AN EVALUATION OF THE IMPLEMENTATION OF THE NAMIBIAN LANGUAGE-IN-EDUCATION POLICY IN THE UPPER PRIMARY PHASE IN OSHANA REGION

by

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DECLARATION

I declare that the thesis, "An evaluation of the implementation of the Namibian Language-in-Education Policy in the upper primary phase in Oshana Region," is my own work, that all the sources used or quoted have been indicated and acknowledged by means of complete references, and that this thesis was not previously submitted by me for a degree at another university.

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ABSTRACT

After independence, in 1990, the government of the Republic of Namibia perceived the need to replace the old Language-in-Education Policy (LiEP) for schools with a new one that promotes the use of the mother tongue alongside English in schools and colleges of education. Consequently, the new Language-in-Education Policy was implemented in all 13 educational regions. The aim of this study is to evaluate the implementation of this policy in the upper primary schools in Oshana Region.

The findings of the study were analysed according to relevant literature to determine if they were in line with the theories of language policy evaluation. At least five major findings emerged from this study that are described in relation to relevant themes, namely; home language, language preferences, language practices, policy awareness and government support. The study revealed that the majority of learners in Oshana Region are Oshikwambi speakers, followed by Oshikwanyama speakers. In addition, the majority of teachers who teach Oshindonga are also not Oshindonga speakers. Furthermore, the study revealed that the majority of learners, teachers and principals preferred English as LoLT to Oshiwambo. Another major finding of the study is that despite the fact that English is the LoLT, both teachers and learners are still struggling to communicate in English. In general, successful communication often takes place in Oshiwambo. The study revealed that the majority of teachers, learners and parents are neither aware of the new LiEP nor were they consulted prior to its implementation. In addition, the LiEP related materials are not available in most of the schools. Finally, the study found that there is a serious shortage of textbooks and well qualified teachers in African languages. This shortage of textbooks prevents teachers from giving adequate homework to learners. Consequently, the LiEP cannot be successfully implemented.

A number of recommendations are made regarding the shortage of textbooks in Oshiwambo, the use of the mother tongue as LoLT from Grade 1 to Grade 7 and the recognition of other Oshiwambo dialects. Ongoing consultation and awareness should be a vital part of the review process.

Key words: Language policy, home language, mother tongue, African language, language preference, language attitudes, language proficiency, language practice, bilingualism, cognitive development and language policy evaluation model.

ABBREVIATIONS AND EXPLANATIONS

BIC	Basic Interpersonal Communication
CALP	Cognitive Academic Language Proficiency
L1	First Language
L2	Second Language
LiEP	Language-in-Education Policy
LoLT	Language of Learning and Teaching
MEC	Ministry of Education and Culture
MoE	Ministry of Education
MT	Mother Tongue
NBC	Namibia Broadcasting Corporation
NIED	National Institute for Educational Development
SWAPO	South West Africa People's Organisation
SWOT	Strength, Weaknesses, Opportunities and Threats
UNIN	United Nations Institute for Namibia

CHAPTER 1

INTRODUCTION

1.1   Introduction

The aim of this chapter is to provide an overview of the Namibian language situation and outline aspects of the new LiEP with regard to its objectives, provisions and implementation in the Upper Primary Phase. The chapter also discusses the research problem and questions related to this study.

In addition, it addresses the aims and goals of the study, the significance of the study and finally outlines the structure of this dissertation.

Namibia is a multilingual and multicultural country. According to the Ethnologue,[1] there are 28 languages currently spoken in Namibia (Lewis, 2009)**.** This figure is not reliable because languages such as Oshikolonkadhi and Oshikwaaluudhi have been excluded hence Legere & Trewby (1999) maintain that the actual number of linguistic varieties in Namibia is still unknown. Nevertheless, 10 of these languages, namely; Afrikaans, Oshikwanyama, Oshindonga, Otjiherero, Silozi, Setswana, Khoekhoegowab, Thimbukushu, Rumanyo and Rukwangali have been accorded the status of national languages and are recognized for educational purposes. A national language is used for educational purposes and in the media while an official language is the only language that the government declared to be used for official purposes. This means that only English is recognized as an official language that can be used in all public domains. Over half of the population of Namibia speak Oshiwambo, particularly the Owambos. After Namibia's independence in 1990, the area previously known as Owamboland was divided into the regions of Ohangwena, Omusati, Oshikoto and Oshana, in which the study was conducted. Though Oshiwambo is mainly spoken in the Northern regions of Namibia, it is also spoken all over the country.

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[1] The Ethnologue is currently the most comprehensive listing of the world's (mostly oral) languages. The website address is www.ethnologue.com. The Ethnologue is a catalogue of more than 6,700 languages spoken in 228 countries.

There are eight dialects in Oshiwambo, namely; Oshikwanyama, Oshindonga, Oshikwambi, Oshingandjera, Oshikwaluudhi, Oshimbalantu, Oshikolonkadhi and the Oshimbadja. Out of eight of these dialects only two have written forms that are used in secular schools, namely Oshindonga and Oshikwanyama, while the Oshikwambi dialect is used in written form to develop religious materials by the Roman Catholic Church.

A language policy for an independent Namibia was formulated in SWAPO's policy document titled *Towards a language policy for Namibia* (UNIN, 1981). In this policy document English, which is only spoken by 0,8% of the population (1991 Census), was chosen to be the only official language in Namibia. English was chosen because it was considered to have met the following criteria for an official language:

> *Criterion 1: Unity:* The language chosen should contribute toward the new nation's primary task: that is, achieving unity and national reconstruction in the wake of a deliberate policy of ethnolinguistic fragmentation pursued by the illegal occupying regime. In as much as any official language has the capacity to contribute substantially towards such unification, it would be expected to be able to neutralize any competitive or disruptive sociolinguistic forces likely to emerge if one language were chosen from amongst others.

> *Criterion 2: Acceptability:* The chosen language should be one which in the specific case of Namibia has positive rather than negative associations for the people. This would mean avoiding languages that may be associated with the oppression and injustices which have characterized Namibian history, and which are still being perpetrated.

> *Criterion 3: Familiarity:* The language chosen should be one with which Namibians both inside and outside the country have some familiarity and with which there has preferably been some experience in the educational system.

> *Criterion 4: Feasibility:* The question of cost and effort involved in promoting a language to official status has to be included amongst the criteria. In addition necessary resources in the chosen language for short and long term implementation should be found. This includes learning programmes and accompanying books, sufficient expatriate professionals fluent in the chosen

language available for recruitment to help with teaching, teacher training, crash courses, curriculum design, educational administration, and other areas crucial in any emergency language development situation. And finally adequate training facilities available in educational or other institutions in countries where the language chosen for Namibia is used?

Criterion 5: Science and Technology: The chosen language should be a language of wide communication in virtually all fields of science and technology as well as a library language rich in published materials to facilitate training and research programmes inside and outside the country.

Criterion 6: Pan Africanism: The chosen language should facilitate the growth of bonds between Namibian and other progressive communities in Africa. It would be advantageous if the chosen language were one common to many of Namibia's immediate neighbours, as well as being widely spoken in Africa.

Criterion 7: Wider Communication: Use of an international language of wider communication, in direct contrast with the insularity and limitations of other languages is therefore implied. This language would be used by Namibians as they develop sea and air communications, and as they develop international trading and negotiating at administrative, diplomatic and commercial levels.

Criterion 8: United Nations: The history of Namibia's struggle for independence is intimately linked with the United Nations Organization. There is every reason to suggest, therefore, that Namibia's main official language, if other than an indigenous language, should be one of the principal languages of the United Nations with which Namibian negotiators now are already familiar.

The document further states that African languages were to be recognized as equal in status and development. It is against this background that after independence English became the only official language as stipulated in Article 3 (Language) of the Constitution of the Republic of Namibia (Ministry of Information and Broadcasting 1990:3).

The Namibian language policy has been under criticism from scholars such as Diescho (1994:103) who argues that the Constitution has elevated the powers and heritage of the

minority whites above that of the majority blacks. The present educational system fundamentally maintains the status quo by imposing a white language (English) as the official language in Namibia whereas African languages enjoy mere recognition. The constitution essentially ignores the legacy of racial conflict and inequality in the country.

1.2   The LiEP for Namibian Schools – An overview

1.2.1   Background to the policy

After independence in 1991 the MoE realized an urgent need to dismantle the old LiEP developed by the previous regime which promoted segregation and unequal language development whereby some groups, such as Afrikaans and German, were given a head start. This process was done according to the Namibian Constitution. Article 3 of the Constitution of Namibia states that the official language shall be English and that "nothing contained in this constitution shall prohibit the use of any language as a medium of instruction in private schools or in schools financed or subsidized by the State, subject to the compliance with such requirements as may be imposed by law to ensure proficiency in the official language or for pedagogic reasons" (Namibian Constitution, 1990).

The reform task was entrusted to the National Institute for Educational Development (NIED), one of the Ministry of Education's Directorates. NIED had to reform and develop the curriculum, integrate the national language policy, with English as the official language. The new policy had to promote the use of mother tongue and English in schools and teacher training colleges. The process was also guided by a policy document *The language policy for schools: 1992 – 1996 and beyond* (MEC, 1993).

1.2.2   Aims of the policy

The goal of the new LiEP was to promote the language and cultural identity of learners through the use of home languages as media of instruction, in Grades 1-3, and the teaching of home languages throughout formal education, provided the necessary resources were available. In addition, the aim of the policy is that the seven-year primary education cycle should enable learners to acquire reasonable competence in English, the official language, and be prepared for English medium instruction throughout the secondary cycle. This

implies that from Grade 4 the medium of instruction for all schools shall be English, the official language and recognized African languages for educationtal purposes (namely, Oshindonga, Oshikwanyama, Otjiherero, Rumanyo, Rukwangali, Thimbukushu, Setswana, Ju!hoansi and Khoekhoegowab) are to be offered as school subject. Ideally, schools should offer at least 2 languages as subjects in order to promote and foster bilingualism.

1.2.3 Provisions

The LiEP was not explicit in its guidelines on how the different mother tongues should be used in schools, but it has spelt out how the phasing in of English as medium of instruction should be achieved. The policy allows schools with children who have different mother tongues to use different languages as media of instruction. For example, in a school with three Grade 1 classes, one class might use English and the other two classes Otjiherero, or one class might use Afrikaans and other Oshindonga. Such situations would need careful planning from the school management, to ensure that teachers capable of teaching in the different languages are available for all grades, and that adequate materials in each language are made available to the different classes.

The policy also makes provision for schools to use English as the medium of instruction in some schools because the learners have a variety of different home languages, and there is no one language which is the mother tongue or familiar to the majority of learners. This provision was criticized by Wolfaardt (2000:10) who argues that this provision (that the mother tongue is offered provided the necessary resources are available) can in fact provide a reason for not using those languages as media of instruction between Grades 1 and 3. Due to this loophole some schools opted to offer a one language curriculum. Furthermore, there is some disjuncture between the criteria and the goals of the policy in that the criteria do not spell out that it is not permissible for a school to use the mother tongue as medium of instruction up to Grade 6 or 7. The provision that mother tongue instruction is dependant on the necessary resources being available can in fact provide a reason for not using those languages as media of instruction between Grades 1 and 3.

Furthermore, the policy makes provision that Grades 1-3 can be taught either through the mother tongue, a local language, or English. The Official language, English, will be taught

as a subject if schools opt for either the mother tongue or for a local language. This implies that no school will be prohibited from chosing English as the medium of instruction from Grades 1-3. What is needed is a mere permission from the Regional Director. This loophole might encourage some schools to opt for English as LoLT irrespective of whether their learners and teachers are able to cope with such an option. These types of provision need to be reviewed against the actual practice in schools.

1.2.4   Policy implementation

The policy implementation took place in phases. From 1991 to 1993 the first learners, those in junior secondary schools were phased into the new system. Senior secondary schools followed in 1994 and 1995. The implementation of the language policy and the phasing in of a new subject per grade per year was followed by upper primary schools from 1993 to 1999. From 1996 to 1999, the NIED, recognizing that lower primary reform was the foundation of schooling, phased in the new curriculum on a per grade per year basis, which included all subjects. In order to involve the parents and provide for their constitutional rights, all syllabi and materials for the first three grades were provided not only in English, but also in nine of the Namibian African languages, as well as German and Afrikaans.

Since the start of the implementation of the language policy, there have been some problems. Some of the problems experienced so far, most particularly in the African languages include the lack of professionally qualified teachers to teach African languages. Most of the teachers have been teaching African languages without appropriate qualifications and training. The status of African languages has been low compared with English. This is a result of language attitudes. Other problems include a lack of written materials for both instructional and leisure purposes as well as the lack of standardized orthography in some of the languages, and the issue of language versus dialect especially in Oshiwambo. There has been a lack of understanding in the community that for pedagogical reasons, studying in one's home language (mother tongue) in the early years of schooling will help the child to acquire basic skills of reading, writing and concept formation. Due to this misconception that was not explained to them some members of the community opted for English as medium of instruction from Grade 1 onwards.

1.2.5   Policy evaluation

Implementing a language policy requires constant monitoring of all the factors affecting it. This is essential in order to be able to make changes to original plans where necessary. This is quite relevant to the New LiEP in Namibia since it was implemented immediately after independence. It is logical that decisions of planners need to be reviewed regularly because goals of the decision-makers are in a state of continuous change. The criteria of the assessment also change constantly, because the environment and attitudes are constantly changing (Rubin, 1971:220). Despite these available theoretical arguments which strongly support policy monitoring and evaluation the new LiEP for Namibia did not make provision for evaluation nor did it propose any model of evaluation that should be used to determine its success or failure in the short or long term.

In this study an attempt has been made to show challenges that are faced in the implementation of LiEP with particular reference to Oshakati Circuit in the Oshana Region. This is done as an evaluation measure to highlight factors that affect the implementation of LiEP.

1.3   The Research Problem

The focus of the new LiEP in the Upper Primary phase is on home languages as subjects of study and English as medium of instruction or language of learning and teaching (LoLT). Although the Namibian government adopted the new LiEP after independence, not much research has been conducted regarding the implementation of the policy in general (Wolfaardt, 2000), and the Upper Primary phase in particular. The implementation of the new LiEP raises questions of a theoretical and a practical nature. According to Swarts (2000:4), the practical reality is that not enough resources have been available in the form of teachers qualified in the mother tongues, for reading, teaching and learning materials, and support for the development of the African languages. A theoretical framework to guide the implementation of the policy is lacking.

Furthermore, one of the major challenges in the implementation of the new LiEP in the Upper Primary phase is the use of English as LoLT starting from Grade 4 after three years of mother- tongue education. The transition is abrupt and English becomes a problem to both learners and teachers. The question here which has not yet been adequately addressed is whether learners are ready when they transit to 'English only' in Grade 4. Another challenge is the fact that there are only two Oshiwambo standardized dialects, namely Oshindonga and Oshikwanyama that have been recognised for educational purposes and are offered to all learners as home languages.

1.3.1 Research questions

This study addresses the following research questions with regard to the implementation of the new LiEP in Oshakati Circuit.

(a)   How is the policy being implemented in the Upper primary phase?

(b)   What are the challenges encountered in the implementation of LiEP in Oshakati Circuit?

(c)   What is the attitude of learners, parents, teachers and principals towards the policy?

(d)   To what extent are stakeholders informed about the new LiEP and its implementation.

(e)   What support does the government provide to schools to implement the LiEP?

1.4   The Specific Objectives of the Study

The specific objectives of the study are to

a)   establish the learners' home languages at the different schools in Oshakati Circuit and the implications for the implementation of LiEP in Namibia;

b)   explore language preference and use of learners, teachers, and principals at school;

c)   assess the role of parents and home environment to the implementation of LiEP;

d)   evaluate the implementation of the LiEP with regard to learning support materials and staff;

e)   assess the readiness of learners when they transit from home language as LoLT to English as LoLT in Grade 4;

f)   analyse the views of policy makers such as school principals and education officers on the implementation of the LiEP;

g)   evaluate the actual understanding of the new LiEP by learners, teachers, principals and parents; and

h)   make recommendations based on the findings for the evaluation of the LiEP implementation in Oshakati Circuit.

1.5   Significance of the Study

The Namibian Government attempts to give the Namibian languages an equal chance by endorsing a bilingual policy for the primary level of education. Therefore the continual and consistent investigation of the implementation of the Namibian Language policy is crucial in order to inform future policy planning and implementation processes. Broader analysis further enhances better understanding of the implementation strategies which promote effectiveness of the language policy in general and helps to align it towards relevant global trends. However, despite these laudable efforts, since the LiEP was implemented in schools in 1991 in the upper primary phase in Namibia, there has never been a study that evaluates the implementation of the policy in schools in Oshakati Circuit with specific reference to Oshiwambo. This study therefore provides an insight concerning factors that affect the LiEP implementation in schools in Oshakati Circuit. The study is significant because quite often those who formulate policies do not make the required evaluation of what is really taking place on the ground. This might be a reason why nothing was done to improve or adjust the policy since its implementation almost two decades ago.

Furthermore, the study also highlights the negative perceptions of learners, teachers and parents towards their home languages and the positive attitude towards English. Hence the study is also significant as it highlights a serious lack of understanding and information about the LiEP among learners, teachers, principals and parents in Oshakati Circuit. The findings and recommendations of this study help to inform policy makers and implementers concerning factors that should be taken into consideration in the implementation of the LiEP in Oshana Region. This might help interested parties to come up with suitable evaluation models for the LiEP in Namibia.

1.6　　　　　Limitations of the Study

Despite the fact that I tried to do what is required for this challenging task there were issues beyond my control that brought various limitations to it. The first limitation is the small sample of respondents that were used for the research. In addition, the factor that could be seen as another limitation is that respondents may in some cases have said what they thought the researcher would like to hear, and therefore did not give their genuine opinions. This makes it problematic to determine the validity of the responses. Another limitation of this study is that the researcher was not able to get relevant reading materials on LiEP evaluation on Namibia because very little has been published on the subject and that there is no evaluation model that was used for LiEP evaluation.

1.7　　　　　Organisation of the Study

The remainder of this study comprises of five chapters.

Chapter 2: This chapter presents the theoretical background of literature on language theory on which the study is based.

Chapter 3: This chapter deals with research design and methodology. The chapter discusses research approaches and the methods for data collection and data analysis.

Chapter 4: This chapter presents the research findings. The findings are presented through the themes which emerged from the study.

Chapter 5: This chapter deals with the discussion of the results presented in chapter 4. It provides an interpretation of the findings and their implications for the implementation of the LiEP in Oshakati Circuit (Oshana Region).

Chapter 6: This chapter concludes the thesis with a summary of the main findings and recommendations for an effective evaluation of the implementation of the LiEP based on the relevant literature and the findings. The chapter also includes a section which recommends future research topics.

CHAPTER 2

THEORETICAL BACKGROUND

2.1   Introduction

The aim of this chapter is to provide a theoretical background to the study. Various theories of language education are presented in order to lay the foundation for an evaluation of the implementation of the LiEP in Namibia after independence. The implementation of the LiEP has been a matter of concern to the government because it has to be implemented in all 13 educational regions, which have schools that are characterized by unequal resources. After gaining independence, Namibia like many other developing countries in Africa had to replace the colonial language policy that was put in place by the South African Colonial regime. Before independence the LoLT was initially Afrikaans in almost all schools except in the Caprivi Region and later on it was English and Afrikaans. Since the LiEP was implemented more than 15 years ago, it has become imperative to evaluate it.

Language policy evaluation is one of the important aspects of language planning. Rubin (1983) considers language policy evaluation to be a necessary component of language planning as it provides information or feedback to planners. Sometimes evaluation is not systematically conducted or done at all due to various factors. Hence Dua (1985) rightly points out that "the main challenge in language policy evaluation is the lack of well-established theoretical and practical models that may be used in this regard". According to Dua (1985:135), the existing models of scholars such as Rubin (1971) "simply present a general, broad and abstract view of language policy evaluation and thus fail to bring out the complexity and diversity of language planning issues which need to be evaluated for effectiveness and adequacy." Dua (1985:64) argues that the purpose of evaluation may not be fulfilled if the perspective and methodology of evaluation are not sound, its findings do not project the correct image of planning agencies and their functions, and if the findings are not properly utilized to provide necessary guidance and direction to planning goals, policies and their implementation. In his view it would be useful to consider evaluation with respect to different aspects of the language system such as language development,

language use and the impact of the policies of language use and development on different language groups in the speech community.

Since Namibia implemented its Language-in-Education-Policy in 1993, there has never been any systematic evaluation of the policy in the upper primary phase in terms of materials, teachers training, learners' academic achievements and learners' transition from Grade 4 to 5 in which English starts to be used as a medium of instruction, as well as the attitudes of parents, teachers, learners and parents toward the policy. Systematic evaluation is critical to Namibia as Dua (1995:64) rightly points out that "evaluation may constrain the implementation process in a number of ways if it is not conducted systematically". Surely the linguistic needs of the Namibian society should have changed since then and this needs to be considered. Harlech-Jones (1998b:9) also argues for the need for a systematic evaluation of the Namibian Language-in-Education Policy. His concern is also shared by Wolfaardt (2001:82), who notes that the most important aspect that has not received enough attention during the last ten years remains the matter of evaluation of the language policy for schools in Namibia.

The chapter begins by discussing the concept 'language policy evaluation' and then discusses different language policy evaluation and education theories and concludes by reviewing language policy evaluation studies on Namibian Language-in-Education Policy.

2.2   Language Policy Evaluation Theories

2.2.1   The term 'language policy evaluation'

The term language policy evaluation was introduced by Rubin (1971:221) who defines it as "a process through which information can be provided to help determine which kinds of decisions seem to be the best of several alternatives". Drawing from Guba and Stufflebeam (1968), Rubin (1971:221) further defines evaluation as "a measurement process that determines the congruence of performance and objectives and that it is equated with the judgemental process. Madiba (2000:38) simplified the definition by explaining that it has to do with the assessment of the plan so as to ascertain if it has worked.

As Rubin (1971) rightly points out, the difficulty in defining language policy evaluation is exacerbated by the fact that this aspect of language planning has been the least frequently used technique. As a result there is little information about the actual criteria used in evaluation and as such the techniques of evaluation and of studying evaluation are only at a beginning stage.

2.2.2   The necessity for language policy evaluation

Dua (1985) identifies three reasons for language policy evaluation. The first reason is the need to assess the socio-political environment whose change can have a strong impact on the implementation of the language planning programmes. The second reason is the need to address the issue of discrepancy between what is expected and what is being achieved in the implementation of the policy.

The third reason for doing language policy evaluation is to assess the viability of policy and planning decisions in future on a small scale or an experimental basis. Dua (1985:138) maintains that "the evaluation of such a program is necessary for long-range and extensive planning". This according to him would involve an analysis of (1) the total outcomes and effects, (2) the feasibility of extending the programme and financial, implementational and other logistic considerations involved in it, and (3) the shortfalls or limitations in planning design in order to control them in extensive planning in future. This may also involve reconsideration of alternative goals and strategies in the light of the experience of experimental design or pilot project. In addition language policy evaluation is important in determining the allocation of scarce resources. The resources refer to staff available to do evaluation and their capacity as well as funding and electronic equipment to be used. Information has to be processed and stored on computers that will be used to provide feedback to government and individuals.

2.2.3   What is to be evaluated?

The question of what is to be evaluated can be answered by looking at the entire process of evaluation. The evaluation process through which information might be provided helps to determine which kinds of decisions seem to be the best of several alternatives. This process

evaluates amongst other things the outcomes as predicted in the policy prior to implementation. It may also indicate whether the change which the policy brought about has been accepted or rejected, succeeded or it has failed because it was implemented with insufficient resources. Hence feedback through an evaluation is required throughout the entire process of language planning. Dua (1985:143) identifies three components of language policy that may be subjected to evaluation: language system, social system and planning system, and the interrelationships between the components and the systems. The language system concerns with the development of language and what new roles that particular language would assume. This includes the criteria that will be used to expand the vocabulary in different sociolinguistic settings. In Oshiwambo case there is a need to evaluate all three components because there is a need to have a theoretical model in place and there the language itself needs to be developed. One needs to expand and improve the current dictionaries and add more literature books to the subject. It may be necessary also to upgrade its status to that of an official language because it is the biggest indigenous language in Namibia in terms of the number of its speakers. This can only be achieved if all three components have been evaluated.

Concerning the social system attention is drawn to issues arising from the politics and socio-economic dynamics. Politics influences LiEP in schools in the sense that politicians can easily lobby for more money for education through national budget. This means schools can buy texts books and other educational materials that are needed in schools to learn languages if they are given money. This includes the training of teachers. The level of parents' income and education contributes also to a child's learning environment at home. Therefore evaluation of the social system can provide useful information about the nature and the level of knowledge and about resources, strategies and planning in relation to needs.

The last component is the planning system. There are two important components of the planning system namely the internal component and the external constituency and the external factors that influence its structure and function. The internal constituents of the planning system includes actors, organizations, decision-making processes and control mechanism necessary for the formulation and implementation of plans to solve problems, while the external factors which influence the form and function of planning system relate

to time, scope and evaluation of planning. In other words staff are part of an organization be it from the government or an NGO and they have most of information about the policy in question while external factors refer to aspects that could be outside the scope of those in charge such as the time when the project has to be completed and the resources required. Despite these internal and external factors the planning system mainly depends also on the level of socioeconomic development and as such it should be sufficiently complex and varied to match the variety and complexity of problems that require planned action. If this planning is done properly, planning would not fail to achieve the desired goals and objectives.

2.2.4   The types of language policy evaluation

According to Dua (1991:134), there are four types of evaluation; namely, context evaluation, input evaluation, process evaluation and product evaluation. Context evaluation relates to the evaluation of mission, vision, values, goals and objectives' priorities and purposes. All policies are designed to achieve long or short term objectives. In order to achieve this, the characteristics of the environment have to be defined and general goals and specific objectives have to be determined. Furthermore problems or barriers which might inhibit achieving the goals and objectives should be identified and diagnosed as part of context evaluation.

Input evaluation provides information for the development of program designs through evaluation of data bases, internal and external stakeholders' interests and SWOT analysis that means looking at weaknesses, Strengths, Threats and Opportunities. The program is designed to meet the objectives and determine the resources needed to deliver it. In other words one has to determine whether staff and available resources are adequate to implement the program. In order to achieve this one has to develop a plan for a program through examination of various intervention strategies such as time requirements, funding and physical requirements, acceptability of client groups, potential to meet objectives and potential barriers.

On the other hand, process evaluation refers to the development of an ongoing evaluation of the implementation of major strategies through various tactical programs to accept, refine, or correct the program design. In essence a process evaluation is an ongoing check

on a plan's implementation plus documentation of the process. This provides decision makers with information necessary to determine if the program needs to be accepted, amended or terminated. And the task here is really to identify discrepancies between actual implementation and intended design as well as to identify defects in the design or implementation plan.

Lastly, product evaluation has to do with the assessment of the outcome or the end result of the program. Its main objective is to ascertain the extent to which the evaluation met the needs of all the rightful beneficiaries this implies that one has to develop the assessment of the program by comparing the results against the original objectives that were set in the context evaluation. This can be done by using traditional research methods, multiple measures objectives and other methods. This helps to decide to accept, amend, or terminate the program, using criteria directly related to the goals and objectives. Feedback about achievements is important both during an activity cycle and at its conclusion. Namibia could have gained valuable information about the implementation of LiEP if it was successful or not had a similar evaluation method could have been followed. There might be a mismatch between LiEP implementation and practice. The policy could have been amended especially when there are indication that there is a high rate of poor performance in both L1 and L2 in Namibia. At present defects in the policy itself or implementation plan are not being identified.

In the case of Namibia if these types of evaluation would have been systematically implemented issues of resources that the society requires could have been clearly identified well in advance as barriers that would hamper the implementation of the language policy hence Rubin (1970:223) maintains that evaluation helps planners and educators to balance the demands for a healthy development of a properly socialized individual who can contribute to the growth of the society.

2.2.5   When should evaluation be done?

Scholars of language planning do not agree on when should an evaluation of a language policy be undertaken. Some scholars such as Dua (1985:141) point out that evaluation should be undertaken neither too soon nor too late so that it can be relevant and

meaningful. Other scholars such as Bamgbose (1991:141) argue that evaluation should take place at every stage in the planning process. This view is supported by Chumbow (1987) who also indicates that evaluation should be done at every stage of language planning and within the context of the overall language planning. With specific reference to education Makoni (1993:16) points out that language education policy tends to restrict evaluation to the end of the implementation exercise and this creates problems as evaluation loses its power to influence the policy currently in operation. However, depending on the type of evaluation, it might be safe to do evaluation throughout the planning process.

2.2.6 Who does language policy evaluation?

According to Dua (1985:139), the question who evaluates has wide implications for successful evaluation and utilization of its results. An evaluator can be within the institution or can be from outside. In most cases language policy is evaluated by government or an organized agency following formal procedures and appropriate evaluation criteria. Individuals such as scholars and independent researchers can also evaluate policies. When evaluating a project or an organization it is not likely to be completed by a single evaluator. It might be necessary to engage a team of evaluators and investigators to do different tasks.

From the foregoing discussion, it is clear that Language-in-Education Policy evaluation requires a systematic and coordinated approach. However, such an evaluation should be based on a good knowledge of language education theories. These theories will be discussed in the next section with a view to establish a theoretical framework for the evaluation of the Language-in-Education Policy in Namibia.

2.3 Language Education Theories

There are three main theories in language education, namely monolingual, bilingual and multilingual education. Monolingualism in education refers to an individual's native-like proficiency in one language only, with little or no knowledge of a second language. This situation is common in countries such as England and France. This implies that learners in schools in these countries only speak English or French and educational authorities make

no attempt for schools to teach learners any second language. Those who are coming from other countries have to learn these languages and ignore their own language. Bilingualism on the other hand implies that two languages are learned or used in a particular educational setting. These educational settings may grant learners an opportunity to learn these two languages on equal basis or the language policy may be developed in such a way that one language may be dropped at one stage. In Namibia for instance there is a kind of bilingual education as learners can take English plus an indigenous language. More details about this will be provided in the next section in this chapter because it is the main focus of this study.

The third type is called multilingualism and is common in Africa. Corson (1990) defines multilingualism as the recognition and the use of more than two languages in every sector of the community. This situation can be found in South Africa because the language policy recognizes more than two languages. Multilingualism is a complex one compared to monolingualism and bilingualism, because its education is offered through the medium of many languages. Ideally a multilingual education involves the use of at least three languages which can be a mother tongue, a regional language, a national language and an international language. Furthermore Webb (1998:143), notes that multilingualism occurs both at the individual and the societal level. In the next section bilingual education will be discussed in some details because it is quiet relevant to the LiEP in Namibia.

2.3.1   Bilingual education

Bilingual programs were intended to allow children to progress in subjects such as Maths, science and social studies while they learned English in a separate class. Baker (1996:9) a respected scholar in the field of bilingual education defines bilingual education as the ability to use more than one language. Garcia (2009:5) maintains that bilingual education is the only way to educate children in the twenty-first century. One may partly disagree with Garcia because as the world is becoming borderless in terms of information flow and the movement of people multilingual education could be the way. We already have Chinese, Indians, Portuguese and others in Namibia. And if we need to treat all languages on an equal basis then one ought to have some kind of multilingual education. There are four models of bilingual education, namely, subtractive, additive, recursive and dynamic models (Garcia 2009:71).

Bilingual education programs that were developed in the twentieth century were merely aimed at achieving proficiency in the two languages according to monolingual norms for both languages or proficiency in the dominant language according to monolingual norms. These kinds of programs responded to what Garcia (2009:115) called mono-glossic belief which assumes that legitimate linguistic practices are only those enacted by monolinguals. The alternative for those who want language-minority children to shift to a majority language organize non-diglossic bilingual education types where the two languages are only initially used without any functional compartmentalization. Since children are losing their home language during the process these programs promote a subtractive type of bilingualism. However, those that strive to acquire, maintain and develop their children's bilingualism in both the home and the majority languages generally set up diglossic bilingual education types where each language is carefully compartmentalized. Garcia (2009:115) notes that these types of bilingual education programs promote an additive type of bilingualism.

Subtractive framework supports language shift to the more powerful language of instruction while additive framework advances the bilingualism of children by insisting that the two languages be functionally compartmentalized, maintaining diglossia.

Due to the complexity of globalization and the interrelationships between states and regions and the vast linguistic complexity of the East, of Africa and of the Deaf Community the world is gradually shifting from the old bilingual ecology to a more heteroglossic paradigm in order to accommodate these changes. In this case two further theoretical frameworks for bilingual education programs have been identified. Because they are non-linear in nature they are neither subtractive nor additive. These are called recursive and dynamic. These two theoretical frameworks are the result of recent geopolitical and technological changes and they are prevailing in all continents today. However, it should be noted that because not all countries have equal resources, degree of agency, or aspiration for their children's education, it is very likely that in some countries only the first two are applicable or accepted as is the case in Namibia. This is attributable to varying effects of globalization in different countries.

Garcia (2009:120) maintains that in Africa today, and in many countries in Asia, it is translational bilingual education that is being developed as an alternative to monolingual instruction in many former colonial languages. One should also note that there are still some elite groups that continue to view language as static in order to protect their status and power. They continue to base their bilingual education programs in an additive theoretical framework. In the next section I elaborate on the four models of bilingual education.

2.3.1.1 Subtractive bilingual model

Heugh et al. (1995) define subtractive bilingualism as limited bilingualism often associated with negative cognitive outcome. It is applied to a context in which speakers of usually low-status languages are expected to become proficient in a second language which is usually a dominant language of high status, such as English and French in Africa. During the process of acquiring the second language, the home language is either abruptly or gradually replaced as language of learning in the school. This type of situation is responsible for the marginalization of African languages. This is in agreement with Garcia (2009:116) who argues that the process results in children developing a feeling that their home language is useless at school and that only the school language is valued and assessed. This cannot be over emphasized, however it is a major problem because children come in speaking one language, the school adds a second language, and children end up speaking the school language and losing their own language. It is not fair for someone to lose his or her language either knowingly or unknowingly because all languages ought to be regarded as equal no matters how small the number of speakers of language is.

2.3.1.2 Additive bilingual model

Additive bilingualism on the other hand refers to bilingualism associated with a well-developed proficiency in two languages and with positive cognitive outcomes (Heugh 1995). The term is applied to a context in which speakers of any language are introduced to a second language (or even languages) in addition to the continued educational use of the primary language as a language of learning. The second language is never intended to replace the primary language in education; rather, it is seen as complementary to the

primary language throughout. Additive bilingualism could be preferred by many people who would like to see their mother tongue's status promoted throughout their children's education mainly because children come in speaking one language, the school adds a second language, and they end up speaking both. According to Luckett (1993:75), if a child maintains her L1, it will be easier for her to master content in L2. This will not only benefit the child in performing academically, but will also enable her to get other job opportunities that require candidates with a good command of two languages.

2.3.1.3   Recursive bilingual model

Recursive bilingualism is a theoretical framework that acknowledges that even a single ethnolinguistic group's bilingualism is complex and not static, and therefore, depending on personal and sociohistorical circumstances, bilingualism can take different directions at various times from that of simple shift, addition, or maintenance (Cummins 2000; Rivera 2001; Garcia 2009). This type of bilingualism supports a heteroglossic vision, focuses on the bilingual continuum of students as they come into classrooms, sees their bilingualism as right, and works towards the acceptance of all of their linguistic and cultural differences. Garcia (2009:118) maintains that this model promotes biculturalism as groups develop understandings of their histories and reconstruct their culture, but also as they develop competencies in the other languages and cultures with which they are in contact. It is clear that this model tends to protect and nurture the language undergoing revitalization. It may however be difficult to practice especially for those teachers that are not fluent in their mother tongue.

2.3.1.4   Dynamic bilingual model

Dynamic bilingualism refers to a theoretical framework that allows the simultaneuous co-existence of different languages in communication accepts translanguing and supports the development of multiple linguistic identities (Garcia 2009:119). Under this model all learners are considered as a whole, their bilingualism continuum is acknowledged and it is seen as a resource. It is believed that by bringing together learners from different cultural experiences and contexts a new and hybrid cultural experience can be generated. It is against this background that Garcia (2009:119) maintains that the dynamic bilingual model

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supports the education of children to use languages for functional interrelationships. This is relevant to the present situation in which children from various corners of the world can meet in one class because parents are free to move wherever they can get employment in the world. This means that children and their parents nowadays need to have some basic knowledge of inter-cultural communication. Namibia perhaps needs a proper combination of these models in order to ensure that bilingual education becomes a success however teachers need intensive training in this regard.

2.4   Cummins' Theoretical View on Language in Education

Literature abounds with studies that show the advantages of bilingual education. One scholar who has studied bilingual education extensively and provided a theoretical framework to explain how different languages in bilingual education facilitate learning and cognitive development is Jim Cummins. Cummins (1979) developed two important theories that are pivotal to understanding the benefits of bilingual education, namely, the Thresholds Theory and L1 and L2 Interdependence Hypothesis. Since these theories are important in language policy evaluation, they will be discussed in detail. In the previous section it was indicated that learners could benefit from bilingual education however such positive expectation appears to have some limitations in the sense that apparently not all learners may benefit from bilingual education in terms of functional bilingualism and academic achievement (Cummins 1979:222).

2.4.1   The Threshold Hypothesis

According to Cummins (1979:227), the threshold hypothesis evolved as an attempt to resolve the apparent inconsistencies in the results of early and more recent studies of the relationships between bilingualism and cognition. The Threshold Hypothesis proposes that there may be threshold levels of linguistic competence which a bilingual child must attain both in order to avoid cognitive disadvantages and allow the potentially beneficial aspects of bilingualism to influence his cognitive and academic functioning (Cummins, 1979: 222). Furthermore the hypothesis suggests that there is a minimum of competence required for a child to develop in the L1 in order to gain cognitive development when exposed to L2 learning or instruction. This may further be interpreted as implying that when a child has a

high level of competence in L1 she will have a high level of competence in L2. It is logical to assume that once a child attains high level of bilingualism in both L1 and L2, she will also achieve greater cognitive development.

According to Baker (1996:148), several studies have suggested that the further the child moves towards balanced bilingualism, the greater the likelihood of cognitive advantages. The term *balanced bilingualism* is used to describe individuals who possess about the same fluency in two languages, while *semilingualism* refers to those who have deficiencies in both languages compared with *monolinguals*. These deficiencies could be in a reduced vocabulary, incorrect grammatical patterns, difficulty thinking or expressing emotions in one of the languages, etc. Few people are truly balanced bilinguals in both languages in all situations. One language is usually dominant. This dominance may be different for listening and speaking or for reading and writing and usually changes over time.

The Thresholds theory partially summarizes the relationship between cognition and degree of bilingualism. According to the two researchers the research on cognition and bilingualism is best explained by the idea of two thresholds. This implies that each threshold is a level of language competence that has consequences for a child. The theory is divided into three levels. The first level includes those children whose current competence in both their languages is insufficiently or relatively inadequately developed, especially compared with their age group (Baker 1996:149). According to this theory low level of competence in both languages implies negative or detrimental cognitive effects.

The middle level is for those children with age-appropriate competence in one of their languages but not in their second language. According to Baker (1996:150), at this level, a partly-bilingual child will be little different in cognition from the monolingual child and is unlikely to have any significant positive or negative cognitive differences compared with a monolingual. At the top level lives children who may be called balanced bilinguals. Baker (ibid) states that at this level, children will have age-appropriate competence in two or more languages which means that they can cope with what they learn in the classroom in either of their languages. It is at this level that Baker (1996) argues that the positive cognitive advantages of bilingualism may appear.

The Thresholds theory has been supported by scholars such as Bialystok (1988). According to Baker (1996:150), Dawe's (1983) study examined bilingual Panjabi, Mirpuri and Jamaican children age 11 to 13. On tests of deductive mathematical reasoning, Dawe (1993) found evidence for both the lower and the higher threshold as competency in two languages appears to result in negative cognitive outcomes. Bialystok (1988) examined two parts to metalinguistic awareness (analysis of linguistic knowledge and control of linguistic processing) in six-to-seven-year-old monolingual, partial bilingual and fluently French-English children.

According to Baker (1996:150), the Thresholds Theory relates not only to cognitive development to general improvement in education. The good example is that children in Canada who used an Immersion Education, it is said that there is usually a temporary lag in achievement when the curriculum is taught through the second language. Until the second language (French) has developed well enough to cope with curriculum material, a temporary delay may be expected. Baker (1996:150) further notes that the problem with the Thresholds Theory is in precisely defining the level of language proficiency a child must obtain in order, firstly to avoid negative effects of bilingualism and secondly, to obtain the positive advantages of bilingualism. This implies that stages have to be re-examined and re-defined.

2.4.2   L1 and L2 Interdependence Hypothesis

According to the Interdependence Hypothesis the level of L2 competence which a bilingual child attains is partially a function of the type of competence the child has developed in L1 at the time when intensive exposure to L2 begins. This implies that the level of competence of L2 of a child depends on the level of competence in L1 before exposure to L2 for cognitive and academic language proficiency (CALP) achievement, whereas L1 and L2 are independent for basic interpersonal communicative skills (BICS) (Cummins, 1979). The child's skills, knowledge, values and attitude developed in the L1 are transferred to the L2. On the other hand Cummins (1979:233) notes that for children whose L1 skills are less well developed in certain respects, intensive exposure to L2 in the initial grades is likely to impede the continued development of L1. So educator should also take note of this possible shortcoming or disadvantage. It might be helpful for a child to

first acquire CALP in L1 in order to transfer such skills in L2 because this might help a child to achieve a high level of competences in both L1 and L2.

Another drawback that the hypothesis states is that if a child can not develop competence in L1 before starting to learn the L2, both L1 and L2 may not develop to enable the child to achieve high academic success. Many learners in Namibia are unlikely to acquire CALP in both L1 and L2 because the new LiEP states that learners should suddenly shift from L1 to L2 from grade 4. The explanation provides some hints as to why many children in Namibia who are taking mother tongue and English are performing poorly. Perhaps policy implementers need to take Cummins' language education theory more serious and accept that a bilingual education will only be successful when children successfully achieve CALP in both L1 and L2.

The Interdependence theory did not go without criticism. Scholars such as Genesee (1984); Canale (1984); Spolsky (1984); and Wald (1984) argue that the Interdependence theory does not take other factors that affect learner achievement such as cultural, social, political and attitudinal factors into consideration. In addition the theory was criticized for failing to separate schools according to socio-economic factors, which have a great influence on academic achievement. Despite some criticisms that have been leveled against the theory it can still be tried in educational settings. One of his critics, Genessee critises Cummin's theory as it ignores required information from the environment in which the language is used.

Spolsky on the other hand is also not comfortable with Cummins's naming of factors which are not yet fully identifiable. He criticizes Cummin's use of the terms "basic interpersonal communicative skills" and "cognitive academic language proficiency" which he finds to be highly value loaded and "egregious examples of misleading labeling". He suggests that when the terms are reduced to the acronyms – BICS and CALP they not only increase vagueness but more seriously, set up a false dichotomy which may be socially dangerous.

Troike (1981) considers another aspect of the sociocultural context, or lack thereof, in Cummins' framework. He argues that cultural and social factors rather than linguistic

factors may account for most of the disparities in academic achievement among minority students and that for this reason the CALP factor may be merely an indicator of a student's acculturation rather than a cognitive ability. He indicates that while there is little understanding of the "ways home background, including Socio-economic status (SES), influence the learner, there is even less of an understanding of how sociolinguistic/cultural attitudes, expectation, and behaviours manifested by the teacher and others" interact to stimulate or retard the individual learners' progress. Because these factors are largely unaccounted for in Cummin's hypotheses, and may only reveal acculturative approximations to middle-class western cultural norms and behaviours, Troike concludes that much more empirical research into social, cultural, individual and linguistic factors is needed before an adequate model describing the relationship between language proficiency and academic achievement can be achieved. The case in point here is what Schiffman (2006) calls linguistic culture that plays a role in influencing a child to learn a second language. In the Oshana Region where this study was conducted learners are forced by the language policy to study English but as soon as they get out of the school premises they start to speak Oshiwambo, which is their linguistic culture. This implies that even if the overt policy states that English is the medium of instruction the covert policy works on the contrary.

Cummins theory can be used to provide a framework with which to predict the academic and cognitive effects of different forms of bilingualism. When evaluating LiEP the theory can help to convince policy makers that in order for learners to perform successfully in both their mother tongue and Second Language they ought to achieve CALP. The evaluation can then be done to determine the Grade in which L2 should start. Other factors that may also affect the performance of learners at school such as linguistic factors, socio-cultural factors, school program factors and the need for a theoretical framework can be assessed.

2.5   Language Education Policy Evaluation in Namibia

There is empirical evidence that evaluation of the implementation of the Namibian language policy was conducted for the lower primary phase grades 1-3 but not specifically for the upper primary phase which is the focus of this study. The 2000 NERA report on language policy research that was compiled by Professor Karsten Legère, Richard Trewby

and Marian van Graan of NIED is a testimony to this. The study found that there is a widespread belief that, because English is the official language, English should be used and taught as much and as early as possible in schools and that the Namibian languages have very little value. Parents and teachers are not aware of the pedagogical implications of using an unknown language English to teach children in the lower grades, hence they developed negative language attitudes towards indigenous languages. It was also found that there is a shortage of trained teachers in the mother tongue.

Holmarsdottir a student with the University of Oslo also conducted a similar study in 2000 with special focus on the lower primary phase grades 1-3. The findings of Holmarsdottir are presented according to five sub-themes namely; the transition phase and the mother tongue, language attitudes, teacher training, school language and parental choice or school decision? Her study found that the sudden shift switch to English at the grade 4 level is very detrimental to the child. It was also found out that parents and learners developed negative attitudes towards Oshiwambo because they see no future for the language as far as education is concerned. And to make matters worse the instructional materials available in English are better than those available in Oshiwambo. English has wide variety of materials available for the teaching of English, whereas the number of books and readers available in Oshiwambo is limited to one or two readers per grade. This hampers the successful implementation of the policy in schools where indigenous languages are taught. The study further found out that the insufficient teacher training in English and the lack of teacher training in the mother tongue is also believed to be problematic. The issue of proper training of teachers should be addressed for the successful implementation of the language policy. It was also found that many rural learners meet English for the first time in school as the language is not spoken in their homes or community thus English is generally regarded as school language. The study also revealed that more often than not the parents were not the ones to make the choice but rather the teachers or school principals. The evaluation done through the two studies appears to be the kind of product evaluation however, it does not indicate the policy specific goals and objectives that were set and to be achieved. Furthermore they fail to ascertain the extent to which the evaluation met the needs of all the rightful beneficiaries.

2.6   Conclusion

This chapter provided a theoretical background for the language policy evaluation, which will enable me to conduct a systematic evaluation of the policy in the upper primary phase. This is done in order to answer the research question to what extent the Namibian Language-in- Education Policy has been implemented in the upper primary phase? In order to determine this, the language policy evaluation has been done according to pertinent literature that provides information about issues that can have a direct bearing on the policy implementation, such as the role of government, teachers, learners and materials that are required to implement the policy.

In addition, some of the crucial theories that are relevant to bilingual education have been discussed in order to shed light on language education programmes that are effective in a multilingual context such as Namibia. There is a particular focus on Cummins' theories commonly referred to as the Language Threshold theory and the L1 and L2 Interdependence Hypothesis. Both these theories are based on the concepts of BICS and CALP. They are relevant to the study as they helped the researcher to evaluate the language policy in the upper primary phase. I also made some reference to previous studies that were carried out to evaluate the implementation of the LiEP although they did not focus on the upper primary phase. A gap that this study aims to fill. Four types of language policy evaluation were discussed, namely Context, Input, Process and Product evaluation as identified by Dua. I also discussed types of bilingual education, namely; subtractive, additive, recursive and dynamic bilingual model.

CHAPTER 3

RESEARCH DESIGN

3.1   Introduction

This chapter focuses on the selection of the research approaches and methodologies used in this study. My objective was to evaluate the implementation of the Language-in-Education Policy in the upper primary phase and thus I used a mixed method design which includes qualitative, quantitative and triangulation research approaches. The research instruments include questionnaire, interviews and observations. The chapter will also discuss sampling method.

3.2   Research Approaches

Research originates with at least one question about one phenomenon of interest. Research questions help researchers to focus thoughts, manage efforts, and choose the appropriate approach. Approach is a perspective from which to make sense of each phenomenon of interest.

The three common approaches to conducting research are quantitative, qualitative, and mixed methods. The researcher anticipates the type of data needed to respond to the research question. For instance, is numerical, textural, or both numerical and textural data needed? Based on this assessment, the researcher selects one of the three aforementioned approaches to conduct research. Researchers typically select the quantitative approach to respond to research questions requiring numerical data, the qualitative approach for research questions requiring textural data, and the mixed methods approach for research questions requiring both numerical and textural data. In the following section qualitative and quantitative research methodologies are described.

3.2.1   Qualitative Research Methodology

Qualitative research explores attitudes, behaviours and experiences through such methods as interviews or focus groups. This research methodology is employed in this study

because it is empirical in nature. It attempts to get an in-depth opinion from participants. McMillan and Schumacher (1997:391) define qualitative research as a "naturalistic inquiry, the use of non-interfering data collection strategies to discover the natural flow of events and processes and how participants interpret them". The above view is supported by Bogdan (1982:29) who explains that "qualitative research has the natural setting as the direct source of data and the researcher is the key instrument". This methodology suits this study because it is aimed at evaluating the implementation of LiEP which may involve attitudes and resources. Furthermore the methodology was employed because of some data that were collected by unstructured and open-ended interviews. I interviewed and tape recorded school principals, teachers, parents and one official from the Ministry of education in order to get first hand information. This implies further that I spent time in the field at schools and villages to collect data through qualitative research methodology because the qualitative researchers are concerned with the context.

According to Patton (2002:48) the setting implies the real world of programs, organizations, neighbourhoods, street corners and getting close enough to the people and circumstances there to capture what is happening, this brought me closer to the subjects which is essential because action can best be understood when it is observed in the setting in which it occurs. The setting has to be understood in the context of the history of the institutions of which they are part. In addition in the context of qualitative research method everything has the potential of being a clue which is likely to give a more comprehensive understanding of what is being studied. One important feature of qualitative research is that it is descriptive in the sense that the data collected is in the form of words or pictures rather than numbers. Bogdan (1982:28) argues that qualitative researchers in their search for understanding do not reduce the pages upon pages of narration and other data to numerical symbols. They try to analyze it with all its richness as closely as possible to the form in which it was recorded or transcribed. In recording data and disseminating the findings the written word is very important.

Furthermore, Bogdan (1982:29) observes that qualitative researchers in most cases do not search out data or evidence to prove or disapprove hypotheses they hold before entering the study; rather, the abstractions are built as the particulars that have been gathered are grouped together. This implies that the qualitative researcher first collects the data and gets

the direction thereafter. This type of deductive reasoning is appropriate for studying human behaviours. Bogdan (1982) compared the process of qualitative data analysis to a funnel: things are open at the beginning (or top) and more directed and specific at the bottom. Similarly, the qualitative researcher plans to use part of the study to learn what important questions are. He does not assume that enough is known to recognize important concerns before undertaking the research. Miles and Humberman (1994:45) identify three types of qualitative techniques to collect data, observation, interviews and document analysis. I used all these three methods in order to cross check the information at a later stage.

Like all other research methodologies the qualitative methodology has both advantages and disadvantages. The first advantage is that of the presence of the researcher in the field because he/she can validate the finding as he/she understands the context. The researcher can also get detailed information because he can probe and make follow-ups if the responses are vague or insufficient. In addition the data analysis is simple because the data are descriptive. One major feature of the method, according to Miles and Humberman (1994:10) is that it focuses on naturally occurring, ordinary events in natural settings. Having gone to the environment I was afforded an opportunity to interact with the participants who enabled me to get valuable information which I could not have received had I sent only questionnaires via mail or used a telephone to collect the data. The closer the researcher is to the environment he or she is studying the more in-depth he or she can go to probe further. According to (Bogdan and Taylor, 1975; Patton, 1980) qualitative method enables a researcher to obtain a more realistic feel of the world that cannot be experienced in the numerical data and statistical analysis used in quantitative research. Furthermore the method offers flexible ways to perform data collection, subsequent analysis, and interpretation of collected information.

Miles and Humberman (1994) testify that another feature of qualitative data is the quality of the data that provides valuable information. This information is usually relevant as it reflects the environment in which it was collected. This enables a researcher to gain insight into people's behaviour and perceptions, and explore their opinions on a particular topic in more depth. The method fulfils the goal of qualitative research because it is concerned with the understanding of the social phenomenon from the participants' perspective. It generates new ideas and hypotheses where it is not clear how the target perceives an issue or where

options for addressing an issue are undefined or not well understood. Furthermore one gains descriptive capability based on primary and unstructured data in qualitative methods. Unstructured data is a collection of records with a number of different criteria in each record. Because it is flexible the moderator can follow up on participants' initial reactions with probing questions. One may conclude that a major strength of the qualitative approach is the depth to which explorations are conducted and descriptions are written, usually resulting in sufficient details for the reader to understand the complexity of the situation.

Concerning the drawbacks of this methodology, first of all it is time consuming and expensive because the researcher has to spend some time in the field (Bogdan and Biklen, 1992:2). I spent some weeks in schools and villages to get data from participants. Another disadvantage is that participants behavioural changes due to the presence of the researcher in their environment, especially when they realise his intention and needs. Although the methodology has some disadvantages the researcher employed it because it many advantages. According to Bogdan (1982:43) in qualitative research it is too easy for the prejudices and attitudes of the researcher to bias the data. This implies that it is largely impossible to escape the subjective experience, even for the most seasoned researchers. If one goes to conduct research at a particular school, it is difficult for the researcher not to be subjective. Another weakness of the method is that it sometimes lacks consistency and reliability because the researcher can employ different probing techniques and the respondent can choose to tell some particular stories and ignore others. The principal dilemma of a qualitative researcher is to ensure the validity of the information he receives from participants. In solving this problem Cohen and Manion (1994:281) remark that one way to validate interview measures is to compare interviews with questionnaires and this is what the researcher did. Furthermore, Bogdan (1982:41) notes that qualitative findings are not generalizable because most qualitative researchers are more interested in deriving universal statements of general social processes rather than statements of commonality between similar settings such as classrooms. Usually qualitative research can only be used to study a small population. These findings cannot be generalized to a large population.

3.2.2 Quantitative Research Methodology

McMillan and Schumacher (1997:616) define quantitative research method as a research that presents results with numbers. The approach uses tables and graphs to explain trends of the findings. Quantitative researchers rely mainly on questionnaire as the main instrument to collect data. For instance in this study I sent a large number of questionnaires to schools for learners to complete. Furthermore structured interviews and observations may be used in this approach and data are analysed statistically (McMillan and Schumacher 1997:616). I used this methodology in this study to find out how languages are used in schools and at home, the languages preferred by teachers, learners and parents, the language that should be the LoLTs, the resources available in schools and understanding of the LiEP and its implementation.

The advantages and disadvantages of this approach are imperative to be taken note of. This methodology unlike qualitative that is time-consuming it saves time because it reaches many more people and the contact with those people is much quicker than it is in qualitative research. The researcher was able to reach all the sampled schools within one month. Hence Patton (2002:14) states that the advantage of this method is that it is possible to measure the reactions of a great many people to a limited set of questions, thus facilitating comparison and statistical aggregation of data. This gives a broad generalizable set of findings. This can be done for instance by using self-administered questionnaires, computers, scales, test scores etc. Large surveys such as a national census make use of quantitative methods to estimate the number of people in various countries. According to Bless (2000:38) quantitative research relies upon measurement and uses various scales. The great advantage of number is that of being exact. Ten means exactly the same thing to every human being who knows the concept, and will mean exactly the same thing in different social, cultural and linguistic contexts. Furthermore quantitative research methods, if explained in detail are generally easy to replicate and hence have a good chance of reliability. Balsley (1970) states that quantitative methods achieve high levels of reliability of gathered data, due to controlled laboratory experiments, mass surveys, or other form of research techniques. Validity in quantitative research depends on careful instrument construction to ensure that the instrument measures what it is supposed to

measure. The instrument must then be administered in an appropriate manner according to prescribed procedures the test items, survey questions, or other measurement tools.

Like qualitative methodology this approach does have disadvantages as well. According to Bogdan (1982:45-48) the quantitative research method has a limitation in providing the researcher with information on the context of the situation where the studied phenomenon occurs. It is unable to control the environment where the respondents provide the answers to the questions in the survey. In fact, questionnaires without face-to-face interviews do not yield detailed information because there is no flexibility.

The method relies heavily on questionnaires and the drawback is that the outcome of questionnaires is limited to only those outlined in the original research proposal due to closed-type questions and the structured format. It does not offer a chance for probing. Consequently this does not encourage the evolving and continuous investigation of a research phenomenon. Because both instruments have advantages and disadvantages the researcher triangulated the data that was collected from other sources to validate it.

3.2.3   Data Triangulation

In this study data triangulation was employed. According to Denzin (1989:236) triangulation is a plan of action that will raise sociologists and other social science researchers above the personal biases that stem from single methodologies. In other words it is a cross-validation of data because each method reveals different aspects of empirical reality. Furthermore triangulation tests the consistency of findings obtained through different instruments. Denzin (1978b, in Patton 2002:247) argues that no single method ever adequately solves the problem of rival causal factors.

Triangulation in this study involves the use of three instruments, namely questionnaires, interviews and class observations in order to enhance reliability and validity and to counterbalance the limitation of each method. Data in this study were cross-checked from respondents and document analysis to see whether the same patterns kept on recurring.

3.3   Data Collection

In this section I present three instruments that were used to collect data from schools, parents and the Ministry's Representative, namely questionnaires, interviews and observations.

3.3.1   Questionnaire

A questionnaire is a written or printed form used in gathering information on some subject or subjects consisting of a list of questions to be submitted to one or more persons. Furthermore it can be employed to elicit the feelings, beliefs, experiences, perceptions, or attitudes of some sample of individuals. As a data collecting instrument, it could be structured or unstructured, which means there can be guided questions or open-ended type. The respondents can complete the questionnaires in their own time without being assisted by the researcher.

Learners were given questionnaires to complete because the scheduled time was too limited to interview all of them. Schools returned questionnaires to me after the learners completed them. This approach has the advantage of reducing expenses and saving time. Furthermore each respondents receives the same set of questions phrased in exactly the same way, this ensures uniformity of questions. Another advantage is that respondents may provide information that a researcher may not be able to record.

However, the disadvantage of this instrument is that respondents cannot get any further explanation if they do not understand the question or statement and they may end up providing irrelevant information. It is therefore imperative that questionnaires are well formulated be it open-ended or closed ones. Another drawback is that in most cases a researcher cannot get all questionnaires back. In this study I received 78% of the total 210 questionnaires that were distributed.

3.3.1.1 Open-ended questions

Bless and Higson Smith (2000:118) define open-ended questions as those questions that leave the participants completely free to express their answers as they wish, as detailed and complex, as long or as short as they feel is appropriate. One of the hallmarks of open-ended questions is that they are not based on already conceived answers. For instance when the researcher in this study asked teachers and parents about their views regarding the grade in which learners should switch from mother tongue to English, there would not be preconceived answers about this. Thus Bless and Higson-Smith (2000) argue that open ended questions are well suited for exploratory studies, case studies, or studies based on qualitative analysis of data. This type of questions has several advantages. They develop trust and are perceived as less threatening while at the same time they allow an unrestrained or free response, and may be more useful with articulate users. However, open-ended questionnaires are not without disadvantages. They can be time-consuming, may result in unnecessary information, and may require more effort on the part of the user. The researcher needs appropriate skills to interpret and make the data reliable.

3.3.1.2 Close-ended questions

Richardson (1986:509) defines close-ended questions as those questions, which can be answered by either "yes" or "no." Closed-ended questions can include presuming, probing, or leading questions. By definition, these questions are restrictive and can be answered in a few words. They are normally used to get statistics. According to Bailey (1987:118) this type of questionnaires forces the respondents to answer in one of the response categories provided. The advantages of this type of questionnaires are that they are quick and require little time investments, just the answer. Bailey (1987:118-119) notes that this type of questions are standard and can be compared with one another, meaning that it is easier to compare the data. In addition it allows a minimum number of irrelevant answers because alternative answers are restricted.

The advantages of this type of questions includes incomplete responses, requires more time with inarticulate users, can be leading and hence irritating or even threatening to user, can result in misleading assumptions/conclusions about the user's information need;

discourages disclosure. In order to reduce the effects of the disadvantages of both types of questions, the researcher should use both open-ended and close-ended questions at the same study.

3.3.2   Interviews

Bless and Higson-Smith (2000:104) define interview as a method of gathering information directly from participants that involves direct personal contact with the participant who is asked to answer questions relating to the research problem. There are two types of interviews, namely the scheduled structured interview and the non-scheduled structured interviews. The former enable people to express their views on broadly defined issues such as those issues that are relating to the LiEP. Those interviewed are free to expand on the topic as they see fit. The interviewer may intervene to ask for clarification or further explanation, but not necessarily to give directives or to confront the interviewee with probing questions. On the other hand the non-scheduled structured interview is different from the former. Bless and Higson-Smith (ibid) maintain that this type of interview is structured in the sense that a list of issues for investigation is drawn up prior to the interview, but it is also a non-scheduled interview in the sense that the interviewer is free to formulate other questions as judged appropriate for a given situation.

In this study structured interviews were conducted with school principals, teachers, parents and an official from the MoE in order to gain insight about language policy issues, namely home language, preference, the transitional period, resources and LiEP awareness and implementation. These interviews were structured in the form of a set of standardized questions. Furthermore in order to get information in a more relaxed manner from respondents, interview schedules were set up some conducted during free periods with teachers and principals while some were conducted after school.

The researcher used an interview guide approach. This approach specifies topics that are to be covered in advance in an outline form with the interviewer deciding on the sequence and wording of the questions through the course of the interview. The strength of this approach is that it increases the comprehensive nature of the data and also makes data collection more systematic. It also allows for interviews to remain conversational and

logical gaps in data can be closed during the interview process. Adversely, this method may produce different responses and may reduce the comparability of the responses. At the beginning of each interview, participants were informed of the interview procedures. To help the researcher to focus on conducting the interviews, interviewees were asked to grant the researcher permission to record the interviews. The recording of interviews allowed for data transcription by both interviewers in the process for the purposes of presenting an unbiased view of the interview data. Interviews lasted approximately 30 minutes each. Throughout the interview, notes were taken.

The interview method has its own advantages and disadvantages. According to Bailey (1987:174) the interviewer can guide the conversation in order to get the information that is needed. In addition the researcher can make follow-ups and probe. This implies that information that is not needed can be eliminated as the interviewee can ask for clarity if questions are not clear.

The disadvantage associated with interviews is that they are time-consuming and expensive to conduct. In this study the researcher interviewed two teachers per school and the school principal plus two parents to ensure data cross-reference. Similar questions were asked to check for validity. All interviews were tape recorded and transcribed. This exercise was helpful to the researcher as all materials were read several times to identify recurring themes and problems.

3.3.3   Observation

Bless and Higson-Smith (2000:155) define observation as a data collection technique based on the direct observation of participants' behaviour. Three types of observation have been identified for research purposes, namely simple observation, participant observation and laboratory observation. According to Bless and Higson-Smith (2000) simple observation refers to the recording of events as observed by an outsider. For example a researcher observing language use in class and on school premises among learners as was the case with this study. This in itself causes people to change their behaviour, become uneasy or stop activities altogether because they feel they are being observed.

On the other hand participant observation is a more complex form that requires that the observers hide the real purpose of their presence by becoming participants themselves. This implies that they join the community or group under investigation as on its members, sharing in all activities. The third type of observation is that one which is done under laboratory conditions and is mainly used in psychology. Due to budgetary constraint and limited study leave in this study I opted for a simple observation. This was done to measure the extent to which data that was collected from principals, teachers, learners and the education official is reliable and valid. I used an observation guide to control data.

3.4   Reliability and Validity

Since there is no perfect measurement technique in social science, it is imperative for researchers to evaluate the measures that they use. This is where the issue of reliability and validity come into play.

3.4.1   Reliability

Reliability is concerned with the consistency of measures (Bless and Higson-Smith, 2000:126). Whenever every time instrument that is used to measure an unchanging value produces different scores then it cannot be depended upon because it has low reliability. On the other hand, an instrument which always gives the same score when used to measure an unchanging value can be trusted to give an accurate measurement and is said to have high reliability (Bless and Hisgson-Smith, 2000:126). In this study, learners, teachers, parents and principals were asked similar questions to ensure reliability of findings.

3.4.2   Validity

Johnson and Christensen (2000:106) define validity as the judgment of the appropriateness of interpretations and actions we make based on scores we get from a test or assessment procedure. This means that the instrument the researcher selects should produce accurate data. All participants in this study have shown great interest in the issues pertaining to LiEP and this helped to validate the findings.

**3.5	Sampling**

McMillan and Schumacher (1997:164) define sampling as a process of selecting subjects (individuals) from a larger group of persons from whom data is collected. This definition concurs with the one of Bless and Higson-Smith (2000:156) who refer to sampling as a technique by which a group of elements drawn from the population, which is considered to be representative of the population to be studied in order to acquire some knowledge about the entire population. This means that it is not always possible to study the entire population, but what is important is to select a representative and accurate sample of that population. This helps the researcher to reduce the population to a manageable and representative size. Sampling saves time and money if done correctly.

There are two major categories of different sampling techniques, namely probability and non-probability sampling. The difference between the two techniques is that the former involves some type of random sampling, in which each member of the population as a whole has the same chance of being selected as other members in the group. This may involve simple random sampling, systematic sampling, stratified sampling and cluster sampling. Non-probability, on the other hand, refers to a sample in which units of the population are selected by factors other than random chance. Examples of non-probability sampling are purposeful sampling, convenience sampling, snowball sampling and quota sampling. According to Bless (2004:93) a very important issue in sampling is to determine the most adequate size of the sample. A large sample is more representative but very costly. A small sample, on the other hand, is much less accurate but more convenient. The major criterion to use when deciding on sample size is the extent to which the sample is representative of the population.

**3.5.1	Sample size**

This study is about the evaluation of the implementation of the LiEP in schools in Oshakati Circuit, Oshana Educational Region. Oshakati Circuit was selected because it has both urban and rural schools that are offering Oshiwambo and English. It is the circuit that has the majority of learners who speak other Oshiwambo dialects in the northern part of

Namibia. In addition there are also a few learners whose home language is not Oshiwambo as they speak Portuguese and Afrikaans. Due to financial resources and limited research capacity the research could not be conducted for the entire Oshana Region.

The Oshana Region, according to the 2001 census has a population of 161 916. There are four circuits in the region. The study covered only the Oshakati Circuit which is one of the four circuits. The circuit was chosen because it was more representative of other circuits in the Region as the schools' compositions are more or less the same as other circuits. The Oshakati circuit has a total number of 38 government schools and seven private schools. There are 39 primary schools, 2 Junior Secondary Schools and 4 Senior Secondary Schools.

At least six schools out of 38 schools were selected according to the criteria below:

In the first place all schools offer Oshiwambo and English. Therefore they have been selected to represent all other similar schools in the region. Secondly these schools are situated in the same area. This makes it easier to travel from one school to another. Thirdly the schools were selected on the ground of the type of infrastructure and resources that they have. Three schools were selected from urban and another three were selected from rural in order to compare resources available for the implementation of the LiEP.

The following Table 1 shows the particulars of the selected schools that were purposefully sampled while table 2 provides information about the face-to-face interviews and questionnaires. Learners were only served with questionnaires while interviews were conducted with school principals, teachers, parents and an education officer. Names of schools cannot be revealed to protect their identity.

TABLE 3.1: Particulars of questionnaires distributed at each school

School	Location	LoLT	Circuit	Total No of Learners Per School	Total No of Questionnaires issued	Number of returned questionnaires
A	Urban	Oshiwambo/English	Oshakati	502	35	35
B	Rural	Oshiwambo/English	Oshakati	450	35	34
C	Urban	Oshiwambo/English	Oshakati	831	35	32
D	Urban	Oshiwambo/English	Oshakati	449	35	18
E	Rural	Oshiwambo/English	Oshakati	390	35	21
F	Rural	Oshiwambo/English	Oshakati	350	35	24
		Total		**2972**	**210**	**164**

TABLE 3.2: Particulars of participants interviewed

Participants per school	Teachers interview per school	Parents Interviews per school	Principals interviews per school	Official from the Ministry of Education's interview
35	2	2	1	1
Total	**12**	**12**	**6**	**1**

In order to select teachers and learners a random selection was made using a register while principals were selected by virtue of their position. A random selection was also done to select 12 teachers and parents for interview.

3.5.2   Selection of participants

3.5.2.1   Principals

School Principals were selected because they are the ones in charge of schools. They are also directly or indirectly are responsible for the implementation of LiEP in schools. As school administrators they have the necessary statistics about learners' profiles and

information relating to the purchasing of school textbooks and other educational materials. They are also responsible for the dissemination of information about LiEP at school and community levels.

3.5.2.2   Teachers

Teachers were involved in the study because they are the real implementers of the language policy in class. For this reason at each school an Oshiwambo teacher plus a teacher from other subjects were included. The Oshiwambo teachers can provide information about the challenges faced in class concerning the implementation of the policy. In addition teachers from other subjects can provide information about language use and the extent to which teachers and learners use Oshiwambo or English in other subjects.

3.5.2.3   Learners

The LiEP is about learners practising what has been decided on their behalf by their parents. They are included to gauge their views on their progress and their proposal concerning the use of English or Oshiwambo at school. At least 35 questionnaires were distributed to each school.

3.5.2.4   Parents

The parents were involved because they are the ones who make the language choice for their children. It is also essential to get information about the parents' socio-economic positions and education level as this has an indirect influence on the performance of children. Perhaps children do not have books as parents cannot afford them. It can also be that learners cannot do homework since their parents cannot assist them due to the fact that they cannot read and write in both Oshiwambo and English.

3.5.3   Sampling method

I used a random sampling to select learners from a class list. According to Babbie (1990:75), a random selection process is the one in which each element has an equal opportunity of being selected, independent of any other event in the selection process. Parents were also selected from list given by teachers. While teachers were selected by virtue of teaching Oshiwambo and those that teach other subjects names were randomly selected from the list of names that was provided.

3.6   Pilot Study

According to Bless and Smith (2004:155) a pilot study is a small study that is conducted prior to a larger piece of research to determine whether the methodology, sampling, instruments and analysis are adequate and appropriate. The researcher conducted a pilot study in the Oshana Region at Charles Anderson primary school. This exercise was important because research instruments needed to be modified. It also enables the research to remove any items which did not yield usable data as was the case with this study. All interviews and questionnaires that were used were tested in order to determine how long it takes recipients to complete them and to check that all questions and instructions are clear. Two teachers and three learners were asked to complete the questionnaire and instructions. The researcher adapted some questions after piloting them with teachers, learners and parents.

3.7   Data Analysis

Scholars maintain that the process of data analysis is an ongoing process that continues throughout one's study (Hammersley and Atkinson, 1995; Patton, 1990). Patton (1990) rightly points out that "during the data collection period ideas about analysis will arise and thus the beginning of analysis should be part of the field notes. In this section I look at both types because all of them have been used in the study. One should also bear in mind that these two types of data analysis forms are different, but not necessary incompatible. In quantitative research we classify features, count them, and even construct more complex

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statistical models in an attempt to explain what is observed. Findings can be generalised to a larger population, and direct comparisons can be made between two corpora (a large scale data), so long as valid sampling and significance techniques have been used. Thus, quantitative analysis allows us to discover which phenomena are likely to be genuine reflections of the behaviour of a language or variety, and which are merely chance occurrences. The more basic task of just looking at a single language variety allows one to get a precise picture of the frequency and rarity of particular phenomena, and thus their relative normality or abnormality.

The aim of qualitative analysis is a complete, detailed description. No attempt is made to assign frequencies to the linguistic features which are identified in the data, and rare phenomena receives (or should receive) the same amount of attention as more frequent phenomena. Qualitative analysis allows for fine distinctions to be drawn because it is not necessary to shoehorn the data into a finite number of classifications. Babbie and Mouton (2001:221) explain qualitative analysis as the non-numerical examination and interpretation of observations for the purpose of discovering underlying meanings and patterns of relationships. This explanation is expanded by McMillan and Schumacher (1997:501) who primarily consider the analysis as an inductive process of organizing the data into categories and identifying patterns (relationships) among the categories. Unlike quantitative procedures, most categories and patterns emerge from the data, rather than being imposed on the data prior to data collection.

Furthermore McMillan and Schumacher (1997:502) warn that analyzing qualitative data is an eclectic activity; there is no one "right" way. Most qualitative researchers are wary about prescriptions. They wish to avoid standardizing the process, because a hallmark of qualitative research is the creative involvement of the researcher. "There is no fixed formula; data can be analyzed in more than one way; each analyst must find his or her own style of intellectual craftsmanship" (McMillan and Schumacher 1997).

McMillan and Schumacher (1997:502), however caution that although there are no strict rules that can be followed mindlessly, the researcher is not allowed to be limitlessly inventive. Qualitative analysis should be done artfully with a great amount of methodological knowledge and intellectual competence. In this study the data will be

analyzed using a method of inductive analysis which according to Patton (1990:44), "begins with specific observation and builds towards general patterns". In order to make decisions regarding data collection and to identify emerging topics and recurring patterns in the middle of the process, interim analysis was employed. McMillan and Schumacher (1997:507) suggest that researchers do interim analysis as an ongoing activity of data collection, often after each three to five field visits or interviews, using the collected data sets. It could be a daunting task to interpret data unless one organizes them.

I transcribed and analyzed each recorded interview and data from questionnaires to construct themes and patterns that were used to describe the phenomenon being studied. Themes to be considered in this study are comprehension of the language policy, language preference, language use and resources. The key information was eventually coded, identified and classified according to main themes that emerged. These concepts were then placed into the appropriate categories and logically labeled according to the data collected.

3.8 Ethical Considerations

In this research, research ethics were taken into consideration by securing permission from the Regional Director of Oshana region before the actual research commenced. This was done by writing a letter to the Permanent Secretary in the Ministry of Education. (see Appendix A) Informed consent and protection of subjects was a crucial aspect in order to guarantee anonymity of participants in the study. According to Oppenheim (1992:83) the basic ethical principle governing data collection is that no harm should come to the respondents as a result of their participation in the research. Consenting respondents were requested to complete a consent form that outlines the purposes of the study and the terms on which the respondents participate in the study (see Appendix B). The participants are informed of the research objectives, data collection methods and data collection devices.

3.9   Conclusion

This chapter concentrates on the justification of the use of various research methodologies used in this project. The rationale for the choice of the research methodology and the selection of participants are discussed in this chapter.

In this study the use of triangulation methodology, which involves both quantitative and qualitative approaches to data collection, analysis and interpretation ensures reliability and validity. Triangulation is used to minimize the effects of the drawbacks of the two research methods.

I used questionnaires, interviews and observation to collect data. These instruments proved to be useful in gathering qualitative and quantitative data.

CHAPTER FOUR

PRESENTATION OF RESULTS

4.1 Introduction

The aim of this chapter is to present the results of the research conducted in Oshakati Circuit, Oshana Educational Region. These results are from four instruments namely; questionnaires, interviews, observation and document analysis. The results from each instrument will be presented separately and the data analysis will be done in Chapter 5.

The main issues investigated in this study are the home languages of learners in schools, language preference, language proficiency, resources, LiEP Awareness and implementation in both urban and rural schools in Oshakati Circuit. The results from each school will be presented separately and a brief comparison of the results from these schools will be provided at the end of the chapter.

The presentation starts with the findings from the learners' questionnaires followed by teachers' interviews and then by the principals, parents' interviews and a Senior Education Officer's interview. I present results according to questions and sub-questions. Both figures and tables will be used to present the results. A general summary triangulating the results from learners, teachers, principals, parents, and government official is provided. I triangulate also results from different methods, including observation. A detailed summary of results from different schools showing major patterns will also be provided at the end of each main section. In order to protect the identity of schools sampled for this study their names will be represented by alphabetical characters from A to F. The findings in each category will be corroborated by observation that was made during the field work.

4.2 Results from Learners

This section focuses on the presentation of the findings from the questionnaires that were distributed to six schools in Oshakati Circuit (see Appendix C for questionnaire), which

includes school A, B, C, D, E and F. Schools A, C, and D are situated in urban area, two of them are in Ongwediva town and one in Oshakati town. Schools B, E and F are typical rural schools. At least 35 questionnaires were distributed per school totaling 210. Overall a return of 78% of questionnaires distributed to the learners was achieved. The numbers of the completed and returned questionnaires per schools are as follows:

- A (35 respondents)
- B (34 respondents)
- C (32 respondents)
- D (18 respondents)
- E (21 respondents)
- F (24 respondents)

4.2.1   Learners home language

Home language in this study refers to the language that respondents grew up with or the language that the learner knows best and uses most at home. This language may be the respondent's mother tongue. The aim of this question is to find out if the language that learners use at school as home language/mother tongue at school is the same with the one that they speak at home.

TABLE 4.1: Home language per school

Schools	Languages	No of Respondents	Total%
A	Oshikwanyama	3	9
	Oshindonga	1	3
	Oshikwambi	30	85
	Oshingandjera	1	3
	Total	**35**	**100**
B	Oshikwanyama	16	47
	Oshindonga	7	21
	Oshikwambi	6	17
	Oshikwaluudhi	1	3
	Portuguese	4	12
	Total	**34**	**100**
C	Oshikwanyama	21	66

Schools	Languages	No of Respondents	Total%
	Oshindonga	2	6
	Oshikwambi	4	13
	Oshingandjera	2	6
	Oshimbandja	1	3
	Oshikolonkadhi	1	3
	English	1	3
	Total	**32**	**100**
D	Oshikwanyama	5	27
	Oshindonga	5	27
	Oshikwambi	4	22
	Oshingandjera	1	6
	Oshikwaluudhi	1	6
	Oshimbalantu	1	6
	Oshikolonkadhi	1	6
	Total	**18**	**100**
E	Oshindonga	5	23
	Oshikwambi	14	67
	Oshimbalantu	1	5
	Otjiherero	1	5
	Total	**21**	**100**
F	Oshikwanyama	1	4
	Oshindonga	11	46
	Oshikwambi	10	42
	Oshimbandja	2	8
	Total	**24**	**100**

The findings as per the table 4.1 show that at school A the majority of learners (85%) speak Oshikwambi at home. Only 3% of learners indicated that they speak Oshindonga at home.

In school B the picture is different as the majority of learners (47%) speak Oshikwanyama at home while a significant number of them speak Oshindonga (21%) and Oshikwambi

(17%) at home respectively. Nevertheless the minority indicated that they speak Oshikwaluudhi and Portuguese at home.

In school C the majority of learners (66%) speak Oshikwanyama at home followed by Oshikwambi (13%) and this is not similar to school D whereby both Oshindonga and Oshikwanyam are spoken by (27%). Others speak Oshingandjera (6%), Oshikwaluudhi (6%), Oshimbalantu (6%) and Oshikolonkadhi (6%). At school E the Majority (67%) use Oshikwambi at home with only a fraction of them uses Oshindonga (23%) while (5%) of them speaks Oshimbalantu as home language.

Furthermore at school F the majority (52%) speak Oshikwambi followed by Oshindonga (40%) while a very small number (4%) speak Oshimbandja and Oshikwanyama. The major pattern that emerged from these results is that the majority of learners use Oshikwambi at home followed by Oshikwanyama while they are using Oshindonga at school as home language or mother tongue. The minority of learners at all these schools use Oshingandjera, Oshikwaluudhi, Oshimbalantu, Oshikolonkadhi, Oshikwambi and Portuguese.

This implies that Oshikwanyama is the major home language of the respondents in school located in Ongwediva and Oshakati while Oshikwambi is home language of the majority of schools in rural schools in Oshakati Circuit.

Table 4.1 gives an integrated summary of home languages in all the schools showing which language is spoken by majority of learners at home. For example, Oshikwanyama and Oshikwambi seem to be the home languages of the majority of learners.

4.2.2 General language preference

The purpose of this question was to find out the language that learners prefer to use in general. This may indicate their attitude towards the use of mother tongue versus English.

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TABLE 4.2:   General language preference of learners

Schools	Languages	No of respondents	Total%
A	Oshiwambo	3	9
	English	28	80
	Other	4	11
	Total	**35**	**100**
B	Oshiwambo	2	6
	English	32	94
	Other	0	0
	Total	**34**	**100**
C	Oshiwambo	2	6
	English	30	94
	Other	0	0
	Total	**32**	**100**
D	Oshiwambo	1	6
	English	17	94
	Other	0	0
	Total	**18**	**100**
E	Oshiwambo	0	0
	English	18	100
	Other	0	0
	Total	**18**	**100**
F	Oshiwambo	2	8
	English	22	92
	Other	0	0
	Total	**24**	**100**

The overall results indicate that the majority (90%) of respondents at all six schools prefer English, 8% prefer Oshiwambo. Another minority prefers other languages.

4. 2. 3   Language that learners think is the best to be taught in

The sub-question that was asked here was what do you think is the best language to be taught in? Three options were also given namely; Oshiwambo, English and Other. The aim of this question was to find out the language that learners think would be easy to understand.

TABLE 4.3: Preferred LoLT

Schools	Languages	No of respondents	Total%
A	Oshiwambo	6	17
	English	28	80
	Other	1	3
	Total	**35**	**100**
B	Oshiwambo	2	6
	English	32	94
	Other	0	0
	Total	**34**	**100**
C	Oshiwambo	2	6
	English	28	88
	Other	2	6
	Total	**32**	**100**
D	Oshiwambo	1	6
	English	17	94
	Other	0	0
	Total	**18**	**100**
E	Oshiwambo	0	0
	English	21	100
	Other	0	0
	Total	**21**	**100**
F	Oshiwambo	2	8
	English	22	92
	Other	0	0
	Total	**24**	**100**

The overall results from this table show that English is again favoured by most learners at all schools compared to Oshiwambo. The percentage for those who prefer it is above 80%.

4.2.4   Language which learners prefer textbooks to be written in

The purpose of this question was to find out from learners in which language they prefer their text books to be written.

TABLE 4.4:   The language that learners prefer for textbooks

Schools	Languages	No of Respondents	%
A	Oshiwambo	5	14
	English	30	86
	Other	0	0
	Total	**35**	**100**
B	Oshiwambo	2	6
	English	32	94
	Other	0	0
	Total	**34**	**100**
C	Oshiwambo	2	6
	English	29	91
	Other	1	3
	Total	**32**	**100**
D	Oshiwambo	2	11
	English	16	89
	Other	0	0
	Total	**18**	**100**
E	Oshiwambo	6	29
	English	15	71
	Other	0	0
	Total	**21**	**100**
F	Oshiwambo	6	25
	English	18	75
	Other	0	0
	Total	**24**	**100**

The findings were in favour of English as percentage ranges from 71% - 94% of preference at all six schools as can be observed in table 4.4.

4.2.5   Language that parents prefer learners' textbooks

The objective of this sub-question was to find out from learners which language(s) their parents want them to use in textbooks. This helps to determine whether learners have any pressure from parents in as far as language preference is concerned.

TABLE 4.5: Parents' language preferences

Schools	Languages	No of Respondents	%
A	Oshiwambo	5	14
	English	29	83
	Other	1	3
	Total	**35**	**100**
B	Oshiwambo	2	6
	English	32	94
	Other	0	0
	Total	**34**	**100**
C	Oshiwambo	2	6
	English	28	88
	Other	2	6
	Total	**32**	**100**
D	Oshiwambo	1	6
	English	17	94
	Other	0	0
	Total	**18**	**100**
E	Oshiwambo	1	5
	English	20	95
	Other	0	0
	Total	**21**	**100**
F	Oshiwambo	2	8
	English	22	92
	Other	0	0
	Total	**24**	**100**

The overall results show that the majority of parents prefer textbooks to be written in English. There is a small minority that prefers Oshiwambo to be used as a textbook language.

4.2.6   Language used in class

The objective of this question was to identify language use in class by both teachers and learners.

FIGURE 4.1: Use of LoLT in class

Speaking (LOLT) English in class
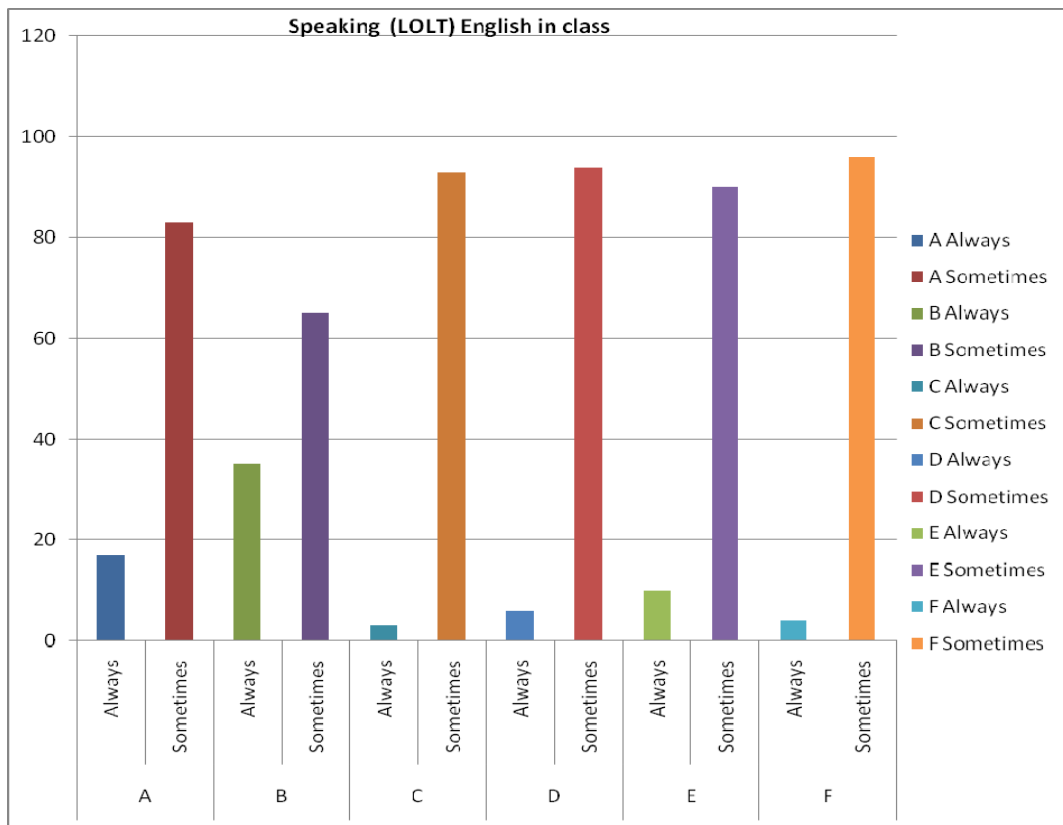
Figure 4.1 indicates that the majority of learners do not always use English which is the LoLT in class. Only a fraction of the minority claim to always use English in class. Class observation however shows that learners quite often use home language or mother tongues when they communicate with each other in class.

4.2.7   Grade in which learners want to start learning English

The objective of this question was to find out if learners want to start with English as medium of instruction from Grade 1 or in subsequent grades.

TABLE 4.6: Grade in which learners should start with English as LoLT

Schools	Grades	No of respondents	%
A	Grade 1	31	89
	Grade 2	0	0
	Grade 3	4	11
	Grade 4	0	0
	Total	**35**	**100**
B	Grade 1	26	76
	Grade 2	2	6
	Grade 3	1	3
	Grade 4	5	15
	Total	**34**	**100**
C	Grade 1	28	88
	Grade 2	0	0
	Grade 3	2	6
	Grade 4	2	6
	Total	**32**	**100**
D	Grade 1	15	83
	Grade 2	2	11
	Grade 3	1	6
	Grade 4	0	0
	Total	**18**	**100**
E	Grade 1	21	100
	Grade 2	0	0
	Grade 3	0	0
	Grade 4	0	0
	Total	**21**	**100**
F	Grade 1	24	100
	Grade 2	0	0
	Grade 3	0	0
	Grade 4	0	0
	Total	**24**	**100**

From the table above, it is clear that the majority of learners (76%) would prefer English to be used as LoLT from Grade 1. Only small percentage of learners (not more than 15%) indicated that they would like English to start in Grade 4 and this came from School C. Grade 4 is where the current LiEP made provision for learners to start with English as LoLT.

4.2.8   Language used at home and in the community

4.2.8.1   LoLT used at home

The question that was put to learners was what language do they speak with their parents at home? The purpose of this question was to determine the language that parents speak with their children at home.

TABLE 4.7:   How often learners speak LoLT at home

Schools	Language preferences	Always		Sometimes		A little		Never	
		No of Respondents	%	No of Respondents	%	No of Respondents	%	No of Respondents	%
A	English	7	20	0	0	0	0	0	0
	Oshiwambo	26	74	0	0	0	0	0	0
	Other	2	6	0	0	0	0	0	0
	Total	**35**	**100**						
B	English	0	0	0	0	0	0	0	0
	Oshiwambo	34	100	0	0	0	0	0	0
	Other	0	0	0	0	0	0	0	0
	Total	**34**	**100**	**0**	**0**	**0**	**0**	**0**	**0**
				0					
C	English	3	9	0	0	0	0	0	0
	Oshiwambo	25	78	0	0	0	0	0	0
	Other	4	13	0	0	0	0	0	0
	Total	**32**	**100**	**0**	**0**	**0**	**0**	**0**	**0**
D	English	1	6	0	0	0	0	0	0
	Oshiwambo	15	83	0	0	0	0	0	0
	Other	2	11	0	0	0	0	0	0
	Total	**32**	**100**	**0**	**0**	**0**	**0**	**0**	**0**
E	English	3	14	0	0	0	0	0	0
	Oshiwambo	18	86	0	0	0	0	0	0
	Other	0		0	0	0	0	0	0
	Total	**21**	**100**	**0**	**0**	**0**	**0**	**0**	**0**
F	English	4	17	0	0	0	0	0	0
	Oshiwambo	20	83	0	0	0	0	0	0
	Other			0	0	0	0	0	0
	Total	**24**	**100**	**0**	**0**	**0**	**0**	**0**	**0**

TABLE 4.8: Language used at home

Schools	Language	Always No of Respondents	%	Sometimes No of Respondents	%	A little No of Respondents	%	Never No of Respondents	%
A	English	15	43	17	49	2	6	1	3
	Oshiwambo	18	51	7	20	8	23	2	6
	Other								
B	English	6	18	23	168	4	11	1	3
	Oshiwambo	23	68	9	26	2	6		
	Other	1	3	1	3	1	3	1	3
C	English	16	50	14	44	2	6		
	Oshiwambo	25	78	7	22				
	Other							1	3
D	English	8	44	10	56				
	Oshiwambo	7	39	11	61				
	Other								
E	English	12	57	8	39	1	5		
	Oshiwambo	16	76	5	24				
	Other	1	5						
F	English	6	25	8	33	6	25	4	16
	Oshiwambo	19	79	5	21				
	Other			1	4			2	8

The results show that children mainly speak Oshiwambo at home with the exception of the few learners whose home language is not Oshiwambo. These very few learners were only found at urban schools A C and D because their parents speak Portuguese at home. During the researcher's visit at homes no observation was made of children speaking English with parents at home in rural area, except in urban area where little English was used. This contradicts respondents who claim that they always speak English at home.

4.2.8.2   Language spoken with brothers/sisters

The question was put to learners to find out the language that they speak with their siblings as apposed to adults or parents at home.

Learners were asked to indicate the language(s) that they use when speaking with their brothers/sisters. They were given three choices English, Oshiwambo and other. The results were that at all schools the majority of learners (43-79%) always speak Oshiwambo with their brothers/sisters and friends. The percentage of those who claim that they always speak English with their brothers and sisters ranges from 18-57 %. There were no learners who indicated that they do not speak Oshiwambo with their brothers and sisters at all times.

TABLE 4.9:   Language spoken with friends

Schools	Language	Always No of Respondents	Always %	Sometimes No of Respondents	Sometimes %	A little No of Respondents	A little %	Never No of Respondents	Never %	Total Respondents	Total %
A	English	15	43	15	43	5	14	0	0	35	100
	Oshiwambo	20	57	10	29	5	14	0	0	35	100
	Other										
B	English	12	35	17	50	3	18	3	18	34	100
	Oshiwambo	18	53	7	21	5	14	4	12	34	100
	Other										
C	English	16	50	14	44	2	6			32	100
	Oshiwambo	16	50	14	44	1	3	3	3	32	100
	Other										
D	English	7	39	10	55	1	6			18	100
	Oshiwambo	12	66	5	28	1	6			18	
	Other										
E	English	8	38	12	57	1	5			21	100
	Oshiwambo	9	43	8	38	4	19			21	100
	Other										
F	English	8	33	7	29	4	17	5	21	24	100
	Oshiwambo	15	63	5	21	1	4	3	12	24	100
	Other										

4.2.8.3   Speaking LoLT with friends

The sub-question that was asked here was what language (s) do you speak to your friends? The purpose of this question was to find out which language do learners use when communicating with their friends.

From this table, it may be observed that the majority (43-66%) of learners always speak Oshiwambo. Few learners (35-50%) indicated that they always speak English with their friends. This is common to schools in urban school such as schools A, C and D.

4.2.9   Listening to radio

Learners were asked about the radio station(s) they always listen to. This question was asked in order to get information about the type of radio station which learners listened to and learners were asked to indicate how often they listened to it.

The findings were that the majority of learners who indicate that they always listen to Oshiwambo are between 46-95% while those who frequently listened to the English radio are between 14-25%.

Presently the NBC radio can reach up to 98% of the Namibian population and that the majority of households own radios.

`

TABLE 4.10: Preferred language of radio stations

Schools	Language preferences	Always No of Respon-dent	%	Sometimes No of Respon-dent	%	A little No of Respon-dent	%	Never No of Respo-ndent	%	Total respon-dent	Total %
A	English	7	20	10	28	15	43	3	9	35	100
	Oshiwambo	16	46	4	11	15	43	0	0	35	100
	Other										
B	English	8	24	0	0	22	65	4	12	34	100
	Oshiwambo	20	59	8	23	2	6	4	12	34	100
	Other										
C	English	8	25	16	50	8	25			32	100
	Oshiwambo	16	50	14	44	2	6			32	100
	Other										
D	English	0	0	12	67	4	22	2	11	18	100
	Oshiwambo	14	78	4	22	0	0	0	0	18	100
	Other										
E	English	3	14	15	71	2	9	1	5	21	100
	Oshiwambo	20	95	1	5			0	0	21	100
	Other							1	5		
F	English	4	17	14	57	3	13	3	13	24	100
	Oshiwambo	18	75	4	33	0	0	0	0	24	100
	Other										

The overall response indicates that the majority of the respondents in all six schools always listen to Oshiwambo radio, while the minority sometimes listen to English radio.

4.2.10   Understanding Oshiwambo

The question was how well do learners understand Oshiwambo, because at some schools there are learners who are not Oshiwambo speaking. The results were as follows:

TABLE 4.11:   Learners' understanding of Oshiwambo

Schools	Speaking	Very well		Well		Not well		Not at all	Total	%
		No of Respon-dent	%	No of Respon-dent	%	No of Respon-dent	%	No of Respon-dent		
A	Oshiwambo	19	56	12	35	3	9	0	35	100
B	Oshiwambo	34	100	0	0	0	0	0	34	100
C	Oshiwambo	26	81	4	13	2	6	0	32	100
D	Oshiwambo	12	67	6	33	0	0	0	18	100
E	Oshiwambo	19	90	2	10	0	0	0	21	100
F	Oshiwambo	20	83	4	17	0	0	0	24	100

This question was asked to establish if learners have any problem with Oshiwambo, their MT.

TABLE 4.12:   How well learners speak Oshiwambo

Schools	Under-standing	Very well		Well		Not well		Not at ll		Total Respon-dents	Total %
		No of respon-dents	%	No of Respon-dents	%	No of Respon-dents	%	No of Respon-dents	%		
A	Oshiwambo	35	100	0	0	0	0	0	0	35	100
B	Oshiwambo	18	56	12	35	4	12	0	0	34	100
C	Oshiwambo	18	56	11	34	2	6	1	3	32	100
D	Oshiwambo	12	66	6	44	0	0	0	0	18	100
E	Oshiwambo	21	100	0	0	0	0	0	0	21	100
F	Oshiwambo	18	75	3	13	3	13	0	0	24	100

The results in table 4.12 show that the majority (56-100%) of the learners, especially in rural schools, claim to understand Oshiwambo very well comparing to urban schools (6-12%) who claim not to understand it very well. These results are substantiated by the fact that rural schools are not mixed ethnically comparing to urban schools. The use of Oshiwambo in rural schools is more prominent and thus enhances understanding.

4.2.11   Learners abilities to speak Oshiwambo

The question was how well do learners speak Oshiwambo? The purpose of this question was to evaluate the degree of proficiency of learners in speaking Oshiwambo.

As can be seen from Table 4.12 below, the majority of learners (56-100%) claim that they can speak Oshiwambo very well. However, in some urban schools such schools A and C there was a small percentage of respondents from urban schools who indicated that they cannot speak Oshiwambo well (6-9%). Observation has shown that almost all learners can speak Oshiwambo well however during communication they codeswitch because of urban influence.

4.2.12   Reading proficiency in Oshiwambo

Respondents were asked to indicate how well they can read Oshiwambo. This question was aimed at testing learners' reading proficiency. Reading is a very important skills and the purpose of this question was to test if learners themselves are confident that they are able to read or not. The results were as follows:

TABLE 4.13:   How well learners read Oshiwambo

Schools	Reading	Very well		Well		Not well		Not at all	
		No of Respon-dent	%	No of Respon-dent	%	No of Respon-dent	%	Total	%
A	Oshiwambo	26	74	9	26			35	100
B	Oshiwambo	14	41	11	32	9	27	34	100
C	Oshiwambo	16	50	15	47	1	3	32	100
D	Oshiwambo	8	44	9	50	1	6	100	
E	Oshiwambo	16	76	5	24			100	
F	Oshiwambo	20	83	3	13	1	4	100	

The overall results indicate that the majority of the learners in these schools claim to read Oshiwambo very well while the minority claims that they cannot read it very well. However, observations show that some learners who claimed to have a high reading proficiency in Oshiwambo have reading difficulties.

4.2.13   Learners abilities to write Oshiwambo

Learners were asked how well they can write Oshiwambo. The purpose of this question was to determine their own view about their proficiency of writing Oshiwambo. The learners' answers are summarized in the following table:

**TABLE 4.14:   Learners' ability to write Oshiwambo**

Schools	Writing	Very well		Well		Not well		Not at all		Total Respo-ndents	Total %
		No of Respon-dent	%	No of Respon-dent	%	No of Respon-dent	%	No of Respon-dent	%		
A	Oshiwambo	20	57	15	43			0		35	100
B	Oshiwambo	13	38	16	47	5	15	0		34	100
C	Oshiwambo	12	38	18	56	2	6	0		32	100
D	Oshiwambo	5	28	9	50	4	22	0		18	100
E	Oshiwambo	18	86	3	14	0	0	0		21	100
F	Oshiwambo	19	79	4	17	1	4	0		24	100

The overall results indicate that the majority of learners (28-86%) in different schools claim to write Oshiwambo very well whereas the minority claims to write it a little (4-22%). During class observation I randomly checked some learners' exercise books and found out that some learners could not write the standard orthography very well particularly when it comes to word divisions.

4.2.14   Difficulties with English

The learners were asked to indicate whether they have any problems with LoLT by saying yes or no. This question was asked in order to get information from learners whether they have difficulties in learning through English. The results are shown in the following table:

FIGURE 4.2:   Learners who have problems learning English
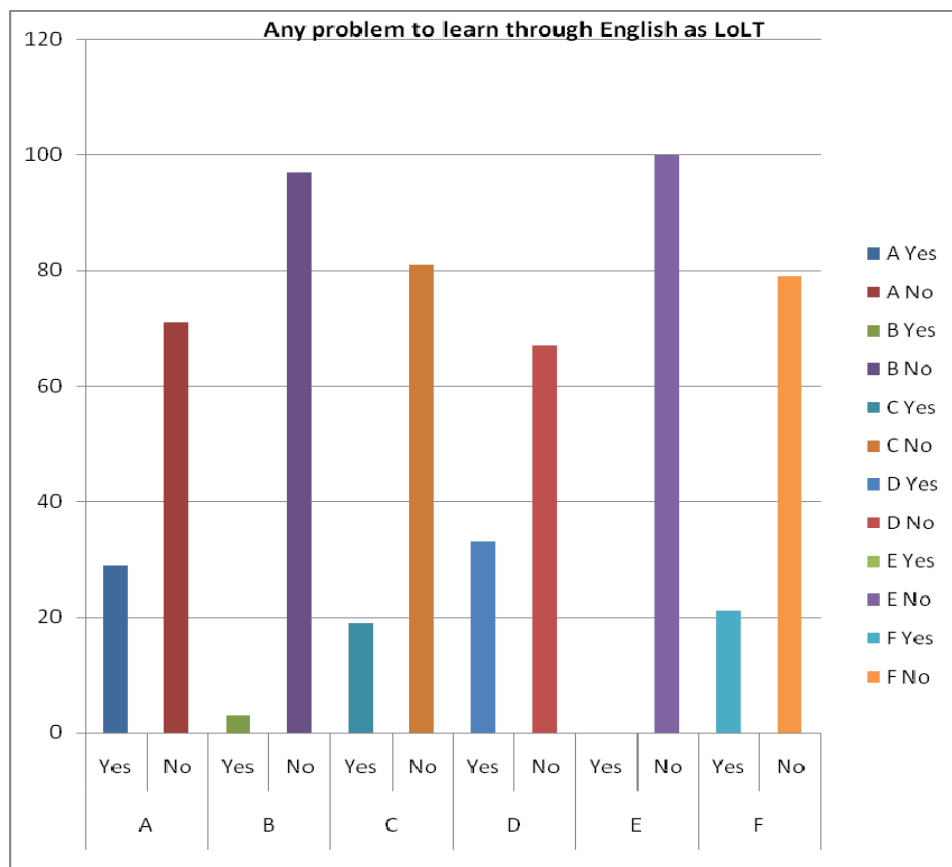
The findings were that the majority of respondents indicated that they do not have problems learning English compared to (67-100%) those who indicated that they have problems in learning English.

4.2.15   Reasons for learning English

Learners were asked why they learn English. The aim of this question was to find out why learners want to learn English. The following reasons were provided for them to choose by ticking. (1) To be respected by people, (2) To get a job, (3) To get things that I want, (4) Not sure.

TABLE 4.15:   Motivation to learn English

Schools	To be respected		To get a job		Get things done		Not sure		Total No of Respon-dents	Total %
	No of Respon-dents	%	No of Respon-dents	%	No of Respon-dents	%	No of Respon-dents	%		
A	3	9	26	74	5	14	1	3	35	100
B	2	6	23	68	8	24	1	2	34	100
C	2	6	20	63	8	25	2	6	32	100
D	1	6	12	67	2	11	3	16	18	100
E	4	19	12	57	5	24	0	0	21	100
F	5	21	13	54	6	25	0	0	24	100

The table above indicates that the majority of learners (54-74%) prefer to learn English in order to get paying jobs. The percentage of those who do English in order to earn respect ranges between 6-21%. Only a small number of learners (2-16%) indicated that they are not sure for learning English.

4.2.16   Availability of language policy documents

The purpose of this question was to establish whether schools distributed any document relating to LiEP to learners.

FIGURE 4.3: The availability of the school language policy document at school
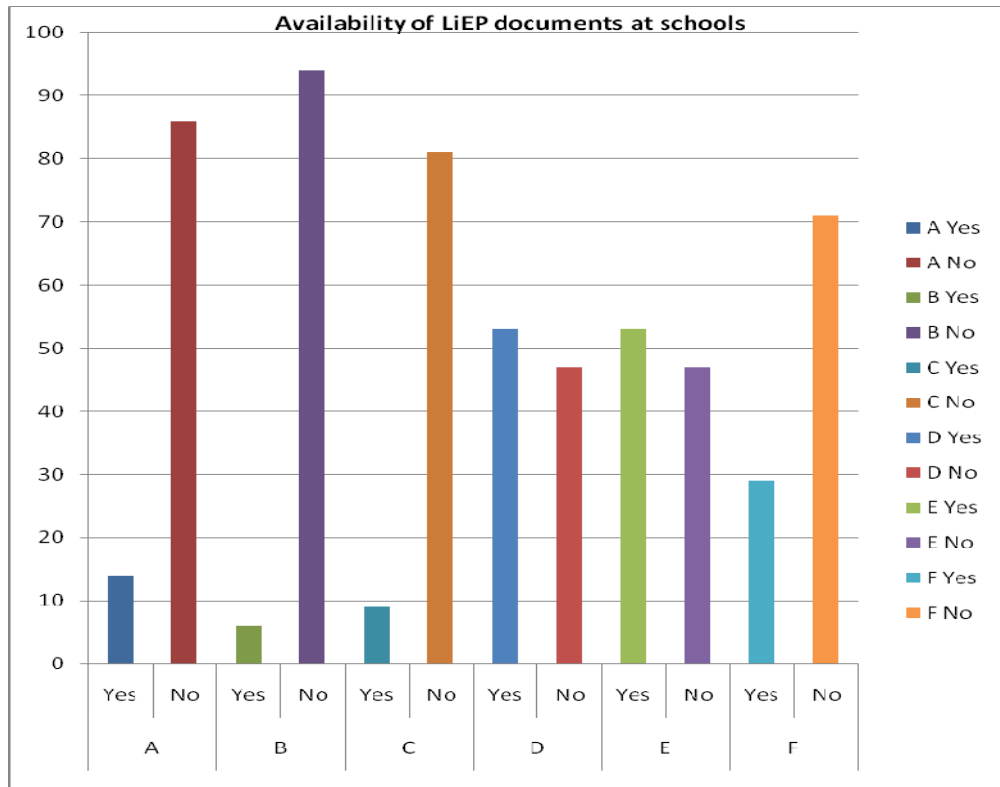
The findings indicate that the majority of learners (47-95%) agreed that LiEP documents are not available at schools. I also noted the lack of LiEP materials during observation at almost all the schools. Teachers indicated also that they do not have such documents.

4.3   SECTION D: Language practices

4.3.1   Speaking Oshiwambo at school

Learners were asked to indicate if they feel free to speak Oshiwambo at their school. The purpose of this question was to get information if learners are punished or discouraged to speak Oshiwambo at school.

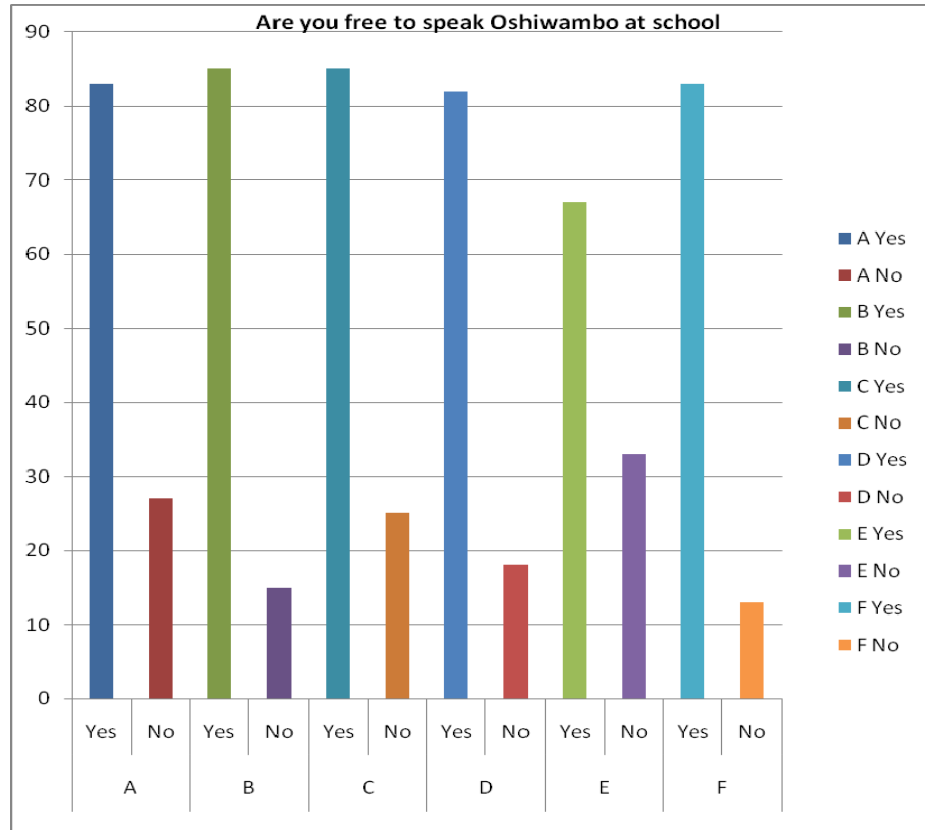**FIGURE 4.4: Freedom to speak Oshiwambo at school**

Figure 4.4 indicates that the majority of learners (67-85%) at 5 of the 6 schools are free to speak Oshiwambo at their respective schools. However between 10 -30% of learners feel that they are not free to speak Oshiwambo at school. At school E the researcher noted a clear policy for learners not to speak Oshiwambo on school premises except in Oshiwambo lessons. This is done as a measure by School management to improve English at school.

4.3.2   Speaking Oshiwambo in class

Are you allowed to speak to teachers in Oshiwambo in class? This question was asked to find out if there are rules that learners are aware of so as not to speak Oshiwambo in class in non-Oshiwambo lessons.

FIGURE 4.5:   Freedom to speak Oshiwambo in class
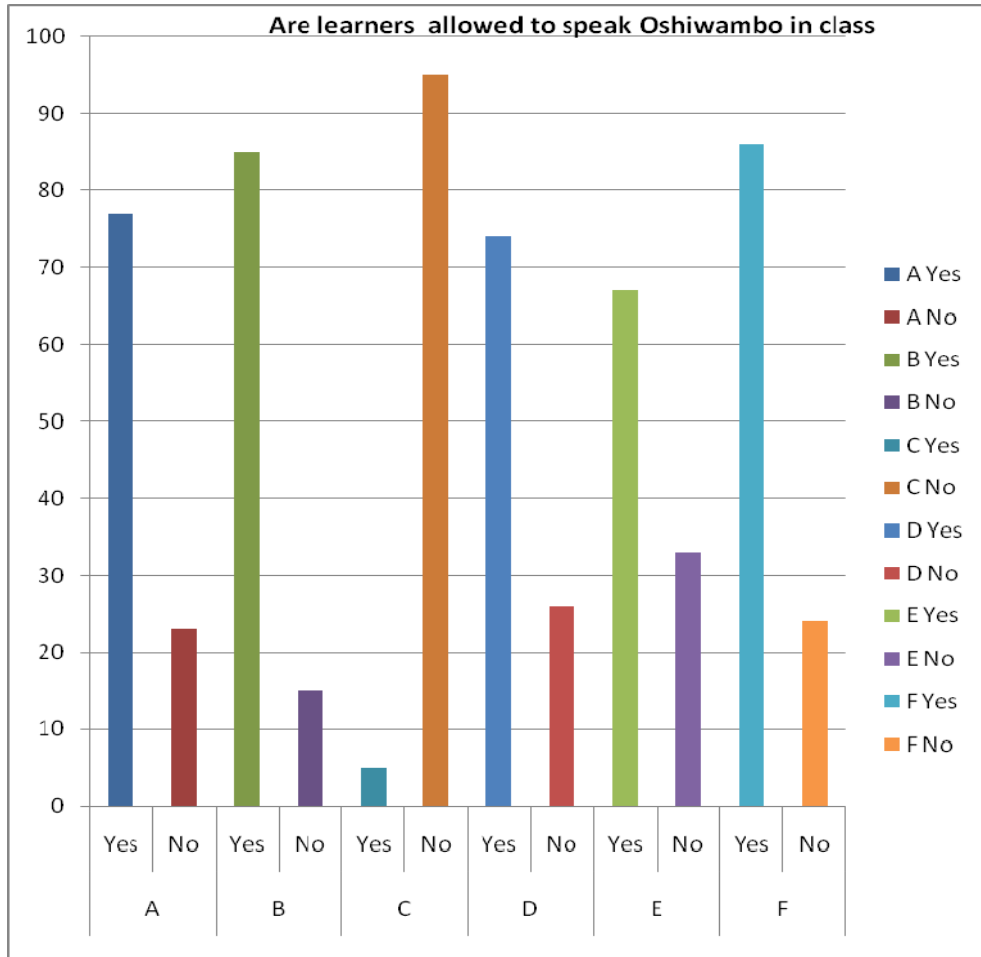
The majority of respondents indicated that they are not forbidden to speak Oshiwambo in other classes. There is a minority that indicated that schools restrict them from speaking Oshiwambo in class. The Principal at school D confirmed that there is a policy at the school to charge learners who speak Oshiwambo on school premises 5 cents as a punishment although it has not been effective or adhered to. When the researcher visited school D it was observed that learners mainly speak Oshiwambo despite the said rule.

4.3.3 Punishment for those who speak Oshiwambo at school

Have you ever been punished for speaking Oshiwambo at school?

The purpose of this question was to get information from learners if they have ever been punished for speaking Oshiwambo.

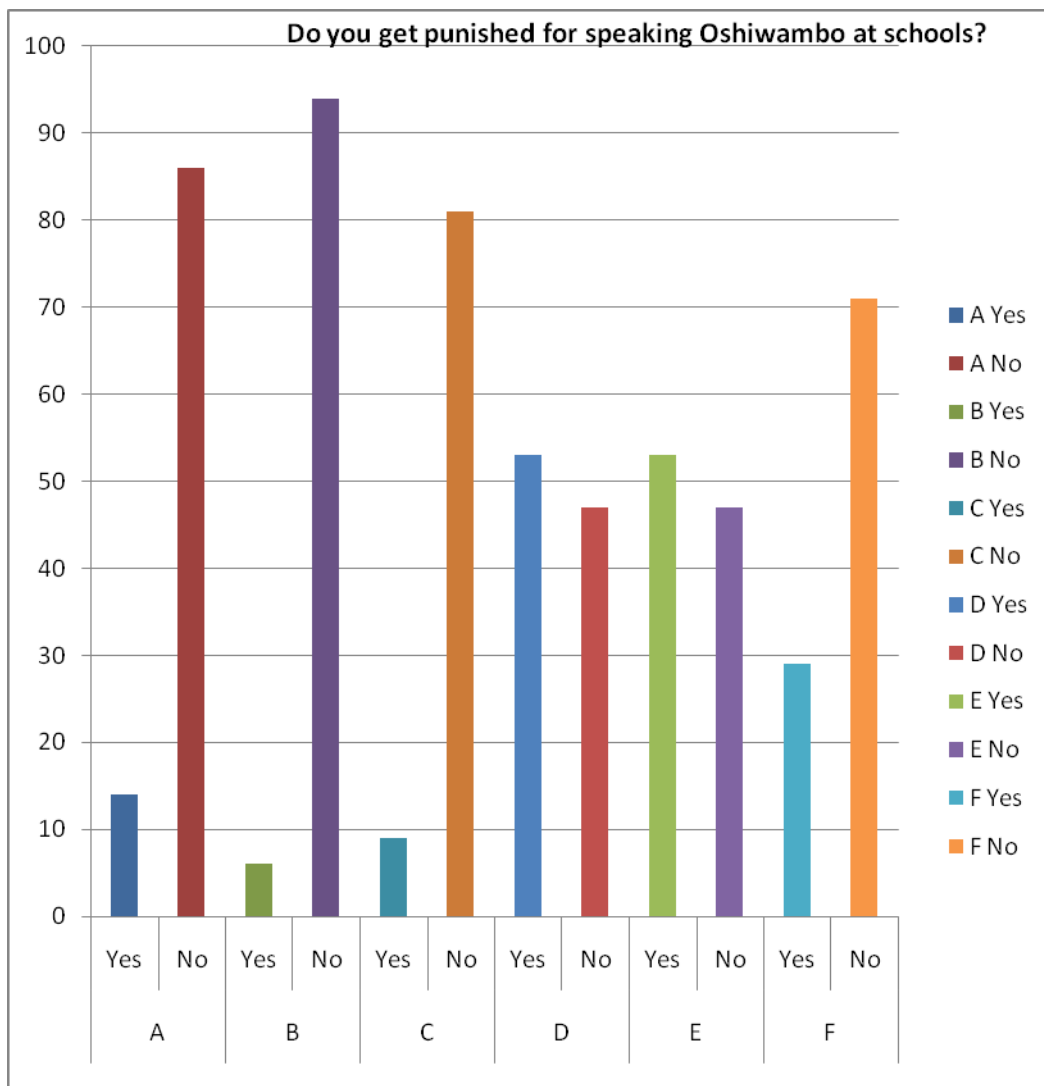**FIGURE 4.6: Learners punished for speaking Oshiwambo**

Figure 4.6 indicates that a number of learners at five of the schools were not punished for speaking Oshiwambo (40-95%). However in all schools a small number of learners were punished (5-55%) for speaking Oshiwambo at school. It is perhaps logical to conclude that punitive measures against the use of Oshiwambo are a serious violation of the learners' human and linguistic rights and this also makes learners to develop a negative attitude complex towards their own languages. At schools E where there is policy for learners not to speak Oshiwambo at school the percentages (54%) of those who indicate that they get punished is higher than those that are not in affirmative (46%).

4.3.4   Marginalisation of Oshiwambo

The purpose of this question was to find from learners if teachers are promoting the use of English instead of Oshiwambo.

TABLE 4.16:   The promotion of English at the expense of Oshiwambo

Schools	Yes		No		Total Respondents	Total %
	No of Respon-dents	%	No of Respon-dents	%		
A	22	63	13	37	35	100
B	30	88	4	12	34	100
C	23	72	9	28	32	100
D	15	83	3	17	18	100
E	16	76	5	24	21	100
F	16	66	8	44	24	100

Learners indicate that English is promoted more (66-88%) as compared to Oshiwambo (12-44%) in schools. During the colonial era mother-tongue education was promoted as tool for an apartheid system to promote the divide and rule principle. Today English is promoted at the expense of Mother tongue, not only by the teachers and government policy but by the parents as well who would like to reap economic benefit from English-driven education system.

4.3.5 Oshiwambo textbooks

This question was asked to find out whether learners have enough textbooks in Oshiwambo as compared to those in English.

TABLE 4.17: Sufficiency of Oshiwambo textbooks

Schools	Yes		No		Total Respondents	Total %
	No of Respondents	%	No of Respondents	%		
A	15	43	20	57	35	100
B	11	32	23	68	34	100
C	8	25	24	75	32	100
D	10	55	8	45	18	100
E	12	57	9	43	21	100
F	18	75	6	25	24	100

Table 4.17 indicates that the number of learners that realized a shortage of text books in schools at schools A, B and C falls between 25% and 75%. The overall results show that there is a shortage of textbooks at almost all the schools that were visited. I observed that, a number of learners were sharing textbooks during lessons. The lack of textbooks did not only affect Oshiwambo but all other subjects. Others studies such as that of Wolfhardt (2000) and Holmarsdittir (2001) also highlighted the shortage of textbooks in schools in Namibia.

4.3.6 Parents buying Oshiwambo/English books

Learners were asked if their parents buy reading books in Oshiwambo/English. The purpose of this question was to get information if parents buy textbooks at all whether for English or Oshiwambo to supplement what schools provide.

TABLE 4.18: Do parents buy textbooks for their children?

Schools	Yes		No		Total Respondents	Total %
	No of Respondents	%	No of Respondents	%		
A	30	86	5	14	35	100
B	20	59	14	41	34	100
C	23	72	9	28	32	100
D	16	88	2	11	18	100
E	15	71	6	29	21	100
F	16	67	8	33	24	100

The overall results indicate that the majority of parents (59-88%) buy textbooks for their children. The percentage for those who feel parents do not buy text books range from (11-41%) across the board.

4.3.7 Summary: Learners' Questionnaires

The findings from the six schools reveal that the majority of respondents are speakers of Oshiwambo dialects such as Oshikwaluudhi, Oshimbalantu, Oshingandjera, Oshikwambi, Oshimbandja, Oshikolonkadhi who are taking Oshindonga or Oshikwanyama as home language. This has been recorded at schools A, F, D, E and C. It was only school C that had the majority of learners indicating Oshikwanyama as their mother tongue. There is a minority that has Portuguese and Afrikaans as home language at schools in urban schools. Home language has been categorized as one of the theme.

Furthermore at all schools over 80% of learners have strong preference for English as opposed to Oshiwambo. They prefer to be taught in English, read English textbooks and they also indicate that their parents want them to learn more English. There is a small percentage of less than 5 of learners who indicated that they need to learn both English and Oshiwambo. In addition the majority of learners indicated that they prefer to start with English as LOLT in Grade 1. The main reason that the majority of learners indicated why they want to learn English was to get employment. Despite their strong preference for English the findings indicate that learners do not speak English very much at school only a minority indicated that they often speak English at school. The results indicate further that less than 10% of learners communicate in English at home in urban area. In rural area 98%

75

of learners indicate that they never speak English at all at home, they communicate in Oshiwambo. A minority indicates also that they speak little English with friends.

In addition the majority indicated further that they can write and read Oshiwambo very well. However, it was also surprising that the majority indicate that they do not have problem with English which contradicts the researcher's observation. The observer noted difficulties from learners in speaking and writing English. Despite the fact that almost all learners and teachers are Oshiwambo speaking there were some indications that some learners do not feel free to speak Oshiwambo at school. Some schools have introduced rules that discourage learners from speaking Oshiwambo.

Furthermore this study revealed that there is a serious shortage of textbooks, teaching aids and support material for mother tongues in all schools under investigation. The availability of reading, teaching and learning materials in African languages is essential not only for the conservation of the African heritage of literature but also for the development of children's literacy in their respective languages which impacts directly on the quality of teaching in a bilingual education system. Unfortunately, for the majority of children in Oshakati Circuit there is rarely a learning environment outside school to support classroom interaction because of socio-economic factors.

In addition the study revealed the need to communicate information about the LiEP and its implementation to learners. The implementation of a language policy needs to be carefully communicated to learners. Language awareness helps to make people conscious of the nature of language policy and its role in education. The research findings indicate that learners are not very much aware of the LiEP except to say they are taught Oshiwambo and English at school.

4.4 Interview Results

I conducted 31 structured interviews. There were open-ended questions and interviewees were guided in order to provide relevant information. In order to achieve this, interviews were scheduled.

Themes were selected to codify the findings. The presentation of the findings from these interviews starts with the teachers followed by principals and then the parents. A senior education officer from the Ministry of Education was also interviewed. Names of schools, teachers and institutions will not be revealed they will be referred to as school A, B, C, D, E, F and T1, T2 for teachers to protect their identity.

4.4.1 Teachers' interviews

Two teachers from each school were interviewed. The presentation of these results follows the following format: first responses of teachers who prefer English and their reasons followed by those teachers who prefer indigenous languages and their reasons.

4.4.1.1 Language preferences

Teachers were asked to indicate in which language do they prefer to teach in? The majority of teachers prefer English while the minority prefers Oshiwambo. Those who prefer English have the following to say:

"I prefer English because it is the official language and the syllabus states that English should be taught." (T1 at School F)

"I prefer English because it is the medium of instruction." (T2 at school B)

"Because I am teaching upper primary I prefer to teach in English." (T1 at school C)

"English so that learners can be competent in the official language." (T2 at School E*)*

"English, number one it is the official language and the syllabus states that English should be taught." (T1 at school E*)*

"I don't know really but I think is English because I teach more than one subjects." (T2 at School E*)*

These responses show that teachers believe that English provides better opportunities compared to mother tongue or home language. Thus the majority are in favour of English because English is used widely in public domains and it is helping learners to communicate when they move to other regions where people do not understand Oshiwambo. More significantly, English is an official language and medium of instruction. Individuals are thus obliged to choose English among other languages unless there are other underlying factors that may change the status quo such as studying in foreign country, tourism, etc. This notion is aligned to parents encouragement to their children to choose English as a subject that may lead them to better job prospects. Despite this understanding, some teachers prefer to teaching in Oshiwambo in order for learners to get the content of the subject matter:

"*They should learn Oshindonga so that learners should know Oshindonga.*" (*T1 at school B*)

"I teach in Oshiwambo my mother tongue, so that I can make the learners understand better."
(T1 at school F)

"English but also Oshiwambo when I explain." (T1 at school A)

Despite their preference for English to be the LoLT, in practice teachers use Oshiwambo quite often than English. Oshiwambo according to the new LiEP is supposed to be taught as a subject while English should be taught as LoLT in the upper primary phase and thus there appear to be a mismatch between policy and practice.

4.4.1.2 Language used with learners

Teachers were asked to give information about the language that they communicate with learners. The aim of this question was to find out which language plays a prominent role at schools. Respondents have the following to say.

"*In Oshindonga Class I speak Oshindonga and English in other subjects.*" (*T1 at school B*)

"*Some English to some Oshiwambo depends on the situation.*" *(T2 at school B)*

"*Learners in the Upper Grades should use English but lower grades Oshiwambo.*" *(T1 at school E)*

"*I communicate in English but sometimes in Oshiwambo if need be.*" *(T2 at school C)*

"*Oshiwambo, because outside class it is easy for them to speak Oshiwambo.*"*(T1 at school C)*

The majority of teachers indicate that they use both English and Oshiwambo. Observation has shown issues of code-switching.

4.4.1.3 Staff Communication

Teachers were also asked to provide information about the language they use when communicating among others. The purpose of this question was to establish the languages that teachers use when they communicate with one another. Some comments are as follows:

"*Mostly in English but also vernacular because sometimes we need to communicate in our vernacular.*" *(T1 school F)*

"English and Oshiwambo." (T1 at school D, T2 at school A and T1 at school B)

"We communicate in Oshiwambo."(T2 at school F)

"English mostly but sometimes because we have Oshiwambo teachers they like to speak in." Oshiwambo (T1 at school B)

"English always because we are not all Oshiwambo speaking. If we speak Oshiwambo others will not feel good." (T2 school C)

The responses of the teachers to this question indicate that the majority of teachers try to communicate in English with other staff members. And also in Oshiwambo to facilitate communication. During observation the researcher has seen teachers communicating in both Oshiwambo and English with other teachers. This is done despite the fact that at most of the schools they are Oshiwambo speaking.

4.4.1.4   Reading and writing skills of learners

The overall results indicate that the majority of teachers acknowledge that children have reading and writing problems.

"In Oshiwambo they read better, but English they do have some difficulties." (T2 at School F)

"They have difficulties in writing and reading." (T1 at School A)

"Many don't know how to read and write in all subjects, Oshikwanyama and other subjects, which one is worse than the other." (T1 at School D)

"Reading is a problem in both English and Oshiwambo. Writing is better. They cannot divide words correctly in Oshiwambo because learners can't write like how the speak." (T2 at School C)

"In Oshiwambo reading is better particularly for those in Grades 6 and 7 and in Grade 5 they struggled a lot to read but speaking they are good. But English is a big problem hence many times teachers try to explain in the mother tongue."(T1 at School A)

"Good in reading but do have writing problems." (T1 at School D)

"This is a very serious issue learners need reading and writing skills to read other things, but sometimes teachers experience difficulties because of the lack of facilities."(T2 at school F)

"They don't read Oshiwambo words correctly. Writing is also not good. E.g okupopya they write okupopa. Ndjoka is ndoka." (T1 at school B)

"Learners in Grades 5-7 do have reading and writing problem, perhaps the materials are not enough." (T2 at School E)

"They can read Oshindonga well, but when it comes to writing they mix even English and Oshikwanyama." (T2 at School B)

The overall results indicate that learners have reading and writing problem and they need to trained and provided with appropriate materials to improve their reading and writing skills.

4.4.1.5   Difficulties in teaching through English

The majority of teachers indicated the difficulties posed by English. They were asked to indicate if they have difficulties in teaching through English.

"I am not an English teacher but Maths teacher. So I teach Maths in English but if they don't understand I teach them in Oshiwambo" (T2 at school E)

"Also in Oshiwambo I don't know how to divide words correctly." (T2 at school A)

"Yes, because learners can't understand English very well. I also have problems because our English is not really too good we were trained in an old system." (T1 at school C)

"Yes, difficulties are always there but I don't believe in difficulties. But we need to improve here and there."(T2 at school F)

"Yes, because when started teaching I was teaching in Afrikaans." (T1 at school A)

"No problem." (T2 at school D and T2 at school B)

The results reveal that the majority of teachers have problem with English because some were not trained in English or are not qualified to teach in English. There is a shortage of qualified English teachers in schools. There is a still a number of teachers who were trained in the old system some through Afrikaans.

4.4.1.6   Switching from English to Oshiwambo

The objective of this question was to find out if teachers do code-switch in lessons or not. Teachers used the term Translations for switching and they responded differently to this question. The following respondents indicated that they do switch from English to Oshiwambo in class.

"Yes, sometimes for the learners to understand." (T2 at school D)

"Not, always only sometimes when I realized learners do experience problems." (T2 at school A)

"Yes, but not so much." (T1 at School F)

"Yes, depends on the terms used if they are little bit difficult you have to explain in Oshiwambo." (T2 at school F)

"Only few times." (T2 at school B)

Yes sometimes I do translate when I teach Natural Science and it is the learners that often ask for translations. (T2 at school A)

The majority of teachers indicated that they often switch from English to Oshiwambo in order for learners to understand their lessons. Observation has seen switching at all the schools that were investigated and learners have also confirmed instances of switching in lessons.

4.4.1.7   Transition period from mother tongue to English

The aim of this question was to establish if there are problems when learners transit from mother tongue to English. Grade 4 is the transition period where teachers and learners switch to English as LOLT teachers provided different views on the matter as per comments that were extracted from the interviews.

"Yes, it is a serious problem to such an extent that we would like English to start from Grade 1." (T2 at School F)

"Yes, there is a problem because they are used to Oshiwambo I propose that learners start with English LoLT in Gr 1."(T1 at School A)

"Yes there are problems because the results in Gr 5 are usually poor in English. So I am of the opinion that English should start in Gr 1 as a medium of instruction while Oshiwambo should just be taught as a subject throughout." (T2 at School B)

"Yes there is a problem. Those who speak Oshiwambo only at home do have a problem but those who live in a town they don't have problems." (T2 at School C)

"Yes, there is a little problem. Because Grades 1-3 were taught in Oshiwambo they should have a problem. English should start in Grade 1. Oshiwambo is spoken at home they would understand it." (T2 at School B)

"Yes, they do but I don't have a suggestion to improve it."(T1 at School D)

"It is always difficult when you come across a language for the first time. So learners will fail tests and they will only cope with English if they start with it in Grade 1." (T2 at School F)

"There is a problem because the results in Grade 5 are usually poor in English. So I am of the opinion that English starts in Grade 1 as medium of instruction while Oshiwambo should just be taught as a subject from Grade 1 to 12."(T1 at School C)

"Yes, because if a learner has to start with English in Gr 4 it is difficult. So it is better if learners could start with English in Gr 1." (T2 at School A)

The majority of teachers indicate that children should start with LoLT in Grade 1 because they believe if children starts straight away with English in Grade 1 they will master it by the time they come in senior Grades. This belief has been expressed by parents as well.

4.4.1.8   Language attitudes

The main aim of this question was to establish the language attitudes of teachers towards Oshiwambo at school. Teachers provided the following comments.

"The school is almost in town and you have learners from different areas such as Caprivi, Damaraland. The position of Oshiwambo is not really good." (T2 at school B

"Oshiwambo is good because parents respect our language." (T1 at school E)

"The parents value Oshiwambo at this school and they need it." (T2 at school B)

"The support for English and Oshiwambo is 50-50." (T1 at school D)

"I think they see Oshiwambo as important because it is the first language." (T1 at school A)

"There are negative attitudes from the Community but the teachers do respect it. The kids are so and so."(Teacher 2 at school F)

At least half of respondents indicate that Oshiwambo is being treated fairly while another half indicates that English receives a massive support at school. Observation shows that schools are trying to implement various activities in order to ensure that their learners' English has improved.

4.4.1.9   The Ministry's support for LiEP

Since independence a huge portion of the National Budget of the government of Namibia has been allocated to education, because education is viewed as key to achieve national development goals. In the lower primary education the government had to buy textbooks in mother tongue and provide translated syllabuses to all schools that are teaching through the mother tongue at the foundation year. The ministry's support at the lower primary phase appears to be good, however when it comes to the upper primary where English is used as medium of instruction more resources are allocated to buy English materials. The mother tongue (Oshiwambo) does not enjoy the same support it had at the lower primary phase. Teachers in the upper primary phase indicated that they do not have required resources to implement the language policy in the classroom:

Some teachers revealed that the MoE supports them with materials and training.

"We do have enough Oshiwambo textbooks, but inspectors don't support much to train Oshiwambo teachers." (T1 at School F)

"Training they do support us. But books learners are sharing so difficult." (T2 at School D)

"They provide materials and other Mathematics teaching aids even though they are not enough because we don't have electricity." (T2 at School E)

On the other hand there are those who feel that the MoE does not provide adequate support especially with regard to the provision of textbooks and other teaching materials.

"We need materials. Imagine I have to carry textbooks around when I go from one class to another because learners do not have textbooks." (T2 at School C)

"There are some problems like inadequate materials such as books and recording materials. However we sometimes do attend workshop." (T1 at School C)

"I don't get materials because I am Oshiwambo teacher so I have to get teaching aids from newspapers." (T2 at School D)

"Not too much support, there is a lack of materials especially in social studies and also in Agriculture." (T2 at School A)

"The support of the Ministry is somehow when it comes to materials, the Oshiwambo materials are lacking. Therefore the support is not good." (T1 at School B)

Observation has shown that the provision of textbooks is inadequate, the researcher observed a serious shortage of textbooks in classes. Many learners are sharing textbooks. There is also a lack of other teaching aid materials and audio equipment for language teachers. Concerning teachers training, almost all teachers revealed that they have attended a training workshop at least twice a year. This is however not sufficient.

4.4.1.10   Availability of LiEP

If all stakeholders could be aware of the policy they can help to provide feedback during the post evaluation stage when the policy is reviewed. The language policy document that supposed to guide teachers on how to implement the policy at school level appeared to be a scarce document and does not exist in schools. There are teachers who indicated that the LiEP document (s) are available at schools.

"We have just received the language policy at our school this month and it is written in Oshiwambo." (T2 at School A)

"There is a language policy written in English and Oshiwambo. We advise each other like no Oshiwambo should be used in a non-Oshiwambo lesson." (T1 at School F)

"There is a language policy." (T2 at School B)

"There is a language policy at our school but we don't adhere to it." (T1 at School E)

Some respondents indicated that there are absolutely no LiEP documents at schools. However in some instances they implied that there was a language policy at school but no documents were available. At some schools teachers have not seen a language policy document at all.

There is a policy but no document. The principal said that when children come to office they should speak in English (T1 at School D)

"No language policy." (T1 at School D)

"I have not seen the language policy." (T1 at School A)

The researcher observed that schools do not have LiEP related documents not even the small booklet that is titled *Language Policy for Schools a Discussion Document*. Furthermore some schools that have formulated their own language policy could also not provide written documents relating to that. LiEP documents were supposed to be filed in the teachers' subject file which was not the case when I visited schools. The Ministry of Education has the responsibility to distribute the language policy document to schools and discuss it with relevant stakeholders.

4.4.1.11 Summary: teachers' interview

One of the issues that emerged from teachers' interview is the language attitudes. As two teachers were interviewed from each school there have been instances where one teacher prefers to teach in English while another teacher prefers to teach in Oshiwambo. For

instance at school B and school F there were teachers who support the use of Oshiwambo at school in order for children to understand. While teachers from school D, school E and school C mostly prefer to teach in English because English is the official language and the syllabus dictate that they teach in English. The huge support for English by the teachers matches also that one of learners and parents.

LoLT use is another issue where teachers at all schools agreed that although they try to speak English at all times in non-Oshiwambo lessons, they also become flexible when they realize that learners do not understand and they switch to Oshiwambo. At schools where there are non-Oshiwambo speakers such as at school C and school D staff members try to speak with them in English. I observed that non-Oshiwambo speaking teachers always communicate always in English with the learners and other Oshiwambo speaking teachers. At school A teachers revealed that English is not used much in Grade 5 compared to Grades 6 and 7.

Reading and writing in Oshiwambo and English emerged as another crucial issue. School B revealed that there are learners who cannot read well in Oshiwambo. This was echoed by teachers at School C who indicated that reading is a problem. Some learners are however good at reading. I gave some learners at School B a text to read in Oshiwambo and they did very well. In addition all schools revealed that learners have problems with writing Oshiwambo.

Switching from English to Oshiwambo has also emerged as a crucial point in the implementation of LiEP. All teachers who were interviewed acknowledged that they practice switching except one teacher at Hashiyana CS who said he does not switch at all. Learners in their questionnaires indicated that teachers switch from English to Oshiwambo when they teach which confirms that the practice takes place at school. Another aspect that emerged was the transition from mother tongue to English. Every teacher who was interviewed indicated that the transition period is problematic. They all suggested that English should start from Grade 1 as LoLT. This view was shared by some school principals and parents that were interviewed.

Ministry's support for the implementation of LiEP was also rated, teachers at school C indicated that they have inadequate materials especially in Oshiwambo. In the same vein a

teacher from school E revealed that apart from materials their school also does not have electricity. At school D a teacher lamented that because of a lack of materials they had to use newspapers in order to get teaching aids. When it comes to the provision of the LiEP documents schools indicated that they do not have language policy documents. At school D, the teacher indicated that there is no language policy at all, while at school A a teacher indicated that they received the policy the same month the research was conducted at their school. Other schools such as School E, school F and school C indicated that they had the language policy. However, the researcher was not able to find any copy of the LiEP document at schools.

4.4.2   Principals' interviews

4.4.2.1   Principals perspective on learners language preference

School principals as Heads of schools are expected to know more about their teachers, parents and learners. They are in regular contact with parents at parents meetings and observe learners' behaviours on school premises. To some extent they are able to share the will and aspirations of their learners when it comes to language preference. Principals prefer English because of opportunities that children can get.

"I think they prefer English because it is the Official language and the language of communication." (School F)

"Learners themselves are being taught in English but they were not consulted to be asked in which language they prefer to be taught in." (School D)

"They prefer English because they want their children to be educated in English." (School B)

"They should be taught in English with the intention to express themselves in English so that they can communicate better with the world." (School A)

In addition there are those who feel that their children should learn through Mother tongues in order for them to understand.

"Oshiwambo because they have problem of understanding." (school E)

Interestingly there are also those parents that feel that learners have no rights to choose whether they should be taught in English or Oshiwambo. It should be left to the school to decide on their behalf.

The majority of principals according to the findings generally prefer their children to learn English because they believe that their children can get better opportunities in life. There are also those who feel that English is a problem and if learners can be taught in Oshiwambo they will not have understanding problem in learning the contents. Observation has seen learners and teachers struggling to cope with English in teaching and learning during the research.

4.4.2.2   Views on use of Oshiwambo at schools as a language of learning

There were various language attitudes towards Oshiwambo at different schools. There were schools that consider the availability of Oshiwambo as a blessing in the sense that the culture and tradition is preserved because language is a cultural vehicle. In addition a school that has two languages have the advantage of passing knowledge in two different languages. In other words if a teacher realized that learners do not understand some concepts in English for instance he or she can switch to Oshiwambo in order to enhance understanding: The principals were quoted as follows.

"At this stage I don't have any reason why Oshiwambo cannot be taught as language of learning. Children who are here do speak Oshiwambo." (School F)

"Our school is a multi-cultural one, it is situated in a town where different people are meeting, so I think through teaching English it will be an advantage to all learners because some are not Oshiwambo speaking." (School D)

"Well I would say that learners need also to be taught in their home language so that they really can do their language and also each group should be happy with its own language although we do not have many terms in Oshiwambo." (School C)

"My view is that when learners are taught in Oshiwambo they would understand better than in other languages." (School A)

"My view is that when learners are taught in Oshiwambo they would understand better than they are taught in English. This would also improve the pass rate at schools." (School E)

"To my point of view Oshiwambo is the mother tongue of my learners and it promotes my learning and makes them understand things easily." (School B)

The overall picture that emerged from parents view on Oshiwambo is that they want their children to learn Oshiwambo because they will benefit in terms of culture and understanding. However this view only changes when you asked them about English because of the different status that the two languages have in Namibia.

4.4.2.3   Language used by principals at schools with teachers and learners

There is a perception that the more you hear the language the faster you can learn it. School principals are expected to be good in English and that they should serve as role model to help schools improve their English. In an effort to help learners to improve their language skills school principals often communicate with teachers and learners in English but quite often they have to use both English and Oshiwambo to accommodate the parents who do not speak English at all.

"I use both English and Oshiwambo we promote English because we were told that it is better to speak with learners in English. We give announcements in English to promote them to learn English. But sometimes we shift to Oshiwambo for learners to understand." (School B)

"We speak Oshiwambo with parents, with learners we have a policy to speak English in and outside class and everyone who was found speaking Oshiwambo will be fined to pay 5 cents." (School E)

"With parents parents we communicate in Oshiwambo, while teachers we communicate in English or Oshiwambo." (School A)

"Yes, I communicate in English, no Oshiwambo at all if it comes to official meetings. I can use Oshiwambo if there are teachers who cannot express themselves well especially for the lower grades." (School C)

"We use both English and Oshiwambo. It happens sometimes that when you come to a point where you do not understand each other you switch over to Oshiwambo." (School D)
"With parents we communicate in Oshiwambo." (School F)

The findings reveal that at all schools teachers still have to use both English and Oshiwambo. English is spoken often between teachers and learners while Oshiwambo is used to communicate with parents. The researcher observed that in urban schools teachers use English quite often at school in comparison to rural schools. However on school premises children communicate a lot in Oshiwambo when talking among themselves because they are all Oshiwambo speaking. It is unnatural for them to interact in English at all times because English is a foreign language which might be difficult to share jokes and play games that they are familiar with.

4.4.2.4   Switch from English to Oshiwambo

At schools where the medium of instruction is foreign to learners, bilingual teachers often attempt to switch from the medium of instruction to learners mother tongue in order for learners to grasp the content of the lesson. During normal classroom observation by principals, the instances of language switch have been observed:

"Switching is difficult it is ok when it starts early but not in Gr 1." (School F)

"If a learner get all the language skills in her mother tongue it won't be a problem when he proceeds to upper grades but if a learner lacks reading and writing skills in her mother tongue when they go to grades where they start with English they will have problems." (*School D*)

"Yes, there is a problem of expressing themselves because they only speak English at school but not at home. What we do, I remain in class with those who are weak to do some exercises maybe at the end of year 5 or 6 out ten will make it." (School C).

"Yes, there is a problem because they do not have basic understanding of teaching English as a language and that they are used to be taught in Oshiwambo as medium of instruction and it is really a new start for them."(School A)

"Yes, I experienced that when they come to Grade 5 eighty percent of them do experience problem especially during the first semester but during the second semester they start to improve." (Ehenye CS)

Switching from English to Oshiwambo and vice-versa is a common occurrence in the teaching and learning process at schools in Oshakati Circuit. Findings from learners' questionnaires confirm that switching takes place in classes. Teachers revealed also that they are forced to switch from English to Oshiwambo so that learners can understand because English is difficult. School principals also acknowledge that the practice takes place because even some teachers do have problems in expressing themselves in English. The researcher observed teachers switching from English to Oshiwambo during lessons to ensure that all learners understand what is going on.

4.4.2.5   Difficulties in teaching through Oshiwambo

Teaching through one's mother tongue is easier than teaching through English which is a foreign language. There is also a misconception that any teacher who is Oshiwambo speaking should be able to teach Oshiwambo. For this reason teachers who have specialized in other subjects but are Oshiwambo speaking are sometimes picked to teach Oshiwambo if there is a need for Oshiwambo teachers:

"Yes they do, because many teachers were trained to teach in English." (School F)

"No problem at all they are Oshiwambo speaking people and have a wide range of Oshiwambo vocabulary."(School A).

"Not at all." (School B)

"I don't think so because they are Oshiwambo speaking except those who did not do Oshiwambo thus why I cannot teach Oshiwambo." (School C).

Principals indicated that teachers do not have problems in general when teaching through the mother tongue. This response should be seen in the context that one should be able to teach his or her mother tongue and for this reason a school may decide to approach a teacher who was not trained to teach Oshiwambo to teach it if need be:

4.4.2.6   Transition period from mother tongue to English

Changing from MT to English as indicated by teachers presents a problem when learners move to the grades in which English is used as medium of instruction. This issue has been discussed by teachers who consider it as a challenge that should be overcomed:

"If a learner gets all language skills in his/her mother tongue in the upper primary phase, she wouldn't have problems when he or she proceeds to upper grades, but if a learner lacks reading and writing skills in his or her mother tongue they will have some problems when they start with English as medium of instruction." (School D)

Teachers indicated that there is a big problem with the transition. The majority of those interviewed suggest that it would be much better for learners to start with English as LoLT in Grade 1 so that when they come to the upper primary phase they have mastered it. They feel that the current language problems experienced in Grades 5-7 is a result of late start. Findings from learners questionnaires revealed also that learners would like to start with

English as LoLT in Grade 1. Current theory on bilingual language learning does not support these views.

4.4.2.7   The position of Oshiwambo at school

School principals as head of schools observe many things that take place at their school. They observe the movement of learners and teachers as well as the language that are spoken at schools at different times and events in and around school premises. They are aware of how often Oshiwambo is spoken at school and they were also aware of the attitudes of teachers and parents towards Oshiwambo:

"The position is good when it comes to learning the culture of Oshiwambo. Through it they learn more about the culture of their forefathers and mothers." (School A)

"Yes, it is used but teachers are not really trained how to teach Oshiwambo, including the BETD course." (School E)

"Anyway it is positive. So parents and teachers don't look down on Oshiwambo."(School B)

"Well you see nowadays even parents are not very much interested in Oshiwambo. Learners do well in English than in Oshiwambo." (School C)

"It is mainly used in communication during break time by learners and teachers. In rare cases you find learners and teachers speaking English during break-time."(School D)

"Parents and teachers are positive towards Oshiwambo, they don't look down to Oshiwambo, but parents want to see their children from grade 5 able to communicate in English, using it during break times. When the learners come to my office I force them to speak with me in English."(School F)

The majority of learners indicate that they prefer English and so are the teachers, however in practice they use Oshiwambo quite often when communicating at school in comparison

to English. Despite the fact that teachers are Oshiwambo speaking, they have problems with Oshiwambo when it comes to writing. Even teachers cannot divide the words correctly.

4.4.2.8 Ministry's support towards Oshiwambo

School principals are in charge of school budget and are accountable for all educational materials that are provided by the government to schools. Apart from educational materials they also need to ensure that teachers receive ongoing training through workshops. Consequently they can provide statistical information about number of books bought and workshops that teachers have attended. One can easily compare the number of materials and workshops that were conducted in Oshiwambo as opposed to those that were provided or conducted for Oshiwambo:

"I could say there is not much support because the Ministry often supports activities for English subjects." (School D)

"For me it is very poor no materials are provided and no Oshiwambo textbooks are provided." (School E)

"The Ministry conducts little workshops for Oshiwambo teachers compared to English."(School F)

"I don't think that the Ministry is promoting Oshiwambo enough, only our facilitators are trained by all means to support Oshiwambo in schools but the Ministry is just fighting for English, thus why sometimes we are not even receiving vacant post advertisements and other materials in Oshiwambo they are just promoting English even in filling vacant posts." (School B)

"The support is impressive because workshops and materials are provided when they conduct workshops." (School A)

"It is very high as in most cases the materials in Oshiwambo are enough no shortage of books in Oshiwambo." (School F)

At least half of principals were satisfied with the Ministry of Education's support in terms of training workshop and supply of materials to schools. However, half of them felt that the Ministry is doing little to support the Oshiwambo as opposed to English.

4.4.2.9   Language policy at school

The Language-in-Education Policy that the ministry of education uses as a guide for schools to implement the language policy is not easily available at schools as previously indicated by teachers. Some principals have adopted their own language policies that they implement in order to improve learners communicative skills especially in English. There is also confusion between an internal language policy at school and the formal language policy in education that all schools are expected to follow:

"We have not received the language policy from the Ministry but when the learners are coming to office they are not allowed to speak Oshiwambo. Also in the meeting with teachers we encourage teachers to speak with learners in English."(School A)

"I have seen the language policy somewhere but we do not have that document at our school." (School D)

"I only have an article about the language policy and nothing else." (School E)

"Yes, it is written in English." (School A and B)

"No, we are not saying so except when the learners are coming to office they are not allowed to speak Oshiwambo. Also in the meeting with teachers we encourage teachers to speak to learners in English. But we do not say learners should only speak English at the school." (*School C*)

Principals indicated that they did not have the language policy document from the Ministry of Education. The official language policy document that was supposed to be at school is titled: "The Language Policy For Schools 1992-1996 and Beyond" There were some attempts to revise the document but were not formally successful. It is essential for schools to have the language policy document in order to help implementing it. At one school the principal said they have their own language policy whereby learners are not allowed to speak Oshiwambo when they come to the office or within the school premises unless they are in Oshiwambo lesson. Such initiatives are not clarified in the policy document and need to be discussed now that they have been observed at some schools.

4.4.2.10 Oshiwambo textbooks

Schools budget are normally insufficient to cater for school needs such as buying textbooks for learners. Since primary education is free in Namibia the government supposed to provide all textbooks. This requires a lot of money which the central government might not have to buy each child a textbook. It is a problem when books are not enough because learners cannot study at home or to do their homework:

"The shortage of textbooks is a big problem in all subjects." (School E)

"There is a shortage of textbooks." (School A)

"Not even reading materials are available. We used to ask for textbooks but we are only given pamphlets with stories (School D)

"All textbooks are not enough, sometimes we get demoralize because you prescribe this book this year, next year another book is being introduced. And this is the case with all other subjects not only Oshiwambo." (School B)

"No my friend the shortage of textbooks is a problem in all other subjects." (School C)

"Not at this stage but in the past it was enough." (School F)

"We do not have enough textbooks because the budget does not allow us to order books for each learner and only some parents buy textbooks for their children. We understand that parents do not have money and there are also learners who are orphans." (School D)

Principals acknowledged that they do not have enough textbooks. At one school the teacher informed the researcher that she was the only one with a textbook plus one learner whose textbooks was bought for her by his parents. It is difficult for learners to progress if they do not have textbooks to read and do their homework at home. Parents also cannot help much with homework if there are no textbooks to read: The lack of textbooks has been acknowledged by both learners and teachers.

4.4.2.11   Factors that are limiting the implementation of the language policy

In order to implement a language policy successfully one needs to take into consideration the quantity of material required, teachers competency and the linguistic environment in which the language policy will be implemented. If these aspects have not been properly assessed prior to implementation they can become obstacles during the implementation process:

"I think teachers are not competent to teach through English. I think the skills of using English as a language when we are teaching should be improved." (School A)

"Yes even teachers sometimes don't understand the subject matter and pass it to the learners wrongly and in the examination the learners will not pass the exams because he was taught wrongly." (School E)

"Our languages are already belittled, their owners are not motivated to establish new things, new terms or new technologies they are always adapt to the foreign terms." (School B)

"Yes there are problems with teachers who cannot express themselves in English." (School C)

"Yes there is a problem, because children do speak Oshiwambo at home."(School F)

English was pointed out as the main stumbling block in the implementation of the language policy because principals feel that teachers were not competent enough in the official language and the because learners speak only English at school it becomes a problem when they get home where parents and family members communicate with them in Oshiwambo.

4.4.2.12   Summary: School Principals

With regard to language attitudes that emerged as one of the themes the school principals of schools A, and B assumed that learners prefer to be taught in English, while the principals of school C was of the opinion that learners do not have the rights to say that they want to be taught in English or Oshiwambo. Another different view came from the principal of school D who felt that although learners are taught in English they were never consulted to share their preferences. Once again principals also felt that parents prefer their children to learn English because it is the official language and that it will enable them to communicate with the outside world.

The second theme that emerged was the use of language at school only the principal of school C indicated that he only speaks English at school at official meetings and only use Oshiwambo if there are teachers who cannot express themselves well. Other school principals revealed that they use both English and Oshiwambo with learners and parents. Parents revealed that school principals communicate with them in Oshiwambo.

Another theme that emerged was switching from English to Oshiwambo. All principals acknowledged that switching takes place at their school. This confirms what was said by the teachers and learners. They feel that switching is caused by poor communication in English especially from the side of the learners. The principal of school F was of the opinion that if learners start with English as LoLT in Grade 1, switching will not be needed when they come to the upper primary phase. Furthermore the transition period from mother tongue to English was another theme that emerged.

The Ministry's support towards the LiEP was also another theme that emerged. There were two schools that were impressed by the Ministry's support; namely school A and school F although they acknowledged that there is a shortage of textbooks. In terms of workshops they were happy. While principals from school D, E and B indicated that the Ministry was offering little support to schools. The lack of support was shared by the teachers as well. Surprisingly all school principals indicated that they do not have a language policy document at their schools. For instance school E had only an article about the language policy while the principal of school D had seen it somewhere else.

With regard to the provision of textbooks all school principals revealed that there is a serious shortage of textbooks at schools. This shortage was indicated by learners and teachers as well as by parents that the lack of textbooks is serious.

4.4.3 Parents' Interviews

4.4.3.1 Language preference

Teachers and principals indicated that parents prefer their children to learn English for various reasons. Every parent has expectations from his or her child's education. English appears to have strong support because of tangible benefits that those who master it can derive from it. The majority of parents who prefer English have several reasons to support their preference.

"My child should learn English because it plays an important role." (School F, Uneducated)

"I want my child to be taught in English in order acquire knowledge to communicate skills knowledge for application of knowledge analyse and evaluate." (School D, educated)

The first group of parents basically wants their children to learn English only and no home languages. The second group comprises of those parents who would like their children to learn English and mother tongues. There is an interesting observation that these parents indicate that their children should first learn mother tongue before starting with English.

"I want my child to be taught in English first and second in Oshindonga because English is my first language, while Oshindonga is her mother tongue." (*School E, uneducated*)

"I want my child to learn all languages starting with Oshiwambo and then English because a child needs to learn his/her mother tongue while English is needed so that he/she can communicate with other people." (School B, Educated).

"My child needs to learn first Oshikwanyama and then other languages because need to know their mother tongue Oshikwanyama and from there they can learn other languages." (School C Educated).

"My child should learn both languages so that if he goes somewhere where people speak other languages she will be able to understand. He can learn English, Oshiwambo and Afrikaans. Afrikaans can get him a job." (School C) Uneducated.

"I want my child to learn English, Oshiwambo and other languages. "(School E, Uneducated).

"My children should learn English, Oshiwambo and Afrikaans, because if you are in office you have to speak English and if you go to people who can't speak English you can speak Oshiwambo." (School B)

There has been a strong preference for English from the learners' questionnaires and teachers interviews. In addition the principal research findings revealed also that the majority of parents prefer their learners to learn English because of positive prospects that English can offer. Furthermore it has also emerged that parents want their children to learn as many languages as possible apart from English. These languages include even Afrikaans. They feel that if they learn English, Oshiwambo and Afrikaans they can also have more opportunities.

4.4.3.2   The importance of learning English as opposed to Oshiwambo?

Two of the main reasons that learners pointed out why they are learning English is to find employment and to be able to communicate with other people who do not speak the same language.

"Learning English is important as well as learning Oshiwambo because a child should be able to read and write her mother tongue, but English is also important for the child to communicate with other people from other tribes." (School B)

"Learning English is more important because our future depends on English whether to meet with people from other countries."(School E)

"All languages are important but I think English is more important because they already know Oshiwambo from childhood. Because the child you start teaching her Oshiwambo elg Go, stand, fetch water etc." (School F)

"Yes, English is an international language." (School C)

"English is very important because it is possible that there will be people who come from other countries who cannot speak Oshiwambo." (School E)

"English is more important because wherever you go looking for jobs people are speaking English." (School B)

"They have the same value, but English at this moment is more important as it is used everywhere. With regard to Oshiwambo they can learn it every day, they don't lose anything." (School D)

The majority of parents indicated that learning English is more important than learning Oshiwambo because English is an international language which can be used by people from different countries when they meet. This reasoning is underpinned by the rationale for

Namibia to choose English as an official language. It was pointed out that English would provide children with wider opportunities in life. For this reason some parents feel that English is more important than Oshiwambo.

4.4.3.3   Communication at home

Home is the child's first school. A child learns languages from his or her parents as well as from brothers and sisters. As a child is growing her language grows as well and he or she starts to learn languages from other things such as print or electronic media if they are available at home. Under normal circumstance the language spoken at home is a mother tongue. There are rare cases when parents communicate in English with their children at home:

"We speak Oshiwambo at home." (Schools B and E.)

"We speak Oshiwambo and English." (School C)

"At home we speak in Oshiwambo. I teach them what they don't know but they also do speak little English and I listen and learn from them." (School F).

"Because professionally I am a teacher I tried my level best to communicate with children in English at home." (School D)

Parents indicated that they use Oshiwambo at home. They also frequently listened to Oshiwambo radio especially the NBC and Omulunga radio. However few parents have TV sets at home because they cannot afford it and many households do not have electricity. From the interviews it is obvious that parents rely heavily on the Oshiwambo radio for news and general information. Radio Omulunga which is private is preferred by children as it has a lot of entertainments.

All 12 parents indicated that their children do read local newspapers such as the Namibian, New Era, Die Republikein, Omukuni and Omukwetu. The Namibian which is a private newspaper is most popular daily newspaper followed by New Era the government mouth

piece. The advantage of the Namibian is that although it is a daily English newspaper it also has Oshiwambo section everyday. The reason to include Oshiwambo and not other languages is economic because the Oshiwambo is the largest tribe in Namibia. Omukuni and Omukwetu belong to the Catholic and Lutheran Church respectively and are fully produced in Oshiwambo. The Republikein is not very popular in Oshana because it is an Afrikaans daily with few sections in English and the majority of the people in Oshana do not understand Afrikaans.

4.4.3.4   Reading Oshiwambo stories

Reading is an important element of learning. It is through reading that people get news, stories and different ideas and knowledge about things in the world and beyond. In traditional setting parents in the Owambo region use to gather at fire in the evening with children and they start to tell them stories. There was no paraffin lamp or electricity for people to be able to read at night. Today instead of telling children stories that parents can recall they can now read them stories or give them books to read for themselves:

"My children use to read Oshiwambo stories." (School B)

"The children read these stories at home and at school." (School C)

"They read from school books and from those books that I buy." (School F)

"Yes they read stories from books." (Schools E and A)

The parents revealed that their children read Oshiwambo stories from the books and some from the Bible and Songs books. They also indicated that they do buy their children books and read them stories. There are situations that parents could not buy books indicated that they read stories from the Bible and hymns books. The parents in Oshana are Christians and each household tends to own a Bible and a hymns books.

By reading the church literature children can improve their reading skills and the good thing about the church materials is that the Oshiwambo orthography is correctly written.

4.4.3.5   The position of Oshiwambo at school

Parents are of the opinion that Oshiwambo is doing well, while if they fail examinations Oshiwambo is seen as performing badly:

"Oshiwambo is doing well at this school, because if I look at all my 6 children who were taught here, they have all passed it." (School A)

"It looks good as children do pass with good marks. No language attitude as they have to learn their mother tongue before learning other languages." (School A)

"Oshiwambo is good but sometimes it is difficult for non-Oshikwanyama speakers." (School C)

"It is good because children pass Oshiwambo well compared to English." (School E).

Parents indicated that Oshiwambo is doing well at the school and they measure this success with good pass rate. They also indicated that learners whose own dialects are not taught at school find it difficult because sometimes teachers penalize them for using Oshiwambo words from their own dialects as opposed to use pure Oshindonga words. The issue of Oshiwambo dialectology has never been intensively researched. Parents noted that if Mother tongue is only taught as medium of instruction from Grade 1-3 then obviously the content of the subject diminishes as it moves to upper grades because there it will only be taught as a subject and English will take over as medium of instruction.

The majority of parents indicated that schools seems to have enough teachers because the issue was never raised at any parents meeting and nor are there advertised vacant posts for teachers. If schools really have lack of teachers the issue would be discussed at parents meeting although there are other platforms where it can be handled. If teachers are not enough it would be difficult to implement the language policy since the learning and teaching process will be negatively affected. Parents are also looking in the press to see if schools do advertise posts and from the research it appears as if they do not find those advertisements. An overwherming majority of the parents revealed that there is a lack of

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highly trained teachers because they feel that the poor performance of learners is attributed to lack of subject knowledge of teachers.

4.4.3.6 Parents' consultation with regard to the language policy

The majority of parents revealed that they were informed by school authorities about the language policy. The information that they received was that from Grade 1-3 Mother Tongue will be taught as a medium of instructions while from Grade 4 onwards English will be used as medium of instructions while Oshiwambo shall be taught as a subject during parents meeting. The majority of parents reveal that they have been informed about the grade in which English starts and no prior consultation was done.

"I was just told that English should start in Grade 1." (School D)

"We were informed that English will be used as LOLT starting in Grade." (School F)

"They told us about language policy at parents meeting." (School E)

"Yes, they said Oshiwambo start from 1-3 MI and from Gr 4 English starts. But I did not get any document?"

"I use to hear from GR 4 they start with the official language English, otherwise I was not told any other thing."

"Yes, they said Oshiwambo starts from Grade 1-3 as LOLT and from Gr 4 English starts. But I have not received any document." (School C)

Those parents who do not visit schools may be left out or not be informed as such.

"No because I don't go to school very often (school B)"

From the research findings it is obvious that the Ministry does not have a plan to consult or engage parents on LiEP issues let alone to promote it. There are adhoc information that is

disseminated via parents meetings about the languages that learners will do at school for instance when they indicate that English starts in Grade 4 and that mother tongues will be taught as LoLT in Grades 1-3. Furthermore the information that came from parents is that the Ministry of Education or the Government of Namibia did not consult them over the choice of English as the only medium of instruction in government schools.

4.4.3.7   Textbooks for learners

The majority of parents were aware that learners do not have enough textbooks in all subjects. Few of them do buy their children textbooks because they can afford while many parents indicated that they do not have money to buy books for their children.

There were also a few parents who do not know if their children have textbooks or not because they said they did not ask them. This is understandable if one looks at the educational background of some parents. Some did not even attend school while some have gone up to Grade 1or 2. This indicates a high level of illiteracy among parents which makes it difficult for them to help their children with school matters. The issue of textbooks is a problem in Namibia and if the nation is to become a reading nation then textbooks should be number one priority for the Government. There is a move for parents to buy some textbooks for their children and the government is also taking steps to increase the allocation of money in order to buy more books. Some parents have the following to say in this regard:

"Normally I prefer to buy my children English books only, because it is the most important language across the curriculum. It is also used in interviews." (School D)

"I buy children both English and Oshiwambo books because all the two languages are equally important."(School C)

"Yes, I use to buy books because at parents meeting they use to urge us to buy books." (School F)

"I really wish to buy them books, but I do not have money." (School E)

The findings from learners' questionnaires, teachers and parents interviews reveal that there is a serious shortage of textbooks at schools where the study was conducted. The majority of parents are also aware of this shortage of textbooks and those who can afford it try to buy their children textbooks. There are also some parents who are willing to buy textbooks but they do not have money. The researcher was informed by some teachers during class observations that some of the learners who have had textbooks during lessons received them from their parents. There is an urgent need for the Ministry to provide textbooks.

4.4.3.8   Summary of parents' interview

Language attitudes as with other sections have emerged as a theme in this section. From school F and D parents want their children to learn English in order in order to utilize it in life because they said it plays an important role in communication. In addition parents from school B and C want their children to learn both English and Oshiwambo. There was also a parent from school C and another one from school B who wanted their children to learn English, Oshiwambo and Afrikaans. They were of the opinion that if a child learned Afrikaans she can easily get a job. The issue of Afrikaans had not been stressed by teachers and principals as a way of learners getting jobs if they learn it.

Furthermore some parents from school E and B indicated that learning English more important than learning Oshiwambo because of the current status of English. However another parent from school B was of the opinion that learning English is equally important as learning Oshiwambo because if you find people who can't speak English but can speak Oshiwambo you can communicate with them. Parents from at schools A, C and E were optimistic about children's performance in Oshiwambo. It was however indicated by a parent from school E that the standard of teaching Oshiwambo has gone done as children do fail Oshiwambo at school.

The second aspect revolves around the language use at home and school. Parents from school B, E and C indicated that they communicate in Oshiwambo at home. This correlates with the findings from the learners and teachers who indicated that most of them use

Oshiwambo at home. Some parents from school D and C revealed that they use both Oshiwambo and English at home as this will help children to improve their English. The researcher did not find evidence that support this claim when he visited some parents at home. Furthermore parents from all the six schools indicated that they use to read stories for their children. There was just one exception where a parent from school E indicated that he can't read his children books because he can't read himself.

The third aspect that emerged was the LiEP awareness among parents. It was revealed that schools have informed parents at schools D, F, E, C and B that learners would start with English as LOLT in Grade 1. However some parents at school B indicated that he had never heard of anything about the language policy. There was no specific information received from teachers and principals interviews regarding schools convening LiEP related meetings with parents.

The fourth and last aspect that emerged has to do with the availability of materials. All parents indicated that they use to buy books for their children. There was only one parent from school E who indicated that he couldn't buy any book because he does not have money. Some Parents from school D and C indicated that they usually buy English textbooks only. It was the concern of one parent from school C that schools do not provide enough textbooks for learners. This observation was shared by learners, teachers and school principals.

4.4.4   Ministry of Education Senior Official's interview

4.4.4.1   Ministry of education support for African languages

Teachers and School principals indicated that the Ministry of Education does not provide the full support for African languages in terms of textbooks, workshops and training. People working for the Ministry of Education at Head Office, usually dispute these views. They feel that the ministry is doing enough to cater for schools' educational needs:

"I would say the ministry is supporting African languages because it is the one that came up with the idea of teaching African languages For instance Oshiwambo was developed from grade 1 to grade 12."

"But I think there are two camps within the ministry of education the one that fully supports African languages and those that do not really support the teaching of African languages."

"So, One may argue that the ministry of education is supporting African languages by putting a policy in place but it is one thing to have a policy and it is another thing to implement it."

All African languages including Oshiwambo need a lot of materials to be developed and this needs a lot of money. They really need good quality materials not just a lot of textbooks without good quality. It looks as if the developing of materials in African languages is not a priority for the Ministry of Education because this has not been included in the Ministry Improvement Project for education known as ETSIP (Training Sector Improvement Programme). ETSIP indicates that they will make money available to buy textbooks but what will happen if those materials are not available because no one has developed them.

4.4.4.2   The availability of LiEP at school

The Official from the Ministry is adamant that LiEP document are available in schools.

"The language policy is available in schools and was revised in 1998 or 1992 I can't remember well the year but it was called a discussion document that was supposed to be taken to schools. But I suggest that the government should use the government newspaper, New Era to communicate issues relating to the language policy to the community.(Senior Education Officer, African Languages, NIED)."

The majority of teachers and principals revealed that there are no LiEP documents in schools.

Observation by the researchers indicated also that these materials were nowhere to be found at schools. They are not filed in subject files. In fact there are no records to prove the distribution of these materials to schools from the Ministry. If the Ministry did distribute these materials in the 1990's then obviously they wouldn't be easily available.

4.4.4.3   Factors are hindering the implementation of the LiEP

Teachers and principals were of the opinion that the lack of textbooks at school and a shortage of competent teachers are just some of the factors that impede the successful implementation of the language policy. However there seem to be other factors that those working for the ministry of education at the national level had noted:

"I should say one of the factors that hinder the implementation of the language policy is the attitudes of the people towards their own languages. These attitudes originated from the past due to the impression that was created that our languages did not have values. This issue would only be reversed if people are informed that our languages are very important by speaking them do cultural activities."

"Another factor that hampers implementation of the language policy is labour migration. Parents move from one region to another region. This means that if Oshiwambo speaking people moved to the South where another African language is spoken for instance Khoekhoegowab than it becomes a problem."

"Due to this problem some parents wants their child to learn English so that if they move they will not have any problems."

The new LiEP for Namibia is about learning and teaching through English as LoLT and using mother tongue as a subject in upper grades. School principals indicated earlier that the main contributing factor that hampers the smooth implementation of LiEP is English. Many teachers still struggle to teach through English and learners have no strong English background. The issue of attitudes that the official stated can perhaps affect the development of mother tongue because the findings from learners, teachers and parents concerning language preference were in favour of English. This means that there is a

positive attitude towards English. Perhaps there is a slight reason for attributing attitudes to implementation in the sense that learners would not pay much attention to mother tongue because they have negative attitudes towards it.

4.4.4.4   The hegemony of English over African languages

English's hegemony (i.e English domination over other languages) is known worldwide and some indigenous languages face death as a result of its powerful domination over other languages. There is no doubt that English in Namibia dominates African languages in education and formal domains given the fact that it is the only official language in the country:

"English being the only official languages in Namibia has power over other languages. People regard it as more important than the other languages as it is a language of broader communication and it is an international language that opens the door of opportunities to children. So parents would say I want my child to master English which is an important language so I want my child to take English from Grade 1 onwards."

The issue of the dominance of English over other languages in Namibia is entrenched in the policy itself for the mere fact that all other subjects such as mathematics, physical sciences, Biology etc are to be taught in English only in the upper primary phase, indigenous languages are to be taught only as subjects. English has been given the status of being the only official language in which all important communications are to be transmitted. In addition it is regarded by the government as a language of broader communication that opens door of opportunities. This state of affair strengthens the hegemony of English over other languages in Namibia. Therefore the majority of parents want their children to master English.

4.4.4.5   What should be done about LiEP in education?

The education official feels that there are different ways to strengthen a language policy in a country. The respondent maintains that in order to find suitable means of promoting a language policy one needs to conduct research and obtain views from stakeholders.

Furthermore there is also a need to do a wide consultation with many people who are involved in education because policy implementation always requires collaborative efforts otherwise the policy would remain a mere document. The official made three important observations.

"Let me just say that the Namibian language policy is good on paper but its implementation is a problem and this needs more discussions."

"I think that all stakeholders should be sensitized and some funds should be put aside to enable consultation and discussions about the language policy. This will help to change the language attitudes of the community."

"It is also essential to inform parents how one can get employment by learning an African languages such as working for newspapers and doing translations."

The findings show clearly that there is mismatch between theory and practice. The implementation is not going on smoothly or successfully, perhaps that policy needs to be adjusted or become flexible. There is a need to educate the community about LiEP in bid to change attitudes and get valuable input from the community. People need to be well informed about opportunities that both Oshiwambo and English offer as languages. This might boost the implementation of the policy once they understand the policy and own it, feel part of it. This requires some funding from the central government.

4.4.4.6   One official language

The constitution of Namibia states that English is the only official language in Namibia. The new LiEP as interpreted for the upper primary phase and further grades reflects the content of the constitution. The education official expressed some concerns about the matter.

"I think it is still relevant for Namibia to have one official language as it is a sensitive issue. Although English is only spoken by a small percentage of the people in Namibia the decision to opt for English was for the sake of peace and unity."

"I am worried that this would spark conflict if one for instance gives Oshiwambo which is spoken by a large number of the people in Namibia the status of an Official language in addition to English. Other African languages in Namibia would ask why not theirs."

There has been an unknown fear that Namibian language groups would start to fight among each other if any of the languages is given a status of any official language. There is no scientific proof that peace and unity in Namibia is maintained through English. Alternatively if there are fears that different languages groups will fight against each other one may follow the South African example to give the status of an official language to all languages. This might also have its own merits and demerits when it comes to the implementation.

4.4.4.7   Summary of Education Official Interview

The Ministry of Education' support for LiEP emerged as one of the crucial issues and the Senior Education Officer felt that the Ministry supports African languages through LiEP by allowing African languages to be used as LOLT from Grades 1-3 and as a subject from Grade 4-12. She indicated also that the language policy documents were distributed to school. This contracts information from teachers and principals who indicated that there are no language policy documents at schools.

Another important issue that has been highlighted is the factors that hinder the implementation of LiEP in Namibia. The Senior Education Officer was of the opinion that language attitudes and labour migration hampers the implementation of the LiEP. Another factor is the hegemony of English over African languages as too much emphasis is placed on learning English by teachers and parents at the expense of African languages. For this reason some parents want their children to start with English as LOLT in Grade 1.

Furthermore language policy awareness is also an issue of concern. The education officer felt that the policy is good on paper but so much discussion is needed between stakeholders to discuss implementation problems. According to her some funds should be made available in order to sensitize people about the LiEP in order to help people to change their

language attitudes. This should also include an awareness that African languages can create job opportunities.

The last aspect that came up during the interviews was the issue of English being the only Official language in Namibia. The Senior Education Officer felt that for the sake of peace and unity it is still relevant for Namibia to have English as the only official language. Adding that if any other African language is given the status of official language in addition to English other languages will keeping asking why not them and this will create conflict.

CHAPTER 5

DISCUSSION OF RESULTS

5.1   Introduction

The chapter presents the discussion and interpretation of the results presented in Chapter 4. In discussing the results, a thematic approach will be used in accordance with the trends emerging from the questionnaires and interviews. These themes include home languages, language preference, language practice, language proficiency, the transition from L1 to L2 as LoLT, resources and LiEP awareness. The final aspect emphasises that learners and teachers need to be aware of LiEP language policies of their schools and what the current LiEP entails.

The discussion will also refer to studies previously carried out in Namibia by other researchers and link those results to the findings of this study. Furthermore language education theory of Cummins also forms part of the discussion because the findings may confirm or dismiss the language theory concerned.

The chapter begins by focusing on the home language of learners and their implications for the implementation of LiEP in the upper primary phase. The discussion on the language preferences of learners and parents will follow. This will be followed by the language practice. Furthermore the language proficiency of learners and teachers will also be discussed as well as the transition from L1 to L2 as LoLT. Finally the results relating to resources and LiEP implementation and awareness will be discussed. During the discussion information from different sources will be triangulated.

5.2   Home Languages

The study of home language as LoLT from the foundation year has been supported by UNESCO and other scholars such as Legère (1996) who maintains that studying in one's home/local/mother tongue especially in the early years of schooling will help the child to

acquire basic skills of reading, writing and concept formation. Unfortunately in the upper primary phase on which this study focuses, home languages which in this case are confined to Oshindonga and Oshikwanyama are only used as subjects of study and this arrangement according to the current LiEP will continue till Grade 12.

This study reveals that many learners speak Oshikwambi, Oshimbalantu, Oshikwaaluudhi, Oshikolonkadhi, Oshingandjera and Oshimbandja at home and not Oshindonga and Oshikwanyama which are the only two Oshiwambo dialects recognized for school purposes in Namibia. Oshikwanyama and Oshindonga orthographies have been standardized with the help of the early missionaries. It is for this reason that they are the only ones used in schools as subjects. This implies that all other learners and teachers who speak other dialects are compelled to use Oshindonga or Oshikwanyama. This obviously may disadvantage these learners compared to learners who speak Oshindonga or Oshikwanyama at home, because other learners only meet the stand variety at school. It is a language that was created for them. The artificial creation of standard languages such as Oshindonga and Oshikwanyama which are then used as LoLTs or taught as a school subject to all learners irrespective of their own local varieties, such as Oshikolonkadhi, Oshingandjera etc, has received criticism from scholars such as Makoni (1993:17) who rightly asks if a child who speaks a non-standardised dialect at home, such as Oshimbalantu, receiving instruction in a standardized dialect Oshindonga, can be said to be benefiting from mother tongue instruction? Surprisingly the study further reveals that the non-Oshindonga speakers are more numerous than the Aandonga speakers.

This highlights the need to recognize other dialects. One way of addressing this problem according to Khubchandani (2002:243) is for authorities to rectify the issue of not having a written tradition as 'dialects' of dominant languages. This means that the government in Namibia ought to do something to have other dialects standardized and codified in order to assist learners who are not speakers of the standardized varieties, Oshindonga and Oshikwanyama. Furthermore, learners whose home languages are not standardized should be allowed to write in their own dialects.

A research conducted by NERA (2000) revealed that there is usually a strong interference of other dialects in oral work in class by non-Oshindonga speakers and at times even the teachers switch to Oshikwambi because they are non-Oshindonga speakers. The study that

was conducted by NERA further reported a case in Ongandjera whereby a teacher and learners were not Oshindonga speakers and had to communicate in Oshingandjera because none of them knew how to speak Oshindonga. This situation is similar to what this study found at two of the schools that are outside Oshakati. The learners and teacher were all Oshikwambi speakers and as a result they displayed a very strong Oshikwambi interference in Oshindonga lessons. What is happening in many classes is what Khubchandani (2002:44) refers to as "Formal and Informal Media; where formal teaching in the classroom is conducted in one language but informal explanations are provided in another". In other words non-Oshindonga-speaking teachers read in Oshindonga with the accent of their own dialect from textbooks and present the content to the learners in their respective dialect.

It is obviously difficult for teachers whose home languages are not Oshindonga to speak Oshindonga. It is expected that both teachers and learners will code-switch from home language to Oshindonga and vice-versa. This shows the wide gap between the language policies professed and actual practice in the classroom. Furthermore, it should be noted that, although learners and teachers do have problems in speaking Oshindonga, the majority do get it right when it comes to writing. The LiEP per se does not necessarily state that speakers of other dialects should not communicate orally in their dialects in lessons.

One may suggest that because minorities are becoming aware of their linguistic rights and the fact that one learns easily in one's own language, authorities need to recognize other dialects. Dialects become strong when they are supported by institutions. Such institutional support may include government recognition or designation, presentation as being the correct form of a language in schools, published grammars, dictionaries, and textbooks that set forth a correct spoken and written form. One interesting fact is that the government does not recognize Oshikwambi for educational purposes although it has been used to write most of Oshiwambo Catholic books.

The results in this study show a significant difference in terms of academic performance *between non-Oshindonga speakers and speakers of Oshindonga as well as non-Oshikwanyama speakers and Oshikwanyama speakers. Furthermore, in oral

communication learners and teachers switch to their own dialects and switch back to Oshindonga or Oshikwanyama when they are writing.

The study further reveals that in urban schools there are many learners of mixed dialects, especially in Ongwediva, compared to schools outside Oshakati and Ongwediva towns. This implies that schools that are outside of town do have many learners whose home language is Oshikwambi, because the school is located in the Uukwambi area. In most cases even teachers are not Oshindonga speakers, meaning that both teachers and learners are in a very disadvantageous position when it comes to learning Oshindonga or Oshikwanyama. The situation is to a lesser extent comparable to English which learners take although English is not their home language. The only only difference is that English is totally foreign to learners, while Oshindonga and Oshikwanyama are mutually intelligible to other Oshiwambo dialects, as can be illustrated in the following example:

omunhu (Oshimbalantu) *omuntu* (Oshindonga) and *omunhu* (Oshikwanyama) - person
eumbo (Oshimbalantu) *egumbo* (Oshindonga) and *eumbo* (Oshikwanyama) – house
aluka (Oshimbalantu) *ehama* (Oshindonga) and *vele* (Oshikwanyama) – ill

This implies that teachers need special training in all Oshiwambo dialects to address this issue because they will always have classes that have mixed learners from other Oshiwambo language varieties. The training should include the development of word lists that contain words with similar meanings from all Oshiwambo dialects. The researcher has seen a list of less than 100 words that contains words with similar meanings in Oshiwambo. Since there are many teachers who are not Oshindonga-speaking but are teaching Oshindonga they can benefit from that word lists because they will not penalise learners when they use some Oshiwambo words from their own dialects. For example, for 'spinach' an Oshimbalantu learner would use the word *ombivi* while the Oshindonga learner would use *omboga*. If a teacher does not know that Omboga in Oshimbalantu is Ombivi the learner will be marked wrong.

5.3   Language Preference

In general the results indicate that the majority of African language speakers have a strong preference for English as LoLT. There are a small percentage of respondents that prefer a combination of home language and English LoLT. It is surprising that none of the respondents indicate that home language can also be the LoLT. One of the findings of this study is the attitude of speakers towards the use of their own languages as LoLTs. Those respondents who are in favour of English feel that English should start earlier in Grade 1 as LoLT. They feel that the earlier the children start with English, the better for them when they come to the upper primary level. Parents believe that if children start earlier with English they will be able to read and write well. None of the parents indicates that children would have a better chance of improving their English in higher grades if they study their home languages earlier.

Furthermore, respondents believe that they should go for English because it is an international and official language and that most importantly it enables one to find jobs locally and abroad. The general feeling is that studying English provides one with opportunities in almost all areas of life. There is a minority of respondents from the side of parents who feel that children need to learn their own languages at school in order to learn their culture and tradition. It is an obvious fact that if learners were studying their mother tongues as LoLTs, they would be better acquainted with them and will therefore understand instructions so much better. Surprisingly, no parents indicated that children whose home language is not Oshindonga or Oshikwanyama are experiencing difficulties or being disadvantaged. It was only the teachers that revealed this. This might be attributable to the low level of education that parents have received, as sometimes they cannot follow what is happening at school because they themselves cannot read.

Respondents that prefer a combination of home language and English state that it is important for learners to master their own language and develop concepts in it from an early age as well as the reading and writing skills before they transfer the acquired knowledge and skills to English. These findings are also supported by a number of studies on the LiEP in Namibia which also established that speakers of African languages generally prefer English as the LoLT and have a lower regard for bilingual or vernacular

education (Maho 1998; Pütz 1991; Cluver 2000). Similar findings are reported by Holmarsdottir (2000) who confirms that there is a lack of interest in mother tongue. The results of this study, therefore, serve to confirm that learners, teachers and parents in the circuit investigated believe that they can only achieve academic and economic success through the use of English rather than Oshiwambo or any other Namibian African language.

These findings tend to replicate the results of studies by Wolfaardt (2001) and Legère (2000), who contend that the majority of the respondents preferred to be taught in English and similar reasons as above are given. These factors, together with the support given to English by the black elite and the negative perception of mother-tongue education because of its past history, when the LiEP was used for divide and rule principle by the South African Apartheid Regime in Namibia, are the main cause of the negative attitudes of mother-tongue education in Namibia.

The negative attitudes towards Oshiwambo as an African language were influenced by a number of factors. One of the factors that promotes foreign languages in Africa such as English, French and Portuguese is Elite Closure. According to Myers-Scotton (1993:149), elite closure is a type of social mobilization strategy by which persons in power establish or maintain their powers and privileges via linguistic choices.

In the context of this study Oshiwambo can be regarded a minority language or language of lesser diffusion compared to English. Cluver (2000:77) attempts to explain and show that the negative image of minority languages is generated by external forces, as stated above, but that these forces may be complemented by corresponding internal forces for instance language attitudes. According to Cluver (2000:77), language attitudes are long-term phenomena and tend to become specific over generations. The three levels that were identified by Cluver (2000) may clarify this issue. The first level which he refers to as the external level touches on the possible effects of political decisions. Politicians may decide to emulate or borrow policy ideas from other nations that they have close ties with and they can also go into international agreements or obligation in order to implement language policy. For instance, an agreement with the World Bank, donors and countries from which they borrow the language that they decide to use. In the case of Namibia the government

has to have some agreement with the UK government in order to get assistance through their donors prior to the implementation of the LiEP because politicians decided to use English as the only official language. The UK government seizes that golden opportunity to provide educational materials at a cost. It is likely that Britain would maintain this relationship for good as long as English is used as an official language and the political situation is favourable. Politics plays a significant role in any Language-in-Education Policy.

The way in which the Namibian LiEP has been designed could also create language attitudes. For instance, if the LiEP states that home language can only be taken as LoLT from Grade 1-3, it may convey an impression to children that home language is lower for lower Grades. Consequently, this gives a bad image of the languages that build on the negative attitudes that they have. This is due to benefits attached to the knowledge of English and the fact that it is the only official language in Namibia. Both learners and parents believe that in order to get a good job one should have the knowledge of English. The scenario could be true of Namibia because almost all job interviews are conducted in English even if candidates are not fluent in English.

The reasons provided for the preference of English as LoLT could not be justified as a way of enabling learners to acquire cognitive skills as this is supposed to be done through the use of the mother tongue which learners know best. Trying to learn English as a LoLT from the beginning and ignoring the mother tongue could prove difficult as it can possibly slow down the learning process of learners. In the class learners and teachers claim to use English as LoLTs during lessons. However, the researcher observed that some teachers and learners are communicating in Oshiwambo during lessons.

There are serious implications of the negative attitudes for the implementation of LiEP at Upper primary schools. It is difficult for learners to perform well in a language that they do not value much especially if they are not supported by parents and teachers. The lack of interest in home languages at school implies also that community could downgrades the Namibian languages. The status of teachers who teach these languages is much lower and this discourages teachers to perform and implement the LiEP fully in classes. Furthermore learners would not be fully literate in their languages in terms of reading and writing

because of negative attitudes towards their own languages. Because of negative attitudes towards African languages at school some rules that are discriminating these languages were introduced at schools. For instance learners are not allowed to communicate in mother tongue on school premises which is not in line with LiEP.

5.4   Language Practice

The majority of learners claim to communicate in English at school and with friends. The findings reveal that the majority of learners use their home languages quite often with teachers and friends. They claim to take note in English and send SMS to their friends in English. Teachers of other subjects indicate that they communicate in English with learners and other teachers while Oshiwambo teachers indicate that they mostly communicate in Oshiwambo with other teachers because they understand Oshiwambo. On the other hand all school principal reveal that they mostly communicate in both English and Oshiwambo because some teachers and children do not have high proficiency in English. Observation at school indicate that teachers of other subjects try their best to teach in English at all times, however there are times when they feel they need to code-switch to Oshiwambo for learners to understand. Code-switching is a common practice in the most classrooms in Oshakati Circuit.

The researcher observed further that learners often communicate with other learners in Oshiwambo in class and outside class contrary to what they claim in questionnaires. Concerning the school principals the observation confirm that the indeed use both English and home language in different circumstances at school. Furthermore observation shows that the majority of learners communicate only in their home language with their parents.

In addition the researcher has observed a fascinating code-switch between teachers and learners as well as amongst learners themselves. This is done between English and Oshiwambo. In general code-switching between English and Oshiwambo is very common and helpful to a large extent. In schools where learners have low poor proficiency of English such as the majority of schools in Oshakati Circuit the practice can be helpful during lessons. However, it might affect the performance of learners who get used to it when they write tests and examinations because teachers will not be able to translate

during these sessions from MT to LoLT. Certainly many learners who were used to code-switching will find it difficult and get frustrated during examinations which will lead to failure. If the practice becomes a norm than perhaps question papers can also be translated to remove the language barriers and test the comprehension of the subject matter.

Although it is desirable that learners should communicate in English at school and not rely on code-switch, observation in this study shows that learners communicate with friends outside class in Oshiwambo. This shows that English is foreign to learners and teaches alike and it is absurd to expect them to maintain conversation in English in their free time. However this demonstrates the difficulties that school experience in implementing the LiEP. According to the findings about language practice it is obvious that the LiEP cannot be fully and successfully implemented in all schools in Namibia because the LiEP does not make provision for home languages to be used as LoLTs. The major obstacle to implement the LiEP is that the school environment does not make it possible for learners and teachers to communicate in English because they shared a common language Oshiwambo. Ideally the situation was supposed to be that Oshiwambo which people know best could be the LoLT while English should just be taken as a subject of study. This would help to internalize knowledge and improve learners' performance.

5.5 Language Proficiency

The findings in this study indicate that learners and teachers in different schools have different proficiency levels in English and Oshiwambo. Through questionnaires and interviews both teachers and learners indicated that they do not have problems with English, however from the conversations that the researcher had with teachers and principals one can get information that there are some problems relating to grammar and pronunciations.

The majority of learners have good command of Oshiwambo in communication, however they demonstrated some problems concerning orthography especially with regard to word divisions. This can be interpreted from Cummins typology of conversational and academic proficiency, meaning that because learners do have difficulties in learning because of English which they do not know well.

There is a slight difference between learners that are in schools within Oshakati Town and those that are outside Oshakati concerning proficiency in English. Learners in urban schools are most likely to be exposed to English because in town there are people from different language backgrounds and there are various reading materials as opposed to those in rural areas. Practising speaking English and reading materials increases the proficiency of learners. On the other hand the lack of reading proficiency and writing skills could negatively affect the cognitive and affective educational development. Cummins (1979) warns that proficiency in LoLT (English) is imperative, but does not guarantee success in the sense that learners who are proficient in spoken English often perform poorly because they do not obey key conventions of academic discourse.

5.6 Transition from L1 to L2 as LoLT

The transition phase can be defined as point in time when children have to shift from mother tongue as LoLT to English. The Namibian LiEP makes provision for primary schools make this shift in Grade 4 (MEC, 1993). The LiEP further states that "English [shall be] the main medium of instruction in grades 4-7"along with the medium of instruction for the secondary cycle and higher education (MEC, 1993:5)

The idea of using mother tongue in the foundation year has been in practice in Namibia during the colonial era whereas Afrikaans or English was mother tongue. However, the old LiEP in Namibia was conceived as racial and discriminatory in nature, prompting the new Namibian Government to introduce the New LiEP which was considered as fostering an environment in which African languages are respected and encouraged up to grade 3. The transition from Grade 3 to 4 was not well received in some quarters because of the fact that learners are abruptly shifting from home language as LoLT to English as LoLT. This transitional period implies that Namibian LiEP is a subtractive bilingualism which does not support the development of home languages up to a higher level of study in schools. This is not in line with Cummins theory of language learning which infers that a child takes 5-7 years to achieve the CALP level. In Namibia's context it implies that children are forced to transit before they develop necessary cognitive skills. Namibia supposed to adopt an additive bilingualism that does not develop another language at the expense of another language. The LiEP should be formulated to maintain mother tongue (or home language)

while providing access to and the effective acquisition of English. According to Garcia (2009: 121) additive bilingualism is seen as enrichment and not as a problem. In the additive-bilingualism approach the learner gains competence in the second language while maintaining the first language. Lambert 1970:117) maintains that this has positive social and cognitive benefits. Meaning that one continues to communicate effectively in society in mother tongue and also acquire skills in L1 that can be used to learn L2.

Early exit is detrimental because it does not give children an opportunity to bridge the gap between the home and the school to assist children to overcome initial social adjustment problems in school. In addition it does not give learners the needed exposure in the L1 to make them balanced bilinguals so that they can develop cognitively and academically and transfer the language skills acquired in the L1 to L2 (Skutnabb-Kangas, 1977; Cummins, 1976).Cummins'theory supports the prolongitivity of L1 use in schools in order to enhance learning of the L2. Snow and Hoefnagel-Hohle (1978) concurs with Cummins (1979) that the older the age of the learner, the better they learn the second language because they have achieved a high level of cognitive maturity in the L1. There is a need for Namibia to pursue a late-exit (gradual exit) transitional bilingualism model in order to produce balanced bilingual learners. The use of Oshiwambo as LoLT in the early-exit transitional model is too short-term for children to understand the complex workings of their L1 for them to transfer it effectively and efficiently to the L2.

If the transitional period can be extended it might be helpful to a child's social and cognitive development. Proponents of an additive bilingualism approach argue that speakers of African languages should be allowed the use of their mother tongues as LoLTS until they have reached the cognitive academic language proficiency (CALP) level (Cummins 1979), while learning English as a second language, then there should be an effective transition to English as LoLT. Cummins (1979) maintains that it takes 5-7 years for learners to develop CALP skills in a language (L1 or L2). This implies that learners have to be taught well in both Oshiwambo (L1) and English (L2) in order to achieve CALP otherwise they will become semi-lingual which is not desirable.

Despite Cummin's theory that supports the extension of the transition period the majority of parents and teachers in this study call for English to start as early as grade 1. This

implies that from Grade 4 learners start to use English as LoLT with L1 being taught as a subject. It is a kind of subtractive bilingualism.

These skills are supposed to be transferred to L2 in not less than 3 years. However, apart from learning the languages for the number of years proposed it is still important that learners should be given quality education by highly competent teachers with adequate education materials if CALP is to be achieved. Observations made at schools show that teachers are not highly trained and that there is a severe paucity of educational materials to stimulate teaching and learning.

The call for revision was made as early as 1998 by scholars such a Harlech Jones who argues that the time is ripe for revision as the current situation "frustrates the attainment of educational aims" He continues by saying "… the focus should in future be on drafting a language policy in education that assists students to learn better." (Harlech-Jones 1998:15). According to the current educational theories learners should transit once they are fully prepared in both the L1 and L2.

5.7   Resources

The use of bilingual education offers enormous benefits for the African countries such as Namibia from an economical and educational point of view, but there are definitely cost implications involved. Offering African Language in schools is cost-effective and beneficial for social development. The implementation of LiEP in Namibia which is bilingual in nature requires sufficient and relevant materials to make it a success. Suitable qualified teachers have to be appointed and there is a need for an ongoing professional development of teachers so that teachers own knowledge of the correct orthographies of African languages is strengthened.

The issue of teacher-training as noted by Holmasdittir (2000) is still problematic as it affects the successful implementation of the language policy. This study revealed that there is still a number of untrained teachers in schools in Oshiwambo. Teacher training in the mother tongue is still insufficient and most of the teachers who teach in the language only have a secondary education in that language. This implies that many of these teachers who

offer these languages are not themselves fully literate in the language. In fact they perhaps speak it well but they do not necessarily read or write it well or correctly. If teachers were never taught to read and write properly in their mother tongue and the orthography they use is incorrect they will transfer this to the learners which lead to resentment towards the language. This implies that the MoE should provide suitable instructional materials of a high quality to all schools.

Furthermore this study revealed that there is a serious shortage of textbooks, teaching aids and support material for mother tongues in all schools under investigation. The availability of reading, teaching and learning materials in African languages is essential not only for the conservation of the African heritage of literature but also for the development of children's literacy in their respective languages which impacts directly on the quality of teaching in a bilingual education system. Unfortunately for the majority of children in Oshakati Circuit there is rarely a literate environment outside school to support classroom interaction because of socio-economic factors. Consequently learners' performance in reading and especially in writing skills in Oshiwambo is negatively affected.

According to interviews that were conducted with parents concerning the lack of textbooks, the majority of them revealed that they cannot afford to buy textbooks for their children. The MoE is responsible for the provision of textbooks and materials and it appears as if there are no sufficient funds available to cater for this need. School principals revealed also that the school development fund to which parents make contribution can only afford to buy very limited textbooks. The researcher's classroom observation has shown 3 to 4 learners sharing a textbook, while in some classrooms it was only the teacher who had one textbook reading for the whole class.

There is an urgent need to address the disparities among different areas and schools within the same area especially in the supply of core materials like grammar books and readers. For the Children to develop their literacy they have to be exposed to a lot of very rich and varied encounters with books. This study is revealing to a large extent that the implementation of LiEP was done without sufficient resources both human and materials which make it difficult to achieve all the objectives and aims of the policy. Furthermore Makoni (1993: 18) rightly points out that language policy can be implemented if a

government si willing and able to provide the necessary resources and that teachers with the necessary commitment and expertise to explore the implications of the policy on a day-day basis are trained. As for now it appears as if the Namibian Government is only willing but not able to provide the necessary resources because of other competing needs.

5.8   LiEP Awareness and Implementation

The implementation of a language policy needs careful communication to parents and teachers. It is essential that all stakeholders do have a good general knowledge about the policy. It is ideal that such awareness is made prior to policy implementation. Language awareness helps to make people conscious of the nature of language policy and its role in education. The idea of language policy awareness has grown to encompass language across the curriculum and brought about collaborations between teachers of English and African languages.

Furthermore a second type of awareness referred to as critical language awareness (CLA) was developed. Although traditional language awareness approaches may deal to some extent with issues of language and power, particularly with reference to non-standard dialects, they tend more towards description than towards deconstruction of language and power in society and do not challenge the status quo. The research findings indicate that teachers, parents and learners are not very much aware of the LiEP except to say they are allowed to teach and learn Oshiwambo and English at school.

Principals and teachers who were interviewed could not provide documentary proof of being in possession of the LiEP related documents at school nevertheless they are aware that the Ministry of Education does have a language policy. They assumed that the policy has been produced some years back at the Ministry's Head Office. The majority of principal revealed that schools have formulated their own language policy in order to assist learners to practice speaking English. Some schools use their formulated policy to prohibit learners to speak mother tongue inside and outside class except in Oshiwambo lesson.

School principals indicated also that they use to inform parents at meetings about the languages that are used at schools. The majority of parents acknowledged during

interviews that they have been informed about the languages that their children are taught in at school. Due to a lack of understanding of the LiEP there is doubt as whether it has been fully implemented because those who are supposed to implement it are not fully aware of the scope of the policy let alone its goals and objectives. This problem can be addressed through effective communication to be embarked upon by the MoE to create an awareness of LiEP in all educational regions. Currently there are already good platforms or forum that can be used by the Ministry such as school-boards and parents meetings. This can be done through special arranged training workshops.

There is a strong possibility that once all stakeholders are well informed of LiEP' scope, goals and objectives there might be some resistance from parents to implement the policy in its current form. The study has shown sufficient evidence through questionnaires and interviews that the majority of respondents are in favour of English as a LoLT starting from Grade 1. The Ministry of Education has the responsibility to ensure that all stakeholders fully informed about the implications relating to implementing a language policy in education in which mother tongue is offered as LoLT from Grade 1-3 and an alternative where English is offered from Grade 1 as LoLT. Once the stakeholders became aware of the cognitive and pedagogical benefits relating to two modes of language policy they may be able to contribute constructively to the debate concerning LiEP.

From this study it is obvious that the policy has not been successfully implemented because Ministry did not fully inform all stakeholders about LiEP and consequently it does not receive the support it deserved. In addition not all language teachers have received adequate training and that there is a shortage of teaching and learning materials.

5.9   Conclusion

The study has identified various factors that need to be taken into consideration in the implementation of the LiEP. Learners in schools under investigation speak various Oshiwambo dialects that are not standardized and recognized apart from a small number of them whose home language is Oshindonga and Oshikwanyama. These dialects include Oshimbalantu, Oshimbandja, Oshikwambi, Oshikwaluudhi, Oshingandjera and Oshikolonkadhi. Observation shows that non-Oshindonga learners and teachers

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communicate orally in their respective dialects and they only try to use Oshindonga when they write. Code-switching between Oshiwambo dialects is a significant classroom practice. The overall result is that Oshindonga and Oshikwanyama are not home languages of the majority of learners in Oshakati Circuit. Furthermore,the study shows that parents and learners in Oshakati Circuit have strong preference for English because they feel that English offers more opportunities compared with the home language. The majority of teachers, parents and learners developed negative attitudes towards their home language. The findings replicate the studies of other scholars (Maho 1998; Homarsdottir 2000; Pütz 1991; Cluver 2000) who maintain that blacks developed negative attitudes towards their own languages mainly for social, political and economic reasons

In addition, the study reveals that principals, teachers and learners mainly communicate in Oshiwambo in informal situations. English is only used in formal situations such as in classes but yet there is still code-switching in order to accommodate those who are not good in English. In general, the language of communication at home is the mother tongue. The claim that learners communicate in English with friends and other learners could not be confirmed by observation.

Concerning language proficiency in Oshiwambo one could say that the majority of learners have a good command of Oshiwambo because it is their home language. The study noted orthographical problems with both teachers and learners in Oshiwambo. The levels of proficiency in English are still a problem for both parties as teachers and learners make common grammatical errors when they communicate. The school and home environments do not expose learners to English apart from reading English materials and listening to radio and TV.

Furthermore, the study also focuses on transition from L1 to L2 as LoLT with the revelation that principals, teachers and parents feel that the transition comes too late, as they prefer children to start with English as LoLT in Grade one. This view is due to a lack of information about the cognitive advantages that have been cited in Cummins' language learning theory. The LiEP in Namibia leads to a type of subtractive bilingualism. In addition, it follows an early exit model which is criticized by scholars such as Cummins. It is obvious from learners' observation that they have not mastered their mother tongue to a

CALP level in the lower primary phase hence they are still lacking some language skills that they ought to have in the upper primary phase. Thus it is detrimental to a child's cognitive development. In the same vein the study revealed a serious shortage of educational materials in Oshiwambo as well as an insufficient number of highly trained teachers in the same language. The lack of textbooks that the researcher observed is quite worrying as it creates a heavy burden on teachers who have to face this problem daily. It also hampers teachers in giving appropriate homework to learners. The lack of suitable resources has clearly hampered the successful implementation of the LiEP.

The final aspect in this regard is a lack of awareness about the LiEP. The majority of teachers, learners and parents are not well informed about the LiEP which has been in implementation for almost two decades. The study reveals that the MoE does not educate the community or duly inform stakeholders about the language policy. There is no evidence of any awareness campaign to promote the implementation of the language policy. Most of the problems that have been raised in this study could be addressed if a formal systematic evaluation of the implementation of the entire LiEP had been conducted by highly qualified researchers and independent evaluators. This evaluation could be done using Dua's framework.

CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

6.1   Introduction

The aim of the study was to evaluate the implementation of the LiEP in the upper primary phase in selected schools in Oshakati Circuit in Oshana Region. The study began by providing a theoretical background and then discussed the research methodology with specific reference to data collection and analysis. The findings of this research are summarised in the next section.

6.2   Summary of the Findings

The summary of the study is discussed in relation to the following research questions of the study:

(f)   How was the policy implemented in the upper primary phase?

(g)   What were the challenges encountered during the implementation of the LiEP in Oshakati Circuit?

(h)   What is the attitude of learners, parents, teachers and principals towards the policy?

(i)   At what level should learners transit from home language as LoLT to English as LoLT?

(j)   What are the factors affecting the implementation of LiEP in Oshakati Circuit?

(k)   Which factors inhibit the use and promotion of Namibian languages in upper primary schools?

(l)   To what extent are stakeholders informed about the new LiEP and its implementation?

6.2.1   Home languages

The findings revealed that the majority of learners in rural schools are Oshikwambi speakers and Oshikwanyama speakers in urban schools. Most of these learners take Oshindonga at school as home language. In fact they do not speak Oshindonga at home at all. In addition, the minority speak other Oshiwambo dialects, namely Oshigandjera, Oshikwaluudhi, Oshimbalantu, Oshikolonkadhi and Oshimbandja. Learners who are not Oshindonga-speaking do cope with it as LoLT because all Oshiwambo dialects are mutually intelligible. In other words, the situation regarding Oshiwambo dialects in schools can not be equated with the situation regarding English which is a European language which is completely different from the Namibian languages. It is a completely dissimilar situation because if Oshindonga speakers are placed amongst other learners who speak other Oshiwambo dialects they will start to communicate freely as opposed to the situation where learners who have never come across English are palced with an English-speaking teacher who does not speak Oshiwambo. There will be no communication at all. The difficulties that learners experience concerning the various dialects that they speak at home which may have different vocabulary for certain words in Oshindonga is that learners could be penalised when they use certain words from their own dialects because teachers may not know the meaning of those words. The other thing is that many teachers who teach Oshindonga especially in Oshakati Circuit are not Oshindonga speaking so they teach Oshindonga through their own dialects. The only thing that they try hard is to write in Oshindonga but Observation has shown that when it comes to speaking both teachers and learners who are not Oshindonga speaking they communicate orally in their own dialects. Because of this they may end up writing most of the words in their own dialects. This makes it difficulties to fully implement the language policy by both teachers and learners in the sense that they approved standard orthography and textbooks that they use are written in Oshindonga which most of them come across it at school or in written literature.

6.2.2   Language preference

The findings reveal that the majority of learners, teachers and principals are in favour of English to be used as a LoLT preferably from Grade 1. This is due to misconception that

the earlier the learners start with English the better when they come to the upper primary phase. However, the majority of parents reveal that they want their children to learn both Oshiwambo and English although they do not indicate as to which one should be the LoLT. Since learners, teachers and principals have strong preference for English they do develop negative attitudes towards African languages. English is likely to be promoted at schools at the expense of African languages. This implies that required resources would not be allocated for the development and popuralization of African languages. Despite this tendency it remains a challenge for many parents to be able to assist their children to do homework in English because they do not understand it. Besides language attitudes that are regarded as hampering the implementation of the LiEP in Namibia, the government official who was interviewed reveal also that labour migration also hinders the implementation of the LiEP because parents are moving to areas where their mother tongues are not offered. The government official indicated also that the hegemony of English over African languages compels teachers and parents to over emphasize the importance of English. Furthermore some school introduced school rules that discourage learners to speak mother tongue on school premises except in Oshiwambo lesson. This does not only infringe the rights of learners to freedom of expression but it is also one of the factors that inhibits the development and promotion of African languages at school.

6.2.3 Language proficiency

The majority of learners indicated that they can write and read Oshiwambo very well, but they certainly do have problems with English judging from class observation. In addition the findings reveal also that the majority of teachers experience problems when they write and speak English because many of them were training in Afrikaans. The English of teachers in urban schools is much better than their rural counterparts. Furthermore the majority of principals reveal that English is not easy for both teachers and learners and as a result there is higher degree of code-switching from English into Oshiwambo at schools. The low proficiency in English is one of the major obstacles in the implementation of LiEP in Oshana Circuit because if teachers who are the implementers of the policy in the classroom do have problems with English one does not expect good results in terms of learners mastering the LoLT at those schools.

6.2.4 Transition from mother tongue to English

According to the findings all teachers indicate that the transition period is problematic and they suggest that English should start from Grade 1 as LoLT in order for learners to be able to master English by the time they come to the upper primary phase. None of the teachers has shown consideration or knowledge for the cognitive advantages that learners can derive from learning mother tongue during the foundation year in acquiring necessary language skills in the second language. The same view was shared by the majority of school principals who also feel that should learners start with English in Grade 1 as LoLT there will be no code-switch at school. However observation has shown that even at school that parents demanded to be English medium, learners were still code-switch. The main reason why code-switch takes place in schools in Oshakati Circuit is because English is not a lingua franca, people communicate in Oshiwambo and this will be going on for many years to come.

6.2.5 Shortage of well qualified teachers and educational materials in African languages

The findings reveal that there is no serious shortage with regard to qualified teachers in African languages, but when it comes to educational materials, African languages are more affected than English. The serious shortage of textbooks has been indicated by both learners and teachers. Observation has shown that at many schools learners are sharing textbooks because there are not enough. At some schools only the teacher had a textbook which s/he reads to the entire class while learners are taking notes and listening. This lack of text books means that teachers do not give learners homework to. The findings further reveal that because of the shortage of textbooks some parents are compelled to buy their children textbooks. However, the government officially indicates that the MoE supports African languages and because of this support these languages are now offered from Grade 1 to 12 as school subjects. The lack of educational materials and qualified teachers in African language suggest that the LiEP in Namibia was not successfully implemented as there is a mismatch between policy and practice. Things that the policy says should be at schools are not available.

6.2.6   The LiEP awareness

The findings reveal that the majority and teachers, learners and parents are not aware of the LiEP and its interpretation. This was also confirmed by the government official who pointed out that there is a need to sensitize people about the LiEP in order for people to change their language attitudes. Observation has shown that the majority of stakeholders are not informed about the new LiEP and its implementation. This includes parents as they indicate that they were only informed about the languages that their children have to learn at school, but nothing more about the LiEP. The lack of LiEP materials at schools as acknowledged by schools principals is also one of the contributing factors why stakeholders are not aware of the LiEP. Since teachers are not well informed of the new LiEP, the majority of them are engaged in practices that are not in line with the policy. In addition, stakeholders are not able to make input to the new LiEP or assist meaningfully in its implementation in schools.

6.3   Recommendations

The findings of this study clearly show the need for the systematic implementation of the LiEP in Namibia. Accordingly, an attempt is made in this section to provide possible solutions to some of the problems identified in this study.

1)   In view of the findings of this study and the theoretical frameworks that have been discussed the current LiEP in Namibia should be changed. Some of the National languages should be given the status of an official language. If government opts to upgrade the status of all national languages to official languages, there will be many new job opportunities in terms developing new materials, recruiting new teachers and providing information to the public, as all legal documents need to be translated so that all people will be well informed about laws that govern their own countries. This will also improve health-related information because many people will be able to read information on their own about prevention of diseases. If the status of national languages is upgraded, then it will be easy for the country to opt for additive bilingualism in order to

promote, develop and empower indigenous languages and produce fully bilingual citizens.

2)   The language attitudes that were developed by learners, teachers and parents towards their own languages because of the dominance of English need to be addressed. There should be forums to explain the cognitive advantages that learners who master their mother tongues in the foundation year will have over those who did not. They need to become aware of the fact that English need not be acquiored at the expense of the mother tongue and that additive bilingualism is advantageous to them. Schools should also organize career guidance in collaboration with tertiary institutions and private companies make learners aware of the opportunities that there are in the job markets for those who have qualifications in African languages, for example translators, interpreters, copywriters, newsreaders, journalists, lecturers etc.

3)   In addition, the issue dialects should be treated with care. Learners whose mother tongues are not Oshindonga or Oshikwanyama should not be punished for writing in their own dialects but teachers should rather be trained on how to accommodate other dialects. Furthermore, the government should assist in standardizing all other dialects..

4)   A new in-service training course should be introduced aimed at training new and unqualified teachers in African languages on how to use the standard orthography. Particular emphasis should be placed on parts of speech which would help teachers to divide the words correctly. This training should be supported with study guides that will serve as reference. All materials relating to this training should also be posted on the MoE website for easy access. If this could be done, it would assist in solving the problems that this study has revealed with regard to teachers' difficulties in writing Oshiwambo.

5)   This study reveals that the transitional period when learners shift from mother tongues to English is very abrupt and needs to be changed. It is recommended

that learners should learn their mother tongue from Grade 1 to Grade 7 as LoLT in order for them to master their mother tongues.

6)   All schools should be assisted to formulate their own language policy which is based on the LiEP and the new broad curriculum and school inspectors and principals should monitor and facilitate the implementation of LiEP. The LiEP document should be part and parcel of every teacher's administrative file.

7)   Schools and the community lack information about LiEP. The MoF should conduct a survey to get information about what aspect of the policy is not known to people and what type of information dissemination methods would be appropriate in order for stakeholders to make their input and get further information.

8)   A study should be conducted that covers all 13 educational regions in Namibia to assess the shortage of textbooks and other educational materials. This will show the disparity between different schools in different areas. The study should also investigate whether it would be cheaper to establish a government printing company that prints all required textbooks as opposed to buying from individual publishers.

6.4   Study limitations and further research

The aim of the study was to evaluate the implementation of LiEP in schools. However two important research issues which could not be incorporated into the study where noted.

The main limitation was that it was essential to cover as many schools as possible in the region in order to generalize the findings, however this was not possible because of limited funding and the fact that the study was carried out by one person.

The study could also not investigate how learners who are non-Oshindonga or Oshikwanyama are coping in class with Oshindonga as LoLT and how teachers could assist those learners whose home language is not Oshindonga or Oshikwanyama.

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APPENDIX A

PERMISSION TO CONDUCT RESEARCH

REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION

EDUCATIONAL PROGRAMMES IMPLEMENTATION

Tel:	264 61 2933200	Private Bag 13186
Fax:	264 61 2933922	Windhoek
E-mail:	mshimho@mec.gov.na	NAMIBIA
Enquiries:	MN Shimhopileni	5 April 2006

File: 12/2/4/2

Mr. J K Ausiku
NIED
P/Bag 2034
OKAHANDJA

RE: **PERMISSION TO CONDUCT RESEARCH IN SOME SCHOOLS
         IN OSHAKATI CIRCUIT IN** *OSHANA* **REGION**

Your dated letter April 4, 2006 , on the subject above, has refers.
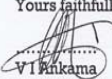
The Ministry welcomes and appreciates your intention to conduct a research in evaluating the impact of the language policy on the African Languages in education, with specific references to Oshikwanyama/Oshindonga at some schools in Oshakati Circuit.

The research findings may help to inform the language policy makers and all those who may involve in the planning and development of not only African Languages but also other Indigenous Languages taught in our schools.

Therefore, permission is hereby granted, in the belief that the research activity will not disrupt the normal school programmes.

It is advisable to identify the schools, in terms of your targeted grades, you intend to visit and have them informed, through the Regional Office, well in advance for them to be able to make possibly necessary arrangements.

We wish you success in your study endeavors.

Yours faithfully

V I Ankama
PERMANENT SECRETARY
cc: Regional Director: Oshana Region

Office of the
Permanent Secretary
0 6 APR 2006

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APPENDIX B

OBSERVATION/INTERVIEW CONSENT FORM

I agree to participate in the interview/observation (or the study) upon the following conditions, and shall freely withdraw from the interview/observation (or the study) should I feel that the conditions are not being met:

1. The researcher has explained to me in comprehensive terms the nature and purpose of the study.

2. The study is voluntary and I have the right to withdraw without risking any penalty or loss.

3. That I shall remain anonymous in the study and that the raw data from observations and interviews, or any other interactions during the study will remain confidential. The data will not be used to disadvantage me, and that no other persons other than me and the researcher will have access to the raw data.

_____   _____   _____

Study Participant/Respondent   Date   Place

APPENDIX C

QUESTIONNAIRE FOR LEARNERS

Tuma Ko: Return to:

Mr JK Ausiku

National Institute for Educational Development

P/Bag 2034

Okahandja

E-mail:kausiku@nied.edu.na

Cell: 0812602270

Udhitha omayamukulo goye muukololo/pomusinda e to gandja okaleha:

fill in the space provided and tick in the appropriate box:

SECTION A
LEARNER'S PROFILE

1. Edhina lyosikola Name of the:

school _____

2. Ondondo: Grade:

Ondondo	Ondondo	Ondondo	Ondondo	Ondondo
Grade 5	Grade 6	Grade 7	Grade 11	Grade 12

3. Oomvula: Age:

13-15	
16-18	
19+	

4. Uukashike-ko-okantu: Gender:

Omumati/Male		**Omukhadhona**/Female	

5. Elaka lyoye/Home Language:

Afrikaans		Oshikwaluudhi	
English		Oshimbandja	
Khoekhoegowab		Oshikwambi	
Oshikwanyama		Oshingandjera	
Oshindonga		Otjiherero	
Oshimbalantu		Rukwangali	
Oshikolonkadhi		Galwe/Other	

6. Omukunda gweni noshitopolwa: Home area:

_____

SECTION B

LANGUAGE PREFERENCES

1.**Elaka linipo wa hala li longithwe mosikola?** What language would you like to be used in your school?	(a) Oshiwambo	
	(b) Oshiingilisa/English	
	(c) Galwe/Other	

2.**Elaka linipo to dhiladhila olyo ewanawa okulongwa?** What do you think is the best language to be taught in?	(a) Oshiwambo	
	(b) Oshiingilisa/English	
	(c) Galwe/Other	

3.**Omelaka linipo wa hala omo mu lyolwe uumbo woye?** What language would you prefer your textbooks to be written in?	(a) Oshiwambo	
	(b) Oshiingilisa/English	
	(c) Galwe/Other	

4. **Owa hala okulongwa melaka linipo?** In which language (s) do you prefer to be taught in?	(a) Oshiwambo	
	(b) Oshiingilisa/English	
	(c) Galwe/Other	

5. **Aakuluntu yoye oya hala wu longwe melaka linipo?** In what language do your parents prefer you to be taught in?	(a) Oshiwambo	
	(b) English	
	(c) Agehe/Both	

7. **Oshiingilisa owa hala oku shi ilonga okutameka mondondo yinipo?** From which grade do you want to start learning English?	(a) **Ondondo 1**/Grade 1	
	(b) **Ondondo 2**/Grade 2	
	(c) **Ondondo 3**/Grade 3	
	(d) **Ondondo 4**/Grade 4	

SECTION C

LANGAUGE USE AT HOME AND IN YOUR COMMUNITY

1. Aakuluntu yoye oho popi nayo melaka linipo?

What language do you speak to your parents?

	Aluhe Always	**Omathimbo gamwe** Sometimes	**Kashona** A little	**Nando nando** Never
English				
Oshiwambo				
Galwe/Other				

2**. Omelaka linipo ho popi naamwanyoko?**

What language (s) do you speak to your brothers/sisters?

	Aluhe Always	**Omathimbo gamwe** Sometimes	**Kashona** A little	**Nando nando** Never
English				
Oshiwambo				
Galwe/Other				

3. Ookuume koye oho popi nayo melaka linipo?

What language (s) do you speak to your friends?

	Aluhe Always	**Omathimbo gamwe** Sometimes	**Kashona** A little	**Nando nando** Never
English				
Oshiwambo				
Galwe/Other				

4. Omelaka linipo ho pulakene oradio?

What language (s) do you listen to in the radio?

	Aluhe Always	**Omathimbo gamwe** Sometimes	**Kashona** A little	**Nando nando** Never
English				
Oshiwambo				
Galwe/Other				

5. Omelaka linipo hopulakene oopragrame dho Tiivii?

What language (s) programme do you watch on TV?

	Aluhe Always	**Omathimbo gamwe** Sometimes	**Kashona** A little	**Nando nando** Never
English				
Oshiwambo				
Galwe/Other				

6. Aakuluntu yoye oho popi nayo melaka linipo?

What do you speak to your parents?

	Aluhe Always	**Omathimbo gamwe** Sometimes	**Kashona** A little	**Nando nando** Never
English				
Oshiwambo				
Galwe/Other				

LANGUAGE USE AT SCHOOL

1. **Elaka olinipo ho ilongo noho longwa?**

What is your language of learning and teaching? (LOLT)?

Afrikaans	English	Oshiwambo	English & Oshiwambo

Galwe ga tumula/Other (specify)

2. **Oshiwambo ou shi uvite ko ngiini sho to ilongo naasho to longwa?**

How well do you understand Oshiwambo as the language of learning and teaching?

	nawa unene Very well	**nawa** Well	**hwepo** Not well	**kandi uvite ko sha** Not at all
Oshiwambo				

3. How well do you speak Oshiwambo?

	nawa unene Very well	**nawa** Well	**hwepo** Not well	**kandi uvite ko sha** Not at all
Oshiwambo				

4. **Oshiwambo oho shi lesha ngiini?**

How well do you understand Oshiwambo as the language of learning and teaching?

	nawa unene Very well	**nawa** Well	**hwepo** Not well	**kandi uvite ko sha** Not at all
Oshiwambo				

5. **Oshiwambo oho shi nyola ngiini?**

How well do you read Oshiwambo?

	nawa unene Very well	**nawa** Well	**hwepo** Not well	**kandi uvite ko sha** Not at all
Oshiwambo				

6. **Elaka linipo ho longitha minima tayi landula?**

What language (s) do you use in the following situations?

Omalaka Languages	**To popi naanegumbo lyeni** Talking to your family	**To popi nomulongi gwoye** Talking to your teacher	**To popi nakuume koye** Talking to your friend	**To nyola oonota** Writing notes	**To nyola uukonakono** Writing tests
Afrikaans					
English					
Khoekhoegowab					
Oshindonga					
Oshikwanyama					
Otjiherero					
Setswana					
Silozi					
Rumanyo					
Rukwangali					
Thimbukushu					

7. Ou na uupyakadhi washa ngele Oshiwambo osho tali longithwa mokwiilonga nomokulongwa?

Do you have any problem concerning English as a language of learning and teaching?

(a) eeno	**(b) aawe**
Yes	No

Ngele sho, u nyola mpaka/ If yes state

8. **Owa hala okulongwa melaka linipo?**

Which language do you want to be taught in?

9. **Omolwashike?** Why?

Opo ndi simanekwe kaantu	**Opo ndi mone iilonga**	**Opo ndi mone shoka nda hala**	**Kandi shi**
Be respected by people	Get a job	Getting things you want	Not sure

10. **Omatompelo galwe**/Other reasons:

11. **Opamuthika gunipo wa hala okwiilonga omalaka taga landula?**

At what level do you study the following languages?

Languages	First language	Second language	Third language
Afrikaans			
English			
Oshiwambo			
Otjiherero			
Rukwangali			

12. **Opu na ishewe omalaka galwe ho gi ilongo posikola?**

Are there any other languages that you do in your school?

Eeno/Yes		Aawe/No	

Ngele osho, ga tumbula nomithika If yes, state them and the levels of study:

13. **Posikola yeni opu na omulandu gwelaka?**

   Do you have a language policy in your school?

Eeno/Yes		**Aawe**/No	

14. **Oho dhiladhila melaka linipo?**

   What language do you think in?

(a) English	
(b) Oshiwambo	
(c) Galwe/Other	

15. Elaka linipo ho popi nenge ho tumine ookuume koye o SMS?

   What language do you use when talking or send SMS to your friend?

(a) English	
(b) Oshiwambo	
(c) Galwe/Other	

16. **Elaka linipo ho longitha uuna to nyolele ookuume koye oombapila?**

   What language do you use when writing letters to your friends?

(a) English	
(b) Oshiwambo	
(c) Galwe/Other	

17. **Elaka linipo ho longitha uuna to nyola oonote?**

What language do you use when writing notes in class?

(a) English	
(b) Oshiwambo	
(c) Galwe/Other	

18. **Aalongi oho popi nayo melaka linipo?**

* What language (s) do you use when you communicate in class to teachers?

(a) English	
(b) Oshiwambo	
(c) Galwe/Other	

SECTION D: LANGUAGE POLICY

1. Owa manguluka okupopya Oshiwambo posikola?

Do you feel free to speak Oshiwambo in your school?

(a) **Eeno**/Yes	
(b) **Aawe**/No	

2. Owa pikikwa okupopya naalongi mOshiwambo mongundu?

Are you allowed to speak to teachers in Oshiwambo in class?

(a) **Eeno**/Yes	
(b) **Aawe**/No	

3. Owa peewele egrrlo showa popi mOshiwambo?

Have you ever been punished for speaking Oshiwambo in school?

(a) **Eeno**/Yes	
(b) **Aawe**/No	

4. Aalonig ohaye ku tsu omukumo opo mu popye Oshiingilisa unene shi vule Oshiwambo posikola nokegumbo?

Do teachers encourage you to speak English than Oshiwambo in school and at home?

(a) **Eeno**/Yes	
(b) **Aawe**/No	

5. **Ou na omambo gOshiwambo ga gwana?** Do you have enough textbooks in Oshiwambo?	(a) Eeno/Yes	
	(b) Aawe/No	

6. **Aakuluntu yoye ohaye ku landele uumbo wokulesha wOshiwambo nenge wOshiingilisa?** Do your parents buy reading books in Oshiwambo/English?	(a) Eeno/Yes	
	(b) Aawe/No	

7. Ou nap o uuyelele washa wa hala okutupa kombinga yelongitho lyomalaka posikola yeni?

Give any information you wish to share with regard to language practice in your school?

Tangi unene

Thank you very much

APPENDIX D

INTERVIEW SCHEDULE FOR TEACHERS

SECTION A:

1. Name of school_____

2. Type of school_____

3. Medium of instruction:_____

4. Enrolment:_____

5. Name of principal (optional)_____

6. Gender:_____

7. Home language:_____

8. Home area:_____

9. Highest qualification:_____

10. Highest professional qualification:_____

SECTION B: LANGUAGE PREFERENCES

11.   In which language (s) do you prefer to teach in?

12.   What language (s) do learners want to be taught in?

13.   In which language (s) do parents prefer their children to be taught in?

14.   In which language do you communicate with your fellow teachers in staff?

15.   What language(s) do you use when communicating to learners?

16.   To what extent English is used in grade 5-7?

SECTION C: LANGUAGE PRACTICES

17.   What language (s) do you use when communicating to other teachers in meetings?

18.   How do you describe the reading and writing skills of your learners?

19.   Do you have difficulties in teaching through English?

20.   Do you have difficulties in teaching through Oshiwambo?

21.   How do you teach global terms such globalizations, computers, internet, global warming etc in Oshiwambo?

22.   How do you teach word divisions in Oshiwambo?

23.   Do you translate from English into Oshiwambo when teaching subjects other than Oshiwambo?

24.   In what language (s) do you communicate with your learners when you are not in the classroom?

25.   Do learners have difficulties in switching from English to Oshiwambo in Grade 4?

SECTION D: LANGUAGE POLICY

26.   How would you describe the position of Oshiwambo at your school?

27.   How would you rate the support from the Ministry of Education with regard to the learning and teaching of Oshiwambo?

28.   Do you have a language policy at your school?

29.   In which language (s) is the policy written?

_____

30.   What language (s) is/are used in communication with parents and learners at your school? Why?

31.   Do you see any advantage of using Oshiwambo as a language of learning and teaching in your school?

32.   Are there enough teachers/well trained teachers for Oshiwambo?

33.   Does your school have enough Oshiwambo textbooks for learners?

34.   Do you have any other information you would like to share with us about language situation in your school?

Thank you so much

APPENDIX E

INTERVIEW GUIDE FOR PRINCIPAL

4.5.1   Which language do you think Learners prefer

4.5.2   Which language do you think parents prefer their children to learn.

4.6.3   What are your view on use of Oshiwambo at schools as a language of learning and teaching (LoLT).

4.6.4   Language used at schools with teachers and learners

4.6.5   Switch from English to Oshiwambo in class

4.6.6   Difficulties in teaching through Oshiwambo

4.6.7   Transition period from mother tongue to English

4.6.8   The position of Oshiwambo at school

4.6.9   Ministry's support towards Oshiwambo

4.6.10   Language policy at school

4.6.11   Availability/provision of Oshiwambo textbooks at school

4.6.12   Factors that are limiting the implementation of the language policy

APPENDIX F

INTERVIEW GUIDE FOR PARENTS

ETENDO A: SECTION A:

1. **Oomvula dhoye**: Age:_____

2. **Tate/Meme**: Sex:_____

3. **Elaka lyoye:** Home language:_____

4. **Onzapo**: Highest academic qualifications _____

ETENDO B: SECTION B: LANGUAGE PREFERENCES

5. **Okanona koye owa hala ka longwe melaka linipo? Omolwashike?**

   In which language do you want your child(ren) to be taught in? Why?

6. **Aalongi oho popi nayo melaka linipo?**

In which language (s) do you communicate with teachers?

7. In what language do you always communicate with your child(ren) at home?

Pegumbo ohamu popi elaka lini naanona?

8. **Okwiilonga Oshiingilisa osha simana shi vule okwiilonga Oshiwambo? Fatulula.**

Is learning English more important than learning Oshiwambo? Explain.

9. **Oonkundana dhosikola owa hala oku dhi uva melaka linipo?**

   In which language do you prefer to receive news from school? Explain.

SECTION C: LANGUAGE USE HOME

10. **Aanona yoye ohaa pulakene ooradio dhinipo?**

Which TV station (s) do your children watch?

11. **Aanona yoye ohaa tala otiivii yinipo?**

Which TV station (s) do your children do you watch?

12. Aanona yoye ohaa lesha oshikonkundana shinipo**?**

Which newspaper(s) do your children read?

13. **Aanona yoye ohaa lesha omahokololo gOshiwambo?**

   Do your children read Oshiwambo stories?

SECTION D: LANGUAGE POLICY

14.   **Elongo lyOshiwambo posikola oli li ngiini?**

           How do you describe the position of Oshiwambo at school?

15.   **Oto dhiladhila kutya oosikola odhi na aalongi yOshiwambo ya gwana?**

           Do you think schools have enough teachers for Oshiwambo?

16.   **Osikola oye ku lombwela sha kombinga yomulandu gwelaka kutya Oshiingilisa osho shi na okulongithwa miilonga ayihe okutameka mondondo 4 okuya pombanda?**

           Did the school consult you on the decision to use English as the language of learning and teaching for your child as from grade 4 onwards?

17.   **Oho landele aanona yoye omambo gokulesha gOshiwambo nenge gOshiingilisa?**

           Do you buy your children Oshiwambo or English reading books?

18.   **Okanona koye oke na omambo ga gwana gOshiwambo?**

           Does your child have enough Oshiwambo textbooks?

19. **Pamwe ou na po sha okutulombwela kombinga yonkalo yomalaka posikola?**

Do you have any other information you would like to share with us about language situation in your children's school?

Tangi unene tate/meme Thank you very much

APPENDIX G

INTERVIEW GUIDE FOR THE EDUCATION OFFICER FROM THE MINISTRY OF EDUCATION

4.8.1   In what ways does the Ministry of education supports African languages

4.8.2   The availability of LiEP related documents at schools

4.8.3   Factors that are hindering the implementation of the LiEP?

4.8.4   The hegemony of English over African languages

4.8.5   What should be done about LIEP?

4.8.6   Views on the situation of having one official language in Namibia