



Midlands State University
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Our Hands, Our Minds, Our Destiny

FACULTY OF EDUCATION

DEPARTMENT OF APPLIED EDUCATION

CHALLENGES FACED BY L1 SHONA TEACHERS TEACHING ENGLISH TO L1 TONGA
PRIMARY SCHOOL STUDENTS: A CASE OF NENYUNKA PRIMARY SCHOOL.

DISSERTATION

SUBMITTED BY

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DEDICATIONS

This research is dedicated to my mom and my late father for the support they offered me throughout my education and their unconditional love. May the lord continue to bless you mom.

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ABSTRACT

This research project was an endeavor to map out the challenges that L1 Shona teachers faced when teaching English to L1 Tonga students with special reference to Nenyunka Primary School. The researcher used the Case Study design where she used three research instruments namely the questionnaire, interview and the observation. The research focused on 7 infant level teachers and 60 pupils from grades 1-3. The researcher gathered that there was a learning barrier between the teachers and their pupils due to the reason that their mother tongue languages were different. The researcher also gathered that due to the learning barrier, pupils developed a negative attitude towards English and also poor language use in English. The researcher recommends that the language policy on language of instruction in the teaching of infants should be practical and not a 'paper policy' so that children can be taught in their mother tongue. The researcher also recommends that textbooks should be written to incorporate indigenous languages like Tonga and other minor local languages. The researcher also recommends that teachers should be trained in different local languages like Tonga, Venda, Shangani to name just a few.

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CHAPTER ONE: BACKGROUND TO THE STUDY

1.0 INTRODUCTION

This research focused on examining the challenges faced by L1 Shona teachers teaching English to L1 Tonga primary school students. The researcher in this chapter focused on the background of study where the researcher looked at the history of language in Zimbabwe as well as the language policy in Zimbabwe since independence. The statement of the problem is also part of the chapter. Research questions that guided the study also follow. This chapter also encompasses the significance of the study followed by delimitations of the study. The limitation of the study and the definition of terms conclude this chapter.

1.1 BACKGROUND OF THE STUDY

The history of language in Zimbabwe dates back to the evolution or existence of mankind. Zimbabwe is a multilingual country with over 16 languages being spoken in the country according to the new Zimbabwe Constitution (2013). Among the 16 languages there are two major local languages which are Shona and Ndebele. There are also other minor local languages which include Kalanga, Ndaou, Tonga to name just a few. The main local languages Shona and Ndebele are spoken in each and every corner of Zimbabwe even where a minor language is spoken by the majority of the population.

The local languages were used for communication by the locals for hundreds of years and the period of colonization also brought with it another influential language in Zimbabwe which is

English. According to Mavuru and Nyanhanda (2008) the building of Missionary stations led to the Zimbabwean Africa population coming into contact with the English language in the late 19th century with the coming of missionaries and the coming of Cecil John Rhodes and the white settlers. The colonial period led to the Africans getting more and more into contact with the English language. On Zimbabwe's attainment of independence in 1980 the country adopted a colonial language policy that regarded English as the official language to be used in formal settings including in the Education sector. Shona and Ndebele became the national languages to be used in informal settings. On realizing the role played by the mother tongue in teaching and learning the Zimbabwean government amended the policy in 1987 to utilize the countless advantages of using the mother tongue as the medium of instruction especially in the early years of school life Ndamba (2008).

The English language has become the working language of government, business and industry in Zimbabwe. Due to this the Zimbabwean Education Act of 2004 states that starting from the Fourth grade at primary level schooling; learners should be taught using English as the language of instruction. It also stipulates that the mother tongue should also be used during instruction to make it easy for learners to understand where necessary. The use of the mother tongue during instruction in schools has worked quite well in communities where one local language is the mother tongue for everyone. However in communities where two or more languages are spoken it has become difficult to teach using the mother tongue. This is so because the teacher's mother tongue language and the student's mother tongue language maybe different.

Furthermore this then creates problems for the learners as the teacher's mother tongue becomes a foreign language to the pupils. In a report done by ZIMSEC (1995), the use of foreign languages as mediums of instruction is creating problems for minority language speaking

children in Zimbabwe. In this instance pupils end up having poor language usage especially in English due to the fact that a child is taught in a foreign language for example a Tonga student being taught English by a Shona speaking teacher. According to the report by ZIMSEC (1995) this then creates perennial problems. In the report it is stated that "... candidates should be made to realize that one's thoughts can only be understood by other people when these thoughts are clearly communicated. Language is therefore important in achieving the intended objectives..." According to this report language is very important if there is to be any effective communication.

Zimbabwe as a country has places where majority of the people maybe speakers of minority languages like Tonga, Kalanga, Ndau, Nyanja to name just a few. Over the years speakers of minor languages like these have felt as though they have been sidelined in terms of language and education because at most times their children are being taught through the use of other dominant indigenous languages and Viriri (2002) regards this a linguistic hegemony of an indigenous language by another because the result is lack of recognition and development of ignored languages. Places like Binga, Gokwe north, Hwange has majority of speakers who are Tonga and these people are a good example of people who feel as though they have been sidelined in terms of language and education. In another study by Hachipola in (1996) it showed that Districts like Chiredzi, Beitbridge, Binga with some parts of Gokwe included, Kariba and Gwanda are predominantly Shangani, Venda, Tonga, Nambya and Sotho respectively. On the basis of his observations it is a matter of fact that the minority language speaking learners, who are in fact the majority of the learners in the aforementioned areas, are compelled to learn in two foreign languages English and Shona or Ndebele just because their languages are regarded as minor languages.

Gudlanga (2005) goes further to say that the term minority is in itself denigrating. In this case if a language is denigrated the culture that it embodies is also denigrated and same applies to the people who speak that language. According to Gudlanga (2005) the children who speak such languages are likely going to have low self esteem since their home language is looked down upon and they are taught in another language that is regarded as dominant to theirs. This has led to the researcher looking into the challenges that L1 Shona speaking teachers and L1 Tonga speaking pupils face during the instruction of the English language. Gudlanga (2005) goes further to argue that compelling children to use a foreign language as a medium of instruction alienates them from their culture and identity. Such claims prompted the researcher to undertake this research as Shona language to the Tonga students can be viewed as a foreign language and by learning English through Shona somehow these pupils are being alienated from their Tonga culture.

Furthermore, from the literature review the researcher looked at which include that of Chisaka and Vakalisa (2003), Ndamba (2008) and Makondo (2012) the researcher noticed that there is no study of this nature which seeks to examine the challenges faced by L1 Shona speaking teachers teaching English to L1 Tonga primary School students. Most of the studies that have been done in the past have been done concentrated on the effects of using English as medium of instruction in teaching black African children in general. Taking this into consideration little has been done to look at the effects of using other dominant African languages in teaching other indigenous minority African children in Zimbabwe. Hence forth, the school under study in this research is located in Gokwe North near Binga where majority of the people speak Tonga. The population in Nenyunka has over the years faced challenges in the teaching of English language as most of the teachers they get are Shona speaking and hence English will end up being a third language to the

locals. This has brought about challenges in the teaching of English language in the area especially to primary school students who only get into contact with the Shona language at Grade 1 level.

1.2 STATEMENT OF THE PROBLEM

Second language teachers who are Shona speaking are teaching English to L1 Tonga speaking primary school students where code switching is encouraged and this has led students to performing poorly in English especially at infant level that is Grade 0- 3 and even at junior level Grade 4-7.

1.3 RESEARCH OBJECTIVES

The major objectives of the study are to:

1.3.1. Map out the challenges faced by L1 Shona speaking teachers teaching English to L1 Tonga speaking primary school pupils.

1.3.2. To establish the effects of the use of a foreign language in this case Shona as medium of instruction in the teaching of English to primary school students.

1.3.3. To solicit for mitigation strategies to address the effect and challenges.

1.4. RESEARCH QUESTIONS

1.4.1. What challenges are faced by the teachers in teaching English to grades 0-3?

1.4.2. What are the effects of using a foreign language in the teaching of English to primary school students?

1.4.3. What strategies can be put into place to address these challenges?

1.5. SIGNIFICANCE OF THE STUDY

- **Infant teachers**

The researcher hopes that the study of this nature is quite critical for the infant level teachers in multilingual communities so that they can be able to address the different challenges they might face during the instruction of English.

- **Education policy makers**

The study also calls for educationists to give equal status to all languages even in Education hence forth in places where the majority speak a minor language like Tonga that language must be taught and included in the curriculum of the school.

1.6. DELIMITATION OF THE STUDY

The study is going to be carried out at Nenyunka primary school which is located in Chief Nenyunka area in Gokwe North District because the majority of the people in this area are Tonga speakers and it is where the problem was diagnosed. The children only get into contact with the Shona language at School usually at grade 1 stage as teachers who teach them are Shona speakers. The researcher will mainly concentrate on the pupils and the teachers of grades 0-3 as the population of interest for the research as they are the most affected.

1.7. LIMITATIONS OF THE STUDY

- Staff meetings and the normal teaching time table might as well affect the research process. To avoid disturbing the normal teaching time table the researcher requested for

permission from the School administration to conduct the research during lunch hours and sports days.

- The researcher might face financial challenges since the researcher is self sponsored to avoid this the researcher programmed her visits in such a manner that she managed to gather data in a short period of time.

1.8 DEFINITION OF TERMS

Bilingual society-This is a community where two languages are spoken. In this instance Shona and Tonga are the two languages that are spoken in Chief Nenyunka area however Tonga is spoken by the majority of the people.

First language / Native language (L1) -It is that language one learns at childhood, usually referred to as the mother tongue. In this instance the children or students under study's mother tongue is Tonga.

Second language (L2)-It refers to any language in addition to one's native language. Shona is a second language to the Tonga students and English is also still referred to as a Second language to them.

Second language learning-This is whereby pupils acquire a second language consciously and are in a position of knowing its grammar rules. It takes place in a classroom under the instruction of a teacher. In this instance the Tonga students are learning English as a second language under the instruction of teachers.

1.9. CHAPTER SUMMARY

This chapter was more of an introduction to the research study. The chapter attempted to give a background of the study looking at the history of language and education in Zimbabwe. The chapter went further to look at the statement of the problem that led to the research being undertaken, the research objectives, the importance of the study, the delimitation of the study and the limitations of the study. The next chapter will mainly focus on the related literature on the challenges that L1 Shona teachers face when teaching English to L1 Tonga primary school students.

CHAPTER TWO: LITERATURE REVIEW

2.0 INTRODUCTION

This chapter is mainly centered on the literature review. Literature review in this case is a review of the literature that is relevant to the understanding of the challenges that second language teachers who are Shona speaking face when teaching English to L1 Tonga speaking primary school students. According to Johnson and Christein (2012) literature review enables the researcher to show how much the research study fits into the existing work by building on the existing knowledge. This means that literature review allows to reflect what is already known about the topic and what needs to be known.

2.1 LANGUAGE POLICIES IN ZIMBABWEAN SCHOOLS

On attainment of independence in 1980, Zimbabwe adopted a colonial language policy which regarded English as the official language to be used in all formal settings including in Education. The government according to Ndamba (2008) realized that the mother tongue plays an important role in teaching and learning and amended the Education Act in 1987. Indigenous languages such as Shona, Ndebele, Tonga, Venda and Kalanga were to be used as the medium of instruction up to grade 3 levels and below in those areas where they are commonly spoken and understood. From grades 4-7 pupils were to learn Shona and Ndebele as subjects while English became the medium of instruction. Gora (2013) in her research titled *Continuity and Change: Towards a national language policy for Education in Zimbabwe*. Gora (2013) mainly focused on the languages to be used as the medium of instruction at different levels in Zimbabwean education where as this study focuses on examining challenges that teachers and pupils face at infant level when their first languages are different. Gora's main weaknesses are that she

mainly centers on Shona and Ndebele as the local languages of every Zimbabwean which is not true and hence this study tries to bring to the fore that there are some people who are first language speakers of other indigenous languages in Zimbabwe like Tonga, Venda , Nyanja , Shangani to name just a few.

Gora (2013) goes on to suggest the languages to be used as the medium of instruction at different stages for pupils in Zimbabwe's education system. Gora in her research viewed Shona and Ndebele as the main indigenous languages to be used as the medium of instruction in schools other than English in Zimbabwe. With her view in mind the researcher in this study noted that mother tongue to pupils is very important as Gora suggested the use of Shona and Ndebele alongside English in the teaching of Children in Zimbabwean education. The use of the indigenous languages therefore shows that mother tongue is very important. The researcher therefore with this knowledge from Gora (2013) the researcher also sought to establish the effect of using Shona as language of instruction to minority language speaking students like the Tonga children.

According to Gora (2013) Shona and Ndebele are the main local languages which are spoken in each and every corner of the country hence these two should be used as the medium of instruction in schools with English. Having acquired this knowledge from Gora (2013) the researcher was compelled to undertake this study in a bid to bring out that Shona and Ndebele are not known or fluently spoken by all Zimbabweans as some people get to Grade 1 like the students under study without knowing even one word in Shona or Ndebele. According to Gora (2013) pupils in grades 0 up to 3 should be taught in any of the three main languages of Zimbabwe depending on which language is more commonly spoken or understood better by pupils. In this case students at this level must be taught in their mother tongue but according to

her research it seems she only views Shona and Ndebele as the mother tongue language for all Zimbabweans. From this point of view the researcher set out to differ from Gora's view as Shona and Ndebele are not the mother tongue languages for most of the Zimbabweans. And hence this study tries to bring out the fact that some people in Zimbabwe still face challenges when taught using Shona as Shona to them is also regarded as a foreign language just as English. Gora (2013) only limits her research to the two languages Shona and Ndebele sidelining other minor languages like Venda, Tonga, Kalanga to name just a few and this other scholars view as her research's weakness. Departing from this study, my study looks at the challenges faced by L1 Shona speaking teachers who teach English to pupils whose L1 is one of the minor languages in this case Tonga.

The year 2013 led to the new constitution giving all the 17 languages an official status with recommendations that they all be given equal recognition including in Education. However these languages have only been given the official status on paper and as a policy but practically Shona and Ndebele are still the main local languages being used in as the medium of instruction in education at the lower grades and English at the upper grades. In this regard this research study seeks to bring out the challenges faced by teachers and pupils when the teachers' L1 is Shona and the pupil's L1 is Tonga in the teaching of English. With regard to the 2013 Constitution giving equal status to all languages it is somehow only on paper but practically on the ground educators and pupils are facing challenges regarding medium of instruction especially in areas where the majority speak minor languages for example the people of Nenyunka under this study.

2.2 CHALLENGES FACED BY TEACHERS IN THE TEACHING OF ENGLISH TO GRADES 1-3 WHEN THE FIRST LANGUAGE OF THE TEACHER IS DIFFERENT TO THAT OF THE LEARNER.

As revealed earlier in the background of the study, most of the studies done in the past in Zimbabwe concentrated on three major languages namely English, Shona and Ndebele like the study of Ndamba (2008) done in Masvingo district on children and parents language preferences in view of the Zimbabwean language policy derived from the 1987 education act as the medium of instruction in schools where as this research focuses on challenges that teachers and pupils face in the teaching of English when their first languages are different. Ndamba (2008)'s research was a survey in which interviews and questionnaires were used to collect data from teachers, pupils and parents. Ndamba in the research findings shows that use of English as medium of instruction to infants would cause challenges but she does not go further to clearly bring out the challenges which this research hopes to achieve. Chisaka and Vakalisa (2003) did a study at Brickhill and Chikomo Secondary schools where they looked at the effects of using English as medium of instruction ahead of the pupils mother language Shona. They used observations in their research which helped them to see the differences in participation and performance when pupils and were taught in the two different languages Shona and Ndebele whereas this research focuses on examining the challenges that L1 Shona teachers face when teaching English to L1 Tonga primary school students. In this research study the researcher used three different data gathering instruments which are the questionnaire, the interview and observations in a bid to understand the challenges that teachers and pupils face.

Ndamba (2008) and Chisaka and Vakalisa (2003)'s studies were focused on the use of Shona and English and very little has been done on minority languages. Chisaka and Vakalisa carried out a

research in 2003 at Brickhill and Chikomo Secondary schools where English was used as a medium of instruction ahead of the children's mother tongue language Shona. The research showed that the language of instruction contributed to the stratification of pupils. Due to this reason the researcher then sought to establish the effects of Shona as a foreign language in the teaching of English to minority language speakers and how it affects pupils. According to the research those in high ability classes contributed more meaningful in lessons while those in low ability classes had some problems with the English language. When the home language Shona was used a significant number of the learners were able to communicate effectively, competently, confidently and articulated issues freely as well as their experiences. Having gained this knowledge the researcher was made to believe that the use of Tonga to the Tonga speaking pupils in the teaching of English was likely going to assist them better in the understanding of the English language than when taught in Shona hence the teaching and learning process was going to be effective.

Although Chisaka and Vakalisa (2003) in their study at Brickhill and Chikomo Secondary School where English was used as medium of instruction ahead of the pupils' home language showed that a foreign language as medium of instruction militated against children's performance. This is one of the concerns of my study especially that if Secondary school learners had problems with one foreign language, I assume that primary school learners would have worse problems worse off dealing with two foreign languages let alone learning another foreign language through the use of another foreign language. The researcher with this in mind was made to understand that a research of this nature if it clearly brings out the challenges faced dealing with them would also be easier.

2.3 EFFECTS OF USING A FOREIGN LANGUAGE ON CLASSROOM PERFORMANCE

Language and education are inseparable. This is so because education entails communication and communication can only be done through the use of a language. Gora (2013) brings out a very interesting view when she states that for teaching and learning to take place there must be effective communication, which in Africa can only occur through use of African languages. She notes that the mother tongue should be therefore the language of first choice for educational instruction since it is the language of primary socialization. Having gained this knowledge the researcher noted that it was going to be easier for pupils to learn English through their mother language. Hence the researcher was compelled to undertake this study examining the challenges that L1 Shona teachers face when teaching English to L1 Tonga primary school students.

In a research by Ndamba (2008) in Masvingo District on children and parents language preferences in view of the Zimbabwe language policy derived from the 1987 Education Act which required instruction to be conducted in the mother tongue in grades 1-3. Ndamba's research was a survey in which interviews and questionnaires were used to gather data from pupils, parents, school heads, infant teachers and the teacher in charge of the infant departments and respondents were purposively selected from urban, peripheral – urban and rural schools in Masvingo district. Ndamba(2008) 's study differs from this study in that she did not look at the effects of the mediums of instruction with Shona and Ndebele included to minority languages where as this study looks at Shona language in the teaching of English to the Tonga speaking pupils. In her findings she found that a significant number of pupils and parents preferred English as the language of instruction at infant level despite challenges faced in accessing the curriculum through the use of the second language. With this in mind the researcher saw that

mother tongue instruction is very important in education and hence the study was designed in a bid to reveal how mother tongue instruction is very important and how the availability of material written in mother tongue can assist during the teaching and learning process. Ndamba (2008) then suggested that there is need for attitude change and thus a serious campaign for all stakeholders to appreciate the role played by the home language in the early years of schooling. The researcher taking the views of Ndamba into consideration sought to establish the challenges that teachers and pupils face in the years of early schooling and if language during that stage can be a barrier to learning if the teacher and the learner's languages are different.

Ndamba (2008) in her research study shows that if a child masters the first language learning another language becomes less problematic because habits of speech, listening, reading and writing can be transferred to the learning of the second language. With this in mind the researcher was made to believe that if there was going to be a possibility that the pupils under study were going to be taught in their mother tongue Tonga it was going to be easier for them to master the English language. On the basis of this observation it seems many researchers and academics seem to agree that home language is quite critical to human learning and performance, particularly at primary school level. Hence the researcher was also compelled to look into the challenges that pupils face when they are first taught in a language different from theirs. Ndamba (2008) argues that it is important for bilingual education teachers and parents of children in bilingual education programs in Zimbabwe to understand this. Ndamba (2008) also proposed that if her ideas are taken seriously, it can contribute to change of attitudes by teachers and parents who neglect the home language in learning for fear that the first language negatively interferes with the learning of a second language. However her observations are quite critical to minority speaking children like the Tonga in Binga and some parts of Gokwe as well as the Venda in

Beitbridge and many other minority language speaking children of Zimbabwe who are compelled to do school in two foreign languages let alone learn another foreign language through another language like the children under study. With these views in mind the researcher was compelled to look at the challenges that teachers and pupils face in a scenario where children are compelled to learn Shona and then learn English through the use of Shona.

Makondo(2012) in a research study on the effect of the language of instruction on the performance of Tsonga (Shangani) speaking grade 7 pupils also views the same sentiments as in his study carried out in Chiredzi. Makondo (2012)'s study is different from this current one in that he looked at the grade 7 pupils and how use of a foreign language affected their performance where as this current study was centered on infant level students and their teachers and the challenges they face in the teaching of English. The researcher mainly centered on the pupils performance and on grade 7 pupils yet the effects of the use of a foreign language starts at the infant level and most affects the infant pupils and with that in mind this research aims to see the effects from the infant level where pupils are most affected. Makondo (2012) found out that use of a foreign language as a medium of instruction at primary school level impedes classroom performance. With that in mind the researcher was made to believe that the use o of the Shona in teaching English language to the Tonga speaking pupils was likely going to cause a plethora of challenges. Makondo dealt with grade 7 pupils of 42 primary schools in Chiredzi District. He noted that during lessons pupils performed quite well when they were learning environmental science in their mother language Shangani. He also found out that when they were learning in Shona or English they faced quite a number of challenges , one of them being that pupils had to transfer their thoughts from their own language to that language being used as the language of instruction in the classroom in this instance Shona or English. Having gained this knowledge

from Makondo (2012) the researcher was made to believe that observation was going to be quite effective in this study in revealing how pupils transferred their thoughts from Shona to Tonga and to English. Makondo (2012) used lesson observations, document analysis, and the questionnaire and knowledge test. Makondo's research is quite similar to this study with only differences in that he centers his research on grade 7 Shangani speaking pupils in the teaching of Environmental science and this research centers on grades 1-3 Tonga speaking pupils in the teaching of English.

2.4 MITIGATION STRATEGIES

The challenges that the L1 Shona teachers faced during the instruction of English to L1 Tonga primary school students have various mitigation strategies. According to Ndamba (2008), Gora (2013), Makondo (2012) to mitigate challenges like those faced by the L1 Shona teachers can only be done through the use of the mother tongue in the teaching and learning process especially at primary school level. Hence the researcher was made to believe that use of a foreign language brought about challenges and use of their mother tongue would make learning easier. In a bid to clearly get the challenges teachers and pupils faced the researcher was compelled to use more than one data gathering instrument. Although these scholars were not centering their studies on the Tonga pupils it is important to note that they view the mother tongue as the bridge that connects pupils to the mastery of any second language. With this in mind the researcher was compelled to clearly map out the challenges the teachers faced and if these challenges were going to be solved through use of mother tongue.

Gora (2013) and Ndamba (2008) had special interest regarding the mother tongue in pupils in the infant stage or level whereas Makondo (2012) mainly centered on grade seven primary school students and that mother tongue usage as medium of instruction should not only center on

the infant level pupils only. These scholars reveal that the mastery of the second language is highly dependent on the mastery of the first language or the 'home language'. With that in mind the researcher was made to believe that the challenges that the research was going to bring out were only going to be minimized through pupils being taught in their home language.

Furthermore, challenges of the teaching of the English language if the first languages of the teacher and pupils are different can also be mitigated through teacher training in different languages. Teachers should therefore be trained in different languages especially in minor local languages so that they can be able to provide quality education through effective communication during the teaching and learning process. Lartecetal conducted a study in 2014 in Baguio (Phillipians) on strategies that can be implemented in using mother tongue instruction in multilingual communities and data collection was done through interviews. Lartecetal (2014)'s study mainly centered on how kindergarten pupils up to grade 1 require the use of mother tongue during instruction, whereas this study looked at grades 1-3 and the challenges that their teachers and they face during English language instruction with their first languages being different.)Lartecetal (2014)'s research findings were only based on one data gathering instrument where as this study based on three data gathering instruments namely the observation, interview and the questionnaire in a bid to clearly map out the challenges. Lartecetal (2014) found that mitigation strategies in dealing with challenges that occur when teacher and pupils' first languages are different include remediation, instructional materials in mother language, implementing mother tongue based instruction and this can be done through teacher training in different languages. With this in mind the researcher noted that mother tongue instruction was going to go a long way in mitigating the various challenges.

Therefore according to Lartecetal (2014) and Makondo (2012) teacher training in various languages is very important in mitigating the challenges that teachers face in teaching when teacher and pupils' first languages are different. The researcher was prompted to include in the questionnaires and interviews questions that evoked the respondent to give solutions to the challenges they faced. This according to them will enable effective communication and thus quality education will be guaranteed. Makondo (2012) also suggests that this training should include in-service and pre-service training thus teachers colleges should make it possible that minor languages like Tonga, Venda, Nyanja to name just a few should be taught to the teachers so that relevant and appropriate members in the education system in Zimbabwe. Furthermore, Makondo (2012) also recommended that textbooks in various minor languages should be written and made available in schools so as to mitigate challenges that teachers face when pupils are taught in a language different from their home language. These textbooks will only be effectively used if the teachers are well trained in the various languages their pupils speak. The researcher was also made to understand that teacher training was very important as a way of mitigating the various challenges.

Makondo (2012) also suggested the inclusion of Bilingual programs in the Zimbabwean education system in a bid to mitigate challenges that teachers and pupils face when faced with a scenario where their first languages are different. The researcher also thought to include more questions in interviews and questionnaires that would compel the respondents to answer the question on how to deal with the various challenges teachers and pupils faced during the instruction of English when the teacher and the pupils' first languages are different. The bilingual program according to Makondo (2012) should be introduced at primary school around the country to mitigate challenges pupils and teachers face. According to Makondo (2012) the

bilingual program if properly done would lead to effective learning in primary schools in the country. Various mitigation strategies can be put into place to address the issue of language barrier between teachers and pupils.

2.5. CHAPTER SUMMARY

This chapter attempted to give a review of the related literature with close reference to challenges faced by L1 Shona teachers teaching English to L1 Tonga speaking primary school students. The review was organized in a manner that tried to answer the research study research questions namely the challenges that teachers face during the instruction of English, the effects of using a foreign language in the teaching of English to primary school students and the mitigation strategies that can be put into place to deal with the effects and the challenges. The next chapter will mainly centre on the methodological aspect of the research study.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.0 INTRODUCTION

This chapter focuses on the research methodology used in collecting data during the research. Johnson and Christein (2012: 89) define methodology as a “plan or strategy that will give... the information needed to provide an answer to the research questions...”. This chapter addresses ten items which include the research design employed in the study, the population targeted, the sample and sampling procedure, the research instruments used in acquiring data, data collection procedures, ethical considerations that were taken into account during the research and trustworthiness of the results that the researcher acquired. Data analysis, data management and the chapter summary conclude this chapter.

3.1 RESEARCH DESIGN

The researcher employed the Case study design because of its allowance to use more than one instrument in data collection. Since the Case study research design allowed for the use of more than one instrument in data collection the researcher used interviews, questionnaires as well as observations in this research. This proved advantageous because the researcher made each one of the instruments make up for the deficiencies of the other. According to Bromley (1990:390) case study research is a “systematic inquiry into an event or a set of related events which aims to describe and explain the phenomenon of interest”. Yin (1984) also defines the case study research method as an empirical inquiry that investigates a contemporary phenomenon within its real –life context when the boundaries between phenomenon and context are not clearly evident

and in which multiple sources of evidence are used. In this case the researcher saw it fit to examine the challenges that L1Shona teachers faced during the instruction of English to L1 Tonga primary school students as these challenges seemed to be reoccurring over and over again leading to most of the infant pupils facing challenges in acquiring the English language.

Furthermore, Maree (2007: 75) says that the case study research method “opens the possibility of giving a voice to the powerless and voiceless like children and the marginalized groups”. With this in mind the researcher hoped that this research was going to go a long way in assisting speakers of minor languages in the education sector. Thus the use of the case study design in this instance is quite significant. Nenyunka primary school is predominantly Tonga speaking in which Tonga is one of the various minor languages in Zimbabwe hence forth the researcher also hopes that the Tonga people will benefit tremendously through the results of this research study. Case study research is also aimed at gaining greater insight and understanding of the dynamics of a specific situation thus according to Maree (2007). With this in mind the researcher saw it fit to use the Case study research design as it allowed for her to clearly examine the challenges that L1 Shona teachers faced when teaching English to L1 Tonga speaking primary school students.

3.2 POPULATION

Fraenkel and Wallen (2003) define target population as a larger group to which the researcher will apply the results from the sample. The research study was confined to infant pupils and infant level teachers of Nenyunka primary school in the Zhombe Cluster of Gokwe North District in the Midlands province. The researcher at this school mainly focused on the infant level students and these were the grades 1-3 and their teachers. The researcher chose to do this

research on infant level students and their teachers from this school because the school is located in an area where the majority speaks Tonga as their first language. The researcher also chose the infant level students as they were the most affected as they got into contact with the first language of most of their teachers in this instance Shona at grade 1 level. The infant level teachers were also the targeted population of the researcher because they were the ones facing challenges in the teaching of English as they had to first teach the children Shona and then teach English through the use of Shona.

3.3 SAMPLE AND SAMPLING PROCEDURE

According to Chiromo (2006:16), “a sample is a smaller group or subset of the population selected from the population”. Sample is a group from which the information needed in the research study is obtained. This helped the researcher to deal with a manageable number. The researcher used the Criterion sampling strategy in this research study. According to Maree (2007) Criterion sampling implies that one decides at the design stage of a study the typical characteristics of the participants to be included and the number of participants. That criterion may include place of residence, gender, class, age, profession, use of a particular teaching strategy, a specific learning barrier, and so on. With that in mind, the research study was mainly centered on the infant level students and their infant level teachers at Nenyunka primary school which predominantly has Tonga Speaking pupils and are facing challenges in the learning of the English language as most of their teachers’ first language is Shona. Sixty infant level pupils (grade 1-3) from the sample participated in the study as well as seven teachers were involved in the research study.

The researcher so it fit to conduct the research on sixty pupils so that each grade had a representation of twenty pupils and of those sixty pupils, thirty were boys and thirty were girls, this was so to allow for gender balance. Sixty pupils allowed for the researcher to get a clear picture of the challenges that teachers and pupils faced in the teaching of the English language. Of the seven teachers chosen for this research, each grade had a representation of two teachers. This allowed for the researcher to get a full description of the challenges faced by most of the teachers in the teaching of English at the school due to the fact that the Teacher's first language was different from that of the pupils. The seventh teacher was the Teacher in Charge who was responsible for the manning of the infant department. The teacher in charge was quite significant as part of the research because she got into contact with the pupils more often through class visitations as well as inspections such as pupils' book inspections. Thus the teacher in charge was well informed of some of the challenges teachers and pupils face during teaching and learning.

3.4 INSTRUMENTATION

The researcher used questionnaires, interviews and observations as the data collection instruments in the research study. The researcher used three instruments to complete the triangulation such that they made up for each other's weaknesses.

3.4.1.QUESTIONNAIRE

The questionnaire as defined by Chiromo (2006) is a data gathering technique that contains compiled and organized questions that are sent to participants in the study. Questionnaires were given to the infant teachers who completed them thoroughly and brought out the challenges they faced in the teaching of English to L1 Tonga students with anonymity and confidentiality as they

were free to communicate with the paper. The questionnaires mainly consisted of structured questions as they were more concrete and were directed to the participant.

Furthermore, the researcher opted for this data gathering instrument because it allowed gathering large volumes of data from different people in a short period of time. The fact that there was maintenance of anonymity and confidentiality for the participants was another reason the researcher opted for this data collecting instrument as the participants had no fear of bringing out clearly their views. Questionnaires however have a weakness in that participants might return them with other sections not completed. To avoid this, the researcher made sure the questionnaires were not long and time consuming and used simple English to enable all the participants to answer the questionnaires. Also the fact that the research study was carried out during the school term meant that the participants were quite busy the questionnaire allowed for them to answer questions at their own free time and because the questionnaire was quite short meant that they were able to answer the questions in a short period of time. The questionnaire also allowed for the participants to answer questions freely without the researcher influencing their views as they spoke to the paper and they could write their true thoughts without fear as there was anonymity and confidentiality. The participants also managed to answer the questionnaire at their own pace.

3.4.2. INTERVIEW

Maree (2007:87) defines interviews as "... a two way conversation in which the interviewer asks the participant questions to collect data and to learn about the ideas, beliefs, views, opinions and behaviors of the participant". The infant teachers were interviewed and the researcher was able to understand the challenges faced by the teachers during the instruction of English at the school. The researcher used the structured interview so as to examine the challenges faced by the

teachers in the teaching of English and see that there was uniformity in the challenges they brought out. Haralambos (1990: 736) gives emphasis on the appropriateness of the interview saying that "...persons who are unable to read and write can still answer questions in an interview, and those who are not willing to expend their energy to write answers, may be glad to talk". Due to the reason that the study was carried out during the school term the researcher saw it fit to use the interview as teachers under study found it easier to answer questions on a one on one conversation than having to answer long questionnaires. According to best and Kahn (1993) the interview can be regarded as a data gathering instrument which is often superior to others as people are more willing to talk than to write, and usually confidential may be obtained from respondents who might be reluctant to put it in writing. The interview was considered suitable in this study as it brought out the various challenges that the L1 Shona teachers faced during English lessons to L1 Tonga primary school students.

However one weakness the interview has, is that participants may answer what they feel the interviewer wants to hear. To avoid this, the researcher first notified the respondents that the research study was mainly academic and she made the interview process quite comfortable and very relaxing for the participants. The researcher did this by visiting the teachers at their homes during their lunch hours and made sure to fit quite well with the family members present during the interview process. In this respect the interviewer was trying to gain the respondents' trust. This was done because when persons being interviewed trust the interviewer it usually brings out information that one cannot be able to collect in any other way. The interview worked quite well as respondents managed to bring out the challenges they faced in a conversation like manner. The researcher also managed to get first hand information of the challenges the respondents faced through the interview as most of the respondents explained their challenges quite well

which the questionnaire might have limited them to do due to the limited writing space. Furthermore, the respondents during the interview process managed to use their mother tongue languages like Shona and Ndebele to clearly bring out the challenges they faced during the instruction of English to the L1 Tonga students.

3.4.3 OBSERVATIONS

The researcher also used observation as a data gathering technique in the research study. Maree (2007:83) defines observation as “the systematic process of recording the behavioral patterns of participants, objects and occurrences without necessarily questioning or communicating with them”. The researcher observed teachers and pupils during English lessons and through this she gained a deeper insight and understanding of the challenges they faced due to the fact that their first languages were different. The researcher used observation because it is the most direct means of studying peoples’ overt behavior.

The observation made up for the questionnaire as the participants might have written what they thought they did which might be different from what they actually did. The same might have happened with the interview, participants would have said what they thought they did and said what they thought the researcher wanted to hear, which might be as well different from what they actually did. Therefore the researcher felt observations would bring out true data thus according to Chiromo (2006). However since observations are not 100% perfect as complete answers to problems or any issue cannot be obtained by observation alone. In this instance the researcher used the observation with the help of the questionnaire and interview to make up for the observation. This helped in bringing about trust worthiness in terms of the data that was gathered. The observation enabled the researcher to get first hand information on the challenges the teachers and the pupils faced during instruction. The researcher was able to get first

hand information on some of the strategies the teachers used during instruction in a bid to assist pupils in learning English.

3.5 DATA COLLECTION PROCEDURE

The researcher first sought a clearance letter from the Midlands State University. With that clearance letter the researcher then sought for a clearance letter from the Ministry of Primary and Secondary Education to conduct the research study. The clearance letter from the Ministry enabled the researcher to sought permission from the head of the selected school Nenyunka primary. The researcher started by conducting a pilot study at the school as she herself had once taught at the school and had faced challenges in teaching the infants due to the language barrier. In the pilot study the researcher asked three teachers of their view on how language is important to the teaching and learning process. Among the three teachers, two were infant teachers and one taught the junior level pupils. The researcher got responses that clearly showed that teaching and learning to be effective there should be effective communication. The teachers seemed to point out that in their lessons there seemed to lack effective communication because of language. The researcher with this information then concluded that language is more of a barrier to teaching and learning and thus this was more evident to infants as it is where it most prevails.

The researcher then identified the infant level teachers who would constitute the study. She then chose two infant level teachers per grade from grade 1-3 and thus constituting 6 infant level teachers that were part of this study. The researcher also decided to include the teacher in charge as she is the one who usually gets in touch with most of the infant level students as well as their teachers. Questionnaires were administered personally to the infant level teachers by the researcher and she left them for the whole day for the teachers to complete them the researcher the following day then came to collect the questionnaires. Teachers provided basic information

to the research study by filling in a set of questions and returned them to the researcher. The researcher then asked for permission from the teachers to conduct interviews during their lunch hours.

The researcher distributed the interviews so that one participant got 15 minutes interview time. Interviews were done one on one with the infant level teachers as well as with the teacher in charge of the school. The interviews took the researcher two days to be completed. The researcher had an interview script for each interviewee in this case for each teacher and recorded the responses. The teachers were asked the same questions in the same order. The researcher also found time to observe a few classes while lessons were in progress so as to see how the English lessons were taught and which language(s) were used as the medium of instruction.

3.6 ETHICAL CONSIDERATIONS

Various ethical considerations were taken into account during the research study. Due to the reason that the research study was done at a school with pupils and their teachers as the major participants the researcher as stipulated earlier obtained the consent of school authorities. The researcher also introduced herself to the participants with the aid of a covering letter from the Midlands State University. After that, the researcher also acquainted the respondents with the purpose of the study and that the results and findings of the research study would be treated with confidentiality. In this case the researcher made sure that no one got access to the data except the researcher and the research study supervisor. The participants were also guaranteed protection of their identities by making sure that all the data gathering techniques were distributed directly to the teachers and none were asked to provide their names during the data collection process.

3.7 TRUSTWORTHINESS

Trustworthiness according to Lincoln and Guba (1985) of a research study is quite significant to evaluating its worth. Trustworthiness usually involves credibility, transferability, dependability and confirmability. Maree (2007) also defines trustworthiness is when one can term the data gathered as very accurate and as what is in fact happened. Credibility in this case just means having confidence in the truth of the findings. In establishing credibility the researcher made sure to use three data collecting instruments namely the questionnaire, interview and the observation. The researcher ensured credibility through triangulation. Confirmability of the research findings was also ensured through triangulation of the data gathering instruments. In defining confirmability one can note that it the degree of neutrality or the extent to which findings of a research study are shaped by the participants or respondents and not researcher bias, motivation and interest.

The researcher made sure to use the three data gathering instruments to make up for each other. The researcher to make sure that the data she gathered during her observations was accurate she did not base her results on a singular observation. She did three observations with three different infant teachers in a bid to examine the challenges that L1 Shona teachers faced during English language instruction to L1 Tonga pupils. This helped the researcher a lot because same results seemed to appear in the three observations. The researcher also made sure to use the questionnaire and interview in a bid to get a clear picture of the challenges the teachers and pupils faced in the teaching of the English language. The triangulation method used by the researcher made it possible for the trustworthiness of the research findings.

3.8 DATA ANALYSIS

Punch (2009) defines data analysis as getting to the conclusions using the data to be collected from the research sample in the form of completed questionnaires, interviews and field notes. Data analysis in this study was mainly qualitative and it is also descriptive in nature. The researcher reduced the large volumes of data from the research instrument through summarizing the data. Data was summarized and displayed in the form of tables especially that data that is mainly centered on the general characteristics of the respondents. The tables reduced the large volumes of data gathered from interviews and questionnaires. The researcher analyzed the data guided by the research questions. Each research question had questions in the interview and questionnaires that were derived to answer the research question. Through this the researcher was able to analyze data step by step from the challenges that the teachers faced to the effects of using a foreign language in teaching primary school students to the strategies and solutions that could be used in addressing the challenges and effects. The researcher also looked at consistency in terms of the responses that teachers gave during interviews and questionnaires. This was done to clearly examine and bring out the challenges that L1 Shona teachers faced when teaching English to L1 Tonga primary school students.

3.9 DATA MANAGEMENT

The researcher in a bid to safeguard the data collected during the research study in case her computer would suffer any technical problems attached her research study documents to her email account. The researcher also stored her research study documents on a flash drive as well as on a DVD disc. This was in case her computer would suffer technical problems and hence she would be able to retrieve them. The researcher also made sure that no one would get into contact with her research study documents and information in her machine by encrypting her computer

with a password known only to her. The researcher hoped by doing this her research study documents and data gathered would be safe at all times.

3.10 CHAPTER SUMMARY

This chapter has attempted to highlight the methodological issues of the study. These included the research design that the researcher used the data collection methods and procedures as well as the data gathering instruments that the researcher used such as the lesson observation, the questionnaire and the interview with their strengths and weaknesses discussed. The next chapter will look at data presentation, its analysis and data discussion.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 INTRODUCTION

This chapter focuses on the presentation, analysis and discussion of data. The chapter will be presented in two sections. The first is mainly centered on data presentation and analysis and the second section is on discussion of the data.

4.1 .DATA PRESENTATION AND ANALYSIS

Data in this chapter is presented under two categories namely, personal details of the respondents or the participants and the other category is on the responses to the research questions that were given by the respondents.

4.1.1 DEMOGRAPHIC DATA

The general characteristics of the respondents involved in this study were established through the inclusion of questions 1 to 4 in the questionnaire and question 1 in the interview guide. Tables 1a to 1d below give a summary of the characteristics of the respondents. Table 1a below shows the distribution of the infant level teachers at the school in terms of their professional qualifications.

Table 1a: Distribution of the infant level teachers by professional qualifications.(N=7)

Professional qualification	Number	Percentage
Diploma in Education	6	85
Bachelor of education degree	1	15
Total	7	100

Key n =sample size

From the table above, it is evident that all the 7 teachers in the infant department at the school have received professional teaching in the teaching of primary school students. This therefore means that they have the knowledge on how to teach the pupils the different subjects and hence that's increasing the trustworthiness of the responses to the research questions. The researcher through the study also sought to establish the teaching experiences of the respondents by including question 2 in the questionnaire. Table 1b below provides a summary of the findings regarding their teaching experiences.

Table 1b: Distribution of the infant level teachers by teaching experience (N=7)

Teaching experience in years	Frequency	Percentage
0- 5 years	5	71
5- 10	1	14.5
10 -15	1	14.5
Total	7	100

From the table above, it is important to note that most of the teachers who participated in this study fall within 0-5 years teaching experience and according to the percentage they hold 71% of the total sample. With that in mind it is important to note that though they have less teaching experience their responses were quite similar to that of the more experienced group which made the other 29% of the sample which has their teaching experience ranging from 5 -10 years. Due to this they are capable of providing truthful information as related to the challenges faced by L1 Shona teachers teaching English to L1 Tonga primary school students. The fact that these

teachers faced the same challenges meant that they would give sound strategies that could be used to address the challenges they faced.

The researcher also sought to establish the teachers teaching experience at the school so as to understand the challenges these teachers faced and if these challenges were keeping on reoccurring. Table 1c below provides a summary of the findings.

Table 1c: Distribution of the infant level teachers by teaching experience at the school.

Teaching experience in years at the school	frequency	Percentage
0-2 yrs	2	29%
2 -4 yrs	5	71%
4 -6 yrs	0	0
Total	7	100

From the table above one can note that 71% of the respondents have been at the school for more than two years and thus the trustworthiness of their responses can be guaranteed in terms of bringing out the correct challenges they face during the instruction of English to the Tonga speaking primary school students due to the fact that the pupils and the teachers' first languages are different. An attempt was also made to ascertain the languages spoken by the respondents with close reference to their first languages. Table 1d gives a clear picture on the languages spoken by the respondents.

Table 1d: Distribution of infant level teachers by the languages they speak.

Languages spoken	Frequency	percentage
Shona and English	6	85
Ndebele and English	0	0
Shona, Ndebele and English	1	15
Tonga and English	0	0
Tonga, Shona and English	0	0
Tonga, Ndebele and English	0	0
Total	7	100

From the table above majority of the respondents that make up 85% of the total respondents speak Shona and English and thus in this instance their first language (L1) is Shona. This therefore shows that majority of the teachers at infant level at the school have a first language which is different from that of the pupils. Furthermore the other 15% of the respondents shows that the L1 of the respondent's first language is Ndebele. The table also reveals that there are no teachers who are able to speak Tonga at all, which brings us to the core of this research study as the pupils who these teachers teach are first language speakers of Tonga but come the first grade they are taught by Shona L1 teachers or by a Ndebele L1 teachers.

4.2 RESPONSE OF INFANT LEVEL TEACHERS TO RESEARCH QUESTIONS.

Responses to questions in the questionnaires and the interviews are arranged around the research questions as follows:

4.2.1 What challenges are faced by the teachers in teaching English to grades 1-3?

In a quest to address this research question questions 5-7 were included in the questionnaire while in the interview guide this was addressed by questions 3-5. From the responses given to question 5 it showed that teachers use Shona in delivering English lessons to pupils. Question 6 and 7 in the questionnaire showed that this has brought about challenges in the teaching of the English language which include:

- *Communication breakdown during lessons between the teacher and the pupils as the pupils are Tonga speaking and the teacher tries to express a point in a language (Shona) which to them is a foreign language and they cannot even understand it. From some of the respondents' point of view for a teacher to clarify a point to a student whose first language is different from that of the teacher, it is almost impossible and this seems is the case at grade 1 as evidenced by some respondents who teach grade 1 when faced with a grade 1 class it is as though lifting a huge mountain on their shoulders because it is so difficult.*
- *English lessons according to the respondents are also time consuming because pupils have problems mastering the English language as they have to first translate Shona to their first language Tonga and then to English In most instances this usually results in wrong interpretation of some of the words thus creating more and more problems for the teaching and learning process.*

The researcher went further to establish the effect of using Shona language in teaching English to Tonga speaking students through research question 2.

4.2.2 What are the effects of using a foreign language in the teaching of English to primary School students?

To address this research question, questions 8 and 9 were included and questions 6 and 7 in the interview guide were also included. In response the respondents showed that:

- In class of 35 – 40 pupils you might get one student being able to speak Shona fluently or in some instances you might not even get one student who is able to speak English.

This just goes to show the extent at which most of the pupils these teachers teach are purely Tonga. Question 9 in the questionnaire and the observations that the researcher carried out sought to establish the effects of using a foreign language in teaching of English to these Primary school students and the foreign language in this case being Shona. The following findings were brought out by the respondents:

- *Poor usage of language was brought about by the teaching of English to Tonga students using a foreign language. This usually led to poor proficiency or mastery of the targeted language in this case the English language.*
- *The use of a foreign language in the teaching in the teaching of English as leading to poor participation of pupils in class. Pupils face challenges in mastering English due to the communication barrier that exists between them and the teacher they end up not participating in class.*
- *Furthermore the use of the Shona language in learning English has led to pupils having a negative attitude towards English the targeted language. Due to the reason that they seem to be taking edges to master the English language they end up having a negative attitude which later leads to poor participation as well as poor performance.*

The researcher went on to establish how these challenges and effects can be addressed through research question 3.

4.2.3 What strategies can be put into place to address these challenges and effects?

To address this research question, questions 10 and 11 were included in the questionnaire and question 9 in the interview guide was designed. The respondents responded as follows:

- *At grade 0-3 level (infant level) pupils should be taught in their mother tongue. This reduces the degree of poor usage of language which seems to be reoccurring.*
- *If pupils are to be taught in their mother tongue it therefore means that teachers should as well be able to teach in the mother tongue of the pupils. This can only be done if teachers colleges and universities that groom these teachers can offer Tonga language, hence should be taught various local languages. Also teachers can also take time to learn the mother tongue of the pupils though it's quite difficult.*
- *The curriculum should also be designed in a manner that accommodates languages like Tonga and thus textbooks in Tonga should also made available so that these pupils should be taught in their mother language.*

4.3. DATA DISCUSSION AND INTERPRETATION

Data discussion and interpretation section will be organized according to research questions.

4.3.1 What challenges are faced by teachers in teaching English to grades 1-3?

The data that was presented in the previous section on this research question showed that the main challenge is that there is a communication barrier between teacher and students as their first languages are different and thus it proves difficult for the teacher to clarify a point to a student whose first language he or she cannot even speak. The other challenge was that due to this pupils

end up taking more time that required for them to master the English language and end up getting to upper grades still facing challenges in mastery of the English language. These findings especially of a communication barrier between teacher and students go against Gora (2013)'s views on effecting teaching and learning to take place there must be effective communication which in Africa according To Gora can only occur through use of African languages and thus the mother tongue should therefore be the first choice for educational instruction since it is the language of primary socialization.

This therefore means that communication breakdown can only be done away with according to Gora (2013) through use of the mother tongue of the pupils during teaching and learning. Though Gora (2013) mainly centered on Shona and Ndebele as the main local languages and mother tongue of the Zimbabwean people, it is important to note that effective communication is important during instruction and thus this study seeks to establish how barriers to communication can be dealt with, with close reference to first languages of those involved in teaching and learning being different.

4.3.2. What are the effects of using a foreign language in the teaching of English to primary school students?

The data presented in the previous section on this research question showed that it has led to pupils having poor usage of language in this instance English and thus leading to poor proficiency and mastery of the English language. This was mainly caused by the reason that pupils ended up having to translate Shona to Tonga then to English and this was evidenced by during the observation process. The results revealed also showed that it led to poor participation in class because pupils faced challenges in mastering the English language. This also the lead to

pupils developing a negative attitude towards the subject and this was evident in most learners according to their teachers.

Makondo (2012) in his research study on the effects of language of instruction on the Tsonga (Shangani) primary school students agrees with this notion that the use of a foreign language as a medium of instruction for primary school students impedes classroom performance. Makondo (2012) notes that learning in a foreign language, pupils had to transfer their thoughts from their own language to that language being used in class. With reference to Makondo (2012)'s view on transferring thoughts this is evident to the Tonga speaking primary school students when they are learning English as they have transfer their thoughts not just to one language but two language that is from Shona to Tonga and then to English. According to Makondo (2012) the more complex the problem the more important the home language of instruction. Thus, the issue of language of instruction, communication and conceptual development is critical in learning.

4.3.3 What strategies can be put into place to address these challenges and effects?

The data presented in the preceding section to address this question revealed that pupils should be taught in their mother tongue and in this case should be taught in Tonga. This view agrees with the findings of Chisaka and Vakalisa (2003), Ndamba (2008), Makondo (2012) and Gora (2013) who in their studies seem to bring to the fore the point that mother tongue is the best in teaching and learning to be effective. According to Ndamba (2008) if a child masters the first language learning another language becomes less problematic because habits of speech, listening, reading and writing can be transferred to the learning of the second language. Ndamba (2008) notes that the use of the mother tongue is very important and views the mastery of the mother tongue as the vehicle leading to the mastery of a second language.. Thus in this instance

if the L1 Tonga students are to be taught their mother tongue Tonga the learning of English will not be that difficult and strenuous as it is currently.

Vakalisa and Chisaka (2003) say that excluding the native language of the learners militated against children's performance. The findings to the research question in the previous chapter also showed that teachers should be trained in many local languages so that they can fit into any environment and hence will not contribute to children developing a negative attitude in learning English. Another finding was that the curriculum should also include subjects like Tonga and other local languages and thus other minor languages should also be included. Textbooks written in minor local languages should also be made available so as to accommodate learners who are speakers of minor languages. This will go a long way in accommodating speakers of Tonga and all the other minor languages.

4.4. CHAPTER SUMMARY

The chapter has seen the presentation, analysis and interpretation of data from questionnaires, interview guides and observations. Discussion of the findings revealed that challenges faced by L1 Shona teachers teaching English to L1 Tonga primary school students are that of a barrier in communication between teacher and students and thus causing students to participate poorly and also to develop a negative attitude towards English as a subject. The next chapter will look at the summary and conclusions drawn from the study and the recommendations.

CHAPTER 5: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 INTRODUCTION

In this chapter the researcher concluded the entire research by giving a summary of the whole research study, drew some conclusions from the study and made some recommendations on the basis of her findings. In the summary the researcher looked at the research problem, the method used and the design used, the limitations of the study and the implications of the findings in the conclusion section answers to the research questions were summed up. The conclusions were made based on the findings of chapter four. Based on these conclusions, recommendations for further research were made.

5.1 SUMMARY

The study set of to map out the challenges faced by L1 Shona teachers teaching English to L1 Tonga primary school students. The study set out to examine the challenges faced by L1 Shona teachers teaching English to L1 Tonga primary school students with special reference to the infants (grades 1-3). The researcher was prompted to carry out the research study after having faced challenges in her teaching of the pupils at infant level. The researcher used the case study method. As stated in chapter one in the delimitation of the study, the researcher's targeted population were the Tonga speaking infant level pupils that is grade 1-3 and their infant level teachers as they were the most affected. The researcher used three data gathering instruments namely the questionnaire, the interview and lesson observation in trying to map out the various challenges and the strategies that can be used in solving the challenges. The researcher interviewed seven infant level teachers and those teachers were also given questionnaires to complete. The seven teachers in the infant department at the school managed to complete the questionnaires and also managed to answer most of the questions appropriately. The researcher

also managed to observe two lessons in a bid to get first hand information on the exact challenges teachers faced during the English lessons to the Tonga speaking Primary school students.

However the study was not without its own limitations. The research study was carried out during the school term thus the researcher had to ask for permission to gather the research study during lunch hours and sports days at the school. The researcher also programmed her visits in such a manner that she managed to gather data in a short period. The researcher found out that there was a learning barrier between the L1 Shona teachers and the L1 Tonga pupils. The communication barrier led to pupils developing a negative attitude towards the English language and thus led them to participating poorly and performing poorly as well.

5.2 CONCLUSION

The research set out to answer three research questions which were stated in the form of research questions namely:

1. What challenges are faced by the teachers in teaching English to grade 1-3?
2. What are the effects of using a foreign language in the teaching of English to primary school students?
3. What strategies can be put into place to address these challenges and effects?

5.2.1 What challenges are faced by the teachers in teaching English to grades 1-3 pupils?

In a bid to get answers to this question the researcher used three data collection instruments which were questionnaires, interviews as well as lesson observations. None of the teachers could speak Tonga which was the first language of the pupils and that was the first challenge that the teachers and the pupils faced. There was also a learning barrier and this was caused by the reason

that the teachers and pupils' first languages were different hence pupils were taught English through Shona which to them was a foreign language. The researcher therefore concluded that Shona to the Tonga speaking pupils is a learning barrier as pupils had to transfer their thoughts from Shona to Tonga and then to English

5.2.2 What are the effects of using a foreign language in the teaching of English to primary school students?

To answer the question above the researcher from the questionnaires, interviews and observations noted that due to the pupils learning English through the use of Shona, they ended up having poor language use in the targeted language in this instance in English. This then led to poor proficiency in the English language. Furthermore using a foreign language led to pupils participating poorly in English lessons as there was a communication barrier between them and the teacher. The researcher also concluded that using Shona in the teaching of English to the Tonga students also led to pupils developing a negative attitude towards English which later led to poor participation as well as poor performance.

5.2.3 What strategies can be put in place to avoid these challenges and effects?

In a quest to answer the question above the findings from chapter four showed that pupils should be taught in their mother tongue to reduce the level of poor language use in this instance in English. This was going to go a long way in mitigating the various challenges and effects. The researcher also from the findings noted that the curriculum should be designed in such a manner that it should include minor languages like Tonga. This was to be done according to the findings through making available textbooks written in various local minor languages. Therefore the researcher concluded that use of mother tongue would mitigate the challenges as well as the

redesigning of the curriculum in a bid to accommodate other minor languages would also help and thus will be done through use of textbooks written in minor local languages.

5.3 RECOMMENDATIONS

In light of the above conclusions drawn from the findings from chapter four the following recommendations are made:

5.3.1 Language policy should be practical and not a ‘paper policy’.

The existing language policy in Zimbabwe states that pupils from grades 1-3 should be taught in their mother tongue. However this is more of a paper policy as practically it is not what is happening in schools. The language policy on the ground gives prevalence to languages like Shona and Ndebele as they are the most spoken languages in Zimbabwe and are spoken by the majority of the Zimbabweans. It seems Shona and Ndebele are the languages that seem to be used as the medium of instruction in schools even in places where minor languages are spoken. In this respect the researcher recommends that as the policy states that pupils should be taught in their mother tongue, pupils who are speakers of minor languages like Tonga should therefore be taught in their mother tongue. Language policy personnel should see to it that the policy that was made should not just be a ‘paper policy’ but should be practiced practically. Thus teachers should make sure they teach pupils using their mother tongue.

The practicability of the language policy will go a long way in assisting the learners whose only language of communication is their home language. This will also go a long way in boosting the esteem of most minority language speakers in schools and thus they will not develop negative attitudes during learning.

5.3.2 Writing textbooks which incorporate indigenous languages

The study revealed that pupils who were understudy were taught in two foreign languages Shona and English. These languages have textbooks which are written in them and readily available country wide. The study also revealed that pupils were taught English through the use of Shona hence pupils who spoke Tonga as their first language had to transfer their knowledge from Shona to Tonga and to English in their learning of the English language. The moment these children were taught in Shona it meant that they would also get to learn the culture of the Shona and hence this meant that their culture was gradually vanishing. This study therefore recommends that textbooks in Tonga should be made available so that pupils would be able to learn English as a foreign language without much difficulty. In this respect the government should set up projects in which textbooks should be written in various local languages including minor languages like Tonga, Venda, Tsonga to name but a few. This will enable pupils to acquire quality education as quality education can only be guaranteed through effective communication. In this instance effective communication between teacher and pupils at infant level entails learning through the use of the children's mother tongue. This guarantees that there won't be a learning barrier between teacher and pupils as was evident in this current study.

5.3.3 Training and support for teachers.

The researcher earlier recommended that textbooks written in minor local languages should be made available but that will also entail that teachers should be equipped with the knowhow of teaching pupils with those textbooks. This therefore will only be done through setting up a strategy to train and support teachers so that they can be able to speak the various minor languages. In-service and pre-service training should be done in schools country wide in a bid to help the teachers so that they will be able to teach pupils of first languages different from theirs.

The program on teacher training should start by targeting teachers who are currently teaching in places where minor languages are spoken and then later should encompass all primary school teachers.

In a bid to make sure that teachers being trained in teachers colleges and universities will not face similar challenges like the ones that this study revealed these institutions should introduce the teaching of minor languages. This will therefore mean that teachers coming from teachers colleges and universities will be relevant educators who have the capacity to handle learners who have language challenges and also learners who speak different languages. Thus primary languages will become effective tools for expressing national culture. If this is done these teachers will create bridges between the school and minority parents and hence will introduce the minority culture as content into the curriculum. This is quite significant as it enriches the country's curriculum. It is important to note that maintaining fluency in the learners' home languages usually depends on the teacher's understanding of the child's home language and culture. Therefore this study recommends that teachers should be trained in various local languages so that they can be able to assist pupils in their different cultures and also in upgrading their pupils' cultures.

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7. Do you face any problems when teaching English to your students?

Yes []

No []

8. If there are any problems you face, would you list some of them below

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9. What are the effects of using a foreign language in the teaching of English to primary school students

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10. What measures can be put into place to address the challenges and effects you mentioned in questions 8 and 9?

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11. How can one deal with the challenges and effects of teaching English in a foreign language?

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Thank you for your time and cooperation.

Lesson observation guide

1. Lesson topic.....
2. Languages used for instruction during the lesson
3. Methods and activities done during instruction
4. Pupils participation during the lesson in close relation with the language of instruction in the lesson.
- 5 Challenges that was evident during the lesson due to the use of language of instruction

INTERVIEW GUIDE

Questions

1. What grade do you teach?
2. Which languages are you fluent in?
3. What is the first language of most of your pupils?
4. Do you face any challenges during the instruction of English lessons in your class?
5. If yes what are these challenges?
6. Which languages do you use for instruction in your class mostly in English lessons?
7. How many children at estimated come to school at grade 1 level being able to speak a few words in Shona?
8. How best can these challenges addressed from your own point of view?