

**ATTITUDE OF NON-NATIVE CINYANJA TEACHERS AND PARENTS TOWARDS
USING CINYANJA AS MEDIUM OF INSTRUCTION AT LOWER PRIMARY IN
CHILANGA DISTRICT**

BY

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**A dissertation submitted to the University of Zambia in fulfillment of the requirements
of a Master's degree in Educational Psychology.**

UNIVERSITY OF ZAMBIA

LUSAKA

2019

DECLARATION

I, **Owen Gubula Matyola**, do hereby declare that this dissertation is solely a production of my work. I further declare that this work has not been presented before at the University of Zambia or any other university. All the referencing from other sources have been acknowledged.

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APPROVAL

This dissertation by Owen Gubula Matyola has been approved as a partial fulfillment of the requirements for the award of a Master of Education Degree in Educational Psychology by the University of Zambia.

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ABSTRACT

This qualitative study examined the attitude of non-native cinyanja teachers and parents towards the use of cinyanja as a medium of instruction in Chilanga district. The study was carried out because of the 2013 new language policy in the Zambian education system which advocates for the use of a familiar local language. It is argued that the use of local languages for initial literacy promotes acquisition of literacy skills which can enable learners transition effectively to the second language. A case study design was used in the present study. The sample comprised 15 teachers, 4 head teachers and 15 parents who were all purposively sampled from four primary schools. Semi structured interviews were used to collect the data which were analysed using the thematic approach.

The results indicated that teachers and parents had positive experiences as the use of cinyanja was being implemented as a medium of instruction at lower primary in Chilanga district. The study further established that teachers felt that the selection of cinyanja as a medium of instruction was good mainly because it was the language of play for children.

To the contrary, the study indicated that parents were not in favour of the selection of cinyanja as a medium of instruction. They instead mainly supported English, while others who opposed cinyanja supported code switching, mother tongue and Soli being an indigenous language for Lusaka. The study revealed challenges such as inadequate teaching and learning materials, complexity of chewa, regional transfers and private schools, Limited vocabulary and translational challenges, pronunciation and mother tongue interference, over enrolment and breakdown in children's native language and culture.

The study recommends that the Ministry of General Education must expedite the production and distribution of teaching and learning materials so as to end the challenge of inadequacy of materials at the level of implementation with regard to the language policy. The study further recommends that the Ministry of General Education needs to find a lasting solution to the problems associated with teacher placement as it was established that the teachers who are non-indigenous to the language used as medium of instruction were finding challenges in terms of linguistic knowledge in Cinyanja.

Keywords: non-native, medium of instruction, Cinyanja, teachers, parents, lower primary schools.

DEDICATION

I dedicate this work to my wife Lovity and our three sons Chabota, Lubomba and Milumbo.

ACKNOWLEDGEMENTS

I am greatly indebted to my supervisor Dr. Ecloss Munsaka for being ever available to guide me into all that was required to produce this dissertation. He gave me sufficient support I needed to produce this work.

Secondly, I also wish to acknowledge my father and mother, Mr. Bernard and Mrs. Kalinda Matyola who without their sacrifice I would never have been doing this master's programme. They truly cared and developed my academic potential which to date has continued to exert influence in my entire scholarly life.

I also wish to acknowledge other lecturers from the department of EPSSE who mentored me during my studies in this programme. Dr. Sophie Kasonde Ng'andu, Dr. Bestern Kaani and Dr. Silvia Mwanza Kabaghe indeed did a great job to my academic life.

Finally and above all, I would like to thank God almighty for his unmerited favour in my life. Even in my studies, he has shown me just how much I am a person after his heart. Just like he loved Israel of old, I can never doubt that I too enjoy the same privileges.

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ACRONYMS

BSAc	British South African Company
CDC	Curriculum Development Centre
CTS	Creative and Technology Studies
EMI	English Medium Instruction
EU	European Union
FL	Foreign Language
FLMI	Foreign language medium instruction
GRZ	Government of the republic of Zambia
L1	First language
MOE	Ministry of education
MTE	Mother tongue education
NBTL	New Breakthrough To Literacy
PRP	Primary Reading Programme
SACMEQ	Southern African Consortium for Monitoring Education Quality
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation
ZPD	Zonal of Proximal Development

DEFINITION OF KEY TERMS

Attitude- Means a way of feeling or thinking about an issue.

Medium of instruction- A language that is used to teach other subjects.

First language- this is a language that is native to the speaker. It may not necessarily be a mother tongue but simply a language that an individual is exposed to and in which he or she is most proficient.

Non-native cinyanja teachers and parents- these are teachers and parents who are not born as Nyanja or are not associated with Cinyanja but are born belonging to other ethnic groupings.

Foreign language- This is a language that comes from outside one's community. This can be a national community or a smaller community.

Language- in education policy- This is the policy that stipulates the language to use as medium of instruction at different levels of education in a given country.

Mother tongue- This is a language that the parents to the child use and the person also uses the same language.

CHAPTER ONE: INTRODUCTION

1.1. Overview

The main focus of this chapter is to look at the historical background of the medium of instruction in Zambia more particularly at lower primary grades. The chapter also gives a statement of the problem, the purpose of the study, the objectives of the study, the research questions, the significance of the study, the limitations of the study, scope of the study and the operational definition of terms.

1.2. Background to the study

As contended by Mbewe, Matafwali and Kabaghe (2016), the traces in medium of instruction in Zambian school settings are seen from the era of the advent of missionaries. The assertion here is that during the period of missionary influence, the local languages were taught as subjects and used as a media of instruction ranging from sub- standard A up to standard four. The reason behind this policy, as argued by Manchishi (2004), was because of a then belief that a local language was a powerful linguistic tool that an individual could utilise as a means to impart knowledge in a given community. The introduction of English language as a medium of instruction from standard five onwards was preceded by the use of a chosen familiar local language, for example, the use of ichibemba in the Northern region. At the same time of the introduction of English, a local language was only taught as a subject (Mbewe et al, 2016).

Curiosity in the year 1963 prompted UNESCO to commission a study with the sole aim of reviewing the education system in Zambia and to suggest ways of improving it. After the review, UNESCO recommendations were that English must be introduced as a medium of instruction so as to upgrade the standards of education in Zambia. According to Mwanakatwe (1968), this recommendation became a reality in the year 1964 when Northern Rhodesia attained her independence and came to be known as Zambia. Therefore after this, the new Zambian government decided to adopt the UNESCO recommendations with regard to medium of instruction in Zambian schools and this meant that English was to be introduced and used as a medium of instruction from grade one up to tertiary level. Manchishi (2004) and Mwanakatwe (1973) assert that government considered English as a language that would enhance national unity and that the earlier a language was introduced, the better it was for

learners and this change was implemented through the 1966 Education Act, the statutory instrument number 312, 2nd November Education Act.

Mbewe et al (2016) are of the view that even though this change in policy was implemented, there were still reports from conducted studies that it was not easy for children to acquire basic skills in literacy when they were taught using a language that was not familiar to them as they were required to learn two complex skills simultaneously. The trio further assert that studies in societies that are literate have made plausible discoveries that a high level of proficiency in the language of instruction is required for children to benefit from reading instruction in school (Dinkinson et al, 2003). As suggested by Kelly (2000), the policy of education in Zambia then meant that learners were to receive instructions using a language that was relatively not familiar. Kelly further argues that this policy compromised with quality in terms of education that was being offered from primary school level through to higher levels.

A survey conducted by Southern African Consortium for Monitoring Educational Quality (SACMEQ) of 1998 suggested that the use of English language as a medium of instruction did not yield the desired results. Only a few learners were able to succeed in generating the required competencies in reading. For example, this study by SACMEQ (1998), with regard to reading performance levels of sixth graders in the Zambian basic schools, showed that in the year 1995, only twenty five percent (25%) out of the 148 learners managed to read at defined maximum levels whereas three percent (3%) managed to read at desired levels (Kamba & Kanyika, 1998). This therefore suggests that a long period of 30 years that stretched from 1965 to 1995 was characterised by many attempts that aimed at revising the 'straight for English' approach. Mbewe et al (2016) contend that in the year 1997, for example, through the provisions of the new policy, 'Educational Reforms: Proposals and Recommendations' brought a provision that allowed teachers to explain concepts that might not be understood using English as a medium of instruction to be explained in one of the seven official local languages. Here, what was necessary to consider was that most of the learners in that particular class were able to understand that local language (Ministry of Education, 1997).

There was a shift in policy, that came in the year 1996, when a new policy document 'Educating our Future' was introduced to replace the old one 'Focus on Learning'. The

guidelines in the new policy were very liberal (Mbewe et al, 2016). Under this new policy document the ministry of education explains the following:

- (1) A fundamental aim of the curriculum for lower and middle basic classes is to enable pupils to read and write correctly and confidently, in a Zambian language and in English, and to acquire basic numeracy and problem solving skills.
- (2) All pupils will be given an opportunity to learn the skills of reading and writing in a local language, whereas English will remain as the official medium of instruction (Ministry of Education, 1996:30).

As a result of this new policy document, a new programme 'Primary Reading Programme' (PRP) was introduced which saw the birth of an ambitious programme- New Breakthrough to Literacy (NBTL) in the year 1998. The NBTL programme was an initiative of a South-African non-governmental organisation called Molteno project and was first conducted as a pilot project in Kasama and Mungwi districts of the Northern region in Zambia. (Ministry of Education, 2001). This pilot project was done among the grade one learners and ichibemba was used as a language of initial literacy. According to the Ministry of Education (2001), this Molteno project came to be known as the New Breakthrough to Literacy and was later in 2000 spread to Western Province in Mongu, where Silozi was used as a language of initial literacy. The NBTL programme was later spread to all the provinces of Zambia (Ministry of Education 2003).

The pilot programme carried out in Kasama-northern province in the year 1998 stated as follows: ' the programme was an unqualified success; children in NBTL classes were reading and writing at a level equivalent to grade four or higher in non NBTL classes' (Kotze & Higgins, 1999). However, some reports also suggested that there were times when children could not make improvement in terms of reading despite this positive programme being in place (see Mbewe et al 2016). Because of the low performance levels that were seen after carrying out a national assessment in 2003, such as 0.7% for eastern province and 1.7% for Lusaka province (Education report on national assessment 2003), there was a follow up study that was carried out in the same year which was aimed at verifying the earlier findings for the above two provinces (Ministry of Education 2003). The verified results suggested improved levels of performance from 1.7% to 24 % for Lusaka province and 0.7% to 9.4% for the

eastern region. However, the results fell short of the expectations although the verified results showed a higher performance level (Ministry of Education, 2003).

Later researchers such as Matafwali (2010), contend that despite the introduction of the use of a familiar local language as the initial language of instruction, the levels of reading among many Zambian children were regrettably still very low as of the year 2005. This was in a study where she sought to investigate how lack of proficiency in the language of instruction accounted for difficulties in becoming a conventional reader in English among Zambian children (Matafwali, 2010).

From the literature discussed above, it is evident that many approaches have been put across with regard to language of instruction in Zambian schools, starting from the missionary period to date. Recently, the government, through the Ministry of Education, Science, Vocational Training and Early Education in the year 2013, was motivated to find an approach that would improve literacy levels in schools. This prompted the abolishment of the use of English language as a medium of instruction and introduced the use of a familiar local language as a means of instruction from grades one through four. The Ministry of Education (2013:30) clarifies the following: “Language of instruction from grades one to four in all the learning areas will be in a familiar local language, while English will be an official language of instruction from grade five upwards.” Above this, it was further suggested that literacy and language, or sign language; Mathematics, Creative and technology studies (CTS), Social and Development Studies and Integrated Science will be the core areas that learners will be instructed from grades one through four (Ministry of Education, 2013). This means that the above core areas of learning would be taught from grades one through four using a familiar local language as a means of instruction.

Chilanga district, a multicultural and multilingual district, has adopted Cinyanja to be used as a medium of instruction from grade one through four. However, being a multilingual district, it has not been ascertained as to what attitudes the non-native cinyanja teachers and parents have towards the use of cinyanja as a medium of instruction. It is therefore this task that the present research sought to attend to.

1.3. Statement of research problem

The historical background of the language policy in Zambia clearly shows that controversy has surrounded the whole issue. Some very notable issues that earlier supported the use of English as a medium of instruction were that (1) there would be teacher placement problems in a policy where a local language was adopted as a medium of instruction. This is because not all teachers may be conversant with the language spoken in areas where they may be sent (Ministry of Education, 1997). (2) The fear of ethno linguistic rivalry in case any of the local languages was selected (Simwinga, 2006).

Despite all these earlier concerns, the Ministry in charge of education in Zambia, through the curriculum review framework of 2013, went ahead to make compulsory and introduce the use of a familiar local language as a medium of instruction in all Zambian schools at lower primary level (Ministry of Education, 2013). As other researchers have shown (e.g. Matafwali 2010, Mubanga 2010), the use of a familiar local language as medium of instruction enhances to a greater extent the development of literacy skills among the learners.

However, the education community has paid little attention to the attitude of non-native teachers and parents when implementing a new language policy in a community set up where a language not familiar to them is used as a medium of instruction more especially in a multilingual community setting. There was therefore a great need to examine the attitude of non-native cinyanja teachers and parents in chilanga district as the new language policy is being implemented where cinyanja is used as a medium of instruction.

1.4. Purpose of the study

The purpose of this study was to examine the attitude of non-native cinyanja teachers and parents towards the use of cinyanja as a medium of instruction at lower primary school level in Chilanga district of Zambia.

1.5. Research objectives

The study was guided under the following objectives:

1. To establish the experiences of non-native cinyanja teachers and parents as the use of cinyanja is being implemented as a medium of instruction at lower primary.

2. To establish the views of non-native cinyanja teachers and parents on the selection of cinyanja as a medium of instruction at lower primary in Chilanga district.

3. To determine challenges that non-native cinyanja teachers and parents are facing as the use of cinyanja is being implemented as a medium of instruction at lower primary school level in Chilanga district.

1.6. Research questions

1. What are the non-native cinyanja teachers' and parents' experiences as the use of cinyanja is being implemented as a medium of instruction at lower primary school level?

2. What are the views of non-native cinyanja teachers and parents towards the selection of cinyanja as a medium of instruction at lower primary school level?

3. What are the challenges that non-native cinyanja teachers and parents face as the use of cinyanja is being implemented as a medium of instruction in Chilanga district?

1.7. Significance of the study

The attainment of better initial literacy for early childhood education is what prompted the change of the Zambian curriculum towards the promotion of local languages as media of instruction. However, there has not been much research done to examine the attitudes of nonnative cinyanja teachers and parents towards the use of a local language they are not native to. The findings of this study may therefore help the Ministry of General Education to realise some of the challenges being faced at the level of implementation in school communities that are multi lingual and multi-cultural. This study may also be helpful to would be researchers who may want to research in a related area as this may provide relevant literature.

1.8. Scope of the study

The study confined itself to interviewing non-native Cinyanja teachers and parents in selected schools of Chilanga district only. This was because Chilanga district is believed to be multi lingual.

1.9. Theoretical framework

The study uses Lev Vygotsky's social cultural theory which explains children's thinking as developing through 'dialogues' with those who are more experienced. In Vygotsky's terms, children learn about life from various tutors or mediators such as caregivers, teachers' e.t.c. (Schunk & Zimmerman 2006). Vygotsky believed that culture is the most influential part of a child's individual development (Driscoll 1994).

Vygotsky also developed a concept of what he called the Zone of Proximal Development (ZPD). This concept recognises that there are skills which are too complex for a child to master on his or her own, but can be done with aid from a knowledgeable person (Munsaka &

Matafwali, 2013). This therefore involves the aspect of scaffolding (working collaboratively) where a more experienced person will give hints going step by step, building on what the child already knows. Since the theory recognises the important role played by 'the more experienced,' in this case, teachers and parents, the assertions of Vygotsky will help to interpret the findings in this study because the non-native cinyanja teachers and parents are embedded in some language culture which is not of the language of instruction being used in the schools of concern. At school, the teachers take the role of the experienced ones by helping children bridge their fore knowledge to the scientific concepts learnt in the curriculum. Because of the homework policy, parents also play a critical role as the 'experienced ones' as they help children with school work hence also helping them to bridge from what they know already to the intended scientific concept.

1.10. Organisation of the dissertation

This dissertation is organised into six chapters. The first chapter is the introduction which looks at the background to the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, scope of the study, definition of terms and theoretical framework. The following chapters are literature review, Methodology, presentation of findings, discussion of findings and finally conclusion and recommendations.

1.11. Summary

The main purpose of this chapter was to provide a general overview of the study. Issues pertaining to the background of the language in Zambia have been highlighted. The core idea in this chapter was that the issue of language policy in Zambia has been characterised with dynamics from the period of missionaries to the present day. The chapter has highlighted notable issues that have shown controversies that have surrounded the language policy in the Zambian education system hence leading us to a gap that the present study seeks to achieve.

The next chapter presents literature which is related to the present study.

CHAPTER TWO: LITERATURE REVIEW

2.1. Overview

This chapter presents literature review. The chapter will present the literature according to different categories that include: the language policy history in Zambia, attitude and perceptions of parents towards using a familiar local language as medium of instruction, Challenges teachers face in implementing the use of a familiar language as medium of instruction, views, opinions and impact of medium of instruction, Code switching and bilingual education, self-esteem and self-concept, and play and children's funds of Knowledge.

2.2. The Language policy in Zambia

Since this study was carried out in Zambia, it was necessary to do a review of the history of language policy in Zambia especially that the policy is seen as having been so inconsistent.

The issue of language policy in Zambia (formerly Northern Rhodesia) emanates from the introduction of formal education which came as a result of the influence of missionaries. As Snelson (1974) suggests, every missionary group which entered the country (present day Zambia) had at the core of its tasks the desire to build schools among other infrastructure. To this effect, they had to commit to writing the vernacular language prominently associated with the community at which the mission station and school were to be established.

In line with the above assertion put forward by Snelson, Manchishi (2004) adds an argument by clearly stating that just as the drive for evangelism became tremendously effective as a result of the use of local languages by missionaries in reading bible literature and the singing of hymns, schools too were effective in their operations as local languages were used as media of instruction up to the fourth grade. The above arguments attest to the fact that there was commitment on the part of missionaries in ensuring the use of local languages as a medium of instruction beginning from the first graders through to the fourth graders.

After the advent of missionaries came an era of colonialism. This was a historical era where the then Northern Rhodesia became under two administrations (Simwinga, 2006). The scholar stresses that the two types of administration involved a territory under the British South

African company (BSAc) whereas the other administration involved a protectorate under Britain. Snelson (1974) as cited in Simwinga (2006) puts an argument that a commission called Phelps stoke was established under the auspices of the British colonial office, then based in London. The main aim of this commission was to study and evaluate the system of education in its colonies and then advise on possible ways of improving it.

When giving its report, the commission highlighted its recommendations and one very notable recommendation was based on how education could be improved generally in the Northern Rhodesia. With regard to language, the commission still saw the need to use local languages most particularly for the sake of preserving national values and self-identity on or amongst Africans (Manchishi, 2004). It was from the recommendations made by the commission that the authorities officially recognised Silozi, cinyanja, chitonga and icibemba as the four main local languages to be considered for use as media of instruction in African government schools during the first four years of learning (Muyeba, 1998).

Kelly (2000) adds his voice by clarifying that by the year 1950, there was a shift in policy direction where it required that a familiar local language be used as a medium of instruction in every African school from the first year of education up to standard five. English language later became a replacement for a used local language beyond standard five.

Although there was this focus to use the familiar local language as a medium of instruction during the initial years of schooling, during the pre-independence era, the post-independence Zambian government replaced this principle by considering English language as an official language of instruction and communication both in schools and offices (Mwanakatwe, 1968). Despite all this, it still left most of the learners in schools with lack of proficiency in English language since English was not their first language. This therefore triggered an academic and social challenge among learners in terms of reading and writing hence dwindling their performance levels.

Matafwali (2010) also argues that there is unequivocal evidence which generally suggests that efforts to learn to read in an unfamiliar language can be thwarted as this is assumed to be an enormous challenge since children in this case would be learning two complex skills at the same time. The challenge was definitely a result of the fact that the Zambian children, whose mother tongue was any of the local languages, were being taught using English language

which was not familiar to them or which they were not exposed to. As a result of this, scholars such as Kelly (2000), clearly indicate that the initial use of English language in schools compromised to a greater extent, the quality of education being offered in these schools. He is further of the view that quality was not only compromised at the initial grades, but the problem also went further to the higher grades as there was no proper transition.

What is so intriguing in this case is that the Zambian government, after attaining independence, and led by the indigenous Zambians, decided to adopt English, a former colonial master's language, as a medium of instruction in schools starting from the initial grades. Arguing from the view of Chishimba (1979), this direction was adopted based on the Hardman report and the UNESCO recommendations which were sensitive to Zambia's multiplicity of languages. It was therefore seen fit to select a language that did not belong to any one of the local linguistic groupings in Zambia, and which every Zambian child would learn with equality.

The above recommendations prompted the Zambian government to consider the adoption of English as a medium of instruction in all the primary schools in the country. As a result, statutory instrument 312 of 1966 constituted the 1966 education Act which saw this decision being passed into law. The following is what the Act read on page 69, "the English language shall be used as a medium of instruction in all schools." Pertaining to the Zambian local languages, the Act read in the following manner, "unless the minister otherwise directs, in any particular case, the vernacular language or language appropriate to the area in which an unscheduled primary school is situated may be used as a medium of instruction in grades i,ii,iii and iv at that school." However, Africa (1980) observed that with regard to language policy, primary schools operated on bilingual principles where by children were allowed to be taught in an official Zambian language as well as in English.

There was a draft policy document of 1976 which, to the contrary, recommended the use of Zambian local languages as media of instruction in primary schools. This recommendation was however overlooked in the final document that was produced in 1977. This is what was quoted from this new document, "Although it is generally accepted by educationists that learning is best done in the mother tongue, this situation has been found to be impracticable in the case of every child in multilingual societies such as the Zambian society" (MOE 1997:32).

The mother tongue instruction in Zambia was further disapproved on the following other reasons:

(i) There would be teacher placement problems if such a policy were to be adopted as

“Not all teachers may be conversant with languages spoken in areas where they may be sent”

(ii) The adoption of such a policy would create unnecessary problems to the child in case of transferring from one province to the other; and

(iii) There would be problems of learning and teaching materials which to date are not adequate in Zambian languages.

There was a further observation that where it concerns the teaching of mathematics, science and technology, the use of local languages as media of instruction would obviously be highly inadequate due to the presence of Mathematical, scientific and technological concepts which do not have equivalents in local languages (MOE, 1977:33).

The above observations were very critical to government such that there was no option but to endorse the policy that allowed English to be used as a medium of instruction. Above this, the government recommended that, “the teaching of Zambian languages as a subject in schools and colleges should be made more effective and language study should have equal status with other important studies.” (MOE 1977:33).

A new policy document titled ‘Focus on learning’ of 1992, challenged government’s earlier decision to use English as medium of instruction in schools. The enunciation of this new policy document meant a radical shift from the existing policy. The new official policy of government now meant that with regard to the medium of instruction, the main local language of an area would be used as the basic language of instruction from the first to the fourth grade (MOE 1992). The new document quoted the following, “too early an emphasis on learning through English means that the majority of children form hazy and indistinct concepts in language, mathematics, science and social studies.” (MOE 1992:28). Equally, the current policy document on education ‘Educating our future’ of 1996 supports the idea of using a local language by stating that the use of English as a medium of instruction from grade one

has brought a negative impact on children's performance. The document claims that, "children have been required to learn how to read and write through and in this language which is quite alien to them" (MOE 1996:39).

Simwinga (2006:55) stresses that "the fear of ethno linguistic rivalry in case any of the local languages was selected" was one of the major reasons why government after attaining independence, saw it necessary to adopt English as a medium of instruction. Equally, Serpell (1978) recognises the controversy that comes with the choice of language of instruction by contending that language issue is a topic that is so controversial in the Zambian set up with special significance to policy on education. Bamgbose (1991) similarly shares his view that a major preoccupation of many African states is how to ensure a consistent oneness of their countries and the forging of a bond of belonging together as nationals or states regardless of individual or sub-group differences.

The ministry of education (2002:22) suggests the following reasons to support instruction in schools through mother tongue especially during initial grades:

- (i) It boosts the learning capacity of the child thereby making him/her self-confident.
- (ii) It provides the children an opportunity to express themselves in discussion and to appreciate their culture and tradition.
- (iii) It is "the language in which literacy is best achieved and is also the child's most important tool for understanding, ordering and analysing his/her world."
- (iv) It narrows the gap between the home and school environment, primarily because the same language that the child comes with into school will be the same language he/she will meet in the classroom.

Recently, the ministry of education made a shift in terms of language of instruction in schools. The Zambian education curriculum framework (2013:18, 19) states that, "The policy on education recognises the use of familiar Zambian languages as the official languages of instruction in the pre-schools and early grades (grades 1-4). All the teaching and learning in all the learning areas at the lower primary will be instructed in familiar Zambian languages. This is because there is evidence that children learn more easily and successfully through

languages that they know and understand well.” From the year 2014, the new language policy has been in implementation in Zambian primary schools.

In spite of the rich literature regarding the use of a familiar local language in the initial grades in Zambian schools, as evidenced by the assertions above, nothing or very little has been done to ascertain the attitude of teachers whose native language is not the language they are being compelled to use when teaching at a school in a different community set up. It is therefore against this concern that this study seeks to investigate the attitude of non-native cinyanja teachers in using cinyanja as a medium of instruction at lower primary in selected schools of Chilanga district.

2.3. Attitude and Perceptions of parents towards using a familiar local language as medium of instruction

Many studies within and outside Zambia have been conducted that seek to address the issue of attitude and perceptions of various stakeholders towards language policy in relation to medium of instruction in schools (e.g. Nyarigoti & Ambiyi 2014, Bachore 2014, Inyamu & Oglegbaen 2007, Mbewe et al 2016, Ikonta & Adeosun, 2013). These studies have shown mixed feelings among the parents with regard to their perceptions towards medium of instruction. Others view foreign language medium instruction (FLMI) as being beneficial mainly because of children’s future prospects (e.g. Mbewe, et al, 2016) while others are of the view that mother tongue education (MTE) is most appropriate (e.g. Inyamu & Oglegbaen, 2007).

Such disparities may be attributed to inconsistencies in terms of language policy among different nations especially in Africa. As Bamgbose (1991) argued, one of the major preoccupations of many African countries is to find ways of ensuring a consistent oneness of their countries and the forging of a bond of belonging together as nationals and states regardless of individual or sub-group disparities. It appears therefore that a lot still needs to be unearthed in terms of parental and teacher attitudes towards medium of instruction policy in schools.

A study was conducted by Nyarigoti and Ambiyi (2014) in Kenya that sought to examine the attitude of parents and teachers towards the use of mother tongue as medium of instruction. According to the results, parents expressed negativity towards using mother tongue as a

medium of instruction in schools. In their arguments, the participants (Parents) felt that if learners were to make academic success, they needed to speak and be proficient in English language. This was agreeing with the assertion that the quality of a person's English is said to be indicative of his/her intelligence and the number of years spent in school.

The present study is extending the knowledge in the field of medium of instruction policy in the sense that the study by Nyarigoti and Ambiyio (2014), in all its scope, did not look at participants who are non-native to the language that is being used as medium of instruction. The present study also used a qualitative design that gave an opportunity for the informants to express their views with freedom without subjecting them to rigid mathematical computations.

In the same year, another study was done that aimed at assessing the attitude and perceptions of school community towards mother tongue based classroom instruction (Bachore, 2014). The study had its sample drawn from Sidama zone in Ethiopia where the mixed method approach (Qualitative and Quantitative) was used to carry out the study. Questionnaires and interview guides were employed as tools for data collection. While the questionnaire was administered to teachers and learners, the interviews were administered to parents in the same target population. The sample comprised 11 teachers, 6 parents and 70 students. Cluster and random sampling methods were used to select the participants. The findings of this study seem to agree with Nyarigoti and Ambiyio (2014). For example, one of the important findings was that with regards to parents, most of them indicated a negative attitude and perception towards the use of mother tongue as medium of instruction. This study was however done in Sidama zone in Ethiopia and used a mixed method approach whereas the present study was carried out in Chilanga district in Zambia and only used a qualitative approach.

Earlier on, a similar study was carried out in Nigeria by Inyamu and Oglegbaen (2007). In this study, the dual wanted to examine the perceptions of parents and teachers concerning the mother tongue medium of instruction policy in Nigeria. Questionnaires were used as data collection instruments from a total sample of 1000 teachers and 1500 parents. All teachers taught at primary while parents were of primary school going children. Different results were established here which indicated that the majority of parents were in support of the policy of using the mother tongue as a medium of instruction for their children. It was equally noted that the emphasis and push for a language of wider communication and unavailability of

relevant teaching and learning materials posed a greater hindrance to the process of implementation. The present study only sought to get views of non-native teachers and parents contrary to the reviewed study which did not look at non-native parents and teachers. Equally the present study was only qualitative contrary to the quantitative approach used in the reviewed study.

Olaolorum, et al (2013) equally carried out a study in Nigeria where they sought to examine the attitude of parents towards the use of mother tongue in relation to their choice of L1 for their children. They at the same time wanted to find out how this made an influence on the children's perception of their mother tongue and consequently their academic performance in English as a language. The study used a causal comparative research design. The sample comprised a total of 286 parents and an adapted questionnaire was administered as a data collection instrument. Simple percentage, frequency counts and chi-square were used for data analysis. The findings proved that parental attitude towards the mother tongue determine their choice of English language as a medium of instruction for their children. The results further showed that the choice had a detrimental effect on the children's perception of their mother tongue which invariably has a negative influence on their academic performance in English language.

Furthermore, Olaolun et al (2013) contended that parents and pupils were satisfied with medium of instruction being a dominant language if they see the dominant language as a possible tool to drive towards social advancement. This therefore meant that any efforts made to replace English with native languages as media of instruction would not please parents who would want their children to use their education to be more competitive in the job market. As stressed by Lawal (2005), cited in Olaolun, Ikonta and Adeosun (2013), out of ignorance, parents insulate the children from the mother tongue to induce facility in the use of English language, therefore depriving children of a basic source of education and imaginative development. What was missing in this study was carrying it out in a cosmopolitan environment. The present study gave an opportunity to do the survey in a more cosmopolitan setting, a uniqueness that will add knowledge to the field of medium of instruction policy in education.

In Zambia, where the present study was carried out, a similar and very recent study was done by Mbewe, Kabaghe and Matafwali (2016). This study sought to investigate the perceptions

of teachers, parents and pupils towards the use of cinyanja as a medium of instruction in selected lower primary schools in Lusaka district. This study used a case study design for data collection. The total number of respondents was 30 teachers, 30 parents and 63 pupils. Results of this study indicated that with regards to the parents, they perceived the use of cinyanja as a medium of instruction as being so retrogressive and not beneficial to their children in acquiring future success in various aspects of life.

However, this study investigated teachers and parents without regard to whether they are non-native speakers of cinyanja or not. In the present study, consideration for the nativity of participants was deemed a necessary variable. Equally, the present study did not engage pupils as it was thought that the age range of lower primary school going children would not avail dependable results.

Philippines equally underwent a period of debate in relation to the language of instruction in schools. Lucuanan (2007) explains that some amount of fatigue encompassed the debates with regard to what medium of instruction could be used as a lot had already been said on the subject by psychologists, linguists and educators. Official bodies set up to study Philippine education and other concerned citizens. The main issue of contention here was the use of English as a medium of instruction in public schools and one notable argument that came out was that the use of English in public schools is a violation of the Philippine constitution. It also deteriorates the education system in the Philippines and puts the poorer at a disadvantage. It was further argued that requiring its use in schools ironically deters the students' abilities to learn the language (Lucuanan, 2007). The present study also seeks to establish the views of informants on the language choice of Cinyanja to be used as a medium of instruction at lower primary school level in Chilanga district.

Another study was carried out in Somalia, where Somali, a native language, is used as a medium of instruction in both primary and secondary schools. The successful use of Somali as a medium of instruction in both primary and secondary schools is used as an example of proof about the resilience of the Somali language as well as the creativity of Somali educators and specialists in language (Axmad 2007). A leading Somali linguist, Rabi, who is also author of two Somali grammar books, among many other books, elaborates on the critical role played by the Somali language in the sector of education. This is what he argues when commenting on the impact of children's exposure to foreign language while their own language

environment has on their critical thinking: “A child’s language engulfs him like sea water engulfs a fish. If the water gets saturated with pollutants, the fish finds it difficult to extract oxygen to breath. This affects its health. Similarly, when foreign languages are exposed to children while they are living in their language environment during their formative years, the foreign languages serve as obstructive agents to their critical and creative thinking. This, of course, makes the child’s speech defective and his ideas become strange.”

However, the focus of this study was to look at the impact of children’s exposure to foreign language. Although the study brought out very good results that favour the usage of local languages in schools compared to foreign languages, it does not give the view on the attitude of non-indigenous teachers using a particular local language they are not familiar with to have towards the usage of that language. This therefore is the gap this study endeavours to fill.

2.4. Challenges teachers face in implementing the use of a familiar language as a medium of instruction

It is again worth noting that various studies have also been conducted within Zambia and outside that look at the challenges faced when implementing the use of a familiar local language as medium of instruction (e.g. Banda et al, 2012, Mwanza 2012, Simfukwe 2010, Ndamba 2008, Gacheche 2010). The studies have indicated various challenges faced by especially teachers as the medium of instruction (local languages) is being implemented.

Among the many studies, consideration is first given to a study by Banda, Mostert, Gerd and Wikan (2012), as cited in Mbewe (2015). The scholars carried out a pilot study on the language of education policy implementation, practice and learning outcomes in Lusaka district specifically at White primary school. One of the findings of this study was that although cinyanja still remains a lingua franca and recognised as the familiar local language for Lusaka province, the prominent languages spoken by the majority of pupils in this school once they got to their homes are cinyanja, Bemba, Tonga, Soli, Lenje, Lozi, Kaonde and several other Zambian languages. Therefore, this suggests that even if cinyanja is considered the play language for some learners while at the same time being used as a medium of instruction, it is not the mother tongue for many other children. This assertion is a motivation to one of the objectives of the present study which sought to the challenges parents and face in implementing the use of Cinyanja as medium of instruction.

In the same year, a similar study was carried out by Mwanza (2012) particularly in Lusaka. This study was on the language of initial literacy in an environment that was more cosmopolitan but where cinyanja was being used as a medium of instruction. From the study, it was established that cinyanja was not a language of play in certain parts of Lusaka district. Another result realised was that the cinyanja spoken in the district was not equal to the standard one recognised in schools. This study further revealed that there was lack of materials that could enhance the teaching and learning of initial literacy and also that both teachers' and learners' levels of proficiency in standard cinyanja were very low. It was further established in this study that teachers lacked fluency and enough vocabulary in cinyanja. Equally, as observed above, the standard cinyanja recognised for use in schools was different from what both teachers and pupils knew. As established in this study, it was seen that cinyanja was the dominant language of play in high and medium density areas whereas English was established as the dominant language of play in low density areas. It was also established that local languages such as Bemba, Tonga, Lozi and Nsenga were among the languages of play used in the district. In the present study, one of the objectives is to determine the challenges faced by non-native teachers as the use of cinyanja is being implemented as medium of instruction at lower primary school level in Chilanga district, a cosmopolitan area in Lusaka province.

Quite earlier, Simfukwe (2010) also carried out a study that sought to ascertain the effectiveness of teaching indigenous languages under the team teaching arrangement in colleges that offer primary teaching education in Zambia. It was established that indigenous languages were not being taught effectively under this team teaching arrangement in these colleges. It was also at the same time revealed that teachers lacked sufficient training in the local languages.

Another study that was aimed at determining the progress made by learners when taught to read in the mother tongue was carried out by Matafwali (2010). It was noted from this study that the reading levels for learners who were first and second graders were still very low despite children being taught in the familiar local language and this result was the case of Lusaka.

Kumwenda (2010) also carried out a study on the reading performance levels of grade one learners. These learners were instructed using Chichewa which was not their first language.

The study was carried out in Chipata urban, in the eastern region of Zambia. It was established from this study that children whose first language were other languages other than Chichewa performed poorly compared to pupils whom Chichewa was their first language in the same target area. It is also worth noting that this study was only limited to reading skills and was also meant to compare the reading skills of children whose native language was Chichewa and those who were not. However, the main aim of the present study was to establish the attitude of non-native cinyanja teachers and parents towards using cinyanja as medium of instruction in all learning areas.

Mubanga (2012) cited in Mbewe (2015) conducted a study in Chongwe district that sought to investigate the effects of the use of cinyanja in teaching initial literacy in an area that is predominantly Soli speaking. The study revealed that the use of cinyanja as a medium of instruction in teaching initial literacy skills only made the school to look more alien and hostile in some parts of Lusaka province because it makes some learners feel as if they are not part of the classroom especially in terms of discussions due to language barrier. However, it appears Mubanga's was carried out in a homogeneous setting while the present study was carried out in a heterogeneous environment. Equally in the present study, one of the objectives is to determine challenges faced by teachers as they implement the use of cinyanja as a medium of instruction in a multi-ethnic setting.

Ndamba (2008) carried out a study in Zimbabwe. The study was in relation to implementing the use of a familiar language as a language of instruction in schools. Among the results, it was revealed that one of the challenges faced in implementing the use of a familiar local language in classroom settings was lack of consistency between the language policy and parents' perceptions of the role of the mother tongue where learning is concerned. This was because parents stressed out that they preferred the use of English to the use of Shona/Ndebele as the language of instruction for their children during the initial grades of schooling. The parents seemed to make preference for English because of its relevance with regard to future prospects of their children. It is hoped that the present study will bring out challenges that both parents and teachers have faced as the new language policy in being implemented.

Gacheche (2010) carried out a similar study to the present one. This study was conducted in Kenya. According to some results, it was established that the failure by decision makers to

allocate sufficient resources negatively affected the process of implementing the use of local languages as media of instruction. It was also revealed that imposition of decisions on the linguistic community minus engaging them in the process equally proved a challenge as it triggered resistance from the community. Other challenges stressed out by Gacheche (ibid) were lack of policy incentives and political will, lack of the skills set required to effectively develop basic learning materials, like writers, curriculum developers, publishing and printing infrastructure as well as an acute shortage of teachers who speak these languages with accuracy. This is contrary to one of the criteria for effective usage of local languages as media of instruction which stipulates that there must be sufficient teachers to effectively teach using local languages.

The scholar further contends that lack of instructional materials equally poses a challenge to teachers' transmission of content to learners in local languages to learners. He further expresses the problem posed by linguistic heterogeneity by suggesting that mother tongue medium policy could only be applied effectively mainly in rural areas that are linguistically homogeneous. The present study would expand knowledge on this argument as it was conducted in a heterogeneous setting.

2.5. Views, opinions and impact of medium of instruction

Kinyaduka and Kiwara (2013) carried out a study that sought to assess teacher, student and parent opinions on the impact of language of instruction on students' understanding during instruction. Secondly, the study sought to know whether respondents preferred a different language to be used as a medium of instruction in the secondary schools in Tanzania. A cross-sectional research design was adopted in this study. The study used questionnaires, observations and one to one interviews as methods of data collection. Data from parents were collected through face to face interviews whereas from teachers and students, questionnaires were administered. The total number of respondents was 408.

The results showed that 69.5% of students were not able to understand when taught using English language through classes. Also, 78.9% of teachers claimed that English language was a setback to students' academic achievement. However, it was surprising to note that 64.5% of teachers, 53% of parents and 78.1% of student respondents said that it was better for teachers to use English as a language of teaching and evaluation. Meanwhile, 71.4% of

student respondents said that it was better for teachers to use both Swahili and English during classes.

The study concludes by recommending the use of both English and Swahili in terms of teaching and evaluation, meaning that students should write their examinations in either of their languages. The study further concludes that the use of English language as a medium of instruction leads to poor academic performance among students, therefore resulting in poor quality education. One of the objectives of the present study was to establish the views of participants on the selection and use of Cinyanja as medium of instruction. It was hoped from this objective that respondents would express their opinions on language selection. Furthermore, the present study differs in methodology as it is entirely qualitative.

Another study regarding the language of instruction policy was carried out in Tanzania by Nyankomo (2014), where the aim was to explore the evolution of the language of instruction model in Tanzania and to outline problems it creates from the learners and society perspectives. Further, the study sought to identify potential policy constraints and proposes a feasible policy compromise.

Nyankomo argues that after independence, the state of Tanzania adopted a unique language of instruction model (LOI) where during the initial years of learning, Swahili is used as a medium of instruction. At secondary and tertiary levels of instruction, the researcher argues that English is used as a medium of instruction. This model, he argues, “has provoked contentious public policy debates because of its inherent inefficiency, especially when children are transitioning from Swahili to English as a medium of instruction.” The paper suggests that the difficulties arising as a student transitions between two languages affects their academic performance in a negative way. The long term effect is creation of a structural dent in producing locally trained graduates who are less competitive in the job market. The presents study seeks to expand the knowledge base in terms of challenges faced by stakeholders with the context of language policy.

Another study, Komba and Bosco (2015), sought to investigate the influence of student’s backgrounds in the language of instruction on secondary school academic performance. This is because two types of primary schools exist in Tanzania, based on the language of instruction used. The two types of primary schools include the English medium schools and

the Swahili medium schools. When a student has completed studies from either type of schools, he/she will join secondary schools where English will be used as the only language of instruction. The study had specific objectives that were: (1) to compare form one annual examinations results for students who had used English and those who had used Swahili as the medium of instruction at primary school level and (2) to compare the form two national examinations results for students who had used English and those who had used Swahili as the medium of instruction at primary school level.

The sample of this study comprised of 524 students from eight secondary schools in Mbeya region. Documents containing students' admission lists and examination results were used as sources of data. The data were analysed using computer software, statistical package for social sciences (SPSS), version 18, in which an independent samples t-test was conducted to test the hypotheses advanced for this study.

The following were the findings: (1) Students who used English as a medium of instruction at primary school level performed better in form one annual examinations than their counterparts who had used Swahili and the difference was statistically significant at $p < 0.05$, in a two tailed test. (2) Students who had used English as the medium of instruction at primary school level, performed better than their colleagues who used Swahili in form two national examinations and the difference was equally statistically significant at $p < 0.05$, in a two tailed test.

The conclusion in this study was therefore that the language of instruction students use at primary school level influenced significantly their academic performance at secondary school level. While this study was a quantitative study that investigated the impact of the language of instruction as a student goes to higher grades, the present study is a qualitative study that examines teachers' and parents' attitudes towards the use of a language they are not native to, as a medium of instruction.

2.6. Code switching and bilingual education

A lot of studies within the field of language policy have been done in relation to code switching and bilingual education (e.g. Fareed 2016, Fatemi, et al 2014, Al-Nofaie 2010, Zhao 2010, Kavwaya 2009). All the reviewed studies seem to favour one direction of mixing languages when in the process of instructing the learners.

One such very recent study was done by Fareed (2016), who carried out an exploratory study that investigated the perceptions of Pakistan students towards teachers' code switching during lectures that are conducted in English at tertiary level. The study was carried out in order to ascertain whether it was beneficial or malevolent to switch between two codes in an English classroom and how the students view this alteration between codes. Five likert scale questionnaire along with 12 open ended questions were used to investigate the perceptions of the students towards code switching of English language during a lecture. The results showed that students had positive attitude towards teachers' code switching. However, some of the students felt that code switching by teachers restricts the exposure to English. While this study investigated students' perceptions towards code switching, the present study targeted parents and teachers on their views towards the selection of a local language they not native to Fareed's study also used a mixed method approach while the present study was qualitative only.

Fatemi, et al (2014) investigated the effects of code switching strategy on development of English foreign language students' listening comprehension. The sample comprised a control and experimental group of forty eight Iranian pre-intermediate EFL university students who practiced English courses at Khorasan institute in Torbat-e Heydarie, Iran. In this study, both groups received the same audio materials and received instructions from the same EFL teacher. The results present pedagogical implications for employing code switching in order to help EFL students master listening comprehension by facilitating comprehension of complex structures and vocabulary and developing positive attitudes towards language learning. While this study was comparative and evaluative, the present study only sought to establish the views of participants.

Al-Nofaie (2010) sought to examine the attitudes of Saudi teachers and students towards using Arabic as a facilitating tool in classes that were taught in English. The study was a case study which investigated teachers' and students' attitude towards this issue specifically in a Saudi intermediate school for females. In order to arrive at dependable results in this matter, the study focused on one intermediate classroom which had a total of 30 students and only 3 teachers of English in the school. The data collection instruments used in this study were questionnaires, interviews and four observations of one classroom. The findings in this study indicated that the attitudes of teachers and students towards code switching were generally positive. The respondents preferred using Arabic in certain situations and for specific reasons.

This study did not however engage parents as participants which is the gap the present study seeks to fill.

Zhao (2010) sought to examine the views of teachers and students on the frequency of teacher code switching in English major courses in Chinese universities. During the study, an important distinction was made that bordered on the difference between believed and desired presence in short or long term moments of code switching frequency. The findings indicated that teachers felt comfortable with their practices of code switching. However, they were not aware that their actual code switching practices was 7 times more frequent and took times longer than believed. For students, they wanted even more and longer switches. There was revealed perception from both teachers and students that the classroom was a compound bilingual space in which teacher code switching is desirable and functional. This study only concerned with participants' views on the frequency of code switching in a classroom setting while the present study sought to get the views of participants on the selection of Cinyanja as medium of instruction.

From the above studies, it is also clear that there are times when teachers prefer to code switch when they are delivering content in class. Reasons advanced are that it helps learners understand content when the standard language required for use is seen as being complex. In the present study, one of the objectives is to establish the views of teachers on the selection and use of cinyanja as medium of instruction in classes that are multi ethnic where the other learners and teachers may not be conversant with the language of practice.

In Zambia, One such notable study was done by Kavwaya (2009). In his study, he sought to find out teachers' and parents' attitude towards using English as a medium of instruction in schools particularly in Livingstone and Namwala districts. Kavwaya (2009) contends that effective teaching and learning could only take place if the complementary role that mother tongue and English played was recognised. According to the teachers, they disclosed that even if the policy on language required them to teach in English the reality of their experiences on the ground forced them to use the dominant local language which the majority of the pupils understood. It was further argued by teachers that in as much as they appreciated that early exposure to English might make the children more proficient in the language; the local language still played a very significant role most importantly in the early stages of learning (Kavwaya, 2009).

With regard to parents, Kavwaya (2009) asserts that most parents in his survey preferred the use of both English language and local language as media of instruction. He claims further that most parents wanted their children to learn using the official language which is English but at the same time affirmed the importance of local language as medium of instruction.

Kavwaya's study did not focus on teachers and parents who are not indigenously of the familiar local language in the area of his research. His study also was carried out in one community that is very mono-ethnic i.e. Namwala which is predominantly Ila. To the contrary, this study confines itself to a multi-ethnic population targeting only teachers and parents of non-indigenous cinyanja background as informants.

2.7. Self Esteem and Self-Concept

Various scholars have written about self-esteem and self-concept in many ways (e.g Santrock 2001, Hamachek 1978, Pintrich & Schunk 2002, Woolfolk 1995, Munsaka & Matafwali 2013). With regard to self-concept, the scholars seem to drive in one direction in terms of how they define it. It considers that an individual has a tendency to evaluate oneself on specific and different areas of life (Santrock, 2001). In agreeing with Santrock, Hamachek (1978) is of the view that a private and personal picture an individual places upon oneself in his or her mind which makes a reflection of what he or she thinks about oneself, is what is referred to as self-concept. From the above definitions, we can conclude that self-concept involves some aspect of introspection and self-evaluation of the value an individual person thinks he possesses.

This leads us to another term 'self-esteem' which is normally used interchangeably with the earlier term. This is a general view of how an individual evaluates him or herself. It does not involve the specifics as the case is with self-concept. It is simply the general value an individual places upon oneself (Santrock, 2001). Other terms such as self-worth and self-image can be used in place of self-esteem (Munsaka & Matafwali, 2013).

From the arguments above, we may not question the relevance of self-esteem and self-concept with regard to the influence the two aspects have to the education of young children.

In view of this, Munsaka (2000) contended that there was a correlation between self-concept and learner performance in various academic areas. Even if his study did not look at self-

concept in relation to medium of instruction, his findings may be crucial to the present study because he showed that high self-concept, which is a product of validation of the learners by caregivers such as teachers, can have positive consequences to the performance of learners in class. Munsaka (ibid) argued that instilling a positive attitude to learners can be of great value in yielding positive results among learners and the earlier this is done the better. One of the objectives of the present study is to establish the experiences of teachers as the children learn using a familiar local language as medium of instruction.

2.8. Play and children's funds of knowledge

Brooker and Edwards (2010) report of a study that sought to provide an overview of certain considerations as they relate to teacher's pedagogical goals in Auckland- New Zealand. The study also proposed a continuum of the interests of children as well as inquiries. This continuum was constructed based on children's funds of knowledge. Brooker and Edwards (ibid) clarify that funds of knowledge involve the fore knowledge that children have, mainly obtained through play activities, which help them to acquire new scientific concepts they are taught in school. However it was not known as to whether teachers' pedagogical goals and practices were in line with modern understandings of children's play and interests.

The study was conducted in two early childhood centers in Auckland- NZ where one centre was a sessional public kindergarten for 3- and 4- year olds and one's full day early education and care centre of children ranging in age from 6 months to five years. The survey involved ten teachers, 35 children from both centers and some parents of eleven children. Data were collected by writing field notes, individual and teaching team interviews were done with children and parents. Additional data were collected from curriculum documentation.

The results suggested that children have got funds of knowledge that help them in exploring more complex activities. The results also showed that children have interest in the natural, material and physical world and they also learn new things through inquiry from the more experienced others. Teachers can therefore make pedagogy in relation to children's funds of knowledge and take advantage of their desire of inquiry in teaching them. (Brooker & Edwards, 2010).

This study may be very critical to the present study because it involves a medium of instruction believed to be a language of play for children and through which the children acquire the funds of knowledge.

2.9. Summary

This chapter presented various literatures in relation to the medium of instruction. According to the reviewed literature, there seems to be divergent views among the teachers and parents pertaining to the medium of instruction. There seems to be views that support the usage of foreign languages such as English but most of the reviewed literature seems to give support to the usage of a familiar local language or mother tongue as medium of instruction more especially during the initial grades of learning. The legitimacy of the literature discussed above cannot be questioned. But even so, there seems to be insufficient literature done particularly on the attitude of non-native informants experiencing the usage of a language they are not familiar with, which is the exact purpose of the present study.

The next chapter discusses in detail the methodology that was used in the present study.

CHAPTER THREE: METHODOLOGY

3.1. Overview

This chapter is concerned with the methods that were implored to gather the needed information for the study. Therefore, the section comprises a research design used, population, sample size, sampling procedure, research instruments, data collection procedure, method of data collection and ethical issues.

3.2. Research design

A research design is defined as ‘glue’ that holds together all the elements in a research project (Kombo, 2006). In the same vein, Gosh (2011:7) stresses that “Research design is not a highly specific plan to be followed without deviation, but rather a series of guide posts to keep headed in the right direction.”

To this effect, the study used a case study design, within a qualitative paradigm as it sought to give in-depth information about the attitude non-native cinyanja teachers and parents have in using cinyanja as a medium of instruction at lower primary in Chilanga district. As Komb (2006) elaborates, a case study is one that seeks to describe a unit in detail, context and holistically.

The study approach was qualitative where views of teachers and parents were sought. This type of research applies more emphasis on exploring the richness, depth and complexity of a given phenomenon. According to Bryman (2008), qualitative research methodology is “A research strategy that usually emphasises words rather than quantifications in the collection and analysis of data.” Therefore, qualitative research methodology helps to establish the meaning of participants’ experiences without engaging them into rigid pre-test categories. Aryl (1996) argued that the experiences must be as they are lived by informants in a particular context, for instance, a community, school, culture, group or institution. A qualitative research methodology was therefore deemed appropriate in the present study because it sought to understand human and social behaviour from the perspective of those engaging in the target practices in that environment.

With the view of understanding better the attitude of non-native cinyanja teachers and parents towards the use of cinyanja as a medium of instruction at lower primary school, the researcher took the opportunity to listen to informants' lived experiences with regard to the subject matter at hand. Conversations in the form of semi structured interviews were employed to gather needed information on non-native cinyanja teachers' and parents' attitudes towards using cinyanja as a medium of instruction at lower primary school level in selected schools of Chilanga district.

3.3. Research site

The study was conducted in chilanga district of Lusaka province where four primary schools were sampled for investigation. Chilanga district was purposively sampled because it is believed to be a multi lingual and multi ethnic district since the study aimed to capture non-native cinyanja teachers' and parents' attitude towards using cinyanja as medium of instruction at lower primary school. Despite being multi lingual, the district uses cinyanja as medium of instruction at lower primary level of schooling. For the sake of ethical considerations, the names of the four schools were withheld. All the schools were government owned schools.

3.4. Target population

Oso and Onen (2009) contend that a target population involves the total environment of interest or focus to the one carrying the research. Patton (1990) also stresses that a set of elements that the research focuses upon to which the results obtained by testing the sample must be generalised to is what is referred to as a sample. Therefore in this study, the target population comprised all non-native cinyanja teachers and parents found in the school communities of Chilanga district. Only those teachers teaching grades one through four and parents with children in these grades were of interest to the study.

3.5. Sample

As Kahn and Best (2006) elaborate, a sample is explained as a subset or small proportion of the population which has been selected for analysis and observation. Naresh (2010) also documents that a sample involves a representation of elements of the target population, meaning it consists of the list or set of directions for identifying the target population. This

study had a sample that comprised thirty four (34) respondents who in this case were nonnative cinyanja teachers and parents. Of this sample, 15 were teachers, 15 were parents and 4 were head teachers. Table 3.1 helps to show the study sample.

Table 3.1: Distribution of respondents by gender

Category	Males	Females	Total
Teachers	01	14	15
Administrators	03	01	04
Parents	08	07	15

3.5.1. The grade 1-4 teachers

The non-native cinyanja grade 1-4 teachers were purposively sampled as they were deemed appropriate for the study since they are the ones who are implementing the new language policy of using cinyanja as medium of instruction in the district. Their views in the present study were very important because they were the ones at the helm of the process of implementation of the policy.

3.5.2. The administrators

In the same vein, the non-native Cinyanja administrators were purposively sampled. It was necessary to interview this category of respondents because as school managers, they were at the helm of implementing this new language hence their views would be very relevant in the present study.

3.5.3 The parents

The non-native cinyanja parents were equally purposively sampled for this study because they are the custodians of the children who are the most affected as the language policy is being implemented. Only those non-native cinyanja parents with children who are in grade 1 up to 4 were appropriate as participants for this study.

Table 3.2 helps to identify participants' language:

Table 3.2: Participants according to their native language

Parents	1,4, 15, 12	Tonga
	2,3,8,9,10	Bemba
	5,11	Lenje/Kaonde
	6,7,13,14	Lozi
Teachers	C,D,G,J,K	Bemba
	A,N	Lozi
	M	Luvale
	B,F	Kaonde
	E,H,I,L,O	Tonga
Adminstrators	A,C	Tonga
	B,D	Bemba

3.6. Sampling technique

The study used one sampling technique to sample both the schools and the participants. This was because only those schools headed by a non-native Cinyanja adminstrator were selected since information was also sought from the management point of view. Purposive sampling was also used in choosing teachers as respondents. Parents were equally purposively sampled. Purposive sampling is used when a researcher targets a group of people who are viewed to be reliable for the topic under investigation (Kombo & Tromp 2006). In the same vein, Ng'andu

(2013) stresses that, “The power of purposive sampling lies in selecting cases with rich information for in-depth analysis related to the focal issue being studied.” (p.41).

This method therefore allowed the researcher to choose only those respondents who have the needed information.

3.7. Research instruments

In order to collect the required data in this research, the researcher used interview schedules and to be more precise, semi-structured interviews were used so as to give an opportunity for respondents to express themselves. According to Musingafi and Hlatywayo (2013:113), semi structured interviews “involve a series of open ended questions based on the topic areas the researcher wants to cover.” In the present study, semi structured interviews were selected for data collection as the researcher wanted to get the views in detail from the informants about their attitude towards the selection of cinyanja as medium of instruction at lower primary level of education.

3.8. Procedure for data collection

Before commencing with data collection at every school, permission was sought by the researcher from the head teacher of the school who later informed the respondents that the researcher was permitted to carry out interviews among them. This was after the researcher had presented the introduction letter from the Assistant Dean (Postgraduate) school at the University of Zambia. The researcher also carried consent forms from the same office which were presented before each informant before engaging into the interview. The teachers and administrators were interviewed first before the parents were engaged.

3.9. Data analysis

The examination of what has been collected in a survey, and making deductions and inferences is what is referred to as data analysis (Kombo & Tromp, 2006). Therefore in this qualitative study, the data were analysed thematically. Kombo and Tromp (2006) assert that themes are topics or major subjects that come up in discussions. The dual further contend that in using this form of analysis, the researcher identifies the major concepts or themes.

Grouping of the emerging themes was therefore used to analyse data from the interview guides. This is because in qualitative data analysis, the first task is to find issues that help make sense of what is going on (Lloyd & Blank 1996).

3.10. Limitations of the study

The study was carried out only in four selected schools in a cosmopolitan set up. Therefore, the findings may not be generalized to other areas which are more homogeneous. Equally, due to a small sample and that only four schools were engaged, generalization of results needs to be done with caution. However, the study may provide a general clue on the attitude of non-native Cinyanja teachers and parents towards the use of Cinyanja as medium of instruction at lower primary in Chilanga district.

3.11. Ethical issues

Dresser (1998), while commenting on ethical issues in qualitative research, suggested that there must be close monitoring of certain studies. This is because in qualitative studies, researchers rely heavily on collecting data by means of interviews, observations, written materials and audio visual material. While the researcher is in the field, he/she must negotiate access to participants to collect the data (Musingafi & Hlatywayo, 2013). Equally, Bryman (2008) elaborated on the need for the social researcher to do everything in his /her power to lessen on disturbances to the participants and their relationships with their environment.

Therefore, the researcher first sought ethical clearance from the University of Zambia. Furthermore in ensuring respect and protection to the informants, permission was sought from the Head teachers of all the four schools where teachers and parents were interviewed. Anonymity and confidentiality were guaranteed to respondents by not asking them of their names and interviews were done on one to one. In place of the real names for the respondents, some numbers and alphabet letters were assigned in identifying the informants. An informed consent was given and signed by each respondent to guarantee them of their security. The informants were fully informed about the main aim of the study.

3.12. Summary

There is enough evidence based on the discussions in this chapter that the present research project is predominantly qualitative. It has 15 teachers, 4 administrators and 15 parents as participants and they were all purposively sampled. Semi structured interviews were the data collection instruments used while the grouping of themes was used as the only way to analyse the data. The chapter also presented serious ethical issues that were considered before embarking on data collection from the field.

Next is chapter four which dealt with presentation of findings.

CHAPTER FOUR: PRESENTATION OF FINDINGS

4.1. Overview

This chapter presents findings from the study on the attitudes of non-native cinyanja teachers and parents towards using cinyanja as medium of instruction at lower primary school in Chilanga district. The findings are in relation to the interviews conducted in the field among the teachers and parents. Based on the study objectives and questions, the following themes emerged from the data: (1) Experiences of non-native Cinyanja teachers and parents as the use of Cinyanja is being implemented as medium of instruction: Improvement in reading skills among learners, free interaction and participation and improvement in Cinyanja literacy and the concept of 'Nyanjalising English. (2) Views of non-native Cinyanja teachers and parents on the selection of Cinyanja as medium of instruction: Teachers' preference for

Cinyanja, Parents' preference for English, parents' preference for mother tongue and code switching. (3) Challenges faced by non-native Cinyanja teachers and parents as the use of Cinyanja is being implemented as medium of instruction: Inadequate materials relevant for teaching, Complexity of Chewa, Regional transfers and private schools, Limited vocabulary and translational challenges, Pronunciation and mother tongue interference, over enrolment and breakdown in children's native language and culture. From each theme (objective), the sub themes emerged based on the common perspectives among the participants' views.

In order to have a proper identification of participants in the present study, I have assigned letters of the alphabet to participants who were administrators and teachers. For instance, teacher A, teacher B and so on, and administrator A and so on were assigned to identify these categories of respondents. Similarly with parents, numbers 1 to 15 were used to identify them. For instance, parent 1, parent 2 et cetera. In identifying the schools from where the participants were engaged, I have used the names of common wild animals such as Elephant, Lion, Buffalo and Zebra. Since gender was not a critical variable in the present study, no participant was identified by this factor.

The main objective of this study was to examine the attitude of non-native cinyanja teachers and parents towards using Cinyanja as medium of instruction at lower primary school in Chilanga district. In order to achieve this objective, the following questions acted as a mirror:

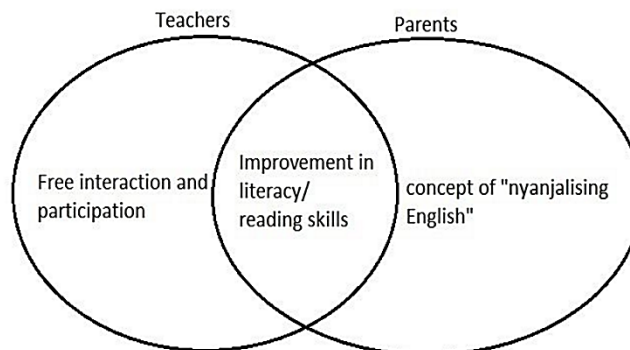
1. What are the experiences of non-native cinyanja teachers and parents as the use of cinyanja is being implemented as medium of instruction at lower primary school in Chilanga district?
2. What are the views of non-native cinyanja teachers and parents on the selection of Cinyanja as medium of instruction at lower primary school in Chilanga district?
3. What are the challenges faced by non-native cinyanja teachers and parents as the use of cinyanja is being implemented as medium of instruction at lower primary school in Chilanga district?

The emerging sub-themes on each category were substantiated by giving examples of narratives deemed relevant from what various informants said in relation to the given common theme. The next section therefore presents the emerging sub-themes on the experiences of non-native cinyanja teachers and parents as the use of cinyanja is being implemented as medium of instruction at lower primary school in Chilanga district.

4.2. Experiences of non-native cinyanja teachers and parents as the use of cinyanja is being implemented as medium of instruction in Chilanga district

In trying to identify the experiences of non-native cinyanja teachers and parents as the use of cinyanja is being implemented as medium of instruction, three sub-themes emerged as presented in the diagram below:

Figure 4.1: Teachers and parents experiences



4.2.1. Improvement in reading skills among learners

Most of the teachers and administrators explained that the new language policy at lower primary school was good because learners were able to learn how to read. Various informants indicated that the learners had improved much in reading skills as they learnt using a language that they were familiar with. For example, one participant noted that it was easy for learners to learn how to read since the vowels and consonants were in Cinyanja. The following excerpt presents a narrative of one participant from Lion primary school:

Children are able to read at least. The vowels, the consonants at least they are in local language. Like when you are talking about ‘mwana’ (baby) and you relate it to the picture or the child at home they will know it is a baby (Teacher A, Interview, May, 2017).

While discussing the same issue with another participant, she also explained how the aspect of reading had improved among the learners. Below is an excerpt of the views of another participant from Lion primary school:

Many of my learners are now able to read words and maybe what is just remaining is just to teach them word meaning. They really do very well in terms of reading. Even when I knock off, I really feel that I have worked because of how learners are responding in terms of reading (Teacher B, Interview, May, 2017).

From Elephant primary school, participants were also first asked to say their experiences as they implement the new language policy. The informants mentioned that there was an improvement among the learners with regard to reading. It was indicated here that it was easy to teach cinyanja vowels and consonants which made it easy for learners to learn reading.

Below is what one participant said:

You know it is very interesting for us who teach at lower primary because we are seeing how children are learning how to read. We first teach vowels and consonants like sound you teach ‘nj’. After they have grasped how you say such you add vowels, for example nja, nje, nji, njo, nju then we go through those together with learners and learners will easily read the

words. You then go on and start dealing with syllables where learners begin to divide words in parts (Teacher C, Interview, May, 2017).

In expressing similar views, another participant from Elephant primary school had the following words to say:

Mhmm.... I think according to my experience it is a good thing anyway. It is easy for learners to learn and know the sounds so it becomes very much easier for them to learn how to read. In fact, they know the sounds already so you only put little effort to teach them and they easily learn to read

(Teacher D, Interview, May, 2017).

More participants were engaged in the interview. Similar views were further expressed suggesting that according to their experiences, learners were improving with regard to reading skills as they were being taught using cinyanja as medium of instruction. Learners easily identified the vowels, consonants and they easily blended sounds. The next excerpt presents the views of one participant from Zebra primary school:

With this new programme that they brought, it is a good programme I think. One good reason I think according to what I have seen is that pupils are able to learn how to read in cinyanja so quickly. And they are also able to identify vowels, consonants and even blending sounds. The learners are also able to make simple sentences out of words that they learn (Teacher E, Interview, May, 2017).

In the same vein, one administrator from Zebra primary school elaborates on how learners had made improvements in the aspect of reading as they learnt using cinyanja as medium of instruction. This participant said the words below:

I think one thing that is very clear from my experience is that learners are very able to read from as early as grade one. We have seen some who can read short sentences in grade one term two and three. If this policy can be maintained, it can help a lot in terms of reading because it is the same as ZPC (Zambia Primary Course) except that this one is in local language

(Administrator A, Interview, May, 2017).

Another administrator was engaged in an interview and hinted that the new language policy was making it very easy for learners to improve in reading and teachers only needed to teach word meaning. For example, in the next excerpt, this administrator clarified:

Yaa.. This programme is working very well. Children can read any word and all that a teacher needs to do is just to teach the meaning and sentence analysis. You know in the past, it was very difficult to understand from English to Cinyanja but it is very easy for learners to understand from cinyanja to English. A teacher is able to teach at the same time both reading and meaning. It builds a very good platform for learners to learn both reading and word meaning (Administrator C, Interview, May, 2017).

From Buffalo primary school, similar views were expressed by a teacher who claimed that the learners had become able to read and write in both Cinyanja and English due to using a familiar local language as medium of instruction as follows:

From what I have seen this is actually a very good programme and it just requires all teachers to support it. Many of our children are now able to read and write in both cinyanja and English. Those who start with cinyanja progress better in reading than those who were first in private schools where they only learnt in English (Teacher F, Interview, May, 2017).

I have presented in this section how the non-native cinyanja teachers expressed their experiences as the use of cinyanja is being implemented as medium of instruction at lower primary school in Chilanga district. The teachers indicated positive experiences by showing that learners had made improvements in terms of reading due to learning using Cinyanja. Similarly, the administrators also argued that there was tremendous improvement in terms of reading among the learners. The next section presents another sub theme: Free interaction and participation in class.

4.2.2. Free interaction and participation in class

The teachers also made mention of a learning environment that allows free interaction and participation in class when lessons are going on as cinyanja is being used as medium of instruction. From Lion primary school, the teachers put it very clear that the use of a familiar local language had helped children to freely participate and interact in class without feeling intimidated by those who may know better. They argued that children were now able to respond quickly in class than before as they used a language they were familiar with. The next excerpt presents views of one teacher:

Mhmm... I think it's a good thing. Children are able to express themselves in their mother language and they fully participate in class. I think comparing to the earlier policy of using English; these children are now able to respond quickly in class than before. That interaction is there. They can express themselves freely without fearing that anybody would laugh at them (Teacher H, Interview, May, 2017).

Furthermore, another respondent from Buffalo primary school said a similar view when stressing out that the children were able to interact and participate freely when learning in a familiar local language. This is what she said:

Although my experience may not have been completely good but one thing I can say is that the children are able to participate freely during lessons. They are able to help and understand each other. In fact they don't just help each other but also help me even as a teacher. When I make a mistake, they are there to tell me that there madam it's not like that but it should be like this. We are teaching each other with learners and I am being helped even when I don't know much myself (Teacher I, Interview, May, 2017).

The participants from Zebra primary school echoed similar sentiments like their counterparts from Lion primary school. They too argued that the learners were able to interact easily during the process of learning in class as they knew and understood the language through which they were receiving instructions. They argued that when it was English that was used, some learners could stay away from school but the use of cinyanja enabled them to participate in class when they were being taught. One stated as follows:

According to my own experience, this programme is so good because I have seen that learners are able to interact easily and are able to understand and participate easily even when you ask them questions in class. This helps them to be able to build something from what they learnt and they don't even forget so easily. When we were using English, some learners could stay away from school if you gave them home work. But this time learners themselves will even remind you in class if you forget to give them home work. They always want to participate in learning activities

(Teacher J, Interview, May, 2017).

Similar sentiments were expressed by another participant from Lion primary school. The following excerpt is a quotation of her words:

For me what I have seen is that the general performance of children has become very good. When you are teaching using English, only a few raise their hands and the majority of the children cannot participate in class. But in cinyanja a lot of children are able to participate in class when you are teaching. So it is a very good programme (Teacher K, Interview, May, 2017).

From Elephant and Buffalo primary schools, the participants also explained how the pupils were able to participate and interact freely in class as a result of learning using cinyanja as medium of instruction. They argued that due to using a familiar local language. The following views were expressed by one participant pertaining to her experiences:

From what I have seen this is actually a very good programme and it just requires the support of all teachers. It has proved to be very good where learners are taught from the known to the unknown. This therefore helps them to participate fully in class as they have ideas already about what they are learning. The children know cinyanja because it is their language of play so no one feels lost in class (Teacher L, Interview, May, 2017).

Above this, another teacher from Buffalo primary school similarly echoed the following views with regard to her experiences:

The good thing about this programme is that there are no children who feel superior or intimidated in class like it was when English was still used to teach all subjects. But now all children feel happy to learn and it makes all of them to participate freely in class without fearing to be laughed at by friends. So it is a very good programme and it must continue (Teacher M, Interview, May, 2017).

This section presented how the teachers expressed their experiences with regard to how learners were easily interacting and participating in class as a result of learning using cinyanja as medium of instruction. The next section presents the experiences of parents which are presented under the sub-theme: Improvement in Cinyanja literacy and the concept of ‘Nyanjalising English’.

4.2.3. Improvement in Cinyanja literacy and the concept of ‘Nyanjalising’ English.

Although this sub-theme stands out similar to the first sub-theme (Improvement in reading skills), it has been viewed different because it contains an aspect of transitioning to English, what has been termed ‘Nyanjalising English’.

Most of the parents indicated that they had seen a lot of improvement in terms of reading in cinyanja. The parents also said that their children were now able to attempt to read in English using the cinyanja reading skills. By this, most parents used the terms ‘nyanjalisng English’ in trying to explain how their children were attempting to read English using the reading skills they used in reading cinyanja. For example, one parent from Zebra primary school claimed the following in the excerpt below:

For me this programme has really helped my child a lot. I have seen that she is able to read and construct words and sentences in cinyanja. As a parent even when I am with her at home sometimes she can come and tell you that “I can now write and read this word mummy” Even when I am in town with her she will try to read posters that she sees around. She first tries to read the words in parts and then she will finally attempt to read the whole word. Even headlines that pass on TV news, she will try to read at first she nyanjalises but finally she will read the word correctly in English (Parent 1, Interview, May, 2017).

In agreeing with the first parent respondent from Zebra school community, another participant from Buffalo primary school also expressed herself in the following way: I can say that I have seen more advantages myself. My child is now able to write and read. The good thing is that even when she is writing and reading English she is able to do it using Nyanja vowels. For example like the word cooking, she will first write kooking but then she will later on spell it correctly like cooking (Parent 3, Interview, May, 2017).

The researcher at this time engaged parents from another school community who also expressed similar views. One parent stressed that:

My child is enjoying reading at home and she normally does that. She has achieved very good reading levels in cinyanja and she is able to try and read in English although she sometimes nyanjalises the English. My child has really shown it that she has a lot of interest in reading in cinyanja (Parent 4, Interview, May, 2017).

Furthermore, one parent from Lion primary school also said the following similar views:

I have seen a lot of improvement in my child because the child is able to read Nyanja on his own. Even English he can read though he nyanjalises. I have observed that my child can make words on his own and I think this programme is a good one. And I think my child will not be finding difficulties in reading even as he goes to grade five and I am sure he is going to maintain improvement (Parent 7, Interview, May, 2017).

The views obtained from Buffalo primary school community on parents' experiences as the use of cinyanja was being implemented as medium of instruction were also similar. For example, this is what one participant argued:

I have seen my child is able to read in cinyanja. It is like he will first know Nyanja and then he will translate in English. This helps because it is difficult to learn direct in English. My child is different from the other one who goes to a private school because he first learns in Nyanja which is simple and that is when he learns English (Parent 9, Interview, May, 2017).

In the same vein, another participant was engaged in a discussion and had an opportunity to say the following:

Mhmm... For me my child is doing very well because even now I have seen that he can even read in Nyanja. He is doing very well in Nyanja though not very much in English. He can read properly in Nyanja. I am so happy and he even tries to read in English because he tries to read the way he reads in Nyanja. It is like nyanjalising when he is reading in English (Parent 14, Interview, May, 2017).

Another parent said the words below:

My child is actually new here and when she came she did not know how to speak cinyanja. But because of friends she has known the language fast. She is performing very well in school especially in reading. She is very able to read in Nyanja even better than friends she found. She also actually nyanjalises in reading English and I am sure she will not have problems when she will be taught in English one day (Parent 15, Interview, May, 2017).

In the major theme above, three sub-themes have been discussed which included: Improvement in reading skills among the learners, free interaction and participation in class and improvement in cinyanja literacy and the concept of 'Nyanjalising English'. The section below presents the major theme: Views of non-native Cinyanja teachers and parents on the selection of cinyanja as medium of instruction. From this major theme, four sub-themes emerged that included: Teachers' preference for Cinyanja, parents' preference for English, parents' preference for mother tongue and code switching.

4.3. Views of non-native cinyanja teachers and parents on selection of cinyanja as medium of instruction

Under this category, a number of themes emerged as respondents expressed their views on the selection of Cinyanja as medium of instruction. The emerging sub-themes included: teachers' preference for cinyanja, parents' preference for English, parents preference for mother tongue and code switching.

4.3.1. Teachers' preference for Cinyanja

With regard to teachers' views on the selection of cinyanja as medium of instruction, most of them said that it was okay that Cinyanja was selected as medium of instruction at lower primary school. Most of them argued that cinyanja was the language of play for most children so it was the most appropriate language that children knew. For example, one teacher said the following in supporting the selection of cinyanja:

It is not a bad idea to select cinyanja because we use cinyanja in our area as you may know. Children use cinyanja as they play around with their friends. It would be bad if we said we choose Kaonde because most of us in this area use cinyanja so I would say the selection of cinyanja is just good (Teacher N, Interview, May, 2017).

Furthermore, another teacher was asked to express her views on the selection of cinyanja. This is what the respondent from Zebra primary school said:

Mhmm... cinyanja to the way I think it is just okay because most of these children speak Nyanja in their homes and the official language of this country which is English they can't speak it and understand. And when these children are playing you hear them using cinyanja and not English so it is easy even as you are teaching them you are teaching them in a language they use always (Teacher G, Interview, May, 2017).

Additionally, another teacher from Elephant primary school indicated the following:

Okay yaa.. On that one I think it's good that cinyanja was selected as a medium of instruction. You know her children play around in cinyanja and they know it so it's easy when you are teaching them in class. To me it is fair because I am teaching using a language that the children are very familiar with. Even those who are like Bemba, Tonga you find them playing around in cinyanja (Teacher C, Interview, May, 2017).

Many other participants equally shared the same view that the selection of cinyanja was good as children used it as a language of play in their homes. The following excerpt indicates what one participant claimed:

Mhmm... The same cinyanja I think is just good because if we said English we would disadvantage those children who come from where they don't speak English. The majority of the children we have come from communities where cinyanja is used in homes and children play with it so since these are in the majority it is fine to use cinyanja as a medium of instruction when teaching (Teacher E, Interview, May, 2017).

Furthermore, an administrator from Lion primary school was engaged in an interview and had the following words to say concerning his views and feelings on the selection of cinyanja:

Cinyanja is just okay and it is the most appropriate language for our area. Chilanga is just within Lusaka and if you have observed, everywhere you go either in Chilanga or Lusaka you hear children playing around in cinyanja. Unless if it were places like Mumbwa I would have said Tonga was going to be okay. Everything here is cinyanja so it is just fine (Administrator B, Interview, May, 2017).

In a similar way, another administrator from Zebra primary school supported the selection of cinyanja and indicated the following:

Generally, Cinyanja is the language of play within the parameters of our school. So the language of play is what is picked for any particular school environment. So the most predominant language of play here is Cinyanja. So it is a very good idea to select Cinyanja here and I for one I support this (Administrator D, Interview, May, 2017).

To the contrary, a few teachers opposed the selection of cinyanja and one who opposed made preference to code switching, the other one preferred English while one preferred either soli or lenje. One respondent from Elephant primary school explained the following:

For me I have to be very frank I don't like and support the use of Cinyanja as medium of instruction. Unless only as a standalone subject. To me I think mixing of English and Nyanja would be better so that as a teacher you can explain well (Teacher D, interview, May, 2017).

Furthermore, a teacher from Buffalo primary school who opposed cinyanja but supported English had the following words to say:

It is not a good idea to use cinyanja in other subjects maybe just as a standalone subject. I think English can be better because some children are Bemba, others Tonga and Lozi so at least English caters for everyone. And as a teacher I can explain effectively in English (Teacher A, Interview, May, 2016).

Another teacher from Zebra primary school who opposed the selection of Cinyanja said the following words:

Yaa.. I am so sure that the majority of the people here are not from Eastern province. So I feel it is a bit trick to use cinyanja in such a place. For me Chilanga was supposed be using either Soli or Lenje and so it is not fair to use cinyanja (Teacher K, Interview, May, 2017).

4.3.2. Parents' preference for English

Some parents made preference to the use of English as a medium of instruction mainly because of its international status, grade seven exams being written in English and that children are more exposed to English because they watch TV programmes in English.

One participant, when explaining her views and feelings on the selection of Cinyanja as medium of instruction said that it was better for her child to learn in English due to fear of regional transfers and difficulties to switch to English. This is what she suggested:

I must be very honest with you sir that I am very negative about Cinyanja using it to teach our children in the sense that when our children learn Nyanja they have difficulties to change to English. If as a parent I am

transferred to another region then my child is going to be delayed. So me I think it is better children just learn using English (Parent 8, Interview, May, 2017).

Furthermore, another informant preferred the use of English because it can be used where ever an individual goes. He said these words:

But for me personally I think I can go for English looking at the generation we are in now it is more of English. Children won't have problems to adapt to English as they go. Like myself I am Lozi but I don't really know how to speak Lozi frequently so I use English. And everywhere you go even outside Zambia everyone speaks in English so it's easy if you know English (Parent 9, Interview, May, 2017).

In making preference for English, one teacher said that children needed to use English because it was the language used for exams in grade seven hence it would be beneficial to them. The following were his words:

For me I see a problem with the selection of Cinyanja because of the examinations that come ahead of the children in grade seven. English could have been better because even in grade seven they will still write exams in English and it is easy for children to read. So English is good you know because even as children watch TV they watch programmes in English (Parent 15, Interview, May, 2017).

Above this, another participant from Zebra primary school made preference to English arguing that it is a language that one can use anywhere in the world. This is what he said:

I feel it is not all that good for children to learn in Cinyanja. Some children once they switch to Cinyanja they will not be able to learn English. I would have loved my child to learn in English because everywhere in the world you can easily communicate in English. Even in employment with the coming of foreign investors if you talked to them in cinyanja they will not employ you. In English, there is a very good job market because every

employer can easily understand it and one can speak it anywhere in the world (Parent 4, Interview, 2017).

In agreeing with the views expressed above, another parent had the following words to say:

For me the idea of selecting Cinyanja is not fair to some of us. Why not just use English instead of Nyanja you know? Because using English at least children are learning a language that will help them in their future like to find a job or if one wants to go somewhere outside Zambia. This cinyanja is just in some parts of Zambia after all (Parent 12, Interview, May, 2017).

Similar views were expressed by another participant from Zebra primary school. In saying her views on the selection of cinyanja, Parent 7 indicated the following: Okay... I think people who were selecting Cinyanja did not do a good thing to all of us. They would have just chosen English after all that is the language you can speak anywhere you go. You know not all of us want this Cinyanja thing for our children. It is bad they must stop it and allow our children to learn in English.

This section highlighted how the parents did not support the selection of cinyanja but instead how they made preference for English. The next section presents another sub-theme: Parents' preference for mother tongue.

4.3.3. Parents' preference for mother tongue

Some parents who opposed the selection of cinyanja made preference for mother tongue use instead of Cinyanja because they see Cinyanja as an alien language to their children. They argued that it would have been better if their children were given an opportunity to learn using their own mother tongue instead of teaching them using cinyanja which is alien language.

During the interview session with one participant, Parent 10 echoed the following:

Even teachers are from different language backgrounds meaning in these schools all seven major languages are there. So why not divide the classes according to these major tribes so that each expert teacher teaches such a class. Divide and make a time table so that all children can benefit learning

in their mother tongue. I hate this where children are forced. A child can do better when learning in mother tongue.

In expressing similar views, another participant from Elephant primary school community said that he wished his children could just be taught using the mother tongue instead of learning using cinyanja, a situation that he claimed was bad. These were the words of one respondent from Elephant school community:

For me I feel it is bad that Cinyanja was chosen. I wish my children could just learn in their mother tongue which is what we use at home. I don't just have anything to do that is why I just let them learn in Nyanja which they force them to use. Us we learnt in our own language so it is not fair to force children to learn other people's language (Parent 7, Interview, May, 2017).

Now the next section presents a new sub-theme: Code switching.

4.3.4. Code Switching

Three parents who opposed the selection of Cinyanja made preference to the mixing of English with the mother tongue, soli or cinyanja. They said this in trying to emphasise the need to safe guard the usage of English. One participant indicated that she would have preferred her child learning using the mother tongue alongside English. For example, one parent suggested that:

For me obviously I would have wished that my child learns in my own language because if I send him to the village he can be able to speak to the relatives. And also English should have been a must to be used. We can't put English aside because where ever a person goes even in other provinces or countries one can be able to communicate in English without any problem. So I think both my language and English are very important.

Cinyanja is only in eastern province (Parent 5, Interview, May, 2017).

Furthermore in preferring code switching, another parent said that it would have been better to consider soli for preserving their culture since Lusaka region is for the Solis. The participant

also said English would have been carried alongside Soli for purposes of national unity. When asked about his views concerning the selection of Cinyanja. The following presents his views:

My view is that the selection of Cinyanja in a multi-cultural setting like ours is a very bad idea because it undermines other cultures. So for me I look at two issues: culture and unity in our country. Soli would have been the best culturally since they are the owners of Lusaka province but when we look at the aspect of unity in the country, there is no doubt English is the best. So for me we would have picked English and Soli for purposes of culture and unity (Parent 8, Interview, May, 2017).

Parent 3 from Lion primary school also shared a similar view:

For me I think the selection of Cinyanja is not really a good one. Look it is like some of us our children will be forced only to learn other people's language we don't even see to be beneficial in any way. So it would have been better if Cinyanja was taught side by side with English because some of us we want our children to learn in English. It doesn't make sense to concentrate only in Cinyanja.

This section presented the theme: Views of non-native Cinyanja teachers and parents on the selection of cinyanja as medium of instruction. The next section presents the challenges faced by non-native cinyanja teachers and parents as the use of cinyanja is being implemented as medium of instruction at lower primary in Chilanga district.

4.4. Challenges faced by teachers and parents as the use of cinyanja is being implemented as medium of instruction at lower primary in Chilanga district

The semi structured Interviews were equally used to collect data from non-native Cinyanja teachers and parents concerning challenges they face as the use of cinyanja was being implemented as a medium of instruction in Chilanga district. In order to obtain in depth views and information, the two categories of informants (teachers and parents) were interviewed separately.

The findings from these interviews revealed different categories of challenges that the participants were facing. These categories are: Inadequate materials relevant for teaching, Complexity of Chewa, Regional transfers and private schools, Limited vocabulary and translational challenges, over enrolment and Breakdown in children's native language and culture. Table 4.1 presents a summary of the challenges that teachers and parents face as the use of Cinyanja is being implemented as a medium of instruction:

Table 4.1: Challenges faced by non-native Cinyanja teachers and parents

Challenges faced by non-native Cinyanja teachers and parents	
Teachers	Parents
Inadequate teaching/learning materials	Unavailability of learning materials
Complexity of Chewa	Complexity of Chewa
Regional transfers and private schools	Breakdown in children's native language and culture
Limited vocabulary and translational challenges	
Pronunciation and mother tongue interference	
Over enrolment	

4.4.1. Inadequate materials relevant for teaching

The teachers indicated that lack of adequate materials for teaching and learning such as books was posing a very serious challenge as the new language policy was being implemented. They said there were no books for teachers to use and to give pupils during the process of teaching and learning. For example, one teacher indicated the following:

Mhmm... Materials I think are a very big problem. There are very few available books am telling you. Pupils don't have access to text books hence it is very difficult to explain what you are teaching to learners because they cannot see what you are trying to explain to them (Teacher B, Interview, May, 2017).

In a similar way, another participant from Elephant primary school indicated the following:

It seems this new policy was just brought for teachers to implement without bringing books as well. As I am talking now, there are no books in our school. I think government was just interested in telling us to implement without concern for materials. So this has really been a challenge and it has made our work so difficult (Teacher M, Interview, May, 2017).

During another interview at Zebra primary school, it was mentioned that lack of materials was posing a challenge to the implementation of the policy. For example, teacher C said that: Mhmm ... I think in terms of challenges one big problem is that there are no books for us to use as we teach in Cinyanja. You know it is sometimes difficult for us to teach in cinyanja because you can't even make teaching and learning aids without materials. Yes sometimes you can improvise but there is a limit to what one can improvise.

Furthermore, Administrator D from Giraffe primary school also said similar views as follows:

Lack of materials within the school and the ministry is also posing a serious challenge to the implementation of this policy. Every policy needs material support for it to be effectively done. So lack of books is really a very big challenge in our school and we are only left to work under such difficulties.

Some parents also mentioned similarly about the unavailability of materials for them to support their children's education. They indicated that they were unable to find books to buy for their children on the streets as they could not find the books written in cinyanja. For example, one participant indicated that:

One problem is that I can't find books for my child in shops for the same cinyanja especially for my child who is in grade four. The books are not seen on the market maybe they can be seen now but all along there has

been nothing.” The other parent also said the following “The books for the things they learn in Cinyanja I can’t find them on the streets like for other books. You know at least we find Jelita and Mulenga anywhere in town but for this new thing there is nothing. So how can you support your child? (Parent 2, Interview, May, 2017).

The next section presents another theme: Complexity of Chewa.

4.4.2. Complexity of Chewa

Both teachers and parents bemoaned the complexity of the Chewa which is being taught to children as the policy is being implemented. It was observed that the cinyanja used in the curriculum was too complex compared to the cinyanja which was used as a play language in the different communities of Chilanga district. For example, one teacher, an informant from Elephant primary school said the following words:

One challenge also is that the language that is used in books is totally different with the cinyanja we know in our community. It is actually deep chi Chewa because some words you really have to consult. The Cinyanja that we speak here is just on the surface. For example, in our simple

Cinyanja we say ‘kalete cup’ but in books it is written ‘kalete komeki’ (Teacher F, Interview, May, 2017).

Above this, on the parents who were participants, they bemoaned the same challenge of language complexity. One said this:

The Chewa my child learns is too advanced and it is totally different from the one I know. The Nyanja they learn is too difficult, very deep chewa. So it is so difficult for me to even help my child when she brings home work. I just tell her that go back to your teacher she will help you at school she is the one who has given you the work. Sometimes maybe I would ask a neighbour to help but you cannot be doing that always (Parent 1, Interview, May, 2017).

The next section presents another sub-theme: Regional transfers and private schools.

4.4.3. Regional transfers and private schools

The participants expressed how parental and pupil regional transfers were posing a challenge to the implementation of this policy. It was revealed that it was a challenge for children who moved on transfers across regions to adapt to a new language which is different from the one he/she was learning.

For example, this is what Teacher B said:

Local languages affect learner performance due to regional transfers. Imagine a child who through lower primary was learning a certain local language and then he eventually comes here on transfer such a child will eventually fail. We have this problem of such children who come on transfer and it is very difficult to help them.

Similarly, another participant noted the following:

It is very difficult to teach children who come on transfer from private schools and also from other provinces because they were using a different language where they came from. It is really proving to be a challenge to teach such children because whatever you say the child will just be looking at you (Teacher E, Interview, May, 2017).

Furthermore another teacher was engaged in the interview and expressed similar views. This is what she explained:

Again late coming is another challenge we face. This is about those who come on transfer from private schools or other provinces. They really take you behind as a teacher because they would come knowing completely nothing in cinyanja meaning you are going to be delayed as a teacher as you try to move at their pace (Teacher D, Interview, May, 2017).

The next section presents another sub-theme: Limited vocabulary and translational challenges.

4.4.4. Limited vocabulary and translational challenges

The teachers expressed challenges that have to do with difficulties in translating certain English words taking them into cinyanja. This was said to be especially in technical subjects such as Creative and Technology Studies (CTS) and in integrated sciences. During the interviews, some teachers said this was a challenge as they could not find scientific terms in cinyanja in such subjects. In explaining this challenge, a participant from Zebra primary school said that:

It is very difficult sometimes when you are teaching more especially when you are teaching certain subjects like CTS and integrated science you can't explain in cinyanja because there are no words to use. Some words you will still just be forced to say them in English. Like the word vacuum how would you explain it in Cinyanja it is really difficult I am telling you (Teacher D, Interview, May, 2017).

Another participant (Teacher F) who expressed a similar challenge from Lion primary school had these words to say:

You know when you talk about teaching science, we are completely relying on translating from English to Cinyanja which is very difficult and consumes a lot of time because of going from one teacher to another trying to find out what a particular word means. And you know there are even some words in science which even those teachers who come from eastern province can't equally translate so you just remain stuck as a teacher and maybe you just teach the word in English as it is.

Additionally, with regard to translational challenges, Teacher H noted that:

Since the books are not available it means that as teachers we have to rely much on interpreting words from English to cinyanja and also from cinyanja to English. But the problem is that some words in English we

don't have them in cinyanja and also some in Chewa are not there in English. This problem is very common especially in science and CTS.

Another participant's comment resonated with teacher I from Lion primary school who indicated that:

You know it is really difficult to teach especially mathematics and science concepts. In CTS the second topic is computers. Now how can you teach and even translate in cinyanja? Like text alignment in computers, changing lines in computers when there are no computers programmed in Cinyanja. And you need to translate this from English to cinyanja how can you just do it? (Teacher G, Interview, May, 2017).

With regard to limited vocabulary, another teacher's views are an example of what was noted:

One of the challenges this has posed is that there is limited vocabulary in local languages because some words are only available in English more especially in subjects such as science (Teacher K, Interview, May, 2017).

Next, I present another section: Pronunciation and mother tongue interference.

4.4.5. Pronunciation and Mother tongue interference

The findings in the present study further indicated that there were challenges to do with word pronunciation and mother tongue interference. This was said to be a challenge because the teachers were not familiar with the language used and feared this would affect how they taught the learners. For example, one teacher observed that:

The other problem I have observed is about pronunciation of words due to mother tongue influence. You know like in my case I am mango by tribe so I can't really pronounce like it should be pronounced in Chewa. For this reason children may end up learning very wrong pronunciation which is very contrary to the original pronunciation (Teacher B, Interview, May, 2017).

In the same vein, another informant from Zebra primary school said the following:

You know there is one challenge I have observed about this language policy of using cinyanja here. It is like children are getting confused with pronunciation of words. Imagine children being taught by this teacher today with a different way of pronouncing words maybe because of his or her language background. Then what is going to happen to learners now? It seems we will end up having learners who speak like Nigerians or Zimbabweans (Teacher E, Interview, May, 2017).

The next section presents another sub-theme: Over enrolment

4.4.6. Over enrolment

Some of the teachers complained that over enrolment in classes was one of the challenges that were experienced as they implemented the use of cinyanja as medium of instruction in classes. The participants informed the researcher that the classes were having a lot of learners hence making it very difficult to effectively implement the policy. For example, the following words were noted:

Over enrolment sir is another challenge in our classes. For example, government says that we should not deny any child a place in school. Now if you have one hundred pupils in class and they want you to implement this new policy in your class, is it possible sure? The government is expecting a teacher to implement and make all children breakthrough, How sir? The teacher to pupil ratio is just too high. (Teacher A, Interview, May, 2017).

During another interview, a similar observation was made by another informant who indicated that:

Over enrolment is also posing a challenge to classroom management anyway. The classes are very big you know and this programme requires a lot of time because you have to take some time to explain word meaning to learners. So now how can you do all these effectively in overcrowded classrooms? (Teacher F, Interview, May, 2017).

The next segment presents another sub-theme: Breakdown in children's native language and culture.

4.4.7. Breakdown in Children's native language and culture

Some parents, while explaining on challenges they have encountered while Cinyanja was being implemented as medium of instruction indicated that it had become difficult for them to teach and maintain their children's native language and culture. This was because their children had become more exposed to Cinyanja at the expense of their native language and culture. For example, when arguing about this, Parent 11 noted that:

Culturally, even my child's behaviour is now compromised because he is learning culture through language in a different way. I can't teach my child in terms of my culture any more.

In the same vein, another parent indicated that:

The other challenge is that it's like now we can't speak our own language in our home because as a family we also have our own language to speak with our children but now it is difficult because children have become more tuned to Cinyanja (Parent 14, Interview, May, 2017).

Another parent claimed the following in the next excerpt:

One big challenge is that the children are forgetting so easily their own traditional language. My child can't speak our language any more at home and this is becoming a problem because how can a child not know his own traditional language? (Parent 7, Interview, May, 2017).

4.5 Summary

The chapter presented the findings as they were collected from the field. The findings are based on the attitude of non-native cinyanja teachers and parents as the use of cinyanja was being implemented as medium of instruction in schools. The findings indicted that both parents and teachers had positive experiences as the use of cinyanja was being implemented as medium of instruction in Chilanga district. It was further indicated that the informants had

divergent preferences where the selection of medium of instruction was concerned. The teachers argued that the selection of cinyanja was good as cinyanja was the language of play within the parameters of their schools. To the contrary, parents did not support the selection of cinyanja as medium of instruction but instead made preference for English and code switching between English and mother tongue, Soli or Cinyanja. The chapter also brought out various challenges experienced by the informants.

The following chapter discusses the findings presented in chapter four.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.1. Overview

This chapter presents the discussion of findings presented in the preceding chapter. The discussion is done in conformity with the findings from the participants who included nonnative cinyanja teachers, administrators and parents. Above this, the discussion is done simultaneously according to the themes across all the categories of respondents.

To this effect, similarities and differences (where necessary) will be elaborated and discussed as they come out in all the three objectives which were mirrored by the three research questions as follows: (1) What are the experiences of non-native cinyanja teachers and parents as the use of cinyanja is being implemented as medium of instruction at lower primary school in Chilanga district? (2) What are the views of non-native cinyanja teachers and parents on the selection of cinyanja as medium of instruction at lower primary school in Chilanga district? (3) What are the challenges faced by non-native cinyanja teachers and parents as the use of cinyanja is being implemented as medium of instruction at lower primary school in Chilanga district?

Therefore, the first section of this discussion is based on the first research question: What are the experiences of non-native Cinyanja teachers and parents as the use of cinyanja is being implemented as medium of instruction at lower primary school in Chilanga district?

5.2. Experiences of non-native cinyanja teachers and parents

Three sub-themes clearly emerged from this aspect and they are as follows: Improvement in reading skills among the learners, free interaction and participation in class and improvement in Cinyanja literacy and the concept of 'Nyanjalising English'. Therefore in the first segment, the researcher discusses the first sub-theme as follows:

5.2.1. Improvement in reading skills among the learners

From the semi structured interviews that were carried out with non-native cinyanja teachers and administrators on their experiences while implementing the new language policy in Chilanga district, it was established that they have a positive experience where the learners in class have made tremendous improvements in terms of reading. According to the participants,

this was mainly because the learners already knew certain aspects such as sound which made it very easy for them to learn the new concepts. For example, teacher D, while being interviewed, contended that the learners were finding it very easy to learn how to read because they knew the sounds already and therefore as a teacher she only needed to apply little effort to teach them how to read. She expressed that:

...It is easy for learners to learn and know the sounds so it becomes very much easier for them to learn how to read. In fact, they know the sounds already so you only put little effort to teach them and they easily learn to read.

In expressing another view which coincides with the above excerpt, one administrator also observed that much of the work a teacher needed to do was just to teach word meaning and sentence analysis as the learners knew much already. He argues that:

...Children can read any word and all that a teacher needs to do is just to teach the meaning and sentence analysis...It builds a very good platform for learners to learn both reading and word meaning. (Administrator D, interview, May 2017).

From the findings, the teachers and administrators seem to argue that children have funds of knowledge which they acquire during the initial years of human development. Brooker and Edwards (2010) define funds of knowledge as that knowledge which children already have before they start formal schooling and guide them to acquire new scientific concepts that they are taught by teachers in school. Therefore, it is clear that the learners are said to be having fore knowledge about sound in Cinyanja therefore making it very easy for them to learn new reading skills at school which teachers don't struggle about as they teach the children.

The Zone of Proximal Development (ZPD), as contended by Lev Vygotsky (see Munsaka & Matafwali, 2013), suggest that there are skills which are too complex for a child to master on his or her own, but can be done with the aid of an expert. This brings us to the concept of scaffolding. In relation to these findings, it may be argued that the learners were said to be easily acquiring reading skills due to the knowledge they have already about sounds and word pronunciation in cinyanja. The learners are therefore easily taught the vowels, syllables and consonants in cinyanja as they come to school with the fore knowledge of sounds. Vygotsky

(1978) further recognises culture as an important platform through which biological and environmental factors converge to influence a child's development. From this argument, it may come out certainly that since cinyanja in this case is used by children as their language of communication in their play culture, this language therefore may influence greatly their aspect of development and learning. This is also in compliance with the thought that children do not have any challenges in acquiring basic literacy skills and are equally able to organise their thoughts when they are taught using their familiar language as a medium of instruction (Vygotsky 1978).

In a similar context, some studies have been done which yielded similar results to the present study. For example, these findings may also be in compliance with Matafwali (2010) who stresses that there is unequivocal evidence which indicates lack of progress in cases where learners are taught reading in a language that they are not familiar with as this has potential to thwart their progress. It seems from the findings that the teachers are utilising the advantage of the children's familiar language of which if it is used to the maximum potential, it yields very progressive outcomes (Ellis 2012).

Some other studies in certain parts of Africa (e.g. Axmad, 2007) do indicate the relevance of using a familiar local language for the sake of benefiting the learners. This study elaborates on the critical role played by a familiar local language in the sector of education. In disagreeing with the usage of a foreign language on learners, Axmad (ibid) stresses that the foreign language would act as an obstructive agent to children's critical and creative thinking when exposed to children more especially in a learning environment such as in a classroom when used as medium of instruction.

Another recent African study by Kinyaduka and Kiwara (2013) appears to have established that the use of a familiar local language brought more academic benefits to the learners compared to using a foreign language. For example, the study argued that teachers were of the view that the use of a foreign language such as English was a setback to students' academic achievement.

However, another study was done in Tanzania (Komba & Bosco, 2015). This study established findings that do not conform to the findings of the present study. This is because while the present study, based on teachers' views, has established that the use of a familiar

local language yields positive results to the learners, the study by Komba and Bosco did not support the use of a familiar local language indicating that it disadvantaged to a greater extent the academic performance of the learners.

From the narratives and discussions made in the above sub-theme, it may be argued that the teachers have positive experiences as the use of Cinyanja is being implemented as medium of instruction at lower primary school. The experiences are based on children's improvement in their reading skills. Therefore in the next section, I discuss the findings on the theme: Free interaction and participation in class.

5.2.2. Free interaction and participation in class

It was also indicated by the non-native Cinyanja teachers through the interviews that according to their experiences, there was free interaction and participation in class among the learners as the use of Cinyanja was being implemented as medium of instruction. The main reason behind this was said to be because no child felt intimidated in class as the language they were all familiar with was used as medium of instruction. Children as social agents always need to interact freely with friends in order for them to develop fully. It seems from the findings that the use of a familiar local language gives children an opportunity to engage with their friends without fear of being intimidated by other colleagues. It also appears that learners feel free even to interact with their teachers hence no one feels nervous about possible negative attitude from the teachers. Like one teacher noted:

... they are able to understand and help each other. In fact they don't just help each other but also help even me as a teacher... (Teacher I, Interview, May, 2017).

This brings us to the reality about self-esteem and self-concept. Self-concept is attributed to as being a way an individual person makes an evaluation of oneself with regard to specific domains or areas (Santrock, 2001). In the same vein, Hamachek (1978) in Munsaka and

Matafwali (2013) is cited as follows: "Self-concept refers to the private picture that each individual person carries in the mind which reflects who he thinks he is, what he can do, and how best he can do it" (p.130). On the other hand, Santrock (2001) further suggests that self esteem involves the global evaluative dimension that an individual carries about oneself. In complementing this argument, Munsaka and Matafwali (2013) are of the view that

synonymous terms such as self-worth or self-image can be used interchangeably with self-esteem, with the view of making reference to the value that an individual person places upon oneself.

It is further argued that the formation of self-concept is a result of social interactions and relations that an individual experiences in all aspects of daily living (see Munsaka & Matafwali, 2013). It may therefore be important to realise that when children make social interactions with care givers such as teachers and also with fellow peers, they can either develop a high or low self-esteem which will in turn impact on their self-concept in various domains.

In the case of the findings of the present study, under the theme: Free interaction and participation in class as a result of using a familiar local language, one may suggest that the aspects of self-concept and self-esteem are greatly at play. The act of the teachers giving lessons in a language that children know already as they come to school seems to excite the children in class and makes them feel validated by the teachers pertaining to how valuable they are as learners. This in turn develops to a greater extent their self-esteem, self-worth or self-image as they are participating in the class learning activities. As a result of having a high self-esteem, children tend to finally develop high self-concepts in various learning domains that involve all subjects since they are taught using a language that makes them feel a sense of self-worth. It is equally so as every child sees the peers participating using their local language in class which they also know that they feel a sense of self-worth and don't feel intimidated to equally participate as no one would laugh at them. One teacher narrated:

... This programme is so good because I have seen that learners are able to interact easily and are able to understand and participate easily even when you ask them questions in class. When we were using English, some learners could stay away from school... (Informant J, Interview, May, 2017).

Although Munsaka (2000) did not look at self-concept in relation to language and medium of instruction, his study seems to suggest that learners with a positive self-concept tend to achieve better academically. The case is opposite to those with a negative self-concept.

However, this finding may not conform with what Mubanga (2012) established that the use of cinyanja as medium of instruction in teaching initial literacy only made the school to look more alien and hostile in some parts of Lusaka province because it made some learners feel as if they were not part of the classroom especially in terms of discussions due to language barrier.

In the section above, I have discussed how high self-esteem and positive self-concept leads to learner participation and free interaction in class. In the next section therefore, I discuss another sub-theme: Improvement in Cinyanja literacy and the concept of ‘Nyanjalising English.’

5.2.3. Improvement in Cinyanja literacy and the concept of ‘Nyanjalising English’.

As earlier indicated in chapter four, this theme seems very similar to the first one (see 5.1.1.). However, it stands out very distinct because it involves an aspect of transitioning to English in terms of reading. The parents who were participants in the present study acknowledged the fact that according to their experiences as the use of cinyanja is being implemented as medium of instruction, they have seen an improvement in terms of reading among their children. The parents further argued that apart from improvement in reading Cinyanja, they have also seen that their children are able to attempt to read in English using their reading skills acquired for Cinyanja, a scenario they termed ‘Nyanjalising English’. This is what makes this theme different from the earlier one. For example, one parent noted:

My child is enjoying reading at home and she normally does that. She has achieved very good reading levels in Cinyanja and she is able to try and read in English although she sometimes Nyanjalises the English. (Parent 4, Interview, May, 2017).

These findings may agree with the literature from the education policy document of 1992, in Zambia ‘Focus on learning’ which explains that an early recognition of the use of foreign and unfamiliar language would mean that the majority of the learners in schools would form hazy and indistinct instruction during the initial grades. Ministry of education therefore suggested that all the teaching and learning in all the areas of learning during initial learning would be conducted using familiar local languages as media of instruction. The reason put forward

conforms to the arguments of parents in the present study that children progress in learning so easily and successfully through the language that they know and that they understand better.

The concept of scaffolding (see Vygotsky, 1978), suggests an aspect of working collaboratively between a more experienced person and a less experienced one. It requires the experienced one to give hints to the less experienced one so that he/she is able to learn a new concept. The less experienced uses the knowledge he/she has already to achieve some new knowledge about something (Munsaka & Matafwali, 2013). Therefore, the learners were said to be finding it easy in attempting to read in English using the Cinyanja that they knew already because the Cinyanja reading knowledge and reading skills helped them to transition to reading English.

However, contrary to this finding, Nyarigoti and Ambiyi (2014), in examining parents' perceptions towards mother tongue instruction in schools, established that parents expressed negativity towards using a local language. The dual established that according to parents' observations, their children were not making academic progress by using a local language. The parents instead felt that for their children to make academic success, they needed to learn, speak and be proficient in English language.

Similarly, Nyakomo (2014) seems not to agree with findings in the present study. In his quest to establish some potential policy constraints regarding the language of instruction policy in Tanzania, he stresses that the academic performance of learners is affected negatively because of the difficulties arising as children transition between two languages. He argues further that this only created a structural dent in terms of producing locally trained graduates who are less competitive on the job market. To the contrary, the participants in the present study (Parents) do not see transitioning between two languages as a setback to children's academic performance but as something good that helps children learn reading English which is the national official language.

The present result also seems not to agree with Komba and Bosco (2015) who argue that the learners who used a local language during the initial grades of learning did not perform better academically in later years when they were compared to those who used English. Although the present study is not comparative, the participants (parents) seem to see positive academic results among their children who are using a local language as medium of instruction.

I have discussed above the three sub-themes that emerged from the first objective. All the three sub-themes indicated positive experiences that teachers and parents faced as the use of Cinyanja was being implemented as medium of instruction. In the next segment, I discussed what came out from the second objective.

5.3. Views of non-native Cinyanja teachers and parents on selection of Cinyanja as medium of instruction

From the second objective, four sub-themes emerged. These include: Teachers' preference for Cinyanja, Parents' preference for English, Parents' preference for mother tongue and Code switching. In the next segment, I discuss the first sub-theme: Teachers' preference for Cinyanja.

5.3.1. Teachers' preference for Cinyanja

The teachers and administrators in the present study indicated that the selection of Cinyanja was good for the children to yield positive results during the process of learning. The teachers and administrators further argued that the reason for this was because Cinyanja was the language of play for children within the parameters of their schools. They felt that the children who were coming from Cinyanja speaking homes were out numbering those who came from English speaking homes hence it was good that what affects the majority was selected. One teacher indicated:

...Children use Cinyanja as they play around with their friends...so I would say the selection of Cinyanja is just good (Teacher N, Interview, May, 2017).

One administrator also noted the following:

Generally, Cinyanja is the language of play within the parameters of our school. So, the language of play is what is picked for any particular school environment... (Administrator D, Interview, May, 2017).

From the present study, it seems it matters most for the children to be taught using their play language as it proved to be benefitting the majority of the learners. Mbewe (2015) appears to

suggest that his participants (teachers) supported the selection and use of Cinyanja as medium of instruction in Lusaka urban schools because the learners found it very easy to understand. The learners were said to know Cinyanja better therefore making it easier for them to understand instruction. This seems similar to what the teachers are suggesting in the present study when they argue that Cinyanja is the language of play for the children hence it was easy for them to learn when it was used as medium of instruction.

In Kenya, a similar study established different views from the present study as it suggested that the majority of the teachers preferred the use of English language (a foreign language) instead of a mother tongue language (Khejeri 2014). According to the teachers in Kejeri's study, they seem to suggest that the use of a mother tongue (local language) was of very little value to the children compared to the value that the English language had. However, the present study has established a different view from teachers as they felt that the use of a familiar local language was good to learners compared to a foreign language.

Although Kejeri (2014) established results different from the present study, Nyarigoti and Ambiyi (2014) seem to agree with findings in the present study pertaining to teachers' perception towards using a familiar local language as medium of instruction. According to Nyarigoti and Ambiyi (*ibid*), they appear to suggest that the teachers' attitude towards using a familiar local language as medium of instruction was positive because this made academic progress faster as children would still engage in learning activities even when they were away from the school premises.

Vygotsky (1978) also appears to confirm the findings of the present study when he argues in his social cultural theory of cognitive development that when learners are taught using a familiar language as medium of instruction, they achieve more benefits arising from the process of learning because of their familiarity with the language used as medium of instruction. The teachers from the present study equally seem to argue in conformity with Vygotsky when they say that it is good to select a language that children play with as medium of instruction as it is the language that they are familiar with.

Arising from the above discussions, it may be argued that the attitude of non-native Cinyanja teachers towards the selection of Cinyanja as medium of instruction is positive. Next, I discuss the sub-theme: Parents' preference for English.

5.3.2. Parents' preference for English

The majority of the non-native Cinyanja parents who participated in the present study indicated that they did not support the selection of Cinyanja as medium of instruction for their children. Although the non-native Cinyanja parents expressed positive experiences such as seeing their children being more effective in terms of literacy as they learnt using Cinyanja as medium of instruction, they still did not support the selection of Cinyanja. Among those who opposed the selection of Cinyanja, some felt that it would have been better to use English as medium of instruction instead of a local language.

They mainly supported English because of its international status. Others argued that English could have been better because grade seven examinations were written in English hence there was no need to use Cinyanja which their children would not use during an exam. Others also felt that future employment prospects would favour their children more if they learnt using English as medium of instruction. For example, one parent indicated:

...English could have been better because even in grade seven they will still write exams in English... (Parent 15, Interview, May, 2017).

Another parent noted the following:

...I would have loved my child to learn in English because everywhere in the world you can easily communicate in English... Even in employment with the coming of foreign investors... (Parent 4, Interview, May, 2017).

The results seem to coincide with Kinyaduka and Kiwara (2013) who reported that parents in Tanzania were of the view that it was better for teachers in schools to consider using English as medium of instruction during teaching and evaluation. Similarly, Ndamba (2008), while getting the views of parents in Zimbabwe, established that the parents preferred the use of English to the use of Shona/Ndebele as the language of instruction for their children during their initial grades of schooling. The parents made this preference based on the relevance of English with regards to future prospects of their children.

There was also a concern with parents in the present study that English would help children in terms of future prospects such as employment especially with the coming of foreign investors

who speak English. The parents seem not to see any benefit for their children in using Cinyanja as no foreign investor would have it easy to employ someone who can only speak in Cinyanja. Olaolorun, Ikonta and Adeosun (2013) appear to make a similar observation when they argue that parents, in wanting their children to use their education to be more competitive on the job market, prefer the use of English as a medium of instruction for their children in schools.

However, the present study seems not to agree with Inyamu and Oglegbaen (2007) who established that the majority of parents did not support the use of English but instead saw the use of a mother tongue as medium of instruction as a good policy.

In the above segment, I have presented and discussed how the parents made preference towards English as medium of instruction for various reasons. Therefore in the next segment, I discuss another sub-theme: Parents' preference for mother tongue.

5.3.3. Parents' preference for Mother tongue

Among the non-native Cinyanja parents who rejected the use of Cinyanja as medium of instruction at lower primary school, some instead preferred the use of mother tongue for every child to benefit. One parent went further to suggest that it was going to be good to use all the seven major Zambian languages in each school in order to benefit every child in learning using a mother tongue. The suggestion here was that each school had teachers of different language backgrounds and therefore it was very possible that classes could be divided according to all the seven mother languages. This is what one parent noted:

Even teachers are from different language backgrounds meaning in these schools all seven major languages are there. So why not divide the classes according to these major tribes... (Parent 10, Interview, May, 2017).

A study done in Nigeria by Inyamu and Oglegbaen (2007) appears to suggest that the majority of the parents were in support of the policy of using a mother tongue as medium of instruction for their children. This argument by Inyamu and Oglegbaen (ibid) coincides with what some parents argued in the present study when they suggest that their children can be better taught if their mother tongue was used as medium of instruction.

This argument by parents in the present study however seems not to agree with what Bachore (2014) established in a study he carried out in Ethiopia. In this study, it was realised that the parents indicated a negative attitude and perception towards the use of mother tongue as medium of instruction.

In the present study, the parents seemed to make emphasis that mother tongue instruction would yield better results for their children than them learning using different medium of instruction. Their views appear to agree with Olaolorun, Ikonta and Adeosun (2013) who contended that parents showed satisfaction with medium of instruction being a dominant language if they saw the dominant language as a possible tool for social advancement. In complementing this argument, Lawal (2005) in Olaolorun et al (2013) seems to suggest that parents through an act of ignorance insulate the children from the mother tongue to induce facility in the use of English language. This act, he argues, deprives children of a basic source of education and imaginative development.

In the above segment, I have discussed the views of parents with regard to their preference for mother tongue instruction and how their views seem to coincide with other scholars. In the next segment, I discuss another sub-theme: Code switching.

5.3.4. Code Switching

Some non-native Cinyanja parents, in disagreeing with the selection of Cinyanja as medium of instruction, preferred code switching between English and mother tongue, Soli or Cinyanja as media of instruction for their children in schools. In supporting code switching, one parent noted that learners needed to learn both in English and Soli for purposes of national unity and cultural preservation. He argued that English was a language that helps to unify the country while there was also need to use Soli at the same time as this would help in preserving the culture of the Soli people who he suggested are the indigenous inhabitants of Lusaka province which encompasses Chilanga district where the present study was being carried out.

The views in the present study seem to coincide with an observation made by Simwinga (2006) who exonerated that the government of the republic of Zambia, immediately after attaining independence, avoided the use of a local language because of fearing possible ethno linguistic rivalry in case any of the local languages was selected at the expense of others. It

appears the government of the Republic of Zambia equally had a concern of how to promote national unity just like the views of parents in the present study.

In the view of the parents making preference for code switching in the present study, they seem to share the same views with Fareed (2016) who also found that the participants in his study had a positive attitude towards teachers' code switching. The parents in the present study also argued that it would have been good if English was used alongside each child's mother tongue because this would help children understand better. Kavwaya (2009) also established seemingly similar results by arguing that the parents in Livingstone and Namwala districts of southern province preferred their children to learn using both English and the local language as media of instruction. Kavwaya claimed that the parents wanted their children to learn using the official language but at the same time affirmed the importance of using a local language.

Some parents argued that it was not good to concentrate only in Cinyanja but it would be good if Cinyanja was used alongside English. It was categorically argued by parents that the use of Cinyanja alone did not make any sense. Zhao (2010) also seems to agree with this assertion when he argues that his participants felt comfortable with the practices of code switching during the process of learning.

Al-Nofae (2010) also appears to argue in the same direction by stressing that his participants had a positive attitude towards code switching. The participants felt that using English alongside Arabic was more helpful to the students than using only one language as medium of instruction.

In the above discussions, I have shown how the parents did not support the selection of Cinyanja but instead made preference to the use of English, mother tongue and code switching. However, the teachers indicated their support for the selection of Cinyanja. Next are discussions on objective three where seven sub-themes emerged.

5.4. Challenges faced by non-native Cinyanja teachers and parents

From the third objective, seven sub-themes emerged that included: Inadequate materials relevant for teaching, Complexity of Chewa, Regional transfers and private schools, Limited vocabulary and translational challenges, Pronunciation and mother tongue interference, over

enrolment and breakdown in children's native language and culture. In the first segment, I discuss the first sub-theme: Inadequate materials relevant for teaching.

5.4.1. Inadequate materials relevant for teaching

The teachers and administrators indicated that one of the challenges they were facing was that there were not enough materials for them to use as they implemented the new language policy of using Cinyanja as medium of instruction. They argued that it was difficult to implement the new policy as there were no books for teachers to use and to give to pupils during the process of teaching and learning. For the teachers, this problem was making it difficult for them even to prepare teaching and learning aids for them to deliver lessons effectively.

Mbewe (2015) also seems to agree with the present findings when he established that teachers in some selected schools of Lusaka urban faced the challenge of inadequate materials while implementing the use of Cinyanja as medium of instruction at lower primary. It was further revealed that materials were not only unavailable in schools but also in the entire ministry. One administrator said: "lack of materials within the school and the ministry is also posing a serious challenge to the implementation of this policy". A similar argument was made which suggested that lack of materials relevant for instruction hinders the process of transmitting content to learners by teachers (Gacheche, 2010). The lack of teaching and learning materials therefore made it very difficult for teachers to effectively implement the policy.

Parents equally observed that they were unable to find materials such as books on the market to buy for their children. The findings indicated that parents were being hindered from supporting their children materially as they never come across books written in Cinyanja to buy for their children as a way of supporting their children's education. Like one parent indicated: "...the books for the things they learn in Cinyanja I can't find them on the streets like for other books..." Although Gacheche (ibid) did not mention that parents complained of lacking materials, his findings suggest the great need to an availability of teaching and learning materials for the benefit of children's education.

In the above section, I have discussed how inadequacy of materials was a problem from both teachers' and parents' views. In the next segment, I discuss another sub-theme: Complexity of Chewa.

5.4.2. Complexity of Chewa

What was mentioned commonly among the participants in terms of the language is the complexity of the Chewa which is being used in the curriculum. Most of the participants actually confirmed that the language used as medium of instruction was not the Cinyanja used in their communities but instead it was Chewa which they said was too complex for the teachers, pupils and the parents. For the teachers, they noted that it was very difficult for them to get in terms with the complex Chewa they were compelled to use as medium of instruction.

Like one teacher indicated:

One challenge is that the language that is used in books is totally different from the cinyanja that we know in our community. It is actually deep chi Chewa because some words you really have to consult... (Teacher F, Interview, May, 2017).

From the arguments by teachers, it is seemingly suggested that the language written in books was too complex for them and the pupils to comprehend. Mbewe (2015) also seems to suggest that there was a discrepancy between the cinyanja used as medium of instruction and the Cinyanja spoken by teachers and pupils in Lusaka district. Among the challenges that accounted for problems in reading, it was realised that lack of familiarity with the language of instruction among the teachers and learners was one of them (Matafwali, 2010).

The parents also indicated that they had difficulties in understanding the Chewa that their children were using to learn. In emphasising this, they explained that they were failing to help their children with homework because they could not understand the complex Chewa that children were using to learn. Parents further went ahead to say they told their children to take back home work to their teachers as they could not understand the language. Parent 1 noted:

“...the Nyanja they learn is too difficult, very deep Chewa... I just tell her that go back to your teacher she will help you at school...” A similar view was expressed by Mwanza (2012) who elaborated that the Cinyanja that was used as medium of instruction was different from the one that was spoken by teachers and learners.

The above section discussed the challenge of complexity of Chewa which was mentioned by both teachers and parents while blending their views with earlier scholarly work. In the next segment, I discuss another sub-theme: Regional transfers and private schools.

5.4.3. Regional transfers and private schools

It was also established from the present study that parental and pupil regional transfers were affecting the implementation process of the new language policy. The teachers argued that the pupils who came on transfer from other provinces were making it very difficult for them to implement the policy as such children had no idea about Chinyanja hence making it so difficult to teach them using a language they were not familiar with. For example, teacher B indicated that “local languages affect learner performance due to regional transfers. Imagine a child who through lower primary was learning a certain local language and then he eventually comes here on transfer...” Mbewe (2015) appears to make a similar observation when he explains that children from different ethnic groupings were posing a serious challenge to teachers during teaching in class as children had no idea of Chinyanja which they were now using as medium of instruction. Gacheche (2010) also stressed that the mother tongue medium instruction policy may only be successfully implemented in rural areas that are linguistically homogeneous.

It was further indicated by teachers that children who came from private schools were posing a challenge as they were difficult to teach since they learnt using English as medium of instruction. Such children were therefore said to be very difficult in trying to help them switch to Chinyanja which they were not familiar with. Mbewe (2015) also seems to suggest that children with a preschool background and from private schools were more inclined to English than local languages hence making it difficult for teachers to easily implement the use of Chinyanja as medium of instruction in Lusaka district.

The above segment presented a discussion on the challenge of regional transfers and pupils coming from private schools. The next section discusses the sub-theme: Limited vocabulary and translational challenges.

5.4.4. Limited vocabulary and translational challenges

The teachers also indicated that they had difficulties in implementing the policy because of limited vocabulary. The teachers argued that they were finding difficulties to teach certain subjects such as CTS and Integrated science as there were no equivalent words hence making it difficult for them to explain the scientific concepts in Cinyanja. It appears from the participants' arguments that they were not very familiar with the Chewa written in books and they did not have enough vocabulary relevant for all subjects more especially the scientific subjects. For example, one teacher indicated the following:

It is very difficult sometimes when you are teaching more especially when you are teaching certain subjects like CTS and Integrated science you can't explain in Cinyanja because there are no words to use... (Teacher D, Interview, May 2017).

Mwanza (2012) seems to suggest in a similar way when she argues that one of the challenges faced when using a local language for teaching initial literacy is that teachers lacked fluency and enough vocabulary relevant for delivering content to learners. Mwanza further acknowledged that both teachers' and learners' levels of proficiency in standard Cinyanja were very low such that they could not effectively enhance the usage of Cinyanja for teaching and learning initial literacy. Although Matafwali (2010) does not deal directly with the issue of vocabulary among the teachers teaching initial literacy using a local language, she suggested that the first and second graders' reading levels were still very low despite them being taught using a local language as medium of instruction. This could be attributed to teachers' lack of sufficient skills and vocabulary in the local language used as medium of instruction.

The teachers further argued that they did not only have limited vocabulary but also lacked in terms of the ability to translate words from either English to Cinyanja or vice versa. This problem was said to be a result of lacking materials which meant that teachers had to rely on translating from English to Cinyanja. This process requires teachers to be efficient in word meaning and spellings. For example, teacher H explained:

...It means that as teachers we have to rely much on interpreting words from English to Cinyanja...

A similar view was stressed by Ojanen (2007) who appears to suggest that teachers need to possess profound knowledge with regard to the language, its linguistics, pronunciation and standard spellings if they were to provide adequate instruction using the Zambian native languages. It cannot be challenged that the training for Zambian teachers does not provide for an in depth study of native languages used as medium of instruction hence teachers are lacking in critical aspects that can enable them to effectively teach using Zambian native languages.

In the above segment, I have discussed using various literature how Limited vocabulary and translational challenges affect effective implementation of using local language as medium of instruction. I discuss another sub-theme: Pronunciation and mother tongue interference in the next section.

5.4.5. Pronunciation and Mother tongue interference

The non-native Cinyanja teachers also indicated a challenge to do with word pronunciation and mother tongue interference. They argued that they were finding it difficult to pronounce Cinyanja words appropriately as they were influenced by their own mother tongue. Some teachers argued that there was a difference in terms of word pronunciation between their native languages and Cinyanja. For example, Teacher B noted that:

...You know like in my case I am Mango by tribe so I can't really pronounce like it should be pronounced in Chewa...

In a seemingly similar view, Simfukwe (2010) elaborated that the teachers encountered numerous challenges when using local languages as media of instruction and one of the challenges indicated had to do with difficulties in word pronunciation. Simfukwe (ibid) attributed this challenge to teachers' lack of training in teaching local languages in colleges. Mbewe, Matafwali and Kabaghe (2016) also document that mispronunciation of words was one of the challenges that teachers faced in Lusaka district as they implemented the use of Cinyanja as medium of instruction.

The teachers went further to indicate that even children they teach were getting confused with the way to pronounce words because of being taught by teachers who were not experts in Cinyanja and that the teachers pronounced words based on the principles of their native

languages. In saying this, Teacher E noted that “...It’s like children are getting confused with pronunciation of words. Imagine children being taught today by this teacher with a different way of pronouncing words.” Mbewe (2015) also appears to claim that learners are affected by the problem of word mispronunciation as they were taught using Cinyanja as medium of instruction.

I have presented in the above segment a discussion based on pronunciation and mother tongue interference using various sources of literature. Next, I present a sub-theme: Over enrolment.

5.4.6. Over enrolment

Over enrolment in classes among the schools was said to be one of the challenges non-native Cinyanja teachers were facing as they implemented the use of Cinyanja as medium of instruction. Some teachers argued that it was difficult for them to implement the use of Cinyanja as medium of instruction because their classes were over enrolled. Teachers cited classroom management as one challenge that came as a result of over enrolment. Teacher F suggested:

Over enrolment is also posing a challenge to classroom management... the classes are very big and this programme requires a lot of time... to explain word meaning to learners...

It seems clear from the arguments by some teachers that it was proving to be a challenge to manage large classes of learners with diverse language backgrounds as this required enough time to explain concepts so that children can understand and appreciate what was being taught. This seems a coincidence with what Mbewe (2015) exonerated when he argued that teachers faced a challenge of over enrolment as they implemented the use of Cinyanja as medium of instruction in Lusaka district. It has also been indicated that mother tongue medium policy can best be implemented in rural areas as they poses a linguistically homogeneous environment and not urban areas which are more cosmopolitan (Gacheche 2010).

A discussion was presented above based on the sub-theme: Over enrolment. A final discussion is presented below based on the sub-theme: Breakdown in children’s native language and culture.

5.4.7. Breakdown in Children's native language and culture

Breakdown in children's native language and culture was also found to be one of the challenges faced among the non-native Cinyanja parents. The parents who participated in the present study bemoaned the fact that their children were losing their own native language and culture as a result of learning using Cinyanja as medium of instruction. For the parents, it was important that their children's native language and culture were preserved so that children don't lose their cultural identity. The parents indicated that they now had a challenge of trying to preserve their children's culture and identity as the children were now becoming more grounded in Cinyanja which the parents considered an alien language. According to the parents' views, this seems to be an assault to their language values and cultural identity. One parent argued:

Culturally, even my child's behavior is now compromised because he is learning culture through language in a different way. I can't teach my child in terms of my culture any more. (Parent 11, Interview, May, 2017).

A closer look at Zambia's language policy history takes us back to a period worth noting such as when Zambia gained her independence in 1964. So intriguing was the language policy adopted during the first republic which abolished the use of Zambian native languages as media of instruction replacing them with English. According to Chishimba (1979), he clarifies that this decision was arrived at based on the Hardman report and recommendations made by UNESCO which were sensitive to Zambia's multiplicity of languages. The government therefore saw it fit to adopt a language that did not belong to any one of the local linguistic groupings in Zambia which all children would learn with equality.

In a similar manner, Simwinga (2006) also appears to argue that the fear of ethno linguistic rivalry in case any of the local languages was selected was one of the reasons that prompted the government of Zambia to adopt English as medium of instruction beginning from the initial grades of schooling up to tertiary level. These ideas seem to agree with the arguments by parents in the present study who are complaining about the seemingly dominance of Cinyanja on their native languages and cultures.

5.5. Summary

This chapter discussed the findings of the study. Various literature has been used to discuss the findings. The findings were that teachers, administrators and parents indicated positive experiences as the use of Cinyanja is being implemented as medium of instruction at lower primary school in Chilanga district. However, only teachers and administrators felt that the selection of Cinyanja as medium of instruction was good because it was language of play within the parameters of the schools. To the contrary, parents disagreed with the selection of Cinyanja as medium of instruction but instead made preference for English, mother tongue or code switching. In terms of challenges, inadequate teaching and learning materials, complexity of Chewa, regional transfers and private schools, Limited vocabulary and translational challenges. Others included pronunciation and mother tongue interference, over enrolment and breakdown in children's native language and culture.

In the next chapter, I present the summary of findings, recommendations and suggestions for further research.

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.1. Overview

This chapter presents the conclusion and recommendations.

6.2. Conclusion

The study showed that all the categories of respondents that included the non- native cinyanja teachers, administrators and parents indicated positive experiences as the use of cinyanja is being implemented as a medium of instruction at lower primary in Chilanga district. Most teachers said that the programme is good, successful and beneficial and that they are enjoying the programme. They mentioned that most learners are able to read using vowels, consonants and syllables. Administrators said most learners are able to read in cinyanja and the programme is very interesting and good. They also mentioned that learners are able to interact freely in class as a result of learning in cinyanja which is their language of play. The parents equally affirmed the fact that their children are able to read and write in cinyanja.

In terms of the views of participants concerning the selection of cinyanja as a medium of instruction, teachers and administrators felt that the selection of cinyanja was good mainly because it is the language of play for children. To the contrary however, the majority of parents objected the selection of cinyanja in preference for English because of its international status and the fostering of national unity. Others who felt it was not good to select cinyanja said it would have been good if all the seven major Zambian native languages were used in schools so that learners could have the choice of selecting their mother tongue. There was also a preference of using mother tongue alongside English (code-switching), while there was also a mention of using Soli being an indigenous language in Lusaka and for purposes of cultural preservation.

In terms of challenges, the teachers said that lack of teaching and learning materials posed a challenge as it was difficult to teach without the materials. The complexity of Chewa written in books, pupils coming on transfer from private schools and those coming on transfer from other provinces were equally posing a challenge to teaching. Other challenges expressed by teachers included lack of cinyanja words in science, absenteeism among learners, difficulties

for learners to transition to grade 5, parents' failure to help children with homework and assessment which was said to be posing pressure among the teachers.

Numerous challenges were equally stressed out by non-native cinyanja parents. Parents said that they could not be able to help their children with homework; they feared that the mother tongue language and culture for their children were getting affected, the complexity of Chewa being taught to children, failure to find books for children on the market, children's failure to learn and speak English, lack of cinyanja activity books and disadvantaging children in instances of parental transfer across provinces.

6.3. Recommendations

The following recommendations are made to the Ministry of General Education based on what can be done to improve the implementation process of using cinyanja as a medium of instruction in Chilanga district:

1. Since it was established that there are no adequate materials written in Cinyanja to help implement the policy, the ministry needs to expedite the production of teaching and learning materials that are written in cinyanja to help teachers implement the policy.
2. There is need to address the problem of teacher placement in order to promote and maintain quality delivery of service since there was a complaint to do with teacher inability to cope with the language which they were not native to. This if not checked has potential to affect to a greater extent the quality of education that children receive.
3. The Ministry must intensify inspection and enforcement of the policy in private schools as the findings from this study are suggesting that the children coming from private schools were not instructed according to the requirements of the language policy.
4. Based on the finding that there is a disparity between the Cinyanja used in the community and Cinyanja used in the curriculum for teaching, the Ministry needs to deal with this problem of language complexity. It appears from the findings that cinyanja is the most prominent language of play in Chilanga district. However, it seems the books and learning programmes are prepared in Chewa which is said to be too complex for the

learners, teachers and parents themselves especially those who are non-native. There is probably great need to ensure that a familiar language is properly defined and implement the policy accordingly so as to avoid compromise of quality.

5. There is need for the ministry of general education to work on the problem of over enrolment as established in the present study, by ensuring enough infrastructure is built in schools and to create enough room and space for children so that normal enrolment levels can be promoted and maintained.

6. More research must be encouraged before books are written to ensure that the problem of limited vocabulary in subjects such as Creative and Technology Studies and integrated science is resolved since the new language policy stipulates that a local language must be used as a medium of instruction in all the other subjects. In this case, vocabulary was reported to be limited in cinyanja where the said subjects are concerned.

6.4 Future Research

1. There may be need to investigate the performance of private schools with regard to implementation of the new language policy.

2. It may also be useful to further assess literacy levels of learners from non-native

Cinyanja homes after completing the lower primary course where they learnt using

Cinyanja as medium of instruction.

3. It would also be interesting to investigate the perceptions of minority language

groupings towards the use of major languages as media of instruction in Zambia.

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APPENDICES

Appendix 1: Interview Schedule for Teachers

1. Tell me what you know about the new language policy at lower primary in schools.
2. What are your experiences as a teacher when implementing the use of cinyanja as a language of instruction at lower primary?
3. What are your views as a teacher on the choosing of cinyanja as a medium of instruction at lower primary in your district?
4. As a teacher, what challenges do you face when implementing this new language policy?

Appendix 2: Interview Schedule for Parents

1. As a parent, what do you know about the new language policy at lower primary in schools?
2. What are your experiences as a parent as the use of Cinyanja is being implemented as a medium of instruction at lower primary?
3. Generally, what are your views as a parent concerning the selection of cinyanja as a medium of instruction at lower primary in your district?
4. What challenges do you face as a parent in implementing the use of cinyanja as medium of instruction?

Appendix 3: Interview Schedule for Administrators

1. As an administrator, express what you know about the new language policy.
2. What are your experiences as an administrator as the use of cinyanja is being implemented as medium of instruction at your school?
3. What are your views as an administrator on the selection of cinyanja as a medium of instruction at lower primary in your district?
4. As an administrator, what challenges do you face as the use of cinyanja is being implemented as medium of instruction at your school?