

Exploring the stakeholders' attitudes towards the use of Shona as medium of instruction at two selected Masvingo District primary schools.

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Abstract: The research investigated stakeholders' attitudes (school heads, teachers, Education inspector and pupils) towards the use of Shona as the medium of instruction at VJ and DK primary schools (these are pseudonyms) as advocated in the 2006 Education Amendment Act. The descriptive survey research design was used. The population comprised 50 teachers, 381 pupils, 2 school heads and 1 education inspector. Data were collected through the use of the questionnaire, interview and observation. Research findings indicated that the use of the Shona language aids understanding that is why teachers at the two schools fall back on the L1 (Shona) when learners fail to understand certain concepts. However, despite these advantages, a majority of the stakeholders still prefer English to Shona as the medium of instruction. The education inspector who should act as the custodian of the policy and the teachers feel that the use of Shona as the medium of instruction lowers standards, implying that the use of English is equal to standards. The utility of the English Language was also raised and it was discovered that this is a contributing factor to the negative attitudes that the majority of the stakeholders have towards the Shona Language. It was recommended that these stakeholders be sensitised on the advantages of using Shona as medium of instruction and the government should attach incentives to the use of Zimbabwean local languages for stakeholders to have positive attitudes towards them.

Key words: Attitudes; indigenous languages; Shona; mother tongue

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I. BACKGROUND TO THE STUDY

The call for mother tongue education has been discussed and advocated in various fora worldwide. Numerous conferences were held and various declarations signed stating that the learners' mother tongues should be used as mediums of instruction in education. The most influential of these is the UNESCO (1953) report on the use of Vernacular Languages in Education. It provides the international context with a clear pedagogical principle, namely that school pupils need to begin their formal education in their mother tongue. Various scholars have also noted with concern that the use of unfamiliar languages to impart educational knowledge to young learners impedes the acquisition of educational knowledge (eg Benson, 2009, Heugh and Skutnabb-Kangas 2010, Broke-Utne, 2010). The implication is that serious consideration to use a language familiar to the learner should be taken to ensure that even the marginalised groups can access education. Broke-Utne and Alidou (2005) note that learning progresses from simple to complex and from known to unknown. As such, meaningful acquisition of educational knowledge can take place if a language familiar to the learner is used.

Dhlamini and Maseko (2014) note that parental participation and general interest in their children's work is inevitable if the children are taught in the language that parents are familiar with. This indicates that even the performance of pupils at school will improve as parents will be in a position to assist their children in homework exercises since they are familiar to the language of instruction. Thus, mother tongue education acts as a link between the language spoken at home and that spoken at school (Mathooko, 2009). If the language is unfamiliar to the parents, it would mean that learning begins and ends at school which may be detrimental to the successful mastery of concepts by the learner.

The Universal Declaration of Linguistic Rights of Barcelona (1996) Sections 26 and 27 as quoted by Kaplan and Baldauff (1997) states that:

1. All language communities are entitled to the official use of their language within their territory (Article 15.)
2. Education must help to maintain and develop the language community of the territory (Article 23).

This declaration and many others prioritise the use of the mother tongue as the medium of instruction as this is central to the maintenance of indigenous languages as well as facilitating the acquisition of knowledge

because the goal of quality education is to facilitate optimal cognitive development of the pupils through schooling (UNESCO, 2004). In the light of these facts, most African governments are signatories to such declarations. According to Mtenje (2008), most of these governments have accordingly made numerous statements and signed several declarations to show their commitment to the promotion of African languages. The question is: Do the stakeholders have positive attitudes towards the use of these languages in education to ensure successful implementation of the policies?

Zimbabwe, like many African countries, has promulgated a policy in the form of the 2006 Education Amendment Act which liberalises the use of indigenous languages as mediums of instruction as a response to the increasing call for the use of indigenous languages in education. The Zimbabwean 2006 Language Amendment Act (Section 62) states that:

1. Subject to this section, all the three main languages of Zimbabwe, namely Shona, Ndebele and English shall be taught on an equal-time basis in all school up to form 2 level.
2. In areas where indigenous languages other than those mentioned in subsection (1) are spoken, the Minister may authorise the teaching of such languages in schools in addition to those specified in subsection (1)
3. The Minister may authorise the teaching of foreign languages in schools.
4. Prior to form one, any one of the languages referred to in subsection (1) and (2) may be used as the medium of instruction depending upon which language is more commonly spoken and better understood by pupils.
5. Sign Language should be the priority medium of instruction for the deaf and hard of hearing.

While the policy talks about all indigenous languages in Zimbabwe, this research investigated stakeholders' attitudes towards the use of the Shona language as a medium of instruction in two Masvingo Districturban schools. Whilst there are many stakeholders in the education enterprise, only the attitudes of administrators, teachers and pupils were looked at in the current study.

The effect of attitudes on the implementation of mother tongue policies

Attempting language shift by language planning, language policy making and the provision of human and material resources can all come to nothing if attitudes of stakeholders involved are not favourable to change (Baker, 1992). In other words, group and individual attitudes play a significant role in determining whether or not a language policy will be implemented. An attitude is an organized predisposition to think, feel, perceive and behave toward a referent or cognitive object; it is an enduring structure that predisposes the individual to behave selectively toward the attitude referent (Taylor, Peplau and Sears, 1997:130; Ajzen 1988:4; Kerlinger, 1986:453). In this context, attitudes are dispositions to respond favourably or unfavourably towards a language policy. Thus, attitudes of stakeholders should not be taken for granted since they can lead to either acceptance or rejection of a language policy (Kadodo, Kadodo, Bhalala and Bhebhe, 2012).

People develop attitudes due to various reasons. Baker (1992) posits instrumental and integrative attitudes. Instrumental motivation reflects pragmatic, utilitarian motives. According to Cook (1996) instrumental motivation means learning the language for an ulterior motive unrelated to its use by native speakers, for example, to pass an examination, to get a job or to gain social recognition. During the colonial era, the English Language was associated with a good life and as such, attitudes towards it became favourable (Kadodo, Kadodo, Bhalala and Bhebhe, 2012). Education through the colonial master's language meant access to white collar jobs because proficiency in these languages was a prerequisite to access employment. Awoniyi (1982) asserts that it paid to study English rather than African languages because it was a passport to white collar jobs and other eminent posts in politics, administration, trade and commerce. As such, Africans were told in a subtle way that their languages were uncouth and primitive and could not be considered worthy of scientific analysis and study (Awoniyi, 1982). Thus, it becomes apparent that the instrumentality of English Language made people develop positive attitudes while negative attitudes were developed towards indigenous languages because they were not economically empowered.

The instrumental function of English in South Africa during the colonial period led to the development of negative attitudes of learners towards Afrikaans. The children of Soweto noted that their acceptance of the Afrikaans Language would limit their opportunities for higher education, locally and internationally (Herbert, 1992). This led to the Soweto uprising in 1976. As a direct result of this uprising, it became possible for schools to opt for English as the sole medium of instruction above primary levels with Afrikaans relegated to the status of a language of study. Herbert (1992) aptly says that a language is attractive mainly because of its utilitarian value. Also, the imposition of Arabic as an official language in the southern region of Sudan was one of the crucial factors in starting the catastrophic conflict that lasted seventeen years before it was settled in the Addis Ababa agreement in 1972. These scenarios are enough evidence that as long as languages do not have the instrumental function they are unlikely to attract positive attitudes from the stakeholders. Thus, the issue of attitudes cannot be ignored as it largely determines implementation of a language policy.

The question is: Do school heads, teachers and learners at the two schools have positive attitudes towards the Shona Language to ensure the successful implementation of 2006 mother tongue policy? McNab (1989) states that, learners may resist mother tongue education for reasons such as prestige of the official language, its use in the formal education system, and utility for access to employment and to mass media and other written materials. For example, research among the Ibo in Nigeria, where educational failure is widespread, indicates that, attitudes of both pupils and their parents are vastly more favourable to English than to Ibo (Okonkwo, 1983 in Phillipson, 1992). This is because education is a means of upward social mobility and school children are fully aware of the language that makes them access good employment. The colonial experience that English was a gatekeeper to employment and that it is still a gatekeeper in post colonial countries makes many parents have negative attitudes towards the indigenous languages. Bamgbose (1991) observes that, the most serious obstacle in the teaching of African languages is the low prestige attached to it. Meyer (1998) reports that, in a national socio-linguistic context where home languages are marginalised, parents may think that the government may have a double agenda in promoting home languages in schools while favouring a European language at higher levels of education. He adds that, they may even think that government employees, through their superior class position, are hypocritically attempting to increase job prospects for their own children. This is an indication that unless indigenous languages in Zimbabwe and other post colonial states are made to hold a high expectancy-value that will ensure a good life for consumers, the implementation of mother tongue education policies may be difficult as consumers may not see the efforts to use these languages in education as genuine.

The attitudes of teachers towards the mother tongue cannot also be taken for granted as they are the primary implementers of the policy. McNab (1989) notes that, the grassroots level of education language planning is the classroom and it is at this level that the success or failure of education language policies and their implementation can be evaluated. Thus, the attitudes of teachers will also determine policy implementation. Kadodo, Kadodo, Bhala and Bhebhe (2012) observe that the economic sector in Zimbabwe has firmly kept English at the pinnacle of the school curriculum. English is also used in the examination of all the subjects in the curriculum except indigenous languages. It is therefore unlikely that teachers, school heads and pupils would embrace the proposed language policy change.

It should, however, be noted that language attitudes are not permanent. Attitudes can change depending on the situation. Herbert (1992) observes that the attitudes towards Afrikaans in Namibia have oscillated from rejection (under the German rule) to full acceptance under the South African regime to outright rejection by SWAPO (which identified it as a language of oppression) and since independence, to more tolerance for Afrikaans again. This shows that if conditions change, attitudes towards a language can also change. In the case of mother tongues, people's negative attitudes towards it can be changed through sensitisation of the user community on the advantages of implementing mother tongue education policies. It is the intention of this research to establish the attitudes of the consumers of the 2006 language policy at these selected schools.

Research Questions

This research aimed at answering the following research questions:

What are the stakeholders' attitudes towards the use of Shona as the medium of instruction at the selected schools?

How do their attitudes affect the implementation of the 2006 Zimbabwean Education Amendment Act?

II. RESEARCH METHODOLOGY

In this research, the descriptive survey research design was used. Myers and Avison (2009) say that it is the best method for researching social and cultural phenomena, since it is concerned with understanding people and the socio-cultural contexts within which they live. This design was therefore suitable for this research as it enabled the researcher to get information directly from the respondents, thus ensuring the authenticity of the research results.

In this research all the Grade 2 and 6 pupils at VJ and DK primary schools as well as all the teachers who teach at these schools constituted the population. The heads and Education Inspector for these schools were also part of the population. The population comprised 50 teachers, 381 pupils, 2 school heads and 1 Education Inspector.

The selection of the teacher and pupil samples was done using randomisation. This technique is favoured in research as it is a probability sampling technique which reduces the chances of choosing a biased sample (Sapsford and Jupp, 2006; Kerlinger 1986; Tuckman, 1978). Stratified random sampling was used to select the participants. This was done in recognition of the two strata in the population, that is, the teachers and the pupils. According to Sapsford and Jupp (2006), stratified random sampling ensures that elements are organized in non-overlapping groups. Thus, the teacher and pupil participants' results were distinctly representative and data collected were related to teachers, and pupils. The total population in each stratum was

asked to pick cards from a hat which were written 'Yes' or 'No' and the twenty pupils and ten teachers who picked the 'Yes' cards at each school participated in the research.

The area Education Inspector and the two school heads were purposively selected. Robson (1998:141) posits that, "The principle of selection in purposive sampling is the researcher's judgment as to typicality of interest." This implies that if the researcher judges a population typical to answer research questions then he/she can purposively select it. According to Best and Kahn (1993), purposive sampling has the advantage that the researcher takes a sample which has the right characteristics that the researcher wants to look at. Thus, the area Education Inspector and the school heads were selected purposively as the researcher was aware of the critical role their attitudes have on whether or not Shona could be used as a medium of instruction at the selected schools. The researcher collected data from the participants through lesson observations, interviews and questionnaires. Copies of the questionnaire were administered to the ten teachers and twenty pupils at each of the two schools by the researcher in person and collected immediately after completion for later analysis. The interviews, on the other hand, were conducted with the school heads and the area Education Inspector and they yielded qualitative data that was used to establish their views (Marshall and Rossman, 2006). Eight (8) lesson observations were also conducted by the researcher. Thus, information about the physical environment and about human behaviour was recorded directly by the researcher without having to rely on retrospective or anticipatory accounts of others (Sapsford and Jupp, 2006). The data from questionnaires were presented in tables and graphs for interpretation on the teachers' and pupils' attitudes on the use of Shona as the language of instruction. A thematic analysis of interview and observational data was made to establish the heads and Education Inspectors' response to the call for the use of Shona as the medium of instruction at their schools through the 2006 Education Amendment policy.

III. RESULTS AND DISCUSSION

TABLE 1: Teachers' views on the use of the mother tongue as medium of instruction

N=20

QUESTION NUMBER	THEME	YES	%	NO	%
1(a)	The language used as medium of instruction matters in education	18	90	2	10
2	Teachers are aware of the 2006 language Amendment Act	13	65	7	35
6(a)	The learner's mother tongue can be used as medium of instruction across the primary school curriculum	3	15	17	85
7(a)	It is useless to teach using the learners first language	17	85	3	15
9	Education officers talk about the language that should be used as medium of instruction	12	60	8	40

Table 1 above shows information collected from the teachers through the questionnaire on their awareness of the 2006 Education Amendment Act and their views on the use of the learners' mother tongue as the medium of instruction. It reflects the teachers' attitudes on the use of Shona as the medium of instruction.

In response to Question 1 above, 90% of the teachers indicated that the medium of instruction really matters in education with only 10% indicating that it does not matter. In a follow up question (1b) they gave several reasons why the language of instruction is critical in education. Some of the reasons were that the language used determines the acquisition of concepts and therefore it is critical to use a language that clearly communicates ideas. Other teachers also highlighted that the language used should enable learners to manage examinations in all subjects. Only 10% of the teachers indicated that it is a good teacher who determines

whether or not pupils would pass. In response to question 6 (a) which sought to establish whether or not the learners' mother tongue can be used as the language of instruction, 85% of the teachers responded with a no with only 15% responding with a yes. This may be a reflection of negative attitudes on the part of the teachers. In a follow up question on their reasons for their response to the question above, they highlighted that some words are difficult to express in the mother tongue especially those to do with reproduction and that mother tongues are limited in vocabulary, they lack technical terms especially in Technology, Maths and Science so they cannot bring the real meaning of certain words. These responses were also consistent with the education inspector's response to interview question 2 which sought to find out his views on the possibility of using Shona as the medium of instruction in line with the 2006 Education Amendment Act where he clearly pointed out that in our Zimbabwean situation it is impossible. In an interview with the VJ school head, he pointed out that all the other subjects across the primary school curriculum are examined in English so he was worried on how pupils could pass if instruction was not in English. This seems to suggest that these stakeholders feel indigenous languages are inadequate for Science and technology. This points to negative attitudes since other countries like Japan have successfully used their own languages in education but still advanced scientifically and technologically.

In response to question 7 which sought to establish if it was useless to teach learners through the mother tongue, 85% responded with a yes citing various reasons. They indicated that it is pointless to teach in L1 yet at the end of the day the learners are examined in English. Another sentiment was that books are written in English therefore translation by teachers can contaminate skills and knowledge therein. In response to a similar question the DK head indicated that if learners learn through the Shona Language they will fail examinations because no-one will interpret it for them since they come in English. Therefore, the issue of shortage of material resources and examinations which come through the English medium are some of the factors that are contributing to the negative attitudes by teachers, school heads and the education inspector towards the use of Shona Language as the medium of instruction at the two schools despite the fact that a majority of them (65%) are aware of what the language policy says (see question 2 results in Table 1). However, only 15% of the teachers showed a positive attitude towards the Shona Language when they actually said it is useful to teach using the mother tongue emphasising that children's mother tongue is very important because it facilitates understanding of concepts and other countries like China have done it successfully. They also stated that the mother tongue can be used to clarify difficult concepts.

Figure 1 Preferred language of instruction in urban schools (Predominantly Shona) [teachers n=10 and students n= 20] Question 3(a) on teachers' questionnaire and Question 4(a) on pupils' questionnaire

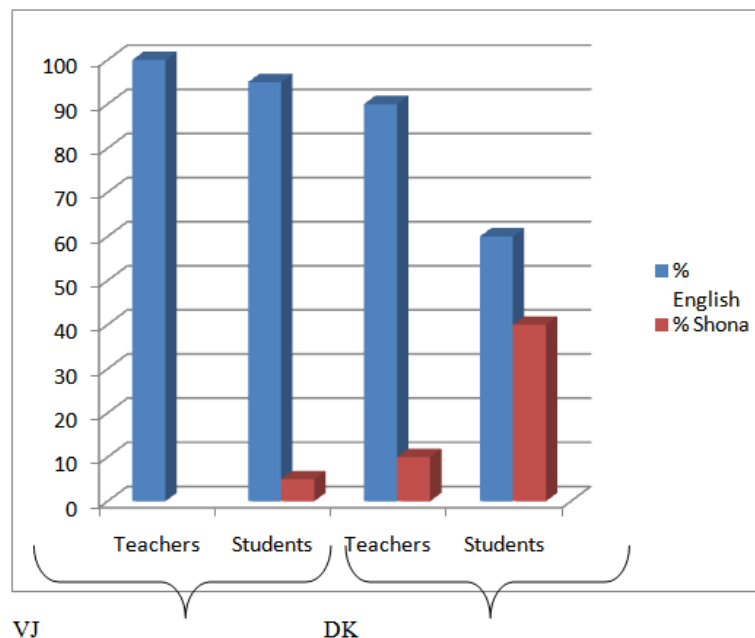


Figure 1 above shows the preferred languages of instruction by teachers and students at the two schools. It reflects on the language that the teachers and pupils prefer to be used as the language of education in a predominantly Shona community.

Figure 2: Learners' understanding is enhanced when taught in L1 [Question 3]

N=20 (VJ)

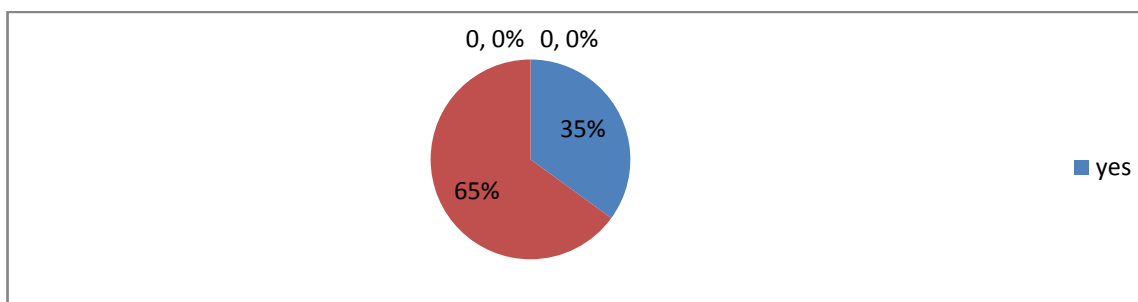


Fig 2 above shows pupils' responses on whether or not their understanding is enhanced when taught through the L1.

The results shown on the graph above shows that at VJ all teachers(100%) and 95% of the pupils prefer the English medium whilst only 5% of the pupils prefer Shona. This is despite the fact that 35% of the pupils said that their understanding is enhanced when taught through the mother tongue (see fig 2 above). They gave various reasons for their choice ie for them to get jobs and that they just liked English among other reasons. At DK 90 % and 60% of the pupils also go for the English Language whilst only 10% of the teachers and 40% of the pupils prefer the Shona medium. However, results in Figure 3 show that 55% of the pupils indicated that their understanding is enhanced through the use of L1. These results show that the English Language is still regarded highly by the key stakeholders in education. Teachers cited a number of reasons for their preference of English as shown in the table below. Some teachers at VJ said English should be used at their school because their setting has an English background and that is what the parents want. A lot of meaning is embedded in the above statement. It shows that the colonial history of the school as a former group 'A' still has an influence on how teachers perceive indigenous languages. It also shows that even the parents have a negative attitude towards the Shona Language and they even insist thatthe teachersshould use the English Language as the medium of instruction. This means that colonialism has contributed to the negative attitudes that stakeholders are displaying towards the Shona language at the two schools. Some teachers said they preferred the English medium because they needed to prepare learners for life in the world as English is a lingua franca and a basic requirement in the job market. Their sentiments were consistent with the pupils who also indicated that English would make them get employment in future that is why they preferred the English Language to the Shona language.Thus, attitudes are negative to the Shona Language because it cannot help its users to access employment. These results therefore confirmMcNab's (1989) assertion that, learners may resist mother tongue education for reasons such as prestige of the official language, its use in the formal education system,its utility for access to employment and to mass media and other written materials.

Table 2: Reasons for the teachers' choice of the language of instruction[Question 3(b)]

N=20

Statements	English should be used at our school because our setting has an English background and that is what the parents want	To prepare learners for life in the world as English is a lingua franca and the job market requires English	English is an official language in Zimbabwe and it is the one with resources and the language of examination	Shona must be used because pupils understand better when they are taught in their L1
%	4(10 %)	5(12,5 %)	23(50%)	8(20%)

Table2 above shows information collected from teachers through the questionnaire. It reflects on the reasons for the teachers' choice of the language of instruction.

As a result of the above reasons, 100% of the teachers at VJ and 70% of the DK teachers still use the English Language as the medium of instructionas was observed in the lesson observations(See results on Table 3 below). This is despite the fact that the 2006 Education Amendment Act liberalises the use of Shona at their schools. In a follow up question,some of the teachers highlighted that English is the official language and is the recommended medium. Both school heads indicated in the interview that they actually want teachers to exclusively use Englishin the delivery of lessons. Teachers at VJ stated that using Englishis actually a school rule.The Education Inspector stated that noonein his/her right senses would want to take Shona as a medium of

instruction considering that pupils would write an examination at Grade 7 level which comes through the English medium. As a result, teachers indicated that Education officers talk about the language that should be used as the medium of instruction and they insist that they should use the English medium. The Education Inspector said that the use of Shona as a medium of instruction actually lowers standards in schools, implying that to him English is equal to standards. This shows that several factors are affecting the way stakeholders perceive the indigenous languages in education, chief among them being what they can get at the end of the day after learning through a particular medium. This has affected the implementation of the 2006 Education Amendment Act in a negative way as teachers continue to use the English Language as the medium of instruction at the two schools.

It is however interesting to note that 70% of the teachers at DK and 40% at VJ (see Table 3 below, Question 10) stated that they used the Shona Language to explain difficult concepts citing various reasons such as that Shona is the first language of almost all learners in their classes so it facilitates mastery of concepts. Therefore, the teachers are aware of the numerous advantages of bilingual education but they still prefer the English medium. Thus, despite the presence of the 2006 policy, teachers are still using the English Language that they used before the promulgation of the policy. These results show that teachers at the two schools do not consider the use of Shona as the medium of instruction as a worthwhile endeavor since it does not offer its users any meaningful benefits (See results for question 5 in Table 3 below).

Table 3: The language that is used by teachers as medium of instruction and the language used in explaining difficult concepts in schools

N=10

Question No	Theme	RESPONSE	VJ	%	DK	%
4	Language used as medium of instruction	English	10	100	7	70
		Shona	-	-	3	30
5	Language used as medium of instruction before 2006 Language Policy	English	10	100	7	70
		Shona	-	-	3	30
10	Language used in explaining difficult concepts	English	6	60	3	30
		Shona	4	40	7	70

Table 3 above shows information collected from teachers through the questionnaire on the teachers' views on the use of the mother tongue as medium of instruction. It reflects on the language that the teachers use in explaining difficult concepts as well as the language that facilitates learners' understanding and grasp of concepts.

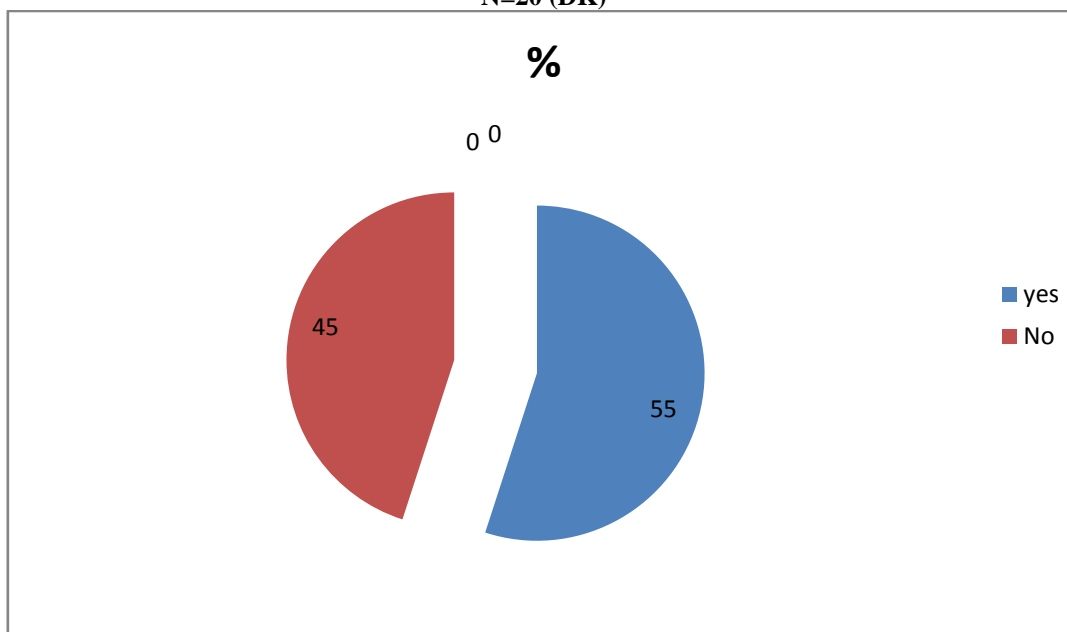
Table 4: Pupils' views on the language used by teachers as the medium of instruction and how they view a teacher who uses the mother tongue

QUESTION NUMBER	THEME	RESPONSE	VJ	%	DK	%
1	The language used by teachers in teaching subjects like Maths, Science etc	Shona	0	-	1	5
		English	20	100	19	95
2	Learners views on the teacher who teaches them in the mother language	Poor	11	55	11	55
		Good	0	-	2	10
		Very Good	9	45	7	35
5	Languages that parents use in helping their children to do homework	Shona	5	25	16	80
		English	15	75	4	20
6	Pupils enjoy most when they are taught in:	Shona	3	15	9	45
		English	17	85	11	55
7	Pupils understand better when	Shona	7	35	11	55

taught in:	English	13	65	9	45
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Table 4 above shows information collected from pupils through the questionnaire. It reflects on the languages used by the teachers in teaching various subjects as well as languages which facilitate learners' understanding in schools.

Figure 3: Learners' understanding is enhanced when taught in L1[Question3]
N=20 (DK)



N=10

Pupils at the two schools confirmed that their teachers use English as the medium of instruction, ie 100% for VJ and 95% for DK (Question1 Table 4). To show that most of the pupils at both schools regard English highly, 55% in both cases judged poor a teacher who would teach them in the mother tongue(Shona), (Question 2, Table 4). In addition to that, at VJ 55% of the pupils indicated that their parents used English when assisting them with their homework. In response to interview question 4 the school head indicated that the school will be in trouble with parents if they dared adopt the use of Shona as the medium of instruction at their school. In a follow up question on why such a scenario may arise, the school head stated that they teach the children of the elite and they would not want to see their children learning through the Shona medium because it will affect their career prospects. This shows that even parents do not perceive the Shona language as important, thus the negative attitudes.

In response to question 7 in Table 4 above, 65 % of the pupils at VJ said they understood better when taught in English while 35% indicated that they understood when taught in Shona. However, 85% had indicated that they enjoyed most when taught in English, implying that about 20% still enjoy lessons in English despite the fact that they may not be grasping anything. This points to positive attitudes that pupils have towards the English Language. At DK, 55%of the pupils stated thatthey understood better when taught in Shona but the same percentage stated that they enjoyed most when taught in English. Thus, the results show that despite the schoolllocation, pupils prefer the use of the English Language in education for the reasons mentioned earlier in this discussion. Even the DK school head was of the view that the Shona Language should be used in the lower grades and from grade 3 onwards it should be English so as to prepare students for the Grade 7 examinations.

Overall, teachers do not see value in the 2006 Education Amendment Act as evident in their responses to question 11 in Table 6 below. Some of the statements are : Unless books used in the education system have been Shonalised then it is a meaningless Act; It lowers the standards of education in Zimbabwe ;it is not a fair Act because we cannot use Shona when teaching but when it comes to examinations it will be English; there are no institutions which require Shona but it is always Maths and English, why not Shona or any other indigenous language? Therefore it is a useless Act. In fact, the Education Inspector pointed out that the policy does not compelthe teachers to use the Shona Language because it says the languages *may* be used as mediums of instruction. As such, he would not encourage teachers to follow a policy which shows lack of commitment on the part of government.This seems to suggest that lack of commitment on the use of local languages in

education by the Zimbabwean government has contributed to the negative attitudes that are prevailing at the two schools under study.

Table 5: Teachers' views on the 2006 language policy

N=20

Table Table 5 above reflects on the teachers' views on the 2006 Education Amendment Act.

		VJ	%	DK	%
11	Teachers' views on 2006 language				
	Policy of using mother tongue as medium of instruction				
	Mother tongue should be used in infant grades and English should be used as it is the one with resources and used in examinations	1	10	2	20
	Unless books used in the education system have been Shonalised then it is a meaningless Act	2	20	2	20
	It lowers the standards of education in Zimbabwe	2	20		
	It is not a fair Act because we cannot use Shona when teaching but when it comes to examinations it will be English.	1	10	2	20
	There are no institutions which require Shona but it is always Maths and English, why not Shona or any other indigenous language? Therefore it is a useless Act.	4	40	2	20
	It is partially good because pupils need their L1 to understand but it is practically impossible because English is the official language which guarantees employment	-	-	2	20

IV. CONCLUSION

The research intended to establish the stakeholders' attitudes (i.e pupils, teachers, school heads and education inspectors) towards the use of Shona as medium of instruction at the selected schools. It was found out that only a few of the research participants see sense in the use of Shona as the medium of instruction whilst the larger percentage does not accept the use of the language in education. English is attracting positive attitudes from the stakeholders because of the benefits it offers to those that learn through it. Largely, the policy on the use of local languages in education has been implemented to a lesser extent at the two schools because the stakeholders do not see many benefits for fully adopting it. It can, therefore, be concluded that attitudes of stakeholders towards a language policy largely determines its implementation.

V. RECOMMENDATIONS

Based on the findings of this research, it is recommended that stakeholders be sensitised on the advantages of using the mother tongue as the medium of instruction. In addition to that, the examination board (ZIMSEC) should remove the compulsion to write examinations in a foreign language so as to enable learners to access examinations in their own mother tongues. The government should also attach incentives to indigenous languages so as to ensure that stakeholders take the 2006 Education Amendment Act on the use of indigenous languages in education seriously. Most importantly, the government should show commitment towards the use of indigenous languages by making the policy of using indigenous languages as mediums of instruction mandatory and not to leave it in the hands of the teachers to use or not to use the languages in education, as is the case with the 2006 Education Amendment Act.

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