (2020) said that culture is a part of language and language is a part of the culture, these two things are strongly dependent and should be taught in that way as well.

Likely the culture of a given society will affect the process of learning a foreign language. The previous study by Mohammed (2020) mentioned that mastering language requires students to master culture in the context in which compulsory social acts occur because it conveys warm feelings and solidarity among speakers and is categorized in the social use of language. Language is an instrument of transmission of feelings and thoughts within society. The culture of certain communities and their language have the same characteristics, any language must reflect the traditional values of society in which language is spoken and reversely are true. One of the aspects of culture is language; they have a great relationship between them. Culture plays a great role throughout the process of language teaching and learning. The successful learner must develop an awareness of and sensitivity toward the values of the people whose language is being studied (Beamer1992). Cultural competency is necessary to carry out fruitful communication (Aptekim 1993). The process of teaching a foreign language in any country can bring a great influence on local culture because languages are associated directly with traditional aspects like greeting, apologies, requests agreement/disagreement, etc. Scholars and researchers in the field of applied linguistics as well as teachers who teach language address the need to incorporate cultural knowledge into foreign language teaching (Robinso 1985). Sometimes the language use is heavily ruled by the cultural value and norms of the society. The speaking style can affect the culture of the community. There is a great relation between language and culture because is

interdependent, therefore the introduction of any language in the county can provide an effect on the culture of a given society. However, this effect cannot bring massive change to the community but can be recognized learning factor of language but language learning has few impacts on the cultural identity (Zhenguo 1994).

Challenges of introducing Chinese as a foreign language in Zanzibar

Many countries in the world introduced foreign languages into the education system. The foreign language will influence international relations and communication with other countries. The introduction of a foreign language has great challenges in different aspects. These include social and economical aspects. The challenges are teachers related, student-related challenges, and subject-related challenges. Teachers are the one who instructs the people. Various responses can be found in class related to these problems, especially in the attitude of students during the learning process, and in the learning environment. A conducive learning environment is required for students to achieve the desired objective. Thus learners need to be given many opportunities to be actively engaged and interact with others, as occurs when learning the first language. This can be quite a challenge in the foreign language classroom as typical children learn a second language. Foreign language contexts have little exposure to the language outside of the classroom. One way to remedy this is to utilize the new technologies to enhance learning by giving children opportunities to interact and engage with native speakers innovations in technologies are serving a growing and increasingly important role in early childhood education in the world. Apart from that, there are challenges of pedagogical or delivery mechanism availability and applicability of instruction materials for learners, teachers, and administrators. Logical costs of hiring teachers of foreign languages were noted as challenges mentioned by (Usman 2015) The introduction of the foreign language needs enough money that can be used in different aspects such as training teachers and buying resources teaching delivery needs specialist teachers who are more successful in teaching foreign languages and who have received training in foreign language pedagogy. Another challenge that accounts for the learner's lack of preparation for verbal interaction with native speakers in their own culture. In society, people not only speak different dialects but also use radical different ways (Wierzbicka1997). Also need to consider individual factors that influence the learning of a foreign language these include the attitude of the individual, personality,

age, learning style, and motivation which all affect language learning (Tabors 1997). Motivation, interest in learning, and communicating in a foreign language are important factors for the student to succeed in language learning. Tabors (1997) said that it is essential for children to be motivated and interested in learning and communicating in a second language. By creating joint activities in partner classrooms meaningful and motivating reasons for communicating can be established in most cases. Teaching and learning a foreign language in schools and kindergartens may be the more traditional and teacher-centered approach, teachers may be more preoccupied with formal teaching and the delivery of the curriculum. Tang and Maxwell (2007) found when studying two Chinese kindergartens that the favored approach was to teach the whole class using a more formal teaching approach. Large class size is one reason reported for why teachers adopt this approach when teaching across different cultures and different styles of teaching and class management are likely to emerge. This means that when teachers are jointly planning and devising lessons together they need to be adaptable and open to different styles and approaches to teaching

Data Collection Methods

Primary data was collected substantially using both quantitative and qualitative style to gain in-depth information on the study variables. Well-organized questionnaires were used to collect quantitative data. 34 teachers were given questionnaires that contained unrestricted and open-concluded questions. Also, qualitative information was collected through focus group conversation and interviews. The data collected through focus group discussion was attained from the 4 groups of five respondents each. Questions were discussed in different sessions in which advanced-level students participated. Using this system data was collected. The experimenter used tricky questions that allowed repliers to come up with envisaged responses and excellent answers. The interview was conducted effectively. A aggregate of 8 repliers were involved in an interview, namely 6 head teachers and 2 educational officers. The interview was guided by structured schedules with both closed and open-ended questions administered by the researcher. The study used semi-structured interviews to insure effective data collection.

Data Analysis Techniques

The data attained from the field were analyzed using qualitative and quantitative methods. The information collected was separated and interpreted in descriptive

and numerical forms. The data collected by using interviews, focus group discussions and open-ended questionnaire particulars were grounded on content analysis. Whereby the information gathered by quantitative method were presented in numerical form. The study substantially used qualitative analysis such as content analysis of the texts and the content of the study was analyzed to identify the main themes provided by respondents, which related to the objectives and questions of the study. Moreover, the study used a quantitative method to analyze data. Some information were interpreted with aid of computer software known as SPSS version 20 and others were analyzed manually. This is because the number of variables analyzed was useful for calculating frequencies, statistical tables, graphs, and percentages for easy interpretations and understanding.

Discussion of the Results

Educational stakeholder's perceptions of the introduction of the Chinese as a foreign language in Zanzibar

The results showed that the educational stakeholders viewed the introduction of the Chinese language in Zanzibar as a substantial stage in bilingualism. The study showed that the majority of the respondents agreed with the idea of introducing the Chinese language. According to Wang (2013), the number of learners of the Chinese language has been increasing rapidly as Chinese is a foreign language. Based on the interest in learning the Chinese language globally the demand for Chinese teachers increased fast. It was estimated that about four million Chinese teachers are needed. Also noted is that the demand for learning Chinese was increased late 20 century when the subject considered an academic independent discipline (Xing 2006). The data indicated that 92.78% agreed with the introduction of this language in Zanzibar. The respondents considered the introduction of the Chinese language will provide a great contribution to the development of society in varieties aspects. One teacher quoted said:

"My Views it better to introduce the Chinese language in Zanzibar because it can help in different aspects of economic, social and foreign relations"

According to the Ministry of education of China estimated more than a 100million citizens worldwide were learning the Chinese language as a subsequent language since 2006(CME 2011) Also, Students who study Chinese in Australian schools were about 84,000 from 319 schools in 2008, the data were increased periodically(Orton, 2011). Respondents agreed with the

introduction of the Chinese language in Zanzibar because many people of Zanzibar are conducting business in China whereby the Chinese language is being used as a business language so its simplifies communication. In addition, the demand for maintaining historical international relations between China and Zanzibar which started early in 1964 influenced the introduction of the Chinese language. It was indicated in the present study that, the Chinese are becoming a strong economic nation in the world, and the Chinese language will be a popular and wide uses language over the world. Therefore, the introduction of this language is considered to be extremely essential in Zanzibar situation. Scrimgeour (2014) said that the rapid economic growth in China tend China to be among the strong nation soon and the Chinese language will be frequently used language globally, so the need to leaning it was increased. Likewise, Hu and Feng (2012) mentioned that the economic level in China has abruptly changed in recent years when compared with other Asian countries, so the demand for learning Chinese was increased internationally. In general speaking, the introduction Chinese language was accepted by the majority in Zanzibar. Many respondents consider that the Chinese language can be a popular language over the world because the Chinese become among the strong economic nation in the world's near future.

The cultural effects of the introduction of Chinese as a foreign language in Zanzibar

This study indicated that there is no effect on Zanzibar culture by introducing the Chinese language, although, culture and language have a great relationship between them and they affect each other. Byram (1994) emphasized that there is a great relation between language and culture, and it's obvious that language learning cannot be exempted from the impact of the culture of a native speaker of the language. This is because culture is a multifaceted phenomenon that includes the speaking style of the native. The majority of respondents explained that culture will not be affected by an introduction to the Chinese language in the Zanzibar community. Byram, (1989) believed that the people learn a language, study the culture of the spoken language, they learn speaking style and the way natives behave when speaking with people of different ages and statuses. This concept was evidenced by different theorists who try to explain their ideas from various perspectives. One expert who tried to support this caption was Kramsch(1993) said that the objective of learning a foreign language is a way of making cultural statements and the new way of making communication. Meanwhile, remaining theorists emphasized the

importance of understanding culture for a better way of language understanding. Again, Byram (1994) complained that the language can be very comprehensive and understandable when the contexts of the culture of the native speakers are well understood. Generally speaking, the study identified that culture and language cannot be separated, without cultural integration learning a language will be difficult for learners to master in the required language. The study revealed that the culture of Zanzibar will not be affected in any aspects such as dressing style, marriage, speaking style of native language, rituals, changing of behaviors, norms (e.g. smoking and drinking behavior), values, working ethic, and artifact by the introduction of the Chinese language. Consequently, the study finding supported the ideas of different scholars that it is difficult to separate the language learning and culture of the native speakers. Therefore, Chinese as a foreign language can be introduced in Zanzibar without any negative effects on the culture of native speakers.

The challenges of introducing Chinese as a foreign language in Zanzibar Schools

The result indicated that the introduction of the Chinese language in Zanzibar will face various challenges. The study mentioned that the majority 64.47% of respondents refocused out that mastering of Chinese language is delicate because of the complexity of the language. This argument was supported by (Stevens, 2006), according to him said that learning the English language is simple three times when compared with Chinese for the native of French or Spanish. Also, Foreign Service Institute languages mentioned the Chinese language as the first difficult language to understand for the English native speakers.

Again, the study indicated that learning Chinese is difficult because of the pronunciation and nature of characters. For English speakers writing style and pronunciation of Chinese words are complex because the understanding of orthographic form doesn't readily indicate how Chinese characters are pronounced. A study by Swihart (2004) argued that the jotting style of the Chinese language has been cited as a challenge that learners will face in learning the Chinese language. In addition, he emphasized that learning to speak French is more easier for English native speakers when compared with the Chinese language. The traditional jotting system was associated with the difficulty of mastery Chinese language (DeFrancis, 1984). The result indicated that the majority of respondents about 65.63% agreed that the writing style of Chinese is a challenge for second

language learners. The caption supported by Hoosain (1991) said that the Chinese language is neither phonetic nor character-grounded, their characters signify three effects which are sound, the aural reality of meaning, and concrete or abstract experience with the world and the symbols and characters carry both sound and meaning. The scholars further explained that the challenge is also told by the number of characters that the Chinese language has. Taylor and Taylor (1995) said that this challenge was due to the various characters that the Chinese language has. Also, the Chinese language contains so numerous characters roughly 50,000 in general but natives of the Chinese language are anticipated to fate and produce about 6,000 Chinese characters for diurnal life used.

In addition, respondents indicated the difficulty in tone pronunciation in the Chinese language is a challenge for foreign language learners. Utmost of the students 76.84% agreed that pronunciation of Chinese tone is a major challenge for Chinese language learners. DeFrancis (1984) points out that to learn Chinese characters learners must study three effects coincidentally, pronunciation (Pinyin form), form (writing characters), and meaning. The position of difficulty in learning the Chinese language challenges the learners, especially people whose native language is associated nearly with the alphabet (Cong 2012). Also, the Office of Chinese Language Council International noted that Chinese language learners at the beginning level to intermediate level learners should master about 2,000 to 2,200 most commonly used Chinese characters, and advanced level learners should master 700-900 less commonly used Chinese characters. (Li, 1998)

Likewise, insufficient resource (teachers and learning materials) was cited as a common challenge during the introduction of a foreign language. Data from the field mentioned among common challenge that will be faced by learners/programs was the shortage of resources both human and financial. This fact was supported by Zhang & Li, (2010), who said that relatively slow development in studying the Chinese language is caused by many factors such as textbooks, reference books, experts and experienced Chinese teachers, and lack of teacher's development programs. Factual, these challenges of inadequate resources during the introduction of the foreign language in Zanzibar are caused by inadequate financial resources allocated by the ministry of education and Vocational training – Zanzibar, So, the government through the ministry of education must put emphasize the significance of education and increase the amount fund for educational sectors.

Typically, primary stage of everything in the society is counted as a complicated part of the program. The introduction of Chinese as a foreign language also has its

challenges as mentioned in the study. Among the main challenges as linked by respondents are inadequate resources both fiscal and human resources, mastering of Chinese language is difficult, and pronunciation of Chinese tones.

Conclusion and Recommendations of the Study

Based on the study the introduction of Chinese as a foreign language in Zanzibar was accepted by the majority of educational stakeholders'. The introduction of the Chinese language will influence the economical development of society and international relations. These views are based on the acceptability of the Chinese language local and international. The Chinese language will be an alternative way of increasing international relations between China and Zanzibar and it can help to solve the problem of communication barriers in both parties' countries, particularly traders who conduct business in China. It is intensely that the Chinese language is well internationally recognized due to the strong economic power that has been achieved; hence the Swahili language will be well known worldwide. Likely introduction of the Chinese Language in Zanzibar will open the door for the people of Zanzibar to enjoy many opportunities provided by the Chinese government to the developing nation. In addition, the Chinese language has no negative effect on the Zanzibar culture in any aspect of culture. But though, the introduction of the Chinese language in Zanzibar is disadvantaged by many challenges including a lack of Chinese proficiency teachers, technological learning materials, shortage of financial resources, and a conducive environment for learning a foreign language. To have an effective and efficient Chinese language program in Zanzibar, the government must allocate enough funds to prepare teachers who can teach this language and buy teaching /learning resources.

Recommendations of the Study Findings

Introducing Chinese as a foreign language is not a simple task. It needs clear commitment and preparation for the better fruitful. Consequently, government institutions responsible for education must put into consideration the following recommendations:

- i. The government should provide training for Chinese language teachers before starting the program to have knowledgeable teachers that can help the student to master the Chinese language during the program. It was mentioned in the study that one of the challenges facing foreign language learners is proficiency and competent language, teachers. This can help the students to be motivated and actively participate in learning the

Chinese language which is cited as a difficult language to master.

- ii. Technological learning materials such as computers, projectors, and flip charts must be enough for the student to access it, these can help learners to practice and pronounce Chinese words correct. Learning materials will be providing an opportunity for the learners to use much time to practice the Chinese language effectively; it can influence the good pronunciation of Chinese words.
- iii. The revolutionary government of Zanzibar requested Chinese language teachers from the Republic government of China to provide training for Chinese language teachers in Zanzibar.
- iv. Chinese language must be established in Zanzibar Colleges and Universities to prepare enough teachers.
- v. The government should establish a special motive for the Chinese people to live in Zanzibar and invest in education sectors. This will provide an opportunity for the learners to have a chance of practicing the Chinese language with native speakers of the Chinese language.

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