

**AN INVESTIGATION ON THE IMPLEMENTATION OF USING SILOZI  
AS MEDIUM OF INSTRUCTION FROM GRADES ONE TO FOUR IN  
SELECTED PRIMARY SCHOOLS IN MONGU DISTRICT**

**BY**

**CHINYAMA, NAIPELEKELA**

**A dissertation submitted to the University of Zambia in partial  
fulfillment of the requirements for the award of the degree of master  
of education in literacy and language**

**THE UNIVERSITY OF ZAMBIA**

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**2020**

## DECLARATION

I, **Chinyama Naipelekela**, do hereby declare that this study entitled, '**An Investigation on the Implementation of using Silozi as medium of instruction from grades one to four in selected primary schools in Mongu District**,' is my own work and that the sources I have used or quoted have been indicated and acknowledged by means of complete references.

Signature of author .....  .....

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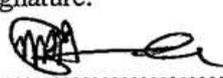
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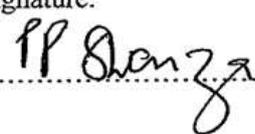
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## APPROVAL

This dissertation by Chinyama Naipelekela was approved as fulfilling part of the requirements for the award of the degree of Master of Education in Literacy and Language by the University of Zambia.

Examiner 1: S. The B. Mkolomo Signature:  Date: 03/07/2020

Examiner 2: Dr. Dennis Banda Signature:  Date: 03/07/2020

Examiner 3: Dr. Tambulukosi P. Banda Signature:  Date: 03/07/2020

Chairperson/  
Board of Examiners: OSWELL CHAKUMBA Signature:  Date: 03/07/2020

Supervisor: Dr. David Sami Mwanza Signature:  Date: 03-07-2020

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Above all, honor and glory be unto the Lord for providing me with this opportunity and capacity to proceed successfully.

## **DEDICATION**

I dedicate this dissertation to my wife Harriet Inonge and my beloved daughters: Kutemba, Kasweka and Waimbu without whose support I would have not reached this far. To you, I say, thank you.

## ABSTRACT

In Zambia, the language in Education policy is that from Pre- school to grade four, the medium of classroom instruction is the Zonal language spoken in that region (source: National Literacy Framework,2013). The move towards this policy was necessitated by the issue of low literacy levels observed among Zambian pupils especially those in public primary schools (SACMEQ Report). For Western Province of Zambia, the medium of classroom instruction from Pre-school to grade four is Silozi. However, it was not known what teachers', head teachers', and education standards officers' views were on the use of Silozi as medium of instruction. The purpose of this study was to make an investigation on the use of Silozi as a medium of instruction from grades one to four in selected primary schools in Mongu District. The objectives of the study were to establish teachers' views on the use of Silozi as medium of instruction from grades one to four; establish teachers' preparedness to use Silozi as medium of instruction; analyze teachers' classroom use of Silozi as medium of instruction, and to establish factors that affect teachers' use of Silozi as medium of instruction. This study was anchored on two educational theories which are; Constructivism and Bernstein's code and pedagogic discourse which stress that classroom teaching does not take place in a vacuum but is affected by many factors among which government policies and teachers' attitudes are an integral part. The study adopted a mixed methods approach, and employed a social survey design where both qualitative and quantitative methodologies of data collection were used. The following data collection methods were used: Questionnaires, Interviews, and Observations. The purpose for using mixed methods approach was to enable the researcher obtains in-depth information regarding the policy of using Silozi as medium of instruction. A total of sixty-three (63) respondents were chosen for the study; ten (10) Head teachers, fifty (50) lower primary school class teachers, and three (3) Education Standards Officers. The primary data obtained through questionnaires was analyzed using Statistical Package for Social Sciences (SPSS), for the purpose of generating simple descriptive statistics in form of frequencies, tables and graphs. The study revealed that 74.0 percent of the primary school teachers were convinced and accepted that the use of Silozi as medium of instruction from grades one to four was appropriate. It was therefore, recommended that the Ministry of General Education should intensively orient all the primary school teachers, University/Colleges of education lecturers, and education standards officers on the importance of using Silozi as medium of instruction in Western Province as it enhances children's learning.

**Key words:** *Zonal language, medium of instruction, familiar language*

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## **ABBREVIATIONS AND ACRONYMS**

<b>C.T.S</b>	Creative Technology Studies.
<b>CLT</b>	Communicative Language Teaching.
<b>DEBS</b>	District Education Board Secretary.
<b>DESO</b>	District Education Standards Officer.
<b>L1</b>	Mother tongue language.
<b>L2</b>	Second Language.
<b>LLE</b>	Literacy and language education.
<b>LOI</b>	Language of Instruction.
<b>MOE</b>	Ministry of Education.
<b>MOGE</b>	Ministry of General Education.
<b>MOI</b>	Medium of Instruction.
<b>NBTL</b>	New Breakthrough to Literacy.
<b>PEO</b>	Provincial Education Officer.
<b>PLP</b>	Primary Literacy Programme.
<b>PRP</b>	Primary Reading Programme.
<b>ROLs</b>	Regional Official Languages
<b>SESO</b>	Senior Education Standards Officer.
<b>SPSS</b>	Statistical Package for Social Sciences.
<b>TBIA</b>	Text-Based Integrated Approach.
<b>UNESCO</b>	United Nations Education, Scientific and Cultural Organization.
<b>UNZA</b>	University of Zambia.

## OPERATIONAL DEFINITIONS

<b>Curriculum</b>	Refers to the set of subjects that are offered at any of the different levels of the education system.
<b>Ethics</b>	Refers to the things that should and should not be done during a research of any given study.
<b>Familiar language</b>	Community language used by an individual or a speech community.
<b>Initial literacy</b>	This is the kind of literacy where a child/person begins to learn to read and write.
<b>Language of play</b>	Language spoken by the majority children in a locality during play time.
<b>Language policy</b>	This is a programme of action on the role or status of a language in a given community. In this study, it relates to the language in education policy which includes the use of Silozi as medium of instruction.
<b>Literacy</b>	Refers to the ability to read and write.
<b>Lower primary</b>	Level of Education system from grades one to four.
<b>Medium/Media of instruction</b>	A chosen official language(s) used in teaching and learning.
<b>Mother tongue</b>	The first language a child acquires in the first three years after birth and is competent in it.

**Regional language**

This is a language of wider communication in a given area

**Upper primary**

Level of education system from grades five to seven.

**Zonal language**

This is a language which is predominantly used in a given province, or region. In this study, Silozi is a zonal language for western province.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Overview

This chapter presents the background to the study, statement of the problem, purpose of the study, objectives, and research questions. It would then move on to the significance of the study, delimitation of the study, limitation of the study, organization of the dissertation, and then summary of the chapter.

#### 1.2 Background of the Study

The issue of literacy in Zambia has been a subject of great concern owing to the low literacy levels observed among Zambian pupils, especially those in public schools. The issue of literacy in Zambia dates as far back to the era of missionaries from the 1880s in Northern Rhodesia. Missionaries emphasized the use of local language and English as media of instruction while English was introduced as the official language and as the language of classroom instruction in later years in some of the schools. When the BSACO relinquished its power in April, 1924, there was already one government school established in 1907 at Kanyonyo, the Barotse National School where Silozi was used as the medium of instruction in lower grades (Simwiinga, 2008).

Additionally, the Missionaries who settled in some parts of the country where they established churches, hospitals, and schools used local languages to foster their mission of evangelism. Manchishi (2004:1) observed that:

*What one can state without any fear of contradiction is that the drive for evangelism proved extremely successful because the missionaries used local languages. The bible and other Christian literature were translated into local languages. People chanted hymns in the languages they understood best i.e. their own local languages and even in the schools, the medium of instruction was in their own local language at least up to the 4<sup>th</sup> grade.*

When the BSACO handed over power to the British, the then Northern Rhodesia became a British Protectorate. During that time, the colonial office in London sent the Phelps – Stokes Commission with a view to examine the educational systems in its colonies and

advised how it could be improved. The commission made several recommendations and among these was the issue of language. They recommended that both English and African Indigenous languages needed to be used as media of instructions as they both had a contribution to make of greater significance. African languages were observed to be important as a part of the cultural heritage of Africans and as a chief means of preserving whatever African customs, ideas and above all for preserving the self-respect of Africans. It was also through the use of African Indigenous languages that the commission believed the African mind could be created, African character developed and interest in agriculture and industry aroused,(Simwiinga, *ibid*).

In view of the above recommendation by the Phelps-Stokes Commission, the British then recognized four main local languages: Cibemba, Cinyanja, Citonga, and Silozi as Regional Official Languages (ROLs) to be used in government schools as media of instruction for the first four years of primary schools.

At independence in 1964 there was no comprehensive language in education policy in place. Therefore, in 1966, despite calls by UNESCO(1953) that the use of mother tongues as media of instruction was crucial in the initial education of children, English was basically seen as a resource which could be used to meet the nation's needs without compromising national unity. Therefore, English was adopted as a language of classroom instruction from Grade one to University because it fostered unity. It was also clear that if mother tongues were adopted as media of instruction, the quality of teaching and learning would be compromised because there were few competent teachers to teach in local languages, (Simwiinga, *ibid*). An earlier comprehensive survey of the education of Northern Rhodesia which was undertaken by UNESCO (1964) also recommended that a language in education policy decision be made to introduce English as universal medium of instruction from the beginning of schooling. The aforementioned decision was thought to help learners to improve their spoken and written English. It was also noted that all pupils would possess a language of wider communication. The policy was also thought to lead to improvement in the general educational development of children since it would introduce them to a much wider range of reading materials at an earlier age than was possible with the literature available, which was limited in some vernaculars to one book only and greater ease in learning at the upper end of the upper primary school and in the Secondary school (Simwiinga, *ibid*).

Another language in education policy decision was arrived at following an observation that pupils in schools were finding it difficult to grasp materials presented in English as most of them did not use English at home (MOE,1977). In view of the aforementioned observation, it was acknowledged that learning is best done in the mother tongue. However, this decision was found to be unimplementable in the case of every child in a multilingual society like Zambia. So, the government recommended that the use of English as medium of instruction from Grade one to four should continue, but if a teacher found that there were concepts which could not be easily understood, they might explain those concepts in one of the seven official languages, provided the majority of the pupils in that class understood the language (Simwiinga, *ibid*). This policy was followed by massive drop in literacy levels among primary school learners across the country few years after its introduction (Mkandawire, 2017:57)

In view of the above argument, a policy referred to as ‘Focus on Learning’ was arrived at in which MoE (1992) observed that although the 1977 language in education policy had administrative and educational advantages, it had some weaknesses. The continued use of English as MOI was noted to hinder effective learning in that, pupils tended to form hazy and indistinct concepts in language, mathematics, science and social studies. The future learning of children was also impaired as well as the downplaying of local languages. According to Kelly (2000) the continued use of English as medium of instruction from grade one to University after independence resulted in literacy levels dropping to what was referred to as a generation of schooled but uneducated people. The policy also isolated the school from the community and so, alienated the learner from tradition of the community in which the school was established. It had also become increasingly clear that the use of English as medium of instruction was not working well particularly in lower primary schools. As a result of the above observations, it was decided that the Ministry of Education would review the Primary School curriculum in order to establish the main local language as the basic language of instruction in Grades one to four. Based on that recommendation, the teacher was provided with greater freedom to determine the main local language to be used as language of instruction, (Simwiinga, *ibid*).

After the 1992 ‘ Focus on learning’ document formulation ,was the 1996 language in education policy document in which the Ministry of Education observed that learners who left the education system found it difficult to communicate confidently in speech

and writing, be it in the Zambian languages or in English. As a result, the MOE, (1996) recognized the critical role that the mother tongue could play in enhancing education and recommended that all pupils would be given an opportunity to learn initial literacy in a local language, whereas English would remain the medium of instruction. It was hoped that by providing for the use of a local language for initial literacy acquisition, children's learning of essential reading and writing skills would be better assured. It was also hoped that by providing for the use of English as the official language of classroom instruction for the other content subjects would promote children's preparation for the use of this language in school and subsequent life would be facilitated. It was further argued that through this policy, the implementation problems of changing over to other languages would be avoided. This policy also recognized the complementary rather than competing roles of English and local languages.

Later, the government became uncomfortable with the continued use of English which was the dominant language of classroom instruction that never helped to address the low literacy levels experienced among learners. Batibo (2005) also stressed that African languages should not be seen as stumbling blocks to national unity, and national development but should be considered as resources for people's aspirations and full participation in national development. Bamgbose (1991) also emphasized the fact that African countries remained prisoners of the past with constraints reinforced by the argument that the use of English is going to be needed for higher education, technology, science, and industry. However, UNESCO, (2003) argued that learning in one's own familiar local language is beneficial to language competence in the first language, achievement in other subject areas and training in a second language. Therefore, after the realization that using English as a language of classroom instruction did not enhance educational gains (MOE, 1992), it was resolved that initial literacy be taught in a local language predominantly spoken in a given area (MOE, 1996).

In view of the above observation, the MoE (1996) language in education policy document recommended that the teaching of initial literacy be in the familiar local language in the first year of primary education before exposing learners to English at grade 2, and for the rest of the subjects from grades one to four were to be taught in English. In 1998, the Zambia New Breakthrough to Literacy (ZNBTL) was piloted under the Primary Reading Programme (PRP) which was officially launched in 2000. PRP was made of four courses and these were NBTL, Step-Into English (SITE),

Pathway, and Read On Course (ROC), (Chileshe, Mkandawire, and Tambulukani (2018:80-82). The use of familiar language was emphasized in the first grade of NBTL. The NBTL course was born out of the Molten Project, which was a South African Non-Governmental Organization that aimed at addressing the low literacy levels among Zambian primary school going children. Thus, in 1998 the Molten Project was piloted among 50 Grade 1 classes in Kasama District of Zambia. During the piloting period, it was observed that children in Grade 2 were able to read and write at a level equivalent to Grade 4 or above. However, it was noted that there was need to update and Zambianise the course. Therefore, the Molten Project personnel worked in collaboration with a Zambian team on the aforementioned modifications. The resulting course was then re-named Zambian New Breakthrough to Literacy (MoE, 2001).

In 2000, the NBTL course was implemented in Silozi and Cinyanja in Mongu, Lusaka, Luangwa, and Chipata districts and thereafter, extended into the seven Zambian Languages which were used for education (MoE, 2001). Through NBTL, it was hoped that the course had a potential to revolutionize reading standards among Grade one learners in Zambian primary schools. It was also argued that the course would lay the foundation for fluent literacy and improved educational standards in all grades throughout primary and secondary schools.

Contrary to the above argument, the baseline study on the effectiveness of the PRP which was conducted in 1999 and the National Assessment Surveys conducted in 2006, 2008, and 2010 showed that learners performed below the required standard both in English and the Zambian Languages. In 2010, another survey which was conducted by the Southern African Consortium for Monitoring Education Quality (SACMEQ III) noted that of the Grade 6 learners that were tested in reading only 27.4% were able to read at a basic competency level. The SACMEQ, 2010 findings also demonstrated that even in the area of numeracy, the Zambian children were not doing well. The Ministry of Education, Science, Vocational Training and Early Education was therefore, awakened to a realization that drastic measures needed to be put in place so that a conducive environment would be created to help increase learner achievement in literacy (MESVTEE,2013).

To help address the low literacy level in the country, the Ministry of Education, Science, Vocational Training and Early Education was not only going to redress

inadequate pre-service training in literacy instruction but also to provide a curriculum focused on literacy instruction. The ministry was also going to provide adequate in-service training in literacy teaching methodology as well as embarking on a full scale attempt at developing primary language skills and literacy. In order to provide a strategy for early literacy and later English instruction, the MESVTEE (2013), therefore, revised the language policy of instruction in familiar languages so as to build learners' arsenal for learning to read and write in other languages as well as learning content subjects. In harmony with the above argument, the MESVTEE (2013:19) states that

*The policy on education recognizes the use of familiar Zambian Languages as the official languages of instruction in the Pre-Schools and early Grades (Grades1-4). All the teaching and learning in all the learning areas at the Lower Primary level will be in familiar Zambian Languages. This is because there is evidence that Children learn more easily and successfully through languages that they know and understand well. English will be offered as a subject, beginning at Grade 2. After the children have acquired sufficient literacy skills in the Zambian Languages, it will be easier for them to transfer these skills quickly and with ease to Literacy in English at Grade 2.*

In view of the above argument, it became evident that during the former language in education policy, there were no clear improvements recorded among learners in literacy and numeracy. Therefore, a change in policy that all subjects from grades one to four would be taught in local familiar languages, except for oral English in grade2, and literacy in English from grades three to four, where English would remain the medium of instruction. With the above language in education policy, it is hoped that it will foster better initial learning, enhance the status of Zambian Languages and integrate the schools more meaningfully into the life of the local communities (MESVTEE, 2013).

Nevertheless, studies done after the policy was revised in 2013 have shown that teachers were not consulted in the process of policy revision (Banda and Mwanza, 2017). Kombe (2017) also reported that even teacher trainers at colleges of education were not consulted or involved in policy revision. Similar results were reported by Mutolwa (2019). These findings suggest that teachers did not make input or

contribution to the content or guidelines of the policy. Thus, since 2014 the policy has been under implementation by primary school teachers in all the language zones of the country. It was important to establish what teachers make of the policy five years after it was rolled out. It was from this background that this study was conducted to investigate the implementation of the language policy of using Silozi as medium of instruction from Grades one to four in selected primary schools in Mongu district.

### **1.3 Statement of the Problem**

Teachers', head teachers' and education standards officers' views have a potential to affect the implementation of the policy of using Silozi as medium of instruction from grades one to four. This is because views lead to attitudes which are very much linked to the implementation of any language policy. While positive attitudes may lead to policy implementation, negative attitudes may not. With regards this study, it was not known what teachers', head teachers', and education standards officers' views were towards the use of Silozi as medium of instruction in selected primary schools in Mongu district. As a question, the problem is: What were the views of teachers, head teachers, and education standards officers on the use of Silozi as medium of instruction from grades one to four in Mongu?

### **1.4 Purpose of the Study**

The purpose of the study was to investigate the implementation of the language policy of using Silozi as medium of instruction from grades one to four in selected primary schools in Mongu district.

### **1.5 Objectives**

The objectives of the study were to:

- (i) establish teachers' views on the use of silozi as medium of instruction from grades one to four in mongu district.
- (ii) establish teachers' preparedness to use silozi as medium of classroom instruction from grades one to four in mongu district.
- (iii) analyze teachers' classroom use of silozi as medium of instruction from grades one to four in mongu district.
- (iv) establish factors that affect teachers' use of silozi as medium of instruction from grades one to four in Mongu district.

## **1.6 Research Questions**

- (i) What were the teachers' views on the use of Silozi as medium of instruction from Grades one to four in Mongu district?
- (ii) How prepared were the teachers in using Silozi as medium of instruction from grades one to four in Mongu district?
- (iii) How did teachers use Silozi as medium of classroom instruction from grades one to four in Mongu district?
- (iv) What factors affected teachers' use of Silozi as medium of instruction from grades one to four in Mongu district?

## **1.7 Significance of the Study**

The findings of this study might help establish the kind of attitudes teachers have toward the use of Silozi as a medium of instruction. It might also provide necessary information on how teachers should provide maximum input to the effectiveness of their teaching through the use of Silozi as medium of instruction. The study may also enable the Ministry of General Education to establish relevant support needed in the use of Silozi as medium of instruction so that both the individual learner and the society at large may benefit. The study might not only contribute to the existing body of knowledge but may also provide basis for further research on the use of familiar local languages as media of classroom instruction.

## **1.8 Delimitation of the Study**

The study was conducted in Mongu District and did not go beyond the district. The actual schools and participants have remained anonymous on ethical grounds.

## **1.9 Limitations of the Study**

The study was confined to respondents from the primary schools and educational offices in Mongu District. If time was enough, the study could have included respondents from other districts outside Mongu Districts. Therefore, the findings would not be generalized to other districts in Zambia because the sample size was small.

## **1.10 Organization of the Dissertation**

The dissertation is organized in seven chapters. The first chapter introduces the study. It therefore, begins with the background to the study which is then followed by statement

of the problem, purpose of the study, specific objectives, research questions, significance of the study, delimitation of the study, limitation of the study, organization of the study, and then summary of the chapter.

The second chapter presents review of related literature to the study. The structure of the review has been done according to the research objectives. Under each objective, the review of literature begins with foreign literature, and then followed by local literature. Finally, the reviewed literature are linked to the current study whose focus was to investigate the implementation of using Silozi as medium of instruction from grades one to four in selected primary schools in Mongu district.

The third chapter presents the theoretical framework to the study. This chapter explains the theories and concepts which framed the study and analysis of the findings. The fourth chapter presents the methodology to the study. This chapter presents the research design, population, sample size, sampling techniques, research instruments, data collection procedures, data analysis, validity and reliability of the research instruments, and ethical considerations. The fifth chapter presents the study findings. The findings are presented according to research objectives. Chapter six focuses on the discussion of findings which are done according to research objectives.

Finally, chapter seven comprises conclusions which are done according to research objectives, and then recommendations.

### **1.11 Summary of chapter one**

The first chapter has provided the background to the current language in education policy in Zambia, with a focus on media of classroom instruction from grades one to four. The main points that have been brought to the fore are the changes in media of instruction dating from pre independence Zambia to date. The chapter also discussed among other issues, the statement of the problem, purpose of the study, objectives, research questions, significance of the study, delimitation of the study, limitation of the study, organization of the dissertation, and the summary of the chapter.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1 Overview

This chapter provides review of literature related to the topic under study. It also involves a review of literature that identified what other researchers have found to be important and provide a basis for the researcher to work from (Davis et al (1989: 6). Thus, objectives form headings under which the review of literature is done. Finally, a summary of the literature review was done.

#### 2.2 Studies on the Views of Teachers on the Use of Local Languages as Media of Classroom Instruction from Grades one to Four.

In this section, the literature being reviewed related to the views of teachers on the use of local familiar languages as media of instruction in early grades. The review of literature began with foreign studies, and concluded with studies done in Zambia? The researcher then showed why the study at hand was necessary to be undertaken, in light of the studies done before it.

Theresa, et al, (2015) conducted a study in which they investigated teachers' views towards mother tongue based instruction in the newly implemented K to 12 curriculums of the Philippine. The study revealed that teachers seemed to be unprepared for the mandate of the new curriculum on the use of mother tongue based instruction. The study is related to the current study in that both focused on teachers' views towards the use of local languages as media of classroom instruction, However, the study focused on establishing teachers' views towards mother tongue based instruction in general, while the current study focused particularly on establishing teachers' views towards the use of Silozi as medium of instruction from grades one to four in selected primary schools in Mongu district.

Iyam and Ogiegbaen (2007) in Nigeria conducted a study in which they looked at parents' and teachers' views on mother tongue medium of instruction policy in primary schools. The study revealed that many inadequacies of Nigeria's schools emanates from their religious and colonial past which seemed to put a lot of premium on the language of the colonizers to the detriment of African languages. There was also a considerable amount of opposition exhibited towards the use of mother tongue as the medium of

instruction. It was also found out that both parents and teachers appreciated the use of mother tongue education. However, parents would not subscribe to their children being taught in the mother tongue in the era of globalization. In line with the study at hand, it was imperative to establish what teachers' views were on the use of Silozi as medium of instruction from grades one to four as such views were crucial to its implementation as a policy.

Khejeri (2014) conducted a study in Hamisi District in Western Kenya, East Tiriki Division in which she wanted to establish the attitudes of teachers towards the use of Mother Tongue as a language of instruction in lower primary schools in Hamisi District in Kenya. The study revealed that English, Kiswahili and Mother Tongue are used as media of classroom instruction. However, Mother Tongue medium of instruction was less preferred than English, because it lacked both instrumental and integrative motivations most of which was seen to be found in English. Teachers even viewed local languages as interfering with English, and so, wanted learners to use English instead of using mother tongue. Teachers doubted that learners' achievement and understanding would be enhanced if mother tongues were used as media of instruction. These observations were in contradiction with Mkandawire's (2017) study where he observed that mother tongue or familiar language empowers learners' mental processes and ability to express themselves freely in a classroom. Teachers' attitude towards mother tongue as medium of instruction was therefore, negative in relation to English. It was also noted that English was seen as offering a ticket to a social group which is associated with success in the society, and that mother tongue medium of instruction doesn't. In view of the above argument, the study established that teachers were motivated to teach in English on account of its economic benefits and underrate mother tongue medium of instruction. The study is related to the current study in that both of them focused on establishing the views of teachers towards the medium of classroom instruction. In both studies, the understanding was that when teachers appreciate the medium of instruction, then such a policy is likely to be successfully implemented. While the study was conducted in Kenya, the current study, therefore, looked at the views of teachers on the use of Silozi as medium of instruction from Grades one to four in selected primary schools of Mongu District.

Oluoch (2017) conducted a study in Kenya in which she wanted to establish the use of mother tongue in lower primary schools in rural areas in Kenya and the reasons for

deviations from guidelines that recommend the use of language of the catchment area in classes one to three. The study maintains that the use of mother tongue in the early years of schooling provides a foundation for necessary literacy skills that are crucial to learning in other subjects. Nevertheless, most of primary schools in Kenya, despite the identified benefits hardly use it for instruction. In view of the foregoing argument, the language of instruction in lower primary schools was one of the most important inputs into the educational production function. However, findings from this study showed that most Kenyan children in schools in rural areas were denied the opportunity to develop basic literacy skills using mother tongues. What should be born in mind by every teacher is that whatever the language of classroom instruction is settled on, the resolution should be in the best interest of the child. The reason for the foregoing observation was that if the problem of proper choice of language of instruction remains unresolved, concerns about failing standards and the general trend in poor educational quality would continue in the educational system, especially for children in schools in rural areas. The study also revealed that teachers and other stakeholders in the education sector should be sensitized on how mother tongue benefits learners in the teaching and learning process. The two studies established the implementation of local languages as media of instruction in lower primary schools. The study in Kenya focused on the use of local languages as MOI in general to children in rural primary schools. However, the current study focused on the use of Silozi as medium of instruction from grades one to four to children in selected urban, peri-urban, and rural primary schools in Mongu District.

Major, et al (2012) conducted a study in Botswana where they investigated the perceptions of student teachers of their teacher education programme. The study revealed that the teacher education system did not address the quality and relevance that was expected to reflect in a student teacher as one entered the teaching profession. It was also shown that the teacher education system contributed very little with regards to the development of an effective teacher. It was also established that too much time was devoted to the exploring of theories and less time on hands on experience such as teaching experience. As a result, student teachers lacked pedagogical skills because pedagogical aspects were not given much attention as compared to the theoretical aspects. The study also focused on the perceptions of student teachers on the teacher

education programme, while the current study focused on the views of teachers on the use of Silozi as medium of instruction from grades one to four.

In Zambia, Ndeleki,(2015) conducted a study which aimed at establishing the perceptions of teachers on the use of local languages as medium of instruction from grades one to four in selected private schools of Lusaka. The study revealed that there was an emerging line divide between what could be termed as ‘local language’ private schools and ‘English language’ private schools. It was also revealed that schools located in Lusaka urban opted for English because that was the language commonly used in homes of Zambian elite, and foreign parents, and those located in sub- urban private schools were in favor of Nyanja as medium of instruction because it is the children’s language of play. The study is related to the current study in that both focused on establishing teachers’ views on the use of local languages as media of instruction from grades one to four. Unlike this study, the current study focused on establishing teachers’ views on the use of Silozi as medium of instruction from grades one to four in Mongu District.

Chishiba, et al, (2016) conducted a study which aimed at reviewing language policies, and language policy development in Zambia from 1924 to 2014. The study revealed that there was a debate at that time, for and against the use of local languages as media of instruction from grades one to four, However, the researchers, accepted the use of local languages as media of instruction because empirical evidence was there to show that children learn easily when using a mother tongue. Both studies wanted to establish views that stake holders had on the use of local languages as media of instruction in Zambian primary schools. While the previous study was based on the period from 1924 to 2014, the current study, investigated the implementation of using Silozi as medium of instruction five years after it was rolled out in 2014.

In their study, Mbewe, et al, (2015) investigated perceptions of teachers, pupils, and parents towards the use of Cinyanja as medium of instruction in Lusaka district. The study demonstrated that teachers perceived the use of Cinyanja as beneficial to the pupils’ learning in the early years of literacy development because it enhanced increased teacher pupil interaction in the learning process. It was also established that teachers encountered a number of difficulties in using Chinyanja as medium of instruction which were the challenge of explaining some terms to pupils like ‘volume,’

and ‘matter,’ among others in Integrated Science. The study also revealed that teachers were not trained to teach using local languages. For instance, of the 30 teachers that took part in the study, only 10 indicated that they were trained. Those who said that they were trained explained that the training they received about teaching using local familiar language was conducted in English and the materials they used were written in English. Therefore, it was difficult for teachers who were not familiar with Chinyanja to translate the contents from books which were still written in English when using Chinyanja in the process of teaching and learning. It was also revealed that though teachers were making efforts to implement the language in education policy of using Chinyanja, most of the assessment tools such as tests or exercises that were given to learners were prepared in English. In other words teachers in Lusaka did not have the necessary teaching and learning materials to offer meaningful education to pupils in the local language as medium of instruction. Consequently, learners lost out greatly in the learning process.

On the part of parents, the study revealed that they were strongly opposed to the use of Chinyanja as medium of instruction, for they felt; it was retrogressive and not beneficial to their children in acquiring future success in different life endeavors. The parents also held the belief that learning using English as a medium of instruction would increase the future prospects of their children being successful. Parents also believed that as their children grow up and progress to higher education, English would be used as a medium of instruction, so, it is better for the children to be taught using English in order for them to have a strong foundation in it. They not only viewed English as a language which improves a pupil’s future prospects of getting a job but also creates confidence in their children and promote interactions of children with their peers from different ethnic backgrounds. Kabaghe and Mbewe. (2015:30) “acknowledge that parents view English as a language of power which is associated with success as opposed to using Chinyanja which is often viewed in low esteem.”

It was also revealed that parents believed that when children begin learning using English as a medium of instruction, it creates a strong background for the teachers and strengthens on the knowledge of pupils in English such that they know more on how best to communicate in English in later grades of upper and secondary level. Despite Matafwali(2010) and Vygotsky(1978) suggesting that when children are instructed in a familiar language, then the acquisition of basic literacy skills and the organizing of their

thought become easy, parents in Lusaka district down play the value of using Chinyanja as a medium of instruction.

On the part of Pupils, the study revealed that they did not support the use of Cinyanja as medium of instruction because they were not proud of it. Moreover; they were not proficient in the Cinyanja that was used in class. It was established that some children preferred English to Chinyanja because they perceived communicating in English as a sign of being an intelligent pupil and a good girl or boy in the eyes of their caregivers. It was revealed that Chinyanja was difficult to speak and understand because it was not their home language and some private schools where these children were coming from speaking Chinyanja was not encouraged by their caregivers. The study also showed that pupils had a negative attitude towards Chinyanja as a language of classroom instruction because they viewed it as less beneficial compared to English. Both studies established the views of teachers on the use of Zonal languages as media of instruction. While the former study was conducted in Lusaka District, the current study was done in Mongu District. This study established the views of teachers, pupils and parents on the use of Cinyanja as media of instruction for teaching initial literacy. However, the current study established the views of teachers on the use of Silozi as medium of instruction from grades to four across all subject areas.

### **2.3 Studies on Teacher Preparedness to Use Local Languages as Media of Classroom Instruction from Grades one to Four.**

This section focuses on the review of literature that related to studies done on teacher preparedness towards the use of local familiar languages as media of classroom instruction from grades one to four. The review of literature started with foreign studies, and concluded with studies conducted in Zambia. The researcher then showed why the current study was necessary to be undertaken, in relation to the studies done before it.

Little, (2009) presented the model of selecting people to teach the Native American language simply on the basis of fluency, which was considered essential, coupled with further training to help equipping them with the necessary classroom knowledge to effectively teach their languages. It was clearly stated that there were many fluent speakers who were also effective teachers of their languages, and for such a group the model was not meant for them. However, there were also many fluent speakers

teaching languages that knew nothing about class management, teaching methods, or develop appropriate practices. So, it was this group of people for whom the model was developed. In view of the above argument, it was clear that the American Government appreciated the need to have well trained teachers as a way of supporting the use of indigenous languages. On the use of Silozi as a medium of instruction, it was not yet known how prepared the teachers were to use it as a language of classroom instruction, and so, the need for conducting this research.

Sanders (2009) conducted a study in Ohio in two Universities of America which were preparing teachers of English language. The study established that most of what was learnt in the two Universities was far from what the student teachers had to teach upon graduation. The reason behind was that lecturing was bent on preparing student teachers to complete their courses of study. Contrary to what was established in Sanders' study, the World Bank (1980) emphasized that the successful implementation of any policy depends on how knowledgeable the implementers are, adding that this knowledge can only be acquired through adequate preparation, training, orientation or re-orientation or in-service training. Fullan (1994) holds a similar view that for any curriculum to be effective requires time, personal interaction, in-service training and forms of people based support. Both in Sanders' study and the current study, there is a stress on teacher preparation. Sanders' study focused on English language in Universities and what was taught to the students. It was found that there was no link between what student teachers were taught and what they were supposed to teach once deployed. However, the current study was aimed at establishing how prepared teachers were on the use of Silozi as medium of instruction in selected primary schools in Mongu district.

According to Briggs (1985), the implementation of bilingual education does not only require materials and favorable policy but also enthusiastic teachers and the approval of parents. It is therefore; clear that teachers need to know the language of their students. In her study in Peru and Bolivia, she found out that among other factors, teacher preparedness and some training in the basic linguistics of the official language and of the language of the students were inevitable. So, in the current study it was not yet established whether or not teachers were prepared to use Silozi as medium of instruction from grades one to four in selected primary schools in Mongu District. That

was because teacher preparation had a potential to affect the implementation of Silozi as medium of instruction from grades one to four.

A study conducted by Mhinda, et al. (2016) explored the experiences of teachers using Shangani as medium of instruction at three selected Chiredzi district schools in Masvingo province of Zimbabwe. The study revealed that Shona speaking teachers in the three schools lacked proficiency in the Shangani language. As a result, the teachers were prone to making mistakes when speaking the Shangani language which in turn caused learners to laugh at them leading to their humiliation. However, teachers who were proficient in speaking Shangani were better placed to implement the language in education policy of using Shangani as medium of classroom instruction. It was also revealed that colleges of education in the province had not yet started training teachers for the use of Shangani as medium of classroom instruction. This study is related to the current study in that both focused on the need for teacher preparedness to implement local languages as media of instruction. However, in the current study, it was not yet known how prepared teachers were on the use of Silozi as medium of instruction from grades one to four. Considering that one study was conducted in Zimbabwe, the findings can therefore, not be generalized to primary schools in Mongu District.

A study conducted by Duhaze (2014) in West Africa was targeted at finding out whether or not training of teachers using scientific research on phonological awareness and letter names to resolve reading difficulties had an impact on learners' performance. The findings revealed that the training of teachers had real effects on pupils' performance in literacy and across other subject areas. The results obtained suggested that the training of teachers from West Africa had a measurable effect on children. The study also revealed that children who were taught by these teachers who were trained improved in their reading levels. The two studies under review were related in that both established the relevance of teacher training in the implementation of language in education policy. However, the current study in particular established teacher preparedness to use Silozi as medium of instruction from grades one to four.

In Zambia, Kombe (2017) conducted a study in which she wanted to establish whether or not teachers were adequately prepared to implement the 2014 revised literacy policy in selected primary schools in Kitwe district on the Copperbelt. The study revealed that the policy was hurriedly rolled out in schools without adequate preparation of the

teachers and materials to be used. It was also revealed that not all the teachers were trained to implement the revised literacy policy, and reasons being that those teachers who underwent the trainings never conducted in-house workshops to train their fellow teachers who remained behind in schools. Even after commissioning the policy in 2014, schools still lacked teaching resources with which the policy could be implemented. The findings also established that there was lack of collaboration between the policy makers and the implementers of the policy. Thus, the implementers of the policy ended up doing what they felt would best help the learners, different from what the policy stipulates. On the part of teacher education, the study revealed that the policy was not responsive as colleges of education lacked sufficient information on the 2014 revised literacy policy to effect change in their curriculum which would respond to primary school language of instruction. In other words, the policy makers did not avail full information on the revised policy. Thus, defeating the rationale of the teacher education programme whose mandate is on the importance of adequate preparation of teachers for the benefit of learners in the achievement of learning objectives.

The study also revealed that almost all the teachers teach in local language but give activities to learners in the English language. Teachers failed to assess pupils using local language. Another challenge which was revealed by the study was lack of provision of training and teaching materials by government but yet expecting teachers to implement the policy which result in the discrimination and exploitation of power. The two studies established teacher preparedness to implement the 2014 revised language in education policy. However, the former study looked at teacher preparation in general while the current one established teacher preparedness to particularly use Silozi as medium of instruction from grades one to four.

In her study of selected schools in Northern, Eastern, Southern, and North Western provinces of Zambia, Matafwali, (2010) wanted to establish the relevance of the Primary Reading Programme (PRP) in improving literacy standards among grades one and two pupils. The study revealed that the PRP one week training programme was too short a time to equip teachers with all relevant sound pedagogical skills in early literacy. It was also revealed that the PRP needed to be an integral part of pre-service training programme to prepare teachers in early literacy skills through a local language. It also revealed that there was need to extend the period for initial language of instruction to three years of practice to enable children do their early years of schooling

in a local language. Much as the aforementioned programme was no longer in effect because of its short comings, it was worth underscoring the principle of teacher preparation, even under the Primary Literacy Programme (PLP) where it is equally crucial for the successful implementation of the 2014 revised curriculum. However, before the current study, there was not yet any study known which established whether, or not teachers were prepared to use Silozi as medium of instruction. It was therefore, on this premise that this study was conducted.

Mwanza, (2016) conducted a study where he wanted to establish how eclecticism in English language teaching was understood and applied by Zambian teachers of English. The study revealed that teachers had limited understanding of the approach and so, could not apply it correctly in the classroom situation. The findings were that teacher training colleges faced a lot of challenges with regards the production of eclectic teachers, due to short period of teaching practice, poor quality of student teachers and inadequate peer teaching. It was revealed that while some teachers wanted to implement the eclectic policy, others were opposed to it stating that the approach was time consuming. The study revealed that teachers used the approach out of context. Thus, no linkage to real life situations. According to Kilfor and Walt (1997:12) “A learner can be regarded as communicatively competent when she has the ability not only to apply the grammatical rules of language in order to form grammatically correct sentences but also know when and where to use those sentences and to whom.” The point here was that teacher preparedness is crucial to policy implementation, and so, it was important to establish whether teachers in Mongu District were prepared to use Silozi as medium of instruction or not.

Mumba,(2019) conducted a study to establish teachers’ application of the Text- Based Integrated Approach in the teaching of English language to grade 11 pupils in selected secondary schools of Luanshya. The study revealed that teachers had scanty knowledge about the Text- Based Integrated Approach while others; however, bluntly said they had no idea about it. The study revealed that of all the lessons that were observed, none of the teachers employed the Text- Based Integrated Approach in their classrooms. Most of the teachers were employing the old traditional methods they were accustomed to. It was also established that certain texts despite being provided in schools by government were below the level of learners. Thus, shows how much control government has over the kind of texts that were used in schools. It was also revealed

that a number of teachers were not adequately trained. It was argued that lecturers at colleges did not illustrate how the TBIA methods must be used in the classroom situation. Teachers also attributed their unpreparedness to short period of teaching practice. They also explained that there was a disparity between what was learnt at college and what happens in the classroom situation. It was also revealed that the use of mother tongue by most learners was a huge hurdle as it led to the learners' inability to understand English due to their abuse of mother tongue both at school and outside. Lack of proper materials was a huge challenge in the implementation of the Text Based Integrated Approach (Mumba and Mkandawire, 2019). Although Mwanza (2016) and Mumba (2019) studied high school teachers, the point is that teacher preparedness is an indispensable factor in the successful implementation of curriculum or policy. Therefore, the need for the present study to establish teacher preparedness to use Silozi as medium of instruction from grades one to four.

Mutolwa, (2019) carried out a research on the preparedness of lecturers in Zambia to train teachers of literacy and language education (LLE) in colleges of education. The purpose of the study was to find out whether or not lecturers were adequately prepared to train teachers of LLE in colleges of education in the country. The study employed a mixed methods descriptive design which involved both qualitative and quantitative methods. The study showed that while all literacy and language education lecturers were professionally trained as primary school teachers, they were not fully prepared to train teachers in literacy and language education. The reasons for the aforementioned argument was because of lecturers' failure to interpret the literacy, and language teacher education programme, and the literacy and language teacher education curriculum was not totally in line with the school curriculum in most areas of LLE. As such, lecturers' little or lack of knowledge in the current primary school literacy curriculum has created a gap between how they train student teachers and what the students are expected to teach in primary schools. It was also established that the literacy and language teacher education programme was more content oriented thereby lessening preparation of student teachers in pedagogical skills. The two studies are related in that both focused on the need for preparedness on the part of the language in education policy implementers. While the previous study targeted college lecturers, the current study established teacher preparedness to use Silozi as medium of instruction from grades one to four in Mongu District.

It was also revealed that the failure by the Ministry of Education to update literacy and language education lecturers on the latest developments of the school curriculum and shortage of lecturers in colleges were the contributors to the unpreparedness of literacy and language education lecturers to train teachers in LLE. The study also showed that lack of literacy teaching and learning materials including non-stocking of the libraries with new and latest books were among other factors that contributed to the inadequate preparation of lecturers to train teachers of literacy and language education. This study and the current study are related in that both employed mixed methods approach in the collection and analysis of data. In both studies, the focus is on how prepared the educators that are charged with the responsibility of delivering the required knowledge to their learners were. However, the two studies are different in that one of them focused on finding out how adequately prepared lecturers of literacy and language teacher education were on the training of literacy and language education teachers while the current study was aimed at establishing how prepared teachers were towards the use of Silozi as medium of instruction.

Kamangala (2010) conducted a study which was aimed at establishing teacher preparedness to teach initial literacy in familiar languages under the new breakthrough to literacy course. The main focus of the study was on how pre-service teachers' colleges of education were prepared to handle initial literacy using Zambian local languages. The study revealed that respondents had varying opinions regarding the use of local languages as media of instruction to teach initial literacy: Some respondents strongly felt that they were not adequately prepared through pre-service and in-service trainings in colleges of education and basic schools respectively. In the same vein, a study conducted by Chella (2015) on the preparedness of trainee teachers to teach initial literacy while on school experience revealed that majority of them were not adequately prepared to teach initial literacy. This was as a result of teacher trainers not having the necessary literacy skills and knowledge. The two studies by Kamangala (2010) and Chella cited above focused on the preparation of pre-service teachers to teach initial literacy using local languages, and trainee teachers' preparedness to teach initial literacy while on school experience respectively. Although both studies focused on teacher preparedness to teach initial literacy, the current study goes beyond to look at teacher preparedness to use local language (Silozi in particular) to teach not only initial language but also other subjects from grades one to four.

## **2.4 Studies on the Analysis of Teachers' Classroom Use of Local Languages as Media of Instruction from Grades one to Four.**

This section focuses on the review of literature relating to the analysis of teachers' use of local languages as media of instruction from grades one to four. The review of literature begins with foreign studies, and ends with studies done in Zambia. It will then be demonstrated why the present study was necessary to be undertaken, in line with the studies done before it.

Bender, et al. (2002) conducted a study on the use of local language as medium of instruction in Burkina Faso. The study revealed that learners who were competent and literate in their first familiar language were better able to master an alien language. Particularly, the study showed that children with initial literacy in the Moore language before beginning instruction in French achieved better results in French and Mathematics than students who had only participated in French language schooling. The above study is similar to the current study in that both of them focused on the use of local languages as media of instruction in the initial education of children. While the former compared the performance of children in French and Mathematics, the latter was aimed at establishing teachers' application of Silozi as a medium of instruction from grades one to four in selected primary schools in Mongu district.

Another study done on the classroom use of local language was the study by Chivhanga (2012) in Zimbabwe, where she compared the use of English as medium of instruction with Chishona as medium of instruction in the teaching and learning of Mathematics to a Grade four class. The study revealed that the use of Chishona as a medium of instruction in the teaching of mathematics to primary school children was possible and that the use of Chishona impacted positively in the teaching of Mathematics to Grade 4 learners. In terms of learner performance, the classroom use of Chishona as medium of instruction in the teaching of mathematics was effective and comparatively better than those who used English as medium of instruction. It was, however, further concluded that people preferred that English remain the sole medium of instruction from primary school to University level. This policy was ideal because it was seen to offer better opportunities for employment compared to Chishona. The study above focused on the use of Chishona to teach mathematics to Grade four learners, which is different from

the current study whose focus was to analyze teachers' classroom use of Silozi as medium of instruction from Grades one to four, across all subject areas.

A study conducted by Kudzai, et al. (2013) focused on establishing a practical way of incorporating the mother tongue as a medium of classroom instruction in Zimbabwean public schools. Following the study, it was revealed that prescription for mother tongue use in Zimbabwean schools was not achievable. It was observed that mother tongue was only used at a classroom level during oral discourse through code switching, practicing teachers and pupils had devised in order to solve classroom language problems. Nyawaranda, (2000) stressed that classroom practice was guided more by a teacher's personal beliefs than by the national policy. He argued that there was a complication in selecting which language to use in the classroom and indicated that language use in the classroom could not be effectively legislated by language policy. However, he was quick to point out that the current major stumbling block to the implementation of policies that realize the need for the mother tongue is attitude, which is really very difficult aspect to erase from the minds of the people. He suggests that if, for example, English is the most favored medium of instruction by the masses, then educators, policy makers and government should not waste such positive attitudes but to utilize it in upgrading and improving indigenous languages for later use as sole media of instruction (Kamwangamalu, 2000). In the current study, teachers' attitudes on the use of Silozi were not yet known, hence, the need for the research which established them through classroom observations of their application of Silozi as medium of instruction from grades one to four.

Mubanga, (2012) conducted a study to analyze the effects of the use of Cinyanja as a standard language to teach initial literacy in a predominantly Soli speaking area of Lwimba in Chongwe district in Zambia. The study revealed that the difference in reading performance between the Nyanja and Soli pupils was significant. From the researcher's observation, the language spoken by children in Lwimba area is Cisoli. The study also revealed that the using of Nyanja language as medium of instruction for teaching initial literacy in a predominantly Soli speaking area of Lwimba was inappropriate because it failed to encourage creativity in speaking. Learning in Nyanja caused pupils to accumulate less vocabulary, sentence patterns, and grammatical rules in Nyanja itself, thereby limiting pupils' chances to ably express themselves freely. There was an element of imposition of Nyanja language as medium of instruction on

the majority Soli speaking learners resulting in the Soli learners performing badly in reading at the end of term 1. The two studies were also related in that they both deployed mixed methods of data collection. Based on the above study findings, it was recommended that the government should allow the Soli language to be used as medium of instruction in the teaching of initial literacy to children in Lwimba and other areas in Chongwe district. The study was conducted in a predominantly Soli speaking area of Lwimba in Chongwe district, despite Nyanja being the medium of classroom instruction. However, the current study was conducted in selected primary schools in Mongu district where Silozi which is the medium of classroom instruction is also the language predominantly spoken in the district. Unlike Mubanga's study which aimed at establishing the effects of the language of classroom instruction over the language of the majority of the learners, the current study aimed at analyzing teachers' classroom use of Silozi as medium of instruction from grades one to four in selected primary schools in Mongu district.

Mwanza (2012) conducted a study in which he wanted to find out whether or not the use of Cinyanja is applicable for use as a language of initial literacy in Lusaka considering that Lusaka was a Cosmopolitan environment. The study revealed that both teachers and pupils were not proficient in Standard Nyanja. It was also established that for both high and medium density areas of Lusaka, the language of play for children was Cinyanja. However, for the low density areas, the language of play was English. Besides Nyanja and English, Nsenga, Tonga and Bemba were also spoken by children during play. It was also revealed that Cinyanja was neither a language of play to all the children nor was it a language of play in all the residential areas in Lusaka district. It was also revealed that there were a lot of differences between the Cinyanja spoken at play and the one used officially in the classroom as medium of instruction in Grade one. As such, there was a mismatch between the Cinyanja spoken by children during play and the one officially used in schools. It was therefore, revealed that the standard Nyanja used in schools was not appropriate as a sole language of initial literacy in Lusaka district. Teachers and pupils code-switched between standard Nyanja, informal Nyanja, Bemba, and English. Both studies investigated the application of Zonal languages as media of instruction in lower primary schools. However, the former established whether the use of standard Nyanja as a sole medium of instruction for initial literacy in grade one in Lusaka District was appropriate. The current study

analyzed teachers' classroom use of Silozi as medium of instruction from grades one to four across all subject areas in Mongu District.

Zimba (2007) conducted a study whose main aim was to find out the effect of using Nyanja as a language of initial literacy for grade ones in a predominantly Tumbuka area in Lundazi rural schools in Zambia. The study revealed that teachers employed a pedagogical language practice of translation. In Katete which was used as a control group in the study, it was established that teachers translated from English to Nyanja, whereas in Lundazi which acted as the experimental group, the translation by teachers was from Nyanja to Tumbuka and from English to Tumbuka. According to Zimba (2007) cited in Bwalya (2019:20).

*On the one hand, the study revealed translation in Lundazi enhanced the initial Literacy learning whenever Nyanja became incomprehensible. It was also revealed that translation created a home environment and eased tension among pupils, and that it facilitated the process of teaching from the known to the unknown.*

The study also revealed that the process of translating from English to Tumbuka and from Nyanja to Tumbuka consumed more time than that which was left for the actual teaching of literacy. It was also established that the use of three languages did not help children correlate meanings in three languages as it reduced the understanding of concepts. It was also demonstrated that translation lacked precision in meanings of words, and sentences as no two languages have exact equivalents due to environmental and cultural differences. Therefore, translation did not help learners to learn initial literacy skills easily and quickly in Lundazi rural schools. The above study focused on the effectiveness of using Nyanja as medium of instruction for teaching initial literacy to grade ones while the current study focused on the classroom analysis of using Silozi as medium of instruction from grades one to four in selected primary schools in Mongu district.

Bwalya, (2019) conducted a study to analyze teachers' language practices in grade 6 multilingual classrooms of Chibombo district and to determine whether these language practices were democratic or not. The findings showed that some teachers democratized their classrooms through the adoption of translanguaging as a pedagogic practice.

Others insisted on monolingual language practices which resulted in symbolic violence with pupils having access to the classroom but not learning. With regards translanguaging, the findings were that in most cases, it was teacher translanguaging, and, and that all the text books, the writings on the board as well as the exercises given and the notes taken were all in the English language. Therefore, translanguaging, as practiced in the classroom was semi translanguaging, and, so, classrooms were semi democratized. It was also revealed in the study that both multilingualism and linguistic diversity in Chibombo district was a reality. Thus, the classrooms were inherently multilingual with Lenje, Nyanja and Bemba being the dominant languages of play. However, the officially recognized regional language is Tonga, and medium of instruction at grade 6 is English. The use of Tonga as medium of instruction in lower primary school and English in upper primary school contrasted the linguistic composition where Lenje, Nyanja and Bemba are the languages most learners use when they are at play. According to Bwalya (2019:20) the findings were that

*Most teachers had positive attitudes towards the use of both English and informal languages in teaching and learning. However, the findings also showed that the knowledge of local languages being good for learning did not prevent teachers from overwhelmingly choosing English as their Language of choice for classroom instruction because of the grade seven exams that are held in English only. In their minds, using English only for classroom instruction would help Prepare learners for grade 7 exams and the future studies that are done in English.*

The study also revealed that teachers had problems with learners as most of the learners were not able to communicate in the official language which is English. Since some teachers used English only in order to adhere to the language in education policy, and so as to prepare learners for grade seven exams, and that those who semi-translanguaged went against the language in education policy. Both studies looked at the implementation of the languages in education policy despite the former focusing on grade six (6) learners and the current study on grades one to four learners. Unlike the previous study, the current study analyzed the classroom application of using Silozi as medium of instruction from grades one to four in Mongu District.

## **2.5 Studies on Factors that Affect Teachers' Use of Local Languages as Media of Classroom Instruction from Grades one to Four.**

This section looked at the review of literature which related to factors that affect teachers' use of local languages as media of classroom instruction from grades one to four. The review of literature began with foreign studies, and concluded with studies done in Zambia. The researcher then showed why the study at hand was necessary to be undertaken, in light of the studies done before it.

The experience of New Guinea a small island nation of Papua New Guinea which is located North of Australia point to a challenge of multilingualism and local teacher training. This acts as a barrier to formal education in many countries in as far as the use of mother tongues as media of instructions are concerned. Particularly, the facts are that, it is difficult to conduct training for teachers to teach in the various languages for deployment throughout the country. Previously in Papua New Guinea, teachers for primary schools were trained at teacher training colleges and then deployed nationwide. Since English was the language of instruction, these could be deployed anywhere, with a view of addressing the deployment problems. This approach, however, meant that, more often than not, the teachers could not speak the language of the community. Considering that most parents in rural areas never spoke English, teachers were often isolated and could not communicate with parents about their children's progress and with the community about the needs of the school. Under the current reforms, the community is given a mandate to choose local people to be teachers. These are people who are in their 30s and 40s who have completed grade 10. These are people who speak the local indigenous language as a mother tongue and are known by everyone. They are then trained to teach the community's children in their mother tongue. Since they are native speakers of the language of classroom instruction, they can communicate easily with both parents and the community.

(<http://www.linguapax.org/congres04/pdf/klaus.pdf>). In both studies there was emphasis on the implementation of local languages as media of instruction. In the former, the community was given chance to choose local people to be teachers. However, in the current study teachers came from different linguistic backgrounds to teach learners using Silozi as medium of instruction. Therefore, the need to establish

factors that affect teachers' use of Silozi as medium of instruction from grades one to four in Mongu District.

According to Mhinda, et al (2016) the use of Shangani in the selected schools of Zimbabwe was not fully implemented among other reasons because of shortfall in the provision of teaching and learning resources by the government. This factor was manifest in that the text books for the different content areas were still in the English language which meant that teachers had to translate content from English to Shangani and back to English because learners were still examined in English. In the above study, it was also revealed that the required number of teachers in Shangani was not adequate and the government did not bother to make a follow up on the use of the policy to enhance its implementation. Another factor which affected the implementation of the policy was negative attitude by some administrators on the use of Shangani as medium of instruction which showed that it impeded its implementation. In view of the above attitude, teachers became discouraged from using Shangani in the midst of such comments especially from the administrators. Arising from the findings of the study, it was clear to note that the policy on the use of Shangani as the medium of instruction was minimally in the three schools. And so, the aspect of implementation was still a word of mouth due to the variety of challenges. In line with the above study, attitudes by relevant stake holders on the use of Silozi as medium of instruction have a potential to affect its implementation either positively or negatively, which was also one among other factors which the study sought to establish.

Mbewe, et al (ibid) investigated the perceptions of teachers, pupils, and parents towards the use of Cinyanja as medium of classroom instruction in selected lower primary schools in Lusaka district. The study revealed that both teachers and pupils faced translational and mispronunciation challenges, and lack of pedagogical competence by teachers to teach in Cinyanja. Lack of teaching and learning resources, as well as linguistic diversity of learners, compounded by lack of parental support for Cinyanja negatively affected its implementation as medium of classroom instruction in Lusaka district.

Kafata,(2016) conducted a study in which he sought to investigate the impact of teaching using local languages on pupils from grades one to four in selected primary schools in Kitwe district of the Copperbelt Province of Zambia. The findings of this

study revealed that instructing learners in a local language is more beneficial as pupils grasp concepts faster and their participation in class improves greatly. Therefore, such a medium of instruction would enhance the performance of learners in all areas of study. It was also noted that using a local language enhances learners' sense of belonging since it is their language that is being used as medium of instruction. Teachers were in support of the use of local language as medium of instruction because the language of play was continued from home to school. Such a medium of instruction would enable the children to fit in easily in their new environment. The use of a familiar local language to teach initial literacy would facilitate an understanding of sound to symbol or meaning to symbol correspondence.

Despite the above noted benefits of using local languages as media of instruction, the study revealed that due to teaching and learning resources that were not readily available in schools, teachers had to translate the teaching materials from English into local language which was a big challenge and time consuming for most of the teachers. Some teachers and pupils who were not familiar with the local language found it difficult to use as medium of instruction and learn respectively. Since local languages are not recognized internationally, the study revealed that most of the parents had mixed feelings about it. It was also established that too much of local language use to some teachers would make them very poor in English grammar and pupils may face difficulties to change from local languages to English.

Matafwali (2005) conducted a research in which she wanted to find out whether or not phonological awareness is the major predictor of reading skills in selected primary schools of Lusaka and Chongwe districts. The study revealed that variations in phonological awareness strongly correlated with variation in reading and spelling abilities. Overall, the study established that learners showed significant weakness in phonological awareness, word reading, reading comprehension and spelling skills. Her study also confirmed claims advanced by other researchers that phonemic and phonological awareness are crucial for the development in learning to read and spell words. The above study is related to this study in that learners cannot breakthrough to literacy in Silozi if they are not aware that the individual sounds in it form syllables which when combined form words. Thus, when words are combined form phrases or sentences which are part of Silozi as a language. Therefore, when children are able to read in Silozi, then they can transfer the same skill to the learning of other subjects

where it would be used as medium of instruction from grades one to four. However, the study at hand goes beyond phonemic and phonological awareness to other factors that affect the teachers' use of Silozi as medium of instruction from grades one to four in selected primary schools in Mongu District.

Kamalata,(2016) conducted a study to establish the relationship between phonological awareness knowledge and reading ability in a transparent orthography in selected primary schools in Solwezi district. The study demonstrated that there was a significant and positive correlation between phonological awareness and reading ability more so in Grade two than in Grade one learners. It was also revealed that the relationship between phonological awareness and reading ability is across alphabetic language although it varies with orthographic depth. In this study learners were tested in Kiikaonde which has a transparent orthography. The study revealed that teachers were not teaching all the components of phonological awareness. However, they only taught the skills of blending, sound identification and substitution, Segmentation and deletion were not incorporated in their literacy lessons. It was also revealed that segmentation tasks predicted reading more than other tasks. During literacy lessons, the study revealed that teachers were using teacher- centered method to teach phonological awareness.

It was also revealed that teachers had not received training in phonological awareness at tertiary level. Nevertheless, they had received training in Workshops and teacher group meetings although the knowledge acquired from such meetings was not enough due to the short time spent at such meetings.

The above study was limited to the relationship between phonological awareness and reading ability. However, this study extends to the factors that affect teachers on the use of Silozi as medium of instruction from grades one to four in Mongu district.

Zulu (2017) conducted a study on the attitudes of teachers on the application of the communicative language teaching (CLT) in selected secondary schools of Mufulira district. Her study revealed that teachers had positive attitudes towards the CLT but they were unable to use it because it was time consuming to achieve all the lesson objectives. It was also found out that teachers could not implement the CLT approach because there were no teaching and learning materials in the schools. It was also noted that learners lacked Basic English language skills. Hence, it was difficult to implement the approach to such learners. The two studies are related in that they both acknowledge

the importance of teacher attitudes in the implementation of any language in education policy in the classroom. However, the focus of the two studies are different in that one addressed problems affecting secondary school learners while the other one was directed at addressing problems affecting teachers on the use of Silozi as medium of instruction from grades one to four.

Manchishi, et al (2016) conducted a study to establish whether or not peer teaching was still a strategy in teacher preparation at the University of Zambia (UNZA). A qualitative study was used and 16 educators and 40 final year students were interviewed. The findings were that the implementation of peer teaching was faced with a lot of challenges such as lack of adequate staffing, over enrolment, lack of teaching materials and negative attitudes by both educators and student teachers. The study revealed that while peer teaching is still a useful strategy in teacher preparation at UNZA, its poor implementation and the challenges it faced made it less effective.

The two studies are related in that both focused on the implementation of a given policy and the need for teacher preparation. However, one study was targeted at UNZA students and educators while the current study was targeted at primary school teachers and education standards officers in Mongu district.

Mwanza (2017) conducted a study to establish whether secondary school teachers in Lusaka urban of Zambia were adequately and actively involved in the curriculum development process. The study employed a mixed methods approach. The study showed that teachers were dissatisfied with the current practice of curriculum development which insignificantly involved them. It was revealed that the majority of secondary school teachers in Lusaka urban had never participated in the development of the curriculum, and this they thought was the main reason why they faced challenges with implementing it effectively. It was also revealed that teachers were not adequately involved in the curriculum development process with their role being mainly to implement the already developed curriculum. It was revealed that lack of teaching and learning materials in the process of teacher training is also another challenge faced by teachers in the education system.

The Ministry of Education (1996) stresses that the availability and use of text books and other educational materials are crucial to the delivery of quality education. Therefore, without such aids to the learning process, effective teaching and

learning cannot take place. The reason behind being that suitable materials enable pupils to acquire and apply knowledge, to learn at their own pace and to assess their own progress. The study also revealed that the libraries in colleges of education in Zambia are ill equipped as they do not have enough text books and other training and learning resources necessary for the moulding of teachers. Mostly, the few books available are too shallow to mould teachers. Books that are found are those written by Ministry of Education, such as pupils' books and teachers' hand books, and not those that talk about theories and approaches of teaching. If there are any, they may be either one book which is not easily accessible to students or obsolete publications. Students have to buy their own materials to enable them produce what is demanded of them in form of assignments. The above argument contradicts Ivowi (2004) who observed that for any curriculum to be effectively implemented, tools and materials must be provided sufficiently.

The two studies focused on teaching and learning materials necessary to mould teachers in colleges of education. The current study focused on establishing factors that affect teachers' use of Silozi as medium of instruction from grades one to four.

Manchishi, et al (2013) conducted a study to establish the effectiveness of University of Zambia School experience. It was revealed that students were negatively affected by lack of teaching and learning materials, lack of financial support, lack of accessibility to the University of Zambia lecturers, and discipline issues among pupils.

The two studies are related in that both appreciate the relevance of teaching and learning aids in the education system. However, the study under review focused on the effectiveness of University of Zambia school experience while the current study focused on establishing factors that affect teachers' use of Silozi as medium of instruction from grades one to four.

## **2.6 Summary of chapter two**

This chapter has provided some literature on the studies which investigated the use of local familiar languages as medium of instruction from grades one to four of children's formal education.

The studies which were considered under this literature review ranged from foreign to local studies. The studies done outside Africa included those from Papua New Guinea,

USA, Peru, and Bolivia. The studies revealed that teacher preparedness and training in the language of their students is inevitable for effective teaching and learning to take place. For studies done in Africa, but outside Zambia includes those done in Kenya, Zimbabwe, Nigeria, South Africa, and Burkina Faso. The studies revealed that students who had solid foundation in the use of the mother tongue language as medium of instruction during the lower grades of primary school education had a measurable effect on the performance of students. For studies done in Zambia, some demonstrated that both teachers and pupils lacked proficiency in the use of local languages, while others revealed disparities between the Zonal languages which are media of classroom instruction, and the children's language of play.

The studies presented in this chapter may have similar findings with the present study; however, none of them investigated the implementation of using Silozi as medium of instruction from grades one to four. Therefore, the gap between the above studies and the current study is the aim of the present study which is to investigate the use of Silozi as medium of instruction in selected primary schools in Mongu District. The study intended to analyze whether or not the application of Silozi as medium of instruction scaffolds the learning of children from grades one to four.

## **CHAPTER THREE**

### **THEORETICAL FRAMEWORK**

#### **3.1 Overview**

The previous chapter presented studies that are related to the present study. This chapter presents issues relating to the theoretical framework to this study. Discussed under the theoretical framework are the theories of constructivism and Bernstein's Code and Pedagogic Discourse. The two theories guided the study, and each had a strong bearing on the establishment of teachers' views, preparedness, application and factors that affect their use of Silozi as medium of instruction from grades one to four in the selected primary schools in Mongu district.

#### **3.2 Theoretical framework**

As mentioned above, the study was anchored on the two educational theories of constructivism by Levy Vygotsky, and Bernstein's code and pedagogic discourse. According to Fox and Bayat (2007:29) a theory is defined as, "a set of interrelated propositions, concepts, and definitions that present a systematic point of view of specifying relationships between variables with the view to predicting and explaining the phenomena," Imenda (2014:189) defined theoretical framework as, "the application of a theory or a set of concepts drawn from one and the same theory to offer explanation of an event, or shed some light on particular phenomena or research problem.

##### **3.2.1 Constructivism**

The theory of constructivism came on board through the works of Levy Vygotsky; a Russian psychologist in the 20<sup>th</sup> century (Frank, 2015).The theory of constructivism was further advanced through the works of Brunner and Papert (Neo, 2007).According to Murphy (1997), the theory is regarded to harness survival skills such as problem solving, critical thinking and deep understanding through activities that learners are exposed to in the classroom. In the constructivist paradigm, learners are significantly seen as autonomous, active agents where learner interaction and dialogue are crucial to the learning process (Vygotsky, 1978).According to this theory, it is stressed that individuals construct new knowledge from their experiences through processes of accommodation and assimilation. When individuals assimilate, they incorporate the

new experience into the already existing framework without changing that framework.(Vygotsky, *ibid*).According to Briggs (2010), the theory of Vygotsky is rooted in the belief that learners absorb, integrate, and develop within the social context of the practices, attitudes, and ideas of the people around them. This is because the creation of meaning is based on the social environment, where educational experiences are authentic to the learners. He also adds that learning and development are not independent of each other but are intertwined from the beginning of development. Therefore, it is necessary to provide students with developmentally appropriate instructions. Vygotsky also emphasizes the importance of the social factors and interactions children experience within their cultures, and because of the foregoing argument, adults are viewed as an important source of cognitive development for children. This explains that learning is a mental process involving a socially and internally connected process of forming concepts (McLeod, 2014; Gredler, 2012).

Bruner (1978) agrees with Vygotsky in that he emphasizes the social nature of learning that people should help a child develop skills through the process of scaffolding. According to Wood, et al.(1976:90) scaffolding is defined as, “Those elements of the task that are initially beyond the learner’s capacity, thus, permitting him to concentrate upon and complete only those elements that are within his range of competence,” Another term which is usually used concurrently with scaffolding is Zone of Proximal Development(ZPD) which is defined as, “the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with peers,”(Vygotsky,1978:86).He hoped that learners learn best through class interaction and activities with peers as well as through the teacher providing examples to what they learn. This is through illustrating and showing the learners through connections between the teaching materials and the real life experiences. He also acknowledged that lessons should be challenging in order that learners use their cognitive skills effectively. In the context of the current study, the theory is very useful because it emphasizes that whatever the teacher teaches, it should always be in the best interest of the learner who is the chief beneficiary in the learning process. Considering the fact that no meaningful learning can take place without the effective use of the medium of instruction, the use of Silozi is also one factor which is of paramount importance in the initial education of children from grades one to four, because if

positively implemented can enhance children's learning. Therefore, the theory ties well with the current study.

Commenting on ZPD and scaffolding, Mohlabi (2016) said that the terms are usually used interchangeably. She adds that scaffolding refers to the support which is given to learners to help them achieve higher levels of performance in a given task than they would achieve attempting it on their own. Therefore, the role of a teacher is critical as he has to provide the support that learners need to execute a given task easily. The teacher has to provide assistance through modelling and demonstration to learners. Therefore, ZPD and scaffolding tie with this study in that the use of Silozi as medium of instruction from grades one to four is also aimed at scaffolding learners to easily understand and participate actively in the learning process, as learning is conducted in the language which is familiar to them. Even before coming into school, children already have the vocabulary enough to enable them function in their home environment. So, when they are enrolled into school they already have the spontaneous knowledge which becomes a resource base upon which to add the scientific knowledge.

It will therefore, be seen in this study whether the teachers scaffolded the learners through the use of Silozi as medium of instruction and whether they connected the home and the school when learning using Silozi as medium of instruction from grades one to four. Therefore, chapter six will provide the answers.

In line with the above argument, Vygotsky (ibid) believes that learners need to be given tools with which to generate knowledge. So, teachers do not need to dish out knowledge to learners so that learners can in turn memorize it, but their role is to mediate knowledge, facilitating and providing tools to create knowledge. When the teacher sees some progress in the learner, then he or she will withdraw gradually until the learners are able to carry out the work or tasks independently. In addition, teachers have to be knowledgeable of the methods and language of instruction, which in case of the current study, is Silozi if they are to scaffold pupils effectively. It is also postulated that learners who undergo the constructivist type of education tend to be more productive in life and are not usually moved by challenges that come their way and this therefore, contributes to values that determine their destiny (Frank, 2015). The above argument attests to the understanding that when children are socially guided by people who are more knowledgeable than they are at an early stage of formal education, can

have firm foundation in their learning and beyond. The above theory also holds that when children reach a stage when they no longer need to be scaffolded in the learning process, they should be given opportunity to discover knowledge for themselves.

Mwanza,(2016) postulates that under this theory the tasks which learners are given must be based on their daily lives and true to their experiences. As such, at independent construction stage, learners will easily relate to their experiences. In view of these assertions, language could be regarded as a tool for thought development considering the understanding that learning is a social interaction (Freeman and Freeman, 1994).The theory of Vygotsky is also based on the notion that human activities occur in cultural settings and these human activities are mediated by language or symbol systems.

According to Dixon-Krauss (1996), Vygotsky's theory of social development takes into account the socio-cultural context of the learner. Thus, both the teacher and the learner need to understand the social background to texts in a collaborative manner so that learners can derive their own context when constructing texts. This theory, therefore, harmonizes with the current study in that for meaningful learning to take place under this theory, both the teacher and the learner need to have a common code of communication, which is a language in which the two parties are proficient. On the use of Silozi as medium of instruction from grades one to four as a policy, the whole essence of its use is meant to serve as a common code of communication in the classroom interaction. The policy makers chose Silozi with the understanding that both the teachers and pupils in the primary schools of Mongu district are familiar and proficient in its use as medium of classroom instruction. It was therefore, hoped that the use of Silozi as medium of instruction would help children learn meaningfully. It was also believed that by the end of grade four, learners would have developed concepts that would be transferable into English at grade 5 and so, enable them use English as medium of instruction meaningfully. Now, whether this assertion is true or not will be discussed in chapter six.

According to Peleker (2017) quoting Vygotsky, categorizes knowledge into two forms, namely spontaneous knowledge and scientific knowledge. Spontaneous knowledge refers to every day knowledge. It refers to knowledge that learners get as a result of things that they experience in their daily lives. Under this knowledge, there is no formal

instruction for learners to follow to acquire that knowledge. Scientific knowledge on the other hand, refers to the formal learning that occurs in an established institution. Vygotsky argues that learners cannot work with their everyday knowledge in an abstract manner but suggests that the knowledge gained from their everyday encounters can be used to scaffold the scientific knowledge. In a related argument, Halliday (1985) argues that in every typical classroom situation, learners learn well when teachers lead discussions around texts in relation to their social and cultural values, which he refers to as social and functional language. This kind of language shows that the learners' exposure to their environment during their developmental stages enhances the growth in their level of understanding (Harste, 2014).

In conclusion, the study used Vygotsky's constructivist theory with a focus on utilizing the concepts of accommodation and assimilation, scaffolding and Zone of Proximal Development, spontaneous knowledge, and scientific knowledge. The theory looks at the interaction between teachers and pupils in the classroom. It also emphasizes how teachers being more knowledgeable than the learners influence learning through the use of familiar languages as media of instruction. The theory suggests how spontaneous knowledge scaffolds learners' acquisition of scientific knowledge in the classroom. It also helps in analyzing language as medium of instruction in the learning process without which effective learning cannot take place. In view of the above argument, the use of Silozi as medium of instruction can scaffold children' learning more especially if teachers concerned are also proficient in its use.

### **3.2.2 The Code and Pedagogic Discourse Theory**

According to Bernstein (1990:181), the theory of pedagogic discourse is, "a principle for appropriating other discourses and bringing them into special relation with each other for the purposes of their selective transmission and acquisition." Bernstein (1973) in his code theory also points out that every discourse is characterized by power and control. Since pedagogical discourse is linked to classroom communications, then it is worth acknowledging that such interactions are characterized by power relations and that the whole education system is influenced and controlled by power. It is important also to analyze government's power over the curriculum and regulations on what schools and teachers should do. At micro level, the theory helps to bring into analysis the ways in which teachers influence learners through the control each teacher

possesses over what is and what is not transmitted through the pedagogy, assessment, and curriculum (Leanne, 2010).

Haugen (2009), stresses that the code and pedagogic discourse theory examines how power is reproduced in schools by focusing at the manner in which content is classified and how the interactions are framed. Therefore, the power relation in the education system involves the concepts of classification and framing which are crucial to Bernstein's code and pedagogic theory. According to Sadovnik (2001), the concept of classification in the education system has to do with the organization of knowledge in the curriculum. Here, it may refer to the powers the government has over the curriculum and regulations on what schools or teachers should do (Mwanza, 2016). In relation to the current study, the code and pedagogic theory by Bernstein ties with it so well in that through the powers that the government has over the curriculum, it was able to decide on the contents and change the medium of classroom instruction for grades one to four from English to local familiar languages. This decision was taken by government without involving teachers in the formulation of the policy yet they are its implementers. Since teachers have no objection to the implementation of the curriculum which is already designed and handed over to them by the higher authority they just have to put it into practice. Whether the implementation of such a policy can be successful or not, the answer to the question will be considered in chapter six, where the use of Silozi as medium of instruction from grades one to four in Mongu district will be discussed.

Referring to the concept of framing, Bernstein (1973) explains that it refers to the extent of control teachers and learners possess over what goes on in the classroom, including the control (or lack of it) teachers have on the implementation of the curriculum is worth of recognition. In other words, it is believed that classroom teaching does not take place in a vacuum but is affected by many factors among which government policies and teachers are part. Therefore, the process of teaching involves selection, organization, pacing and timing of the knowledge transmitted and received in the teaching and learning process. Transmitting knowledge through pedagogical practices requires interaction between the teacher and the learner, and central to these interactions is language. In this vein, it is worth to note that proficiency in the language which is the medium of instruction is central both on the part of the teacher and the learner if meaningful learning is to take place during their interaction. In the current

study, if teachers are not proficient in the use of Silozi, then the delivery of knowledge across to learners in Mongu District would be negatively affected. According to Makina (2017), the degree of control that teachers and learners have over the transmission of knowledge through the utilization of informal language slows the timing and pacing of knowledge. And so, translanguaging has a potential to affect the timing and pacing at which knowledge is transmitted.

The concept of framing is much related to the study as it helps in analyzing how teachers and pupils interact in the classroom through the use of Silozi as medium of instruction from grades one to four in Mongu district. Now, as to whether or not teachers stick to the use of Silozi as medium of instruction as stipulated in the curriculum during their interaction, will be discussed in chapter six.

The other concept which is pertinent to the code and pedagogic discourse theory is the principle of recontextualisation which Bernstein (1990) refers to as “the rules or procedures by which educational knowledge is moved from one educational site to another” This involves the selection from the existing forms of knowledge and converting it for use in a very different institutional setting from that in which it was formed (Bourne, 2006). In other words, it refers to how teachers interpret and apply the policy and methods of teaching in order for the policy and the methods to be relevant and appropriate to the particular learning and teaching context. In view of the foregoing argument, the principle of recontextualisation is worth noting that the choice of which language should be used as medium of instruction from grades one to in four in Zambian primary schools is not inherently linked to those languages. But it is a decision determined by what the language policy makers who have authority to regulate and control the curriculum believe to be the most useful and desirable to benefit society (Clark, 2001).

With regards the use of Silozi as medium of instruction, teachers are left with no option to have their inputs included in the curriculum but are just expected to implement the policy as it is designed and handed over to them. Therefore, this theory resonates with the current study, in that it is used to see whether teachers who found themselves in situations where Silozi was used as medium of instruction, just accepted to struggle to use it during teaching for fear of being fired by the higher authority, or if they negotiated the policy in their recontextualisation of the curriculum.

When it comes to pupils, they equally have no say to teachers who may not be proficient in the use of Silozi as medium of instruction, for fear of being disciplined. Even in circumstances where teachers were effectively making use of Silozi as medium of classroom instruction, some pupils who were not conversant with it, and for some other factors of life found themselves in such situations would have no option but to endure and strive to adapt to the medium of instruction at hand. This is therefore, a challenge which will be discussed in chapter six.

The other issue to note is that the concept of recontextualisation ties so well with the current study in that for any language in education policy including Silozi as reflected in the language policy document is usually decontextualized. Now, during the actual teaching, if the teacher realizes that the formal language they use with their learners is not very familiar to the learners, the teacher may through translation or reciprocity adapt the lesson to the linguistic level of the learners.

Bernstein (2000) argued that there is a relationship between language and education, and that, it is fundamental to accessing educational opportunity. He stressed that “the distribution of educational access was very clearly tied to class, particularly through the language used in its distribution, and that educational failure was mostly, in a very general sense due to language failure.”(Clark, 2005).The above argument ties very much with the current study in that since language is the vehicle of knowledge from the teacher to the learner, it therefore, remains key in its transmission. This holds true that if there is a breakdown in communication between the teacher and the learner due to language barrier, then the whole process of knowledge delivery to learners collapses. According to some studies conducted in Zambia, it has been established that the low literacy levels recorded among many Zambian school going children are as a result of the use of unfamiliar languages as media of classroom instruction (Mubanga, 2012, Mwanza, 2012).Therefore, Bernstein’s concept of education failure being largely due to language failure is useful to this study whose aim is to investigate the implementation of using Silozi as medium of instruction from grades one to four in selected primary schools of Mongu district. This is because if teachers fail to use Silozi proficiently in their interaction with children in the learning process, can result in failure to transmit the expected knowledge to learners.

The other concepts that are also critical to Bernstein's (1975) code and pedagogic theory are the two types of classroom discourses, namely the horizontal and the vertical discourses. According to Bernstein (ibid) the horizontal discourse refers to the everyday or common sense knowledge which almost every person has, which is likely to be oral, local, context dependent, and specified, tacit and multilayered. Linguistically, it refers to languages that are unofficial and are therefore, not allowed. In the classroom situation, it represents the informal languages and home literacies which learners bring to the classroom. On the other hand, vertical discourse, according to Bernstein (ibid), refers to a coherent, explicitly, and systematically principled structure which is hierarchically organized. The vertical discourse is characterized by the school formal and legitimate language.

According to Halliday (1985), Bernstein wanted to establish why, given that naïve wit is not determined by social class, but when all children receive equivalent basic schooling, those who fail to become educated are almost all from the lower working class. The answer to this question lies in the fact that in Bernstein's days (the 1960s and 1970s), the lower working people used the horizontal discourse while the medium to upper class people combined the horizontal and the vertical discourses. Since the school preferred discourse was the vertical discourse, children from the medium to upper class working parents were favored. Therefore, Bernstein concluded that the distribution of educational access was very clearly tied to class, particularly through the language used in its distribution. And so, the notion that educational failure is in a very general sense due to language failure.

Drawing from the foregoing discourses, Haugen (2009) believed that the background of every learner is very important to every teaching and learning situation in school. In view of the principle of learning from known to the unknown, Bernstein (ibid) argued that horizontal discourse can be used as a resource to access the vertical discourse. To substantiate his argument, he added that the elements of horizontal discourse become the basis for facilitating access to vertical discourse. Thus, the interplay of both the horizontal and vertical discourses in ensuring knowledge access among learners is central to the implementation of using Silozi as medium of instruction from grades one to four in Mongu district. In light of the foregoing argument, Bernstein's code and pedagogic theory has been used to analyze how teachers allow for the co-working of

the horizontal and vertical discourses in the use of Silozi as medium of instruction from grades one to four.

In conclusion, the study employed Bernstein's code and pedagogic discourse theory in which the following concepts were used; the classification and framing, horizontal and vertical discourses, the linkage of education failure to language failure, and the concept of recontextualisation. The theory focuses on the power relations and control that the government has on the school curriculum. It also looks at how teachers and pupils interact in the classroom situation as well as what influence both of them have over the content which is delivered in the classroom. The theory also stresses the importance of using home languages and school languages in the classroom interaction adding that failure to do so results in the education failure of the learners. The theory is therefore, useful in helping to analyze the power relations in the classroom and also establishing how these relations affect the teachers' use of Silozi as medium of instructions from grades one to four in Mongu district.

### **3.3 Summary of chapter three**

The chapter discussed the theories and concepts that guided the theoretical frame work of the study. The theories of constructivism and Bernstein's code and pedagogic discourse were explained and showed how they contribute to the teachers' understanding and application of Silozi as a medium of classroom instruction from grades one to four in selected primary schools in Mongu district. The next chapter presents the research methodology.

## **CHAPTER FOUR**

### **METHODOLOGY**

#### **4.1 Overview**

A research decision is presented in this chapter, both qualitative and quantitative methodologies as well as an explanation on how they were applied in the study. An explanation and justification of the theory of a mixed research design would be addressed. The target population, sample size, sampling procedures and research instruments are presented, and data collection procedures would equally be explained.

#### **4.2 Research Design**

According to Kombo (2006), a research design is defined as the scheme, outline or plan which is used to generate answers to research problems. Creswell (2009) adds that research designs are “plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis.

The study adopted a mixed methods approach and employed a descriptive social survey design to enable the researcher to obtain in-depth information regarding the views of teachers on the use of Silozi as medium of instruction from grades one to four in selected primary schools of Mongu district.

##### **4.2.1 Mixed Research Design**

The study was informed by a mixed methods approach, which was in harmony with Creswell (2003:4) who argued that using mixed methods provides a rich understanding of the topic under study because to “include only quantitative and qualitative methods falls short of the major approaches being used today in the social and human sciences.” He further stated that, “recognizing that all methods have limitations, biases inherent in any single method could neutralize or cancel the biases of other biases.” Based on the above citations, it became clear that mixed methods of research study was more advantageous than qualitative and quantitative when they are considered in isolation.

In this study, qualitative method was dominant and involved the use of interviews, and observations. These techniques were employed to help get an in-depth understanding of respondents’ views on the use and application of Silozi as medium of classroom

instruction from Grades one to four. Thus, the researcher considered the views and opinions of teachers on the use of Silozi as medium of instruction on a one- to- one interviews. Observations were done through observing teachers use Silozi as medium of instruction in a real classroom situation. That was meant to confirm whether what teachers stated orally through interviews would correlate with what was practiced in class. That technique helped the researcher to establish the class teachers' understanding and application of Silozi as medium of instruction in the classroom situation. According to Sibanda (2009), Quantitative research focuses on gathering numerical information and generating it across groups of people. In this study, Quantitative method was employed through the use of closed-ended questionnaires to establish the respondents' views on the use of Silozi as medium of instruction. That was also meant to enable the researcher ascertain whether or not there was a correlation between the data and that which was obtained through interviews and class observations.

The purpose for using a Social Survey research design was to generate findings in terms of percentages and frequencies in order to systematically measure certain aspects of the research which would be considered very important.

### **4.3 Target population**

Burns and Grove (2003: 43) assert that, "the population include all elements that meet certain criteria for inclusion in the study," In this study, the target population was all class teachers, and head teachers of primary schools of Mongu district, all education standards officers from the office of the District education board secretary for Mongu district, and all the senior education standards officers from the office of the provincial education officer for western province. Mongu district was targeted because of its centrality and for the fact that it provided three classes of categorization: urban, peri urban and rural schools.

### **4.4 Sample size and Sampling Techniques**

According to Latham (2007:2), sampling is the "ability of the researcher to select a portion of the population that is truly representative of the said population." Considering the understanding that sample size is the representative of the population from which it is taken. In this study the researcher used a purposive sampling method.

According to Kombo (2006; 82), purposive sampling, is the method of sampling where, “the researcher purposely targets a group of people believed to be reliable for the study. The Power of purposive sampling lies in selecting information rich cases for in- depth related to the central issues being studied.” In this study, I, Initially, went to the office of the District Education Standards Officer in Mongu district where I was availed the master list of all the primary schools, comprising urban, peri - urban, and rural schools in the district. Then ten (10) schools were chosen through simple random sampling where every after five schools on the list, the school that came next was picked for the study while considering the three categories of schools mentioned above. According to Ng’andu (2018:41), “purposive sampling can be used with both quantitative and qualitative studies. In this study, a total of fifty (50) teachers who were teaching grades one to four classes from all the selected schools were purposively sampled to participate in answering the questionnaires. Of the class teachers who participated in the questionnaires, twenty (20) were also involved in the face to face interviews with the researcher. Additionally, of all the class teachers who participated in the study, Six (6) of them were observed while teaching in order to ascertain their views from the questionnaires and interviews on the use of Silozi as medium of instruction from grades one to four. The class teachers teaching grades one to four were the potential respondents because they were directly involved in the use of Silozi as medium of instruction at the classroom level. And so, they were the ones who had first- hand information regarding the current study. Therefore, at each selected school, five teachers and the head teacher were chosen as respondents. Three other respondents were education standards officers from the education offices in the district.

The ten (10) Head teachers, one (1) District Education Standards Officer and two (2) Senior Education Standards Officers were also purposively chosen as respondents. Purposively such officers were selected by virtue of their direct involvement in the implementation of the language in education policy of using Silozi as medium of instruction from Grades one to four. Therefore, face to face interviews were conducted with them to help get their views on the use of Silozi as medium of instruction from grades one to four in Mongu district.

In short, some respondents were from the ten (10) primary schools, out of which fifty (50) class teachers were drawn, thus, five class teachers were from each of the selected primary schools. Then the other ten (10) respondents were school head teachers. Thus,

one head teacher from a selected primary school. The other respondents were; one district education standards officer (DESO) from the office of the District Education Board Secretary (DEBS) for Mongu district and two senior education standards officers (SESOs) from the office of the Provincial Education Officer (PEO) – western province. The sample size in this study was a total of sixty-three (63) respondents. The reason for coming up with the above mentioned officers in relation to this study was because they were directly involved in the implementation of the new language in education policy where Silozi was used as a language of classroom instruction from Grades one to four.

#### **4.5 Research instruments**

According to Kombo, et al (2006), research instruments are tools that are used to gather information. In this study, the researcher collected data using interview guides, observation guides, and questionnaires. The interview guides were used to collect teachers', Head teachers' and Education Standards Officers' views on the use of Silozi as a language of classroom instruction from Grades one to four. The questions were open ended, hence, enabled the researcher to get in-depth data on the subject. This strategy was also used to ask follow up questions in order to get detailed clarifications on the topic under study. Questionnaires were administered to practicing teachers only. The use of Observation guides gave opportunity to the researcher to establish teachers' preparedness in the use of Silozi as well as to analyze their classroom use of Silozi as medium of instruction. Since views, feelings, and beliefs lead to attitudes, their position on such issues coupled with their classroom use of Silozi as medium of instruction would attest as to whether or not the policy was being implemented. Considering that the classroom environment was crucial to the positive implementation of any language policy, the study was also to establish factors that affect teachers' classroom use of Silozi as medium of instruction. Questionnaires were given to practicing classroom teachers to answer individually. The whole essence of this tool was to give respondents ample time within which they could respond to the questions adequately.

#### **4.6 Data collection procedure**

Initially, permission was obtained from the Provincial Education Officer to carry out the research in the province. Thereafter, through the directive of the Provincial Education Office, the researcher proceeded to the office of the District Education Board Secretary for Mongu District for further authority to carry out the research in the

respective schools. Thereafter, the researcher went into the field to conduct lesson observations and recorded the lessons for transcription. The purpose of observations was to help analyze teachers' application of Silozi as a language of classroom instruction from Grades one to four.

Later on, interviews were carried out with the teachers, during which the researcher recorded them. Interviews were recorded to help the researcher to listen to the respondent's responses at a later time for deeper understanding. Data collection ended with the Senior Education Standards Officers.

#### **4.7 Data analysis**

Hancock, et al., (2010:31, 32), argued that “if you are clear what question you set to address, it will be easier to make sense of the mountains of data you have generated and to present an interesting, meaningful and high quality paper “and they also add that “analysis of data includes interpretation which involves extracting the meaning of what was said and using it to comment on and contribute to the theory base.” In a related manner, interview guides, observation guides and questionnaires were used to collect data. For some direct quotations which were deemed necessary, such responses were made part of the text in order to help ensure authenticity of the collected data. Patton and Cochran (2002:23) argued that “thematic analysis is one that looks across all the data to identify the common issues that recur, and identify the main themes that summarize all the views you have collected.” In this study, the researcher read through all the data that was collected, identified the themes and grouped the data according to the research questions which formed the themes of the study. Audio recorded data was also transcribed which was also part of the qualitative data. The analyzed data was then discussed. The primary data which was collected through the questionnaires was analyzed quantitatively using Statistical Package for Social Sciences (SPSS). The SPSS was used to generate percentages and frequencies of particular responses which were presented using tables, to establish the implementation of using Silozi as a medium of instruction.

#### **4.8 Validity and Reliability of the research instruments.**

Before the actual administration of the research instruments, the researcher availed the instruments to the scrutiny of other eight (8) experts to ensure that issues relating to poor sentence constructions and ambiguity in meaning were perfected before use.

#### **4.9 Ethical Considerations**

According to Mugenda and Mugenda (2003:190), ethics is defined as, “that branch of philosophy which deals with one’s conduct and serves as a guide to one’s behaviour.” In this study the researcher took care of all the possible ethical issues that guided the conduct of data collection by respecting respondents in terms of their privacy, protection from any form of abuse and respecting their right to choose whether to take part in the research or not or which information to give and which one to withhold ( Simachenya, 2017).The researcher also sought permission from the Provincial Education Officer, the District Education Board Secretary for Mongu, the Head teachers and all the study participants to allow him conduct the research.

As a way of preserving the participants’ confidentiality, their names and personal details were not demanded of them. Only the information the participants gave was the interest of the study. In an event where some participants decided to refuse to take part in the study, no amount of force or persuasion was exerted to have them change their decisions. During interviews, all the respondents were attended to on a one to one basis.

#### **4.10 Summary of chapter four**

The study adopted a mixed methods approach and employed a descriptive social survey design where both qualitative and quantitative methods of data collection and analysis were used. Justification for the use of the theory of mixed methods research design has been addressed.

## CHAPTER FIVE

### PRESENTATION OF FINDINGS

#### 5.1 Overview

Chapter four presented the methodology guiding this study. This chapter presents the findings of the study. The data is presented in accordance with the research objectives. These were:

- 1) Teachers' views towards the use of Silozi as medium of instruction from grades one to four in Mongu District?
- 2) Teachers' preparedness to use Silozi as medium of instruction from grades one to four in Mongu District?
- 3) Teachers' classroom use of Silozi as medium of instruction from grades one to four in Mongu District?
- 4) Factors affecting teachers' classroom use of Silozi as medium of instruction from grades one to four in Mongu District?

#### **5.2 Teachers', Head teachers', and Education Standards Officers' Views on the Use of Silozi as Medium of Instruction from Grades one to Four in Mongu District.**

This objective presents findings on the views of teachers, head teachers, education standards officers, and senior education standards officers on the use of Silozi as medium of instruction from grades one to four in selected primary schools of Mongu District. The first part of the presentation will focus on the qualitative data, and then followed by quantitative data. A summary of findings will then be presented.

##### **5.2.1 Qualitative findings on the views of teachers on the use of Silozi as medium of instruction from grades one to four in selected primary schools in Mongu District.**

Findings on the views of teachers on the use of Silozi as medium of instructions from grades one to four comprise views from class teachers, head teachers, and education standards officers from Mongu district.

Most respondents explained that the use of Silozi as medium of instruction from grades one to four was appropriate as it highly benefited learners in the learning process. It was also explained that the use of Silozi as medium of instruction enhanced the children's understanding of what they learnt. It was pointed out that, in most cases both

the teachers and the learners interacted constructively well in the learning process. Some of their responses were:

*It is good to use Silozi because the transfer of concepts become easy, for example, the clarifications of some terms like, Expanded **notation** (in **English**), which is **Kuyandulula** (in **Silozi**). However, to make my children catch up with mathematics concepts, I usually use a bit of English so that they don't lag behind when they reach grade 5, (Teacher 1).*

*Easy to use as learners are also familiar with it. But there is need for glossary words to be added at the back of silozi text books to make the meanings of some terms clear for teachers to use so that teaching can be carried out confidently, (Teacher 3).*

*It is good because it enhances learner participation and understanding of what is learnt. But I usually find difficulties in translating some scientific terms, for example, red blood cells, platelets, and white blood cells among other terms, (Teacher 5).*

*The use of Silozi to teach literacy is good because it makes the transition into literacy in English easy. There is also need to have books translated into Silozi provided to schools so that we can teach confidently, (Teacher 7).*

*I support it because it is simpler to use for learning. For teachers, although some have accepted it, others are not because they are seen to take their children to Calabashi and other private schools, (Teacher 8).*

*I support the use of Silozi, for it makes the transfer of concepts from Silozi into English easily, because it is a familiar language. Some teachers generally consider it as a language for people that are not learned, but it is slowly being implemented. We, administrators are busy encouraging teachers to adhere to the current policy. One day, I, asked some grades one, eight, and nine pupils to spell the word, (**mpye**) through writing, surprisingly, 10 grade one pupils managed to write it but 6 grades 8 and 9 pupils failed to write it. So the use of Silozi as medium of instruction from grades one to four is good, (Head teacher 9).*

Some respondents explained that the use of Silozi as medium of instruction was not ideal because it leads to delayed development of the English language in learners. It was also revealed that the use of Silozi as medium of instruction in all the study areas,

other than just in Literacy in Silozi is retrogressive. Some education standards officers (ESOs) and senior education standards officers (SESOs) stated that during their mission of monitoring the implementation of the policy in schools, it was established that the rate of learner breakthrough in literacy was still very low. It was also explained that through the use of Silozi as medium of instruction, children's ability to write correct spellings was negatively affected through the regularizing of the syllables to suit the Silozi phonology. For example, in the writing of such words as **temperecha**, (temperature in English), **fotosinsesizi** (photosynthesis in English). The study showed that although some teachers were generally convinced that the use of Silozi as medium of instruction scaffolds children's learning, it sometimes tends to slow learners' understanding of certain concepts. For instance, when it comes to the teaching of concepts such as, "the place value system" in mathematics, citing the use of such terms as, "Sauzande, myanda, mashumi, mawani," ( which represent thousands, hundreds, tens, ones respectively) among other concepts in Silozi which are not part of the vocabulary of the children's language of play. It was also noted that the delivery of teaching and learning resources which matched the revised curriculum, as well as the syllabi were supposed to be delivered to schools at the actual time of the policy implementation. So, in schools where materials were not provided in the local language, teachers had difficulties of translating the content into Silozi because the old available materials for such grades were written in English. Some of the teachers' responses were as follows:

*It is not a good policy of using Silozi because it delays the use of English as medium of instruction at grade 5 to 7 level. Learners do not take the use of English orally at grade 2 and Literacy in English at grade 3 and 4 as subjects seriously because of switching off to Silozi during the teaching of other subjects. For me, it is difficult to teach using Silozi. As you saw in the just ended lesson, I mixed Bemba, Nyanja and English because it was difficult for me to use any Silozi words, (Teacher 9).*

*I am not for the idea of using Silozi as a medium of instruction because it has put us in a fix situation where we have no choice but to try and use it. I do enjoy using Silozi during the time for teaching it as a subject only, but not when I teach the other subject. Learners move from one grade to the other without having learnt English well. So, by the time they reach grade 7, it becomes difficult for them to pass the national examination, (Teacher 10).*

*With me, the coming in of silozi, mmmh, I dislike it. In Science and Social Studies, there are no proper words in Silozi, so, ah! They have distorted things, mwe! Like in Maths, they use Mawani, Mateni, and Mahandelendi, to teach the Place Value systems, what is that? Those who are writing books for grades one to four learners are also not part of the teachers that are implementing the policy .They should have even chosen lecturers from our local colleges of education who have qualifications in linguistics to go and write the books. My concern is when they are making those policies; they should be considering us at the grass root, and not just imposing the policies on us, (Head teacher 1).*

*Introducing English late is bad. So, I, recommend a continuation of English from grades one to seven, (Head teacher 7).*

*I am not in favor of the policy because there is too little time of exposing children to English, yet grade 7 examinations are written in English. Some teachers are cooperative in the use of Silozi as medium of instruction, but others are using it with doubts. I, suggest that English should be used as medium of instruction in all the other subjects and Silozi should just be taught as a subject. Since the implementation of the policy, it was this year 2019, when the revised curriculum books for grades 3 and 4 were supplied to this school, (Head teacher 10).*

During the study, it was revealed that a good number of the teachers were doubtful whether or not the use of Silozi as medium of instruction was appropriate. Some though not convinced of its effectiveness as medium of instruction were just trying to use it because it is the policy to be implemented, and so, had no any other option but to adhere to it. Some of the responses were as follows:

*It enables learners to grasp concepts easily as learning takes place in a language which is familiar to them. I, for one usually struggle to teach using Silozi. So, there is need to train teachers in the use of Silozi as well as having focal persons at school level to carry out in-service training for teachers on issues relating to the use of Silozi among others, whenever need arises,( Teacher 2).*

*It is a policy in the right direction but text books and other teaching and learning resources that tally with the current curriculum should have been supplied to schools*

*before the actual implementation of the policy. At this school, we are still using books that belong to the previous curriculum, (Teacher 4).*

*It is good but lesson planning is done in English. Even if books were written in Silozi, it would be hard to translate the content into English, and so, its use would lead to dilution of content through misinterpretation as not every teacher is a good translator, especially teachers who are not conversant with Silozi, (Teacher 6).*

*Teachers that are conversant with Silozi especially those who hail from Western Province are in support of the use of Silozi as medium of instruction. However, teachers that are not conversant with Silozi are out rightly opposed to its use as medium of instruction. For now, the only other challenge is the translating of contents from English into Silozi as books in use are mostly still written in the English language, (Head teacher 2).*

*The policy is a welcome move but teachers are not thoroughly ready to use it. Even teachers that are recently coming from colleges are not adequately prepared to use Silozi, (Head teacher 3).*

*Some teachers either use English throughout or teach for the sake of fearing to be fired. Even non Lozi speaking learners, some of them do not understand Silozi. Some teachers would prefer to teach subjects where English is the medium of instruction at the expense of those where Silozi is the medium of instruction. Teachers should be involved in the revising of curriculum. The policy is not good because of deficit of suitable teaching materials in schools to match with the policy. (Head teacher 5).*

*For me, the use of English would be the ideal medium of classroom instruction. There seems to be a misunderstanding among teachers as to when to use Silozi or English, and teachers' mindset is not yet set for Silozi. So, I don't know how we can harmonize the two, (Education Standards Officer 3).*

In view of the above findings, five (5) of the ten (10) class teachers that were interviewed to express their views on the use of Silozi as medium of instruction from grades one to four, said the policy was good and worth of implementation because it enhances the initial education of children. However, two (2) of the class teachers that participated in the interviews said it was a bad policy. The other three (3) teachers that

participated in the interviews said they were not really sure whether, or not the policy of using Silozi as medium of instruction from grades one to four was appropriate.

Of the ten (10) head teachers who were interviewed to express their views towards the use of Silozi as medium of instruction, three (3) of them were of the views that the use of Silozi as medium of instruction was the most appropriate. However, four (4) of them felt that the use of Silozi as medium of instruction was not a good policy. The other three (3) head teachers were doubtful whether or not the use of Silozi as medium of instruction was a good policy. From the above argument it was clear that some teachers lacked proficiency in the use of Silozi as medium of instruction from grades one to four, no wonder their misgivings in its implementation as a language in education policy.

In this study, none of the three (3) education standards officers in the district that were interviewed clearly stated whether they were in support or opposed to the language in education policy of using Silozi as a medium of instruction from grades one to four in Mongu district. However, two(2) of the three (3) officers that were interviewed expressed doubt on whether or not the use of Silozi as medium of instruction is the appropriate policy to follow as primary school teachers' mind set seemed to be not yet set for Silozi. The reason for the above argument is undoubtedly due to the respondents' lack of knowledge regarding empirical evidences established through researches that the use of Mother Tongue media of instruction enhance children's initial education.

### **5.2.2 Teachers' views on the use of Silozi as medium of instruction from grades one to four: Quantitative data.**

Under this objective, quantitative findings on the views of teachers on the use of Silozi as medium of instruction from grades one to four were obtained from class teachers through the use of questionnaires. The data was then generated using the statistical package for social sciences (SPSS). Data from the frequency table was then analyzed, as expressed below:-

The following table quantifies the views of the respondents in response to teachers' views towards the use of Silozi as medium of instruction from grades one to four in selected primary schools in Mongu District. Table 5.1 below shows the teachers' responses on the way they understood the policy.

**Figure 5.1: Teachers' views on the use of Silozi as a medium of instruction**

<b>The use of Silozi as medium of instruction is the best approach to use from grades one to four</b>		<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
<b>Valid</b>	Agree	37	74.0	74.0
	Disagree	8	16.0	90.0
	Not sure	5	10.0	100.0
	Total	50	50	

From the statistics above, 74.0 percent of the respondents (teachers) agreed that the use of Silozi as medium of instruction was the best approach to use from grades one to four. However, 16.0 percent disagreed, and 10.0 percent of the respondents were not sure, whether or not the use of Silozi as medium of instruction was the best approach to use from grades one to four.

**5.2.3 Summary of findings on the First objective which established teachers' views on the use of Silozi as medium of instruction from grades one to four.**

The research objective number 1, sought to establish teachers' views on the use of Silozi as medium of instruction from grades one to four in selected primary schools of Mongu District. The qualitative data on teachers' views on the use of Silozi as medium of instruction revealed that majority of the teachers were convinced and accepted that the use of Silozi as medium of instruction from grades one to four was the best approach. The quantitative findings also revealed that 37 respondents, out of the 50 teachers, representing 74.0 percent of the respondents agreed that the use of Silozi as medium of instruction was the best approach to use from grades one to four. The study also revealed that in most of the schools, teaching materials that matched the revised curriculum were either lacking, or only available in some of the study areas. It was also revealed that even if adequate learning materials were provided to all the schools, lesson planning by teachers would still be done in English, thus, translating of contents from Silozi into English would still pose a problem of compromising subject content standards to the disadvantage of the learners. The study also revealed that it has not been demonstrated to teachers by the language policy makers that the use of Silozi as

medium of instruction would enable children to learn proficiently at grade 5 and beyond.

### **5.3 Teacher preparedness to use Silozi as medium of instruction from grades one to four.**

This objective presents findings on establishing the preparedness of teachers to use Silozi as medium of instruction from grades one to four in selected primary schools in Mongu District. The first part of the findings will focus on qualitative data.

#### **5.3.1 Findings on teachers' preparedness to use Silozi as medium of instruction from grades one to four: Qualitative data.**

During the study, some teachers expressed preparedness to use Silozi as medium of instruction. Some of the respondents had their responses as follows;

*I was adequately trained to use Silozi at college and I usually use it comfortably in class as medium of instruction, (Teacher 1).*

*Yes, as a primary school teacher, (Teacher 4).*

*Yes, very much, (Teacher 5).*

*I was only prepared to use Silozi during the periods for literacy and language education under New Breakthrough to Literacy, (NBTL) and during the rest of the study areas only English was used as medium of instruction, (Teacher 7).*

The study also revealed that some teachers felt unprepared to use Silozi as medium of instruction because it was not used as medium of instruction during their training as teachers. It was explained that some teachers were not conversant with Silozi, especially those who hailed from outside the region, and when they were deployed in schools, there were no focal persons to orient them in the use of Silozi as medium of instruction. It was also pointed out that their unpreparedness was compounded by lack of suitable learning and teaching materials in schools to match with the revised curriculum. In situations where such teachers found themselves assigned to teach a grade where Silozi was a medium of instruction, some opted to either use English throughout their teaching or did code mixing of English with some other individually known Zambian language. Some teachers said they used Silozi as medium of instruction not because they were for the idea of its use but had no any other option at their disposal. Some of their responses were as follows;

*No, the use of Silozi is recent. It started when I was already in the field, (Teacher 2).*

*I was not trained to use Silozi as medium of instruction but I am very comfortable to use it as medium of instruction from grades one to four, (Teacher 3).*

No, because Silozi was only to be used in grade one, (Teacher 6).

*No, I am not prepared to use Silozi as medium of instruction because I did my training at Malcom College, (Teacher 9).*

Some teachers explained that they were not sure whether their being able to use Silozi as medium of instruction was as a result of formal training at tertiary level or during interaction with fellow teachers at school level. Some felt that though they do use Silozi as medium of instruction, they were not adequately prepared of its use. The following is one of the responses.

*Not really prepared because some of the words used by children were strange to me, (Teacher 10).*

In view of the above findings, the study revealed that, of the ten (10) teachers that were interviewed in order to indicate their preparedness to use Silozi as medium of instruction from grades one to four in Mongu district, five(5) teachers acknowledged preparedness to use Silozi as medium of instruction at pre-service college level. On the other hand, three (3) of the teachers said they were not prepared to use Silozi as medium of instruction while two (2) of them doubted whether, or not they were prepared to use Silozi as medium of instruction from grades one to four.

### **5.3.2 Findings on teachers' preparedness to use Silozi as medium of instruction from grades one to four: Quantitative data.**

Quantitative findings on the preparedness of teachers to use Silozi as medium of instruction from grades one to four were obtained from class teachers through the use of questionnaires. The data was generated in form of frequencies, tables and graphs using the SPSS. The following table quantifies the views of the respondents in response to whether or not teachers were prepared to use Silozi as medium of instruction. Table 5.2 below, shows the teachers' responses on the way they understood the policy.

**Figure 5.2: Teachers’ preparedness to use Silozi as a medium of instruction from Grade one to four.**

<b>Are you adequately prepared to teach using Silozi as medium of instruction from grades one to four</b>		<b>frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
<b>Valid</b>	Yes	38	76.0	76.0
	No	5	10.0	86.0
	Not sure	7	14.0	100.0
	Total	50	100	

According to the above responses, 38 respondents which represented 76.0 percent of the teachers said ‘Yes, ‘they were, adequately prepared to use Silozi as medium of instruction from grades one to four. On the other hand, 5 respondents, who represented 10.0 percent of the total number of respondents said, ‘No,’ they were not adequately prepared. Finally, 7 respondents who represented 14.0 percent of the respondents said they were, ‘Not sure’ whether they were adequately prepared to teach using Silozi as medium of instruction.

### **5.3.3 Summary of findings on the second objective which established teachers’ preparedness to use Silozi as medium of instruction from grades one to four.**

Research objective number 2 looked at establishing teachers’ preparedness to use Silozi as medium of instruction from grades one to four in selected primary schools in Mongu District. The qualitative findings on teachers’ preparedness to use Silozi as medium of instruction revealed that some of the teachers acknowledged preparedness to use Silozi as medium of instruction. However, a few of the teachers were not adequately prepared to use Silozi as medium of instruction because they were not conversant with the use of Silozi as they hailed from outside the province, adding that they also underwent their trainings from colleges where Silozi was not anywhere used as medium of instruction. Therefore, such teachers only felt comfortable to teach using English, which they actually did, disregarding the use of Silozi as stipulated by the policy. For some, who even included native Lozi speaking teachers expressed having some challenges when it came to the translation of some contents and certain terms from English into Silozi in some subjects where the books in use were still in English. The quantitative findings

revealed that 76.0 percent of the respondents were agreeable that they were adequately prepared to use Silozi as medium of instruction from grades one to four. On the other hand, 10.0 percent of the respondents disagreed with the idea of being adequately prepared to use Silozi as medium of instruction; while 14.0 percent of the respondents said they were not really prepared to use Silozi as medium of instruction.

#### **5.4 Teachers' classroom use of Silozi as medium of instruction from grades one to four.**

This is the presentation of findings on the teachers' classroom use of Silozi as medium of instruction from grades one to four in selected primary schools in Mongu District. The first part of the findings will focus on qualitative data, and then followed by quantitative data. A summary of findings will then be presented.

##### **5.4.1 Findings through lesson observation on teachers' classroom use of Silozi as medium of instruction from grades one to four in selected primary schools in Mongu District.**

The classroom lesson observations were meant to analyze the teachers' classroom use of Silozi as medium of instruction from grades one to four in Mongu district. Lessons were observed from the beginning to the end in order to see how teachers practically taught grades one to four; in a way to ascertain views indicated in the questionnaires and during interviews where they stated that they were prepared to use Silozi as medium of instruction. What are presented under lesson observation data are the excerpts from transcribed lesson verbatim. During the observations, I, listened to the oral use of Silozi and took notes using the lesson observation guide. It was therefore, noted that some teachers were able to put the use of Silozi as medium of instruction into practice throughout their lessons. However, other teachers could hardly use any Silozi expressions constructively well during their teaching, hence, resorted to the use of English as medium of instruction throughout which was detrimental to the successful learning of children. Some teachers could code mix Silozi and English in their teaching and later on give notes and or exercises to children in English.

Below, I present six lessons which were observed: The first lesson observation was a grade 2 Science lesson on, 'Lifolofolo za mwa naheni.' that is 'Wild animals,' taught by teacher 1 to a class of 26 boys and 35 girls in Zone area A

**Excerpt 1: Science Lesson on “*Lifolofolo za mwa naheni.*”(Teacher 1).**

**Teacher:** *Sunda ye felile neluitutile za linyunywani, inji?* (Last week we learnt about birds, didn't we?)

**Pupils:** *Yes* (chorus answer).

**Teacher:** *Nyunywani yeu ziba ye pila mwa hae ki ifi?* (Which bird do you know lives in the village?)

**Pupil:** *Liiba, nkwilimba, kuhu* (Dove, Pigeon, Chicken)

**Teacher:** *Cwale kacenu lukaituta za taba ye.* (Now today we are going to learn about this). Teacher proceeded to writing the lesson title on the board including new vocabulary words for the day's lesson. Then she asked anyone from the class to read the title on the board. One boy stood up and read the title as.

**Pupil:** *'lifolofolo za mwa naheni.'*(Wild animals)

**Teacher:** *Kimang'i ya kona kubala manzwi ainzi fa likwati?* (Who can read the words on the board?)

**Pupils:** *Luwawa, shakame, tou, ni zengw'i cwalo* (Fox, Rabbit, Elephant, etc)

**Teacher:** *Amunge libuka zeni mifile mukwahulule fa likepe la 46.* (Take the book which I have given you and open on page 46). *Mubona lifolofolo mang'i mwa siswaniso mo?* (What kind of animals do you see in the picture?)

**Pupils:** *Kwena, tou, ni zeng'wi cwalo,* (Crocodile, Elephant, etc.).

Teacher then asked learners one at a time to read through the passage aloud under her guidance. She kept on asking oral follow up questions to ensure learners understood what they were reading. She could also demonstrate reading to ensure that children appreciated reading with speed, accuracy and expression, and so helped learners to consolidate what they were learning. After wards a written comprehension exercise was given to learners to write individually. The exercise was marked and feedback from learners was encouraging.

The above lesson revealed that the teacher had positive attitude towards the use of Silozi and that she was proficient in its use as medium of instruction from grades one to four. Learners really benefited from the lesson.

The second lesson observed below was a grade 4 Mathematics lesson on the, “Kukopanya ni kuzusa.”(i.e. Addition and Subtraction) taught by teacher 2 to a class of 14 boys and 21 girls in Zone area B.

**Excerpt 2: Mathematics Lesson on, “Kukopanya ni Kuzusa” (Addition and Subtraction,) (Teacher 2)**

**Teacher:** Maabani mwa lipalo muitutile ya? (What did you learn yesterday in mathematics?)

**Pupil:** Kukopanya ni kuzusa, (Addition and subtraction).Teacher then wrote a question on the board for the pupils to answer which was part of recapitulation for the lesson they had previously as indicated below;

**Teacher:** (i)  $2+8 =$ , “who can come and answer the sum on the board?”

**Pupil: 10** (a boy answered).

**Teacher :**( ii)  $10-8 =$  , “Mwa kuzusa,” (From subtraction).

**Pupil: 2** (another boy answered).

**Teacher:** Is he correct? What is the rule? (No answer from the pupils and she went ahead writing tasks on the board)

(2).  $120 + 40 = 160$

$160 + 40 = \square$  , “who can come and answer number 2?”

**Pupil: 200** (a girl answered).

**Teacher:** Is she correct?

**Pupils: Yes** (Chorus answer).

**Teacher:** Rewrite the following sentence: (1).  $22 + 28 = \square$  , “Who can read the sum on the board?”

The interaction between the teacher and the learners continued until an answer to the example task on the board was arrived at, the process in which most of the learners benefited nothing. The core- teacher could at some points come in to offer help to her colleague but could not do it always. As a result, the learners lost out greatly in the learning process.

The teacher then gave the following written exercise to the learners to assess their understanding of the lesson;

Za kueza (Exercise)

Rewrite the following sentences.

(1)  $34 + 10 = \square$

(2)  $66 + 34 = \square$

(3)  $600 + 400 = 1000$

$44 - \square = \square$

$\square - 34 = 66$

$\square - \square = \square$

In light of the observed lesson, the teacher was very uncomfortable with the use of Silozi as medium of instruction to the class because he could not communicate meaningfully to the learners in it. The teacher exhibited some knowledge of the subject matter, but his lack of proficiency in the use of Silozi language resulted in learners losing out in the learning process. When he realized about his incompetence in the use of Silozi as a medium of instruction, the teacher code switched to English, the medium he maintained up to the end of the lesson, which was against the stipulated policy of using Silozi to a grade four class when teaching mathematics. During the lesson development, it did not require the learners to state the rule but just to explain how the answer was arrived at. Even the English medium that he resorted to was not used proficiently according to the mathematical language, for example, who can read the sum on the board? That was referring to  $22 + 28 =$ , which was equally wrong even if such a lesson was meant for a grade class to which mathematics was to be taught in English.

The third lesson observation was a grade 1 Literacy lesson on the sound / I L/ taught by teacher 3 to a class of 13 boys and 15 girls in Zone area C.

**Excerpt 3: Literacy lesson on the sound of the day /l/ (Teacher 3).**

**Teacher:** *Amutalime fa board. Ki likamani ze; a, e, i, o, u ?* (Look at the board. What are these? Pointing at the vowels).

**Pupils:** *Ki mavowels* (chorus answer), (They are vowels).

**Teacher:** *Kanti mavowels are fumanaha mwa linzwi le boma ki afi, (which vowels are found in the word **boma**?).*

**Pupils:** /o/, /a/, (chorus answer).

The teacher proceeded to the next stage and wrote the word “**lila**” on the board.

**Teacher:** *Kimani ya kalubalela linzwi le ‘lila?’* (Who can read the word “**lila**” for us?)

**Pupils:** (Silence).

Teacher then demonstrated by reading the word “**lila**” while the children were listening. He thereafter, underlined the sound /l/ in the word “**lila**.”

**Teacher:** *Kimani ya ka tumusa mulumo wo /l/?* (Who can say the sound /l/?)

Children attempted to produce the sound of the day but could not say it out correctly. The teacher then demonstrated the production of the sound /l/.

**Pupils:** (Silence).

The teacher, however, he referred to it as letter /l/, thus, identified the sound by name and not by the sound it makes.

**Teacher:** *Haiba lubea malena ba; a, e, i, o, u, kwa mulumo wa /l/ luka bupa manzwi mang’i? (What words are we to form if we blend the vowels to the sound /l/?)*

**Pupils:** *La, le, li, lo, lu.*

**Teacher:** *Ki manzwi mang’i eu kona kubupa fa manzwinyana a; la, le, li, lo, lu? (What words can you make from the syllables, la, le, li, lo, lu?)*

**Pupils:** *lila, lii, lula, lulu, lola, lulu, lolo.*

The learners formed the above simple words using the syllables, la, le, li, lo, lu, which included nonsense words. The teacher then asked learners to read the words aloud under his guidance. He thereafter jumbled them to see whether they would still recognize them as follows; lolo, lula, luli, lulu, lii, lola, lulu.

**Teacher:** *Uinge buka ya hao ya zakueza ung'ole manzwi a inzi fa Bodi a; lii, luli, lula, lola, lila.* (Take out your exercise book and copy the following words; lii, luli, lula, lola, lila.)

In light of the above observation, the teacher was confident of what he was doing but had little attention on the use of Silozi as medium of instruction as he could mix letter names and letter sounds. The use of the word **vowels** instead of **malena** as it is expected of the grade 1 Primary Literacy Programme approach would also be a source of confusion in the process of concept development in learners.

The fourth lesson observation below was a grade 2 S.D.S lesson on, 'Mikwa ya kulumba Mulimu,' (Ways of praising God) taught by teacher 4 to a class of 16 boys and 18 girls in Zone area B.

**Excerpt 4 : S.D.S Lesson on, "Mikwa ya kulumba Mulimu," (Ways of praising God) (Teacher 4).**

**Teacher:** *Kimani yakalu hupulisa zene luitutile?* (Who can remind us what we learnt?)

**Pupil:** *Za mukiti.* (It is about a ceremony)

**Teacher:** *Mukiti king'i?* (What is a ceremony?)

**Pupil:** *Kinako yeba itabisanga batu* (it is the time when people enjoy themselves)

**Teacher:** *Uezize hande.* (Well done). *Fa mikiti luamuhelanga likamang'i?* (What do we receive at ceremonies?)

**Pupil:** *Limpo, masheleng'i* (gifts, money).

**Teacher:** *Tuto yaluna kacenu ki mikwa yaku lumba mulimu.* (Our topic today is ways of praising God). *Mulikana ahaio zende zeu kona kumuezeza ki lika mang'i?* (What good things can you do for your friend?).

**Pupil:** *Ku mufa lico, kumu lapelela.* (To give them food, to pray for them)

**Teacher:** *Ya lubupile ki mang'i?* (Who created us?)

**Pupils:** *Mulimu.* (God), (chorus answer).

**Teacher:** *Lukona cwani ku lumba Mulimu?* (How can we praise God?)

**Pupil:** *Ku lapela hahulu, kusa mulwaha, kusa eza sibi, kuyanga kwa church.* (To pray to Him, not to insult Him, to be going to Church).

**Teacher:** *Coillard, pray for the whole class,* (then a boy named Coillard offered a prayer for the whole class).

Then after that the teacher asked learners to open on page 38 of the S.D.S text books given to them and read through the story. Learners were asked to do the reading one after the other while the teacher guided them. Almost each pupil was asked to read a sentence from the story under study. Teacher then asked oral follow up questions to consolidate the children's understanding of the story about ways of praising God. A recapitulation of the lesson was orally done before learners were given an individual exercise to help assess their understanding of the lesson learnt.

The Teacher's attitude towards the use of Silozi as medium of instruction was positive, although she lacked proficiency on the written part of the lesson, as evidenced by the exercise which she gave to the learners where the researcher had to correct her on the sentence constructions and grammatical part of the questions.

The fifth lesson observation was a grade 4 Science lesson on 'Butokwa bwa moya.' (The usefulness of wind) taught by teacher 5 to a class of 25 boys and 28 girls in Zone area A.

**Excerpt 5: Science lesson on, “Butokwa bwa Moya,” (Teacher 5).**

**Teacher:** *Mubonang’i mwa siswaniso mo?* (What do you see in this picture?).

**Pupils:** *lubona kayiti ye fufa.* (Kaufela),( we see a flying kite)

**Teacher:** *Kayiti ifufiswa king’i?* (What is making the kite to fly?)

**Pupil:** *Ki moya.* (It is wind).

**Teacher:** *Aahaa! Ki moya, ki moya wo fuka...wo zamaya.* (Aahaa! it is wind, it is a blowing air...which is moving.)

**Teacher:** *Moya, kapa wind, ilutusa sikamai?* (What does wind help us?)

**Pupil:** *Ilutusa ku fufisa ma kayiti.* (It helps us to play kites).

**Teacher:** *Eee! Moya wa kona kulufa energy.Kapa moya utusa kwa ku fukisa ma windmill.* (Eee! wind can give us energy, or help to move windmills).

The teacher further discussed both the advantages and disadvantages of wind to human beings. Later an exercise was given to learners to assess their understanding of what they learnt. Teacher collected books to mark at home. The teacher’s attitude towards the use of Silozi as medium of instruction from grades one to four was negative and she also lacked proficiency in both spoken and written Silozi as medium of instruction.

The Sixth Lesson observation below was a grade 4 SDS lesson on, “The ethnic groups of people in Zambia,”taught by teacher 6 to a class of 34 boys and 35 girls in Zone area A.

**Excerpt 6: S.D.S Lesson on, “The ethnic groups of people in Zambia,” (Teacher 6).**

**Teacher:** *Aluyemeni lubine halunze luopela pina yebizwa mayumanga, ya Sipelu.* (Let us stand up for a dance while singing Mayumanga, a ‘Sipelu’ song commonly known for Silozi people coming from Sesheke district of Zambia).

**Teacher:** *Ki Mushobo mang’i baba binanga sipelu?* (Which ethnic group dances Sipelu?)

**Pupil:** *Ki malozi* (It is the Lozis).

**Teacher:** *Kana ki malozi feela babapila mwa Zambia?* (Are they Lozis only that live in Zambia?)

**Pupils:** *Batili* (kaufela), No (chorus).

**Teacher:** *Inji ki bafi?* (Who else?)

**Pupils:** *Malubale, Makuwa, Mambunda, Mankoya, Mabemba, Machewa, Manyanja*

**Teacher:** *Mmmh! Tuto ya Luna kiya batu baba shutana babapila mwa Zambia.* (Mmmh! Our lesson is about different people who live in Zambia).*Alutalimeni fa Bodi.*(Let us look at the board).*Makwangwa,Manyengo,Malozi,Makwamashi,Malyuwa, kaufela ki Malozi,*(The Kwangwa, Nyengo, Lozis, Kwamashi, Malyuwa are all Lozis),*Hape Mambunda, Maluchazi, Malubale, ni Machokwe kaufela ki Maluvale.*(The Mbunda,Luchazi,Luvale,Chokwe are all Luvaes).

The teacher in collaboration with pupils went on mentioning other ethnic groupings in Zambia, after which a written exercise was given to learners to write individually. Pupils' exercise books were collected by the teacher to go and do the marking at home. When coming to the use of Silozi as medium of classroom instruction, the teacher was able to apply it, but lacked proficiency in its use when it came to its written form on the chalkboard. However, learners were able to benefit from the teacher's use of Silozi as a medium of instruction.

During the above stated six (6) lesson observations, one (1) of the teachers applied the use of Silozi as a medium of instruction and exhibited high level of proficiency in its use. Two (2) of the teachers also showed positive attitude towards the use of silozi as medium of instruction although they lacked proficiency in its written form. The other two (2) teachers had neutral attitude towards the use of Silozi as medium of classroom instruction. The last one showed serious lack of proficiency in both the spoken and the written form of Silozi as medium of classroom instruction. He therefore, ended up code mixing Silozi with English, and so, children never benefited in the learning process.

#### **5.4.2 Summary of findings on the Third objective which analyzed teachers' classroom use of Silozi as medium of instruction from grades one to four.**

Research objective number 3 addressed the analysis of teachers' classroom use of Silozi as medium of instruction from grades one to four in Mongu District. The qualitative findings demonstrated that some teachers were able to put the use of Silozi into practice in their teaching effectively. However, other teachers found the use of Silozi a challenge. During the lesson observations, some teachers could hardly use Silozi expressions constructively well during their teaching, thus, ranging from introduction, through to the conclusion of their lessons. Such teachers resorted to the use of English as medium of instruction throughout their lesson deliveries. Some code mixed Silozi with English, and later on gave exercises, or notes to learners in English, which was out rightly against the policy expectation. Despite some observed lessons where some of the teachers were noted to effectively use Silozi as medium of instruction, the study revealed that the rest of the teachers were poorly prepared as they lacked proficiency in its use, yet, it is the language which is familiar to the learners.

#### **5.5. Factors that affect teachers' use of Silozi as medium of instruction from grades one to four.**

This objective presents findings on the factors that affect teachers' use of Silozi as medium of instruction from grades one to four in selected primary schools in Mongu District. The findings will focus on qualitative data, and then followed by a summary of findings. The following were the factors which affected teachers' use of Silozi as medium of instruction in Mongu District.

##### **5.5.1 Inappropriate teaching and learning materials**

It was also established that in most of the schools under study, teachers had no teaching and learning resources that matched with the revised curriculum. Teachers were, therefore, using books that were for the former curriculum. Consequently, it became difficult for most teachers to translate the content appropriately from English into Silozi so as to suit the revised curriculum. It was then noted that teachers were in most cases compromising the content by either diluting or complicating the content to the disadvantage of the learners. It was also noted that the office of senior teacher in the schools under research did very little, if not nothing, to help class teachers come out of the predicament. So, teachers were left to do as they wished in translating the content.

Arising from the foregoing development, were children who were in the same grade, exposed to the same learning materials, but handled by different teachers coming out of the classroom with varied levels of knowledge imparted to them.

For teachers who were not conversant with Silozi, and could not translate the content from English texts into Silozi texts, resorted to teaching in English, as that was the only option at their disposal as medium of instruction. Some respondents had this to say;

*In subjects where no materials are provided in the local language teachers have challenges because there are some words that are difficult to translate into Silozi, (Teacher 10).*

*It is a good policy but books used do not tally with the current policy, as at our school, we are still using books belonging to the previous curriculum, (Teacher 12).*

*I do enjoy using Silozi. The problem is lack of suitable materials for implementing the policy because we teachers lack appropriate vocabulary for interpretation, (Teacher 14).*

### **5.5.2 Lesson planning in English and teaching in Silozi.**

The aspect of lesson planning also has a potential to affect the use of Silozi as medium of instruction either positively or negatively. In circumstances where text books that matched the revised curriculum were in place, teachers, especially those who were not conversant with the use of Silozi as medium of instruction complained that, since the text books were written in Silozi and lesson planning was done in English, the issue of compromising the standard of content through the process of translation also arose. It was also revealed that the practice of lesson planning where teachers were expected to plan in English and thereafter, making the lesson plans as reference documents for the actual teaching in Silozi negatively affected the transmission of content as most of the teachers could not translate the contents appropriately. Hence, children lost out greatly in the learning process. Some responses from the respondents were as follows;

*It is good but lesson planning is done in English. Even if books were written in Silozi, it would be hard to translate the content into English and thereafter making the lesson plans as reference points when conducting the actual lessons in Silozi. So, this practice would lead to compromise in the standard of contents through misinterpretation*

*because not every teacher is conversant with Silozi. Even teachers who are conversant with Silozi, it is not all of them that have the capacity to translate English into Silozi or vice versa, (Teacher 6).*

*Yes, I do enjoy teaching using Silozi, but when it comes to planning which is done in English from Silozi; some words usually pose a challenge of translation, (Teacher 8).*

*Not comfortable with the use of Silozi, because books are written in Silozi but planning is expected to be done in English, (Teacher 11).*

### **5.5.3 Inadequate teaching and learning resources**

The availability of teaching and learning materials is an inevitable factor in the successful implementation of any language in education policy. In the current study, the use of Silozi as medium of instruction from grades one to four is very much affected by lack of relevant learning resources.

The study revealed that lack or deficit of teaching and learning materials that matched with the revised curriculum negatively affected teachers' use of Silozi as medium of instruction. In some schools teachers were provided with some learning materials but could not cater for all the grades. In some other schools, the text books were there but the syllabi were not provided for to guide teachers during planning and the actual teaching. In other schools, text books for some grades were not supplied since the implementation of the 2014 revised curriculum until 2019 when they received books for grades 3 and 4, meaning such children were all along been instructed using the old curriculum. Therefore, striking continuity in knowledge levels for such children now became a challenge for both the teacher and the learners. Some respondents had this to say;

*It is a good policy but text books and teaching and learning resources should have been supplied to schools before it was implemented, (Teacher 4)*

*I do not enjoy silozi because of communication barrier between me and the learners, and the other thing is lack of materials for this class (Teacher 15)*

*The policy is not good because of deficit of suitable teaching materials to match with the policy, for example, computers, and even part of the syllabi are not provided for in most of the schools. The policy also favors schools with adequate resources to scout for*

*materials but for under resourced schools like ours, it is difficult to access materials, be it through buying or even photocopying from other schools that have the teaching and learning materials.( Head teacher 5)*

#### **5.5.4 Lack of teacher proficiency in the use of Silozi as medium of instruction**

The study revealed that some of the teachers lacked proficiency in the use of Silozi which is both the medium of instruction, and a familiar language for learners from grades one to four. The concerned teachers were unable to express themselves fluently through both spoken and written texts. Below are some of the teachers' responses;

*It enables learners to grasp concepts easily as learning takes place in a language which is familiar to them. I, for one, usually struggle to teach using Silozi. So, there is need to train teachers in the use of silozi as well as having focal persons at school level to carry out in-service training for teachers on issues relating to the use of Silozi among others whenever need arises(Teacher 2).*

*I am not for the idea of using Silozi as medium of instruction because it has put us in a fix situation where we have no choice but to try and use it. I do enjoy Silozi using during the time for teaching it as a subject but not when I teach the other subjects. Learners move from one grade to the other without having learnt English well. So, by the time they reach grade 7 it becomes difficult for them to pass the national examination (Teacher 10).*

*The using of Silozi is not good because it delays the use of English as medium of instruction at grade 5 to 7 Levels. Learners do not take the use of English orally at grade two (2) and literacy at grade three (3) to four (4) as subjects seriously because of switching off to Silozi during the teaching of other subjects. For me, it is difficult to teach using Silozi as you saw in the just ended lesson, I mixed Bemba, Nyanja, and English because it was difficulty for me to use any silozi words (Teacher 9).*

#### **5.5.5 Teacher negative attitudes towards Silozi as medium of instruction.**

The study established that most of the teachers had either little or literally no knowledge about the positive impact mother tongues can make in the instruction of children in their initial education. The study revealed that teachers were not acquainted with the empirical evidences established through researches conducted that the use of

local languages enhances learners' understanding of what they learn. It was also revealed that even some officers, including some school administrators that were mandated to help teachers ensure effective implementation of Silozi were found to be undecided whether or not the use of Silozi as medium of instruction from grades one to four was appropriate. For example, some of the education officers that were interviewed to express their views on teachers' use of Silozi as medium of instruction had this to say;

*During our time, from the word go, we would use English in all the subjects from grade one upwards. With the coming in of Silozi, mmmh! I dislike it. With literacy in Silozi, it should be taught in Silozi, but the rest of the subjects should be taught in English. In science and social studies, there are no proper words in Silozi, so, ah! They have distorted things, mwe! Like in Maths, they use, 'Mawani, Mateni and Mahandelendi to teach the place value systems, what is that? (Head teacher 1).*

*I am not in favor of the policy because there is too little time of exposing children to English yet grade 7 examinations are written in English. I suggest that English should be used as medium of instruction in all the other subjects, and Silozi should just be taught as a subject. Since the implementation of the policy, it was this year, 2019, when the revised curriculum books for grades 3 and 4 were supplied to this school, (Head teacher 10).*

*Aaa!, I, for one, do not support the use of Silozi as medium of instruction because it doesn't enhance the effectiveness of all the teachers, especially those from other regions, so that all children can maximally benefit from the education system. For me, the use of English would be the ideal medium of classroom instruction. There seems to be a misunderstanding among teachers as to when to use Silozi or English, and teachers' mindset is not yet set for Silozi. So, I don't know how we can harmonize the two, (Education Standards Officer 3).*

#### **5.5.6 Lack of teacher involvement in the formulation of the policy.**

The lack of teacher involvement in the formulation of the policy of using Silozi as medium of instruction from grades one to four left them with a feeling that their contribution to its content was not worth of consideration, yet they are its key

implementers. Therefore, this decision has negatively affected the use of Silozi as a language in education policy. The following are some of their responses;

*My concern is when they are making those policies; they should be considering us at the grass root, just like in the case of the subject specialization policy which has been introduced at primary school sector. It was just imposed on us, so, it is difficult to monitor the progress of learners, especially for grades one to four learners where they are taught by four to five different teachers. Even teachers are using silozi for the sake of doing it. In the text books for Science and social studies, for example, there are misinterpretations of words which make it difficult for teachers to apply the policy appropriately.*

The respondent was also quick to make the following suggestions during the interview following her lived experience as a teacher and an administrator in the education system

*Those who are writing books/learning resources for grades one to four learners are not part of the teachers that are implementing the policy but are coming from secondary schools like st, Johns or “Loconi,” (people that have abandoned their home areas to go and stay in such places/towns like Lusaka).They should have even chosen lecturers from our local colleges of education who have qualifications in linguistics to go and write the books, (Head teacher 1).*

*Teachers should be involved in the revising of the curriculum, (Head teacher 5).*

#### **5.5.7 Summary of findings on the Fourth objective which established factors that affect teachers’ use of Silozi as medium of instruction from grades one to four.**

Research objective number 4 sought to establish factors that affect teachers’ use of Silozi as medium of instruction from grades one to four in selected primary schools of Mongu District. The study revealed that inadequate learning material, lesson planning in English and teaching in Silozi, inappropriate teaching and learning resources, negative attitudes by teachers, and lack of teacher involvement in the formulation of the language in education policy negatively affected teachers’ use of Silozi as medium of instruction.

## **5.6 Summary of chapter five.**

This chapter has presented findings of the study which revealed that the majority of primary school teachers in Mongu district were convinced and accepted that the use of Silozi as medium of instruction from grades one to four was appropriate. The study established that some teachers acknowledged preparedness to use Silozi as medium of instruction, while others said they were not prepared to use Silozi. It was further revealed that some of the teachers had negative attitude towards the use of Silozi as medium of instruction. It was also established that inadequate learning materials, lack of teacher proficiency, inappropriate teaching and learning resources, negative teacher attitudes, lesson planning in English and teaching in Silozi and lack of teacher involvement in the formulation of the policy affected the use of Silozi as medium of instruction.

## CHAPTER SIX

### DISCUSSION OF FINDINGS

#### 6.1 Overview

The previous chapter presented findings of the study. This chapter presents the analysis of findings of the study. The discussion of the findings would be based on the following objectives: teachers' views towards the use of Silozi as medium of instruction from grades one to four in selected primary schools of Mongu district; teachers' preparedness to use Silozi as medium of instruction; analysis of teachers' classroom use of Silozi as medium of instruction; and factors that affect teachers' use of Silozi as medium of instruction. In the course of the discussion, references will be made to similar or contrasting views from the other studies which have been reviewed in this study. The discussion would also show how the theories that framed the study resonate with the findings of the current study.

#### 6.2 Teachers' views towards the use of Silozi as medium of instruction.

The first study objective was meant to establish teachers' views towards the use of Silozi as medium of instruction from grades one to four in selected primary schools of Mongu district.

The findings revealed that most of the teachers appreciated the use of Silozi as medium of instruction because it enhanced learner participation and understanding of what is learnt. This is also attested to by the quantitative findings which revealed that 37 teachers, out of the 50 teachers that participated in the study through the use of the questionnaires, representing 74.0 percent of the respondents agreed that the use of Silozi as medium of instruction is the best policy to use from grades one to four. Teachers further explained that the use of Silozi as medium of instruction not only makes the transition of concepts, for example literacy, from Silozi into English easy but also makes learning meaningful as it is conducted in the language which is familiar both to the teacher and the learners. The foregoing argument resonates with Bernstein' (1999) theory that the horizontal discourse, thus, the informal languages and literacies that learners bring to the classroom can be used as a resource to access the vertical discourse, which is the school formal and legitimate language. The use of Silozi as medium of instruction scaffolds children's learning because it fosters the practice of

learning from known to the unknown. The foregoing findings are a clear reflection that the majority of the primary school teachers in Mongu district have positive attitude towards the use of Silozi as medium of instruction. Therefore, it can be stated without doubt that the policy is being generally implemented to the benefit of the learner in the classroom. The findings resonate with Vygotsky (1978) and Matafwali (2010) who argued that when children are instructed in a familiar language, then the acquisition of basic literacy skills and the organization of their thoughts become easy.

Despite the above discussed views by the majority of the respondents who participated in the study, the study showed that some teachers were of the view that the use of Silozi as medium of instruction from grades one to four is not the appropriate policy. The quantitative findings also showed that 8 respondents, representing 16.0 percent of the respondents who participated in the study through questionnaires disagreed with the statement that the use of Silozi as medium of instruction from grades one to four is the appropriate policy in Mongu district. The teachers explained that the policy has a potential to delay the use of English as medium of instruction when learners reached grades five to seven. It was also revealed that learners would not take the use of English seriously because of code switching between English and Silozi during the change of periods from oral English at grade 2, and literacy in English at grades 3 to 4 to Silozi when teaching other subjects. It was also explained that through the use of Silozi as medium of instruction, children's ability to write correct spellings was negatively affected through the regularizing of the syllables to suit the Silozi phonology, for example, in the writing of such words as *temperature* (as *temperecha* in Silozi), or *photosynthesis* (as *fotosinsesizi* in Silozi) among others. Contrary to the above arguments, Dixon- Krauss (1996) emphasizing on Vygotsky's theory of constructivism, states that in the process of learning both the teacher and the learner need to understand the social background to texts in a collaborative manner so that learners can derive their own context when constructing texts. The theory shows that for any meaningful learning to take place, both the teacher and the learner must have a common code of communication which is language in which the two parties are proficient. In relation to this study, there is no other language that can be of wider communication and at the same time more familiar to learners from grades one to four in Mongu district, other than silozi, for it to qualify as a medium of instruction in which both teachers and learners can be proficient. Consequently, appreciating the use of Silozi has a potential

to raise the low literacy levels among school going children and also improve learner performance across all other subject areas.

Some teachers were of the views that the use of Silozi as medium of instruction should only apply to Silozi as a subject, and for the rest of the subjects should be taught using English citing some challenges they do encounter where some terminologies and concepts are difficult to explain in silozi, for example, the terms, red blood cell, white blood cells which in Silozi are represented by one term, thus. “Mali,” to mean blood in English. Similarly, the word poison can only mean “mulyashinji,” or “mabela,” but in Silozi the words indicated carry meanings which are beyond the word poison. Contrary to the above assertion, studies done have revealed that the low literacy levels recorded among Zambia school going children are as a result of the use of unfamiliar languages as media of classroom instruction (Mubanga, 2012, Mwanza, 2012). Following the above advanced findings, it can be acknowledged that some of the primary school teachers have negative attitude towards the use of Silozi as medium of instruction from grades one to four. The aforementioned fraction of teachers may seem insignificant but have a negative impact on the implementation of the policy, given the number of learners whose education such teachers can affect.

The study also showed that some teachers were not yet acquainted with the empirical evidences established through researches conducted that the use of local languages enhance learners’ understanding of what they learn, (UNESCO, 2003). Even some education officers who are mandated to help teachers effectively implement the use of Silozi were found to be undecided whether or not the use of Silozi as medium of instruction was appropriate. The quantitative findings showed that 5 respondents, representing 10.0 percent of the teachers were not sure whether or not the use Silozi as medium of instruction from grades one to four was appropriate.

In summary, the study established that the majority of the teachers were convinced and accepted that the use of Silozi as medium of instruction from grades one to four was appropriate; however, others said the use of Silozi was not appropriate. Another group also said they were not sure whether or not the use of Silozi as medium of instruction was appropriate.

### **6.3 Teachers' preparedness to use Silozi as medium of instruction from grades one to four in selected primary schools of Mongu district.**

The second research objective was meant to establish teachers' preparedness to use Silozi as medium of instruction from grades one to four.

In acknowledging the importance of implementing the curriculum of using Zonal languages in order to address the low literacy levels and the general performance of learners across all the subject areas, the MESVTEE (2013) committed itself to addressing the issue of teacher preparation. Thus, redressing pre-service training in literacy and providing adequate in-service training in literacy methodology. In stressing the importance of teacher preparation in the implementation of any language in education, the World Bank (1980) argued that the successful implementation of any policy depends on how knowledgeable the implementers are, adding that this knowledge can only be acquired through adequate preparation, training, orientation, or re orientation or in-service training. This argument is also echoed by Fullan (1993) who postulates that for any curriculum to be effective requires time, personal interaction, in-service training and forms of people based support.

In this study, it was revealed that some of the teachers were prepared to use Silozi as medium of instruction from grades one to four. Evidence from the quantitative data also revealed that 76.0 percent of the teachers who participated in the study acknowledged adequate preparedness to use silozi as medium of instruction from grades one to four, and that they were comfortable to use it in class. Some of the teachers explained that at college they were only prepared to use silozi during periods for literacy and language education under the New Breakthrough to Literacy course for grade one. For the rest of the study areas, English was the only medium of instruction. In a related development, Mhindu, et al (2016) conducted a study at Chiredzi district in Masvingo Province of Zimbabwe in which they explored the experiences of teachers using Shangani as medium of instruction. The study revealed that Shona speaking teachers in three schools lacked proficiency in the Shangani language. However, for the teachers who were proficient in speaking the shangani were better placed to implement the language in education policy of using Shangani as medium of instruction. It was also revealed that colleges of education in the province had not started training teachers for the use of Shangani as medium of classroom instruction. Related to the foregoing findings are the

studies conducted by Kombe, (2017) and Kombe and Mwanza (2019) in which they wanted to establish whether or not teachers were adequately prepared to implement the 2014 revised literacy policy in Kitwe district of Zambia. The studies revealed that the policy was hurriedly rolled out in schools without adequate preparation of teachers and materials to be used. The above studies are related to the current study where most of the teachers acknowledged not having been adequately trained in the use of silozi both at pre-service and in-service level but claim to be adequately prepared to use it as medium of instruction. So, their adequate preparedness can only be attributed to their proficiency in speaking silozi.

Similarly, Kombe cited above further confirmed in her study that despite government having rolled out the 2014 curriculum, lecturers in the education training institutions were not availed full information regarding the preparation of student teachers to enable them implement the curriculum during school experience and upon deployment. This failure by government defeated the rationale behind the policy implementation of preparing teachers. What came out prominently during the current study was that except for literacy and language education, there was not even a hint on the use of silozi as medium of instruction by the rest of the study areas during pre-service training of teachers.

The study also revealed that some of the teachers, representing 10.0 percent of the respondents said they were not adequately prepared to use Silozi as medium of instruction from grades one to four because they were not conversant with its use as they either hailed from outside the province, or just lacked proficiency in its use. They added that even when they were deployed in schools, there were no focal persons to orient them in the use of silozi as medium of instruction. Some of them said they did their trainings from colleges where Silozi was not used in any way as a medium of instruction in all the study areas that were involved. As a result, they used Silozi as medium of instruction not because they were for the idea but had no any other option at their disposal. The above argument resonates with Bernstein's power and control over the curriculum where the government clearly knows that teachers are not adequately prepared to use local languages and in this respect silozi, but are still expected to implement it successfully,(Mwanza,2012). The studies conducted by Kombe and Mwanza (2019) also revealed that not all the teachers were prepared in the use of local languages as media of instruction in schools because they were not trained to

implement the literacy policy and those who were trained never conducted in-house training to train their fellow teachers who remained behind in schools. Consequently, such teachers only felt comfortable to use English as a medium of instruction from grades one to four, disregarding the use of Silozi as stipulated in the language in education policy. In view of the above argument, the study clearly shows that classroom teaching doesn't take place in a vacuum (Mwanza, 2016) but is affected by many factors among which government policies, teachers, and language are part, Bernstein (1973). When some of the teachers realized that they were not proficient in the language of classroom instruction they resolved to go against the policy of using Silozi and thereby exercising a control over the curriculum at the classroom level, though at the disadvantage of the learner who should have been the beneficiary in the learning process. This is because some learners were denied the use of Silozi, which was their horizontal discourse that was meant to act as a resource base to facilitate their access to the vertical discourse, (Bernstein, 1975). In fact, Mwanza (2020) argued that the disjuncture between the home and the school due to the non-recognition of pupils' full linguistic repertoires is the major cause for the continued low literacy levels in Zambia.

For some teachers who even included native Lozi speakers, expressed having not really prepared to use of Silozi as medium of instruction. To them, the translation of some contents and certain terms from English into Silozi in some subjects where the books in use were still written in English was a challenge. They added that sometimes they found themselves failing to communicate with learners because certain words learners used were strange to them as teachers. The quantitative findings also revealed that 14.0 percent of the teachers said they were not really prepared to use Silozi as medium of instruction from grades one to four. The issue of some teachers not being prepared to use silozi MOI but the policy demands so because of the rationale behind its application has become a hindrance to the educational development of children wherever such teachers are assigned to teach in Mongu district. The reason behind the foregoing development is the relationship between language and education. Thus, the distribution of educational access is very much linked to the language used in its distribution. And so, educational failure is very much linked in a general sense to a language failure, (Clark, 2005). Therefore, if a child is instructed in a language he or

she is not accustomed to hearing and speaking, then the whole process of learning collapses.

In short, teacher preparedness in the implementation of Silozi as a language in education policy is critical. The study revealed that some teachers were adequately prepared to use Silozi as medium of instruction from grades one to four while others said they were not prepared. The third group of teachers said they were not really prepared to use Silozi as medium of instruction. It was also established that proficiency in Silozi, is key both for the teachers and the pupils if any meaningful learning is to take place during their interaction.

#### **6.4 Analysis of Teachers' use of Silozi as medium of instruction from grades one to four in selected primary schools of Mongu district.**

The third research objective sought to analyze teachers' classroom use of Silozi as medium of instruction from grades one to four. During the study, six lessons were observed and below were the findings;

The findings revealed that some teachers were able to put the use of Silozi as language of instruction into practice and exhibited high levels of proficiency in its use. Thus, both spoken and written, from the introduction through to the end of their lessons. In such lessons the learners overwhelmingly benefited in the learning process. In such lessons, both the teacher and the learner collaborated well during their interaction. The quantitative data also revealed that the majority of teachers acknowledged that the classroom use of Silozi as language of classroom instruction was appropriate and enjoyed its use. The above findings in the current study ties well with the study by Bender, et al, (2002) who in their study of local languages as media of instruction in Burkina Faso revealed that learners who were competent and literate in their first familiar language were better able to master an alien language, particularly, children with initial literacy in the Moore language before beginning in French achieved better results in French and Mathematics than students who had only participated in French language speaking. This means that children who receive instruction in Silozi which is their familiar language in their initial education are more likely to perform well across all other subjects than those who are instructed in an alien language, as it was evidenced in the above observed lesson. In the same vein, it is also argued that in a classroom interaction, learners learn well when the teacher lead discussions around

texts in relation to their social and cultural values, and this is referred to as social and functional language, (Halliday, 1985). In this context, it refers to a language which is familiar to a learner within which the child's social and cultural values are carried.

The study also revealed that some teachers had positive attitude towards the use of Silozi as medium of instruction and were proficient in its spoken form but lacked proficiency in the written form of the language. According to Nyawaranda, (2010), attitudes are really very difficult aspects to erase from the mind of the people. Therefore, positive attitudes can be used in upgrading indigenous languages (Mwanza, 2017). In view of this study it can be argued that since, the majority of the teachers have positive attitudes towards its use as medium of instruction, then it is a step in the right direction and what now remains is to find a way by which the powers that have control over the curriculum can address the issue of teacher proficiency for the benefit of the learner in the classroom.

The study also showed that some teachers found the use of Silozi as medium of instruction a challenge, as they could hardly use Silozi expressions constructively well in their teaching. And in one of the lesson that was observed the teacher was very uncomfortable with the use of silozi as he could not communicate meaningfully to the learners in it. The teacher exhibited some knowledge of the subject matter, but the lack of proficiency in the use of Silozi resulted in learners losing out in the learning process. When the teacher realized about his inability to use Silozi to interact with learners, he code switched to the use of English as medium of instruction throughout the lesson, which was out rightly against the stipulated language in education policy expectations. The above findings holds true that if there is a breakdown in communication between the teacher and the learner due language barrier, then the process of knowledge delivery to learners collapses, (Mubanga, 2012. Mwanza, 2012). The foregoing findings relates so well with Bernstein's (2000) theory that educational access is very much linked to the language used in its distribution. Therefore, education failure is in a general sense due to language failure as was observed in the above lesson.

The study also revealed that some teachers were neutral towards the use of Silozi as medium of instruction during their classroom interaction with learners. During one of the lessons observed, the teacher code switched between English and Silozi but during her interaction with learners it could be clearly noted that the code switching was not

done for the purpose of benefiting learners. Wodak (2003) believes that in the practice of implementing the language in education policy, teachers have the power to resist, negotiate or accept policy. In relation to this study, the teacher resisted the policy but bringing into the lesson the use of English which never benefited learners because whenever she brought in English illustrations into the lesson, learners looked perplexed but the teacher never minded about it.

In short, the study revealed that the majority of the teachers in the selected primary schools of Mongu district have positive attitude towards the use of Silozi as medium of classroom instruction. Some of them exhibited high level of proficiency in its application while others lacked proficiency in the written form of Silozi. Others on the other hand showed high level of incompetence in the use of Silozi as medium of instruction. The study also showed that some teachers have negative attitudes towards the use of Silozi as medium of instruction.

### **6.5 Factors that affect teachers' use of Silozi as medium of instruction from grades one to four in selected primary schools of Mongu district.**

The fourth research objective sought to establish factors that affect teachers' use of Silozi as medium of instruction from grades one to four.

According to Ivowi (2004), the effective implementation of any curriculum depends on the provision of sufficient tools and materials that are necessary to support it. Relating to the above observation is the World Bank's (1980) position that among other factors, the successful implementation of any policy depends on how knowledgeable the implementers of such a policy are, adding that this knowledge can only be acquired through adequate preparation, training, orientation or re orientation, or in-service training. According to this study, the factors which were established as key to affecting the use of Silozi as medium of instruction are going to be discussed under the following headings;

#### **6.5.1 Inadequate teaching and learning materials.**

The availability of teaching and learning materials is an inevitable factor in the successful implementation of any language in education policy. The Ministry of Education (1996) acknowledged the importance of learning materials and stated that the availability of text books and other educational materials are critical to the delivery of

quality education. The reason behind being that suitable materials enable learners to acquire and apply knowledge, to learn at their own pace ,and to assess their own progress .In the current study, the use of Silozi as medium of instruction from grades one to four was affected by lack of relevant learning resources. The study revealed that lack or deficit of teaching and learning materials that matched with the revised curriculum in most schools negatively affected teachers' use of Silozi as medium of instruction. Mbewe, et al (ibid) agree with this study in that when they conducted a study in which they investigated the perceptions of teachers, pupils, and parents towards the use of Cinyanja in Lusaka district, lack of teaching and learning resources in schools affected its use as medium of instruction. In some schools, teachers were provided with some learning materials but could not cater for all the grades, while in other schools the text books were readily available but the syllabi were not provided for to guide teachers during planning and the actual teaching. In other schools, text books for some other grades were not supplied since the implementation of the 2014 revised curriculum until 2019 when they received books for grades 3 and 4, meaning such children were previously instructed under the old curriculum. As such, striking continuity in knowledge levels for such children became a challenge for both the teachers and the learners. It should be noted that lack of adequate and appropriate teaching materials is a persistent problem in Zambia and is consistently mentioned as one of the causes of poor literacy achievements in schools (Mwanza, 2012, Banda and Mwanza, 2017, Banda and Mwanza, 2020 and Mwanza, 2020). There is need for government to invest in teaching and learning so that teachers carry out their task with minimal challenges.

### **6.5.2 Inappropriate teaching and learning materials**

During the study it was established that teachers had no teaching and learning materials that matched with the revised curriculum. What that meant was that teachers were using books that were designed for the former curriculum. Therefore, it was difficult for most of the teachers to translate the content appropriately from English into Silozi so as to suit the new curriculum. The above finding resonates with Kafata's (2016) study in which he sought to investigate the impact of teaching using local languages on pupils from grades one to four in selected primary schools in Kitwe district of the Copperbelt Province of Zambia. The study revealed that due to appropriate teaching and learning resources that were not readily available in schools, teachers had to translate the

teaching materials from English into local languages which was a big challenge and time consuming for most of the teachers. It was established that teachers were in most cases compromising the content standards, either by diluting or complicating it to the disadvantage of the learners. It was also noted that the office of the Senior Teacher in the schools under research did very little if not nothing to help teachers in this regard. Hence, teachers were left to do as they wished in translating the content. Arising from the foregoing development were children who were in the same grade, exposed to the same materials but taught by different teachers coming out of the classroom with varied levels of knowledge imparted to them. It was therefore, clear from the above argument that although translation can help in addressing challenges arising from lack of appropriate learning materials, it has its own short comings. The same observation was stressed by Zimba (2007) in his study whose main aim was to find out the effect of using Nyanja as a language of initial literacy for grade one learners in a predominantly Tumbuka speaking area of Lundazi rural school in Zambia. The study revealed that the process of translation from English to Tumbuka, and from Nyanja to Tumbuka consumed more time than that which remained for the actual teaching of literacy. It was also established in Zulu's (cited above) study that translation lacked precision in meanings of words as no two languages have exact equivalents because of cultural and environmental differences. For some teachers who were not conversant with the use of Silozi as medium of instruction, and could not translate the content from English into silozi, resorted to teaching in English as that was the only option at their disposal. Some teachers code switched between English and informal Silozi, which was also detrimental to the educational development of children. The just advanced argument hinges on Bernstein's theory where the teachers now can do through the control they have to influence learning activities in the classroom, to an extent that they can even go against what is stipulated in the language policy (Leanne, 2010).

### **6.5.3 Lesson planning in English and teaching in Silozi.**

Lesson planning is one of the key practices to effective and efficient teaching. However, this study revealed that the aspect of lesson planning had a potential to affecting the use of Silozi as medium of instruction either positively or negatively. In circumstances where text books that matched with the curriculum were readily

available, teachers, especially those who were not conversant with Silozi complained that since the books were written in Silozi and lesson planning was done in English, the issue of compromising the standard of contents through the process of translation arose. It was also revealed that the practice of lesson planning where teachers were expected to plan in English and thereafter, making the lesson plans as reference documents for the actual teaching in Silozi negatively affected the transmission of content, as most of the teachers could not translate the content appropriately. In view of the foregoing, children lost out greatly in the learning process. The above argument holds true that the issue of translation is not an easy task as established by Zimba (2007) as it lacks precision in meanings of words and sentences across languages because no two languages have exact equivalents. It is in fact logical to suggest that language policy makers should consider authorizing teachers to do lesson planning in the language in which learners are instructed so that the challenges that are associated with translations of contents can be reduced, if not completely done away with. Further, this has implications on teacher education. There is need to expose trainee teachers to lesson planning using local languages during teacher training. Teachers cannot just learn this mechanic if they are not introduced to it and tutored on how to do it during college based micro teaching. Manchishi and Mwanza (2018) emphasized the need to relate what student teachers learn during training and what they will be doing in schools after graduation.

#### **6.5.4 Teacher negative attitudes towards the use of Silozi as medium of instruction.**

The study revealed that most of the teachers had either little or literally no knowledge at all about the positive impact mother tongue languages can make in the instruction of children in their initial education. It was also established that teachers were not acquainted with the empirical evidences established through researches conducted that the use of local languages enhance learners' understanding of what they learn. It was also found that even officers, including some school administrators, who are mandated to help teachers ensure effective implementation of Silozi as medium of classroom instruction, were undecided whether or not the use of Silozi as medium of instruction was appropriate. The foregoing argument shows that some teachers and other stake holders that are connected with the task of implementing the use of Silozi as medium of instruction have negative attitude towards its application. Negative attitudes are not favorable in any way to the successful implementation of any language in education

policy unless certain measures are taken to correct it. Manchishi and Mwanza (2016) conducted a study to establish whether or not peer teaching was still a strategy in teacher preparation at the University of Zambia. The study revealed that the implementation was faced with many challenges such as lack of adequate staffing, over enrolment, lack of teaching materials, and negative attitudes by both educators and student teachers.

#### **6.5.5 Lack of teacher involvement in the formulation of the language in education policy of using Silozi as medium of instruction.**

The study revealed that the lack of teacher involvement in the formulation of the policy of using Silozi as medium of instruction from grades one to four left them with a feeling that their contribution to its content is not worth of consideration, yet they are its key implementers. This view is in line with Mwanza (2017) who conducted a study to establish whether or not secondary school teachers in Lusaka urban of Zambia were adequately and actively involved in the curriculum development process. The study established that teachers were not satisfied with the current practice of curriculum development which insignificantly involved them. It was also revealed that the majority of secondary school teachers in Lusaka urban had never taken part in the development of the curriculum, and this they thought was the major reason why they faced challenges with implementing it effectively. In like manner, this decision has negatively affected the use of Silozi as medium of instruction in that despite this study focusing on secondary school teachers' lack of adequate involvement in curriculum formulation, the principle of teacher involvement in the curriculum design has the same effect on the use of Silozi as medium of instruction by teachers. Kombe and Mwanza (2019) as well as Banda and Mwanza (2020) argues that the lack of collaboration between policy makers and the implementers of the policy has resulted in teachers doing what they feel would best help the learners, different from what the policy stipulates.

#### **6.5.6 Lack of teacher proficiency in the use of Silozi as medium of instruction.**

The study revealed that some of the teachers lacked proficiency in the use of Silozi as a language of classroom instruction which is also the learners' familiar language. It was also established that there was need to appoint focal persons at each school to help orient other teachers, including those who are not conversant with Silozi as medium of instruction among other things whenever need arises. The foregoing finding defeats the

whole purpose of using Silozi, which according to Bernstein's (1975) theory, the language of the classroom should be familiar both to the teacher and the learners so that the learner's horizontal discourse can help in scaffolding the child to easily access the vertical discourse. Based on the concept of power relations in the classroom, the teacher can decide either to code switch to English or any other language they may deem fit to their convenience as long as the language is close to what children may have a slight sense of hearing even if it is alien to learners. The exercise of power relations can be seen in a classroom situation even where the teacher uses a language which is unfamiliar to learners, the children may just keep quiet for fear of being disciplined by the teacher. Even where the teacher may be conversant with Silozi as medium of instruction, some pupils who are not conversant in it may be there in class with no option but to endure its use and adhere to it.

In short, the study revealed that the factors which affect teachers' use of Silozi as medium of instruction ranged from inadequate teaching and learning materials, inappropriate teaching and learning materials, lesson planning in English and teaching in Silozi, teacher negative attitudes towards the use of Silozi as medium of instruction, lack of proficiency in the use of Silozi as medium of instruction, and lack of teacher involvement in the formulation of the language in education policy of using Silozi as medium of instruction.

## **6.6 Summary of chapter six**

The teachers held different views regarding the use of Silozi as medium of instruction from grades one to four. The majority of the teachers were in favor of using Silozi as a medium of instruction from grades one to four. However, other teachers held negative attitudes towards the use of Silozi as medium of instruction and stated that the use of Silozi should only be assigned to the teaching of literacy in Silozi while the rest of the subjects from grades one to four should be taught in English. Those who held neutral views about the use of Silozi as medium of instruction used it in their classroom teaching with doubts. The study also revealed that lack, or deficit of teaching and learning materials in most of the primary schools in Mongu District hindered the smooth implementation of using Silozi as medium of instruction. It was also established that teachers lacked proficiency in the use of Silozi as medium of instruction because they were poorly prepared in its use at tertiary level.

## CHAPTER SEVEN

### CONCLUSION AND RECOMMENDATIONS

#### 7.1 Overview

This chapter gives conclusions drawn from all the research findings.

#### 7.2 Conclusion

The study brought out a number of issues regarding the policy implementation of using Silozi as medium of instruction from grades one to four in selected primary schools in Mongu district. The study was guided by the following objectives: to establish teachers' views towards the use of Silozi as medium of instruction, to establish teachers' preparedness to use Silozi as medium of instruction, to analyze teachers' classroom use of Silozi as medium of instruction, and to establish factors that affect teachers' use of Silozi as medium of instruction.

Based on the research objectives, a number of conclusions can be drawn from the discussion of the findings. Firstly, the study revealed that 74.0 percent of the primary school teachers in Mongu district have positive views towards the use of Silozi as medium of instruction from grades one to four. Although some of them felt that the use of Silozi should just be restricted to the teaching of literacy in Silozi and the rest of the subjects be taught in English, the majority of the teachers were convinced and accepted that the use of Silozi was appropriate. It was added that the use of Silozi as medium of instruction enhanced children's understanding of what they learnt. It also made the transfer of concepts from Silozi to English easy. Some other teachers, however, could not decide whether or not the use of Silozi as a medium of instruction was an appropriate policy.

Secondly, the study revealed that 76.0 percent of the teachers acknowledged preparedness to use Silozi as medium of instruction from grades one to four. Some of the teachers among which others were not conversant with Silozi, on account of hailing from outside Western Province, said they were not prepared to use Silozi as medium of instruction. Besides, others said they were not sure whether or not they were prepared to use Silozi as medium of instruction.

Thirdly, the study established that some of the teachers were able to effectively apply the use of Silozi as medium of instruction with high level of proficiency. Some teachers were also able to apply the use of Silozi as medium of instruction but lacked proficiency in its written form. Some other teachers had a challenge in the classroom application of Silozi, so opted to either code switch between English and informal Silozi or out rightly taught using English throughout the lesson.

Finally, the study revealed that the use of Silozi as medium of instruction was affected by many factors such as inadequate teaching materials, inappropriate teaching and learning resources, lesson planning in English and teaching in Silozi, negative attitudes by some teachers, lack of proficiency in Silozi by some teachers, and lack of teacher involvement in the formulation of the language in education policy.

### **7.3 Recommendations**

Based on the above findings, and conclusions, the following recommendations were made:

- a. Teacher trainers should offer adequate training to trainee teachers in the use of Silozi as medium of instruction from grades one to four.
- b. The ministry of General Education should intensively orient all primary school teachers and teacher educators in Mongu district on the empirical evidences established through researches that the use of local languages as media of instruction enhance the initial education of children.
- c. Teachers should always be engaged in the formulation and/or revision of any language in education policy of which they are expected to implement.
- d. Where the medium of instruction for a particular subject is Silozi, then lesson planning should also be done in Silozi.
- e. The Ministry of General Education should embark on local community mobilization of resources to help in procuring adequate and relevant materials for use in the implementation of Silozi as MOI from grades one to four in Mongu District.

### **7.4 Implications for Future Research**

The study was limited to ten public primary schools, and the education standards offices in Mongu district. It was further limited to the use of Silozi as medium of

instruction from grades one to four in selected primary schools in Mongu district. It is therefore, imperative to widen the study to other districts and provinces in Zambia.

### **7.5 Summary of chapter seven.**

The chapter has highlighted the conclusion of the findings of the study. It has also made recommendations based on the findings of the study. Areas for possible future research have also been suggested.

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APPENDICES

Appendix A: Consent form from the Dean

19 FEB 2019

REPUBLIC OF ZAMBIA  
MINISTRY OF GENERAL EDUCATION  
WESTERN PROVINCE  
10 JAN 2019  
PROVINCIAL EDUCATION OFFICER  
PROVINCIAL EDUCATION OFFICE  
P.O. BOX 910031, MONGU



**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**

Telephone: 291381  
Telegram: UNZA, LUSAKA  
Telex: UNZALU ZA 44370

PO Box 32379  
Lusaka, Zambia  
Fax: +260-1-292702

Date: 13<sup>th</sup> DECEMBER, 2018.

**TO WHOM IT MAY CONCERN**

Dear Sir/Madam

**RE: FIELD WORK FOR MASTERS/ PhD STUDENTS**

The bearer of this letter Mr. M. NAPELEKELA, C Computer number 2016145782 is a duly registered student at the University of Zambia, School of Education.

He/She is taking a Masters/PhD programme in Education. The programme has a fieldwork component which he/she has to complete.

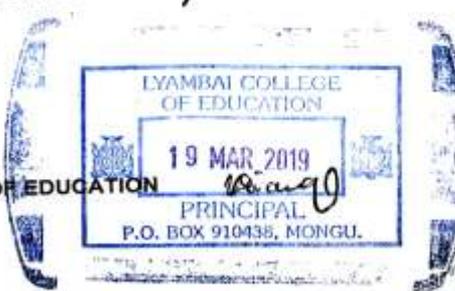
We shall greatly appreciate if the necessary assistance is rendered to him/her.

Yours faithfully



Emmy Mbozi (Dr)  
ASSISTANT DEAN POSTGRADUATE STUDIES- SCHOOL OF EDUCATION

THE UNIVERSITY OF ZAMBIA  
ASSISTANT DEAN (PG)  
13 DEC 2018  
SCHOOL OF EDUCATION  
P.O. BOX 32379, LUSAKA



LYAMBAI COLLEGE OF EDUCATION  
19 MAR 2019  
PRINCIPAL  
P.O. BOX 910438, MONGU

cc: Dean-Education  
Director-DRGS

## Appendix B: Approval of Study.



# THE UNIVERSITY OF ZAMBIA

## DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

Great East Road | P.O. Box 32379 | Lusaka 10101 | Tel: +260-211-290 258/291 777  
Fax: +260-1-290 258/253 952 | Email: director@drgrs.unza.zm | Website: www.unza.zm

### Approval of Study

11<sup>th</sup> June, 2019

**REF NO. HSSREC: 2018-DEC-0016**

Mr. Chinyama Naipelekela  
The University of Zambia  
School of Education  
Department of Languages and Social Sciences  
Box 32379  
**LUSAKA**

Dear Mr. Naipelekela,

**RE: "TEACHERS' PERSPECTIVES TOWARD THE USE OF SILOZI AS A MEDIUM OF INSTRUCTION FROM GRADE ONE TO FOUR IN SELECTED PRIMARY SCHOOLS OF MONGU DISTRICT"**

Reference is made to your resubmission. The University of Zambia Humanities and Social Sciences Research Ethics Committee IRB resolved to approve this study and your participation as Principal Investigator for a period of one year.

Review Type	Ordinary /Expedited Review	Approval No. REF No. HSSREC: 2018-DEC-016
Approval and Expiry Date	Approval Date: 11 <sup>th</sup> June, 2019	Expiry Date: 10 <sup>th</sup> June, 2020
Protocol Version and Date	Version- Nil	10 <sup>th</sup> June, 2020
Information Sheet, Consent Forms and Dates	• English.	To be provided
Consent form ID and Date	Version	To be provided
Recruitment Materials	Nil	Nil

Excellence in Teaching, Research and Community Service

Should you have any questions regarding anything indicated in this letter, please do not hesitate to get in touch with us at the above indicated address.

On behalf of The University of Zambia Humanities and Social Sciences Research Ethics Committee (IRB), we would like to wish you all the success as you carry out your study.

Yours faithfully,



*Dr. J. L. T. Ziwa*

**VICE CHAIRPERSON  
THE UNIVERSITY OF ZAMBIA HUMANITIES AND  
SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE IRB**

cc: Director, Directorate of Research and Graduate Studies  
Assistant Director (Research), Directorate of Research and Graduate Studies  
Assistant Registrar (Research), Directorate of Research and Graduate Studies  
Senior Administrative Officer (Research), Directorate of Research and Graduate Studies

**Appendix C: Lesson Observation Guide.**

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION.

**THE LESSON OBSERVATION WAS MEANT TO ANALYZE TEACHERS'**

**CLASSROOM USE OF SILOZI AS MEDIUM OF INSTRUCTION**

SCHOOL:

.....

GRADE:

.....

NUMBER OF PUPILS: BOYS: ..... GIRLS: .....

LESSON DURATION:

.....

INTRODUCTION:

.....

.....

LESSON DEVELOPMENT:

.....

.....

CLASS ACTIVITY:

.....

.....

CONCLUSION:

.....  
.....

EVALUATION:

.....  
.....

**N.B:** The purpose of lesson observation was to analyze how teachers used Silozi as a medium of instruction under each of the lesson steps above in form of written and spoken language.

## **Appendix D: Interview Guide for Teachers before Lesson Observation**

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION.

### **QUESTIONS**

1. What are your views about the use of Silozi as medium of instruction from Grade one to four?
2. Were you adequately trained to use Silozi as medium of instruction from Grade one to four?
3. What languages did lecturers recommend as medium of instruction from Grades one to four?
4. Were lecturers using Silozi preparing you to use it as medium of instruction from Grade one to four?
5. What are your views about the value of Silozi as medium of instruction from Grade one to four?
6. Do you enjoy teaching when using Silozi as medium of instruction?
7. What challenges do you face when using Silozi as medium of instruction?

**THANK YOU FOR YOUR TIME**

## **Appendix E: Questionnaire for Teachers**

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION

### **SECTION A: BACKGROUND INFORMATION**

**Answer by ticking**

1. Gender
  - (a) Male
  - (b) Female
  
2. Position in the school
  - (a) Class teacher
  - (b) Senior teacher
  
3. Academic qualifications
  - (a) Certificate
  - (b) Diploma
  - (c) Degree

**SECTION B:** Only one answer is correct for each of the questions. Show your answer by ticking.

4. I know the meaning of medium of classroom instruction
  - (a) Agree
  - (b) Disagree
  - (c) Not really
  
5. Are you adequately prepared to teach using Silozi as medium of instruction from Grades one to four?
  - (a) Yes

- (b) No
  - (c) Not really
6. Are you a fluent speaker of Silozi?
- (a) Yes
  - (b) No
  - (c) Not really
7. The use of Silozi as medium of instruction is the best approach to use from Grade one to four?
- (a) Yes
  - (b) No
  - (c) Not sure
  - (d) I don't know
8. I enjoy teaching when using Silozi as medium of instruction.
- (a) Agree
  - (b) Disagree
  - (c) Not sure
  - (d) I don't know
9. Other languages, other than Silozi are better suited to use as medium of instruction from Grades one to four?
- (a) Agree
  - (b) Disagree
  - (c) Not sure
  - (d) I don't know
10. I knew how to use Silozi as medium of instruction when I was deployed in school and not during training.
- (a) Agree
  - (b) Disagree
  - (c) Not sure
  - (d) I don't know

11. I have been teaching using Silozi as medium of instruction from Grades one to four.
- (a) Agree
  - (b) Disagree
  - (c) Not really
12. Teachers training institutions prepare teachers adequately to use Silozi as medium of instruction from Grades one to four.
- (a) Agree
  - (b) Disagree
  - (c) I don't know
13. The quality of pupils affects the classroom use of Silozi as medium of instruction.
- (a) Agree
  - (b) Disagree
  - (c) Not really
  - (d) I don't know
14. Availability or non-availability of teaching materials affects the classroom use of Silozi as medium of instruction.
- (a) Agree
  - (b) Disagree
  - (c) Not really
  - (d) I don't know

**THANK YOU FOR YOUR TIME**

**Appendix F: Interview Guide for head Teachers and Education Standards Officers**

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION

**Question**

1. What is the current policy on the medium of classroom instruction from Grades one to four?
2. Which language do you recommend as medium of instruction from Grades one to four? What is the basis of your recommendation of a particular language?
3. What is the attitude of teachers towards the use of Silozi as medium of instruction from Grades one to four?
4. Are teachers adequately prepared to use Silozi as medium of instruction from Grades one to four?
5. What challenges are teachers facing in using Silozi as medium of instruction from Grades one to four?

**THANK YOU FOR YOUR TIME**