

**AN INVESTIGATION INTO THE USE OF THE
NEW APPROVED SILOZI ORTHOGRAPHY AT HIGH
SCHOOL LEVEL IN SELECTED SCHOOLS IN MONGU
DISTRICT**

BY

BOSTOR MUNDIA MWENDEDE

UNIVERSITY OF ZAMBIA

2011

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**A dissertation submitted to the University of Zambia in partial fulfillment of
the requirements for the award of degree of Master of Education in Applied
Linguistics.**

UNIVERSITY OF ZAMBIA

2011

DECLARATION

I, Bostor Mundia Mwendende, declare that this dissertation represents my own work, that it had never been previously submitted for a degree at this or any other University and does not incorporate any published work or material from another dissertation.

Signed:

Date: 20.07.2011

DEDICATION

Since my mother, Florence Munalula Mwendende, did not live to see such fruit of her energy during my academic life, it is only befitting that this piece of work be dedicated to her, posthumously. Dedication also goes to my beloved wife Jessica Nalukui Mukololo. The support I got from my children during the time of my studies cannot be ignored when a dedication is due over this Master of Education degree.

APPROVAL

This dissertation by Bostor Mundia Mwendende is approved as partial fulfillment of the requirements for the award of degree of Master of Education in Applied Linguistics of the University of Zambia.

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ACKNOWLEDGEMENT

A number of people contributed to the completion of this study through enumerable support and encouragement to me. At the summit of this hierarchy of appreciation is my supervisor, Mr. Geoffrey K. Tambulukani whose guidance I shall always cherish. The critiquing, counsel, encouragement and academic excellence from my supervisor are highly appreciated. To all the learned post-graduate lecturers, in the School of Education, University of Zambia. My initial supervisor, Dr. J.R. Luangala whose guidance became a turning point in my academic life. The lecturers who gave me the foundation I needed during my undergraduate studies can not be ignored and therefore, deserve being mentioned; Mr. C. Nkossa, Professor V.M. Chanda, Mr. N.W. Mundia, Dr. John Simwinga, Dr. Fenson Mwape (Late), Dr. P. Munatamba, Mr. Joseph Mbwayu (Late) and Mr. Bwendo Mulengela (Late) to mention but a few. My Research Assistant, Mr. Zeltor Uyoya Wamuwi also deserves my appreciation.

Special thanks go to Mrs. Josephine Nacidze who typed all my academic work, from undergraduate to post-graduate level. Lastly, I would like to thank Ms. Josephine Kambikambi who accepted to type the final corrections to this dissertation.

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ACRONYMS

ABNE:	Advisory Board on Native Education
BA Ed:	Bachelor of Arts with Education degree
BESSIP:	Basic Education Sub-sector Investment Programme
BSA:	British South African Company
CA:	Continuous Assessment
CBA:	Content-Based Approach
CDC:	Curriculum Development Centre
CE:	College of Education
CF:	Curriculum Framework
DEBS:	District Education Board Secretary
DFA:	Dakar Framework Action
ECCDE:	Early Childhood Care, Development and Education
ECZ:	Examinations Council of Zambia
EFA:	Education for All
FGD:	Focus Group Discussion
GRZ:	Government of the Republic of Zambia
IAI:	International African Institute
IIAC:	International Institute of African Languages and Cultures
KKF:	Kenneth Kaunda Foundation
MoE:	Ministry of Education
NBTL:	New Breakthrough to Literacy
NISTCOL:	National In-service Teachers' College
NRAR:	Northern Rhodesia Annual Report
NTC:	Nkrumah Teachers' College
NZLO:	New Zambian Languages Orthography
OBA:	Outcomes-Based Approach
PESO:	Principal Education Standards Officer
PEO:	Provincial Education Officer
PRP:	Primary Reading Programme
ROC:	Read-On Course
ROL's:	Regional Official Languages
SESO:	Senior Education Standards Officer
SEN:	Special Education Needs
SPRINT:	School Programme of In-Service for the Term
SPSS:	Statistical Package for Social Sciences Programme
TED:	Teacher Education Department
TG:	Teachers Guide
UNESCO:	United Nations Educational Scientific Commission
UNZA:	University of Zambia
ZEPH:	Zambia Educational Publishing House
ZLHSS:	Zambian Languages High School Syllabus: Grades 10 - 12

ABSTRACT

This study involved investigating the extent to which the new Approved Silozi Orthography was being used by both teachers and learners in the teaching and learning of Silozi at Grades 10 to 12 in selected schools in Mongu district. Specifically, the research sought to determine whether or not the new Zambian Languages Orthography was being used by both learners and teachers, the availability copies of the new Zambian Languages Orthography in the schools and the attitudes, opinions and views of the teachers and learners towards the new Silozi Orthography.

In this study, ten High School teachers provided the data. The data was highly qualitative and the researcher only used quantitative techniques to display tables. Twenty learners' documents and seven class observations were used too. Simple random and purposive sampling strategies were used in the selection of the required sample. Stratified random sampling was used to select the five High Schools out of the seven in the district. Instruments used included interview schedule and a guide for Focus Group Discussion (FGD), and checklists for documents used by the learners and teachers as well as for lesson observations.

In the five High Schools visited, it was evident that none of them authoritatively taught or used the orthography satisfactorily. Most of the teachers did not really seem to accept the new orthography. This negative attitude revelation could also imply that policy issues should never be prescribed to the implementers but be done together with them from the start as stakeholders. Not even a single copy of the new orthography book existed in any of the High Schools. It was evident that learners were not encouraged to use the new approved Silozi orthography in their class work. Some evidence showed that High School teachers, especially those teaching Silozi did not know that government provided funds for procurement of textbooks.

The study revealed that where attempts were made, the methods used by the teachers were all testing instead of teaching learners. Some schools did not even have the High Schools Zambian Languages Syllabus. The study also revealed clear mixture of both the new and the old orthography. The study revealed that most teachers of Silozi needed to be given some in-service education on how to teach the new approved orthography.

Therefore, though small in size, this study has raised significant facts regarding the use of Silozi orthography namely; under qualified teachers, non-correct teaching and usage by both the teachers and learners. It revealed that the non-availability of copies of the orthography book may have contributed to poor teaching and learning of the orthography in High Schools visited. Most importantly, that curricula issues or changes should never be prescribed to teachers.

CHAPTER ONE

INTRODUCTION

This chapter presents the background to the study, statement of the problem, purpose of the study, research questions and objectives, and the significance of the study.

1.1. Background

The Minister of Education, in 1977, directed that the new Zambian Languages orthography be used in all schools as well as by private and public authors. Three decades (33 years) have passed without any empirical data on how teachers and learners had been using this orthography.

Researches in Zambia and other parts of the world show that **teaching aids** play an important role in learning processes in the classroom. These teaching/learning materials include several types but this particular study looks at the role played by the textbooks and syllabus through their contents on teaching the orthography of Silozi language. It is stated in the national policy on education, “Educating Our Future” (MoE, 1996: 32) that, “The way in which the curriculum is prescribed (‘the curriculum as planned’), implemented (‘the curriculum as taught’) and incorporated (‘the curriculum as learnt’) has a major impact on the quality of education provided.” At every level of education, there is need to identify what is to be taught and learned, how it is to be taught and learned, and the evidence that **satisfactory teaching and learning** have taken place. All these stem from the teaching aids used by teachers, and in this case the text book entitled the “New Approved Zambian Languages Orthography” of 1977 which is the only guiding and reference material on the spellings and general morphology of Zambian Languages including Silozi.

In 1928 an Advisory Board on Native Education (ABNE) in the then Northern Rhodesia, now Zambia, suggested that Ibibemba, Silozi, Cinyanja and Chitonga as dominant languages would be used in schools. There was need to consider the grammar to be applied in all these languages by agreeing on orthography for each. Orthography includes spellings of words, as permitted by the languages phonetics, word division (disjunctivism) and word combination (conjunctivism), punctuation, tonal representation, the alphabet, capital and small letters. In the past, the authors of educational materials used different orthographies for the languages they were writing (Mundia, 1985:28). The problem had been that the lack of a commonly accepted spelling convention for the given language has reflected itself not only in the way the same word is spelt by two different authors but in the way the same word is spelt in several ways by the same author in the same book (MoE, 1977:V). These inconsistencies were highly common in the Silozi examinations answer scripts and books too. This was found to be undesirable if good and acceptable literature in Zambian languages generally and Silozi in particular, was to be produced by learners in schools. To correct this situation, the Ministry of Education in Zambia, through Zambia Educational Publishing House (ZEPH), published a new orthography book in 1977 titled, "Zambian Languages: Orthography Approved by the Ministry of Education." This was the official guide on orthography for all learners and private and public authors when writing the seven approved Zambian Languages generally and Silozi in particular. We do not know as to whether teachers of Silozi at High School level in Mongu District are using the new Silozi orthography according to the provided rules.

1.1.2 The Orthography Book as an Educational Material

The 1977 orthography book was written to standardize orthography rules in Zambian Languages. The teaching and learning was to be done in schools. The then Minister of Education announced this on radio and in newspapers including the Local Languages ones such as, Liseli (Silozi), Imbila (Ibibemba) and Ngoma (Cinyanja)

1.1.3 Significance of the New Orthography

The new Zambian Languages orthography book, like many other text books, was meant to contribute to quality education provision widely recognized through out the world. “This is most important in the Sub-Saharan Africa where there is a severe shortage of reading materials” (World Bank Report 2002: V). It was a book which provided guidance to all authors of Silozi and other Zambian Languages.

The book was a tool by which learners were given experiences of changing word spellings. Secondly, it helped the learner to grasp the underlying structure of a language. Thirdly, the new Zambian Languages orthography book is a propeller to the effort of producing clarity as it assists in the acquisition of clear concepts of subject matter. The World Bank Report (2002:5) adds that next to a good teacher a good textbook is the most effective medium of instruction. Furthermore, when teachers were under qualified, underpaid and under motivated, the textbook and the teacher’s guide were of crucial need, hence the orthography book for teaching Zambian Languages. The language rules on Silozi are clear in this book.

Finally, the orthography book could help learners establish a sense of conceptual structure of the letters and words they observe. To sum it all the orthography book helps to extend the learner’s range of experiences by helping him/her to understand the underlying structure of the languages being learnt and also demonstrate the significance of what is being learnt.

1.1.4 The Cradle of Book Writing in Zambia

The origins of book writing in Zambia can be traced back to 1937 when the African Literature Committee of Northern Rhodesia was established and charged with the responsibility of promoting readership and authorship in Zambia. In Zambia, the writing of school books was done at the Curriculum Development Centre from 1972 to 1995. The New orthography book was thus jointly designed,

developed and published by the Curriculum Development Centre and the then Kenneth Kaunda Foundation (KKF) respectively.

1.1.5 The Provision of Books to High Schools in Zambia

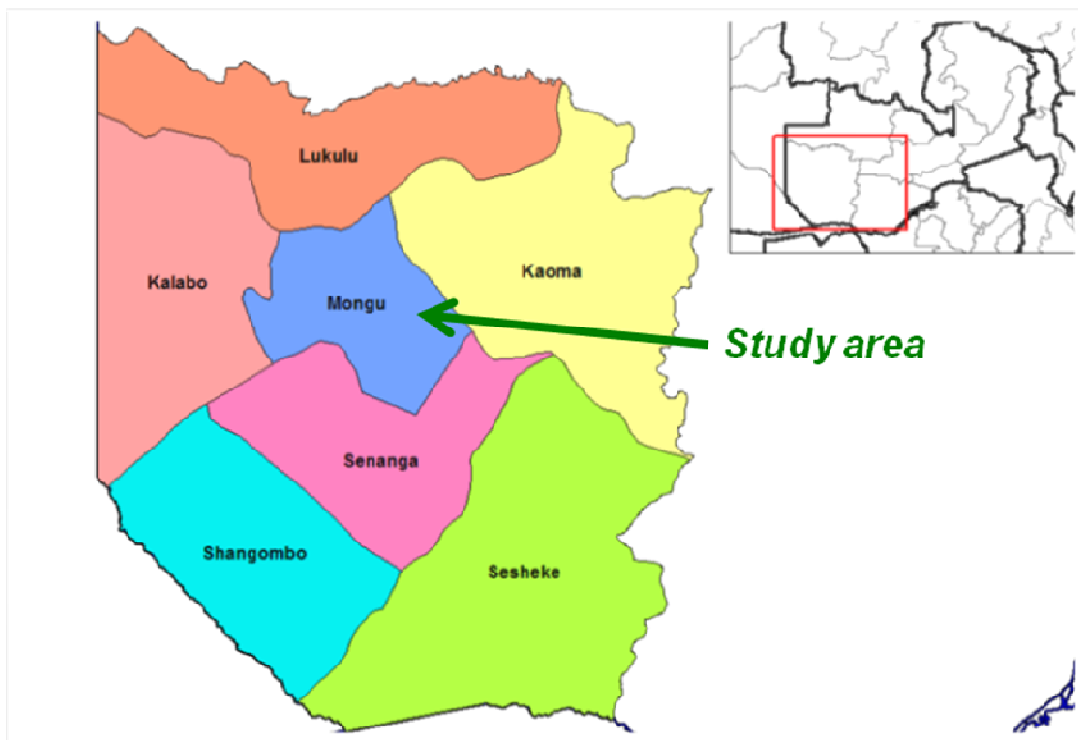
Following the MOE 1996 Education Policy, the provision of books and other teaching and learning aids were based on the liberalized policy of the procurement of learning and teaching materials. To ensure timely supply of books and in accordance with the decentralization policy, the Ministry has decentralized the provision of books to schools. Under the decentralized system, books are provided through the involvement of stakeholders namely the teachers and their education officers. These include the Ministry Headquarters, Provincial Education Office, District Education Board Secretary's office, School level, Publishers and Booksellers.

1.1.6 Structure of the Zambian Education System

Zambia's formal education system consists of academic learning at the Lower, Middle and Upper Basic, High School, and Tertiary level. The system is slowly moving from a 7-5-4 education structure (seven years of primary education, five years secondary and four years of university) to a 9-3-4 (nine years of basic education, three years of high school and four years of University education). *"The Education Sector, has an important role to play in the social and economic development of Zambia"* (MoE, 1996:20). This study is looking at the High School level that produces candidates who qualify to tertiary level namely the colleges and universities. It may be true to say that the underdevelopment of Zambia, despite such a good education structure, could lie in the undeveloped Zambian Languages. Science and Technology can be well understood and learned in a familiar language like all other developed countries have done. Why do we as Zambians cling to other people's languages? With the good structure of education system, one may begin to look to language engineering for quicker economic development of the nation, hence the standardized orthography as the entry point.

1.1.7 Profile of Mongu District

Zambia is divided into geographical regions based on relief, climate or the way land is used (Naidoo, 1995:118). There are nine provinces altogether and the Western Province is one of them. It has seven (7) districts namely, Mongu, Kalabo, Shangombo, Senanga, Sesheke, Lukulu and Kaoma. Mongu district, the research area of this study, is in the Western Province of Zambia. The Western Province was formerly known as Barotseland in colonial times and as Lyondo and Buluzi before then. The province is part of the Central African Plateau lying at some 1050m above sea level (Wood 1989:3). This particular province has seven districts and all are mostly sandy with a number of plains and rivers sandwiched by the Eastern and Western plateaux known as 'Mushitu' (Forest area).



Source: UNZA School of Mines, Geological Department, 2011

Mongu district is the most important settlement in Western Province as it is the administrative centre. It lies on the edge of the Buluzi Plain (Naidoo, 1995:142). It is connected by a tarred road and by air to Lusaka, the capital city of Zambia. Limulunga, which lies to the north of Mongu, is the summer capital for the King of the Malozi people, the *Litunga*, while Lealui is his winter capital. Mongu district is characterized by the Buluzi Flood Plain which stretches along the Zambezi River between latitudes of 14°S and 16°S (Naidoo 1995:142). Away from the flood plain are woodlands with high sands and there are prominent occurrences of circular depressions or dambos, ranging in length from a few hundred meters to a few kilometers across. It is so central that six of its neighbouring districts, apart from Sesheke, share its boundaries. Silozi language is the Lingua franca of the ethnic groups in all the seven districts. Silozi dialects include Sikwandi, Sikwangwa, Sisubiya, Sifwe, Sishanjo, Sikwamwenyi, Siimilangu, Simaa, Simbunda-shamuka, Siliuwa, Simbowe, Sihumbe, Sindundulu, Sinyengo, Sitokaleya, Sinkoya, Simashasha, Sikwamakoma, Sinanzwa and Sikwamashi. All these dialects use the standard Silozi orthography which is based on the language of wider communication in Mongu district schools too.

1.2 Statement of the Problem

Several years have passed from 1977 to date (2010), since the implementation of the new Zambian Languages orthography started. The Examinations Council of Zambia demands that the correct new orthography is used during School Certificate and General Certificate of Education (GCE) examinations in Silozi. Indeed the Zambian Languages High School Syllabus of Zambia clearly highlights a list of specific outcomes at each level of High School i.e. 10, 11 and 12 to be taught and learned in Zambian schools. However, up to now no study has been conducted to determine the use of this new approved orthography in schools at Grades 10, 11 and 12. We therefore, do not know whether or not the teachers use it in class and also whether or not learners apply it in their writing of Silozi in Mongu District schools.

1.3 Purpose of the Study

The purpose of the study was to find out whether or not the new orthography was being used by both teachers and learners in the teaching and learning of Silozi at Grades 10 – 12 in selected schools in Mongu District.

1.4 Main Research Question

Do teachers and learners at High School level in Mongu District use the orthographic rules of Silozi which are stipulated in the orthography book?

1.4.1 Objectives of the Study

The following are the objectives of the study:

- 1.4.1.1 To establish whether or not the new *Zambian Languages Orthography* was being used by teachers and learners of Silozi Language at High School level;
- 1.4.1.2 To find out whether or not learners at High School level use the new orthography in their classwork;
- 1.4.1.3 To find out the availability of the new *Zambian Languages orthography book* in Mongu High Schools;
- 1.4.1.4 To establish evidence on how the learners are taught to use the new orthographic rules;
- 1.4.1.5 To establish the use or non-use of the new orthography by teachers and learners of Silozi; and
- 1.4.1.6 To find out the attitudes, opinions, and views of teachers and learners towards the new Silozi orthography.

1.4.2 Sub-Research Questions

- 1.4.2.1 How is the new *Zambian Languages orthography* being used by teachers and learners of Silozi language at High School level?
- 1.4.2.2 Do learners at High School level use the new orthography in their class work?

- 1.4.2.3 How available is the new Zambian Languages orthography book in Mongu High Schools?
- 1.4.2.4 How are the learners taught to use the new orthographic rules?
- 1.4.2.5 What evidence is there to prove the use or non-use of the new orthography by teachers and learners of Silozi?
- 1.4.2.6 What are the attitudes, opinions and views of the teachers and learners towards the new Silozi orthography?

1.5 Significance of the Study

The research findings may assist teachers and learners as well as policy makers and language planners to address the gaps, if any, so that the new Silozi orthography is used at Grades 10, 11 and 12 levels. The study findings may also help to improve on the teaching and use of Silozi by teachers, learners, Curriculum Developers, the Languages Standards Officers and authors of educational Silozi materials. The study is based on standardization and may therefore assist in finding answers to so many questions asked about the correct terms and spellings to be used in the New Breakthrough to Literacy (NBTL) and the Read-On Course (ROC) under the Primary Reading Programme (PRP).

1.6 Organization of the Study

This study has six Chapters namely; Chapter One which has the Introduction that gives the background to the study, statement of the problem, purpose of the study, main research question and sub-research questions, objectives of the study and significance of the study.

Chapter Two discusses the literature review. Here an outline of the literature related to the language policy, history of the Zambian Languages orthography generally and of Silozi in particular has been made. The need to learn and teach standardized orthography in Silozi has been discussed. The other part of this review is on how Silozi orthography had been taught in Zambia.

Chapter Three discusses the methodology employed in the study. The Chapter outlines the research design, study sites, population of the study, sampling and sampling procedures, data collection and eliciting techniques. also discussed here are the aspects of data preparation and formatting, data analysis, limitations of the study and some reflections on ethical issues.

Chapter Four is the Presentation of Research Findings according to different categories of the samples and the objectives of the study that were under investigation. Here the presentation of what was observed in the classrooms, the documents of teachers and the learners, the views, opinions feelings and a activities regarding new orthography by the teachers were elicited through in-depth interviews and Focus Group Discussions (FGD) and reported. Qualitative data are presented in form of actual words by the respondents, while quantitative techniques are used to display numerical data.

Chapter Five presented the discussion section in line with the presented data for each category and theme. The research objectives and questions are the driving force in this chapter so as to show that the responses are provided to them accordingly. Each of the objectives and the related questions are put together in the Themes and categories providing the answers thereof. Seven (7) Themes have been created, and categories indicated in line with the variables responded to in the research instruments.

Chapter Six presents the conclusions and recommendations of the Study. These are derived from the outcomes of what had been provided by the respondents and the documents as well as what the researcher observed. The views of the informants are also leaned upon to strengthen the conclusions and recommendations.

1.7. Limitations of the Study

The researcher encountered some problems during the study and noted some limitations too. The study was conducted towards the busy period in the school calendar. Schools have terms, and it so happened that by the time this study was on course, around 15th to 26th March, 2010, the end of term tests were closer thereby making it difficult to easily capture the respondents who were busy revising or teaching the last lessons in their schemes of work. This contributed to the decision to only capture five class observations since others had either already covered topics on orthography or were generally revising whole term work.

The other problem was that getting permission to the schools was not automatic at this time. There were delays in getting the introductory letters from the Provincial and District Education Officers, because there was no power for the Provincial Education Officer (PEO) to write and print the letter using the computer, while the District Education Board Secretary (DEBS) was out of the office to Lusaka attending the recruitment and deployment of new teachers for the year 2010-2011. The PEO's letter was only done a day later by the Principal Education Standards Officer (PESO) while the one from the District was not done at all.

It was not easy to find all the needed or targeted respondents and informants due to their coming at different times to the school or simply not traceable. For example, it was not easy to transport teachers from School 02 and School 04 to meet at School 01 for the Focus Group Discussions 'B' consisting of Teachers 01, 02, 03, 04 and 08; and Group 'A' which had teachers 05, 06, 07, 09, 10 from distant School 05, to meet at School 03. On the initially arranged day School 05 had a funeral, a Grade 10 boy had been electrocuted by electricity at a nearby ZESCO power line.

The main limitation of the study is that size of the sample might be viewed as inadequate by some stakeholders and yet it has been due to the genuine reasons such as actual numbers of teachers available in the schools concerned as well as limited resources on the part of the researcher, to capture more distant schools in the District. The fact that Grade 10, 11 and 12 classes were single streams in some schools was a challenge when one intended to conduct a Focus Group Discussion requiring at least ten (10) members. The schools, 01 to 05 actually had this proportion of teachers; School 01 (2), School 02 (2), School 03 (3), School 04 (1) and School 05 (2) for teaching Silozi.

The above reasons, and the fact that the study only covered Mongu District and yet the language, Silozi, was taught in all the schools of the province scattered in the seven districts, also posed a challenges to it. The result or findings of this study are therefore, generalized only to schools in Mongu District, the study area.

1.8. Operational Definitions

- Aspect:** Verbal categories that distinguish the status of event in relation to specific periods of time.
- Authority:** A figure who believably asserts that information on the Zambian languages orthography book is true either without explanation or with it.
- Course Book:** A learners' book which has a teachers' guide on it.
- Conjunctivism:** The joining of different parts of speech to form single words- when spelling sentences in a language.
- Curriculum:** The total sum of all learning and teaching processes in the school including inside and outside the classroom.
- Disjunctivism:** The separation of parts of speech when spelling sentences in a language
- Silozi Orthography:** The way in which Silozi words are spelled as permitted by its phonetics, word division and

combination, tone representations, alphabet, and small and capital letters.

Stakeholders: Individuals who are affected by the outcome of the use of the new Silozi orthography usage and therefore, have interest in its development, implementation and evaluation.

Teaching Aids: This term includes teaching and learning materials such as textbooks, maps, syllabuses, manuals, supplementary readers, grammar books and language charts.

CHAPTER TWO

LITERATURE REVIEW

2.1. Overview

This chapter is a review of the literature related to the language policy, history of Zambian languages orthography generally and Silozi in particular. The review also highlights the issues in terms of how, generally Zambian languages and in particular, Silozi orthography have developed in Zambia.

2.2. Policy on Orthography

In Zambia, teachers always demand for textbooks and other learning and teaching materials to adequately implement the school curriculum. MoE (1996:84) indicates that quality educational provision requires the supply of Educational Materials in sufficient quantity to meet the needs of the students. It is against this premise that the Ministry of Education has in the past come up with interventions through various programmes and projects to specifically address the provision of educational materials to schools. One such education project which included the aspect of Educational Materials provision was the initiative to write a book which would help both teachers and learners to teach and learn better the linguistic components of the curriculum namely Zambian Languages orthography approved in 1977 by the Ministry of Education for use in Schools.

The Ministry of Education proposals and recommendations for Educational Reforms of 1977 stated the need to ensure that Primary (Basic) School education be preparatory to further learning i.e. to High School. The Reforms included the fact that primary school curriculum should, therefore, concentrate on communication skills which include i) Speech and Listening; ii) Reading and iii) Writing (pages 16 and 18). In 1970 committees were involved in the standardization of orthography for Zambian languages, (Kashoki and Ohannessian, 1978:298). These committees consisted of fourteen teachers (two

for each language) who were seconded to the Curriculum Development Centre to form Curriculum Development Committees to write Zambian Languages courses. These worked with people from various ministries, the University of Zambia and teaching profession.

Divergence in the way a language is written may also be the cause of orthographic reform (Bamgbose 1991: 136). These included conflicting conventions in spelling of particular words or the division of such words and punctuations. Christian missions have been known to cause the divergent spellings through their rivalry. For instance, Church Missionary Society favoured the use of diacritic to represent a long consonant, the Roman Catholic Missions opted for doubling of the consonants. This was the case in Uganda and also in Cameroun where languages such as Bassa, Bulu and Pula have two orthographic systems: Catholic and Protestant (Bamgbose: 137). Therefore, there were many orthographies as were the writers.

2.3 History of the Zambian Languages Orthography in General

2.3.1 Orthography During Colonial Rule

The land which is today known as Zambia fell under the rule of the British South African Company (BSA) in the 1880s. The BSA administered this country on behalf of the British government until the same British government took it over from the company in 1924 on 31st March (Kashoki: 1978: 9-46). During the BSA rule, the land was divided into North-Western Rhodesia and North-Eastern Rhodesia until 1911 when it became unified as Northern Rhodesia. In 1924 the country became a protectorate of Great Britain. From 1953 to 1963, it was federated with two other countries now Malawi and Zimbabwe then known as Nyasaland and Southern Rhodesia respectively. Zambia became an independent republic on 24th October, 1964. Before 1964, however, the government allowed missionaries to use various ways of spelling the local Zambian Languages in schools and evangelical literature. Therefore, issues of the Zambian Languages may be discussed in two phases, namely before and after independence.

2.3.2 Orthography Just Before Independence

Before independence, the local Languages of Zambia were many but only four were adopted by the British Colonial government for school purposes and these were; Bemba, Lozi, Nyanja and Tonga (Ohannesian and Kashoki, 1978: 271). Since independence the Republic Constitutions have been stating that, “The official language of Zambia shall be English”. However, in addition to English as National Official Language (NOL), seven indigenous languages have been chosen for use in designated areas and in domains of discourse. These have become Regional Official Languages (ROL’s) namely; Icibemba, Cinyanja, Silozi, Chitonga, Lunda, Luvale and Kiikaonde and are taught in government primary and secondary schools. These languages are also used in government owned media as well as government literacy and other social services (Kashoki: 1978: 291).

During all these years each language spelling was following the missionary orthography in the area. Like in most Sub-Saharan states, most of the early work in the area of linguistics including orthography was done by missionary societies (Nelson 1990: 4). These Official Regional Languages named above were reduced to writing by the following missionaries (Chanda, 2003: 22-23):

- *Bemba: the White Fathers (WF’s) Roman Catholic who settled in the country in 1895;*
- *Kaonde: the South African General Mission (S.A.G.M.) protestant, known since 1963 as the African Evangelical Fellowship who settled in the country in 1910;*
- *Lozi: the Paris Evangelical Missionary Society (Protestants) who settled in the country in 1885;*
- *Lunda and Luvale: Christian Missions in Many Lands (CMML) protestants also known as Open Brethren, who settled in the country in 1897;*
- *Tonga: the Jesuit Fathers (Roman Catholic), who settled in the country in 1905.*

The written literature in local languages were not coordinated and hence they (missionaries) used orthographies which were not harmonized (Nelson: op.cit). Roman Catholic White Fathers adopted a blend of conjunctive and disjunctive writing, the Paris Evangelical Missionary Society developed a highly disjunctive writing system while the Jesuits, in view of their highly rigorous approach to language study, introduced for Tonga and related languages, the most conjunctive writing system and systematically represented long vowels by doubling the vowel letter, (Kashoki, 1978: 3) and Chanda (2003: 53-66). In the area of orthography, the BSA government contributed nothing, a direct consequence of its little concern for education (Nelson 1990: op.cit). On orthography, the Northern Rhodesia Annual Report (NRAR) for the year 1927 states (Ohannessian 1978: 287) that, the Advisory Board on Native Education (ABNE) agreed all outstanding issues and difficulties regarding spelling in the four languages should be submitted to the International Institute of African Languages and Cultures (IILAC), now International African Institute (IAI), to determine on this issue as a final authority. By 1928, Tonga had standard language variety as well, known as Plateau Tonga since the others had already standard varieties (Ohannessian, op. cit 287-288).

2.3.3 Orthography After Independence

The biggest achievement in orthography standardization with regard to both the choice of graphemes and spelling rules came in the early 1970s. This was when the government set up seven committees, one for each of the ROL's (Bemba, Kaonde, Lozi, Lunda, Luvale, Nyanja and Tonga), whose terms of reference were to standardize the orthographies of these languages, in terms of graphemes and spelling rules, and submit their recommendations to the Minister of Education for approval. Although standardization had to be done for each language separately, and not across languages, there was some agreement on spelling rules. It were these recommendations of the committees' which were bound together and endorsed by the Minister of Education and a book entitled *Zambian Languages Orthography: Approved by the Ministry of Education*

(Lusaka: Kenneth Kaunda Foundation) was published in 1977. The editor of this book is not indicated on the cover page, but it is given at the end of the “Editor’s Note” (1977: ix) as S.S. Chimuka who was, at the time, Chief Inspector of Schools. Henceforth the book was simply to be referred to as the book.

It is against the above historical background that the book contains the spelling system approved by the government, that one should expect all writers publishing in government printing agencies, to conform themselves to this writing system. However, despite the pronouncement of the Minister of Education in the book’s Foreword on page VI that:

All our future Zambian language publications will be on this orthography.

the reality is that many writers seem to know very little or nothing about the book. The other view as advanced by Chanda (2003:27) is that they probably are not versed enough in Bantu linguistics for them to fully understand all the recommendations of the book. This study therefore, found that teachers of Silozi in the Western Province and Mongu District in particular were among the group classified above, despite being trained up to Diploma level to teach in Secondary Schools; Grades 8 to 9 however. The details of the recommendations are very clear in the book and ought to be followed by all schools and Zambian Languages publishers especially for use in Zambia.

2.4. The Need to Teach and Learn Standardized Orthography in Zambia

In Zambia, before attainment of independence from Great Britain in 1964, all the learning and teaching during the first four years of schooling was carried out in local indigenous languages (Nkosh, 1995; Ohannessian and Kashoki, 1978; Miti and Monaka 2006). These local languages, namely Silozi, Ibibemba, Chitonga, Cinyanja, Kiikaonde, Luvale and Lunda had to develop their orthographies. The same committees, stated above, that worked at the Curriculum Development Centre had to come up with the current “New” Zambian Languages Orthography Book which was published in 1977 by the Ministry of Education. It is now thirty-

three years since this policy was implemented in schools and yet no study had so far been conducted to find out whether the new orthography was being used in Zambian Languages lessons in schools. This study, therefore, took the first ever search for opinions, views and activities related to the new Zambian Languages orthographic usage in the seven official local languages which include Silozi. The new orthographies were immediately made official by the Zambian government. Educational authorities assumed the responsibility of using the orthography.

The Curriculum Development Centre has been at the central point of promoting the use of the new orthography in Zambian languages at all levels of education where the languages are taught i.e. from Grade 1 to 12 and in Colleges of Education. The orthography was to be taught in schools at all levels in Zambian Languages lessons.

The value of improving the orthography of a language so that the orthography is used for development cannot be overemphasized. All this starts with language planning which includes the standard and harmonized orthographies. In language planning we can identify five activities: purification, revival, standardization, lexical modernization, and reform (Nahir, 1977) in Urdaneta (1982: 1) when discussing the Spanish orthography. Zambia has lessons to learn from countries which have developed rapidly in science and technology such as China, Japan, Norway and others. Ansre, (1977:24) shed light on this by asking; Is it coincidental that the more developed communities use their own languages in education and technical training while third-world countries use foreign languages? The response was that: There seems to be reason to believe that one positive contributing factor to Japan's economic and technological advancement is her ability to teach pupils in Japanese and to use it in her scientific, technological and cultural development. This demanded for widely accepted writing systems of the structure of such languages. Miti and Monaka (2006) stated, that the ultimate challenge for our governments therefore, is to

develop indigenous African languages to the point where they can function effectively in all spheres of life.

2.5. Teaching and Learning of the Zambian Languages Orthography

The above literature shows that orthography used in these local languages should be easy to read and standardized to ensure all their writers and speakers accept them. This was done to some great extent when the new Zambian Languages Orthography was developed for use in Zambian schools. The Zambian Languages High School Syllabus for Grades 10-12 (MoE, 2000) on pages 4, 9 and 13 highlights the specific outcomes on orthography to be taught to learners in Grades 10, 11 and 12 respectively. However, what had not been done all these years is the effort to find out whether at Grades 10, 11 and 12 the new orthography was being used as expected, hence this study.

To a large extent, this study may also be taken to be a follow up to the study by Mundia (1985) on “Problems of Teaching Zambian Languages in Multilingual Zambia in Grades 10, 11 and 12”, which concentrated more on learning and teaching materials use and availability. Wilkins (1974) says that punctuations change rapidly especially where it is even complicated by each publishing house having its own rules of punctuations. Mundia (1985) promoted the need to follow a commonly accepted spelling convention for Silozi language as suggested in the new Zambian Languages orthography of 1977, as one of the solutions to the problem of teaching Silozi and other local indigenous languages in Zambia. No research however, had been done on the use of this new orthography during teaching and learning in Mongu District.

2.5.1 Quality Teachers and Language Teaching

Teachers hold the key to the quality of education in any country. Quality in education can be perceived as the extent to which education outcomes are valued in line with societal expectations such as productivity and ways of doing things at individual and societal level. Thus, quality in education is measured

mainly in terms of **improved teacher training**, improved availability of teachers and improved relevance of the curriculum and adequate supply of learning and teaching materials such as the orthography for Silozi as a subject. The other indicator that is used to assess the quality of education is the pupil/teacher ratio which is the average number of pupils per teacher at a specific level of education in a given year. In Zambia this ratio is 1:40 and 1:35 at Basic School and High School respectively MoE (1996: 176-178).

Following “Educating Our Future” the national policy which strives to achieve higher quality in education, pre-service teacher education programmes take into account the structure and organisation of high school education programme. Therefore, teacher-education should stress on developing the teacher’s personality, right attitudes and responsibility, “Teacher education should assist the teacher to develop his planning and instructional skills through the use of a variety of techniques and teaching methods “(MoE, 1977: 67). This demands for ability in the teacher to develop his or her organisational and management skills, awareness and understanding of the learners’ needs so as to be able to establish responsive relationship with them. In Zambia the 1977 Educational Reforms on p. 67, still covers this when it states; “On completion of his/her training, the teacher should have been adequately prepared to evaluate the effectiveness of the instruction and the progress of each student through available methods and techniques”. The effectiveness of the teacher include special appreciation of the importance of man in Zambia and other countries. It is this kind of teacher who has been tasked to guide children, youth and adults in the pursuit of knowledge to become useful and self-reliant citizens that Zambia needs. The planning and actual teaching of the Silozi Orthography requires to that teacher be qualified and therefore, able to deliver the topics in it correctly.

Additionally, the teacher education programmes should focus on strong knowledge-based curriculum combined with sound management and analytical skills that can guide pre-service teacher in making instructional decisions, and/or

decisions that have legal implications (Armstrong, 2000). Teachers at High School level should, therefore, be those who have attained this status through teacher education at colleges and universities.

2.5.2 The Zambian Languages Syllabus at Grades 10 – 12

To define a syllabus, several authors and educationists have expanded on the general definition of it being an expression of opinion on the nature of language and learning and that it acts as a guide for teachers by providing some goals to be attained. Hutchinson and Waters (1987:80) define syllabus as follows: “At its simplest level a syllabus can be described as a statement of what is to be learnt [content].” They say the syllabus, for teaching language, for example, reflects language and linguistic performances. These definitions of the syllabus are stated by others such as Yalden (1987:87) who says, “it is a summary of the **content** to which learners will be exposed.” The teacher exposes content to the learner. The Zambian Languages syllabus at Grades 10-12 is set to achieve this phenomenon too when teaching the Silozi orthography.

2.5.3 Lesson Planning and Classroom Management

Planning the lesson and managing learner’s behaviour during a lesson are two key factors of a successful lesson. During the planning phase, the teacher makes decisions about class, activities, resources, timing, groupings, and other aspects of the lesson such as the physical environment in the classroom (Tomlinson 2004: 4-5). There are books at lower levels such as Grade 9 where orthography has been taught. What is key here is that even though a lesson may have already been planned (by the textbook writer), a teacher will still **need to make decisions** that relate to the need of his or her specific class, adapting the lesson from the book in different ways to make it better suit the class (Wilkins 1972: 73). In this study, the concern is what the Zambian teacher gets from the syllabus and text book, like the orthography book, to do the above.

On classroom teachers, Focus on Learning (1992: 84), supports the above demands, “Teachers should be proficient... in the subjects they teach and be resourceful in translating their knowledge into effective knowledge. Teachers must **continue to be learners** themselves, advancing in the knowledge of their subjects and improving their teaching skills”. This, points to the fact that it is teachers who have the primary duty of guiding and instructing learners in the learning that is presented for them in the syllabus. To promote a system that involves innovations and reforms, teachers need to be adequately informed on and well oriented to what is new, confident of their ability to deal with it and involved in decisions about its implementation (Wilkins, 1972: 150). The new orthography demands this for its smooth implementation in High Schools.

CHAPTER THREE

METHODOLOGY

3.1. Introduction

This Chapter discusses the methodology and research instruments used in data collection for this study. Chapter Three presents the sources of data, population, respondents and informants. It includes the research design, sample and sample size, and the types of instruments used for both data collection and analysis.

3.1.1 Research Design

This is a study designed to be qualitative in terms of capturing descriptive data on the opinions, attitudes, views and feelings of a cross-section of stakeholders in the use of the new Silozi orthography in some schools in Mongu District of the Western Province of Zambia. The qualitative data have been presented in form of actual words as provided by the respondents and some informants. However, quantitative data display techniques on certain responses requiring presentation in form of frequencies to enhance the qualitative data were used.

3.1.2 Study Sites

This study involved five High Schools in Mongu District. The study captured 2 urban, 2 peri-urban school and 1 rural school. The schools were purposively sampled into this study by virtue of being High Schools and on the basis of their easy accessibility.

The five schools involved were coded; School 01, a Grant Aided Catholic School; 02, a Grant Aided United Church of Zambia School; 03, a GRZ Technical Secondary School; 04, a Grant Aided Catholic School, and School 05, a GRZ Day High School. Mongu District has seven High Schools. The other two being

High Schools about forty five (45) kilometers on the Mongu – Lusaka road, and seventeen (17) kilometres from Mongu Boma on the Mongu – Senanga road respectively. The researcher used a saloon car which would not reach the latter schools located two and ten kilometers away, respectively, from the main road, and on the deep Kalahari and alluvial sand soils.

The choice of Mongu District is as a result of it being more central and having the advantage of harbouring all the people of dialects that use Silozi language as a lingua franca which is a mixture of old Sialuyi and Sesotho languages.

3.1.3 Population

The target population in this study comprised all teachers of Silozi at Grades 10, 11 and 12 and learners in High School classes from the five selected schools in Mongu District. The reason for choosing Mongu schools is that all schools teach Silozi at Grades 10, 11 and 12 as it is the lingua franca of the area and it is taught from Grade One.

The study placed emphasis on collecting data from respondents (teachers and learners) at Grades 10, 11 and 12 and from other informants such as authors of some Silozi books and those Committee Members who participated in the evolution and validation of the new Silozi orthography recommendations. The teachers, being the main respondents in this study were both male and female personnel who are trained as teachers. Training [Teacher Education] is important because being a native speaker of a language is not enough qualification for teaching it (Ufomata, 1998:17). Four (4) female teachers and Six (6) male teachers participated in the Study as respondents making the total number of ten (10).

3.1.4 Sample and Sampling Procedures

A combination of simple random and purposive sampling strategies were used in selecting the required sample. The number of participants in this study was 50

and distributed in this way: ten (10) class teachers at Grades 10, 11 and 12; forty (40) learners at Grades 10, 11 (20) and 12 (20) who were 20 from each of the sexes. Purposive sampling was used for selecting the teachers while simple random sampling was applied to select the learners. Stratified random sampling was used to select the five (5) High Schools in urban, peri-urban and rural areas. Purposive sampling was again used to select the teachers for Focus Group Discussions and interviews among the respondents in the selected schools because in most cases, there was only a teacher or two in an High School (10-12) teaching Silozi. Learners' exercise books were simple randomly sampled by picking on all those taking the second other number or position on a heap after initially being purposively separated into two groups based on sex. This method was found suitable because it offered equal chances to both sexes. Each heap had ten books all belonging to a single sex randomly collected from the classes. Only books for 20 school boys and 20 school girls were used as part of documents for learners in this study. Since documentary evidence was not easy to get from the visited schools, the researcher included novels (written in both new and old orthography) by purposively picking on those which were on the list of Prescribed Books for the Grade 12 School Certificate Examination for the years 2010 to 2012. Answer sheets for learners were not used because it was said, in all schools that those were usually given back to owners soon after the test or examination. The last sampling strategy was to be the Snowball sampling to capture those available members of the Silozi Technical Committee as informants on what was done during the development of the Zambian Languages orthography book of 1977, none were interviewed apart from one validator from the Curriculum Committee of CDC that approved the final draft of the orthography.

Using Themes, the teachers were put in two groups namely 'A' and 'B'. To make the presentation easy the groups had not been observed strictly since they were only done for logistical convenience due to distances between study sites, the schools. Therefore, the views, opinions, suggestions and any related matters on

the new orthography were put under each question as teachers' responses generally. These questions were from Section 'B' of the Focus Group Discussion Schedule for Teachers at Grades 10-12, Section 'A' having been Teachers' Profiles.

The same respondents, who were interviewed individually, joined others to participate in the Focus Group Discussions later.

The codes and responses for the school and the teachers had been deliberately sequenced for clarity. It may also be important to state here that all the respondents in the Focus Group Discussions were mother-tongue speakers of Silozi; if names were used this would be evident but they had confirmed this when each of them was asked.

3.1.5 Data Elicitation and Collection Techniques

The data for this study were elicited from documents and through in-depth interview schedules, interview guides, observation and Focus Group Discussions with individuals and groups. As regards to documents and class observations, checklists were used to collect data from schemes of work, lessons plans, records of work, exercises books, Silozi novels and past test papers. Therefore, the interview schedule was also used as a guide for in-depth individual teacher-interviews and Focus Group Discussions by adjusting the questions to topics i.e. "Do you use the new orthography" was changed topically to "Use of new orthography?" for instance. See Appendix 1 (B) at the end of this document. These techniques were found to be suitable because they allowed the researcher to do triangulation on the data from various sources.

3.1.5.1 Interviews

In-depth individual Interviews were held with teachers to elicit information on teaching and learning using the new orthography. The teachers were interviewed as individuals. The variables were those related to how and what was taught in terms of Silozi orthography. See Appendix I (A). These variables helped to

further probe on what and how the documents such as Syllabus and schemes of work and records were used to ensure that the new orthography was used (taught and learnt) in High Schools when teaching Silozi Language.

3.1.5.2 Focus Group Discussions

The Focus Group Discussions were held by putting the teachers into two groups of five (5). The researcher had to move some respondents to join others at the next school because at some schools only two (2) teachers handled the Grades 10, 11 and 12 Silozi classes. The groups consisted of males and females. Group 'A' consisted of two male respondents and three female respondents while Group 'B' had four males and a female who discussed similar topics to the questions in the interview schedule. See Appendix I (B). These two groups helped to triangulate the data provided during interviews with individual teachers in the various High Schools. Since the class observations took place first, the teachers were allocated codes namely, Teacher 01 to 10 hence Group 'A' had Teacher 04, 05, 06, 07, 08, while 'B' had Teacher 01, 02, 03, 09 and 10.

3.1.5.3 Observations

The lesson observations in classrooms were conducted only in four schools where teachers' schemes of work and time-tables indicated that a lesson or lessons to be taught next related to orthography or grammar. The researcher sat in the classrooms as the lessons progressed. Detailed checklists on the grade levels, specific outcomes were also used so as to find out what was really being covered there and then in the observed lesson. See Appendix IV. Therefore, the researcher had to check and note the outcomes achieved and observed in the lessons which were related to the teaching/learning of the new Silozi orthography. References were made to the lesson plans, class exercises, writings on board, teacher exposition, and to any material contributing to the lesson i.e. a text book or test paper. The researcher made a comment on whether or not the lesson covered the teaching/learning of the orthography including the extent of that as well as it being correct or wrong.

3.1.5.4 Documents Review

The planned documents for review in this study included schemes of work, lesson plans, exercise books and records of work, and past test papers and answer sheets. Unfortunately answer sheets were not used as they were said to have been always given back to the learners after being marked by the teachers. These were envisaged to be necessary documents to support teaching and those which would reveal learning activities. In this study the two categories looked at were teachers' documents and learners' documents. see appendix iii. hence the teachers' documents included lesson plans, schemes of work, records of work and test papers, while learners' documents were exercise books only since the answer sheets were not available in schools at the time of the study. Novels which were on the list of the Silozi prescribed books for 2010 to 2012 were used too to check authors' adherence to the new orthography after the orthography book was published in 1977.

3.1.6 Data Preparations/Formatting

The presentation of the findings involves putting the data into frequency distribution tables and groups.

The collected data have been put together in form of themes so that related issues are presented together to answer the research questions and achieve objectives. The data was categorized according to recurring evidences elicited from various sources namely the teachers and the documents. The data have been presented as descriptive statements made during the study by the respondents.

3.1.7 Data Analysis/Interpretation

Qualitative data elicited from Individual Interviewees, Focus Groups Discussions, Documents and lesson observations have been analysed under themes, categories and display techniques such as *Tables*. These data have been

analysed according to responses given to the research questions so as to achieve the objectives of the study.

The data was triangulated at some point especially after individual teacher interviews where the researchers noted any differences or changes of opinions or statement and these have been recorded. Assumptions have been made too where a respondent who had been very vocal during the Individual Teacher Interview become silent during the Focus Group Discussion or vice versa. For learners, the documents such as exercise books and test answer sheets were found to be useful when it came to verification of the teachers' claims on covering and achieving outcomes on the new Silozi orthography.

Where numbers were involved, quantitative techniques were borrowed to display such data as tables. The analyses of data have therefore, been based on related themes, patterns or recurring evidences and displays in *Tables* accordingly. Teachers' and learners' documentary evidences have been analysed to make propositions out of them as they had been provided from the research instruments.

3.1.8. Reflection on Ethical Issues

On entering the schools self-introduction and preparations for the administration of the research instruments were done. These included collecting time-tables for each Silozi class and making appointments with the respondents for interviews and Focus Group Discussions. Thus, there was a consent form for all the respondents and informants, as groups and or individually to sign before proceeding with the study. All these respondents were assured of total confidentiality on the information they provided to the researcher. No names of schools and respondents have been highlighted in the report of this study but codes such as numbers i.e. School 01, or Teacher 01 were employed on participants.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Introduction

This Chapter presents the research findings on the objectives of the study. These are from the different categories of the data sources informing the Study. The findings from teachers come first and are followed by those from documents as observed from the classrooms. The findings from informants come last. The findings are mostly in qualitative form and are therefore presented in descriptive columns and narrative to display manner. However, quantitative techniques were borrowed to display data in tabular form.

4.2 Presentation of Data

4.2.1 Teachers' Profiles

The first search into this study dwelled on the profile of each teacher. This part, Section 'A', of the study finds out and presents key objectives regarding the teachers. The part, therefore, subsumed the investigations into;

- i. The number of years the teacher had been teaching Silozi at Grades 10 – 12;
- ii. The actual Grades the teacher taught;
- iii. The size of the class being taught;
- iv. The highest professional qualification of the teacher; ending with
- v. Whether the teacher had ever attended a workshop on the teaching of Silozi.

The results on the above variables were as follows:

4.2.1.1 The number of years the teachers had been teaching Silozi at Grades 10 – 12.

Table 1: Length of teaching Silozi at Grades 10 to 12

VALUE	F	M	FREQUENCY	PERCENTAGE
1 – 5 years	3	3	6	60.0
6 – 10 years	0	0	0	00.0
Above 10 years	1	3	4	40.0
Total	4	6	10	100

In Table 1 it can be seen that most teachers (6) had taught for a period of one to five years; thereby representing 60%, actually four teachers only had two years experience while two teachers had served for five years. The Table also shows that four (4) teachers, representing 40% had taught at Grade 10 -12 for more than ten (10) years. This is not abuse of statistics but unavoidable phenomenon due to the reality obtained in terms of numbers of teacher of Zambian Language at High School level in most schools in Zambia and Mongu District in particular.

4.2.1.2 The actual grades the teacher taught

Table 2: The Grade level teacher teaches Silozi.

Teacher/Code	School Code	Number of Periods	Grade Level	Silozi Total Load
Teacher 01	01	03	10, 11	06
Teacher 02	01	03	12	03
Teacher 03	02	03	10, 11,12	09
Teacher 04	02	03	10, 11, 12	09
Teacher 05	03	03	10,11	06
Teacher 06	03	03	10,11, 12	09
Teacher 07	03	03	12	03
Teacher 08	04	03	10, 11, 12	09
Teacher 09	05	03	10, 11, 12	09
Teacher 10	05	03	10, 11, 12	09

In Table 2 above it is clear that most teachers handle all the Grades, 10, 11 and 12 classes as is the case at Schools 02, 03, 04 and 05. The Silozi teacher handling Grade 12 at School 01, (Teacher 02) was the Head of Section and taught Grades 10, 11 and 12 English Language too. Teacher 07, too only had a single class, Grade 12, because at the time of this Study, she was the Deputy Head Teacher, thus had to have a lesser load.

4.2.1.3 Size of the class being taught Silozi by each teacher

Table 3: Size of Silozi classes at Grades 10 – 12

School Code	Teacher Code	No. of Learners	Mean
01	01	32,42	37.0
01	02	45	45.0
02	03	40, 45, 37	40.67
02	04	42, 45, 42	43.0
03	05	59, 50	54.50
03	06	50, 55	52.50
03	07	56	56.0
04	08	44, 43, 45	44.0
05	09	40, 41, 40	40.33
05	10	40, 38, 40	39.33

The results in *Table 3* above indicate two major issues namely; the sizes of the classes which were overenrolled and, secondly, the shortage of teachers of Silozi forcing overloads or and administrators to take up some classes too. The normal class size at High School in Zambia is 35 learners per class. Therefore, only one class, at School 01 under Teacher 01 (32), was at the normal enrolment. But the mean load of Teacher 01 (37.0), was still on the high side. The rest fell under the abnormal enrolment range of 37 – 56 with the mean of 45.23 and a higher mode of 53.54 learners per class per teacher.

4.2.1.4 The highest professional qualification of the teacher

Responding to this variable, respondents gave the following answers at each of the five High Schools.

Table 4: Whether teachers were trained or not to teach Silozi Language at this level

School Code	Teacher Code	Response	Actual
01	01	NO	DIPLOMA (CIV/Z/L)
01	02	YES	B.A. Ed (Eng/His)
02	03	NO	DIPLOMA (ZL/Eng)
02	04	NO	DIPLOMA (ZL/Eng)
03	05	NO	DIPLOMA (ZL/His)
03	06	NO	DIPLOMA (ZL/His)
03	07	NO	DIPLOMA (CIV/ZL)
04	08	NO	DIPLOMA (Eng/ZL)
05	09	NO	DIPLOMA (Eng/ZL)
05	10	NO	DIPLOMA (HIS/ZL)

Key:

Z/L = Zambian Language
 Eng = English Language
 His. = History

R.E. = Religious Education
 Civ = Civics

In *Table 4* it can be seen that only one (1) out of ten (10) teachers teaching at this level in Mongu High Schools had a qualification of a Bachelor of Arts with Education (BA. Ed) degree. The degree, the actual finding revealed, was in English Language and History. The teachers who were transferred from School 01 were said to hold the qualification of BA. Ed in Linguistics and African Languages, and English Language and Literature as Major and Minor. Otherwise all the respondents were Secondary Teachers' Diploma holders.

During the Focus Group Discussions (FGD) this variable of qualification was open ended to read, "Teachers, highest professional qualification". The responses were similar if not the same.

The Interview questions included the fifth one which was under Profile for teachers to elicit information on in-service education. It read, "Have you ever attended a workshop on teaching Silozi". The responses from the ten teachers teaching the subject in Mongu District High Schools were as follows:

Table 5: Teacher having ever attended a workshop on teaching Silozi Orthography.

School Code	Teacher Code	Response	Comment by Teachers
01	01	NO	Not even at a Resource Centre
01	02	NO	May be due to being unknown by those who hold workshops
02	03	NO	-
02	04	NO	-
03	05	NO	-
03	06	YES	Once at the Resource Centre
03	07	NO	-
04	08	NO	-
05	09	YES	At the Resource Centre in 2000. But it was on teaching Literature in Silozi
05	10	NO	-

The information in *Table 5* above revealed that two (2) out of ten (10) teachers attended a workshop on the teaching of Silozi. This represented 20% of the teachers interviewed the rest, eight (8) or 80% said, 'No' to the question.

4.3 Teachers' Responses During Interviews and FGD

Section 'B' of the Interview and the Focus Group Discussions both concentrated on answering the Research Questions of the Study. The questions elicited for knowledge, activities, opinions, views and feelings of the teachers regarding the new Silozi orthography and how these were realized during lessons. The themes and categories centred on the following aspects:

1. Examples of the syllabus specific outcomes (objectives) for High School on orthography the teacher knew;
2. Knowing that there was an orthography approved by the Ministry of Education for teaching Silozi in Zambia;
3. How much did teachers use of the orthographic rules of Silozi stipulated in the new orthography book approved by the Ministry of Education;
4. Learners use of the new orthography in their classwork for Silozi;
5. Having copies of the new orthography book, if so how many, and how they were procured;
6. How teachers taught learners to use orthography or/and, why not?
7. Teachers' personal comments on the new orthography in Silozi compared to the old one.

Data on each objective were therefore, collected and presented as Themes from the categories under review as follows:

Theme 2: Teachers knowledge and use of the new Silozi orthography.

Theme 3: Teachers views, opinions and attitudes towards the new orthography.

Theme 4: Findings from Teachers' Documents.

Theme 5: Findings from Learners' Documents.

Theme 6: Responses from Informants: Private Authors of Silozi.

Theme 7: Responses from Members of the Panel that Wrote the New Orthography Proposals.

4.3.1 Teachers knowledge of the new Silozi Orthography

Respondents made various responses to the questions during the Individual Teacher Interviews and the following were some of them:

4.3.1.1 Mentioning examples of syllabus specific outcomes for High School on orthography the teacher knew.

- Teacher 01:** - *Correct spelling to give actual meaning.*
- Teacher 02:** - *Fusing vowels by showing how and when.*
- *Doubling vowels*
- Teacher 03:** - *Conjunctive and disjunctive writing*
- Teacher 04:** - *Correct spelling*
- Teacher 05:** - *Fusion of vowels*
- Teacher 06:** - *Conjunctive writing and long vowels use*
- Teacher 07:** - *Punctuation, long and short vowels as well as conjunctive writing.*
- Teacher 08:** - *Spelling*
- Teacher 09:** - *Disjunctive and conjunctive writing*
- Teacher 10:** - *Correct spelling*
- *Fusion of vowels and use of long and short vowels in words.*

The above responses show that teachers had some idea about orthography, evident through their ability to mention them. The common responses were on the outcomes covering spellings, fusion, conjunctive writing and lengthening of vowels. Punctuation was only mentioned by Teacher 07.

4.3.1.2. Knowing that there is an orthography approved by the Ministry of Education for teaching Silozi in Zambia.

This has been presented in tabular form since the 'Yes' and 'No' results could be realized:

Table 6: Teachers' knowledge of the availability of the new approved orthography.

DESCRIPTION	FREQUENCY	PERCENTAGE
Teachers who know	6	60.0
Teachers who do not know	4	40.0
Teachers who are not sure	0	00.0
Total	10	100.0

Due to the worrisome evidence regarding teachers' knowledge of the orthography, the researcher tested some of the teachers on whether they has ever seen the orthography book. *Table 6* shows the responses regarding the teachers' knowledge of the availability of the new orthography so they were shown two books namely:

1. A Introduction to *Silozi Grammar* by M. Mwisiya; and
2. *Zambia Languages Orthography Approved* by Ministry of Education by MOE.

The respondents were tested by showing them the back side of the books which are currently in green (*Silozi Grammar*) and orange (*orthography book*) colours.

Those who said 'Yes' indeed pointed at the correct one while those who said 'No' failed to tell which one was the new orthography book.

The teachers who said 'Yes' did indicate that they had no copies in the school and two (2) out of the six (6) stated that they had requested for the procurement of the book. This may also suggest that only 20% of the schools would have the copy by the end of 2010.

4.3.1.3 How much did teachers use of the orthographic rules of Silozi Stipulated in the new orthography book approved by the Ministry of Education?

The responses from respondents at each school were as follows:

Table 7: The extent of using the orthographic rules.

School Code	Teacher Code	Response
01	01	- At times when teaching structure and composition.
01	02	- Every time I teach the language in class
02	03	- A bit
02	04	- Where necessary like in the composition lessons
03	05	- Sometimes we use it
03	06	- Not so much because there is not enough time to teach all components of Silozi, only three periods per week.
03	07	- At times in Silozi Grammar book which has old orthography; thus the new, not really taught per se.
04	08	- No. I have no resource book for that topic.
05	09	- In every lesson of Silozi
05	10	- In all my Silozi lessons since spelling is everywhere in written language.

The above, *Table 7*, shows that the orthography was adequately taught by the six (6) teachers namely; Teachers 01, 02, 03, 05, 09 and 10. These represented 60%. Teachers coded 06, 07 and 08, representing 3%, did teach learners the new rules of Silozi orthography thereby causing learners to use it in their written work. One teacher 01 categorically said No representing 1% of non-application of the rules.

4.3.1.4 Learners using the new orthography in their classwork for Silozi.

Again, as in *Table 7* above, the responses were similar and are hereby presented below to show teachers' views on the learners usage of Silozi in classwork:

Table 8: Learners' use of the new orthography in classwork.

School Code	Teacher Code	Response
01 01	01 02	- Some do, others don't. - They try but there are some who stick to the old one.
02 02	03 04	- Some times - Only on few aspects, for example to show long vowels such as in muna (jealous) and muuna (a man) and compound words.
03 03 03	05 06 07	- They try but most have problems. - Yes, but not adequately - They try but most of them stick to the old; it requires serious teaching but not without a guide.
04	08	- They can't apply it due to lack of text books on it.
05 05	09 10	- That is where the problem is; you can teach them the little you know but still they reflect the old disjunctive form in their written work. - There are some who try but mix the new and old due to lack of a guide.

Table 8, above revealed that there were some respondents who did not know the new orthography resulting in learners losing out too. This was evident in their responses where only a few, seven (7), seemed to be sure of what was correct Silozi orthography as in responses by Teacher 01, 02, 03, 07, 08, 09 and 10.

4.3.1.5. Having copies of the new orthography books: If so how many? How were they procured?

Since there was verbatim application in the responses, there was need to put up another *Table* so that the presentation was clear as follows:

Table 9: The school having copies of the new orthography

School Code	Teacher Code	Response
01 01	01 02	- No. But the school is about to buy some next term. - No. there is none in the school department; the Head Teacher might buy some next term because we have made a request in the budget.
02 02	03 04	- No - No
03 03 03	05 06 07	- Not really, but had a borrowed photocopy sometime back. - No. - No.
04	08	- School has no copy.
05 05	09 10	- No, but we intend to buy from ZEPH [Zambia Educational Publishing House] - No. we don't.

There was no school which had a copy of the new Zambian Languages orthography book according to the responses by respondents in the schools visited. This *Table 9* presentation represented a 0% availability of the material in the schools under review.

4.3.1.6. How teacher teaches learners to use orthography? Why not?

The responses from the respondents per school visited were again as follows:

Table 10: How teachers taught learners the use of orthography

School Code	Teacher Code	Response
01	01	- Giving them examples of words I know following the syllabus demands in the objectives.
01	02	- I use examples from the orthography notes I had from a friend while at UNZA [University of Zambia]; personal notes; I teach the learners rules and test them in class exercises.
02	03	- I rarely teach the new orthography but it is there in the scheme of work, - no materials.
02	04	- The learners are given words to use in short sentences then together we discuss conjunctivism or and disjunctivism in the sentences.
03	05	- I use the few words I know to test learners.
03	06	- We use books like “ <i>Nyaulu kwa bana babañwi ba Malozi</i> ” by J.M. Lubinda.
03	07	- I teach what I can remember from College but they are few and fail to repeat them in all classes like Grades 10, 11, 12 the same way.
04	08	- Question and Answer is used to teach orthography.
05	09	- At times, I use the orthography book to make exercises; I borrow from a nearby school teacher who has a copy at the Basic [School].
05	10	- Research first, from books which are written in Silozi new orthography then make notes for the learners.

What was coming out of the information in the above *Table 10* may suggest that teachers did not authoritatively teach Silozi orthography although they all mentioned that they did one thing or another about it in class.

4.3.1.7. Teacher’s personal comments on the new Silozi orthography compared to the old one.

Individual comments included opinions, suggestions and general views presented below. The pattern of presenting could not easily change because the

respondents were the same and using the same Teacher Codes and School Codes.

Table 11: Teachers views, suggestions and opinions on the orthography.

School Code	Teacher Code	Comment, opinion, view
01	01	<ul style="list-style-type: none"> - The new orthography is good because it gives real and correct meaning of words. - The pronunciation is also clear even to non-speakers of the language as mother-tongue for words like mata (run), maata (strength), bola (rot) boola (drill).
01	02	<ul style="list-style-type: none"> - It is a good and justifiable aspect of Zambian Languages including Silozi; The old orthography is unclear and confusing due to unmarked pronunciation and spelling which makes different words look the same and yet have different phonetic aspects; examples are mweeti (visitor/patient) in old but now patient is “mweeti”.
02	03	<ul style="list-style-type: none"> - The new orthography is easy because the words are written the same way you pronounce them.
02	04	<ul style="list-style-type: none"> - It is helping us to know the meaning of the word – some words are written differently to show the different and correct meanings.
03	05	<ul style="list-style-type: none"> - To those of us who are used to disjunctive form, we really try to learn the new one – words appear to be too long, for example “nihakulicwalo” which in old orthography had three parts, niha-kuli-cwalo; there is need to hold workshops to encourage and teach each other as teachers, so that we have knowledge of new orthography; current authors should write using the new orthography.
03	06	<ul style="list-style-type: none"> - During a workshop at the Resource Centre most people favoured the old. Some teachers said there were no books to give grammatical rules; when marking the School certificate and General Certificate of Education Silozi papers, it is therefore, better to allow the use of both orthographies till materials are made available and adequate for both teachers and learners so that they understand the rules.
03	07	<ul style="list-style-type: none"> - Teachers need to learn the new orthography first, may be through in-service courses; books should be supplied to all schools to also help learners too.
04	08	<ul style="list-style-type: none"> - The bottom line is that the school has no reference material on new orthography; There is too much order and it causes problems when one has not studied the rules and worse when you are expected to teach it before studying the rules governing it.
05	09	<ul style="list-style-type: none"> - Since we do not have the orthography text book, teaching becomes “Teacher-centred” thereby making learners benefit less. - However, at this school, learners are doing fine especially by the time they reach Grade 12 after I teach them.
05	10	<ul style="list-style-type: none"> - I am not good at the new orthography as a teacher, so my comment can only be a suggestion that quickly materials on new orthography should be made available in all schools. - Teachers and learners need details on this part in form of examples in Silozi language.

The responses in *Table 11*, above, can be categorically said to point at lack of materials in schools for both teachers and learners. There is also a sign of the inadequate attention to the orthography in a particular and deserving manner due to lack of knowledge about it among the respondents. This was a 100% negative status according to the responses above.

4.3.2 Teachers' views, opinions and attitudes on the new Silozi orthography

To elicit information, namely, views and feelings of respondents regarding the new Silozi orthography, guiding questions were used and started with the following question;

“What are your views and feelings on the following issues regarding the new Silozi orthography?”

4.3.2.1 The use of the orthographic rules stipulated in the 1977 Ministry of Education approved orthography book.

Table 12: Focus Group Discussion views and feelings on the new Silozi Orthography

School Code	Teacher Code	Response
01 01	01 02	- The rules should be translated into many examples for teachers to use. - The rules make sense in all areas of their application to Silozi language.
02 02	03 04	- It will enable learners to follow spelling correctly. - It should be followed but books should be made available to all High School.
03 03 03	05 06 07	- (He remained silent throughout the FGD) - Done incorrectly because we depend on books written by inconsistent authors of our reference and examination prescribed novels. - Conjunctive writing is not favoured by some of us because of words becoming too long like in the example of “nihakulicwalo”; I therefore prefer disjunctive writing which used to divide parts of speech clearly like “niha kuli cwalo” (even though). - Because of this I fail to deny learners marks just for such “errors”.
04	08	- Not very correctly used even by me but then, I try even without a copy.
05 05	09 10	- We do not, as a school, have the copies of the book, so let the schools have the materials first so that teachers don't imagine the content for orthography lessons. - The new orthography I know as at now helps to show the differences in meaning and pronunciation.

The responses in *Table 12* show that the rules are not followed correctly. The other views showed that there were no in-service courses in orthography of Silozi, on the part of respondents, the teachers. Non-availability of the orthography textbook is also clear from the data.

4.3.2.2 Availability of outcomes (objectives) in the Grades 10 – 12 syllabus.

Table 13: Teachers FGD responses on the availability of orthography outcomes in the syllabus.

School Code	Teacher Code	Response
01	01	- (Did not respond).
01	02	- The syllabus has adequate outcomes on orthography; the outcomes are good but examples should be given in the syllabus too to help teachers with primary diplomas, who are, at times seconded from Basic Schools to teach at secondary level – they may then teach better and confidently.
02	03	- They are inadequate. The other problem is we do not have the syllabus copies [How she new there we inadequate] – May be that is why nobody is writing materials to cover orthography.
02	04	- (Did not respond)
03	05	- I am satisfied with the outcomes there.
03	06	- (Did not respond)
03	07	- The objectives [outcome] are all right but lack of teaching material.
04	08	- No, it is not easy for me to tell about the adequacy but according to the old [2001] schemes of Work which I follow, they are okay.
05	09	- The 10 to 12 syllabus has the orthography outcomes very clearly. - It is us teachers who do not know the correct content since there are no examples in the syllabus to help adequately.
05	10	- I think they are adequate for the levels.

Table 13 shows that there were no Zambian Languages syllabus copies in the schools. And the non-participation of some ‘respondents’ who chose to remain silent, may be included among those who did not know or felt that that what was mentioned was adequate or just confirming their negative attitudes. These subjects refused to answer even when pointed at so as to force them to say something.

4.3.2.3. The extent to which learners in Grades 10 – 12 use the new orthography in their writing of Silozi classwork.

Table 14: FGD on the extent of usage by learners of the new orthography in classwork.

School Code	Teacher Code	Response
01 01	01 02	- (Did not respond) - The learners mix both old and new because the books being used in literature are either in old orthography or mixed errors of both, especially the novels.
02 02	03 04	- (Did not respond). - They rarely use the new orthography, they are not taught as we do not have the materials.
03 03 03	05 06 07	- Below average as it is "mixed grill". - (Did not respond). - Very few pupils reflect new orthography; this is an area where a serious problem is experienced.
04	08	- They have some ideas only that they fail to apply it due to lack of copies on the new orthography
05 05	09 10	- The learners are average in that they still mix the two. - There are learners who change quickly and follow the few taught aspects we show them while the rest continue with the old type.

Table 14 shows that correct usage was not achieved by learners. The other evidence was that learners mixed the old and new orthography in classwork. Most worrisome evidence may be that learners have had no chance to read the content of the new orthography book.

4.3.2.4 Availability of the new Silozi orthography books in High School classes learning Silozi at each school.

Table15: Availability of the new orthography books in the High Schools.

School Code	Teacher Code	Response
01 01	01 02	- The school has no copies yet. - As I said earlier in the interview, I requested the Head Teacher to include ten (10) copies in the budget for next term when we are buying books.
02 02	03 04	- (Did not respond). - They are not there; we need to have them for both teachers and learners.
03 03	05 06	- No, there is nothing in most High Schools including ours and we know this because we have failed to borrow even from other nearby schools. - (Did not respond)

03	07	- No. Not even a relevant reference book over the same.
04	08	- No. it is not in my school at least, maybe in other schools where I have not visited. Most of teachers in nearby schools do not have, including Basic Schools.
05 05	09 10	- The books are not there. - If a deliberate way could be marked out to ensure that both learners and teachers have these books.

Table 15 shows that there were no copies of the orthography book in the schools representing a 100% lack.

4.3.2.5 The way in which teacher teaches learners how to use the new orthography.

Table 16: Focus Group Discussions on the way teachers teach learners how to use the new orthography

School Code	Teacher Code	Responses
01	01	- I give them various exercises and discuss the marked work to explain and justify correct answers; words and sentences written in correct orthography.
01	02	- We just struggle by improving handouts and continuously correct learners in Silozi class work
02 02	03 04	- (Did not respond) - Few aspects taught are the ones used by some learners, otherwise there is nothing we can do about the untaught and unknown items since we also do not know all the rules by head.
03 03 03	05 06 07	- Through reading correctly written prescribed books such as “ Nyaulu kwa Bana Babañwi ba Malozi ”. By Dr. J.M. Lubinda and your novel, “ Meamui ni Zahae ” by M. Mwendende; these help to some extent. - (Did not respond) - Use of blackboard and giving examples such as “ Mundia ” to read or written as “ Mundiya ”.
04	08	- I use Questions and Answer method to teach orthography so that explanation can be given where I know.
05 05	09 10	- We as teachers end up depending on essay writing to point out the orthography rules thereby pre-testing learners who in most cases use old orthography and then we discuss together to correct to the new. - Give examples of old and new then discuss to justify the new rules on meaning and syntax.

The responses from the Focus Group Discussions in Table 16 shows that several strategies and methods were used by respondents to try and teach the orthography. The other evidence was that in most cases respondents ‘tested’ learners instead of teaching them by explaining the rules governing the orthography as per response from Teachers 01, 02, and 09. The last evidence

was that some respondents did not know how they could best teach the new orthography, due to lack of teaching/learning aids on the content required to handle orthography.

4.3.2.6 Opinions and views on the new Silozi orthography; any other suggestion over the same.

Table 17: FGD opinions and views on the new orthography

School Code	Teacher Code	Response
01	01	- The new orthography should be used in all the Silozi materials a thing which will require that old good ones be updated too, especially novels.
01	02	- The Curriculum Development Centre must not approve any materials; book, poster, chart, word card or manual in old or wrong orthography, such materials cause confusion in the learners. - There should be a rule to send the new orthography books to all schools from Grade one to secondary schools.
02	03	- There is need to avail the orthography books to learners and teachers; there should be reference materials in schools in form of text books. - There is need also to conduct workshops to discuss the new orthography and others grammar aspects.
02	04	- The materials on orthography should be adequate to enable teachers teach effectively.
03	05	- (Did not respond)
03	06	- Workshops on the orthography should be the way forward.
03	07	- Generally, the new orthography is good but difficult to understand and hence it is written wrongly by us, teachers and the learners' later copy.
04	08	- There is order in the way the language is written when following the new orthography – [What order?] – parts of speech which should be conjunctively written are shown as well as those which should be using double or short vowels. - It should be encouraged from colleges and university so that teachers know it well as at now it is a disaster.
05	09	- There should be a deliberate way by Government to supply orthography books to ensure that it is taught accordingly.
05	10	- The new orthography we teach has not been showing impact on learners, as a result when they write examinations at the end of the learning process, they fail too.

Table 17 shows that the new orthography was good but needed to be supported by teaching/learning materials. The participants who were present but not able to contribute seemed to have been in agreement with the previous speakers. Teacher 08 stated positive aspects toward the need to have materials and teacher education so that both teachers and learners may benefit well. The other

evidence seemed to point at the fact that decentralized book procurement system was not known by some respondents.

4.3.3 Findings from Teachers' Documents

Under this theme the category of respondents whose classes were observed provided documentary evidence in terms of orthography usage. The instruments used were a checklist (Appendix II) at the back of this study, as well as checklist (Appendix IV) for syllabus outcomes and other teaching/learning aids during lesson observation respectively. The revelation emanated from principal variables of the study namely;

- i) How was the new Zambian Languages Orthographic used by teachers and learners of Silozi Language? and**
- ii) How much do learners at High School use the new orthography in their classwork for Silozi?**

4.3.3.1 Extent of achieving the outcomes in the Teachers' Documents

There are ten (10) orthography outcomes for Grade 10, fifteen (15) for Grade 11 and twelve (12) for Grade 12 respectively, as shown in the Appendix III and IV.

The observations were done in schools coded, School 01, School 02, School 03, and School 05. In each School only one or two classes were observed depending on the level that were found still teaching or had an orthography related topic in the lessons ahead.

The syllabus usage by teachers at School 01 only showed four (4) out of the 15 outcomes were used thereby representing 26.62%. The outcomes were numbers; 11.5.2, *Distinguish disjunctive and conjunctive writing in a language* 11.5.8, *Distinguish between long vowels which are a result of coalescence and those which mark semantic difference differentiation e.g. meeno from maino and lino (beverages) from liino (tooth); 11.5.13, *Write verbals (i.e. verb stems, their prefixes, infixes and suffixes) and nominals (i.e. noun stems and their prefixes**

conjunctively and 11.5.14 *Distinguish between sentences written in old orthography and the new standard orthography. In fact only two outcomes.* 11.5.13 and 11.5.14 were in the schemes of work, lesson plans, records of work, and past test paper. It is important to state here, that outcomes number, 11.5.2 and 11.5.8 were only found in the past test paper.

At School 02, only the schemes of work bore outcomes number; 12.5.1, *Change a text written in old orthography into the 'new' standard orthography*; 12.5.2, *Identify various instances in which long vowels are reflected, e.g. in copula sentences, imperatives or salutations and warning verbal forms*; 12.5.9, *Identify and write dependent and independent personal pronouns correctl*;. 12.5.10 *Justify the doubling of the identical consonants or vowels in words*; and 12.5.11 *Compare meanings of words indicated by tones and doubling of consonants and vowels*. This represented five (5) out of twelve (12) or 41.6% of the outcomes in the syllabus. The other documents such as the lesson plans, records of work, past test paper all had nothing teaching or testing on the orthography respectively. When probed further as to why this was the case, well planned for in the scheme of work, but lacking elsewhere, the respondents said that **they had agreed not to** teach orthography due to lack of reference material. The records of work did not even show that it was left out purposely. Therefore, out of all the eleven outcomes at Grade 12 none (0) were being achieved by School 02.

At Grade 10 in School 05, the outcomes on orthography covered were five (5) out of ten (10) thereby representing a 50% usage. The outcomes covered were; 10.5.1, *Use correct spelling*. 10.5.2, *Contrast short and long vowels*. 10.5.3, *Punctuate a given passage correctly*. 10.5.7 *Identify long sounds in copula sentences i.e. "niitumezi" in Silozi* and 10.5.8 *Discuss and write fusion rules*.

only. Appendix III: checklist reveals the whole set of outcomes. School 03, revealed that orthography topics were not indicated in all other teachers' documents apart from the past test paper which tested four (4) outcomes numbers 12.5.1, 12.5.2, 12.5.9 and 12.5.10 represent 33.3% of the twelve (12) outcomes on orthography. The teachers' files did not indicate any orthography

topics other than the past test paper above. No lesson plan had orthography indicated. It was not known as to whether or not the test paper had been used on that class; it had no year, but indicated, "Class Test" only. Both respondents looked puzzled when asked to confirm that it wasn't used.

The new orthography was not taught properly as evident in the teachers' documents. This evidence was also in the records of work too.

The rules were not being followed by teachers correctly in most cases hence the outcry for In-Service training by some teachers. It meant that due to the teachers' negative attitude learners were probably not taught how to follow the rules or if taught, it was done incorrectly.

The above is attributed to Teacher 03, who had at first categorically stated that the outcomes were inadequate. When probed further, the respondent said, "*that could be the reason why nobody was writing materials to cover orthography.*" This may mean that there was serious lack of materials to be used in the teaching of Silozi orthography in schools. Interestingly, when the Schemes of Work were made available, it just stated:

As item 9; (Topic) [Grade 10].

9. NEW/OLD ORTHOGRAPHY

Three exercises to be done

When cross-checked with the scheme of work for Term 1 which followed, for Grade 12, there was no mention of teaching orthography anywhere. Again to confirm that negative attitude the scheme of work was merely recycled in the Section, from 2001, item 10, (The last item) revealed this:

10. REFERENCES

- *Silozi 8 Pupils/Trs. Book, Likando etal*
- *Silozi 9 Pupils/Trs Book, Mwendende etl.*

- *Kubala ka Kutwisiso, Silumesii P.M.*
- *Zambian Languages Orthography, KKF*
- *Silozi-English Phrase Book, Mukuni*
- *Introduction to Lozi Grammar, Mwisinga[Mwisiya]*
- *Buka ya za Kuipalela, Likando etal.*
- *Maloko a Silozi ni Litaluso Zaona, Mutumweno, W.*
- *Prescribed Lozi [Silozi] Literature Books.*

These Schemes of Work were on the respondent's file, and date stamped, signed by the Head Teacher on 17th February, 2010, while the Grade 12 one, was dated 10th February, 2010 with; *HEAD'S COMMENTS: checked (signed)*

Date A/HOD'S COMMENTS: checked (signed) (date stamp)

SCHOOL MANAGER'S COMMENTS: (date stamp)

Very good work

Please keep it up (signed)

This revealed that, the school supervisors were made to sign and comment on incorrect information. The school had no copy of the orthography book or the *Introduction to Lozi [Silozi] Grammar*, by Mwisinga [Mwisiya] at least during the time this study was conducted.

The truth was that all the visited High Schools did not have the new orthography copies in their Sections or Departments representing a 100% non-availability frequency. This also confirmed a near 100% teachers' negative attitude towards the new Silozi orthography when it came to teaching it.

4.3.4 Findings from Learners' Documents.

4.3.4.1. Extent of achieving the outcomes in the Learners Documents

Under this search, exercise books, test answer sheets and learner' course books were sought. The findings were as follows per school;

At School 01, the sampled exercise books revealed usage of outcomes; 11.5.2, 11.5.14, and in the past answer sheets, the two which were found, only 11.5.2

and 11.5.8 were used. This represented (3) outcomes or 20% of the 15 in the syllabus.

At School 02 the respondents claimed to have had no learners' documents to hand in but the researcher requested for and got exercise books and a past test paper from learners. The books revealed nothing (0) regarding extent of achieving the outcomes and only three (3), 10.5.2 , 10.5.3 and 10.5.7 were used in the end of term test re-used but was originally set in 2001 as a mock examination paper, respectively. This represented 30% usage or application.

School 03 had nothing marked specially in the exercise books on orthography representing 0%. There were no correction marks on the wrong [disjunctive] orthography in the classwork on all the language lessons. The situation was the same at the other school coded as School - 04. where the marking was done, even the wrong answers were marked correct too.

Some of the examples were:

Document 1. ka ba ka leo x (therefore/wherefore) p.118 (NZLO)

Document 2. kabakaleo ✓

Document 3. kabaakaleo x

Document 4. Kabaka leo

Document 5. Ka baka leo

Same class, same teacher, same marks!

At School 05, exercise books and, a Silozi novel which was being read then, revealed usage of outcomes 10.5.1. 10.5.2 and 10.5.7 in the exercise which had been taught the previous day and by then a revision exercise. This represented three (3) outcomes or 30% usage of orthography outcomes (10).

However, where the orthography was attempted, the researcher found this in learner's books.

1. **talima** (look) which brought about the word meeto (eyes); meto (old orthography)
2. **nyalana** (marry (each other)) which gave use of muuna (a male person); muna (old orthography)
3. **mukolo** (canoe) which gave the use of fuula (embark on a canoe); fula (old orthography).
4. **mweeti** (patient) to distinguish usage from mweti (visitor/patient) in old orthography.
5. **neela** (dedicate) to distinguish from “nela” (rain falling) old orthography.

4.3.5 Responses from Informants; Private Author of Silozi Books.

4.3.5.1 Finding from the Authors of Silozi Books

All the authors of Silozi books which were on the Prescribed Examinations list were sought. Unfortunately none was traced. The researcher, therefore, only had an interview with one author of an old novel, “Butali bwa Balauli?” (Not on the 2009-2012 set books list). When asked about his views and opinion on the use of the new Silozi orthography, he responded thus;

“Mr..., this Silozi is not for such unnecessary changes. Look, the word “man”, a male person, cannot be spelt as “muuna” suggested in your new orthography book. The correct term is munna as the owners, Masutu (Sotho) say. There is a new book I have written but because of your orthography I will have it published in Namibia or South Africa”.

All the same the researcher decided to find out more on possible personal opinions and feelings of private authors through their works as in sampled Silozi books (novels) below. It therefore, meant that from authors only documentary evidence were provided:

4.3.5.2 Findings from the Silozi novels written before and after 1977, but Prescribed for School Certificate Examinations 2010 - 2012.

Title	Year of Publication
1. <i>Simbilingani wa Libongani</i>	1958
2. <i>Kayama Simangulungwa</i>	1972
3. <i>Libalala Mulatiwa</i>	1986
4. <i>Meamui ni Zahae</i>	2005

(Adapted from Examinations Council of Zambia; Silozi prescribed booklist for 2010 to 2012 School Certificate and General Certificate of Examination).

The researcher decided to randomly sample **page 60** and selected the **top most** full sentence in each, so as to check the extent of the conjunctivism applied as new orthography demanded. The page was selected after noticing that in each of the books it had text of more than half a page. The findings were as follows: (In brackets are the conjunctive form (new orthography))

4.3.5.2.1. **Simbilingani wa Libongani - 1958**

Page 60, first full sentence: “*Ha nili ueze cwalo kweli ni kweli, ka kuli ni na haziba [naziba] butaata bwa Bukuwa*”. (**Hanili uezecwalo** kweli ni kweli **kakuli** ni na naziba butaata bwa Bukuwa). *Meaning in English:* ‘I don’t mean that you do that every month as I was aware of your problem.’

4.3.5.2.2 **Kayama Simangulungwa - 1972**

Page 60, first full sentence: “*Kasimbi ha ku ni tiseze kwa teñi mezi, mama*”. (Kasimbi **hakunitiseze kwateñi** mezi, **maama**). *Meaning in English:* ‘Kasimbi, my dear, bring me some water.’

4.3.5.2.3. **Libalala Mulatiwa - 1986**

Page 60, first full sentence: “*Lisafa! U mutu yalata zemaswe*”. (Lisafa! U mutu yalata zemaswe). *Meaning in English:* ‘Dirty person! You prefer bad things.’

4.3.5.2.4. Meamui ni Zahae - 2005

Page 60, first full sentence: “*Meamui ni Kashimoto bakala kuzibana cwalo mi mane Kashimoto akala kunofitanga fa ndu ya Lungowe fanaa pila Meamui ka nako yeo*”. (Meamui ni Kashimoto bakala kuzibana cwalo mi mane Kashimoto akala kunofitanga fa ndu ya Lungowe **fanaapila** Meamui). *Meaning in English:* ‘In that way, Meamui and Kashimoto became friends and Kashimoto was later even able to reach Lungowe’s house where Meamui was staying.’

The (bold) parts in the follow-up sentences signify the initially incorrect (disjunctive) orthography. Therefore, the titles written before 1977 but approved for use in schools as set examination books showed a glaring type of disjunctive writing (old orthography) with all parts of speech standing aloof. For example, in (2); **Kayama** (noun) **ha** (pronoun) **ku** (infinitive) **ni** (pronoun) **tiseze** (verb) **kwa** (adverb) **teñi** (adverbial enclitic) **mezi** (verb), mama (personal pronoun).

The other books written **after** 1977 had clear and better adherence to the conjunctivism deemed correct orthography but for typing error i.e. in “Meamui”, the term **fanaapila** was disjointed in the book, may be by the editor, because conjunctive writing has been used through out the book (novel).

As regards the views put across by the informant whose old novel was not on the examination list at the time of the research, evidence comes out to show that there were conservative authors who may continue to use and favour the disjunctive writing. Such authors’ books may continue confusing learners as they might be on book shelves in bookshops.

4.3.6 Findings from a Validator of the Draft New Orthography Book

The collection of data from any member of the panel of writers was not done because at the time the researcher wanted to get set for this snowball sampling action the initial member was not easy to find at his office; had family challenges

and problems including sicknesses and funerals. All the same one of the **validators** of the final draft was contacted and had this to say:

“All along till the Ministry’s publication of the Orthography Approved for Zambian Languages, many authors encountered challenges in this aspect of language. I was among people who were vehemently against the whole idea of new proposals. It was only when I attended the meeting in Lusaka to make suggestions to the draft of the new orthography that I got to understand the arguments. I tell you I was convinced for once, that there was need to change it. I have great respect for the team that did the book for Silozi especially, since I neither understand nor speak the other languages. All authors, at least for now, should or must be compelled to use it in all Silozi literary works including the Bible, I think.”

This evidence helped to show that those who had come across the content in the book tended to accept the new conjunctive writing system.

“After all it is not merely about conjunctivism but correctness of the spellings and form of the words in Silozi” the validator had stated further.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Introduction

This Chapter discusses the findings of the study according to the objectives set for it. The discussion is centered on the data from the categories involved in the study namely; teachers, teacher's documents and learners' documents. The objectives of the study and their resultant questions were the driving force in this Chapter so as to show whether or not they were achieved and answered accordingly. To do this, the themes and variables which were responded to are strictly adhered to in line with their application in Chapter Four, presentation of findings. The objectives of the study were:

- To establish whether teachers at High School level use the orthographic rules of Silozi which are stipulated in the orthography book;
- To find out whether learners at High School level use the new orthography in their classwork;
- To find out whether the new *Zambian Languages* orthography book is available in Mongu High Schools;
- To establish evidence on how the learners are taught the new orthographic rules;
- To establish evidence on the use or non-use of the new orthography by teachers and learners of Silozi; and
- To find out the attitudes, opinions and views of teachers towards the new Silozi orthography.

5.2. Discussion of Themes

The study had seven (7) themes which included teachers' profiles on how the teachers taught. The variables for teachers' profile are in Theme 1. Therefore, it

was necessary to take the profiles of all the teachers who were key respondents to ascertain their suitability for the job they were doing.

5.2.1 On Teachers' Profiles

The questions used to elicit data on this category of respondents included the need to know the period one had been teaching Silozi at Grades 10-12, the actual Grades i.e. whether Grade 10 or 11 or 12. The size of the class, such a teacher was handling, his/her qualification to teach at that level, and whether the teachers had ever received in-service education on the teaching of Silozi.

The responses to these variables were amazing to a larger extent. The results generally showed that:

- They had been in the service for a good period ranging from two (2) to above ten (10) years. This was enough experience but could have also caused serious academic damage to learners, if the teachers were doing the wrong thing.

To qualify as a teacher at High School, one should at least be a first Degree holder, such as B.A.Ed. or a Master of Education at most, and in a particular subject such as Silozi. None of the ten (10) teachers in the visited High School classes was therefore, qualified to teach Silozi there. Regarding the suitability of the teachers to handle these classes, the findings revealed that none of them was suitable to handle or teach at this level. This was evident in several ways and among them, that they all had Diplomas, a qualification suitable for teachers at Grades 8 and 9, at most. At School 01, a teacher with a near qualification was found but his specialization revealed a negative phenomenon; for he was qualified to teach History and English Language and Literature in English.

The above situation of unqualified teachers was made worse by lack of in-service education for the teachers. Only two out of the ten teachers had ever attended a workshop on the teaching of Silozi; orthography or language in general. This kind

of finding is worrisome in that teachers required continuous learning of new methods and getting more information on the subjects they taught. A vital education system is not static, but dynamic, promoting change, in response to the needs and expectations of society, in such areas as subject content, pedagogical approaches, pastoral care for pupils, assessment (MoE, 1996: 115). The teachers of Silozi at High School level required this kind of teacher education to improve their skills but this was not really the case among those found teaching in Mongu District. A Ministry of Education document, *Focus on Learning* (1992:84) supports the above demands, “Teachers should be proficient ... in the subjects they teach and be resourceful in translating their knowledge into effective teaching. Teachers must continue to be learners themselves, advancing in the knowledge of their subjects and improving their teaching skills”. Unfortunately in Mongu District, the Resource Centres, which were set up by the Ministry to offer local in-service teacher education, seemed not to cater for the High School teachers of Silozi. This was evident in the responses by some teachers who said, “Not even at a Resource Centre”. Teacher 01 at School 01 and, all the ‘NO’ responses from Teachers 01, 02, 03, 04, 05, 07, 08 and Teacher 09, representing 8 out of 10 or 80%, therefore, meant non-attendance of in-service education workshops.

The teachers had over enrolled classes as shown in *Table 2*, responding to the variable on, “Actual Grades Teacher Taught”, and *Table 3*, to the variable on, “Size of the Class”, that average teacher/class ratio was 1:3 and teacher/learner ratio of 1:45. In the real situations, some teachers had up to 56 learners per class, the case of Teacher 07 at School 03. A normal class at High School should have 35 learners.

5.2.2: On Teachers’ knowledge and use of the new Silozi orthography

Theme 2 variables revealed teachers’ knowledge about pedagogical aspects such as content of the syllabus, the availability of the new orthography book, the use of the orthographic rules by both teachers and their learners. It was also

important to know how they were helping learners to use the orthography in classwork.

5.2.2.1 On Teachers' Knowledge of the Silozi New Orthography

The responses revealed several issues. Firstly and foremost, teachers knew very little about the content of the *Zambian Languages syllabus for High School 10 - 12*. The evidence was that, in response to the variable on, "syllabus outcomes on orthography", the respondents only mentioned very few. The likely cause of this could be that the teachers were neither adequately trained nor consulted on the orthography.

5.2.2.2 On Availability of Copies of the Approved Orthography for Silozi

The responses on availability of an approved orthography by the Ministry, revealed that 60% knew while 40% did not know. The meaning could be that the teachers who said that they knew nothing about the book had been in circulation for school 33 years, were unqualified to teach at High School or their school did not procure the book. Other than that, learners could have been losing a lot in terms of knowledge suitable for the High School level in Silozi. This was a proposition emanating from considering the fact that the orthography was just part of what was taught in language though a cardinal aspect in the teaching of the general grammar of Silozi. Therefore, for 40% of schools to miss out on it was a very sad situation and revealed the reason for poor performance at final examinations in Grade 12 by some schools. This was real in that during the study, even after putting two copies upside down (the back cover), for the orthography and another different one, the respondents in this group of failed to identify it. This was done during FGD at one school. More worrying was that the other copy was actually another cardinal book, "Introduction to Silozi Grammar" by M. Mwisiya. A qualified teacher of Silozi would be able to identify the two books by their size (B5) firstly and secondly by their colours of *Orange* and *Green* respectively. Moreover, it was not correct to think that ability to speak a

language fluently could mean equal ability to teach it but a combination of that with relevant teacher education.

5.2.2.3 On Usage of Orthographic Rules by both Learners and Teachers

The responses on whether or not teachers used the orthographic rules of Silozi revealed that nothing much was done in the visited schools. They both revealed that very little was being done by both teachers and learners. This was not good since the syllabus was clear on this topic with adequate outcomes – listed therein.

5.2.2.4 On How Teachers Taught the Silozi New Orthography

The responses to the question demanding for how teachers taught the Silozi orthography, also revealed that it was poorly done in most schools. The actual prevailing situation was that of “testing” the learners. It could as well mean giving a list of words, phrases or sentences on the board and then asking learners, who had not been previously taught the rules of Silozi orthography, to correct them. In such cases, the Diploma holder might at times depend on the “majority” but who may write wrong orthography in some of the words, phrases or sentences. This could mean that the teachers were not trained on how to teach orthography at college. The ideal situation, would be where the rules governing the item or component of the orthography, were firstly explained to the learners before they applied them on any word, phrase or sentence, for instance.

5.2.2.5 On Teachers’ Comments on the New Silozi Orthography

The teachers’ comments on the new Silozi orthography compared to the old one revealed very negative attitudes. These responses also showed that the teachers were not qualified to teach Silozi at High School due to the number that demanded for some examples to be provided in the Silozi course materials on orthography. A qualified teacher would not need to be given examples on each and every rule since he or she would have received enough academic and professional knowledge on the rules at the university. Firstly and foremost, this

negative attitude indicated that the new orthography could have been prescribed to the teachers by the government from the start. Therefore, prescription of policies should be done with the full involvement of stakeholders to get their views and generate empirical evidence of the need to change such key things like the orthography.

It was evident that Teacher 01, benefited from the photocopied notes from a room-mate at the University of Zambia who was by then, studying African Linguistics and Languages. To that effect, even his Diploma colleague in the Languages Section gave correct examples. The resistance by Teacher 06 to Teacher 01, confirms the teacher's negative attitude and the then fears by the Minister of Education in 1977 at the launch of this same orthography book.

Despite the general negative attitudes towards the new Silozi orthography, there was hope, in that some of the teachers favoured the new rules as they stand in the book now. The evidence to support this was from Teachers, 01, 02, 03, 04, 09 and 10 representing 6 out of 10 or 60%. They all seemed to agree that it was good in some way and justifiable and that it helped to differentiate the words in structure, graphemically and semantically. Therefore, there is need to provide in-service teacher education on some topics such as orthography.

The 60% of respondents also seemed to be willing to learn it and apply it correctly in their teaching, later. This still supports the need to avoid prescription of policies to stakeholders in the Ministry of Education as well as the need to stress it in African Languages and Linguistics Courses for teachers.

5.2.3 On Teachers' views, opinions and attitudes towards the new Silozi Orthography.

Under this Theme 3 the variables used were those which elicited information similar to the one in Theme 2.

The findings under this Theme 3 were similar to those of Theme 2 as it were, but for few exceptions. A closer analysis of the contributions showed that some respondents were either not truthful during the in-depth individual interview or during the FGD.

The above change in opinion and negative attitude was again noted with Teacher 05 who, this time around chose to remain silent throughout the FGD. During the in-depth individual interview, Teacher 05 had responded; *“Sometimes we use it”*. The main revelation in the above response was that learners benefited very little from their teachers on this aspect whenever language was being taught.

In Zambia today, the learning and teaching process aims at value addition to knowledge. Therefore, a different approach to a theory of teaching topics on orthography needs to be developed as a teaching model from the value one holds about the role of education in society. When teaching orthography, teachers are expected to use value-based approaches such as team-teaching. Richards and Renandya (2002: 33) says “team teaching” is based on the view that teachers work best when they work in collaboration with a peer, and that the interaction with a colleague in all phases of teaching is beneficial to both teachers and learners. Therefore, it is evident that proper teaching of this specialized topic, the orthography, could be effectively done if teachers worked together in schools.

Teacher 03 in this study, when probed during an FGD, said the inadequacy of outcomes existed in the syllabus to cover orthography. This may be said to be untrue because there are enough outcomes in the Grades 10 to 12 syllabus, but the challenge could be that the syllabuses were not in schools. The best solution to this would be for the Curriculum Development Centre and the Standards and Evaluation sections of the Ministry of Education to ensure that teachers have a copy each and taught how to interpret outcomes.

Regarding teacher's documents such as Lesson Plans, Schemes of Work and Records of work the evidence where the Head of Department and the School Manager both signed as correct and "very good" a reproduced old scheme of work, could be an indication that no serious attention was given to the teaching of Zambian Languages at High School level. For instance, the Teacher 03 had no copy of the orthography book probably due to non allocation of funds to procure such reference materials. This is further supported by the fact that even the names of the authors of the text books used to teach orthography were misspelled; the use of Mwisiya who the teacher wrote in own handwriting as Mwisinga.

During FGD, the question that sought data on methods used by teachers to teach learners how to use orthography revealed that several were used. The interesting issue was whether the methods or strategies were suitable or not.

The data revealed that some teachers used wrong methods or strategies by mostly testing learners instead of teaching them the necessary skills through provision of explanations of rules that governed the orthography.

The above, also points to lack of other teaching materials that could have provided the rules. It also reaffirmed the fact that Diploma holders were probably not qualified to teach orthography, correctly and they were thus not qualified to teach at Grades 10-12 too. The excuse of lack of materials would have not arisen if the respondents had the right qualifications as they would have had the rules at their finger-tips.

The last question under Theme 3 was on opinions, views and attitudes on the new Silozi orthography. It was also giving the respondents chance to make suggestions. The revelations were similar to those of the interviews on opinions and views, but differed slightly on suggestions. The suggestions were positive in some cases, for example one respondent said that, the new orthography should

be used in all the Silozi materials a thing which will require that old good types be updated too, especially novels (Teacher 01).

Those who were inadequate or lacking in their knowledge continued to demand for the orthography book to be supplied to all schools. Others continued demanding for workshops to discuss and share knowledge on the new orthography. Indeed they were right and justified to demand for such, as Diploma holders, for they probably knew very little on orthography by virtue of the kind and type of teacher education they received.

All these demands and suggestions pointed at the fact that the teachers needed the orthography book to teach effectively. The other evidence could be that, in High Schools, the decentralized book procurement system was not known by the teachers yet. This was so because if these respondents were aware, also that there were even supposed to be in the *Three-man Committees* at school level, to decide and make accurate choices on needed materials, the request or suggestion that it be a government rule to supply the orthography book to all schools would have not been brought up.

5.2.4. On Findings from Teachers' Documents

This Theme revealed that at Grade 11, very few orthography outcomes were covered. The evidence was that out of the fifteen (15) only four (4) representing 26.6% of the outcomes were covered by the School 01 for instance. This was also the other part of the study which captured the principal variables namely; the extent of usage of the orthographic rules by both the teachers and the learners. This evidence was drawn from the schemes of work, lesson plans, records of work and past test papers, which showed that only outcomes; 11.5.2, 11.5.8, 11.5.12 and 11.5.14 were appearing in these documents. The other interesting thing was that despite having not taught or planned for, the other two outcomes 11.5.2 and 11.5.8, these were tested in the past test paper. This may mean that the teacher was relying on recycled questions by former teachers who could have taught their learners during those yesteryears.

The situation at School 02 had shown a slight improvement in that out of twelve (12) outcomes for Grade 12, at least five (5) were reflected in the schemes of work only, representing 41.6% coverage. This initial bright sign was cancelled by the non-reflection of these as having been actually taught. The evidence to support this was in that the records of work and the past test paper had completely nothing recorded or tested on orthography. In the real sense, the usage could be safely said to be non-existent, thereby representing a 100% non-usage of the orthography outcomes at Grade 12 in this School, 02.

In School 05, a Grade 10 class was observed and the checklist applied. The revelation was that the orthography was not fully put in the teachers' documents too. The evidence was that only 50% were used as shown by the presence of outcomes 10.5.1, 10.5.2, 10.5.3, 10.5.7 and 10.5.8 only. These were slightly spread in the scheme of work, lesson plan and the records of work. At least in this school some professional input was reflected in that there was adherence to the planned work at implementation (teaching) time.

In School 03, the study revealed that the orthography was not taught. The evidence was in that apart from a past test paper which had covered four (4) outcomes at Grade 12, representing 33.3%, the scheme of work and lesson plans on the teachers' files reflected no orthography outcomes having been taught. When one triangulated this with what the teachers said during the In-depth Individual Teacher Interviews, it becomes clear to the researcher, that the respondents' previous answers and comments to the questions demanding for usage, methods used and how much usage, could have been all untrue.

Once more, the evidence above confirmed that orthography was never and had not been covered in the school for a long time. This long period could be a result of the evidence that it was at this School 03, where the respondents who had served for more than ten (10) years were found. Therefore, despite long service,

the teachers probably provided poor academic knowledge to their learners regarding the new approved orthography.

5.2.5 On Usage of the Orthography Outcomes in Learners' Documents

As it were, at School 01 the documents sourced from learners included exercise books, test answer sheets and the text books or course books. The revelation of the study was that, usage was there but at very low extent. Evidence supporting this was firstly from the fact that at School 01, the teachers' documents indicated that only 26.6% of the outcomes were used, namely, outcomes, 11.5.2, 11.5.8 and 11.5.13. In the learner's documents, namely the exercise books (11.5.2 and 11.5.14) and past test papers and outcomes, 11.5.2 and 11.5.8 were used thereby confirming only three (3) outcomes since 11.5.2, 11.5.8 were repeated in both the learners' and teachers' documents.

At School 02 the respondents (teachers) had wanted to conceal the evidence in the learners' documents especially text books and test answer sheets, by claiming there were none due to end of term test preparations in other subjects. The findings revealed that there was no real learning of the orthography in the learners' documents. This was evident in that a direct contact with the learners produced enough exercise books at Grade 10 which revealed no orthography topics. The only orthography items were in the 3 past test papers found among the exercise books of the learners. Since the Test Papers were the same, the researcher attached validity to them and a check revealed outcomes; 10.5.2, 10.5.3 and 10.5.7 in the End of Term Test which was being re-used as it was first applied or prepared by the school in 2001 as a Mock Examination Paper. The researcher's view was that the test was applied in the first term of Grade 10 but could have been first used in a Grade 9 Mock Examination in 2001. The number of outcomes, 3, therefore, could only represent 30%. But the real evidence was that nothing really took place in terms of teaching the orthography that term, at Grade 10 thereby representing a 100% none-usage of the orthography by

learners in their documents. There were no corrections or any marks to refer to orthography in any of the available learners' documents, at least at School 02.

School 03 learners' documents, were the Grade 12 exercise books and the evidence in them indicated that no orthography topic was covered. There were no marks to either correct or award marks for the constructed sentences. The sentences had mixed ways of the conjunctive and disjunctive words, and at times of the same words. This situation was not different from what obtained before the new orthography was written by the Ministry, for schools to use. For example, in the first paragraph of the **Foreword** to the very orthography book, the Minister of Education then wrote:

"The absence of commonly accepted spelling convention for the given language has reflected itself not only in the way the same word is spelt differently by two different authors but in the way the same word is spelt in several different ways by the same author in the same book, (MoE, 1977:V).

Whereas, the above quotation was about one and the same author changing spellings of the same word, in the learners' documents (exercise books) it was a variety of the same word by learners under the same teacher but all marked correct and awarded same marks.

The case where a teacher, at school 03, awards marks to wrong answers on orthography of the word 'Kabakaleo' is an indication of some teachers not being reflective in their work. On this aspect, Richards et al 2002:23 state that teachers should develop an approach to teaching which allows them to be themselves and do what they feel is best. Hence awarding marks to wrong orthography mean the opposite of this desired effectiveness. Teaching is both an art and craft which depends on the teacher's individual skill and personality. The New orthography in Silozi has a history which should be known by the teachers if they have to teach it well enough, though research and wider reading culture.

This was the result and it concurred with the kind of negative attitudes exhibited by the teachers at School 03, on the usage and teaching of the orthographic rules to the learners. This also led to use of wrong spellings yet marked as correct by the some teacher.

At School 05, a class was observed and the findings revealed that learners' documents had three (3) outcomes covered. This could mean that the orthography was being taught and learnt but to a limited extent. The other evidence of the orthography being taught and learnt, as revealed in the exercise books, lied in the responses provided by the Teachers; 09 and 10, during both the In-depth Individual Teacher Interviews and the Focus Group Discussions. During the former, Teacher 10, while responding to the variable on teachers' ability to mention some outcomes on the orthography, gave examples such as;

Correct spelling, fusion of vowels and, use of long and short vowels in words.

This was at least an indication of a satisfactory knowledge compared to what was experienced with other School teachers. In other words, one may state that at School 05, the extent of learning, teaching and using the orthography in classwork could have been higher than the 30% at Grade 10 itself and even the other Grade levels which were taught by the same teacher. It was at this same School where a respondent made mention of the use of conjunctivism and disjunctivism too. Therefore, this coupled with what was available in the learners' books, could be enough to show that orthography was somehow taught and could have been more available in other Grades' learners' books. This evidence it was supported by the fact that the very day the researcher observed the Grade 10 class, the revision lesson was on orthography. A check in the schemes of work also showed that it was due in the week and objectives (outcomes) were two, namely:

1. *Differentiate between the old and New orthography*
2. *Write sentences using new orthography*

It was reasonably a successful lesson in that an analysis of the exercise books indicated that of the forty (40) learners present that day, thirty one (31) had reasonably used, and correctly so, the new orthography in the five sentences using the words.

Revision exercises are a good indication of having taught the lessons before. The teaching of orthography was only found to be revised at School 05 in a Grade 10 class observed by the researcher. This was good indeed because it showed that when teachers organized their work, the learning and teaching processes become effective. In a study of effective teachers in California and Hawaii, for example, Tikunoff (1985) observed that there was clear linkage between the organization and delivery of instruction such that tasks and instructional demands reflected this intent, requiring intended student responses. This is what followed the revision on the two outcomes on orthography demanding that learners (1) show knowledge of the difference between the old and the new orthography, and (2) write sentences using the new orthography. The words in old and new orthography tested, such as **meeto** (eyes) and meto (*now meaningless*), and **mweeti** (patient) and mweti (visitors) respectively were correctly done by most of the learners, 31 out of 40 getting everything correct because they had learnt that. This also supports the need to plan the lessons to be delivered which when done in this manner follow the curriculum as planned. The task was to use the bold terms in sentences so as to show that one knew the meaning.

5.2.6. On Responses from Informants; A Private Author of Silozi Books.

This Theme 6 was a result of trying to find out what was happening outside the classroom involving former learners, where Silozi orthography was used too. The revelation was that the modern authors, after 1977, used the new Silozi orthography to a large extent. It also showed that books written in Silozi before the new orthography was launched for use by both formal and informal sectors, authors used the old disjunctive form of orthography. The evidence to support

this was realized from two sources, namely an author of a Silozi novel, Bernard B. Silumesii, on the word for a male person **muuna** (new), **munna** (old). The other source was a comparison of the “2010 to 2012 School Certificate/General Certificate of Education Examinations list of set books. The findings from these set books, also revealed the same in that the ones published in 1958 and 1972 depicted the use of old, disjunctive orthography (Simbilingani...and Kayama...) respectively. These were the challenges which the Ministry of Education was trying to solve by introducing the new standard rules of writing Silozi language. This means once the learners are made aware of the new orthography, they would easily notice the old and wrong orthography.

The comments by both the author who appeared to be conservative and preferred to remain in support of the status quo, and School 03, Teacher 07 on this issue could be said to tally, therefore, with what the then Minister alluded to. He said those who were used to writing using the old orthography may resist this change for sometime.

The evidence from these Silozi novels and the author referred to, helped to support the above claims. What needed to be done was that the Zambian Languages, though standardized individually, they need to be harmonized with their same dialects in neighbouring countries, - cross-border languages i.e. Silozi in Namibia, onwards to Natal South Africa, Cinyanja in Malawi, onwards to Mozambique, Ibibemba in Democratic Republic of Congo (DRC) onwards to Tanzania and Luvale in Angola and South Western DRC. This would create no room for authors resisting changes in Zambia to think of finding readership in those countries where the old orthographies are thought to have remained the same or semi-changed.

5.2.7 On Findings from A Validator of the Draft New Orthography Book

Theme 7 was a revelation of what became of those people who took part in the development and discussions of the 1977 orthography book. The Validators were also made to see the value of change. The old-timers benefited from the writings of the missionaries who first wrote the languages in relationship to their own. Banda (2002: 15) states, “The different rules for spelling, make familiar sounds unfamiliar, the problem being that current orthographic conversions still reflect the spelling conversions of the different missionaries and that Europeans who transcribed these languages to writing, rather than endemic phonetic differences in the languages.” In other words, Banda was saying that black or “white Malozi” people who wish to favour the old ways of writing Silozi, are clinging to the lack of knowledge of the foreigners who wrote the Silozi, a language of the Aluyi after the Fokeng introduced Sikololo into Sialuyi and Sialuyana! The Aluyana broke away from the Aluyi, hence their name, *Aluyi – ana* (lesser Aluyi) but they all became Malozi after they were praised as, *Rozwis* (Great builders) of the mounds on the Lyondo Plain (Barotseland Proper) just like the Ngunilanders praised the Kalanga who built the Great Zimbabwe in the then Southern Rhodesia; with no real equipment like graders and shovels.

It is evident that the validator who made a very clear and strong comment of realizing the need to change, was at first blinded by lack of this knowledge that the white authors of the initial *Primers* and *Infant Readers* he/she could have used at *Sub- “A”* were written by missionaries who probably did not really understand the Silozi Language. Therefore, there is need to ensure that the rules, which give correct appearance and pronunciations of Silozi, were imparted to all learners of today, and learners of yesteryears should be compelled to follow suit. The Silozi Bible is one of the books requiring attention from users of the new orthography.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Overview

This Chapter presents the Conclusion and Recommendations of the study. It is therefore, opening the door to what was not known and what should be done depending on what had been provided by the respondents and observed by the researcher. Once put together the findings seemed to indicate to the researcher that other academicians should take up the challenge to fill up the most likely gaps even after this study. Minute, as it may appear, the researcher is hereby putting up a series of novel ideas on the role that Zambian Languages may play once the orthographies are implemented to the full as was desired in 1977.

6.2 Conclusion

This study sought to find the answer to the main research question namely, 'Do teachers and learners in Mongu District at High School level use the new orthographic rules of Silozi which were stipulated in the orthography book?' The conclusions drawn from the study included the fact that teachers' did not use the new Silozi orthography in their teaching at Grades 10-12 in most schools in Mongu District. Teacher's documents such as schemes of work, lesson plans, records of work and test papers showed that the teaching of the new orthography was not done adequately as very few outcomes were covered: only 30% of them. It was also evident that most teachers in Mongu High Schools did not encourage learners to use the new orthography of Silozi since they two were not sufficiently knowledgeable. Learners did not correctly use the new orthography in almost all the schools visited in Mongu District. There was evidence of mixing the old and new ways of writing the Silozi orthography in the exercise books and test answer sheets even by the same learner. There was not a single copy of the new orthography book in all the High Schools visited. The other conclusion was that learners were not correctly taught the Silozi orthography at all. Where a teacher

attempted to do so he or she tested the learners through Question and Answer techniques thereby denying learners the correct and important rules such as how to connect prefixes or locatives and prepositions to which parts of speech in Silozi. It was clear that teachers were not practicing or encouraged to use team-teaching of topics such as new orthography in order to learn from their peers and to benefit the learners by teaching them correct information.

The documents used by both the teachers and learners such as schemes of work and exercise books respectively, revealed very little evidence of the use of Silozi orthography as required by the Ministry of Education. There were cases in some schools where orthography was not mentioned in any of these and related documents.

The attitude of the teachers on the orthography was generally very negative. Most schools did not even bother to find even a single copy of the Silozi orthography as was evidenced by the fact that 40% of these teachers seemed not to know that such a book existed in local bookshops. Some of the respondents' opinions and views suggested that teachers were not consulted before the new orthography was pronounced for implementation. Others felt it was too difficult to follow compared to the old disjunctive type. Therefore, the other school of thought were of the views and opinions that demanded for deliberate advocacy on the use of the new orthography covering both the teachers and private authors of Silozi books.

6.3 Recommendations

The following recommendations have been made from the findings of this study:

- On the teachers' use of the new Silozi orthography, teachers of Silozi at High School level should be the qualified ones only, who hold at least a first degree in Education and trained in Linguistics and African Languages.

- The other recommendation is that policy on orthography required a non-prescriptive approach for implementation but rather a more consultative one followed by orientation of the teachers.
- Regarding learner's use of the new orthography there is need for the Ministry of Education through the Curriculum Development Centre to develop more specific guidelines, in Silozi, on how the orthography should be applied.
- With regards to the availability of the new orthography book in the schools, there is need for the Ministry of Education through Education Standards Offices at district level, to ensure that High Schools procure the orthography book in adequate numbers to close the gap existing there now.
- On how learners are taught Silozi orthography they should be taught the Silozi orthography by firstly giving them the rules as a form of skill getting phenomenon.
- On evidence of the use of the Silozi orthography by both teachers and learners, there is need to include the Silozi orthography in the documents being used by both teachers and learners.
- On the attitudes, opinions and views of the teachers and learners towards the new Silozi orthography, Teacher Education through in-service courses, could be the best solution to help change the negative attitudes teachers have towards the new orthography.
- There should be Silozi – Silozi monolingual dictionaries to help learners and teachers continue adhering to the correct and new orthography so that they change the evident negative attitudes, views and opinions they harboured during the time of this study.
- There should be teacher – group meetings such as SPRINT even in High Schools to discuss professional issues such as teaching methods of challenging topics like orthography of Silozi and syllabus interpretation, as well as to prepare resource materials where lack of such exists.

- Teachers should team-teach topics such as orthography which they find difficulty to handle alone so as to learn from each other and for the benefit of the learners.
- High School teachers of Silozi should have common marking schemes for each section so that Heads of Languages can effectively check the way in which the learning of orthography is taking place.
- The Curriculum Development Centre should only approve for use in schools, Silozi course materials, including course books, which are written in correct orthography prescribed by the Ministry of Education, and should be updating the old novels and other books too.

6.4 Related Topics for Future Research

In order to make Zambian Languages take their desired status quickly as vehicles for development through contributions to all walks of life; science and Technology, Culture and Economics __ there was need for further research aimed at standardization and harmonization of all the seven local official ones such as:

1. Can Lexicography be a panacea to the use of Zambian Languages in Science and Technology?
2. Can all the Zambian Languages use the same new orthographic rules? The need for harmonization.
3. The 1977 New Zambian Languages Orthography: A Book review.
4. Early introduction of the study and use of orthographic rules in Silozi at Basic School level: Is it necessary?
5. Deciding on when to double the vowels in Zambian Languages: Does “*ASPECT*” matter?
6. Monolingual Dictionaries in Zambian Languages: A first step to improving Science and Technology Studies at Basic School level.
7. Did the Church Missionaries Distort the Orthography of most Zambian Languages: A case Study of Chitonga and Silozi.

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APPENDIXES

Appendix I (A): Interview Schedule for Teachers

Self Introduction: My name is Bostor Mundia Mwendende from the University of Zambia. I am conducting research on the use of the new Silozi orthography at Grades 10, 11 and 12 by the teachers and learners. The study requires that I talk to you as teachers of Silozi at this level. I welcome you to this interview. You are rest assured that all the information during this interview shall be kept as confidential as possible and shall not be used for anything else other than informing this study. Kindly read and sign the Consent Form **if you agree** to take part in this Study.

Thank you for your cooperation and we may now start our discussions. Please answer all questions to the best of your knowledge.

Section A: Profile

1. For how long have you been teaching Silozi at Grade 10-12?
2. What Grade/s do you teach Silozi?
3. What is the size of each class?
4. What is your highest professional qualification?
5. Have you ever attended a workshop on teaching Silozi?

Section B: Opinions, Views, Feelings, Activities regarding new orthography

1. Mention examples of syllabus specific outcomes for High School on orthography that you as a teacher know?
2. Do you know that there is an orthography approved by MoE for teaching Silozi in Zambia?

3. To what extent do you use the orthographic rules of Silozi stipulated in the new orthography book approved by the Ministry of Education?
4. Do your learners use the new orthography in their class work for Silozi?
5. Have you got copies of the new orthography book? If you do, how many? How did you get the copy or copies?
6. How do you teach the learners to use the orthography? Why not?
7. What are your comments on the new orthography in Silozi compared to the old one?

Thank you for your responses, interview has ended.

Appendix I (B): Guide for Focus Group Discussion with Teachers of Silozi At Grades 10, 11 And 12

Self Introduction: My name is Bostor Mundia Mwendende from the University of Zambia. I am conducting research on the use by teachers and learners of the new Silozi orthography at Grades 10, 11 and 12, the level at which you teach. I welcome you to this Focus Group Discussion. You are assured that all the information during this interview shall be kept as confidential as possible and shall not be used for anything else other than informing this Study. Kindly read and sign the Consent Form **if you agree** to take part on this Study.

Thank you for your cooperation and we may now start our discussions. Please answer all questions to the best of your knowledge.

Section A: Profile:

1. For how long have you been teaching Silozi at Grade 10 - 12
2. What Grade/s do you teach Silozi?
3. What is the size of each class?
4. Are you trained to teach Silozi language at this level?

Section B. Views, Opinions etc on Orthography

What are your views and feelings on the following issues regarding the new Silozi orthography:

1. The use of the orthographic rules stipulated in the 1977 Ministry of Education approved orthography book.

2. The availability of outcomes in the Grades 10 – 12 Syllabus on orthography.
3. The extent to which your learners in Grades 10, 11 and 12 use the new orthography in their writing of Silozi in their class work.
4. The availability of the new Silozi orthography books in High School classes learning Silozi in your school.
5. The way in which you teach learners in your class how to use the new orthography.
6. Your opinions and views on the new Silozi orthography. What else do you wish to suggest over the same.

Thank you very much colleagues, the discussion is over.

Appendix II: Consent Form for Teachers

Self Introduction My name is Bostor Mundia Mwendende and I work for the Ministry of Education Headquarters in Lusaka, at the Curriculum Development Centre. Currently, I am a student with the University of Zambia studying Applied Linguistics. I am conducting a study on your use of the new Silozi orthography at Grade 10, 11 and 12 as teachers of Silozi. I need information on your views, opinions, feelings and general attitudes regarding this new orthography which was first implemented in 1977. I therefore, request you to be part of this study. Any information you provide will be kept confidentially. I will be willing to answer any questions you may have regarding this Study.

Thank you.

'I consent to participate in the Study':

Signature:.....

Date:.....

Appendix III: Checklist for Documents

This checklist is for documents which may help to provide evidence on the use of the new conjunctive writing (orthography) by both Teachers and Learners of Silozi at Grades 10, 11 and 12.

A. Documents

Name of School:..... Grade:.....

Date:.....

Kindly tick if the outcomes stated below have been used in the documents listed under them.

S/N	Outcome No.	Outcome	Teachers Documents				Learners Documents		
			Sch/Wk	Les/P	Rec Wk	Test	Ex Bk	Test Ans. Sheet	Text Bk
		Grade 10 Specific Outcomes							
1	10.5.1	Use correct spelling.							
2	10.5.2	Contrast short and long vowels.							
3	10.5.3	Punctuate a given passage correctly.							
4	10.5.4	Identify fusion of vowels given.							
5	10.5.5	Identify soft and hard sounds such as in "bala" read and "bbala"							
6	10.5.6	Write relationship prefixes correctly father of; wife/husbands of.							
7	10.5.7	Identify long sounds in copula sentences i.e. "niitumezi" in Silozi.							
8	10.5.8	Discuss and write fusion rules.							
9	10.5.9	Identify and write compound nouns including triple noun compounds.							
10	10.5.10	Identify word forms distinguished by tone seha (cut), seha (laugh)							

		Grade 11 Specific Outcomes	Sch /Wk	Les/ P	Rec Wk	Test	Ex Bk	Test Ans sheet	Text Bk
	11.5.1	Use correct spellings							
	11.5.2	Distinguish disjunctive and conjunctive writing in a language.							
	11.5.3	Punctuate passage correctly.							
	11.5.4	Identify fusion of vowels correctly							
	11.5.5	Contrast short and long vowels in words and explain meanings.							
	11.5.6	Identify soft and hard sounds as 'K' and 'kk' Chitonga.							
	11.5.7	Identify word forms distinguished by tone e.g. 'maanyi' relish "maanyi" (oil) in Kiikaonde, "bona" see and 'bona' themselves.							
	11.5.8	Distinguish between long vowels which are a result of coalescence and those which mark semantic differentiation e.g. meeno from maino and lino (beverages) from liino (tooth).							
	11.5.9	Explain the use of tone to distinguish between words which are identical in spelling, e.g. "bila" sew and "bila" boil.							
	11.5.10	Identify and write prepositions, locative prefixes, conjunctions as well as reduplicated words and stem correctly.							
	11.5.11	Distinguish between the way compounds of demonstratives and nouns as well as compounds of verb and verb are written. e.g. uyu mushi, this village talacita, first do it (Icibemba)							
	11.5.12	Identify enclitics as post word affixes – naliteñi . e.g. "ñi" in teñi, zweñi, yemeñi in Silozi.							
	11.5.13	Write verbals (i.e. verb stems, their prefixes, infixes and suffixes) and nominals (i.e. noun stems and their prefixes) conjunctively.							
	11.5.14	Distinguish between sentences written in the old orthography and the new standard orthography.							
	11.5.15	Identify triple noun compounds.							

		Grade 12 Specific Outcomes	Sch /wk	Les/ P	Rec wk	Test	Ex Bk	Test Ans sheet	Text Bk
	12.5.1	Change a text written in old orthography into the 'new' standard orthography.							
	12.5.2	Identify various instances in which long vowels are reflected, e.g. in copula sentences, imperatives or salutations and warning verbal forms.							
	12.5.3	Establish instances of vowel fusion across word boundaries in spoken language (i.e. intrusion vowels), which h is not allowed in written form e.g. Bemba, leeta isembe, (bring an axe), said as Leeta Sembe.							
	12.5.4	Identify instances of double consonants in the language, whether these are symbolized in writing or not.							
	12.5.5	Analyse nominal and verbal forms in order to determine their constituent morphemes.							
	12.5.6	Identify words and verb forms distinguished only by tones.							
	12.5.7	Point out words and verb forms distinguished only by syllabic length.							
	12.5.8	Classify the affixes and identify their functions e.g. Nyanja adzabweranso (from a-(prefix), he/she, -dza(infix) future tense marker "will", -bwera 'come', -nso (suffix) again.							
	12.5.9	Identify and write dependent and independent personal pronouns correctly.							
	12.5.10	Justify the doubling of the identical consonants or vowels in words.							
	12.5.11	Compare meanings of words indicated by tones and doubling of consonants and vowels.							
	12.5.12	Punctuate a given passage correctly.							

KEY:

Sch/wk = Schemes of Work

Les/P = Lesson Plan

Rec. wk = Records of Work

Ex. Bk = Exercise Book

Test Ans.Sheet = Text Answer Sheet

Text Bk = Text book/Course Book

Test = Question Paper/Test on Board

Appendix IV: Lesson Observation Checklist

1. General Particulars

Name of School Grade:

Subject: Date:

Topic:

2. Assessment Guide

Tick appropriately to show that the Silozi orthography is being used in the lesson being observed.

Reference	Outcome/theme related to orthography from the syllabus at 10, 11 and 12.
Lesson Plan	1. 2 3
Class Exercise	1. 2. 3.
Teacher's board	1. 2. 3.
Teacher's Exposition	1. 2. 3.
Reference to the new orthography book	1. 2. 3.

General comment on the lesson observed in terms of use of the orthography:
