

## **Chapter 2**

### **Literature Review**

#### **2.0 Overview**

This chapter focuses on the studies that have been done in Zambia and other parts of the world with respect to the choice of the medium of instruction especially at elementary level of education. The chapter compares what is happening internationally with what is happening in Zambia as regards the choice of the language of instruction at elementary level. The first part of this chapter focuses on studies that have been done outside Africa regarding the language of instruction. Secondly, the chapter focuses on Africa herself and finally Zambia.

#### **2.1 Studies on Medium of instruction outside the African Continent**

Currently, there seems to be a renewed emphasis on education through a local language in many parts of the world. In fact, there seems to be a radical shift by many countries of the world from the use of an international or foreign language to the use of a mother tongue as medium of instruction at elementary level of education. In New Zealand, for example, there were almost no children speaking, Maori, a local language, ten years ago. Today, tens of thousands of children attend school totally in Maori in over 500 pre – schools (Wilson, NABE News February 1, 1994, Vol 17, No.4).

Wilson further argues that emphasis on education through a local language has provided academic as well as social benefits. It is against this background that the government of Tamilnadu in Southern India ordered that mother tongue be the sole medium of instruction at the primary school stage. The order was, however, nullified by the Madras High Court

following a petition by a group of associations that represented the English medium schools in Tamilnadu. One of the arguments in favour of nullifying the government order was that it was against the fundamental right recognized by the United Nations that parents have about the choice of education they would like to have their children exposed to.

It is clear from the foregoing that the government of Tamilnadu appreciated both the social and academic benefits associated with mother tongue instruction except that they did not consult the parents thereby violating the fundamental right that parents have about the choice of education they would want their children to undergo. It is for this reason that the researcher found it relevant to include the question of parental involvement in the choice of language education as one of the objectives for this study.

It must be noted, however, that there are instances where the first language has a definite parallel position to the second language in a classroom situation. In this kind of situation the first language (L1) is used as a language of explanation where as the second language (L2) is used as the language of instruction." In fact certain situations seem to warrant the use of both L1 and L2 as languages of explanation and instruction respectively. Lin (1990) observed that in Chinese English as a foreign language (EFL) classrooms, Cantonese had a definite parallel position to English in verbal exchanges.

Therefore, the Chinese English as a foreign language classroom has adopted a bilingual approach to teaching. Where as English is used as language of instruction, Cantonese is used as language of explanation and illustration.

Studies regarding the language of instruction in schools, have also been done in Hong Kong, the administrative region of China. These studies seem to suggest that children learn better when a familiar language is used. " Education research worldwide and in Hong Kong has shown that students learn better through their mother tongue and that students in Chinese medium classes have out performed those in English medium classes in both Chinese and English on the Hong Kong Certificate of examination." (Hong Kong Department of Education, 1997:1).

Commenting on the specific studies that have been done in Hong Kong, PAN (1999) has the following to say:

*Study 1 was a study of 56 secondary schools, and was conducted by the Education Department of Hong Kong. Researchers reported that students in English - medium - instruction (EMI) schools were more passive than those in Chinese - medium schools, typically limiting their verbal responses to short phrases and even single words. In contrast, in the Chinese - medium schools observed, students were active and occasionally creative in class discussions.*

*Study 2 was conducted by Amy Tsui, professor and head of curriculum studies, University of Hong Kong. Tsui surveyed 189 Chinese - medium schools, and after one year of teaching in the mother tongue, 80% of the principals and 70% of the teachers believed that mother - tongue teaching facilitated higher - level learning for students.*

The above cited studies seem to suggest that mother - tongue instruction is indisputably the best medium of instruction in schools. Additionally, the studies appear to show that mother tongue instruction provides both a positive and non- threatening learning environment for students. This is evidently demonstrated by one of the Chinese - medium students who said thus: " There is such a happy learning atmosphere in the class - lots of jokes and discussion" (Cheung, 1999). There was, however, a striking contrast between

Chinese medium students and English – medium students in terms of attitude. Unlike the Chinese medium students who were very happy with the learning atmosphere in their mother tongue, the English medium students indicated that they were not comfortable with learning in a foreign language. Commenting on the learning atmosphere in the English – medium classroom, one student said:

*I am very unhappy. For the past half year, I didn't understand what was taught in class. I only sat there and felt very pitiful. I wanted to listen but I did not understand what the teacher said.*

Currently, there is a very serious debate going on in the Philippines as regards the language of instruction in schools. “A certain amount of fatigue surrounds the discussion of what the medium of instruction should be because much has been said on the subject by linguists, educators, psychologists, official bodies set up to study Philippine education and concerned citizens.” (Lucuanan, 2007). Among the main arguments made against the use of English as medium of instruction in public schools, the following stood out:

*Using 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. Requiring its use in schools ironically deters the student's abilities to learn the language (Lucuanan 2007).*

Commenting on the status of Hawiin, one of the native languages of Hawi'i state, Wilson (1991) makes the following observational statement: -

*Hawai'i is the only state whose public school system was originally taught in a native American language. Today, based*

*on the precedent of those early Hawaiin language schools, the state of Hawai'i has re-established education through the Hawaiin language in public elementary schools on the four largest islands of the state. Through these papa Kaiapuni Hawai'i and Punana Leo Hawaiian language preschools, Hawai'i is providing a unique educational model for the United States.*

It is evident from the above quotation that the state of Hawai'i is following an exclusive native language instruction through out the public elementary schools on the four largest islands of the state. This, of course is based on those early "Hawaiin language schools." Hawai'i's public schools conducted in the local language by local born teachers were extremely successful in educating the citizens of the kingdom. Indeed, it is often claimed that Hawai'i had the distinction of having the most literate citizenry of any nation in the world in the 1800s." (Wilson NABE News, December 15, 1991, Vol 15, No. 3) It is such success stories that have motivated Hawai'i to continue with local language instruction at elementary level of education.

## **2.2 Studies on Medium of instruction in Africa**

According to an investigation of education conducted by the Human Science Research Council of South Africa in South West Africa / Namibia, it was discovered that medium of instruction was one of the basic causes of teaching and educational problems experienced in schools. The findings further revealed that in Namibia several languages are involved in the medium of instruction issue and children are exposed to several languages in the first few years of school. Further, the investigation revealed that the child's native language appears to be the appropriate medium of instruction during the first 3 to 5 years. (Republic of South Africa 1989 P.141). It is clear from the above findings that native language instruction is emphasized at elementary level of education in Namibia.

South Africa, on the other hand, uses English as medium of instruction in schools and universities. To a lesser extent, however, Afrikaans is also used as medium of instruction. "Afrikaners attach great value to their language and struggle to keep it as medium of instruction and to resist any threat to undermine its status." (Lemon 2004).

In Somalia, Somali, a native language, is used as medium of instruction in both primary and secondary schools. Axmad (2007) observed that " the successful use of Somali as a medium of instruction in primary and secondary schools is always cited as a convincing example about the resilience of the Somali language and the creativity of Somali educators and language specialists." Rabi, a leading Somali linguist and author of among other books, two Somali grammar books argues that Somali language plays a critical role in education. Commenting on the impact children's exposure to foreign language while in their language environment has on their critical thinking, he argues:

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 language serve as obstructive agents to their critical and creative thinking. This, of course, makes the child's speech defective and his ideas become strange. (Axmad 2007).

Another African country worth considering is Tanzania. As regards medium of instruction, "in Tanzania Swahili is used in primary schools (seven years) where as English is used in

secondary schools (four to six years) and universities. (Wikipedia, the free encyclopedia, March 2008)

Medium of instruction has attracted a number of studies and experiments on the continent of Africa. In Ghana, Collison (1974) conducted an experiment with two groups of primary school pupils. One group used a local language as the medium of instruction while the other used English as the language of instruction. The findings revealed that the pupils who had used a local language as medium of instruction made more deductive leaps and recognized more analogies than those who had used English as their medium of instruction. (reported in M.O.E 1975:8)

Another interesting study regarding the appropriate medium of instruction in education was done by Williams (1992), 1994) who conducted a comparative study in the reading ability on English and Chichewa involving primary school pupils in Malawi and Zambia. The findings revealed that the Malawian pupils who used had Chichewa, a local language, as the language of instruction, proved superior to Zambian pupils of the same level in both English and Chichewa reading tests. It must, of course, be noted that, unlike their Malawian counterparts, the Zambian pupils use English as the medium of instruction in education. This clearly suggests that the use of English as medium of instruction has a negative effect on the performance of pupils.

Iyamu et al (1974) conducted a study on the perceptions of parents and teachers regarding the use of local languages as medium of instruction in Nigeria. The findings showed that both parents and teachers were perceptive of the wisdom of the mother –

tongue medium policy, though parents would not subscribe to their children being taught in the mother tongue.

### **2.3 Studies on Medium of Instruction in Zambia**

While this study is focusing on the attitude of teachers and parents towards the use of English as the medium of instruction at lower basic level, Nkosha (1999) conducted a study on the views of parents regarding the use of local languages as media of instruction in primary schools. Findings revealed that some parents preferred English to be used as medium of instruction in primary schools. The reason they advanced was that of transfer of parents which result in children changing the medium of instruction thereby inconveniencing them. It must be noted, however, that Nkosha's study did not investigate the attitude of parents and teachers towards the use of English as medium of instruction at lower basic level. This, therefore, is the information gap the researcher is trying to fill.

Another study worth considering is that of Sharma (1974) who investigated the reading and maths skills of Grade Three Zambian Children. The findings of the study revealed that the reading and maths skills of these children were poorly developed. (reported in the M.O.E 1975:9) This could be attributed to the fact that Zambia uses English as medium of instruction at lower basic level of education. Equally, Sharma's study did not address the parents' and teachers' attitude towards the use of English as medium of instruction at lower basic level. It is this gap in knowledge that the researcher has identified and is trying to fill.

At the time of independence Zambia, being a multilingual nation and an Anglophone African country, was faced with the problem of educational language choice. This was



because the prevailing linguistic conditions were and still are so complex that the choice of a national language or an educational language is not all easy (Chisanga 1987:57).

However, one would have expected Zambia as a newly independent state, to prioritise the replacement of English, the language of the former colonial masters, with an indigenous language as a way of consolidating her independence. Ironically, Zambia decided in the 1966 Education Act, to adopt English as the medium of instruction at all levels of education. This ironic character / nature of the decision is reiterated by Chanda (1998:13) who observes that "instead of using her political freedom to achieve linguistic independence from Britain, Zambia not only retained English as the sole official language but also decided in 1966, that English should be the sole medium of instruction from the first year of education upwards to the highest level, except for the teaching of Zambian languages." This decision marked a very significant departure from the way things were done through out the colonial era with respect to language in education policy and practice. Both the missionaries and the colonial government had encouraged and promoted the use of a local language as medium of instruction especially at elementary level of education. There is further development of the above argument by Mwanakatwe (1968:11):

In the past, the general principle was adopted that in the early years of an African child's schooling in his tribal area where one of the four vernaculars is spoken, he continued to learn in his mother tongue until he reached the fifth year, when English was introduced gradually as the medium of instruction.

It was, in fact, paradoxical that despite the spirit of nationalism that had led to independence, the new Zambian government abandoned the use of a dominant

vernacular in one's tribal area and adopted English, the language of the former colonial masters, as the sole medium of instruction from grade 1.

It should be noted, however, that there are two factors that necessitated the adoption of English as medium of instruction after Zambia's attainment of independence. Firstly, Zambia has a large number of indigenous languages none of which was either known or could be accepted by all the people. Secondly, none of these languages was sufficiently developed to serve all the purposes required of a language in order to serve a country in the wide context of the modern world. This observation is underscored by Chishimba (1979) who states that "because of the multiplicity of languages and basing on the recommendations of the UNESCO planning mission and the Hardman Report, it was deemed fit to choose a language that did not belong to any one of the local linguistic groups in Zambia, and which every child would learn on an equal footing with anybody else." This clearly shows that the decision to adopt English as the sole medium of instruction from grade 1 was based on the recommendations of the UNESCO Planning Mission and the Hardman Report. While acknowledging the difficulties involved with regard to the language issue, the UNESCO planning Mission recommended that English should be the universal medium of instruction from the beginning of primary schooling. (UNESCO 1963:16).

The UNESCO recommendation was concretized by J.A Hardman who came to Zambia under the British Councils Aid to Commonwealth English Scheme following an application by the government to the British Council for a language specialist to investigate the

problems of teaching English in the primary schools. Hardman toured the country from October 1964 to February 1965. He investigated the state of English teaching in Zambia.

In March, 1965, he submitted a report through the permanent secretary, Ministry of Education, to the Minister of Education. In his report, Hardman recommended that 'English medium teaching should be introduced as quickly as possible. (Hardman 1965:10).

Therefore in June 1965 the Zambian government decided to adopt English as the medium of instruction in all primary schools in Zambia. This decision was passed into law through statutory instrument 312 of 1966 which constituted the 1966 Education Act. The Act States, on page 69, that "the English language shall be used as the medium of instruction in all schools." As regards Zambian languages, the Act stipulates that "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 the medium of instruction in Grades I,II, III and IV at that school. " These provisions as observed by Africa (1980:45) suggest that 'the language policy in operation in primary schools was bilingual whereby a child was able to receive instruction in an official Zambian language and English.

The actual practice on the ground, however, has been the use of both English and a local language at lower basic and the use of English from upper basic to tertiary levels of education.

Since then there have been three notable developments in the language in education policy and practice in Zambia. The first development took place in 1977 and is enshrined in the 1977 Educational Reform. This was more or less an endorsement of the 1966 Education Act. The second development was enunciated in 1992. The third development which is the present official language – in – education policy in Zambia is that which was adopted in 1996 as presently contained in **Educating Our Future: National policy in Education.**

The 1977 Educational Reform was preceded by the draft policy document which was produced in 1976 and had recommended the use of local languages as medium of instruction. However, the final document produced in 1977 did not adopt the recommendation of using local languages as medium of instruction. The document states that 'although it is generally accepted by educationist 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.' (GRZ 1977:32)

The other reasons advanced for the disapproval of the mother tongue instruction were as follows:

- (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.

As regards the teaching of mathematics, science and technology, the document observed that the use of local languages as media of instruction would be highly inadequate for there are mathematical, scientific and technological concepts which do not have equivalents in local languages (GRZ1977:33).

As a result of the above observation, the government endorsed that "the present policy, where English is a medium of instruction from Grade 1 should continue" The document further recommends 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 subjects" (GRZ, 1977:33). Therefore, with respect to language in – education policy and practice, the 1977 Educational Reform was simply an endorsement of the 1966 Education Act.

It is important to mention that the government's position to use English as medium of instruction stood unchallenged until 1992 when a new government policy document titled **Focus on learning** (1992) was enunciated. This was more or less a reversal of the existing policy. As regards the medium of instruction, the official policy of the government was that the main local language would become the basic language of instruction from grade 1 to 4.

The policy document states that "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.” (M.O.E, 1992:28) This argument is reiterated in the 1996 policy document titled **Educating Our\_Future** which states that the use of English as medium of instruction from grade 1 has had a negative impact on the performance of children who “ have been required to learn how to read and write through and in this language which is quite alien to them.” (M.O.E 1996:39) .

The present official language – in – education policy in Zambia was adopted in 1996 and is presently contained in **Educating Our Future: National\_Policy on Education**. With regard to medium of instruction, stresses the use of English as medium of instruction. The policy document provides the following guidelines:

Basic reading and writing will initially be learned in a local language, where as officially English will remain as the medium of instruction. By providing for the use of a local language for initial literacy acquisition, children's learning of essential reading and writing skills should be better assured. By providing for the use of English as the official language of instruction, for other content area, children's preparation for the use of this language in school and subsequent life will be facilitated, while the implementation problems of changing over to other languages will be avoided (GRZ,1996).

After independence, the Zambian government found it prudent to adopt English as medium of instruction for a number of reasons, among them ‘the fear of ethnolinguistic rivalry in case any of the local languages was selected.” (Simwinga 2006:55). Serpell (1978:144) stresses the controversy associated with the choice of language of instruction educational language. He observes that “language is a controversial topic in Zambia with special significance to educational policy.” It was for this reason that the government decided to adopt English as a medium of instruction for the purpose of unifying different ethnic

groups. The above argument is reiterated by Bamgbose (1991:10) who reports that a major preoccupation of many African countries is how to ensure the continued oneness of their states as well as the forging of a bond of belonging together as nationals or states irrespective of individual or sub group differences.

Recommending to cabinet in 1965 that English be adopted in all schools from grade 1, the Minister of Education explained that the decision was one to make learning easier (Zambia Ministry of Education File No. ME /A/15/1, paper CAB (65). Therefore, one of the justifications for the adoption of English was that of making learning easier. Mwanakatwe (1968:212) further develops the above argument when he observes that learning in a multiplicity of languages presents the Zambian with daunting difficulties which often retard progress. The plight of the child who is compelled to transfer from one school to another because his parents have moved to another location in search of work or on transfer, where a different indigenous language is used for instruction can be quite serious.

Additionally, it was realized that the indigenous Zambian languages were not developed enough to be a medium through which mathematical, scientific and technological concepts could be taught. This is because certain concepts in these disciplines have no equivalent in local languages.

Furthermore, the use of English was seen to be a solution to teacher placement problem as teachers would be free to operate in any linguistic environment.

It is worth noting, however that before adopting English as medium of instruction in Zambian primary schools, all work in the lower primary school was conducted through the medium of one or the other of the official teaching native languages. It is now germane to consider the justification of teaching through local languages.

The language of instruction is undeniably a pedagogical tool, for explaining concepts, communicating, asking and responding, understanding and indeed activating the learning process. There is, therefore, a pedagogical justification for the use of a familiar language based on the view that learning in a first language would activate a child's imagination and facilitate his psychological development thereby providing a sound basis for future intellectual attainment. Ministry of Education (2000:22) underscores the above argument by stating that "learning processes are evidently most effective when the language of instruction is familiar to pupils, and when learning builds on knowledge and competencies that the pupils already possess, expanding them into new learning." Pedagogically, therefore, the best language for learning purposes is the pupil's most familiar language. The 1977 Educational Reform document also stresses the importance of local languages. The document states, in part, that "the teaching of Zambian languages as subjects in schools should be made more effective and language study should have equal status with other important subjects" (G.R.Z, 1977:33).

As regards medium of instruction, especially at elementary level, Ministry of Education (2000:22) outlines the following reasons in support of mother tongue instruction:

- (i) It boosts the learning capacity of the child thereby making him or her self confident;



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

## **2.4 Summary**

This chapter has attempted to lay, bare the studies that have been done as regards medium of instruction especially at elementary level of education. The chapter has discussed the matter from three perspectives – International, African and Zambian. Internationally, the studies have revealed that there is renewed emphasis on education through a local language in a number of countries. These are countries such as India, New Zealand and China to mention but a few. This observation is reiterated by Atkinson (1993), Garet et al (1994) and Koller (ed) (2004). All have underscored the importance of mother tongue instruction.

Equally, the African countries that have been sampled, apart from South Africa, have revealed that local languages are the most preferred media of instruction especially at lower level of education. These countries are Tanzania, Namibia, Somali, Malawi, Ghana and Nigeria.

Additionally, the chapter has endeavoured to explain the historical developments that took place as regards language – in – education policy and practice after Zambia's attainment

of political independence in 1964. Notable about this period is, to a large extent, the shift that occurred as regards language – in – education policy in Zambia. For the first time in history, Zambia departed from the colonial practice where indigenous languages were used as media of instruction at elementary level of education to the use of English as medium of instruction from grade 1. This departure is represented by the enactment of the Education Act 1966. Furthermore, the chapter has discussed the rationale for the adoption of English as medium of instruction from grade 1.

The other subsequent policy document published in Zambia have equally been discussed. These are the 1977 Educational Reform, the 1992 Focus on Learning. The 1996 Educating Our Future. The 1977 Educational Reform was simply an endorsement of the 1966 Education Act. The 1992 policy document, on the other hand, attempted to reverse the existing policy. The government position this time round was that the main local language would become the basic language of instruction in grade 1 through 4. The 1996 policy document – Educating Our Future, maintains English as the medium of instruction from grade 1 but makes provision for the use of familiar local languages for literacy and ..... in the early teaching years of a child's education.

It must be noted, however, that none of the above studies have focused on the attitude of parents and teachers towards the use of English as medium of instruction at lower basic level. The studies have simply looked at the rationale for teaching in either English or an indigenous language.

This is, therefore, the gap the researcher is trying to fill for he is particularly interested in the attitude of both parents and teachers towards the use of English as medium of instruction at lower basic level.

## Chapter 3

### Methodology

#### **Overview**

This chapter focuses and analysis on the methodology that was used to generate data from the respondents. The study, therefore, discusses certain methodological elements that are critical to the process of data collection. These are: the research design, the target population, the sample for the study, the sampling techniques, the research instruments, the data collection and analysis methods.

#### **3.1 Research Design**

A descriptive survey design was used for this particular study. "A descriptive study describes and interprets what is. It is concerned with conditions or relationships that exist, opinions that are held effects that are evident or trends that are developing." (Best and Kahn 2008:118) The survey method, on the other hand, gathers data from a relatively large number of cases at a particular time (Best and Kahn 2008). The descriptive survey design was chosen primarily because of its ability to assess the perceptions of informants regarding the use of English as medium of instruction at lower basic level. Both qualitative and quantitative methods were used in the collection of data.

This design has both elements of a survey and those of a descriptive study. It is therefore, referred to as a descriptive survey design.

### **3.2 Target Population**

Target population basically consist of the specific group with common characteristics to whom the researcher plans to generalize their findings (Best and Kahn, 2008). In this particular study, the target population consisted of all the teachers and parents in Namwala and Livingstone districts. The districts were chosen on the basis of rural – urban status so as to facilitate a comparison of perception regarding the use of English as medium of instruction between the rural and urban informants.

### **3.3 The Study Sample**

Best and Kahn (2008: 13) define a sample as “ a small proportion of the population that is selected for observation and analysis.” The sample for this particular study consisted of 160 respondents. These were drawn as follows: 40 parents and 40 teachers from each of the selected districts to ensure a fair and representative distribution. The researcher was particularly interested in the basic school teachers who were handling lower basic classes.

### **3.4 Sampling Techniques**

There were basically two sampling techniques employed in this study. These were stratified random sampling and purposive sampling. Stratified random sampling is suitable for heterogeneous populations because it provides for the inclusion of small sub groups which are mutually exclusive (White, 2005). Stratified random sampling was used to select responding schools and communities in each of the selected districts based on their geographical location. Additionally, stratified random sampling ensured a representative and fair distribution in areas such as age, gender and location. Purposive sampling, on the other hand, is based entirely on the judgment of the researcher, in that a sample is

composed of elements that contain the most characteristic, representative or typical attributes of the population. Patton, as quoted by Mc Millan and Schimacher (1997:397), describes it as “selecting information rich cases for study in – depth.”

In the present study, purposive sampling was used to select responding parents and teachers to participate in the study. This sampling technique guided the researcher to concentrate only on those teachers' educational administrators, school managers and parents who had relevant information for the study.

### **3.5 Research Instruments**

A multi – method approach in data collection was used in this research. This means that a number of research instruments were used in this study. These were questionnaires, focus group discussions and interviews. A multi – method approach in data collection is advantageous for it eliminates bias or distortion of the researcher's picture of the particular slice of reality, he or she is investigating (Cohen and Manion, 1980). A questionnaire was used to generate information on the attitude of parents and teachers towards the use of English as a medium of instruction at lower basic level. The questionnaire had both close ended and open ended questions. Owing to the limitations of structured questionnaires, structured and unstructured interviews were carried out with the teachers and parents in the responding schools in each of the selected districts.

Furthermore, a number of focus group interviews were used in this study. A focus group interview is a form of group interview in which there are several participants in addition to the facilitator whereby emphasis is placed on the questioning of a tightly defined topic

and interaction within the group for the joint construction of a meaning (Bryman 2001:337). According to Bryman (2001:338) focus group interviews are advantageous in that participants are able to bring to the fore issues related to a topic that they deem to be important, be able to argue by challenging each other's views. Further offers the researcher the opportunity to study the ways in which individuals collectively make sense of a phenomenon and construct meaning around it.

Apart from the teachers and the parents, the Provincial Education Officer (P.E.O) for Southern Province and the District Education Board Secretary for Namwala were also interviewed. Efforts to interview the Livingstone District Education Board Secretary (DEBS) proved futile for he was out of the country for studies and the rest of the standards officers were out for a workshop in Lusaka.

### **3.6 Data Collection**

The researcher distributed the questionnaires to the respondents who showed willingness and ability to complete them. The respondents were, of course, allowed to complete the questionnaires at their own time. They were, however, given a time limit within which they were to complete the task. Additionally, the researcher conducted face to face interviews and focus groups discussions and their responses were recorded on. Notable among the people with whom face to face interviews were conducted were the Provincial Education Officer (P.E.O) for Southern Province and the District Education Board Secretary (DEBS) for Namwala district. Others were head teachers and senior teachers from the selected schools. Furthermore, focus group interviews were conducted with parents and teachers

from the selected districts. Their responses were equally recorded on tapes as well as in a dairy and pieces of paper.

### **3.7 Data Analysis**

The process of data analysis started as soon as the research had been done. The qualitative data were analyzed through the identification of common themes from the respondents' description of their experiences. This is known as thematic analysis of data. According to Morton (1975:335), thematic analysis focuses on identifiable themes and patterns of living and / or behaviours of respondents. The conclusions arrived at were analyzed with reference to the aims of the study as its objectives and research questions.

The advantage of this approach is that the phenomenon is defined purely from the perspective of the respondents and not the researcher thereby reducing researcher bias.

As regards quantitative data, the researcher used the statistical package for social sciences (SPSS) for the purpose of getting descriptive statistical information. Descriptive statistics is a mathematical technique for organizing, summarizing and displaying a set of numerical data (Gall, Borg & Gall 1996:757).

### **3.8 Summary**

This chapter focused mainly on the methodology that was used to generate data from the respondents. In other words, it discussed certain methodological elements that were critical to the process of data collection. The data that were collected are discussed in the next chapter.



## **Chapter 4**

### **Presentation of the Findings**

#### **Overview**

This chapter primarily presents the findings of the study. Both the qualitative and quantitative findings are presented in this chapter. Quantitative findings are presented according to the emerging themes in relation to the research questions where as qualitative findings are presented using frequency tables. Additionally, the findings are presented according to the different categories of respondents that participated in the study. These are: educational administrators, parents and teachers.

#### **4.1 Findings from Education Administrators**

As regards the question of attitude towards the use of English as medium of instruction at lower basic level, the Provincial Education Officer (P.E.O) for Southern Province felt that the best approach was to combine English with a familiar language to bridge the communication gap between the teachers and the learner. This, according to him, is principally because most children, especially those who do not come from affluent families do not understand English. He further argued that the language – in – education policy and what obtains in schools is quite different due to the fact that a number of pupils do not understand English:

I wish to state that what is obtaining in schools currently is different from what is provided for in the policy documents. Where as the policy document provides that English be used as a medium of instruction from grade 1 to tertiary level of education, the situation on the ground seems to demand the use of a local language, especially in the formative years of education. This is because the great majority of pupils do not understand English thereby forcing the

teachers to teach in local languages. There is, therefore, serious departure from the policy statement in that local languages have taken the role of medium of instruction in order to facilitate communication between the teacher and the pupil.

He, however, argued that English should remain as the official medium of instruction for the purpose of unity and national development. He cited Ethiopia as an example of a country where English is introduced in the 8<sup>th</sup> grade. As a result of this deliberate delay to introduce English in Ethiopian schools, most Ethiopians cannot express themselves in English.

I was privileged to be in the minister's entourage that visited Ghana where educationists from all over Africa met to discuss the possible ways of improving the provision of education. One presenter from Ethiopia enunciated that in his country English is the most difficult subject because it is not taught until one has reached the 8<sup>th</sup> grade.

He, therefore, proposed that English should be introduced in school as early as possible. However, he was quick to mention that local languages played a significant role in explaining concepts especially at lower levels of education.

Responding to Zambia had continued using English as medium of instruction even after gaining political independence, the Provincial Education Officer cited colonialism as one of the major reasons. He argued that most Africans were still linguistically colonized and as such they could not do away with the language of their former colonial masters. The provincial Education Officer further argued that Zambia has maintained English as the medium of instruction since independence because of the role that English plays in economic, political and social development. He stated that English is an international language and for the purpose of fitting squarely in this world of technological

advancement, one needed the right language for the technology of our time. He also cited job opportunities and argued that one with good English skills stood a better chance to be an international employee than the one without the English skills.

On the question of parental involvement in the choice of education language the Provincial Education Officer expressed ignorance and referred the matter to the department of standards and curriculum. He explained that those were in a better position to know the extent to which parents were involved in the choice of language of instruction. .

Namwala District Education Board Secretary (DEBS) was the second Educational Administrator to be interviewed and he stated right at the outset that he, himself, was a product of mother tongue instruction at lower primary level in the early 60s:

I am a product of mother tongue instruction. Throughout my sub A in 1961, I was taught through a mother tongue and it worked very well. In 1962, I moved into sub B and vernacular instruction continued. English was only introduced in standard 1.

As regards his attitude towards the use of English as medium of instruction at lower basic level, the District Education Board Secretary (DEBS) argued that he felt strongly that English should not be the sole medium of instruction. He further reported that as District Education Board Secretaries (DEBS) they had spoken against the use of English as medium of instruction at lower basic. "At many fora we have raised issues against the use of English as medium of instruction at lower level of education." He believed that for the lower basic classes the best approach would be an exclusive use of a local language so as to bridge the communication gap which has always existed between the teacher and the

learner. He was, therefore, an advocate of mother tongue instruction especially at elementary level of education. To this end, he proposed that the teachers should endeavour to learn the local languages spoken in their areas of operation.

Asked as to what extent they were consulted when deciding on the language to be used as medium of instruction, he disclosed that there has never been a forum at which they were consulted.

On the reasons why Zambia has continued to use English as medium of instruction since independence, he blamed it all on the former colonial masters who he said had planted the seed of inferiority complex in the minds of Zambians. He argued that people believe that without English they were not educated. He also said that English being an international language enjoyed some prestige and so everybody would want to be associated with it. He also reported that politically it was not easy to settle for one language in a multilingual nation.

Commenting on the New break Through to Literacy (NBTL) where there was exclusive use of a local language when teaching initial literacy skills, he reported that NBTL had a lot of challenges. He made the following observational statement:

NBTL has a lot of challenges. This is basically because the efforts that were made by those teachers who had training in NBTL were being shott down by those who had remained behind.

The third educational administrator to be interviewed was the Deputy Head teacher for Lubanga Basic in Namwala. She equally portrayed a negative attitude towards the use of English as medium of instruction at lower level. She strongly recommended the use of a

local language as the sole medium of instruction at least up to grade 2. She further argued that NBTL was introduced after seeing that English had completely failed the education system in Zambia especially at lower basic level. To strengthen her argument she made the following statement:

There is no good reason to continue thinking that only English can provide a firm foundation for young learners. This is because when I look at the old people who were educated through a mother tongue, they are far better at English than the graduates of the current educational system. In this regard, I fully support the use of a local language as medium of instruction especially at lower basic.

She also disclosed that school administrators were not in anyway involved in the choice of medium of instruction. She equally cited colonial mentality as the sole reason why Zambia has continued using English as the medium of instruction since independence.

## **4.2 Findings from Teachers**

For the teachers, both the qualitative and quantitative findings were generated. This is principally because both the questionnaires and focus group discussions were used to generate data from them. For the purpose of clarity and the smooth flow of ideas, the qualitative findings will be presented first and then the quantitative ones will follow.

According to the focus group discussion held with some lower basic teachers at Maramba Basic in Livingstone, effective teaching and learning could only take place if the complementary role that mother tongue and English played was recognized. The teachers disclosed that though the policy required them to teach in English, reality on the ground forced them to use the dominant language since the majority of the pupils did not understand English. They further argued that 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 especially in the early stages of education.

Additionally, the teachers remarked that the use of English as medium of instruction affected the performance of pupils in other subject areas. This was because some children couldn't express themselves in English even when they knew what to say.

The teachers also disclosed that they were never consulted when the new programmes such as the New Break Through to Literacy (NBTL) were introduced in the education system. Colonial mentality was cited as the main reason why Zambia had continued to use English as medium of instruction.

Another focus group discussion was held with the lower basic teachers from Shungu Basic School in Livingstone. Shungu Basic is one of the biggest basic schools in Southern Province. It, therefore, gave a representative picture of what obtained in a cosmopolitan situation as far as medium of instruction was concerned. In the discussion, the teachers unanimously indicated that the only way to unravel the problem of education language in a multilingual situation was to adopt a bilingual approach to teaching. This is a situation where both the dominant local language and English would be used as media of instruction. "In a cosmopolitan city such as Livingstone, it is almost impossible to adopt a monolingual approach to teaching because the learners come from different linguistic backgrounds," one teacher argued.

The teachers further argued that the exclusive use of English as medium of instruction at elementary level of education disadvantaged the majority of the children in that they did not understand the language. They equally cited colonial mentality and multilingualism as the main reason why Zambia had continued to use English as medium of instruction.

A focus group discussion was also held with the teachers from Christ the King and Shanalumba basic schools in Livingstone. Like their colleagues from Maramba and Shungu, they also strongly recommended the bilingual approach to teaching at lower basic level. They also indicated that they had never been consulted when adopting the language of instruction. The Livingstone schools whose teachers could not be gathered for focus group discussions due to some sporting activities which were taking place during the time of the research had their responses captured by the questionnaires which the researcher distributed. Notable among these schools were Zambezi and Namatama.

The first focus group discussion in Namwala district was held with the lower basic teachers from Lubanga Basic School. The teachers argued that the best approach was to use both English and a dominant local languages in order to facilitate effective learning. They further argued that the classroom situation should decide the language of instruction. They explained that since most of the children had a poor English background, the best approach would be to use both English and a local language during the first four years of education.

As regards the question of involvement in the choice of medium of instruction, the teachers reported that they were never consulted when such decisions were made. Therefore, they

explained that they did not understand why they were not consulted especially that they were the ones to implement these policies and programmes. The teachers also recommended that in order to facilitate proper mother tongue instruction, it was better to use the local teachers to handle the lower basic section. Commenting on the same, one teacher made the following observation:

Mother tongue instruction has suffered serious set backs because of using teachers who do not speak the dominant language of the area to handle the lower section. I wish to recommend, therefore, that only local teachers should handle the lower section.

At Namwala's Kalundu Basic School two views emerged with regard to the language of instruction at lower basic. Some teachers felt that English should be used as medium of instruction in order to prepare the children for tertiary education. However, others felt that the combination of mother tongue and English was the best so that the children were taught from known to the unknown. This category of teachers argued that children could get zero if they were taught in English throughout the lesson. The teachers also explained that they were not consulted when new programmes and policies were introduced in the Ministry.

On the reasons why Zambia has continued to use English as medium of instruction since independence, the teachers cited multilingualism and the colonial legacy. "In a multilingual situation, it is better to settle for a neutral language in order to avoid confusion," one teacher argued.

The next focus group discussion was held with teachers from Namusonde basic school in Namwala. Unlike their counterparts, the Namusonde teachers argued in favour of English as medium of instruction. They strongly argued that the local language could affect the



children as they proceeded to upper grades. They further contended that English, though foreign, could still be learnt at whatever level of education. They also reported that they were never consulted at all stages of policy decision.

Still in Namwala district, another focus group discussion was held with teachers from Makotolo Basic School. These teachers argued that in a rural setting, it was not tenable to teach through the English medium. Therefore they conclusively argued that the language of instruction should be both English and the dominant local language in that particular area. They also reported that they were never consulted at all stages of policy decision.

Having presented the qualitative findings, it is now necessary to present the quantitative ones where all the teachers' responses were captured through the use of a questionnaire. The findings from the first six questions of the questionnaires are presented in narrative form where as the rest are presented using the frequency tables.

The first question on the questionnaire sought to find out the lower basic classes each respondent was teaching. The findings indicated that grade 1 teachers had the highest frequency, followed by grade 2 and 3 teachers. Out of 65 respondents, 17 indicated they were teaching grade 1, 16 grade 2, 12 grade 4, 16 grade 3, 1 taught both grade 1 and 3 and 3 did not respond.

The second question which sought to find out the age of the respondents revealed that they were of varying ages which fell between 20 to above 59 years. However, those whose age ranged from 26 to 30 had the highest frequency of 28. These were followed by those

whose age ranged from 31 to 36 who were 16. Those whose age ranged from 37 to 50 were 14 and were followed by those whose age ranged from 20 to 25 who were 3. Only 2 respondents were above the age of 59 and the other 2 did not respond.

The third question sought to find out the highest academic qualification of the respondents. Out of 65 respondents 47 had primary school teachers' certificate, 12 had primary teachers' diploma and only 1 had a primary degree. Those who indicated that they had any other qualification were 3. Only 1 respondent indicated that he did not have any of the qualifications that were listed and 1 respondent did not respond.

The fourth question dealt with the respondents' teaching experience. It sought to discover the number of years the respondents had been teaching. Those who had the teaching experience of 0 to 5 years had the highest frequency of 24 and followed by those whose years of teaching ranged from 5 to 10 years whose frequency was 21. Those whose teaching experience ranged from 10 to 15 years were 8 and those who ranged from 15 to 20 years were 3. And 5 of the respondents indicated that they fell within the range of 20 to 25 years of teaching experience whereas those who fell within the range of 25 to 30 years were 3. Only 1 respondent indicated that their years of teaching experience did not apply to those that were listed.

The fifth question sought to find out the sex of the respondents and it was revealed that out of 65 respondents 10 were male whereas 55 were female.

Answering the sixth question which was merely finding out the district in which the respondents' schools were located, 26 out of 65 respondents indicated that their schools were located in Namwala district while 38 indicated that their schools fell within Livingstone district and 1 respondent did not respond.

The next set of findings from question 7 to 16 of the questionnaire are presented using frequency tables as shown below.

**Table 1: Teachers' support of English as medium of instruction at lower basic.**

Responses	Frequency	Percent
Yes	55	84.6
No	10	15.4
Total	65	100.0

It was noted that 55 respondents (84.6) supported the use of English as medium of instruction at lower basic whereas 10 teachers (5.4%) did not support the use of English at medium of instruction at lower basic. This clearly shows that the majority of the teachers supported the use of English as medium of instruction.

**Table 2: Reasons for supporting or not supporting English as medium of instruction**

Reasons	Frequency	Percent
English enhances national unity and prepares the children for tertiary education. It also facilitates easy	24	36.9

communication among people of different tribes.		
English prepares children for upper grades	10	15.4
Because English is the medium of instruction and should be taught from grade 1	15	23.1
Children should start with a familiar language before a foreign language is introduced to them.	6	9.2
There are many languages in Zambia. English is the only neutral language	8	12.3
Starting to learn the language from the unknown tend to be difficult and affected pupils' participation in the classroom	1	1.5
No response	1	1.5
	65	100.0
Total		

It was noted that 57 respondents (87.6%) supported the use of English as medium of instruction and they cited various reasons as shown in the table above while 7

respondents (10.7%) did not support the use of English as medium of instruction and their reasons have equally been captured by Table 2 above.

**Table 3: Teachers' support of local languages as medium of instruction at lower basic level.**

Responses	Frequency	Percent
Yes	33	50.8
No	30	46.2
No response	2	3.1
Total	65	100.0

It was revealed that 33 teachers (50.8%) supported the use of a local language as medium of instruction while 30 teachers (46.2%) did not support the use of a local language as medium of instruction. 2 teachers (3.1%) did not respond. These findings appear to show that the majority of the teachers supported the use of a local language as medium of instruction.

**Table 4: Reasons for supporting or not supporting a local language as medium of instruction at lower basic .**

Reasons	Frequency	Percent
Because some pupils did not pass through pre – school and they are not familiar with the English language. Therefore,	4	6.2

the local language should be used especially when emphasizing a point	34	52.3
To help them understand what is being taught	5	7.7
Learners have to start English early especially that is an official language	15	23.1
Children need a good foundation in English.	2	3.1
A local language is not used to teach other subjects	3	4.6
For easy communication	2	3.1
No response	65	100.0
Total		

38 respondents (58.4%) supported the use of a local language as medium of instruction and the reasons for doing so are shown in the Table 3 above while 25 respondents (38.4%) did not support local language instruction and their reasons for doing so have been captured by Table 4 above.

**Table 5: The preferred local language to be used as medium of instruction**

Responses	Frequency	Percent
None of them	1	1.5
Tonga	46	70.8
Ila	3	4.6
Lozi	1	1.5
Tonga and Lozi	1	1.5
No response	13	20.0
Total	65	100.0

It was noted that 46 teachers (70.8%) out of 65 recommended Tonga to be used as medium of instruction at lower basic while 1 indicated that he would not recommend any. 3 teachers (4.6%) recommended Ila while 1 (1.5%) recommended Lozi to be used as medium of instruction respectively. 1 teachers (1.5% recommended both Tonga and Lozi while 13 teachers (20.0%) did not respond. This clearly shows that the majority of teachers recommended the use of Tonga as medium of instruction.

**Table 6: The effect of using English as medium of instruction at lower basic on the performance of pupils in other subject areas**

Responses	Frequency	Percent
Yes	34	52.3
No	30	46.2

No response	1	1.5
Total	65	100.0

34 teachers (52.35) indicated that the use of English as medium of instruction had negatively affected the performance of pupils in other subject areas while 30 teachers (46.2%) indicated that the use of English as medium of instruction does not affect the performance of pupils in other subject areas. 1 teacher (1.5%) did not respond. These findings appear to show that the majority of the teachers felt that the use of English as medium of instruction had negatively affected the performance of pupils in others subject areas.

**Table 7: Justification for indicating that English affects or does not affect the performance of pupils in others subject areas**

Justifications	Frequency	Percent
Because some pupils are slow learners and they cannot understand English easily. Therefore, both English and a local language should be used.	5	7.7
Learners learn faster and well in English due to the fact that they find it easy to communicate or socialize since Zambia is a multilingual nation. English prepares them even for higher learning.	8	12.3



Pupils do not grasp the concepts as they need clarity in the local language.	26	40.0
Because other subjects and learning materials are taught and written in English.	8	12.3
Because pupils would be familiar with English.	2	3.1
Because questions for exams are done in English including teaching.	8	12.3
No response	8	12.3
Total	65	100.0

It was note that 31 respondents (47.6%) justified their position against the use of English, citing various reasons while 26 respondents (40.0%) equally justified their support of English. Their various justifications are shown in table 7.

**8: Teachers' involvement in the choice of medium of instruction**

Responses	Frequency	Percent
Very much involved	16	24.6
Involved to a lesser extent	11	16.9

Not involved at all	33	50.8
No response	5	7.7
Total	65	100.0

It was revealed that 16 respondents corresponding to 24.6% indicated that they were very much involved in the choice of medium of instruction. Meanwhile 11 respondents (16.9%) indicated that they were involved to a lesser extent while 33 respondents (50.8%) indicated that they were not involved at all. 5 respondents (7.7.%) did not respond. It is clear from the above responses that the majority of teachers felt that they were not involved in the choice of the language of instruction.

**Table 9: The extent to which teachers are consulted when making adjustment to the language policy in education.**

Responses	Frequency	Percent
Yes	12	18.5
No	50	76.9
No response	3	4.6
Total	65	100.0

12 teachers (18.5%) indicated that they are consulted when the Ministry adjusts the language policy in education while 50 teachers (76.9%) indicated that they were not consulted. Meanwhile 3 teachers (4.6%) did not respond. One can, therefore, conclude that the majority of the teachers felt that they were not consulted when the Ministry adjusts the language policy in education.

**Table 10: Whether teachers felt it was necessary to be consulted before adjusting the language policy in education.**

Response	Frequency	Percent
Yes	60	92.3
No	4	6.2
No response	1	1.5
Total	65	100.0

60 teachers (92.3%) indicated that they needed to be consulted before adjusting the policy. 4 teachers (6.2%) felt that it was not necessary for them to be consulted. Meanwhile, 1 teacher (1.5%) did not respond. This clearly shows that teachers want to be consulted before any adjustments are made.

**Table 11: Reasons for wanting to be consulted**

Reasons	Frequency	Percent
Because we are the ones on the ground and we know the kind of children we are dealing with	62	95.4
It is not necessary	1	1.5

No response	2	3.1
Total	65	100.0

62 teachers (95.4%) indicated that they needed to be consulted since they were the ones on the ground and they knew what kind of children they delt with while 1 teacher (.1.5%) indicated that it was not necessary for them to be consulted. 2 teachers (3.1%) however, did not respond. This clearly shows that teachers felt that they should be consulted since they delt directly with the children.

**Table 12: Teachers’ reaction to the introduction of the New Break Through to Literacy (NBTL)**

Responses	Frequency	Percent
Positive	33	50.8
Negative	29	44.6
No response	3	4.6
Total	65	100.0

It Was noted that 33 teachers (50.8%) accepted NBTL while as 29 teachers (44.6%) did not. Meanwhile 3 teachers (4.6%) did not respond. These responses appear to show that the majority of teachers accepted NBTL

**Table 13: Teachers’ opinion regarding the adoption of English as the sole medium of instruction in 1966**

	Frequency	Percent
Yes	52	80.0
No	10	15.4
No response	3	4.6
Total	65	100.0

52 teachers (80.0%) felt that it was necessary to adopt English as the sole medium of instruction while 10 indicted that it was not necessary. 3 teachers (4.6%) did not respond. This shows that the majority of teachers felt that it was necessary to adopt English as medium of instruction in 1966.

**Table 14: Reasons for supporting or not supporting the adoption of English as medium of instruction in 1966**

Reasons	Frequency	Percent
It helped the learner to know a lot of things or to learn the language at a tender age thereby making it easier for them to express themselves.	19	29.2
	15	23.1
It lay a good foundation for tertiary education and it was necessary for technological advancement.	3	4.6

Both English and the local language should not be overused.	4	6.2
It is difficult for young ones. We end up not achieving our objectives.	16	24.6
Because Zambia is a multilingual nation and students at a certain time would have to write a common examination in English	1	1.5
	7	10.8
All subjects apart from Zambian languages are set in English.	65	100.0
No response		
Total		

51 respondents (78.4%) supported the adoption of English as medium of instruction in 1966 citing various reasons as captured by table 14 while 7 respondents (10.8%) did not support the adoption of English as medium of instruction and their reasons are equally shown in table 14. Meanwhile 7 respondents did not respond.

**Table 15: Whether English should continue as medium of instruction at all levels of education.**

Response	Frequency	Percent
Yes	50	76.9
No	8	12.3
No response	7	10.7
Total	65	100.0

50 teachers (76.9%) indicated that English should continue as medium of instruction at all levels of education while 8 teachers (12.3%) indicated that it should not continue as medium of instruction. Meanwhile 7 teachers (10.7%) did not respond. It is clear from these findings that the teachers expressed a divergence of opinion regarding the question of whether English should continue as medium of instruction or not.

**Table 16: Reasons why English should continue as medium of instruction or not**

Reasons	Frequency	Percent
Because most subjects are written and taught in English.	15	23.1
Therefore English should continue to be the medium of instruction. Additionally some English words have no equivalents in local languages.	32	49.2
For easy communication across different tribes and it also		

unifies people from different linguistic background.	2	3.1
Because it is the medium of instruction and it should be learnt from the beginning so as to facilitate constant practice in the official language	5	7.7
There is wider vocabulary in English. It is suitable for all the people in the country despite their different linguistic background.	3	4.6
Better we use the local language at lower basic then as they advance to middle basic we can introduce English. Otherwise, goals and objectives are not usually achieved.	3	4.6
English should not be the sole medium of instruction. Instead, it should work with a local language so as to complement each other.	5	7.7
No response	65	100.0
Total		

54 teachers (83%) felt that English should continue to be used as medium of instruction at all levels of education they cited various reasons as captured by table 16 above. 6 teachers representing



9.6% indicated that English should not continue as medium of instruction while 5 teachers (7.7% did not respond). Although the findings appear to show a divergence of opinion among teachers, it is clear that the majority of them felt that English should continue as medium of instruction.

### **Findings from the Parents**

With regard to parents, only focus group discussions were used to generate data. According to the focus group discussion held with parents at Shimalumba village in Namwala, both English and a local language should be used as languages of instruction. Expressing his concern over the teaching of initial literacy in local language through NBTL one parent stated this:

*Twakatelela ati bana besu bamwibuka lyakutaanguna balayiya kubala, mumulaka wa Chitonga nuuba wa ciila . Saceci nciinu? Uswa tulazanda ati bashika bulyo mwibuka lyakutaanguna kabayiila muchikuwa kwambaati abo bayane busongo bwa bamakuwa ubobo aze mulaka wesu uleelele ati bawuyiya kwambaati bateeeleshe cinicini bumi bwesu.*

*We learnt that our children in the first grade are taught literacy through either Ila or Chitonga. Is this good? We want our children to be introduced to English as early as possible so that they can also learn the technology of the whites. However, we also want our children to learn our language so that they can appreciate our way of life.*

Asked whether they were in anyway involved in deciding the language of instruction, the parents were quick to mention that they were not involved at all. The parents also indicated that Zambia had settled for English at independence because it was felt that it was the only language that could unite the people. They further indicated that settling for any of the local languages as medium of instruction would have ignited tribal conflicts.

The next focus group discussion was held with parents from Livingstone's Maramba compound. The Maramba parents expressed a divergence of opinions as regards the use of English as medium of instruction at lower basic level. One parent argued vehemently that a familiar language should be used in the initial stages of learning and teaching. "Children should be taught through a familiar language because not every child has a privilege of passing through a pre – school where English instruction is dominant." However, another parent was quick to mention that Livingstone being a cosmopolitan city it was difficult to settle for one local language. "Seeing that Zambia is a multilingual nation, it is difficult to settle for a local language to be used as medium of instruction," argued another parent.

Strengthening the first argument another parent indicated that the initial stages of instruction should be done in a local language so that the children build on what they already knew. Yet another parent felt that English instruction should be used from grade 1 and a local language should be taught as a subject.

It is interesting to note that at the end of the focus group discussion, the parents reconciled their opinions. They concluded that the best approach would be to use both English and a familiar language as medium of instruction from grade 1 – 4.

The Maramba parents also reported that they were not in any way consulted when government makes certain decisions which affected them. Therefore, they felt that they should be consulted before implementing certain programmes and policies in the education sector. One parent made the following observational statement:

The education standards have gone down because of

language barrier between the teacher and the pupils especially at elementary level of education. This would have been arrested if the parents had an input in deciding the language of instruction.

The parents also cited multilingualism and colonial legacy as the reasons why Zambia has continued to use English as medium of instruction since independence.

This chapter has presented the findings from the three categories of respondents that participated in the study. These were educational administrators, the teachers and the parents. The findings seem to show that the respondents expressed a divergence of opinion regarding the language of instruction at elementary level of education. Some respondents strongly felt that the local language would be the best medium of instruction during the formative years of education where as others felt that English was indispensable and so it could not be replaced by a local language. However, the great majority of the respondents felt that the combination of English and a local language as medium of instruction would be the best. These findings are discussed in the next chapter.

## **Chapter 5**

### **Discussion of the Findings**

#### **Overview**

This chapter discusses the findings that emerged from the study. Both the qualitative and the quantitative findings are discussed in this chapter. The findings are discussed in accordance with the three objectives that were guiding the study. Additionally, the findings are discussed in relation to what other scholars have said regarding the language question in the education system.

#### **5.1 Participants' Attitude Towards the use of English as Medium of Instruction at Lower Basic level.**

The main objective of this study was to establish the attitude of parents and teachers towards the use English as the medium of instruction at lower basic level. According to the findings from the educational administrators particularly the provincial Educational Officer, the best approach is to employ both English and a local language at lower basic level in order to bridge the communication gap between the teacher and the learner. This is, in fact, in line with Lin (1990) who observes that certain situations seem to warrant the use of both first language (L1) and second language (L2) as languages of explanation and instruction respectively. The P.E.O also postulated that the use of L1 in the early stages of education was of paramount importance since most children, especially those who did not come from affluent families, did not understand English. He further reported that in order to

cater for such children teachers tended to use local languages thereby creating a serious departure from the policy statement. One can, therefore, unequivocally argue that the P.E.O does not support the use of English as the sole medium of instruction at lower level of education. Instead, he seemed to be proponent of the bilingual approach to teaching and learning at elementary level of education. He, however, took cognizance of the unifying role that English plays in a multilingual nation such as Zambia. He, therefore, proposed that English should be introduced in school as early as possible.

Unlike the Provincial Education Officer (P.E.O) for Southern Province who advocated a bilingual approach to teaching and learning at lower basic level, the Namwala District Education Board Secretary (DEBS) argued very strongly against the use of English as the language of instruction at lower level of education. He gave himself as an example of a product of mother tongue instruction at lower level of education in the early sixties and argued that it worked very well. This argument seemed to be in conformity with Mwanakatwe (1968) who observed that during the early years of an African child's schooling, he continued to learn in his mother tongue until he reached the fifth year. The Republic of South Africa (1989) develops the above argument further by stating that the child's native language appears to be the most appropriate medium of instruction during the first 3 to 5 years of education. The argument is further consolidated by Ministry of Education (2000) which observes that "effective learning takes place when the language of instruction is familiar to pupils, and when learning builds on knowledge and competencies that the pupils already possess, expanding them into new learning." It can be argued, therefore, that the Namwala DEBS had a negative attitude towards the use of English as medium of instruction at lower basic level.

Another educational administrator who participated in the study was infact a school administrator. This was the Deputy Head teacher for Lubanga Shabongwe Basic School in Namwala. She strongly recommended the use of a local language as the sole medium of instruction at least up to grade 2. She observed that early introduction of the English language in the initial stages of learning impacted negatively on the learning of the child. This observation is supported by Axmad (2007) who argues that when foreign languages are exposed to children during their formative years, the foreign languages serve as obstructive agents to their critical and creative thinking. There is a further development of this argument by Licuanan (2007) who argues that "English as the medium of instruction will not improve the quality of education. It will actually have a damaging effect." Therefore, the Deputy Head teacher felt very strongly that English is not the right medium of instruction at lower basic level.

The first findings from the classroom teachers were generated from the focus group discussion that was held with the Maramba Lower Basic School teachers in Livingstone. These teachers remarked that effective learning and teaching could only take place if the complementary role that mother tongue and English played was fully recognized. The teachers further reported that the use of English as medium of instruction affected the performance of pupils in other subject areas. This report is in line with the Ministry of Education (1996:39) which states that the use of English as medium of instruction from grade 1 has had a negative impact on the performance of children. Additionally, the above argument seems to be in agreement with Fafunwa (1975) who argues that "early introduction of a foreign language distorts the accumulated vocal and verbal facility,

thought process and cognitive equilibrium. Studies have shown that this accounts for a good proportion of primary school dropouts in Nigeria.” The teachers, therefore, argued that though both languages can be employed as media of instruction at primary level, mother tongue instruction should precede English instruction.

The Shungu Basic School teachers advocated for a bilingual approach to teaching and learning. They argued that the only way to unravel the problem of education language in a multilingual situation was to use both English and a dominant local language in that particular area. They further revealed that the exclusive use of English as medium of instruction at lower basic disadvantaged the great majority of pupils who have had very poor English background. This observation by the Shungu Basic school teachers does not seem to be in conformity with the UNESCO recommendation which stated that “English should be the universal medium of instruction from the beginning to primary schooling” (UNESCO 1963:16). It is clear from the foregoing argument that these teachers do not support the use of English as the sole medium of instruction at lower basic level.

The teachers from Christ the King and Shanalumba Basic Schools in Livingstone equally expressed concern over the use of English as medium of instruction at the elementary level of education. They also recommended the bilingual approach to teaching and learning in the classroom situation. Therefore, they showed a negative attitude towards the use of English as medium of instruction at lower basic level.

A number of focus group discussions were also held in Namwala district. The first of these discussions was the one held with the teachers from Lubanga Basic School. Agreeing with

their Livingstone counterparts, the Lubanga teachers argued that the best approach is to use both English and a dominant local language in order to facilitate effective learning. They explained that since most children had a poor background in English background, especially those coming from the rural areas such as Namwala, the best approach would be to use both English and a local language during the first four years of education. This was in fact, what was happening in the past during the colonial period as observed by Mwanakatwe (1968:11).

In the past, the general principle was adopted that in the early years of an African child's schooling in his tribal area where one of the four vernaculars is spoken, he continued to learn in his mother tongue until he reached the fifth year, when English was introduced gradually as medium of instruction.

It is therefore clear from the foregoing arguments that the Lubanga Basic School teachers were not in any way supporting the use of English as the sole medium of instruction at lower basic level.

There was a divided opinion among the Kalundu teachers in Namwala district as regards the language of instruction at lower basic level. Some teachers felt that English should be used as medium of instruction in order to prepare the children for tertiary education while others felt that the combination of mother tongue and English would be the best so that children were taught from known to the unknown.

At Namusonde Basic School in Namwala, the teachers argued in favour of English as medium of instruction. They strongly contended that the local language may affect the children as they proceed to upper grades. They also stressed that English, though foreign, could still be learnt at whatever level of education. They further wondered how a



local language could be used as medium of instruction in a country where there was a multiplicity of languages such as Zambia. This argument seems to be in agreement with GRZ (1977) which states that "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 Zambia."

The last focus group discussion in Namwala district was held with teachers from Makotolo Basic School. These also, like their Lubanga counterparts, argued that it was not tenable to teach through the English medium in a rural setting such as Namwala district. Therefore, they advocated the use of both English and a local language as media of instruction at lower basic level.

The quantitative findings that were generated through the use of a questionnaire seem to suggest that the teachers preferred the use of both English and a dominant local language as language of instruction. Asked whether they supported the use of English as medium of instruction at lower basic level the teachers overwhelmingly responded in the affirmative. In fact, 84.6% of the respondents subscribed to the use of English as medium of instruction. This, however, does not suggest that these teachers did not support the use of a local language as medium of instruction at the same level of education. This is evidently demonstrated by their response to the question that sought to discover whether they supported the use of a local language as medium of instruction. 33 out of 65 respondents indicated that they supported the use of a local language as language of instruction at lower basic level. This accounted for 50.8% of the respondents. One can, therefore, argue without any fear of contradiction that the teachers preferred that English and a dominant

local language complement each other at elementary level of education. They are, therefore, against the use of English alone as the sole medium of instruction.

Additionally, the numerical data that were generated from questionnaires revealed that teachers overwhelmingly recommended Tonga, the dominant local language in Southern Province, as the medium of instruction. This accounted for 70.8% of the respondents who *participated in the study*.

The above quantitative findings clearly suggest that the teachers were more comfortable with the use of both a local language and English as media of instruction. This is clearly demonstrated by their support of both languages.

As regards parents, only qualitative data were generated. These were generated through the use of focus group discussions that were conducted with various parents from the responding districts. The focus group discussion that was held with parents from Shimalumba village in Namwala district revealed that both English and a dominant local language should be used as languages of instruction. They further indicated that they would not be comfortable with the use of a local language only as medium of instruction. They advocated a bilingual approach to teaching and learning.

The other focus group discussion was held with parents from Maramba compound in Livingstone district. Initially, these parents expressed a divided opinion over the use of English as medium of instruction at lower basic level. Others argued in favour of English while others argued in favour of a local language. Those who argued in favour of English

based their argument on the fact that Zambia is a multilingual nation and so it is not easy to settle for a local language as medium of instruction. This argument seems to be in conformity with Chisanga (1987) who reported that Zambia had a serious problem of choosing the language of instruction due to the complexity of the prevailing linguistic situation. Those who argued in favour of a local language indicated that a local language should be used in the initial stages of learning in order to narrow the gap between the home and the school environments.

The parents, however, reconciled their opinions at the end of the focus group discussion. They conclusively recommended the use of both English and a familiar language as media of instruction from Grade 1 to 4. This demonstrates that these parents did not support the use of English as the sole language of instruction at lower basic level.

## **5.2 Participants' Involvement in the Choice of Language of Instruction**

On the objective of parental and teacher involvement in the choice of language of instruction, the P.E.O for Southern Province expressed ignorance and referred the matter to the department of standards and the curriculum. He explained that those would be in a better position to know the extent to which parents are involved in the choice of language of instruction. This can be interpreted to mean that educational administrators were not involved in the choice of the medium of instruction in school. This does not seem to be in agreement with what is obtaining in the Philippines where educators are seriously involved in the language of instruction debate as observed by Licuanan (2007) who reports that much has been said by educators, linguists, psychologists and citizens on what the

medium of instruction should be. This shows that they are actively involved in the choice of medium of instruction.

Responding to the question of parental and teacher involvement in the choice of language of instruction the District Education Board Secretary (DEBS) for Namwala categorically stated that there had never been a forum at which the educational administrators were consulted on issues of the medium of instruction. Additionally, he explained that they only made suggestions during results analysis. This, therefore, shows that teachers and administrators were not involved in the choice of medium of instruction.

The Deputy Head teacher for Lubanga Basic School, also disclosed that as school administrators they were not involved in the choice of medium of instruction.

The parents from both responding districts also revealed that they were neither consulted nor involved in the choice of the language of instruction in schools. This, however, does not seem to be in conformity with Wilson (1994) who explains that parents do have a fundamental right recognized by the United Nations about the choice of education they would like to have their children exposed to.

As for teachers, they gave an overwhelming response that they were not in anyway consulted when deciding the language of instruction in schools. All the various focus group discussions held with teachers in both responding districts revealed that teachers were never consulted when deciding the language of instruction and neither were they consulted when introducing new programmes and policies in the Ministry. The teachers,

however, felt that they should always be consulted before introducing these policies and programmes since they were the ones to implement them. They also argued that they were in a better position to make recommendations to government on how to improve the education sector since they were at the grass root and so they knew what was obtaining on the ground.

Quantitative findings also showed that teachers were not involved in the choice of medium of instruction. Responding to a question which attempted to find out the extent to which teachers were involved in deciding the language of instruction in education, 33 out of 65 respondents indicated that they were not involved at all while 11 out of 65 indicated that they were involved to a lesser extent. This represents 67.7% of the respondents who revealed that they were either not involved at all or were just involved to a lesser extent. Looking at the responses from the focus group discussions on the question of involvement in the choice of language of instruction, one can conclude that this question was misunderstood by some of the teachers who filled in the questionnaires. This is because during the focus group discussion, no teacher mentioned that they were in any way involved in the choice of medium of instruction. The fact that some were mentioning that they were involved to a lesser extent in the questionnaire is a clear indication that they misunderstood the question. It can be concluded therefore, from the foregoing revelation, that teachers were neither involved nor consulted during the process of choosing the language of instruction in education.

On whether the Ministry of Education consulted them when making adjustments to the language – in – education policy such as the introduction of the New Break Through to

Literacy (NBTL), 50 out of 65 teachers indicated that they were not consulted at all when such adjustments were made. This, again, is not consistent with what the teachers were saying during the focus group discussion. All the teachers who participated in the discussions indicated that the Ministry did not consult them when making adjustments to the language policy in education. There was a possibility, therefore, that the 15 teachers who indicated that the Ministry of Education consulted them might have misunderstood the question and they belong to the group that did not participate in the focus group discussion. This is because it was clear from the focus group discussions that teachers were never consulted when making adjustments to the language – in – education policy.

Responding to a question which sought to discover whether it was necessary for them to be consulted before making adjustments to the language – in – education policy, the teachers overwhelmingly responded in the affirmative. In fact, 95.4% of the teachers argued that they needed to be consulted since they were the ones on the ground and they knew the kind of children they dealt with. It is clear from the foregoing argument that the teachers felt that policies were just imposed on them and the Ministry did not give them a platform on which they could air out their views as regards the language of instruction.

The parents from both responding districts indicated that they were never consulted at all when deciding the language of instruction. They further indicated that they would want to be part of certain policy decisions that government makes. They argued that this would give them a sense of ownership and belonging.

### 5.3 Participants' Opinion about the Continued use of English as Medium of Instruction

Multilingualism and colonial legacy stood out as the main reasons why Zambia has continued to use English as medium of instruction since independence. The Provincial Educational Officer (P.E.O) for Southern Province argued that most Africans were still linguistically colonized and as such they could not do away with the language of their former colonial masters. This argument seemed to be in agreement with Bamgbose (1991:1) who makes the following observational.

A language question arises wherever there are language problems requiring a solution. Language question in sub – Sahara Africa arises from two main factors – multilingualism and colonial legacy. Multilingualism is associated with a number of problems. Among them are the questions of which language should be adopted as a medium of instruction in education. Colonial legacy, on the other hand, is associated with the problem of importing foreign languages which have taken on the roles of national communication, administration and medium of education from early or later primary level or university level.

The P.E.O. cited the role that English plays in economic, political and social development as the second reasons why Zambia has continued to use English as the medium of instruction. The above argument, however, does not stand unchallenged. Licuanan (2007) observes that the use of English as medium of instruction does not bring opportunities for intellectual and economic advancement claimed by its proponents.

The District Education Board Secretary (DEBS) for Namwala district claimed that the former colonial masters were responsible for the continued use of English as medium of instruction. He accused the colonial masters of planting a seed of inferiority complex in

the minds of Zambians who believe that without English they were not educated. He also argued that politically it was not easy to settle for one of the local languages in a multilingual nation. The above argument is consolidated by Chishimba (1979) who states that "because of the multiplicity of languages, it was deemed fit to use a language that did not belong to any one of the local linguistic groups in Zambia, and which every child would learn on an equal footing with everybody else."

The teachers also cited colonial legacy and multilingualism as the sole reason why Zambia has continued to use English as the medium of instruction at all levels of the education system. This was revealed following the focus group discussions held with teachers in the responding districts. "Seeing that there is a multiplicity of languages in Zambia, the best approach would be to settle for a neutral language in order to avoid unnecessary conflicts," one teacher observed. The teachers also cited other issues such as unity or national integration and the preparation of children for tertiary education as the other reasons for the continued use of English as medium of instruction. This, however, seems to show that teachers were looking at medium of instruction in general and not medium of instruction at lower basic level. This is because at lower basic, the dominant local language can still be used without igniting any tribal conflict.

The recurring themes of multilingualism and colonial legacy were also brought out by parents as the main reasons why Zambia has continued using English as medium of instruction. The parents further observed that an attempt to settle for any of the local languages to be the language of education would have ignited tribal conflict. This observation seems to be in agreement with Simwinda (2006:55) who state that the fear of



ethnolinguistic rivalry in case any of the local languages was selected prompted Zambia to adopt English as medium of instruction.

#### **5.4 Summary**

In this chapter the findings that were generated from the study have been discussed. Both the qualitative and the quantitative findings have been discussed. The findings have been discussed in relation to the objectives that the study sought to achieve.

## Chapter 6

### Conclusion and Recommendations

#### **6.0 Overview**

This chapter presents the conclusion and the recommendations, that were drawn from the study. Both the conclusion and the recommendations are based on the findings that were generated from the study.

#### **6.1 Conclusion**

Findings from this study appears to show that both parents and teachers have a negative attitude towards the use of English as the sole medium of instruction at lower basic level. They seem to suggest that the best approach is to use both English and a dominant local language as media of instruction at lower basic level. They further argued that mother tongue instruction should precede English instruction in order to create a firm foundation for second language learning. This argument is certainly consistent with the position that *education in the primary language benefits cognitive development and can contribute to second language acquisition*. Additionally, the findings in this study seem to have revealed that some parents and teachers feel strongly that local languages should be used as media of instruction during the formative years. However, the great majority of parents and teachers appear to be advocates of a bilingual approach to learning and teaching in the classroom situation. This is where English and a local language complement each other as languages of instruction and explanation respectively. This conclusion seems to be consistent with the observation that certain situations seem to warrant the use of both first language and second language as languages of explanation and instruction respectively (Lin 1990). One can, therefore, argue that the findings of this study appear to oscillate between bilingual instruction and mother tongue instruction at lower basic level.

As regards teachers and parental involvement in the choice of the language of instruction, the findings appear to be revealing that neither the teachers nor the parents were involved in the choice of the language of instruction. The government single handedly decides the language of instruction at all levels of education. This position is certainly not consistent with the fundamental right recognized by the United Nations that parents have about the choice of education they would like to have their children exposed to.

With regard to parents' and teachers' opinion about the continued use of English as medium of instruction since independence, the findings appear to show that multilingualism and colonial mentality were the main reasons why Zambia has continued to use English as medium of instruction at all levels of education since independence. Both teachers and parents seem to argue that it was not easy to settle for any of the local languages to be medium of instruction in a multilingual environment. This argument seems to be in conformity with Chishimba (1979) who equally observes that due to multiplicity of languages in Zambia, it was felt that a language that did not belong to any one of the local linguistic groups in Zambia should be used as medium of instruction. Colonial mentality which brings about the feeling of inferiority complex was also cited as the other major reason why Zambia has continued to use English as medium of instruction. The findings appear to show that some people felt and continue to feel that without English they are not well educated. With proper education, however, and the emphasis on the importance of local languages, the status quo can easily change.

## 6.2 Recommendations

Based on the findings and conclusions of this study, the following recommendations have been made:

- (i) The medium of instruction at lower basic level (Grade 1 to 4) should be both English and a dominant local language in that particular area. Where possible, a local language should be used exclusively as medium of instruction in the first two years of formal education;
- (ii) English should be introduced at the beginning of the middle basic (Grade 5);
- (iii) Where possible, lower basic classes should be taught by local teachers in order to facilitate a bilingual instruction in the classroom situation. If this is not possible, then teachers should be encouraged to learn the dominant local languages used in their respective areas of operation.
- (iv) The government needs to take cognizance of the fundamental right recognized by the United Nations that parents have about the choice of education they would like to have their children exposed to. In this regard, the parents and indeed teachers should be fully involved in the choice of the language of instruction at all levels of education;
- (v) There is need to organize a national programme of mass orientation in order to inform and update parents about the importance of local languages. As key stakeholders, parents need to be fully aware of what is happening in schools; and
- (vi) There is need for further research that will involve all the pupils' attitude towards the use of English as medium of instruction especially at lower levels of education.

## **Summary**

This chapter has presented the conclusion and the recommendations that emerged from the study. Both the conclusion and the recommendations are based on the findings that were generated from the study.

## REFERENCES

- Africa, H.P (1980). Language in Education in a Multilingual State: A case study of the Role of English in the Education System in Zambia. PhD Thesis, University of Toronto.
- Atkinson, D. (1993). Teaching Monolingual Classes. London: Longman.
- Axmad, (2007). [http://af. Somali, blogspot. Com](http://af.somali.blogspot.com) (2007/07Somali as Medium of instruction.  
(Online) accessed on 25.03.09
- Bamgbose, A (1991). Language and the Nation. The language Question in subsaharan Africa.  
Edinburgh: University of Edunburgh press
- Best, J. W and Kahn, J.V. (2008). Research in Education 10<sup>th</sup> ed. New Delhi: Prentice Hall.
- Bryman, A. (2001). Social Research Methods. United States of America. Oxford University Press
- Chanda, V.M (1998). LICCA Country Report for Zambia in Mekacha, R and S.D' hoot (eds) (1998).  
Prospective for Sociolinguistic Research in Africa, Research Paper No. 6 Languages in Contact and Conflict in Africa. (LICCA) Country Reports. Duisburg: Linguistic Agency, University of Duisburg.
- Cheung, M.R.( 1999, July 19). Teachers and students happy with mother – tongue teaching. Ming Pas (Chinese)

Chisanga, T. (1987). An investigation into Educated English in Zambia as a possible indigenized Non – Native Variety, PhD Thesis, University of York.

Chishimba, C.P. (1979). A study of the Zambian Primary Course. PhD Thesis Columbia University Teachers' college.

Cohen, L. and Manion, L. (1980) Research Methods in Education. London: Croom Helm.

Collison, O. (1974). In Harvard Educational Review

Ministry of Education, Zambia, Republic of (2000) The Basic School Curriculum framework. Lusaka: CDC (Mines)

Fafunwa, B. (1975). Education in the Mother – tongue: A Nigerian Experiment. West African Journal of Education, 19 (2) P. 213

Gall, M.D, Borg, W.R and Gall, J.P (1996) Education Research: An Introduction. 6<sup>th</sup> ed. London: Longman

Garret, P. etal (1994). Use of mother – tongue in second language classrooms: An experimental investigation of efforts on the attitude and writing performance of bilingual UK School Children. Journal of Multilingual and Multicultural Development 15 (5): 371 – 82

Great Britain, Advisory Committee, (1924). Memorandum on language in African School Education. London: H.M.S.O

Hardman, J. (1965). "Primary Teaching in Zambia – Report and Recommendations." (Paper presented to the Republic of Zambia, Ministry of Education. Lusaka: Mimeo

Hong Kong Department of Education. (September, 1997). Medium of instruction guidance for secondary schools

International Institute of Africa Languages (1930) Use of vernacular in Education. Rome: the institute.

Lemon, Anthony (2004). Wikipedia, the free encyclopedia visited on 28.03.09

Iyam, E.O.S and Ogiegbaen, S.E (2005). On the Mother – Tongue Medium of Instruction Policy in Language in India vol. 15

Licuanan (2007). 'Children Learn better when the mother – tongue is used' www.bizlling. Net (online) accessed on 21.03.09.

Lin, A.M.Y (1990). Teaching in two tongues: language alternation in foreign language classrooms.

Washington, D.C: ERIC Clearing house on language and linguistics. **ERIC Digest** ED 399799

Manchishi, P.C (2004). The status of the indigenous languages in institutions of learning in Zambia: Past, Present and Future. The African Symposium vol 4 No1, March 2004.  
Vol 4 No 1, March 2004

Mc Millan, J and Schemacher, S. (1997). Research in Education: A Conceptual introduction. 4<sup>th</sup> ed.  
New York: Longman

Morton, R.K (1975). Manifest and Latent Functions in on Theoretical Sociology: Five Essays, Old and New (pp73 – 137) New York: free Press.



Mwanakatwe, J.M. (1968). The Growth of Education in Zambia since independence. Lusaka: Oxford University press

Nkosha, D.C. (1992). Parents Attitude Towards the use of Indegenous Zambian Lanagauges as Media of instruction in Primary school. (Un published)

Northern Rhodesia (1930). Annual Report upon Native Education for the year 1930. Lusaka: Government Printer

Pan, S. 91999, July 14). Bilingual Policy change in Hong Kong and its impact on bilingual education. Paper presented at symposium on Bilingualism and Biliteracy through schooling, long island University, Brooklyn, N.Y.

Serpell, R (1978). Comprehension of Nyanja by Lusaka School Children in Ohannessian and Kashoki (eds) pp 144 - 181

Shana, S.C.B (1980). Which language? A Brief history of the Medium of Institution issue in Northern Rhodesia. Zambia Educational Review, 2.1

Sharma, R. (1974). The Reading skills of Grade Three Children. Lusaka: M.O.E

Simwinga, J. (2006). The Impact of Language Policy on the use of Minority Languages in Zambia with Special Reference to Tumbuka and Nkoya. PhD Thesis, University of Zambia.

Snelson, P.D (1974). Educational Development in Northern Rhodesia 1993 – 1945. Lusaka: National Educational Company of Zambia Limited.

South Africa, Republic of (1989). Human Sciences Research Council. Pretoria: Eric Home

United Nations, UNESCO (1953) The use of vernacular lanagauge in Education (Report of the UNESCO Meeting of specialist 1951) Monographs on Fundamental Education VIII, Paris: UNESCO.

United Nations, UNESCO (1963). Education in Northern Rhodesia: Report of the UNESCO Planning Mission Paris: UNESCO

White, C.J (2005) Research. A Practical Guide. Pretoria: Ithuthuko investments

Wikipedia, the free encyclopedia, visited on 19.03.09

William, E. (1998). Investigating Bilingual Literacy Evidence from Malawi and Zambia.

Wilson, J, (1991). NABE News, December 15, 1991, vol 15, No. 3

Wilson, J. (1994). NABE News, February 1, 1994, vol 17, No. 4

Zambia, Republic of, Ministry of Education File no ME/A/15/1 Paper cab 1965, dated May 1965

Zambia, Republic of (1996) The Education Act. Lusaka: Government Printers

Zambia, republic of, Ministry of Education, Evaluation Committee, (1975) The Impact of English Medium of Children's Learning. Lusaka: Government Printers.

Zambia, Republic of (1997). Educational Reform: Proposals and Recommendations. Lusaka: Government printer.

Zambia, Republic of (1992). Focus on Learning: Strategies of Education in Zambia. Lusaka: Government Printer

Zambia, Republic of (1996). Educating our Future: National Policy on Education. Lusaka: Government Printer.

APPENDIX A

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION**

Teachers' and Parents' attitude towards the use of English as medium of instruction at lower basic level in Livingstone and Namwala Districts, Zambia.

**QUESTIONNAIRE FOR TEACHERS**

**INTRODUCTION**

Dear Respondents,

The aim of this questionnaire is to obtain information on the attitude of teachers towards the use of English as medium of instruction at lower basic level. You have been selected to take part in this research project. The researcher assures you of strict confidentiality and anonymity.

INSTRUCTIONS:        Indicate your response by marking an 'X' in the appropriate spaces.

**SECTION A: BIOGRAPHICAL INFORMATION**

			For official use
1.	Which lower basic classes are you currently teaching?		
	Grade 1		
	Grade 2		
	Grade 3		
	Grade 4		
2.	What is your age range?		
	20 – 25		
	26 – 30		
	31 – 36		

	37 – 50		
	50 and above		
3.	What is your highest academic qualification		
	Primary school teacher's certificate		
	Primary teacher's advanced certificate		
	Primary diploma		
	Primary degree		
	Any other qualification		

For official use

4.	How long have you been teaching?		
	0 – 5 years		
	5- 10 years		
	15 – 20 years		
	20 – 25 years		
	25 – 30 years		
5.	State whether you are male or female		
	Male		
	Female		
6.	In which districts is your school found?		
	Namwala		
	Livingstone		

**SECTION B: RESEARCH RELATED QUESTIONS**

7.a	Do you support the use of English as medium of instruction at lower		
-----	---	--	--

	basic level?		
	Yes		
	No		
7.b	Give reasons		
8.a	Do you support the use of a local language as medium of instruction in the lower basic classes?		
	Yes		
	No		
8.b	Give reasons for your answer		
9.	Which of the following local languages would you recommend for use as medium of instruction at lower basic level?		
	Tonga		
	Ila		

	Toka		
	Lozi		
	Leya		
10.a	Does the use of English as medium of instruction at lower level affect the performance of pupils in other subject areas?		
	Yes		
	No		

For official use

10.b	Give a brief justification for your answer to question 10.a		

**SECTION C: PARTICIPANT’S INVOLVEMENT IN THE CHOICE OF EDUCATION LANGUAGE**

11.	As a teacher, how involved are you in deciding the language to be used as medium of instruction?		
	Very much involved		
	Involved to a lesser extent		
	Not involved at all		
12.	Does the Ministry of Education consult you when they make adjustments to the language policy in education, for example the introduction of the New Break Through to Literacy (NBTL)?		
	Yes		

	No		
13.a	Do you think it is necessary for you to be consulted before such adjustments are made?		
	Yes		
	No		
13.b	If yes, give reasons		
14	What was your reaction to the introduction of NBTL to the Zambian lower basic school?		
	Positive		
	Negative		
<b>SECTION D: PARTICIPANTS' OPINION ABOUT THE CONTINUED USE OF ENGLISH AS MEDIUM OF INSTRUCTION</b>			
15.a	In 1966 English became the sole medium of instruction from Grade 1. Do you think this was necessary?		
	Yes		
	No		
15.b	Give reason / s for your answer to question 15a		



16.a	English has been the sole medium of instruction at all levels of education since 1966, should this be continued		
	Yes		

For official use

	No		
16.b	Give reasons to your answer to question 16.a		

End of questionnaire, thanks very much for your willingness to participate.

## **APPENDIX B**

### **PARENTS' FOCUS GROUP DISCUSSION (F.G.D) SCHEDULE**

The following were among the questions that were reflected on the focus group discussion for parents:

- i) In which language do your children at lower basic level learn?
- ii) In which language do you want your children at the same level to be learning?
- iii) Zambia has been using English as medium of instruction from grade 1 to tertiary education.  
Should this continue?
- iv) As parents, to what extent are you involved in choosing the language to be used as medium of instruction?
- v) Which language do you think should be used as medium of instruction at lower basic level?
- vi) What reasons can you advance for Zambia's use of English as medium of instruction since independence?

## APPENDIX C

### TEACHERS' FOCUS GROUP DISCUSSION (F.GD) SCHEDULE

The following questions were reflected in the focus group discussion for teachers.

- i) What do you understand by medium of instruction in education?
- ii) How effective has been the use of English as medium of instruction at lower basic level of education?
- iii) As a teacher, which language do you think should be used as medium of instruction at lower basic level of education and why?
- iv) Do you support the use of a local language as medium of instruction?
- v) As teachers, how involved are you in deciding the language of instruction?
- vi) Does the use of English as medium of instruction at lower basic have any effect on the performance of pupils?
- vii) Why do you think Zambia has continued to use English as medium of instruction at all levels of education since independence?

## **APPENDIX D**

### **INTERVIEW GUIDE FOR EDUCATIONAL ADMINISTRATORS**

The following questions were reflected in the interview guide that was used to generate data from educational administrators.

- i) What do you understand by medium of instruction?
- ii) As a standard officer, to what extent can you argue that teaching in a familiar language is more advantageous than teaching in a foreign language?
- iii) From your interaction with teachers, how far is the language policy in education being enforced especially at lower basic level?
- iv) From your experience, does the use of English as medium of instruction affect the performance of children in other subject areas?
- v) How involved are you in deciding the language of instruction in education?
- vi) How involved are the teachers and parents in deciding the language of instruction in education?
- vii) What do you think are the reasons Zambia has continued to use English as medium of instruction since independence?
- viii) Do you support the use a local language as medium of instruction?