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AN INVESTIGATION ON THE IMPACT OF LOAN WORDS IN THE TEACHING OF ISINDEBELE IN KHAMI DISTRICT BULAWAYO PROVINCE.

BY

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A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF APPLIED EDUCATION IN PARTIAL FULFILMENTS OF THE BACHELOR OF EDUCATION DEGREE IN AFRICAN LANGUAGES.

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The undersigned certify that they have supervised the student, read and made are commendation to the Midlands State University for acceptance of a research project titled **AN INVESTIGATION ON THE IMPACT OF LOAN WORDS IN THE TEACHING OF ISINDEBELE IN KHAMI DISTRICT BULAWAYO PROVINCE.**The project was submitted in partial fulfilment of the requirements of the Bachelor of Arts Honours degree in Archaeology, Cultural heritage and Museum studies.

Supervisor--

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DEDICATIONS

To my immediate family , especial my caring, lovely and supportive husband Alfred .M Ndlovu and my three adorable children, Nozithelo, Nobleman and Dumile whose love and care has always given me the courage to pursue my dreams. I would have not made it this far. To my beloved and supportive sister Bongani l wish you were in Zimbabwe to witness the achievement of your young sister. A special dedication is also due to my close friend Lovelet Ncube. Finally l dedicate this piece of work to the almighty God for the strength and divine protection throughout my academic years.

ABSTRACT

Schools in Khami District have not been spared from the influence of loan words in the teaching of the Ndebele language. The researcher focused on the impact of loan words in the teaching of Ndebele language in the selected Khami District Schools of Bulawayo Province .The Schools were Dumezweni Primary School, Godlwayo Primary School and Ngwalongwalo Primary School. The target population comprised of the heads of the schools , teachers and grade 7 pupils in selected Khami District Schools .The study adopted a descriptive research design and used a mixed method approach in which questionnaires were comprising of open and close ended questions .The questionnaires were administered to teachers and students whereas interview guides were administered to the heads of Schools .The questionnaire and the interview guides were administered to 15 teachers and 18 students who were selected using a stratified random sampling method . The sample was drawn from a population of 50 (30 students were grade 7 pupils from the selected 3 schools and 20 were teachers from those selected schools) and 3 heads of schools were given interview guides since they were the heads of those selected schools. The results were presented in tables, pie charts, narrations, codes and themes. The need for the Government to enactment the policies that encourage the use of proper Ndebele vocabulary was of a great interest to the respondents. Data was gathered from both primary and secondary sources .Research findings also revealed that the main problem presented by loan words to the Ndebele language was the erosion of the Ndebele language, loan words were accepted in the Zimbabwean education system. In light of these findings , the study recommended that there should be clear language policy that supports the use and teaching of indigenous languages that would encourage proper use of native languages .The research also recommends that the Government should come up with the policies and Educational curriculum that supports the use of indigenous languages .The research further recommends that the Examination boards like ZIMSEC should set Ndebele questions in proper Ndebele language so that learners can use the correct Ndebele vocabulary .Therefore the markers should penalize the students who do not answer Ndebele questions in proper Ndebele language. Further study should be carried out on the effectiveness of strategies in place to solve the influence of other languages on the Ndebele language.

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MAY THE GOOD LORD BLESS YOU ALL

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CHAPTER 1

RESEACH PROBLEM AND ITS SETTING

1.0:Introduction

The researcher focused on the analysis of the impact of loan words on the teaching of the Ndebele language on learners .Children growing up in the world associated with multi cultural societies , technological advancement and globalisation which causes contacts in languages are likely to experience the use of loan words on their native languages .Stakeholders should come up with strategies that help to solve the issue of loan words on the Ndebele language .This chapter introduces the problems presented by the ever changing Ndebele language , the benefits for the use of the loan words in the Ndebele vocabulary , the way the teachers relate to students in the ever changing Ndebele language which form the research questions for the study . The significance of the study and limitation of the study are also explained ..

1.1:Background to the study

This research sought to address the questions ; whether the Ndebele as a language has been changing for the better or for the worse due to its contact with the surrounding languages .If it has been changing, what has been the causes and what has been the results . The surrounding languages which use the "r", "dz" "zh" which are the manifestation of the Ndebele language change will cause problems.

Historically linguistics have long established the fact that every language changes throughout the history. Gumpers (1972:5) , maintains that " language undergo constantly coming into use , and at the same time the old words and old form are dropping out of use .The lexical systems of all living languages are therefore always changing .

According to Ndlovu (2012) ,there are quite a number of of factors attributing to this process of linguistic change . These factors may be society or purely linguistic depending on the precise nature of each particular situation . Ndlovu (2012:49) ,noted that when culture comes into contact with one another borrowing takes place primarily in the realm of lexical items . In most cases , the borrowing at anytime appears to be primarily in one

direction where the culture with the greatest prestige is the primary learner . Borrowing then becomes the language contact when the new concepts in nature , technology ,religious and location there is need to change language to accommodate them .

Chinhundu (1991) points out that language change is now particularly evident in fast changing world of global travel and communications , electronic information processing , multi ethical and spreading of English and other languages that have been inherited from their imperial power .The scenario described by Chimhundu (1991) provides the fertile ground for the process of language change as a result of language contact .Chinhundu''s description of the world at present , presents an idea and mature environment for the languages to come into contact as a results of global travel and multi-ethnic and multi -lingual interactions .

The world had now come to stage where it is like one village due to global interaction and communication in different languages which cut across ethnic and racial lines .As a result of this globilisation of the world it therefore comes as no surprise when different world languages come into contact thereby influencing each other , thus necessitating language change . Kulube (1995) elaborated that when languages come into contact , grammar and vocabulary of one group are likely to exercise some influence on the other . Under circumstances , word , especially word for new concepts which previously did not exist in one culture are able to pass from one language with the words or concepts to the other which previously lacked words for those concepts .Physical , social and technological changes are only of the major reasons why languages change .Hoengswald (1960)   supports his argument when he noted that when change for example physical technological , social change overtake the community old discourses will disappear and new ones will appear. This may have obvious influence on the lexicon .

Languages like Ndebele has also been exposed to physical , technological and social change in their history . As a result Ndebele vocabulary has also been changing through out history as is evidenced by multi new words technological invention which previously did not exist in Ndebele lexical system have now been adopted from languages like English and Afrikaans and remorphological to suit Ndebele''s phonological and grammatical structure .These new words adopted by Ndebele from other language

indicate that Ndebele language is also changing like these of other living languages .

It is however imperative to point out that , for a language like Ndebele , linguistic change has been necessitated by contact with languages which can be classified into three categories firstly , Ndebele"s linguistic change has necessitated by the adoption of lexical items , concepts and ideas from language of technologically advanced culture of the west like English in secondary schools , it has been necessitated by the influence of the indigenous languages like Kalanga and Shona .Thirdly it has been necessitated by the influence of the clique like gangsters which from colloquial languages .

1.2:Statement of the problem

The Ndebele language has been changing as a results of interactions with people from different culture , colonisation , globalisation of the world , technological advancement and inter tribal marriages . Despite various measure to preserve the Ndebele language ,the Ndebele language due to various unavoidable factors that had borrowed many words from other languages and this has created both negative and positive impacts on the Ndebele vocabulary . This study sought to investigate on the impact of loan words in the teaching of Ndebele language of Dumezweni Primary School in Bulawayo .

1.3:Research questions

1)   What are the problems likely to be caused by the ever changing Ndebele vocabulary?
2) How do teachers relate to the pupils in the ever changing Ndebele vocabulary?
3) What are the benefits caused by loan words in the ever changing Ndebele langu**age?**
4) What are the possible reccommendation that can be put forward to solve the issue of loan words on the Ndebele language?

1.4:Significance of the study

The study will be of significance to various stakeholders and interested parties for example teachers , parents , pupils , education officers , government organisation

especially the Ministry of Primary and Secondary education and also those from the curriculum Development Unit (CDU) .

The study would enable teachers devise the best methods of teaching proper Ndebele language and also would have helped teachers to have proper relation with pupils in the ever changing Ndebele language environment.

The study would help the pupils to use proper Ndebele and also be able to meet the Ndebele vocabulary needs of the Ndebele language so that the Ndebele language is preserved , valued and so that the Ndebele language reclaim its status .

Would help Education officers and the Ministry of Primary and Secondary Education to come up with policies that encourage the use of proper Ndebele language and that encourage proper relations between the teachers and pupils.

The study would help the parents to derive methods of ensuring that their children use proper Ndebele language despite presence of factors that causes a lot of borrowing from other languages.

The researcher has now has the knowledge on how the loan words are affecting the Ndebele language. The research has the solutions to the problems which will assist in the language preservations.

1.5: Assumption of the study

Information on loan words would be available .The researcher assumes that that the information on problems presented by loan words on the teaching of the Ndebele language, benefits of the use of the loan words on the Ndebele language, the way teachers relate to pupils on the ever changing Ndebele language and the recommended solutions on the issue of loan words would be available.

Respondents have a general understanding of loan words. The researcher assumes that all the respondents have knowledge of the impact of loan words on the Ndebele language.

The researcher will have enough funds necessary to complete the study. The researcher assumes that adequate funds to carry out the study would be available and this would achieve through making a budget.

Respondents would co-operate, disclose accurate and relevant information for this study. The researcher assumes that the respondents would act in good faith, avail reliable and correct information.

The time would be enough to carry out the research. The researcher assumes that the time to carry out the study would be adequate and this would be achieved through making a time table to allocate time for work , modules and the research .

1.6:DELIMITATIONS OF THE STUDY

The scope of the study would be limited to the investigation on the impact of loan words in the teaching of Ndebele language in Dumezweni Primary School in Pumula Suburb in Bulawayo .The study would focus on three Primary schools in Pumula suburb in Bulawayo for the period of 2015 to 2016.

1.7: LIMITATIONS OF THE STUDY

Lack of adequate funds by the researcher to finance the research and collect enough information. Funds shortages would affect the ability of the researcher to carry out the study .

Time constraint since the researcher was carrying out this study concurrently with other courses and work which also needed attention .The work dynamics, modules to be read would limit the time available for this research .However the researcher would come up with a time table .

Some respondents did not answer questions due to other commitments and some Schools did not disclose information for confidential reasons.The issue of confident of information would limit the amount of information on the impact of loan words to be

collected by the researcher .The researcher would counter that by requesting for a letter authorising her to carry out the study from the Ministry of primary and secondary education .

1.8:Defination of terms

Loan words - these are imported linguistic items from one linguistic system into another (Trask ,1996:18).

Borrowing - According to Trask (1996:18) , borrowing is a natural process of language change whereby one language adds new words to its own lexicon by copying those words from another language. The words which are borrowed (although "it is more like a kind of stealing or a kind of copying, since 'borrowed' words are never 'returned' to the donor language) .

1.9:Summary

The chapter begins with the introduction of the study , then the background of the study is highlighted ,then the organization of the study is also highlighted ,then the statement of the problem is stated ,research questions are raised .The chapter further proceed by highlighting the assumption of the study , the significance of the study , delimitation of the study , limitations of the study and the definition of terms is highlighted .The next chapter covers the review on the related literature which is one of the paramount aspect of the research .

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.0 :Introduction

In this chapter the researcher analysed and evaluated the literature available concerning the impact of loan words in the teaching of Ndebele language in Khami District .The researcher analyses and evaluates available literature concerning the problems presented by loan words in the ever changing Ndebele language , the benefits associated with the use of loan words in the Ndebele language , how teachers relate to students in the ever changing Ndebele language and the recommended solution to solve the issue of loan words on the Ndebele language .

2.1:Causes of loan words

Scholars were in mixed views as to what caused borrowing of words. Some scholars had linked borrowing to certain causes like technology advancement, government policies, colonisation, migration, wars and prestige associated with languages assumed to be of high status (Prinnavia , 2011).

2.1.1:Technological Advancement

There were certain technological development factors that make the need for the use of loan words in local languages to arise. They made the need to fill in the linguistic gap possible for prestigious or luxurious reasons. Jones (1998) stated that technology advancement may make one language posses words which do not have an equivalent in another language and therefore a need to fill linguistic gap arised.

Prinnavia (2011) concurred with Jones (1998) by stating that development of computer technology does not come from Ndebele tribe and therefore the speakers do not posses any equivalent synonym in Ndebele   language and hence the need to adopt the word

ikhombiyutha .

2.1.2:Government policy

The government policy had a bearing on the extent of borrowing from other languages. Colonisation in Africa brought in a lot of loan words and hence it brought a track of destruction on African languages .Colonisers and missionaries brought new words which were absorbed into African languages. According to Hadebe (2002) , words like umphorofithi and ibhayibhili were borrowed from the English words like prophets and bible as a result of the influence of colonisers and missionaries .

2.1.3:Prestige of other languages

Certain loan words were adopted as they were perceived to be coming from high language status (Hadebe ,2002). Ngoma (2002) is also in agreement with Hadebe (2002) by stating that people borrow because certain linguistic units are associated with state and prestige even though they have equivalents in the borrowing language. Closs and Dasher (2002) also stated that borrower might be necesitated to fill a linguistic gap because of social standing of the speaker speaking in foreign language.

2.2:THE PROBLEMS LIKELY TO BE PRESENTED BY LOAN WORDS

Scholars were on differing views as to the problems presented by loan words on the teaching of the first language. The studies from different scholars indicated the problems presented by loan words include ,problems caused by semantic changes , distortion of correct pronunciation ,language corruption ,language borrowing creates conflicts between the young and the old generation and extinction of languages ,loss of culture ,status and identity (Yano ,2001).

2.2.1:Problems Caused by Semantic Change

According to Yano (2001) , loan words that some of   native English speakers who comprehend even a little Japanese will recognise , is that most of   loan words   posses the exact similar   meaning as their English counterparts, whereas   others have a slightly, or absolutely different meaning to the original English from which they originated .What this semantic change means   for a Japanese citizen speaking English is that even if they make use of   a word which they know because it is an English loan word in their own language, they cannot be certain that the meaning it has in Japanese is similar to   its original English meaning. Kay (1995) stated two reasons why many loan words mutated so radically after assimilation into the Japanese language. The first reason is due to the fact that the subtleties of the original meaning of the English word may not be absolutely comprehended by those using it in Japanese, and the other reason is that "with foreign origin words, there is lack of strong cultural motivation to protect their original meanings." (Kay, 1995, p 72)

Owing to the   fact that loan words can adopt a meaning that is different from original is not only necessary as far as Japanese language is concerned , as well as English learners in Japan, but on a wider scale, may possess some impact on the state of English throughout the   world. Groddol (1987) stated in depth the global spread of English and also revealed that when foreign speakers of English are too many in relation to native speakers of English, they end up influencing the development of English than those who speak it as a first language. This puts a lot of pressure on speakers of English as a second language, in the sense that there is need for them to be aware that their misuse of English could have an adverse consequences on how the English language changes.

One outcome of loan words is a language change (Carter & McCathy ,1988;19).The vocabulary experience change in such a way that old items drop out ,new terms are brought in and therefore the internal link of the entire set changes . In Zimbabwe Provinces where mainly the Ndebele language is spoken , The Ndebele speaking people passed through the war of liberation from 1972 to 1979 and also through a civil war from 1982 to 1987 and as a result there was a semantic change and some words were

introduced .

Table 2.1: Words which were introduced in the Ndebele Language

Ndebele Word	Background
Umthengisi	Prior to the war this word meant shopkeeper or a salesperson. There after undergoing pejorative changes, it now meant to a traitor.
Umjibha	This word made reference to Zimbabwean migrant workers in Johannesburg. Residing in Johannesburg which was associated with crimes and surviving there, these workers were viewed as being brave and brilliant.During and after the liberation war, the word umjibha changed its meaning to mean a male assistant to guerrillas, who assisted in distributing information between guerrillas and villagers.

Source : (Carter and McCathy, 1988;19)

The borrowing of English words into the Swahili language had resulted in the adoption of new consonants clusters in Swahili language . Consonants sequences such as fs, bd, fl have found their way into Swahili language through Arabic (Legere, 2006:176). Petzel l(2005:86) stated that certain sounds sequences that usually would not occur next to each other without an intercepting vowel now exist in Swahili morphology as a result of borrowing from English. Examples of such consonant sequences are found in words such as:

soksi   socks

Diski   disk

Spika   speaker (speaker of Parliament)

Dikteta   dictator

Digrii   degree

Klabu   club

2.2.2: Distortion of the correct pronunciation

According to Yano (2001), loan words result in problems to Japanese when they are speaking in English and this creates an understanding barrier or difficulty. Tanaka (1995) stated that, owing to the syllabic limitations of monosyllabic Japanese Katakana, it is impossible to produce consonant clusters without placing vowels sounds in between them. Due to this, words in English that possess few syllables end up being expanded. Therefore the request for the need to produce their Katakana equivalent in Japanese.   As a result of the need to save time, Japanese have shortened many loan words and such shortening has become standard method of writing or speaking the loan words with people lacking awareness of its original form. In some cases, two loan words have been merged, with one or both of the original English words shortened. This has created pronunciation changes and thus distorting the pronunciation of Japanese.

2.2.3: Language corruption

Loan words created confusion in people learning the native language (Crystal, 1992). According to Capuz (1997) many loan words causes confusion in Japanese language .Loan words presents a problem to people learning Japanese as a foreign language and therefore loan words have led to the corruption of the Japanese language (Capuz , 1997). Hadebe (2000) is in agreement with Crystal (1992) in connection to the corruption of local languages as a result of borrowing by stating that Ndebele's language is being corrupted by borrowing from other languages like the English language and that borrowing was furthering the corruption by large scale borrowing without 'differentiating the chaff from the grain', as one observer complained (Hadebe, 2000). It is with this regard   that creativity is called upon in coining 'better' words in place of such terms as ifayinifesi (fine face) and ikheshithokhu (cash talk)(Hadebe et al , 2001).

Furthermore Hadebe et al (2001) are in agreement that the use of words having the sounds /r/ and /dzw/ is thus being viewed by most mother-tongue speakers of Ndebele as creating confusion in the Ndebele vocabulary and hence corrupting the Ndebele language.

Crystal (2001) stated that despite English loan words enrichment into the Swahili language in terms of language expansion, English language is a threat to the Swahili language in terms of language shift. Quarshit (2009) disagreed with Crystal (2001)mby stating that sometimes the blame on the English language is not fair , because the impact of English loan words on most world languages is consequential rather than deliberate. Quarshit (2009) further stated that English loan words influence in Tanzania continues to grow strong in key areas such as drafting of bills in parliament, high court proceedings and private institutions like banks.

2.2.4: Language borrowing creates conflict between the young and the older generation

Nong et al. (2002: 17) observe that 'younger respondents seem to accept loan-words much more easily than the older generation'. Resistance to loan-words by the older generation should be understood within the context of the high social status Ndebele (abeZansi) had over other ethnic groups during the pre-colonial period. It is an outcome of the perceived prestigious linguistic status of Ndebele over the regional languages such as Kalanga, Tongo, Nambya and Sotho. Therefore according to Nong et al (2002: 17), the use of loan words have created conflicts between young Ndebele speakers and the old generation who are still holing to the prestigious culture of the Ndebele language .

The younger generation, who have no knowledge of the high status of the Ndebele language and a hazy politically informed understanding of the linguistic struggle in Zimbabwe, has a positive attitude towards loan-words Nong et al. (2002: 17). Their attitude is conditionally determined by the problems loan-words pose in the education curriculum. Otherwise, the younger generation, in mainly those of school going age,

favours the inclusion of loanwords in Ndebele language Nong et al. (2002: 17).
However Sebba (1997: 4), stated that purist attitudes 'are cultural phenomena which can, and do, evolve with time and which are not invariant from generation to generation or society to society'.

Thomason (2001) is in agreement with Nong et al. (2002: 17) by stating that the young generation or the young people in Netherlands have accepted the influence of the English language in Dutch which is in conflict with the old people in Netherlands who are not in good terms with the use of English loan words in Dutch language.

2.2.5: Extinction of languages

The use of loan words caused some native language words to disappear (Thomason, 2001) .Notier (2009) and Van Hout (1994) concurred with Thomason (2001) when they stated that in Netherlands , the English language has become so influential that the Dutch language is in the risk of disappearing .They further stated that in Netherlands , English words are used more than the Dutch words .Crystal(1992) also concurs with Van Hout (1994) by stating that the use of loan words create dominant foreign language words at the expense of the native language words and thus has an impact of causing extinction of the native languages in favour of dominant languages .according to Bern (2000), the infiltration of European words like Dutch words and English words in the Khoisan communities in Southern African countries namely Namibia, Botswana and South Africa has resulted in some khoisan language words becoming extinct .Campbell (2007) concurred with Bern (2000) by stating that the influence of European language words like English words in Western African communities like the Fulani communities in Cameroon has resulted in the extinction of some Fula language words .

2.2.6: Loss of culture, status and identity

The culture of any society was linked to the language spoken by the society .Language preservation reflects the preservation of the society's status, culture and identity .Language status is the position or standing of a language versus other languages. A language garners status according to the fulfillment of four attributes (Stewart, 1990).

According to Stewart (1990), four attributes that determine language status are origin, degree of standardization, juridical status, and vitality dictate a language's status.

The use of borrowed words had caused the change in languages and also had resulted in certain tribes losing their culture, status and identity .At a global scale in Japan, Western languages were seen as symbolic of progress and modernization. The steady increase in English loan words in Japanese is a clear example of the influence of culture on language .Hence, through their zeal to emulate the American way of life, the Japanese people began, perhaps unconsciously, to use more English words in their own language. During Japan's social and economic development the use of foreign words symbolized the power, wealth and prestige of Western countries and naturally gained momentum towards standardized use in everyday language. Therefore through the use of English loan words, the Japanese lost their culture, status and identity.   The problem of loan words resulted in language change which resulted in loss of culture identity and status to the dominated language group.

The provided mainly the discussion on the problems of loan words to native languages like Ndebele language. It stated that languages like English provide the major influence of other languages like Ndebele. However the research remains void as to the impact of these native languages like Ndebele language on prestigious languages like the English language.

2.3: THE BENEFITS CAUSED BY LOAN WORDS

Just like a coin where for every head outcome there is tail outcome, loan words despite their problems they have some benefits in the society. Some of the benefits according to different scholars are that loan words helps facilitate speaking in a common language , use of loan words is a sign of prestige and also keep languages abreast of changes in the social life. Crystal (2001) stated that the influence of English loan words in Swahili language in East Africa is two dimensional: English borrowing in Swahili has positive outcome in that it has positive it has served as the most source of enrichment to the Swahili language in terms of language expansion.

2.3.1: Loan words helps to facilitate speaking in a common language

According to Ando (1997), 67% of the list of vocabulary included in 75 junior and senior school textbooks written in English language which were used in 1996 were made up of English words which were contained in Japanese loan words dictionaries. The large number of loan words that are known to the Japanese shows that even though loan words result in barriers to communicating in spoken English, it is impossible to avoid them when a Japanese citizen speaks in English (Ando, 1997). Therefore instead of avoiding them (loan words), it is more essential to to teach students such differences in pronunciation and meaning and use of loan words as a means for improving English ability (Takashi, 1990). Furthermore ensuring that Japanese students are aware of many English loan words creates an important source for encouraging English students, indicating to them that they have large, and for the most part under utilised, resource from which to draw on (Ando, 1997).

Enormous vocabulary that deals with a wide range of subjects including information and communication technology, sports, entertainment, science and technology are borrowed from English (Pertzell, 2005:85). The vocabulary expansion comes through a series of phenomena which includes the adoption and assimilation of mainly lexical items such as nouns and verbs from English language and the construction of hybrid lexical items formed from Swahili and English (Pertzell, 2005).

2.3.2: Use of loan words is a sign of prestige

According to MaGregor (2003), the use of borrowed words mainly from the influential languages brings status to the native speakers. Takashi (1990) concurred with MaGregor (2003) by stating most loan words initially were adopted in Japanese because Western languages were perceived as sign of progress and modernization. Takashi (1990) further stated that ,the Japanese nationality who was heard using loan words from the western languages was viewed as having high status .Furthermore   Sanseido (2000), stated that during Japan's social and economic development the adoption of foreign words shown the power, wealth and prestige of Western countries and naturally gained momentum towards standardized use in everyday language   and hence any Japanese citizen who

used Western countries loan words was perceived as powerful. Furthermore Takashi (1990) stated, Japan has certainly reached its goal of becoming a modern, economically powerful society, loan words still maintain their status to the Japanese as language which is fashionable, cool and generally appealing, therefore the main factors responsible for bringing new loan words into Japanese are advertising companies, the media and popular culture in general, as stated in Daulton (2004), "The general source of socio cultural contact with the English language in Japan is the mass media, for instance, fashion magazines and commercial advertisements of modern technology. Hence the media houses which used loan words in Japan were perceived to have high status and the advertisement which included loan words in Japan were appealing to the citizens of Japan (Daulton, 2004).

2.3.3: The use of loan words keeps the language abreast to changes in social life.

The world is rapidly changing as a result of migration, globalisation and technological advancement and as a result languages are changing as there is need to adopted certain words from other languages so as to improve language standardisation (Watson, 1996). The use of loan words enables the native speakers to be abreast of changes in social life as the technological advancement and globilisation is changing the dynamics of the societies   (Watson, 1996) .According to Mojela (1991:4) in multilingual South African, the borrowing in Sotho language helps the native Sotho speakers in keeping the language abreast with the latest linguistic developments in all the various spheres of life such as, for instance, the scientific and technological terminologies. Loan words help to cover

  lexical and morphological gaps existing between the different African languages. According to Watson (1996), the meanings of the loan lexical items in Sesotho sa Leboa, for instance, will without difficulties be understood by the speakers of other languages. The loan lexical items in many African languages, which are derived from English, will have more or less the same semantic and morphological features, as shown in the following examples:

- morphology: *mofolotši* (in Sesotho sa Leboa), and *mùfùloji* (in Ciluba)
- battery: *peteri* (in Sesotho sa Leboa), and *bhatiri* (in chiShona)

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Legere (2006) stated that borrowing has also resulted in choice of words in Swahili. It is not always the case that English words are borrowed because of the lack of equivalent Swahili words (Legere, 2006). Sometimes words are adopted from English despite the existence of their equivalents in Swahili (Legere, 2006). This brings about expansion and choice in the language (Legere, 2006). Examples of such words are: Swahili English loan English gloss

Swahili	English loan	English gloss
piga chapa	*taipi*	type
mchezaji	*mwanasoka (hybrid)*	footballer
mchezo wa mpira	*soka/mechi*	Soccer/football match

Code mixing of Swahili with English is another area in which English has influenced Swahili greatly(Legere, 2006). Code mixing of Swahili with English in speech is gradually becoming integrated in normal speech in Tanzania (Legere, 2006). It is very common these days to notice code switching in the utterances people make (Legere, 2006). Language in up and coming Tanzanian movies are characterized by code mixing of Swahili with English (Legere, 2006). Another typical place where code switching occurs is during parliamentary proceedings (Legere, 2006).

The research provided mainly the benefits caused by loan words on the Ndebele language , however the Ndebele loan words have benefits also on other languages and hence there is a gap that need to be filled concerning the benefits of loan words from first languages like Ndebele on the prestigious languages like English.

2.4: THE WAY TEACHERS RELATE TO PUPILS IN A WORLD DOMINATED BY USE OF LOAN WORDS

According to Ndlovu (2010), in order to understand how the teachers relate to pupils in the world of the ever changing Ndebele vocabulary, one has to consider attitudes of the Ndebele society or people towards loan words . This concurs with Loveday (1996) who stated that the growing belief in Japan that the over utilisation of loan words is corrupting

the Japanese language. Thus according to Loveday (1996), negative attitudes towards loan words in Japan show that the overall attitudes towards English is negative meaning that teachers should enhance a learning environment that encourages positive attitude towards English .

2.4.1: Avoidance of certain loan words

According to Loveday (1996), the evidence of the resentment to loan words that proceed to pour into the Japanese language are an outline of an outline of loan words to be shunned, meaning that those loan words that have been drawn up by the National Institute for Japanese language. In 2003, the government of Japan outlined a list of gairaigo (loan words) they felt should be changed or made simple. This was because the government stated that the older people in Japan had problems in understanding the younger generation who excessively used gairaigo (loan words). Hence the government put a directive to teachers to avoid teaching such loan words or make them simple in order to have a meaning that the pupils and the society can understand easily.

According to Hadebe (2002), teachers in Zimbabwe are insisting that certain loan words should not be used despite their popularity among Ndebele language speakers and also despite the fact that the Ndebele language has been influenced by other languages in contact with the Ndebele language like Shona, Venda, Nambya and Tonga . Hadebe (2002) further stated that that the Ndebele language teachers are insisting that the learners should use the words like enelisa (be able) instead of using the word kwanisa even though the word kwanisa is very common among Ndebele language speakers .

2.4.2: Teachers are giving thorough instruction to learners

According to Martin (2004), Katakana loan words are difficult to teach when students are learning Japanese language. Therefore the teachers in Japan have responded by giving more thorough instruction to learners (Martin, 2004). Therefore the teachers in Japan included more of Katakana loan words taught to students and they also put explicit

instruction on conversion rules from English to their Katakana counterparts (Martin, 2004). However Irwin (2011) is in disagreement with Martin (2004) by stating that owing to the high degree of complexity of English to Katakana conversion rules, there is no well established holistic transformation system that can be applied by learners of Japanese. To add on that there are a lot of Katakana loan words that do not follow the transformation patterns for example coffee to koohii and cake to keeki (Irwin, 2011).

According to Jannai (2008), by using the English conversion rules, learners of Japanese, the teachers had achieved positive impacts such as including transformation rules in the curriculum is the massive increase in the availability of items because of the positive transfer from the knowledge of learners of English to their Japanese language . Using English transformation rules has also been of benefit to Japanese teachers in that it resulted in increased naturalness when converting English words to Japan utterances (Kamiya, 1994) . Therefore teachers of Japanese hear their pupils convert English words into Japanese utterance, and a lot of them do not try to change the original words (Kamiya, 1994) .

The new knowledge should be established on how the students in turn adapt to the changes to teachers" teaching methods in world dominated by loan words on native languages as teachers are forced to adjust their teaching techniques. New knowledge should also be established on whether, they way teachers relate to the learners in light of the world dominated by loan words is in line with the cultural beliefs of the students or it is in line with globalisation and technological advancement which has a bearing on the language being taught .

2.5: SOLUTIONS TO THE USE OF LOAN WORDS

Various scholars were in agreement and also in disagreement as to the solution to the use of loan words. The studies by many scholars have revealed that some of the solutions to the use of loan words are need for the change on social attitudes towards loan words, bridging the gap between lexicography and the education curricula, teachers should raise

awareness to learners about loan words and also language planning can solve the problems resulting from the use of loan words.

2.5.1: Change of social attitudes towards loan words

According to Hadebe (2000) ,the languages in the world are changing at a rapid rate due to increase in the interaction of people and globilisation of the world .In order to solve the issue of loan words , there should a change in the social attitudes of people within each ethnic group towards loan words .

Moyo (1999:42) is in agreement with Hadebe et al (2001) by stating   that the problem with loan-words in Ndebele can be mitigated   by a changing the social attitudes the Ndebele people have with regards to language. Moyo (1992) further stated that the Ndebele's acceptance of the universal norm that language changes goes a long way in making the inclusion of loanwords an acceptable move characteristic of all languages.

2.5.2: Bridging the gap between lexicography and the education curricula

According to Ndlovu (1998), the problem of language attitude among the speakers of Ndebele can be explained by taking into account the 'divisive' nature of the Ndebele community in pre-colonial Zimbabwe and those language attitudes emanated from the political conflict, which took a tribal bias soon after independence. Ndlovu (1998) and Moyo (1992) are in agreement with each other as they stated that, the younger generation, however, accepts the inclusion of loan-words, with the only problem lying in the gap between lexicography and the education curricula in Zimbabwe. Therefore according to Ndlovu (1998) and Moyo (1992), bridging this gap is a positive step towards making sure that these loan-words are accepted in examinations.

2.5.3: Teachers to raise awareness to learners about loan words

Teachers of English, particularly to beginners, need to raise learners' awareness of the existence of English-origin words in their mother tongues and, most importantly, of the

fact that some can be trusted and some cannot (Ndlovu, 2002). The French learner of English needs to be introduced to the fact that among the English words he/she already knows *football* does indeed mean *football*, but *foot* does not (Ndlovu, 2002). Native speakers of South Asian languages need to be warned that while *hotel* does mean *hotel* in English, it does not also mean *café* or *restaurant* as it does as a loan word in their mother tongue (Ndlovu, 2002).

2.5.4: Language planning

Although there had been no agreement on the significance and the definition of language planning from scholars. Pauwels (1998:2) defined language planning as linguistic reform, language reform, deliberate language change, planned language change and language treatment. Fasold (1984) defined language planning as a deliberate language change which is characterised by the formulation and assessment of alternatives of solving problems to language in order to find the best decision.

Language planning addressed the issue of diversity and hence the chance among various alternative may be recognised (Mkangwanwi, 1992). However according to Eastman (1992) ,language planning is intentional and it brings a question of who does it and under what circumstances. Furthermore Eastman (1992) stated that language planning is done to achieve a certain goal in order to have certain language problems solved. Das Gupta (1971:196) in most cases language planners are politicians in nations who do it for a perceived goal. However Bamgbose (1991) and Alexander (1992) stated that there are many parties to language planning such as Non Governmental Organisation   (NGOs), publishers, the media, churches and individuals language planning is a very wide activity consisting of political and linguistic decisions .

2.5.5: Language Policy

Crystal (2000) stated that the efforts to strengthen the Swahili language were started by the European Missionaries; the British colonial government upon accepting responsibility for its sphere of influence in East Africa took measures to elevate the Swahili language to a level. As a result of Swahili language was written in Arabic script. In 1929 the British

government set up the Inter Territorial (Swahili) language Committee (ILC) to standardise the Swahili language for the purposes of education and have Swahili language was elevated to the status of a coastal lingua franca.

Legere (2006:176) and Petzell(2005:86) concurred with Crystal (2000) stating that there were agencies such as BAKITA (National Swahili Council) that were charged with the responsibility of ensuring vocabulary in all areas in order to ensure that Swahili language was abreast with globalization. Pertzell (2005) stated that the Institute of KiSwahili (TUKI) was also involved in the expansion of the Swahili language through borrowing and standardisation .

The strategies do not find a common solution for the reversal to the teaching of proper and original Ndebele. The new knowledge should on the best methods to be done to ensure that solutions to the loan words restore the Ndebele language to its original and proper state.MacGregor (2003) focused on the Learners strategies for transliterating English language into Katakana language in China .Therefore they was a gap left on the impact of loan words on recipient languages .Therefore the research focused on the investigation of the impact of loan words in the teaching of Ndebele language in order to cover the knowledge gap .

2.6: SUMMARY

Technological advancement, government policies and globalisation of the world which has resulted in languages coming into contact has caused borrowing of words. Loan words creates problems by changing languages, making difficult to pronounce certain languages and driving other languages to near extinction .however there are some benefits associated with the use of loan words like the fact that loan words make it easier to teach a common language like English language, make the world language landscape standardised. Some teachers have introduced languages conversion techniques so that students understand loan words and also certain government has encouraged the tribal groups accept that language changes and therefore there is need for people to change their negative attitudes towards loan words so the loan words can be accepted in societies.

CHAPTER 3

RESEARCH METHODOLOGY

3.1: INTRODUCTION

The chapter provided a detail on research methodology that was used .The chapter has details on the research design , the research population and sample, methods of collecting data and data presentation and analysis plan .The goal of the study was to investigate on

the impact of loan words in the teaching of Ndebele language in schools in Khami District .

3.2: RESEARCH DESIGN

A research design is a document of the study, it defines the study type, sub type and data collection methods and a statistical analysis plan (Hand, 2008). It is a detailed blue print used to guide research study towards its objectives. In general, there are three major types of research which include descriptive, exploratory and causal and the researcher used a descriptive research. The research was high qualitative in nature .The qualitative technique were sufficient to achieve the objectives of the research .The research design was a survey method in which three selected primary schools in Khami District were used .The survey was used so as to provide the silent majority to express their options and also to enable evaluation of ideas from different types of respondents .

3.4: TARGET POPULATION

This is defined as an aggregate of individual units or elements of analysis from which a study sample is derived (Sekerin, 2000) .The target population were the three heads, three deputy heads twelve teachers and eighteen pupils in the Districts.

3.5: SAMPLE SIZE

A sample is a proportion of items understudy (Sekerin, 2000). Due to large sums of money   required to carry out the study , the researcher did not use the whole population of schools in the Khami District .The researcher used a representative sample of the schools in the Khami district. The researcher selected two primary schools namely Dumezweni Primary School and Godlwayo Primary School. The researcher intended to investigate the impact of loan words on the teaching of Ndebele language in schools in Khami District.

Table 3.2: The Sample Size

Type of respondents	Number of respondents
Teachers	15
Heads	3

Pupils	18
Total	**36**

3.5.1: SAMPLING TECHNIQUES

The researcher used cluster sampling method and random selection method. Settle (2002) defined random sampling as a method of selecting items where by each item has an equal chance of being selected.The researcher divided the primary schools in Bulawayo Metropolitan Province into districts and selected one district and thereafter divided the schools in the district into Grade A primary schools and Grade B primary schools and there after used a random sample to select one primary school from each Grade.

3.6: DATA COLLECTION TOOLS

Data collection tools are methods that are used to gather data (Ader, 2008). The researcher used both questionnaires and interviews.

3.6.1.1: Questionnaires

A questionnaire are questions presented in written form so as to collect the ideas, facts, opinions and beliefs from the respondents   (Mourton, 2014).The researcher used both open ended questions and closed questions to gather data .

The researcher used questionnaire because they were economic in terms of time as compared with interviews where the researcher had to find a common time when the respondents would not be busy for interview .Therefore the questionnaires gave respondents enough time to answer questions on the impact of loan words in the teaching of Ndebele vocabulary in the Khami District .

The distributionof questionnaires was costly and compromised the sample size . However in order to curb the problems associated with cost ,the research made a budget that took into considerations all the costs before administering the questionnaires

3.6.1.2: Interviews

An interview is a conversation between the interviewer and the interviewee so that the interviewer gets opinions and facts from the interviewee from given questions and it can be face to face or over the phone or other media platforms (Johns, 2008).

The research made face to face interviews with the respondents so as to get first hand information and also to assess whether the body reactions of the respondents were in line with the answers which were provided in the interview.

Interviews provided instant response. This economised on time on the part of the researcher to get instant responses on the impact of loan words in the teaching of the Ndebele Vocabulary in Khami District .

There was need for common time between the respondent and the researcher in which both were not busy. The researcher made an appointment with the interviewees in order to have common time in which both parties would be free.

3.7: ETHICAL CONSIDERATION

According to Elliot (2011) ,ethics means norms for the conduct of people in social groupings. Ethics is derived from Greek Word "Ethos" which means culture - the prevalent behaviour in the society. Thus, it is a code of conduct which has social acceptance (Elliot, 2011).

Prior to the collection of data , the researcher got a letter from the Department of African Languages   from the Midlands State University (MSU)   to gather data and so that the respondents would see that the study is for academic purposes .Thereafter the researcher applied for the clearance to gather data from the Ministry of Primary and Secondary education .

The researcher collected data by taking into consideration ethical issues such as:

Privacy and Confidentiality

The researcher had a letter from Midlands State University and the Ministry of Primary and Secondary Education which assured the respondents that their responses would be treated with highest level of confidentiality and that the research was for academic use only .The purpose of the letters was to confirm that the researcher was given permission

by the university and the Ministry of Primary and Secondary Education to collect data

Informed consent

In order to ensure informed consent the researcher had a letter from the Ministry of Primary and Secondary Education which permitted her to gather data and also asked for the permission to gather data from the school administrators such as the heads of the schools .The researcher informed the participates about her study and hence sought for voluntary participation in the study so that they was a consent .

Anonymity and Protection of respondents from victimisation

The researcher asked the respondents not to put their names on the questionnaires so that the responses remained anonymous and thus giving the respondents protection from victimisation.

The ethical consideration enabled the respondents to feel free when they availed the information on the impact of loan words in the teaching of Ndebele language and that helped the researcher to get more information on the problems caused by loan words in the teaching of Ndebele language, on the benefits of loan words in the teaching of Ndebele language , on the way teachers related to students in the ever changing Ndebele language and on the recommended solutions to solve the issue of loan words on the teaching of Ndebele language.

3.8:Data analysis plan

Ader and Mellenberg (2008:361) defined data analysis as a "process of inspecting, cleaning, transforming and modeling data with the goal of highlighting useful information, suggesting conclusions and supporting decision making". After obtaining the necessary information, an analysis was made investigate on the impact of loan words in the teaching of Ndebele language in schools in Khami District. The data was analysed by sorting it out into categories .Answers were grouped by questions in order to draw numbers and percentages of number of respondents whose responses fell in certain category. Data presentation was done using tables and pie charts since these methods make it easier to compare and interpret the research findings. The responses were grouped into themes and the themes were derived from the research questions.

3.9: Confirmability , Dependability and Trustworthness

John (2008) defined confirmability as the extent to which results from the research can be confirmed or collaborated by other people. The researcher ensured coformability in the research by asking the participants to check for the correctness of findings .

John (2008) stated that dependability ensures that the findings in the research are consistence and could be repeated .The researcher ensured dependability by asking the colleguaes who had done research before to examine the findins of the research so as to prove that it was consistent.

John(2008) defined trustworthiness as the establishment of credibility of the outcomes of the research . The research ensured trustworthiness of the research by giving selected participates to check the findings of the research and also ascertain credibility.

3.10: SUMMARY

This chapter presented the research methodology that was used to obtain data for the study. The research design adopted, that is qualitative research. Data collection instruments as well as the analysis and interpretation of data were all discussed in detail. Measures to enhance the trustworthiness of the research findings were identified. Finally, research ethics that need to be upheld in the study were also discussed.The next chapter covers data presentation and analysis .

CHAPTER 4

DATA PRESENTATION , ANALYSIS AND DISCUSSION

4.0 INTRODUCTION

The findings of the study are presented, analysed and interpreted .Presentation was based on the findings from the field study and comparisons are made to data reviewed in the literature review section of the study .The chapter intended to analyse and discuss the findings with particular reference being made to research questions .

4.1: GENERAL CHARACTERISTICS OF THE RESPONDENTS

The researcher used gender, education experience, level of experience and age to describe the characteristics of the respondents.

4.1.1: Gender characteristics of teachers

Sixty percent of the teacher respondents were male teachers whilst 40% of the teachers respondents were female teachers. The study did not address gender equally from the respondents. The data indicated that there were more males than females in the study.

4.1.2: Experience of teachers

Ten percent of the teachers had teaching experience of between 11 and 14 years, 35% of the teachers had teaching experience of between 15 and 20 years and 55% of teachers had teaching experience of 21 years and above. This showed that the respondents had more teaching experience and this is important for the study because due to their vest teaching experience the teachers had learnt a lot on the impact of loan words on the Ndebele language and the trends which have been followed by the Ndebele language.

4.1.3: Professional Qualification of teachers

Sixty five percent of teachers had diplomas, 5% of teachers had advanced level certificate, 25% of the teachers had degree and 5% of teachers had doctor of philosophy qualification. This showed that the respondents who were teachers were highly qualified which was

good for the study .

4.1.4: education level characteristic of the pupils

All the 15 pupils were grade 7 and this was good for the study as grade 7 pupils were literate and also they were the senior primary school pupils and they had knowledge on loan words.

4.1.5: Gender characteristics of pupils

Twenty seven percent of the pupils were males (boys) and about 73% of the pupils were females (girls). The study indicated that there were more female pupils than male pupils.

4.1.6: The age distribution of pupils

Eighty percent of the pupils were aged between 11 and 13 years of age and 20% of the pupils were 14 years and above in age. This indicated that the study was dominated by pupils aged between 11 and 13 years.

4.1.7: Characteristics of the heads

The data revealed that all the heads from the 3 primary schools namely Dumezweni Primary School, Godlwayo Primary and Ngwalongwalo Primary school had been   in the position of the head of schools for 4 years.

The data also revealed that all the three heads from the three primary schools had been in the teaching profession for more than 15 years. This showed that they had vast teaching experience and which was relevant for the study as they had observed trends in the teaching of the Ndebele language.

4.2.1: QUESTIONNAIRE RESPONSE RATE

A total of 25questionnaire were distributed to teachers and 20 questionnaires were returned giving a response rate of 80%. 25 questionnaires were distributed to pupils and 15 questionnaires were returned giving a response rate of 60% .The respondent rates were satisfactory for the researcher given the fact that the researcher had a limited time to distribute them and the fact that some of the respondents were too busy to answer the questionnaires and some respondents especially pupils did not answer due to confidential

reasons.

4.2.2: INTERVIEW SUCCESS RATE

Three heads of schools out of a total of 3 heads of schools were interviewed giving an interview success rate of 100 %. The interview success of 100% was satisfactory for the researcher given that the researcher had limited time to carry interviews and given that the interviewees who were the heads of the schools were busy due to teaching and administrative work loads.

Questionaire response for the students

4.3: PROBLEMS LIKELY TO BE CAUSED BY LOAN WORDS

4.3.1: Availability of problems in using loan words

The majority of grade 7 pupils who contributed, 13 out of 15 pupils stated that there were problems as a result of the use of loan words and about 13% of the grade 7 pupils (2pupils out of 15pupils)stated that there were no problems as a result of the use of loan words. Therefore this revealed that the majority were using loan words .This indicated that loan word presented problems to the native languages.

4.3.2: Availability of problems as a result of the use of loan words from the perspective of teachers.

Eighteen teachers out of twenty teachers (90%) were in agreement that loan words presented problems to the teaching of the Ndebele language. Ten percent stated that loan words did not present problems to the teaching of Ndebele language. Therefore the majority stated that loan words present problems to the Ndebele language. Therefore this showed that loan words were characterised by negative influence on the Ndebele language. This also concurred with pupils data which stated that loan words presented problems to the Ndebele language.

Table 4 .3: Problems of the loan words according to the perspective of pupils

Three pupils out of 15 pupils (20%) stated that the use of loan words result in the loss of Ndebele culture, two pupils out of fifteen pupils (13%) stated that the use of loan words resulted in the loss of identity among the Ndebele people, ten pupils out of fifteen pupils (67%) stated that the use of loan words in Ndebele language resulted in the erosion of the Ndebele language. The majority of pupils were in agreement that the major problems of the use of loan words were the erosion of Ndebele language and this concurred to the responses from teachers who also stated that the use of loan words to Ndebele language resulted in extinction of the original Ndebele language .This showed that the Ndebele language had been diluted by loan words from other languages and was heading for extinction.

The interviews revealed that all the three heads (100%) from three schools were in agreement that the use of loan words in the Ndebele language led to the deterioration of the Ndebele language and vocabulary. This was also in agreement with the views of teachers and pupils who stated that the Ndebele language had been eroded or driven to near extinction as a result of the use of loan words in the Ndebele vocabulary.

4.4: BENEFITS OF THE USE OF LOAN WORDS
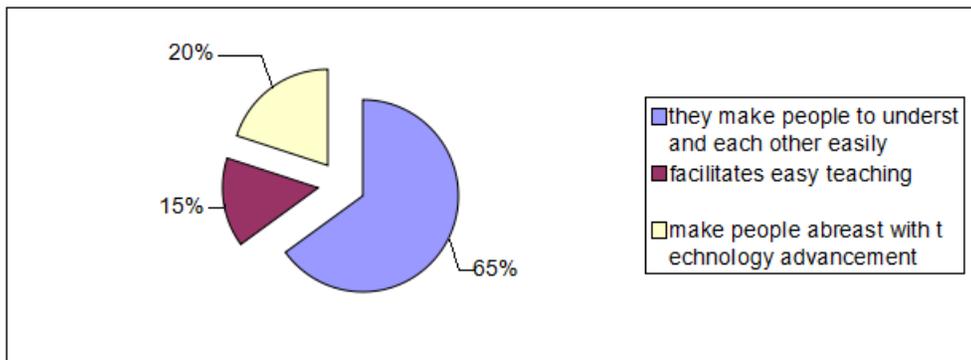
Fig 4.1: Benefits of loan words to the Ndebele language

Thirteen teachers out of twenty teachers (65%) stated that the benefit of the use of loan words in Ndebele language is that they make people to understand each other easily, three teachers out of twenty teachers (15%) stated that the benefit of the use of loan words in

the Ndebele language is that it facilitates easy teaching and four teachers out of twenty teachers (20%) stated that the use of loan words in Ndebele language makes the people to be abreast with technology advancement. Therefore the study conclude that the major benefit of the use of loan words is that it make people to understand each other easily and allows multicultural societies to interact with each other and also concurred with what the pupils stated as the benefit of loan words in the Ndebele language. The heads of the three primary school were of the view that the use of loan words in the Ndebele language enabled people to communicate easily in a global village thus enriching the language .

4.5: THE WAY THE TEACHERS RELATE IN THE EVER CHANGING NDEBELE LANGUAGE

4.5.1: Acceptance of the loan words in the Zimbabwean education system

Nineteen teachers out of twenty teachers (95%) were in agreement that loan words were accepted in the education system in Zimbabwe whilst five teachers out of twenty teachers (5%) stated that the education system did not accept the use of loan words in the Ndebele language. The data therefore revealed that loan words were accepted in the Zimbabwean education system.

4.5.2: Reasons for the acceptance of loan words in the Zimbabwean education system

Seventeen teachers out of twenty teachers (85%) stated that the reasons why loan words were accepted in the Zimbabwe education system was that the use of loan words were un avoided whilst three teachers out of twenty teachers (15%) stated that the reason why the education system in Zimbabwe allowed the use of loan words in Ndebele language were that loan words improved multi cultural interaction.

All the three heads of the school stated that the education system was accepting loan words due to the fact that there were new inventions which came up with new words and

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hence the need to accept loan words .

4.5.4: The level of acceptance of the loan words by teachers

Majority of teachers (85%) stated that they accepted the use of loan words this is because the use of loan words was accepted in the education system whilst 15% of the teachers stated that they did not accept the use of loan words when they were teaching.

4.5.5: reasons teachers encourage the use of loan words

Thirteen teachers out of twenty teachers (65%) stated that they encouraged loan words because loan words were inevitable or unavoidable. Two teachers out of twenty teachers (10%) stated that they encouraged loan words because other teachers used loan words. Five teachers out of twenty teachers (25%) stated that they allowed loan words in the Ndebele language because the education policy allowed the use of the loan words in the Ndebele language .Therefore the majority of teachers encouraged the use of loan words in Ndebele language because they were inevitable.

All the three heads of the three schools were in agreement that the teachers accepted loan words because they did not have alternative for loan words and they lacked knowledge of proper vocabulary and hence this made it difficult for teachers to avoid loan words in the Ndebele vocabulary.
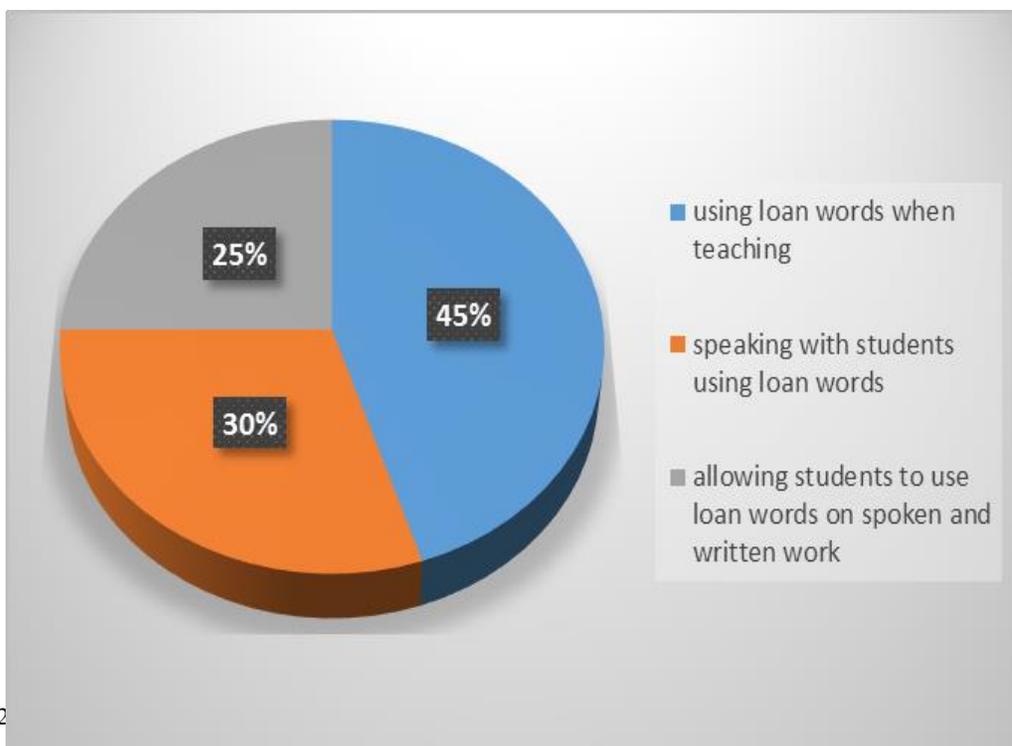
Figure 4.2:Methods teachers use to encourage the use of loan words

Forty five percent of teachers stated that the main methods teachers used to encourage the use of loan words in the Ndebele vocabulary was through using loan words when teaching, six teachers out of twenty teachers (30%) stated that they encouraged the use of loan words by speaking with pupils using loan words in the Ndebele vocabulary and five teachers out of twenty teachers (25%) stated that they encouraged the use of the loan words in the Ndebele vocabulary by allowing students to use loan words on spoken and written work.

All the three heads from three primary school stated that the teachers encourage the use of the loan words in the Ndebele language through using loan words when delivering lessons and when demonstrating certain learning activities to pupils. This concurs with pupils and teachers who stated that teachers encourage use of loan words by using loan words when teaching.

4.5.6: The methods teachers use to discourage the use of loan words

Fifty percent of teachers stated that they discouraged the loan words by not including loan words when delivering lessons, 40% of the teachers stated that they do not allow students to use loan words on spoken and written work and 10% of the teachers stated that the method they used to discourage the use of the loan words was through advocating for the education policy that discouraged the use of loan word in Ndebele vocabulary. Therefore the majority of the teachers (50%) stated that the main method they used to discourage the use of loan words was through not using loan words when delivering lessons.

All the three heads of the school (100%) stated that the teachers used teaching of composition which encouraged pupils to use proper vocabulary in order to discourage pupils from using loan words in the Ndebele vocabulary.

4.6: RECOMMENDED SOLUTIONS FOR THE USE OF LOAN WORDS

4.6.1: Availability of solution for the loan words

Eight five percent of teachers stated that solutions for the use of loan words were available whilst 15% of the teachers stated that solution for the use of loan words were not available .

4.6.2: Difficulties in solving the issue of loan words from the perspective of teachers

Fourteen teachers out of twenty teachers (70%) stated that multicultural societies made it difficult to solve the issue of loan words, 20% of the teachers stated that increased globalisation made it difficult to solve the issue of loan words in Ndebele language and 10% of the teachers stated that migration was the factor that caused difficulties in solving the issue of loan words in the Ndebele language. Therefore the teachers were in agreement that the multicultural societies were the main reason why it was difficult to solve the issue of loan words and this was in agreement with the view of teachers who stated that the major cause for the use of loan words was the multi cultural societies. This means that the mixing of societies has brought new words which have changed the pronunciation and the vocabulary of the native languages.

About 73% of the grade 7 pupil stated that the solution of the influence of the loan words on the Ndebele language was made difficult by the fact that pupils learnt with other pupils who spoke other language. Thirteen percent of the grade 7 pupils stated that the issue of the loan words was made difficult by some teachers who spoke in other languages .Therefore the majority of pupils were in agreement that the major challenge for the solution to loan words is the fact that they learn with other pupils who spoke in other languages therefore their interaction resulted in borrowing and this was in agreement with the teachers who stated that the solution to the issue of loan words was made difficult by the presence of multi cultural societies in Ndebele communities and

hence borrowing of words .

Table 4.5: Recommended solutions for the issue of loan words

	Recommended solutions for use of loanwords	Tota l

			teachers to link culture to ndebele vocabulary	parents to encourage their children to to use proper Ndebele vocabulary	enactment of policies that encourage the use of Ndebele vocabulary	
Teaching experience	11 to 14 years	Count	0	0	2	2
		% of Total	0.0%	0.0%	10.0%	10.0%
	15 to 20years	Count	1	0	6	7
		% of Total	5.0%	0.0%	30.0%	35.0%
	21 years and above	Count	1	5	5	11
		% of Total	5.0%	25.0%	25.0%	55.0%
Total		Count	2	5	13	20
		% of Total	10.0%	25.0%	65.0%	100.0%

Ten percent of the teachers stated that the solution for the use of loan words was that teachers should link culture to Ndebele vocabulary, 25% of the teachers stated that the parents encouraged their children to use proper Ndebele vocabulary and 65% of teachers stated that the government enacted law that encouraged use of proper Ndebele vocabulary. Therefore the majority of the teachers (65%) recommended that the government should enact laws that encourage the use of proper Ndebele vocabulary.

The interview with the heads revealed that all the heads were in agreement that in order to

solve the issue of the loan words in the Ndebele vocabulary, the Ministry of Education should buy Ndebele readers and form a committee to moderate such readers and hence this is in line with the views of teachers who stated that the government should come up with the policies that encourage the use of proper Ndebele vocabulary in schools.

4.7: Discussions of the research findings

4.7.1: Research Question 1: What are the problems likely to be caused by the ever changing Ndebele vocabulary?

The study revealed that the use of loan words had some problems on the teaching of the Ndebele vocabulary. The main problem that the study revealed was the erosion or the extinction of proper Ndebele language as a result of the use of loan words. This is in agreement with Thomason (2001) who stated that in Netherlands .the English language has become so influencial that the Dutch language is in the risk of disappearing .

4.7.3: Research Question 3:What are the benefits caused by loan words in the ever changing Ndebele language?

The study revealed that there were benefits from the use of loan words. This meant that loan words were a double edged sword to the Ndebele language in that despite the problems presented by the loan words in the Ndebele vocabulary.

 The study highlighted that the main benefits of the use of the loan words was that they facilitate communication with other language speakers. This was in line with MaGregor (2003), the use of borrowed words mainly from the influential languages brought status to the native speakers and also facilitated communication among the speakers meaning that loan words were of benefit to native citizens . Loan words made it easier for the people from different language background to communicate.

4.7.3:Research Question 2:How do teachers relate to the pupils in the ever changing Ndebele vocabulary ?

The study revealed that loan words were accepted in the Zimbabwean education system . It was also indicated in the study that the reason for acceptance of the loan words to the education system in Zimbabwe were that they are unavoidable . This stems from the fact that Zimbabwe is a multi cultural society and hence it was difficult to avoid the use of loan words .

The study revealed that the reason why the loan words were unavoidable was because of globalisation . Globalisation meant that the country became a global village and there was interaction of people with different language background and hence borrowing was unavoidable .This was in agreement with Prinnavia (2011) who stated that development of computer technology did not come from Ndebele tribe and therefore the speakers did not posses any equivalent synonym in Ndebele language and hence the need to adopt the word ikhompiyutha .

The study revealed that teachers encouraged the use of loan words because they were inevitable . According to the study ,the main method used by teachers to encourage the use of loan words was through using loan words when teaching .

4.7.4:Research Question 3: What are the possible recommendation that can be put forward to solve the issue of loan words on the Ndebele language ?

The study revealed that despite the difficulties in solving the use of loan words in the teaching of the Ndebele vocabulary due to the influence of the multi cultural societies where learners had different language backgrounds , the solutions to the use of loan words were available .

The study indicated that the recommended solution for the issue of the loan words on the teaching of the Ndebele vocabulary was the enactment of policies that encouraged the use of proper Ndebele vocabulary . Hadebe (2002) supports the above idea when he says teachers in Zimbabwe were insisting that certain loan words should not be used despite their popularity among Ndebele language speakers

4.8: SUMMARY

The chapter covered data analysis of the overall findings obtained from questionnaires and interviews .Tables and cross tabulation were used to present the findings .Logical judgments were also used to come up with results as well as an analysis of responses given .This chapter paved way for chapter five which drew its conclusions from it .

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter is concerned with the highlights of the study from chapter 1 to chapter 4. The major findings are summarized and conclusions are made in relation to the research questions, which were investigated. The information obtained, enabled the researcher to

make conclusions and recommendations on the research undertaken.

5.2 SUMMARY OF CHAPTERS

The aim of this study was to address the questions wheather Ndebele as a language has been changing for better or for worse due to its contact with the surrounding languages.The research questions were as follows;

What are the problems likely to be caused by the ever changing Ndebele vocabulary ?

How do teachers relate to pupils in the ever changing Ndebele vocabulary?

What are the benefits caused by loan words in the ever changing Ndebele vocabulary?

What are possible solutions to the issue of loan words on the Ndebele language?

Chapter one also outlined the problem .spelt out the significance of the study , assumptions, delimitations and limitations of the study .Chapter two reviewed the related literature on loan words looking at the benefits and disadvantages of loan words global, international , regional and local. Chapter three focused on research methodology ,research design ,target population, sample size, research instruments ,ethical consideration and how data was analysed .The survey research design used for this study focused mainly on the quantitative aspect of the survey .The instruments used were questionaires and interviews guides in which data was extracted from the targeted 36 respondents .The sample size consists of 12 teachers ,3 heads,3 deputy heads and 18 learners from the three selected Khami District schools .

5.3 Major findings of the study

The findings of the research question one revealed that the erosion or the extinction of proper Ndebele language was as a result of the use of loan words. In research question two the findings were that the acceptance of loan words in the education system in Zimbabwe were unavoidable .In research question 3 the findings stated that loan words facilitated communication with other language speakers while the fourth research question revealed that the influence of multicultural societies showed that the learners had different backgrounds so the solution of the use of loan words was available.

5.4 CONCLUSIONS

Based on the findings of the study, the researcher makes the following conclusions loan words were caused by multicultural societies like English, this resulted in the erosion or the extinction of proper Ndebele language .It was also concluded that the main benefit of the use of loan word facilitated communicatoin with other language speakers. Teachers also encouraged the use of loan words because they were inevitable.

5.5 RECOMMENDATIONS

Basing on the above findings the following recommendations were made to the following stakeholders ;

The Government

The policy makers should come up with a clear language policy that supports the use of indigenous languages. The Zimbabwean government should come up with the policies that encourage the use of indigenous languages .The media in Zimbabwe should promotes more coverage of Ndebele activities that are done in proper Ndebele language like drama, debates and music competitions..

The community

The Ndebele people should be properly informed that the language evolves overtime and hence they should accept certain loan words because the world is now globalised .There should be active role of the elder members of the Ndebele community particularly in primary schools so that the primary school pupils can be taught proper Ndebele language .This will reduce the erosion of the Ndebele language degradation.There should be revival of the Ndebele culture as there is a strong relationship between culture and language .

The Examination Government Board

Quality control team should moderate the set papers of examination for encouragement of

proper language use.The examiners like the Zimbabwe School Examination Council(ZIMSEC) should penalise the students who do not answer Ndebele question in proper Ndebele language .

Teachers

The Ministry of Primary and Secondary Education should have an in service programme for teachers on loan words usage.

5.6:RECOMMENDATIONS FOR RESEARCH ON A LARGE SCALE

Since the main problem presented by the use of the loan words in the teaching Ndebele vocabulary is the erosion of the Ndebele language . Therefore further study should be carried out on the effectiveness of strategies being put in place to solve the influence of other languages on the Ndebele language .

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APENDICES

QUESTIONNAIRES FOR PUPILS

Dear prospective participant

My name Busweswe Ndlovu and I am a final year student at the Midlands State University (MSU), Registration number R14106V, and currently doing a Bachelor of Education in African Language . As part of my course, I am required to do a research project and I therefore request your assistance to this end.

May you kindly assist by answering the following questions. The research is purely for academic purposes and therefore the information provided will be treated with highest level of confidentiality.

Thank you in anticipation

Cellular phone number 0775461291

1a) Age

6 to 10 years (   )   11 to 13 years (   )   14 years and above (   )

b)Gender

Male ( )   female ( )

c)Stage of education

Grade 4 ( )   grade 5 ( )   Grade   6 ( )   Grade 7 ( )

2a) What do you know about loan words ?

Borrowed words ( )   Words adopted from other languages ( ) Foreign words ( )

Other , specify ....

b)Do you use loan words at school ?

Yes ( )   No ( )

c)If yes , why do you use loan words ?

Our parents use loan words ( )   our teachers use loan words when teaching ( )

our neighbours use loan words ( )   some of our classmates use different languages ( )

d)Do your parents allow you to use loan words ?

Yes ( )   No ( )

e)If yes , why do they allow you to use loan words ?

So those that speak different languages can easily understand us ( )   loan words are

interesting to use ( )   there are no words in Ndebele language that can be used as

substitute to loan words ( )   all of the above ( ) none of the above ( )

Other , specify ....

f)If your parents do not allow the use of loan words in Ndebele language , what is the reason for that ?

They reduce the importance of Ndebele language ( )   they bring cultures from other

languages ( )   use of loan words is not accepted in the community ( )

all of the above ( )   other , specify ....

g)Which language do you think contribute many loan words to the Ndebele Vocabulary ?

Shona (   )   Ndebele (   )   English (   ) other , specify ....

3a) Do loan words have problems in the Ndebele vocabulary ?

Yes (   )   No   (   )

 b)What are the problems for the use of loan words ?

Loss of culture (   )   loss of identity (   )   loss of status (   ) erosion of Ndebele language (   )   other , specify ....

4a))What do you think can solve the use of loan words in Ndebele vocabulary ?

Our teachers should teach us in proper Ndebele vocabulary (   )   our parents should communicate with us using proper Ndebele vocabulary (   )   our government should put rules and laws that encourage use of loan words (   ) all of the above (   )   none of the above (   )   other , specify ....

b)What makes it difficult to solve the issue of use of loan words in Ndebele Vocabulary ?

We learn with pupils who speak in other languages (   )   Some of our teachers speak in different languages (   ) we are admired by our friends when we use loan words (   ) Use of loan words are encouraged at our schools (   ) all of the above (   )
other ,specify ....

c)What is good about using loan words ?

It makes us admired by our friends (   )   it makes us be able to communicate with people speaking in different languages (   )   it makes us understand certain words easily (   )   all the above (   )   other ,specify...

5a)Do your teachers allow you to use loan words in Ndebele Vocabulary ?

Yes (   )   No (   )

b)If yes , how do teachers allow you to use loan words in Ndebele Vocabulary ?

Our teachers use loan words when they teach (   )   our teachers allow us to write our school work using loan words (   )   our teachers speak to us using loan words (   )

Other , specify ....

c)If , no how do your teachers discourage you from using loan words ?

Our teachers do not use loan words when teaching (   )   our teachers punish us for using loan words (   ) our teachers do not allow written work using loan words (   )

All of the above (   )   other ,specify ....

THANK YOU VERY MUCH

QUESTIONNAIRE FOR TEACHERS

Dear prospective participant

My name Busweswe Ndlovu and I am a final year student at the Midlands State University (MSU), Registration number R14106V, and currently doing a Bachelor of Education in African Language . As part of my course, I am required to do a research project and I therefore request your assistance to this end.

May you kindly assist by answering the following questions. The research is purely for academic purposes and therefore the information provided will be treated with highest level of confidentiality. The questionnaires are for the teachers .

Thank you in anticipation

Cellular phone number: 0775461291

1a)Gender

Male (   )   Female (   )

b)Level of education

Grade 7 (   )   "O" Level (   )   "A" Level (   )   Diploma(   )   Degree(   )   Maters(   )

PHD (   )

c) Experience

5-10years (   ) 11-14years (   ) 15-20years (   ) 21 years and above (   )

2a)What are loan words ?

Borrowed words (   )   words adopted from other languages (   )

Foreign words that do not have an alternative interpretation in local language (   )

All of the above ....other specify ....

b)Where did you hear of loan words from ?

At school (   )   in the media (   ) social Interaction (   ) other ,specify ....

c)Who are the most users of the loan words ?

Children (   )   Youth (   )   Adults (   )

d)What causes the use of loan words ?

Technological advancement (   )   colonisation (   )   globalisation   (   )

Migration of people (   )   government policies (   ) legislation   (   )

Use of loan words in school (   ) multi cultural societies   (   )

Other , specify ....

e)Which language is the major contributor of loan words to the Ndebele vocabulary ?

English (   )   Shona (   )   kalanga (   ) Suthu (   ) other specify.................

f) Can the use of loan words be avoided ?

Yes (   )   No (   )

g)If no, why is it difficult to avoid the use of them ?

Globalisation (   )   technology advancement (   ) teachers with different language

background (   )   multi cultural societies (   ) other , specify ....

3a)Do loan words present a problem in the teaching of Ndebele vocabulary ?

Yes (   )   No (   )

b) If yes ,what are the problems presented by loan words to the teaching of Ndebele Language ?

Loss of culture (   )   loss of identity (   ) loss of pride (   )   extinction of Ndebele language (   )   other ,specify ....

b) Can the problem caused by the use of loan words be solved ?

Yes (   )   No   (   )

c)If no, how can the use of loan word be difficult to solve ?

Multicultural society (   )   Increased globilisation (   )   increased migation (   )

Complications   of   education   system   (   )   government   policy   (   ) other ,specify.....................

d)If yes ,how can the problem be solved ?

Change of education curriculum that encourages proper language use (   )

Ensuring that loan words are not taught at school   (   )

Including culture in education curriculum   (   )

Government policy that discourages use of loan words (   )

4a)Are loan words of benefit to the Ndebele language ?

Yes (   )   No (   )

b)If ,yes what are the benefits of loan words to the Ndebele language ?

They enable people who speak other languages to understand Ndebele easy (   )

It facilitate interaction in multi cultural societies (   )

Facilitates easy teaching   (   )

To be abreast with technological advancement   (   )

Other specify , ...

c)Are the loan words acceptable in the education system of Zimbabwe ?

Yes ( )   No ( )

d)If yes ,why are they accepted

They are unavoidable ( )   they improve multi cultural interactions ( ) globalisation of the societies ( )   other , specify ....

e)If no , why are they not accepted ?

They erode local languages ( )   they erode culture ( )   they reflect colonisation ( )

They reflect loss of status ( )   other , specify ....

5a) As teachers , do   you encourage the use of loan words in schools or when teaching ?

Yes ( )   No   ( )

b)If yes , why do you encourage the use of loan words in when teaching   ?

They are avoidable (   )   our colleguaes (other teachers)come from different language background ( )   education policy allow use of loan words ( )   students are of different language background ( )   other specify , ...

c)Which methods have you used to promote the use of loan words in schools ?

Using loan words when teaching ( )   speaking with students using loan words ( )

Allowing student to use loan words on spoken or written work (   )

other ,specify ....

d)If no , why do you   discourage the use of loan words ?

The education system does not allow use of loan words (   )   to avoid erosion of language ( )   to preserve local culture (   ) other , specify ....

e)Which methods do you use to discourage the use of loan in schools or when teaching   ?

Lessons delivery that do not include loan words (   )   not allowing students to use loan words on spoken or written school work (   ) by advocating for education policy that discourage   use   of   loan   words   ....
Other ,specify ....

f) Are they   any possible soultions that you can recommend for the use of loan words in the Ndebele Vocabulary ?

Yes (   )   No   (   )

g) What are those soultions

Teachers to link culture to Ndebele Vocabulary (   )   Parents to encourage their children to use proper Ndebele vocabulary (   )   Enactment of policies that encourage Ndebele Vocabulary (   )   all of the above (   )   other , specify ....

THANK YOU VERY MUCH

RESEARCH INTERVIEWFOR THE HEADS OF SCHOOLS

Dear prospective participant

My name Busweswe Ndlovu and I am a final year student at the Midlands State University (MSU), Registration number R14106V, and currently doing a Bachelor of Education in African Language . As part of my course, I am required to do a research project and I therefore request your assistance to this end.

May you kindly assist by answering the following questions. The research is purely for academic purposes and therefore the information provided will be treated with highest level of confidentiality. The interview guide are for the heads of the schools .

Thank you in anticipation

Cellular phone number: 0775461291

Interview guide for the heads of the school .

1)How long have you been the head of the school?

....
....

2)How long have you been employed in the education sector?

....
....

3)What are loan words?

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....

4)Who are the most users of the loan words?

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....

5) What causes the use of loan words?

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....

6)Which language is the major contribution of loan words to the Ndebele vocabulary?

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7)What are the problems presented by loan words to Ndebele Language?

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8)How can the problem be solved ?

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9)What are the benefits of loan words to the Ndebele language?

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10)Why are the loan words acceptable in the education system of Zimbabwe?

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11)Why do teachers encourage the use of loan words in schools ?

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12)Which methods has the teachers used to promote the use of loan words in schools ?

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13) Why do teachers discourage the use of loan words?

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14) Which methods do teachers use to discourage the use of loan?

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15) What recommendations can you put to the ministry in order to have solution on the issue of loan words on the Ndebele vocabulary?

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THANK YOU VERY MUCH