



## Language of Instruction and Attainment of Transnational Coaching Education: Narratives from Tanzanian Soccer Coaches

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### Abstract

This paper provides an in-depth examination of how the LOI as a learning capital and resource was a barrier among Tanzanian football coaches to attain coaching knowledge and skills through transnational coach education programmes (TCEPs). Bourdieu's notion of "forms of capital" was a theoretical lens used to understand how the use of foreign language for instruction was a barrier for course participants to attain coaching knowledge and skills during the CAF B License course. Using a hermeneutic phenomenological approach, data were collected using interviews and meaning and lived experiences among course participants were analyzed using content analysis. Results establish that the language was a key barrier to learning and caused by educational backgrounds of the course participants. Lack linguistics proficiency compromised their ability to communication and integrate learned experiences, transfer learned content and opted to direct learning intentions as an option to gain credits for accreditation. This paper recommends focused attention to local cultural contexts to benefit the course participants who are recipients of TCEPs. In addition, the paper recommends a learner-centred approach in which the translation of program materials and specific support mechanisms are adopted.

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## INTRODUCTION

In the last four decades, concerns over the use of foreign languages as a language of instruction (LOI) have been widely acknowledged in global and Tanzanian literature (Cripser & Dodd, 1984; Hall & Cook, 2012; Hugo, 2017; Qorro, 1999, 2004, 2006; Rubagumya, 1989; Vuzo, 2010). This body of literature points out that instruction through an understandable language have an important role in the attainment of knowledge and skills, and that linguistic deficiencies pose several obstacles to learning among learners. Poor level of competency in the LOI among learners greatly inhibits their quality of learning (Brock-Utne & Holmarsdottir, 2004; Hall & Cook, 2012; Hugo, 2017; Roy-Campbell & Qorro, 1997) as only a handful of students can take part in active learning and or consolidating needs to be learnt as new knowledge. In Tanzania, for example, a majority of the population uses Kiswahili in everyday communication, whereas coach education courses require proficiency in the English language and therefore, success in such technical education programmes is determined by an individual's proficiency in English. Although English commands a special position in the Tanzanian community as the official language, it is undeniable fact that a majority of sports coaches lack the English language acumen necessary to acquire technical innovation and values of coaching. Therefore, English cannot be used as a prerequisite for their technical development (Rubagumya, 1990). In the context of this paper, coach education programmes such as CAF license courses are professional education programmes in which foreign languages are the recommended LOI. What is yet to be addressed is the extent to which the course participants in Tanzania were able to attain coaching knowledge and skills when typical programmes were organized in Tanzania, thus this study.

### *Contextualizing Coach Education in Tanzania*

For over four decades, formal coach education has been considered the recommended pathway through which to prepare elite football coaches in Tanzania. Multinational partners such as FIFA, UEFA, IOC and the English Football Association have been engaged to enhance the delivery of such programmes. The programmes have arguably been considered to be pivotal to coaches transitioning across ranks of the coaching ladder towards a professional license. According to Tiboroaha (2016), these programmes are transnational in outlook and were delivered to empower local coaches with knowledge and skills for them to be accredited as football coaches. Literature has described transnational education as programmes in which the accrediting education providers deliver such programmes in countries other than their own country of the course origin (Clarke, Johal, Sharp, & Quinn, 2016). These programmes have been delivered by multinational sports organizations such as IOC, FIFA, UEFA and CAF which utilize international development strategies to reach countries with a desire to build and enhance human capital. This partnership between local and multinational sports organizations has been considered an important measure to deliver coach education in

Tanzania. Indeed all sports federations and associations in Tanzania depend on similar partnerships to deliver coach education to empower their coaches.

While such transnational coach education programmes (TCEPs) are becoming a more common feature, the utility of the medium of instruction used to deliver the programme content remains questionable. While TCEPs provide an opportunity for all interested coaches irrespective of their educational backgrounds, it is important to note that these programmes come from other parts of the world with different educational systems and cultures, and therefore can hardly impart coaching practice and experience to learners from other parts of the sporting world with different learning profile. LOI is a cultural aspect which should not be taken for granted because it is in learning and using language that learners and instructors enter into and participate in the ongoing dialogue of the meaning of the content. English which is a foreign language is not commonly used for daily communication but is used as a medium of instruction for coaches as well as the majority of instructional media and pedagogical material in TCEPs are written in English. Vuzo (2010) points out that in the learning environment where a foreign language is used as the LOI both the instructor and learners are expected to encounter difficulties in using language with adequate proficiency. This has certainly been the case in TCEPs classes in Tanzania where programme participants are not recruited based on their educational background, but rather on what Smith (2010) called a one-size-fits-all model due to a lack of clear recruitment policy and programme delivery requirements. When recruiting trainee coaches to participate in the TCEPs, the policy does not describe the selection criteria and qualifications of participants.

#### *LOI a Form of Capital Hindering Coaches to Learn in TCEPs*

This paper uses the theoretical notion of “forms of capital” by Bourdieu (1984), in particular cultural and educational capital which were used as analytical frameworks to elucidate some of the tensions caused by the LOI in attaining soccer coaching knowledge and skills through TCEPs such as CAF licence courses. The theory highlights barriers to learning in the context of both inequalities in educational attainment and the broader question of class reproduction. According to Sullivan (2002), cultural capital consists of familiarity with the dominant culture in the society and especially the ability to understand and use "educated" language. In the context of this paper, success in CAF courses depends on the learner's linguistic competence, a form of cultural capital. Lack of language competence, CAF courses may indeed function as a barrier to learning and in the attainment of the intended skills. Those lacking cultural capital needed to learn in TCEP courses. Thus, from the backdrop of linguistics competence as part of the cultural capital helps to reproduce and legitimize the social differences, in favour of competent individuals from higher social backgrounds.

Campbell and Van der Wende (2000) support the theory as they point out that poor communication between education providers and local authorities serves to compound the quality and assurance processes at institutional and education system levels. Thus, the question of language appears to be inevitable for adequate attainment and transferability of pedagogical knowledge and

skills in soccer coaches with varying levels of competence in the English language. Pherali (2012) also cautions that these educational initiatives would face the challenge of adjusting to new cultures. When learners (coach education participants) lack language competence, adaptability of the desired education programme involves constant engagement of learners with meaningful detachment from the cultural setting to enable cross-cultural reflexive learning (Bourdieu, 1984).

In the context of this study, Bourdieu's (1986) theoretical definition of capital provides some insight by explaining the disconnection between the lack of learning capital such as competence in the English language and TCEP's embodied dispositions, requirements and learning settings in Tanzanian trainee coaches (recipients). Any condition that compromises the learning interaction becomes an important barrier to educational attainment. Thus, "human capital" does not always transfer entirely due to differences in language and cultural systems in the new atmosphere. This would indicate that in this paper, CAF licence programmes need to be prepared reflecting distinct cultural encounters which influence educational attainment. However, the extent to which learners with different educational backgrounds managed to acquire coach education delivered in the English language in CAF courses was not clear, thus this paper.

#### *The Significance of LOI in TCEPs*

In any classroom instruction, an understandable language has a significant role to play in enhancing learning. Interactions make programme instructors and coach trainees shape both the form and content, process and outcome of individual development. The language that mediates instructions in the teaching and learning process is very important for both the instructor and trainee coaches in TCEP classes. In Tanzania, both instructors and trainee coaches have low levels of English language proficiency. Thus, both instructors and coaches encounter difficulties in teaching and learning due to limitations posed by English as a medium of instruction. Halliday and Martin (2003) add to this by arguing that language is an essential condition of knowing the process by which experience becomes knowledge.

In sports coach education, creative thinking is needed and requires people to interact and reflect on their thoughts. In doing so, language becomes a prime tool for individual learning and establishes joint understanding in social interactions among learners (Bergqvist & Säljö, 2004). Similarly, cognitive competence depends on the language closest to the linguistic and cultural experiences of the learners (Heath, 1992), something which TCEPs do not offer to Tanzanian coaches for courses organized. Although the consensus that teaching in a language spoken by few serves as a barrier to learning is yet to be reached (Banner, 2016; Brock-Utne & Mercer, 2015), using a foreign language to teach learners from different educational backgrounds presents a challenging learning environment (Hamdan, 2014). In the current study, TCEP refers to the CAF B license courses organized in Tanzania. Therefore, the purpose of this study was to elucidate whether or not the LOI was a barrier hindering TCEP participants to attain expected coaching skills and knowledge during the CAF B license course organized in Tanzania

## METHOD

A hermeneutic phenomenological research design was used in this study to investigate the phenomenon that was difficult to capture. Therefore, the design was used to uncover the uniqueness of coaches' experiences with an emphasis on the individual's history or background. Using the theoretical principles and practices of hermeneutic phenomenology, this study aimed to gain access to a phenomenon that is often subconscious to understand the nature and meaning of the CAF course participants lived experiences. Moreover, the conceptual and knowledge gaps from the literature suggested a need for a design that is capable of eliciting facts in its naturalistic setting. In this context, hermeneutic phenomenology is the most appropriate for investigating coach education as a human context of practice as it is uniquely suited to studying essential meanings of lived experiences (Cilesiz, 2011). Taking from Van Manen (2016), lived experience in its most fundamental form concerns a pre-reflective, immediate consciousness of life and it forms "part of a system of contextually related experiences, explicated from it through a process of reflection in its meaning" (p.37). The focus of this study was on the lived experiences of the course participants learning coaching knowledge and skills through the CAF B license course, the manner of experience and the subsequent reflection and interpretation of their lived experience.

### *Participants*

In this qualitative phenomenological study, six (6) trainee coaches aged between 35 to 54 years old were purposively selected to participate in individual face-to-face interviews. Two coaches were selected from each of the three categories of teams namely the premier leagues, first division league and youth or academy teams. The method to recruit the participants helped to provide depth and richness to the information gathered (Patton, 2002). To ensure the expert status of participant coaches, their selection was based on the following criteria; (i) full-time coaching roles in their teams for at least 5 years and (ii) experience with previous transnational coach education programs. As a result, out of 35 coaches participating in the course, only 6 of them qualified for inclusion. Table 1 summarises the profiles of the selected participants

**Table 1. Profiles of participants**

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<b>Participant 1.</b>	Primary school education, no competence in English and barely understands the lesson taught in English during CAF B license classes. He coaches an academy team in a premier league club. Played for two Vodacom premier league (VPL) clubs and the national team. He has attended various coaching courses including preliminary, intermediate, advanced, CAF C license and now CAF B license.
<b>Participant 2.</b>	Primary school education, no competence in English and barely understands the lesson taught in English during CAF B license classes. He works as the First Division Team coach. Promoting a team to the premier league is his highest achievement. Former VPL team player. He has done

various accreditation courses including preliminary, intermediate, advanced, and CAF C licenses before coming for the CAF B license.

**Participant 3.** Form IV secondary school education can understand some English and the lesson taught in English during the CAF B license classes. He coaches a premier league club with 15 years of NBCPL and 9 years of national team playing experience. Won two VPL trophies as a player and twice attained the fourth position as a coach in the same league. He has done various accreditation courses such as preliminary, intermediate advance, and CAF C licence before coming for a CAF B license.

**Participant 4.** Primary school education, no competence in English and barely understands the lesson taught in English during CAF B license classes. He works as a coach in the First Division club. He played a total of 15 years of elite football. His achievements as a coach are earning promotion for VPL and finishing in the top four once. He has undertaken various accreditation courses such as Preliminary, Intermediate, advanced, and CAF C licences before attending the CAF B licence.

**Participant 5.** Graduate in Physical Education and Sport Sciences and a PE teacher, competent in the English language and capable of following the lesson taught in English during CAF B license classes. He also works as a youth football coach in a club academy. His biggest achievement is to bring several talented young football players to VPL clubs. He has undertaken various local and international football coaching courses including preliminary, intermediate, advanced, CAF C licence, a Football diploma in Leipzig Germany and now a CAF B licence.

**Participant 6.** Primary school education, no competence in English and barely capable of following the lesson taught in English during CAF B license classes. He works as a coach in the premiership club. He has 15 years of playing experience in both the FDL and VPL. Promotion to the VPL is his highest success as an assistant coach. He has undertaken various coaching courses including preliminary, intermediate, advanced, CAF C licence and now a CAF B licence.

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### ***Data Collection Procedures***

The data was collected through face-to-face interviews which were developed to collect respondents' accounts of lived experiences of reality as opposed to just generation of plausible accounts of their world (Silverman, 2010). Face-to-face interviews focused on the participants' backgrounds, experiences in TCEPs, challenges to adjusting to the course environment and the support they received to learn the expected knowledge and skills.

A semi-structured interview guide was developed in Swahili to facilitate a comprehensive exploration of trainee coaches' views. To capture in-depth authentic experiences, the interview guide consisted of questions that enabled the trainee coaches to reflect broadly and ensure an accurate understanding of what they were describing (Patton, 2002). The key research questions were developed based on the theoretical perspectives guiding this study to elucidate how learning coaching knowledge and skills in CAF courses was a result of interaction between the specific rules of the TCEPs and participants' social and cultural capital (language). The first question was intentionally

broad (i.e. In general, what things do you consider to influence the attainment of coaching knowledge and skill when attending CAF coach education courses?). Thereafter, key questions were specifically designed to explore how language was perceived to influence the attainment of coaching knowledge and skills, followed by elaboration and clarification probes to stimulate discussion. Each interview was digitally recorded in its entirety and lasted approximately 40 – 50 minutes. Lastly, the interviews were transcribed verbatim and organised and ready for content analysis.

### *Data analysis*

Contents analysis was to build an organized system of categories which explained how the LOI influenced the attainment of expected coaching knowledge and skills gained during CAF Licence courses. Content analysis was used to determine trends and patterns of words used, their frequency, their relationships, and the structures and discourses of communication (Grbich, 2012). Data analysis involved inductive examination of the verbatim transcripts to identify meaningful units of information (i.e. quotes) that represented a single, recognizable aspect of the trainee coaches' views concerning the LOI as a factor influencing the attainment of coaching knowledge and skills. In this study, inductive content analysis was used because no study was previously conducted dealing with the phenomenon, and therefore the coded categories were derived directly from the text data (Hsieh & Shannon, 2005). This methodological approach focused on elucidating cultural disconnections and sensitivity around the CAF course which was a legitimate programme for advancing the coaching knowledge and skills of coaches. The data were coded and further categorised into common themes which in turn were used as headings to report the findings of the study.

### *Trustworthiness*

In hermeneutic phenomenology studies, Finlay (2009) suggests that researchers need to bring a "critical self-awareness of their subjectivity, vested interests, predilections and assumptions and to be conscious of how these might impact the research process and findings" (p.12). Therefore, researchers' subjectivity in this study was foregrounded to separate what belongs to the researcher and the researched. The researcher's self-reflection comprises a vital step of the research process, and presuppositions and preconceived biases were brought into awareness to separate them from participants' descriptions. Furthermore, research credibility was maintained by designing the data collection process in such a way that respondents' backgrounds would not affect their responses. The fact that some respondents were well educated than others, the former would have a fairly good understanding of the research process and what is to be achieved while the latter may find the whole procedure rather confusing. Thus, the research was designed in such a way that each respondent was able to fully comprehend what is being asked, and articulate accurately their values and attitudes about the research theme. Additionally, interviews were designed to avoid the differences between the researcher and the participants which may have influenced the process of making valid interpretations of the data gathered from the participants.

## RESULTS AND DISCUSSION

### RESULTS

Analysis of findings presented in Table 2 indicates that learning of coaching knowledge and skills addressed in the CAF license course by trainee coaches was influenced by their deficiencies in linguistic competencies which inhibited their ability to acquire knowledge and skills addressed in English (integration); ability to exchange coaching knowledge between instructors and learners (transferability). Therefore, this caused coaches to direct their learning efforts towards practical sessions (directed intentions).

**Table 2. Summary of Emerged Themes and Descriptions**

Themes	Description
<b>Education Background</b>	Education background culminated in coaches' linguistic inability, the increased degree of program difficulty and the inability to follow instructions;
<b>Integration</b>	English as a LOI was a distraction for interaction and integration of content learned;
<b>Transferability</b>	The lower level of linguistic skills and proficiency influenced the exchange of knowledge between instructors and trainee coaches;
<b>Directed intentions</b>	The lower level of linguistics skills influenced communication; as a result, coaches pursued activities which did not need English to perform efficiently; and

#### *Education background*

The educational background can personalize the attainment of educational practices and learning (Coleman, 2003). In the present study, coaches' educational backgrounds may have a major effect on the pedagogy, teaching and learning outcomes of the CAF programme. Therefore, their educational background influenced the attainment of coaching practices addressed in the CAF course. Interview data revealed that most coaches had relatively poor academic backgrounds thus, could not grasp the professional experiences delivered. Five out of six trainee coaches reported having gained a limited amount of the program content experiences as a result of their poor educational backgrounds. The findings underscore the Bourdieuan (1984) perspective that the educational background is an important learning capital which potentially determined their success when undertaking such educational programmes. One of the trainee coaches revealed this saying;

*Most coaches including myself get the opportunity to acquire coaching knowledge and skills through training programs organized by either CAF or FIFA. The problem is that most of us have no good educational background. Most of us here are former elite football players with our educational backgrounds limited to primary school or lower secondary schools. Education at this level – primary and secondary education – cannot guarantee you the ability to speak any foreign language particularly English (Coach 1).*



Findings reveal that most course participants were sceptical of their abilities to support learning as they were unable to follow the lessons during the programmes. One of the trainee coaches revealed this when he said;

*In my opinion, the opportunity is about getting a call to attend the course and being able to follow what course instructors are teaching in the coaching classes. How many coaches in this course can claim to have a better education background that supports them to successfully follow instructors? .....I for one do not know.....probably not many in the group.... (Coach 5).*

The lack of linguistic competence among participants increased the degree of difficulty of the course and that language proficiency was a highly needed tool for communication in such a learning context. This was pointed out when one of the coaches said;

*The CAF programs are normally very difficult. Coaches with good educational backgrounds and linguistic abilities ...coaches with tools for learning are needed. Those with secondary education, diploma and degrees would easily benefit from these programs. It is difficult to follow the theoretical part of the course.....it is about understanding and being able to communicate the content in English and it is a challenging business for most coaches here (Coach 6).*

Findings also reveal that the educational backgrounds, of the course, participants are a useful tool in providing them with exposure to the needed experiences. This was especially highlighted by another trainee coach who said;

*.....the courses are useful as they expose coaches to international football. But one problem is that our background is against our success in these programs. The courses are in English, instructors speak English, books are in English and examinations are as well in English. Honestly, we don't even get clear what the instructors are telling us even in practical sessions. When reading the course resources, I always need a translator to help me through (Coach 4).*

The background information of many course participants shows a low level of education. This means that they lacked the form of capital necessary to support them follow and attain the course content. Consequently, the opportunities presented to course participants through the programme they attended did not benefit them as their educational background became the learning barrier. The narratives from course participants present obvious testimony that in a globalized sporting world, coaches with the ability to communicate using foreign languages could share unique but powerful accounts of typical TCEPs realities. Therefore, it would be correct to argue that a recognized educational background among course participants would present a remarkable beneficial impact on their ability to follow and attain desired knowledge and skill in typical TCEP classes. Therefore, English being a dominant international language used in TCEPs becomes a determinant for the attainment of coach education and good performance in typical TCEPs. This claim is in line with that

of Prinsloo, Rogers, and Harvey (2018) that for learners to achieve academically, they needed to be proficient in the language of learning and teaching.

### ***Integration of learned experiences***

In this study, the failure to integrate learned experiences was attributed to the cultural distractions posed by the lack of language proficiency among course participants. Consequently, it was difficult for participants lacking language proficiency to integrate knowledge and skills attained in the course. This was revealed by one of the participants who pointed out that;

*Using a foreign language to deliver the course content is probably problematic for us considering our linguistic abilities. I have personally seen that even those with a good educational background are uncomfortable communicating in English in these courses. When asked to respond on some issues, they are not as comfortable as they would be when asked on the same issue to respond in Swahili language (Coach 3).*

Another participant added;

*It is a fact that despite the commanding knowledge I have of English as a language, I am still uncomfortable fully communicating in English when I am in the coaching class. It is a combination of a variety of things, one is that the course comprises so many technical words which I need to get used to and two is that the use of English creates social alienation among course participants such that while a few of us would follow the class more than 90 per cent cannot, so I prefer using Swahili than English (Coach 5).*

The excerpts above are manifestations of the fact that despite the proven command of the English language, the ability hardly supplemented their local cultural knowledge and would not translate into effective communication learned during TCEPs. This linguistic distraction is compounded by the fact that English is not a common language spoken regularly even among course participants with higher educational backgrounds.

What course participants perceived about the use of English and program resources had powerful meaning in shaping the experiences they attained during these courses. When they come for such programmes, they are always conscious of their background and abilities, and therefore have to work meticulously to avoid potential communication lapses. They do so by putting extra effort into learning simple and basic elements but not complex ones. One of the participants reported this saying;

*I am concerned about the use of the English language in these courses... I am always careful not to get wrong what is addressed in the coaching classes. I think that using English in these courses is counterproductive and time-wasting because we don't learn but spend too much time trying to understand the concepts taught. We end up working very hard but gain less than the native users of the language (Coach 6).*

Others added that;

*....language barriers, as far as I am concerned, make all of us very focused although learning hardly takes place. We work twice or three times harder, but unsuccessfully manage to close the knowledge gap as expected (Coach 1)*

*I find it hard to express myself in English on what I want to say, struggling to find the right words and terms to explain some concepts in the course. When pronouncing some words colleagues and instructors barely understand what I want to say unless I use Swahili. However, knowing my weakness in language makes me work very hard with my colleagues to make sure I pass the course. But I am not sure if what I learned will have an impact on my job (Coach 2).*

Therefore, it would be correct to argue that a command of English broadens the horizons of the course, participants in understanding and facilitating the process of conceptualizing complex ideas and communicating the program content. The fact that CAF B License course participants reported experiencing dissimilarity in the language used to deliver the content, suggests that learners' participation in TCEPs and the mastery of knowledge and skills required the new knowledge to be in line with their sociocultural practices. According to Bourdieu's (1984) notion of field, what participants reported connoted learning in a distinctive cultural setting created by the instructors and their social positions (educational backgrounds). According to Bourdieu, the position of a particular agent in the field is conceived from the integration between the agents' habitus and their social and cultural capital with the specific rules of the field. Considering language as an important cultural aspect influencing learning (Hofstede, 2001), the attainment of coaching knowledge and skills in the context of the current study could become substantially incomplete due to the lack of adequate interaction with the field. Their distinctive habitus and cultural capital become largely superfluous in the transition of learners to a new field.

Lack of linguistic proficiency in this case hinders course participants from attaining scientific literacy, such as important concepts instead they are subject to what González-Howard and McNeill (2016) suggest, storing items as isolated blocks with no function in the building of a structure and no relationship to other blocks. Indeed, course participants were sceptical of attaining any knowledge and skills functional to their jobs. Lack of linguistic proficiency has forced course participants to memorize the content which may end up being forgotten and become progressively less identifiable with time (Ferreira, 2011). Therefore, a lack of language proficiency will hinder the understanding of learned content and smear meaningful learning to detriment of learners to remember the content during examinations and tests and therefore perform poorly (Prinsloo et al., 2018).

Moreover, the portrayal that course participants with proven command of the English language hardly supplemented their local cultural knowledge and would not translate into effective

communication during courses suggests that Gibbons (2015) claimed that learning using English as a second language is very difficult and that even a fluent English speaker will not be proficient in every possible context. Thusly, no matter how much training English second language learners receive during TCEPs, they will nevertheless experience problems if teaching and learning are conducted in English as a LOI. This suggests the adoption of what Babaci-Wilhite (2013) asserted that the use of local language could be the solution to enhance the teaching and learning process and hence easier attainment of coaching knowledge and skills.

### ***Transferability of learned Content***

Course participants considered taking the lessons in English a problem created by the coach education system in Tanzania and may have influenced the transferability of the CAF course content. One of the participants commented that;

*In other countries, courses like these are done using local languages. It is only when the course involves international participants that will be delivered using foreign languages. My international experience in taking such coaching courses shows that in German, UEFA courses are done using the German language....., and in other European countries such as Norway, Netherlands, Sweden and Denmark local languages are used to deliver the programme course content. Therefore, using English in Tanzania is to me a self-created problem and I don't think it is helpful for the development of our technical repertoire and the game in general (Coach 5).*

Another added saying;

*When preparing coach education programs such as CAF B license, TAFCA and TFF need to acknowledge the education levels of participants. To enhance the knowledge of the majority of the coaches the course materials need to be translated into Swahili and the course content should also be delivered in the same language. This will help coaches a lot. Right now most coaches are participating for the sake of participating and this does not help... why is it important to give the course to people who do not understand what is being addressed to them? I believe countries such as China, Korea, German and other non-English speaking countries take such courses using their languages. I believe English should not be considered mandatory for coaches to learn to coach (Coach 2).*

*The biggest problem is that during the pursuit of the CAF courses we have to use English, a language we do not speak. Our instructors speak English all the time and to be honest, the majority of trainee coaches do not understand unless when the instructor switches to speaking in Swahili (Coach 4).*

*I once worked with a foreign coach in my team, he was wondering why we use English when undertaking coach education programs in Tanzania. He said it would be very difficult for people to learn all the concepts we are experiencing now... This program is very intense and language makes it even harder for us to gain the expected competencies (Coach 3)*

These findings are in line with research in other educational disciplines which established that communication is an important cultural aspect of the transformation especially when people learn new skills. Therefore, the majority of learners with a low level of linguistic competence tend to experience misunderstanding and problems in learning (Muwanga-Zake, 2007). Muwanga-Zake adds that "language hinders communication processes and requires asynchronous instead of synchronous messages which give learners time to draft and re-draft messages" (p.96). Language is a resource which influences the attainment and exchange of knowledge. In the current study communication barrier was a problem for the majority of participants of the CAF coaching course.

This resonates with the upbringing and educational background of the majority of the course participants being former players who never enjoyed adequate educational experiences at secondary schools and colleges. In addition, their day-to-day communication has been limited to speaking Swahili. The failure to understand and grasp some concepts in the CAF course is an indication of the lack of transferability of learning in this group of learners. While good educational background would be necessary for them to acquire knowledge and skills delivered in the CAF B license class, it was the learning capital they lack which compromised their attainment of coaching knowledge and skills during the course. Lack of language proficiency hinders the ability of the course participants to acquire meaning and understand the course content as expected. Meaningful learning occurs if learners can relate information and interact with content with understanding (Teane, 2019). In this context, the learning challenges course participants encountered were inevitable because learning takes place through meaningful processing of learned information the ability which was compromised by lack of language proficiency. To enhance learning in typical TCEPs, programme organizers should avoid the current one-size-fits-all model whereby course participants are enrolled irrespective of their educational backgrounds.

### ***Directed learning intentions***

Language can influence the allocation of efforts and direction of the intentions to engage in challenging activities as a standard for evaluating own performance (Button, Mathieu, & Zajac, 1996). In this study, despite their poor educational background and linguistic incompetence, participants directed their intentions towards performing well in practice sessions as a way to acquire the knowledge and skills addressed during theory sessions. One coach revealed this saying;

*In the few practical sessions we had, I made sure that I know everything. Honestly speaking, most of us have previously survived these courses through practical sessions and examinations. I hope this program evaluation modality will resemble that of the CAF C license where half of the marks came from the practical examination. In that case, passing practical examinations presents us with an opportunity to pass the CAF B license as well (Coach 3).*

They needed to be strategic by using practical sessions to cope with the linguistic barrier.

This was reported by one of the interviewees who said;

*Most coaches in this program have directed themselves toward doing their best in practical sessions. Doing better in both practice sessions and examinations will see them pass the course. They do this to complement the final written examination which is always difficult for most of them to pass (Coach 5).*

Another one added saying;

*I strategically direct my learning intentions towards doing well in practice sessions as well as practical examinations. I did the same during the CAF C license course and passed very well in the practical examination such that the instructor commended me in front of my fellow participants. I want to do the same now and I believe I will pass (Coach 2).*

*The findings above course participants allocated efforts towards activities which can be leveraged by their abilities. This would also mean that their performance in the TCEPs depends on their self-evaluation based on what they failed to do in the TCEP classes. This culminates in participants not interacting to share knowledge and discuss common issues with their instructors. Consequently, course participants adopt what Bourdieu (1984) describes as self-perpetuating habitus in the field by embarking on practising methods they were exposed to as players before becoming coaches as their direct learning intentions. In this case, it is therefore correct to argue that using foreign languages which participants are not conversant with, forces participants to reproduce local coaching culture based on partial programme achievements as opposed to the intended certification of coaches supported by desired qualifications attained in the TCEPs.*

## **DISCUSSIONS**

The findings in this study have several implications. Firstly, the LOI can have profound educational and social implications for learners in various contexts. Practically, the LOI helps learners develop an awareness of the skills and strategies they need to complete learning tasks successfully and to communicate about themselves. Learners in this study were acquiring new knowledge and skills using a foreign language which denied them the knowledge and skills they

would have attained by learning using their local language. Competence in a foreign language is only helpful when it enables learners to easily gain a better, more in-depth understanding of their content and reach their expectations.

Secondly, the theoretical notion of “forms of capital” by Bourdieu (1984) presents relevant educational implications for both teaching and learning within the TCEPs context especially when course contents are taught using foreign languages. The theory emphasizes that the importance of possessing linguistic proficiency or ability as a form of capital necessary for course participants to attain coaching knowledge and skills should not be underestimated. Language is a form of capital which allows them to understand the content. Lack of such skills leads to misunderstanding of concepts and subjects learners to rote learning. Content acquired by rote learning is easily forgotten and cannot be applied in the assessment of tasks (Teane, 2019). In this context, it is ironic to think that course participants involved would achieve their ends while the means are confronted by linguistic challenges.

Thirdly, the heterogeneity in education background revealed in this study would imply that TCEP classes are conducted using a foreign language for learners with a wide array of abilities. In this context, learning and attainment of coaching knowledge and skills among course participants require more time to take place as expected. Although this paper does not argue for participants of TCEPs to learn a second language to participate, the evidence presented suggests that they need the right to be taught in the language so they could easily acquire the coaching skills more effectively. The effects of overlooking this evidence are not only detrimental to the TCEPs but also on the coach education system in Tanzania. Therefore, unless TCEPs are taught in a language course participants speak, they will continue to participate in programmes if they are unable to attain the expected coaching skills.

This study has various contributions to the Transnational Education literature which has been dominated by studies in areas, particularly higher education. Firstly, this study has highlighted various weaknesses of the TCEPs organized by multinational sports organizations such as IOC, FIFA, UEFA and CAF which stand out to be strategic international sport development programmes aimed at reaching out to all member associations to build and enhance their human capital. Secondly, this study has contributed to addressing the recommendations made in literature (Boyle, Ryan, & Stokes, 2009; Stokes & Boyle, 2009; Stokes, Magnier, & Weaver, 2011) on the need to actively engage TCEP in the field-based teaching as an important mode of learning. Thirdly, the study has also contributed to the linguistics literature by demonstrating that learning using languages familiar to learners is subject to discussion across all education disciplines and levels. This extends from preschool, school and professional education programmes. Lastly, this study has demonstrated that a lack of linguistic proficiency compromise field-based learning intentions which have been echoed severely in literature. Lack of linguistic proficiency inhibited course participant to articulate what was taught in the TCEPs classes and instead showed what Bourdieu (1990) describe as self-perpetuating

habitus in the field by embarking on practising methods they were exposed to as players before becoming coaches as their direct learning intentions.

## CONCLUSION

While a key aspect of the current study has been to examine how LOI was a barrier hindering the attainment of coaching knowledge and skill among course participants in the context of TCEPs organized in Tanzania, it is obvious that the value of LOI remains to be interesting to a wider rich of stakeholders aiming at delivering quality coach education. The aim of this paper was not to ask for changes in the way learners should learn to attain coaching knowledge and skills in TCEP classes. Changes have already started to happen even without the approval of the entire coach education system and relevant sports bodies. We intended to identify learning barriers from which to make the case to ask for the right to change the practices in the TCEPs classes whose intentions are confronted with circumstances necessary for learning including the LOI. From the findings of this study, CAF License courses are manifestations of the existing global discourse on the standardisation of coach education, which from the perspectives of lived experiences of individual Tanzanian coaches, requires a better theoretical and cultural understanding. Some of the themes that emerged in this study demonstrate that TCEPs entail tensions along the lines of linguistic adaptation at the local level. Although this study explored only the experiences of Tanzania coaches undertaking one of the CAF programmes, it is likely to be similar for other coaches adopting TCEPs in the same linguistics contexts across the globe.

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