



Midlands State University

Established 2000

Our Hands, Our Minds, Our Destiny

FACULTY OF EDUCATION

DEPARTMENT OF EDUCATION FOUNDATIONS, MANAGEMENT AND CURRICULUM STUDIES.

The teachers' perceptions on the use of Indigenous languages as medium of instruction for Early Childhood Education learners:
Case Study of Ardbennie Primary School in Harare.

BY

BVUNZAWABAYA ESINATI

This dissertation was submitted to the Midlands State University Faculty of Education, Department of Education Foundations, Management and Curriculum Studies in partial fulfilment of the requirements for the **Bachelor of Education Degree in Primary Education.**

Gweru

Zimbabwe

June 2020

MIDLANDS STATE UNIVERSITY



Approval Form

The undersigned certify that they have supervised, read and recommend to the Midlands State University for acceptance of dissertation entitled: **The teachers' perceptions on the use of Indigenous languages as medium of instruction for Early Childhood Education learners** submitted by **Bvunzawabaya Esinati (R1813247G)** in partial fulfillment of the requirements for the **Bachelor of Education Degree in Primary Education.**

(Signature of Supervisor)

Date

...../...../...../.....

(Signature of the Chairperson)

Date

...../...../...../.....

MIDLANDS STATE UNIVERSITY



Release Form

I, **Bvunzawabaya Esinati**, declare that all sources I used in this dissertation are acknowledged as complete reference and I declare that this work is entirely my work. I authorize Midlands State University to lend my dissertation to individuals and other institutions for scholarly research.

Student's name

Bvunzawabaya Esinati

Signature

.....

Date

...../...../.....

Dedicated to

My parents, Mr and Mrs Redzo

Who love me and gave me courage to pull through.

My best friend as well as husband

Simbarashe Archbold Bvunzawabaya

Who was my pillar of strength and always believed in me.

And to my sons Tafadzwa and Takudzwa and daughter Tanatswa

Who believed in me

KEEP YOURSELVES IN GODS LOVE

Acknowledgements

Firstly, I thank the Lord Almighty for giving me the strength and opportunity to pursue a degree programme and successfully completing the exercise at Midlands State University. With God all things are possible I would not have made it without the guidance of the Almighty.

This research study has been made possible by the unwavering support that a number of people rendered me.

I would like to thank my research supervisor Doctor Ephias Gudyanga for his invaluable assistance and guidance during the daunting stages of the study. His expertise, experience, wisdom patience and vision helped to shape this research.

This study would have been meaningless without the help of my aunt, Mrs Irene Mkondo, Mrs Tabirth Nyasha My Elizabeth and Ardbennie Primary School infant department.

To my best friend and husband Simba thank you for being very supportive and full of encouragement all the time even during the long hours I spend doing the research. My two sons Tafadzwa and Takudzwa and my only daughter Tanatswa who always wondered why I sometimes couldn't be with them as much as they would have wanted, thank you for being patient and understanding.

My parents Mr and Mrs Redzo my siblings Munyaradzi, Herbert and Tsungai thanks for love and support.

Lastly to all those I may not have mentioned in name I thank you all for your support this includes other family members, my friends from work and church.

ABSTRACT

The aim of this research was to explore the perception of facilitators in using Indigenous Language as a medium of instruction to ECE learners at Ardbennie Primary School in Mbare / Hatfield District in Harare Metropolitan Province. A qualitative research approach was used to gather data using focus group interviews and observations. Eight ECD facilitators were the participants. It was found that at the particular school facilitators were indeed using Indigenous Languages as a medium of instruction. However there were some noted arguments from the facilitators as most of them were following the Zimbabwean Language Policy on use of Indigenous Language. Some were following the preference of parents and the Head of the school who emphasized the use of English. Most facilitators were of the opinion that IL was best as it offered flexibility among learners who in this case are mostly Shona speaking. Since most of the learners were socialized in IL at home it made it easier for the facilitators to interact with the learners. The facilitators also argued that during their professional training it is emphasized that IL is the best language for an ECE learner that is why they were using IL. Some learners who first attended ECE centres before formal environment at the school were facing challenges in communicating as they were taught English. Their language acquisition was poor as they ended up not being proficient in any of the two languages.

Based on the findings the infant department should hold staff development meetings with other staff members so that the positive attitudes of ECE facilitators on Language Policy should be put into practice.

Table of Contents

	Cover page	i
	Approval form	ii
	Release form	iii
	Dedication	iv
	Acknowledgement	v
	Abstract	vi
	List of Contents	vii
	List of Tables	x
	List of Appendices	x
	Chapter One	1
1.0	Introduction	1
1.1	Background to the study	1
1.2	Statement of the problem	4
1.3	Research questions	4
1.4	Assumptions	5
1.5	Significance	5
1.6	Delimitations	7
1.7	Limitations	8
1.8	Definition of Key Terms	8
1.9	Summary	9

	Chapter two: Review of related literature	10
2.0	Introduction	10
2.1	English as a medium of instruction in schools	10
2.2	The Rationale for using Indigenous Languages as a medium of instruction at elementary school level	11
2.3	The influence of using Indigenous Language for instruction on ECE learners	13
2.4	Attitudes of teachers towards use of indigenous language	16
2.5	Summary	25
	Chapter three: Methodology	26
3.0	Introduction	26
3.1	Research Approach	26
3.2	Research Design	28
3.3	Population	29
3.4	Sample and Sampling Procedure	29
3.5	Instrumentation	30
3.5.1	Participant observation	30
3.5.2	Focus group interviews	32
3.5.3	Trustworthiness	33
3.5.4	Ethical Considerations	35
3.5.5	Triangulation	37
3.6	Date Collection Procedure	38
3.7	Data Analysis	38

3.7.1	Thematic Analysis	39
3.8	Summary	41
	Chapter four: Findings, Analysis and Discussion	42
4.0	Introduction	42
4.1	Demographic data of ECD facilitators	43
4.2	Findings and analysis	44
4.2.1	Findings from research question 1	44
4.2.1.1	Discussion on findings from research question 1	46
4.2.2	Findings from research question 2	48
4.2.2.1	Discussion from research question 2	50
4.3	Summary	53
	Chapter five: Summary, Conclusions and Recommendations	54
5.0	Introduction	54
5.1	Summary	54
5.2	Conclusions	55
5.3	Recommendations	57
5.3.1	General Recommendations	57
	References	59

List of tables

4.1	Demographic data of ECD facilitators	43
4.2	Games familiar to learners in Indigenous Language	46

List of Appendices

	List of Appendices	65
	Appendix A: Focus group participant	65
	Appendix B: Observation checklist for facilitators	71
	Appendix C: Turn it in results	73

CHAPTER ONE

1.0 INTRODUCTION

Early Childhood Development is essential in a child's life. This has recently motivated the Zimbabwean education system to incorporate Early Childhood Development in primary schools across the country. According to my observation, I observed that ECD learners are children coming from different environments but leaving in a society where the use of indigenous languages is of great importance. In my view, if indigenous language is used as a medium of instruction learners will seem motivated, confident and also are able to relate well with the facilitator. The use of the indigenous language is to ensure that infant learners are given the opportunity to get optimum learning experience from an early age in a formal environment. Maybe learning experience is enhanced by a happy and interactive environment.

1.1 BACKGROUND OF THE STUDY

According to Mawere, Tshabalala & Mapolisa (2015), the medium of instruction in ECD has been found to be a controversial issue in African countries like Uganda, Ghana, Malawi, Zambia and even Zimbabwe. On the other hand, Mutton, Mooney, Moss, Petrie, Clark & Woolner (2002) postulates that, the use of indigenous languages as a medium of instruction is highly recommended as there is overwhelming proof that children understand concepts if they are taught using the language they speak at home. In concurrence with this perspective, Nakpodia (2001) is of the opinion that the use of English at the expense of Indigenous languages as a medium of instruction alienates the child from his culture which the policy is meant to protect. Furthermore, Mawere, et, al., (2015) states that, evidence shows that children learn better and develop faster intellectually, psychologically and cognitively if they are taught through indigenous languages continuously over a period of time.

In his analytic work, Kembo (2000) said that, cognitive and effective development occurs more effectively in a language that the learner knows very well. Kembo (200) went on to say that, this is particularly important because, as reported in the literature, most children from Zimbabwe and elsewhere who are learning through former colonial language are not proficient in the colonial language when they enter school since their exposure to the school language is often minimal in the home.

The use of indigenous languages for educational instruction in situations where the teacher and the learners are proficient in the indigenous language(s) is of interest and beneficial to both the teacher as well as the learner. On this notion, Kioko (2015) says, the use of learners' home language at the start of school also lessens the burden on teachers, especially where the teacher speaks the local language well. Research has shown that in learning situations where both the teacher and learner are non-native users of the language of instruction, the teacher struggles as much as the learners, particularly at the start of education.

However, Zimbabwe like most African countries adopted the language of instruction used by their colonial education systems. In the case of Zimbabwe, English has over the years been used as the dominant medium of instruction in schools from as early as Early Childhood Education level until recently, where the Zimbabwean educational planners have advocated for the use of indigenous languages as the medium of instruction. Citing this development, Chatora (2015) says, Zimbabwe Ministry of Primary and Secondary Education announced plans to adopt indigenous languages as the media of instruction from four-year olds up to Grade 2 (Early Childhood Development and early primary school). Furthermore, Kioko (2015) says, research findings consistently show that learners benefit from using their indigenous languages in education in early grade years (Ahead of a late primary transition stage). Yet, many developing countries continue to use other for teaching in their schools. Outlining the collection of indigenous languages in Zimbabwe, Chatora (2015) asserts that, the Constitution recognizes 16 official language:

Chewa, Chibarwe, English, Kalanga, Koisan, Nambya, Ndebele, Ndaou, Shangani, Shona, Sign language, Sotho, Tonga, Tswana, Venda and Xhosa. Apart from English, the fifteen languages may be considered as indigenous languages.

Some academics portray the use of indigenous languages for the purpose of educational instruction as a significant barrier to learners' access to high quality learning experiences. Among them, it is noted that the implementation of this policy may be hard as there seems to be few teachers who have expertise in the use of indigenous languages for educational instruction, especially the minority languages. A similar issue is brought to light by Tondhlana (1992) who asserts that, in the case of minority languages, it can be noted that the implementation of this Act is even more difficult because the few teachers who are proficient in the languages are not deployed in the relevant areas.

A study conducted in Uganda presented a number of factors that impede the successful implementation of indigenous languages as medium of instruction. Among the findings, Akello and Timmerman (2017) say, challenges range from poor translation, inadequate teachers' language proficiency, lack of instructional materials, high pupils' enrolment, lack of administrative support and teacher-centred approach of teaching.

In Zimbabwe policy advocates for the use of indigenous language at ECD level which in my view is a positive move. However some researchers have discovered that not much is being done to implement the policy fully. Gudhlanga (2005) is of the view that despite this positive policy pronouncement in Zimbabwe, the status and use of language for educational purposes is seldom raised by policy makers. In Zimbabwe a research carried out by Gudyanga, Wadesango and Dzirikure (2015) showed that most challenges emanate from negative attitudes of parents towards indigenous languages. Mutasa (2003) also supports the notion, "parents perceive the use of English as an answer for them and their children's problems in that currently, it is the gate away to success, socially, politically and economically.

The researcher observed that parents are the ones who want their children to be taught using English rather than their indigenous language. Most parents are of the idea that speaking English is the best. However the researcher has noted that learners are more confident to express themselves in a language they understand and are proficient in.

1.2 STATEMENT OF THE PROBLEM

The research consequently seeks to investigate on the use of indigenous languages as mediums of educational instruction in ECD and factors that may hinder the proper implementation of these indigenous languages in schools. Despite the efforts made to effectively promote the practice of native languages in the education system, it is notable that the norm across Zimbabwean communities as well as among most educators is that English is considered as a language of the elite and the educated whereas indigenous languages are commonly portrayed as the language of the poor and less educated.

The incumbent Early Childhood Education policy which advocates for the use of indigenous languages as medium of instruction is visibly in contradiction to the indoctrinated perceptions of English and Indigenous languages that have since time immemorial, been prevalent. The ECD teachers are currently at an implementation stage of this policy, however, they have made notable progress although they continuously encounter barriers in their attempts.

1.3 RESEARCH QUESTIONS

- 1.3.1 What are the facilitators' attitudes, beliefs and benefits towards the use of indigenous languages as a medium of instruction in teaching ECD learners?
- 1.3.2 What impact do indigenous languages have on the learning of ECE learners?

1.4 ASSUMPTIONS

This research was carried out with the following assumptions

- Zimbabwean schools have ECE learning centers on their school
- The study also assumes teachers are facing challenges in giving learners instructions when teaching them using the second language.
- The majority of teachers in schools did not do Early Childhood Education when they trained.

1.5 SIGNIFICANCE

The School

The research results will be used to plan training workshops for various stakeholders in teaching and learning of ECE learners. The research results can be used to influence school policies and practices on implementation in the future. As such, school administrators will use the research project to guide in policy making with regards to teacher training, professional development and preparedness to implement the curriculum and policies of teaching.

ECE learner findings from this study should be of significant benefit to a number of educational stakeholders. For instance, this study will help teachers to realise their perceptions towards the use of indigenous languages as medium of instruction at ECE level. These results should also help transform any negative attitudes displayed by teachers towards the use of indigenous languages for educational instruction.

Findings and recommendations from this study should go a long way in affording ECE learners invaluable learning experiences. This study's recommendations are aimed at promoting the use of indigenous languages in educational instruction should enable learners to cherish their cultural heritage.

Results obtained from this study should serve as a template for curriculum modification for National Educational Policy Makers. The solicited perceptions of teachers should give the Policy Makers an insight into the levels of willingness of policy implementers (teachers) in implementing the incumbent educational policy on the proposed language of instruction.

Findings from this study may be used as a basis for future studies, particularly in the spheres of educational instruction. The reviewed literature in this study may be further consulted by other researchers working on finding answers to similar phenomena.

The Teachers

It would expand the discourse on implementation and allow for open discussions with other teachers within and outside the school community.

Stakeholders may better understand factors that facilitate and inhibit implementation of instructional medium to learners at ECE level.

This study examines teachers' experiences as they begin to adapt their practice of the curriculum.

The Learners

The research is important as it is going to assess the progress in the implementation and teaching of ECE learners.

Policy makers

The study will aid policy makers and guide them in implementing the new ECE curriculum.

The research results will also be used as the basis for performance appraisal of various stakeholders in the review of the new language policy in the new curriculum.

The research will also be used as a change instructional media in areas where the use of indigenous languages as a medium of instruction to ECE learners the new curriculum is facing resistance.

Parents

The results will help the parents to understand the why indigenous languages are of significance in the growth of a child from birth content and that this will positively affect their children's work.

1.6 Delimitations

- The researcher sets the boundaries in terms of numbers, geographical location and target population. Thomas and Nelson (2001) postulated that delineations are described as choices the researcher makes to define a workable research-problem, hence to delimit the study is to put the reader into a view point as to the geographical setting concerned. The study targeted teachers from Ardbennie Primary School Mbare/Hatfield District Cluster 15 in Harare Metropolitan Province. The study will capture their responses in relation to their experiences and in order to improve teaching and learning at schools.
- The research study is going to be conducted in Harare Metropolitan Province, Mbare /Hatfield District Cluster 15 where the teachers involved are stationed.

- The study will be restricted to ECE teachers
- This study could easily have expanded into a massive study of almost all components of ECE curriculum. Other researchers have already dealt with these areas. I will focus on use of indigenous language as a medium of instruction.

1.7 Limitations

- This study had limitations within which the findings need to be interpreted carefully. The research is confined to one school in Harare Metropolitan Province, Mbare/Hatfield District Cluster 15 which cannot represent all schools in Zimbabwe.
- The participants may be reluctant to give out information regarding the use of Indigenous Languages as a medium of Instruction thereby distorting the findings of the research. This is going to be controlled by giving participants informed consent verbally and in written form to explain the aim of the study and the phenomenon under study.

1.8 DEFINITIONS OF KEY TERMS

1.8.1 Perceptions

Business Dictionary (2017) defines perception as the process by which people translate sensory impressions into coherent and unified view of the world around them. On the other hand, Smart teaser (2009) says, perceptions are subjective responses to certain stimuli. They are subjective because no two persons can have the same perceptions. This implies that perceptions may be defined as they way humans respond to or interpret a given situation or concept.

1.8.2 Indigenous language

According to Ball and Pence (2006), indigenous language is a language that originated in a specified place and was not brought to that place from elsewhere. It

is a language that is native to a region and spoken by local people but has been reduced to the status of a minority language. Synonyms are “small languages”, “endangered languages” and “autochthonous languages.” This implies that indigenous language is a language having its origins from a particular geographical area where natives in that area commonly use it as a primary medium of communication. In my personal view indigenous language is a language spoken by people in their homeland and has its origins in the local area.

1.8.3 Medium of instruction

Kibaki (2000) asserts that, medium of instruction entails the primary language used by teachers to deliver lessons in a school. In the context of this study, this assertion seems to imply that medium of instruction refers to the language that teachers mainly use for teaching learners.

1.9 Summary

This chapter presented the background to the study, the statement of the problem, as well as the research questions to be answered by this study. The chapter outlined the Significance of study, delimitations of the study and limitations of the study as well as assumptions of this study. Key terms were also defined at the end of this chapter. The next chapter, Chapter two, focused on the review of related literature.

CHAPTER TWO

REVIEW OF RELATED LITERATURE:

2.0 INTRODUCTION

In this chapter, an attempt was made to present a detailed review of research works that have direct and indirect relation to the research problem. This variety of existing research work aimed at soliciting different perceptions on the use of indigenous languages as medium of instruction for Early Childhood Education learners. These studies were collected from various journal publications, literature, thesis, dissertations and web portals. Previously executed studies related to the research in question were unearthed to identify what has already been done in the selected field. In order to put the reader into perspective it is logical to give a brief review of English as a medium of instruction as a basis upon which the use of indigenous languages is explored.

2.1 ENGLISH AS A MEDIUM OF INSTRUCTION IN SCHOOLS

Alexander (2001) by default English, as elsewhere in Africa is becoming the de facto official language and the only language of teaching and learning. Alexander further states that, equally important is the fact that most schools are staffed by second or third language speakers of English, many of whom are not proficient enough in English to act as good models for their students. There is little doubt that the language issue is one of the main factors explaining the disastrous drop-out and failure rates, which mainly affects black students.

Due to its highly placed position in the economic and social fraternities, the use of English as the common medium of instruction in African schools seems to be inevitable. Educators and parents seem to consider educational instruction in English as highly relevant with respect to socio-economic domains. Citing this existing phenomenon, Webb (2010) points out that the enormous power of English, and its economic, social and political value, its high market value for the individual, the learner, the society and the nation make it unlikely that arguments in support of

first-language instruction, the value of L1 proficiency development, the value of fully-fledged multilingualism and the indisputable benefits of biliteracy will have any significant impact, if any.

The existing large pool of educational literature is written in English. It seems as if English is an internationally accredited academic language, which fact puts pressure upon most African education systems to adopt and maintain English as the medium of instruction in schools. On this, Visagie (2010) postulates that, it is well known that English is internationally the most predominant and significant academic language. This is seen in the fact that the majority of books in our libraries are in English. This academic value that English brings with it puts pressure African education systems to use English as the main language of educational instruction in schools.

Qorro (2002) outlines two main challenges with the use of English in the African education system. These emanate from the fact that English is taught by non-native English speakers and that there is difficulty for African students to learn in a language that they have not yet mastered. These two problems are related but they both present significant challenges for African learners in their educational encounters.

2.2 THE RATIONALE FOR USING INDIGENOUS LANGUAGES AS MEDIUM OF INSTRUCTION AT ELEMENTARY SCHOOL LEVEL

The use of local language, which is typical of young people's first languages as a medium of instruction has been perceived as the best tool that can be used to optimally improve learners' literacy. This sentiment is brought forth by UNESCO (2008) which stresses that research has established that young people's first language is the optimal language for literacy and learning throughout primary school.

According to Mashangwa (2017), learners tend to encounter notable difficulties

when learning a subject taught in a language they do not speak at home or within the communities they come from. Mashangwa stresses that for instance, when learners at ECD A level are taught Mathematics and Science using the local language, their mastery of the content is bound to be higher as compared to when the same learners are taught the same subject in English, especially if they do not speak the language at home. Mashangwa seems to suggest that it is ethical to teach young people through languages they already understand, in this case, local languages, instead of new ones that they have no experience in using.

Dhlamini (2017) as cited in Huni (2017) encourages the use of indigenous language for educational instruction at ECD level as he feels that children need to be comfortable with the way they communicate, be it in school or home. This perspective comes in concurrence with Njoroge and Gathigia (2010) who argue that first language known to a child is perceived as a guarantee of security for the pupil. They argue that the first language gives equips one with an appreciation of belonging and ownership. They further point out that when a child cannot competently use a language, his or her self-esteem is negatively affected, making the child insecure. These connotations seem to imply that the use of indigenous languages equips learners with high self-esteem and a sense of belonging, which jointly may go a long way in improving the learners' participation in the learning process.

Mastery of one's first language has been linked to an improved ease of acquiring a secondary language or languages. The knowledge of a indigenous languages is perceived as a significant foundation or starting point for one to learn other languages. One proponent of this sentiment Mashangwa (2017) stresses that the use of the indigenous languages as medium of instruction is not a new phenomenon. When a young person gains a secure base of a first language, it becomes less problematic to master any other language. As most indigenous languages are first languages of most learners in Zimbabwe, this study will consider indigenous language as a synonym for first language for Zimbabwean

people.

It has also been stressed that exposure to indigenous languages helps learners appreciate and cherish their cultural heritage. On this aspect, Kamwangamalu (2000) is of the opinion that the use of African languages as a medium of instruction cultivates an unfathomable sagacity of cultural pride and self-awareness giving the learners social identity. He attributes this to the fact that indigenous languages have a wealth of knowledge concerning the local ecosystem and act as a repository of a polity's history, traditions, arts and ideas.

2.3 THE INFLUENCE OF USING INDIGENOUS LANGUAGE FOR INSTRUCTION ON ECE LEARNERS.

Zimbabwe has sixteen official languages. Bringing forth these languages, Chatora (2015) asserts that, the Constitution recognizes 16 official languages: Chewa, Chibarwe, English, Kalanga, Koisan, Nambya, Ndebele, Ndau, Shangani, Shona, Sign language, Sotho, Tonga, Tswana, Venda and Xhosa. Apart from English, the fifteen languages may be considered as local languages. However, most of these languages had been previously not been regarded as official languages serve for Ndebele and Shona and English. On this contrast, Samukange (2014) says the Constitution of Zimbabwe Amendment (No 20) recognizes 16 languages as official languages as opposed to the previous one where the official languages depending on the province where one resided.

The majority of indigenous languages in Zimbabwe are facing extinction. Nhongo (2015) says the future of Zimbabwe's minority languages is at risk as the two predators Shona and Ndebele are busy preying on them while at the same time English is also a big threat to Ndebele and Shona. Nhongo further coins that most of Zimbabwe's languages are at a risk of extinction. The case in point is that of a language called Nyubi which at the moment has only two speakers remaining yet in the 19th century it was the dominant language in areas around Matopo.

According to Abedi (2004), it is generally accepted that language is a fundamental factor in educational development. This can be clearly demonstrated with reference to research findings on the role of language in the achievement of examinees who are less proficient in the language of the exam: the poorer his or her proficiency in this language, the poorer his or her performance. Language can therefore be viewed as a discriminatory and exclusionary factor in the assessment of learners' knowledge and skills, which may further imply that in the case of limited language proficiency learners, the exams may be unfair and disregard the principle of equity, with the result that learners' performances in such cases are not valid or reliable reflections of their knowledge and abilities.

Haag (2013) brings to note that several studies have argued against the use of second language as a medium of instruction as it creates a barrier to learners' achievement. In his analysis, he maintains that the complexity of language components in achievement tests may expose second language learners to performance disadvantages. This analytic perspective seems to imply that there is a significant impact that a language used for instruction has on learners' academic performance.

Dutcher (2003), after conducting a number of studies on lingual-media of instruction argues that children who are subjected to education through indigenous language from the onset of learning perform better than those who begin their schooling in another language other than the indigenous one. This scholar seems to be of the opinion that learners who are taught through indigenous language instruction are more likely to perform better than those who learn through a secondary language.

Dutcher (2003) established that academic achievement can be attained when mother tongue is used as a basis for learning additional languages. This assertion falls in tandem with the empirical findings made from by Njoroge and Gathigia (2010) where the interviewed teachers unanimously cited that the level of development of children's first language is a strong predictor of their second

language development. The duo stresses that young learners who come to school with a solid background in their first language develop literacy in the school language. These connotations and findings seem to insinuate that indigenous languages can be effectively used to facilitate the teaching and learning of other functionally new languages.

Discussion on the use of one's first language as an authentic tool for teaching and learning in schools was advocated for by Ross (2004) in his study where he established that mother tongue based education develops the cognitive, affective and psychomotor development of learners in class. This seems to insinuate that the use of a language that a learner is adept in goes a long way in the holistic development of a young learner's main domains of development.

UNESCO (2003) argues that a mismatch between home language and school language is the major cause of poor academic achievement of minority children. The findings of that report stated: It is axiomatic that the best medium for teaching a child is his mother tongue. Psychologically, MT is the system of meaningful signs that his mind works automatically for expression and understanding. Sociologically, it is a means of identification among the members of the community to which he belongs.

A study conducted by Hassanzadeh, Shayegh and Hoseini, (2011) established that learners presented positive attitudes towards the use of local languages. Particularly, seemed to be in favour of using their first language as the language of instruction in educational system. The results obtained by these researchers also showed that the learners' awareness of their first language or being educated in indigenous languages had a positive impact on the learning of English language grammar which resulted in better performance in writing examinations. The group of learners who received educational instruction through their mother tongue were more successful than those ones who were not in that setting.

Some African countries have already put indigenous language educational policies into action. This has proven to bear potential academic results in learners. Among such countries is Cameroon. Chuo and Walter (2011) embarked on a study where they evaluated a local language-based education program in Cameroon. The results of the evaluation showed that children who were taught in their first language performed significantly better, 125% on average in multiple subjects including mathematics and English than a control group of peers who attended schools where English was the medium of instruction.

An initiative termed the New Breakthrough to Literacy program was introduced in some Zambian primary schools. Under this initiative, learners were taught using local languages. Among the observed results from this program, Kotze and Higgins, (1999) noted that the evaluation report on pilot program carried out was an unqualified success; children in New Breakthrough to Literacy (NBTL) classes were reading and writing at a level equivalent to Grade 4 or higher in non-NBTL classes. However, despite these achievements, Kotze and Higgins noted that there were a number of instances where children failed to make improvement at reading despite this effective literacy program in place. This seems to imply that although language of instruction may have a significant impact on the literacy development in young learners, there may be other factors of concern which may inhibit such success.

2.4 ATTITUDES OF TEACHERS TOWARDS USE OF INDIGENOUS LANGUAGE

In a study on the dynamics of educational instruction, Adekola (2008) noted that attitudes and views that teachers have and display towards a given language, and the way they regard the language, collectively has an influence on language use and behaviour. It is from this establishment that the researcher found it necessary to delve into perceptions of teachers towards the use of indigenous languages as media of instruction in Mbare/Hatfield district because the way teachers perceive these indigenous languages may have an influence on their usage in teaching, learning.

Educators tend to have a diverse set of attitudes towards teaching and learning curriculum context through a indigenous language medium. Ejieh (2004) conducted a study aimed at investigating the attitudes of student teachers toward teaching in the mother tongue in Nigerian primary schools. The empirical data for this investigation was collected through questionnaires administered to students in a Nigerian college of education. From this study, it was noted that most of the student teachers had a negative attitude towards teaching in the local languages.

In another study, Iyamu and Ogiegbaen (2007) sought to establish parents and teachers' perspectives of indigenous language medium of educational instruction policy in Nigerian primary schools. In their study, they used questionnaires to solicit data from the sampled primary school teachers and parents of primary school children. The duo unearthed that a number of shortfalls of Nigerian primary schools emanate from their religious and colonial past which seems to have put a lot of premium on the language of the colonizers to the detriment of African languages. These researchers further noted significant opposition to the use of indigenous languages as media of instruction. Both parents and teachers showed appreciation of the values vested in local language-based education, however parents hinted that they would not prefer or opt for their children to be taught in the local language-instruction in this era of globalization. It is therefore important to find out whether the attitudes of teachers in Kenya will be different from those of teachers in Mbare/Hatfield district in as far as the use of indigenous language as far as medium of instruction is concerned.

Nyarigoti and Ambiyio (2014) conducted a study in Kenya, with a similar theme to that carried out by Iyamu and Ogiegbaen in the same country. The study established that teachers had a positive attitude towards the indigenous language based educational instruction. Most of the educators unanimously cited that teaching in a familiar language makes progress faster because learners can read ahead and continue studying even out of class. This seems to imply that teachers

in this study appreciated the scheme and practical benefits of teaching young learners through local language.

Another study aimed at finding teachers' perceptions towards the use of a indigenous language (Kiswahili) in Kenyan schools was conducted by Khejeri (2014). The majority of the participating teachers maintained that their learners found it easier to learn various subjects through Kiswahili. Although these educators agreed that their learners found it easier to learn in Kiswahili than English, a greater proportion (64%) of them instilled that they opted for their learners to use English as the main medium of instruction. These findings seem to suggest that a lower proportion of teachers in this study wanted their learners to use indigenous language educational instruction. It is appalling that participants in this study vest more value English as a tool for educational instruction as compared to indigenous language use for the same purpose.

There seems to be a significant difference between how educational stakeholders from rural settings and those from urban settings perceive the use of indigenous language instruction in schools. This assertion seems to be in line with findings made by Assefa (2002) after embarking on a study on perceptions of indigenous language education in both rural and urban areas in Ethiopia. Among the findings, the researcher recognized that there was a significant difference between rural and urban learners with respect to attitudes and motivation towards the use of a indigenous language (Sidama) as a medium of instruction. The study revealed that rural students had favorable attitudes and motivation towards the use of Sidama language as a medium of instruction and achieved higher than urban students. The above studies suggest that pupils in different demographical areas may have different perceptions towards a language of instruction. To this end, Mbare/Hatfield District being located in an urban setting with its own demographical characteristics, one may not easily predict or guess the perceptions that pupils have towards indigenous language as a medium of instruction.

Roy-Campbell (1996) cited in Ndamba (2008) noted that in a study done in Tanzania, students favoured the retention of English as a medium of instruction at secondary level. However, Roy-Campbell found that many Tanzanian students who said that English should be maintained as the medium of instruction could barely carry out a conversation in English with the researcher. Such sentiments expressed by students who could hardly communicate in English could only be attributed to attitudes and perception. The researcher stressed that the students did not value their first language a popular local language. Instead they showed preference towards learning using a language that they did not understand even when given the option to use their own language in learning. The above study was done at secondary level, however, little is known about the perception that pupils at lower primary have about the use of familiar language as a medium of instruction.

Teachers were prompted to divulge their views on the use of first language as a medium of instruction in a study carried out by Khejeri (2014). Among the numerous findings of the study, it was revealed that teachers recognized first language as a tool that helps learners appreciate their culture and as a language that creates a closer relationship between them and learners. Teachers also viewed indigenous languages as tools that encourage and enable learners to express themselves confidently in class since it is their first language. They also saw it as a language that enables all pupils to participate in the lesson and a good number raised the notion that Mother Tongue makes it easier for learners to grasp difficult concepts. Some teachers saw Mother Tongue as contributing to a smooth transition of learners from home environment to school.

Khejeri (2014), established that teachers generally felt indigenous languages are not appropriate as a media of instruction. These teachers seemed to place little value or worth towards indigenous language as a subject and a language of instruction. Most of such teachers cited that indigenous language has limited vocabulary.

In the same study conducted by Khejari (2014), it was noted that 35% of the teachers indicated that indigenous language is inappropriate for learners as they cannot use it to communicate to people from other communities. Another significant proportion (30%) of the respondents in this study indicated that indigenous languages have limited vocabulary whereas 20% of the teachers felt that some educational concepts cannot be explained in local languages. These findings seem to present a typical basis from which some teachers question the relevance of using indigenous language for the purpose of educational instruction in schools.

A number of challenges have been cited in the successful implementation of indigenous language instruction in schools. Whilst discussing on the Zimbabwean National Language policy in the twenty first century, Nhongo (2015) points out that when people talk about language development in Zimbabwe, what comes first in their minds is to get Shona and Ndebele to compete with English especially in the fields such as science and technology. It would be difficult for Zimbabwe to develop scientific terminologies in Shona and Ndebele because the concepts that come in this field are not local product and when they get into Zimbabwe they come via the English. Nhongo (2015) further stresses that, those who have tried to device terminologies of various subject fields in Ndebele and Shona have further worsened the situation because the strategies that they use in creating such terms are transliteration or rephonologisation and literal translation. Literal translation usually takes the form of explanations and such a strategy become even more awkward. These assertions concur with those of Kwaira (2015) cited in Gore (2016) who propounds that it hard to translate all numbers while teaching mathematics into Shona or Ndebele. This seems to imply that teachers may be faced with a burden of translating some complex concepts to local language.

Mashangwa (2017) also opines that the success of the indigenous languages as medium of instruction rests on the attitudes of people towards their mother tongue and history also plays a significant role. On the other hand, Chilora and Harris (2001) coin that the successful use of indigenous language instruction in the

classroom depends on the teachers and the support they receive from other stakeholders within and outside the education system. These scholars seem to imply that teachers and other education stakeholders' attitudes and willing support towards the use of indigenous language based educational barrier may significantly affect the learning process in the proposed local languages.

There seems to be a negative indoctrination against the value and relevance of African languages. Some existing critiques of local African languages are potentially stirring negative attitudes towards the use of the latter as media of educational instruction in schools. Outlining this development, Woolman (2001) points out that some scholars describe indigenous African languages as primitive idioms with limited communicative value, only to be spoken by illiterate hunters, farmers or cattle rearers and for highly restricted cultural matters only. On the other hand, Wolff (2005) coins that some argue that African languages are not to be used for any advanced nor written communication pertaining to the political, economic, cultural, and social matters of our times, in particular not for anything to do with modern technology, science, and political philosophy.

A number of researchers have delved on the implementation process of the local language-driven learning in Zimbabwe. Among them, Nkomo (2008) and Ndlovu (2011), concluded that the policy failed to take-off because of the lack of political will and unavailability of teachers and teaching materials. On a similar note, Akello and Timmerman (2017) point out that implementation challenges range from poor translation, inadequate teachers' language proficiency, lack of instructional materials, high pupils' enrolment, lack of administrative support and teacher-centred approach of teaching. In a study conducted by Njoroge and Gathigia (2010), it was established from the empirical data that teachers were not trained on how to teach the mother tongue or how to teach using the mother tongue. The syllabus in the teachers training colleges is silent on this and does not include any guidance on mother tongue education. These sentiments seem to suggest that the level of readiness with respect to human and material resources may hinder the

successful use of indigenous languages as media of educational instruction in schools.

Since Zimbabwe for instance, has fifteen local languages, it may be hard for all these languages to be equally made media of instruction in schools to meet the different learners' needs. This connotation is partially derived from an argument made by Gupta (1997) who postulates that due to the diversity of local languages, it becomes very expensive to provide each child with education in her or his first language. He further argues that home language education can cause disunity in a country which may result in extensive separation of ethnic groups in the education system. The diversity of indigenous languages coupled with the diverse first language background of learners makes it a torrid task for educators to effectively use all indigenous languages as media of instruction in schools. This has been viewed as expensive and a propellant of disunity in communities.

The production of textbooks to meet the diverse indigenous languages can be an expensive endeavor, which is likely to be an existing challenge in Zimbabwean schools. In a similar case of Nepal, Yadav (1992) points out that to produce textbooks in various indigenous languages is expensive and herculean, hence mother tongue education may be a mirage. Similarly, Bamgbose (2011) argues that to maintain two or more indigenous languages in a multi linguistic society is a difficult task and more expensive when compared with the use of one official language that may be foreign to the people.

A study was done in Zimbabwean primary schools aimed at examining language preferences in learners. In this study, perceptions and attitudes of pupils in grades 1-3 were assessed on the basis of their language preferences in reading, speaking and writing. Ndamba (2008) found out that pupils had a more positive attitude towards English than the mother tongue as the language of instruction at the infant level. In his analysis, Ndamba argued that people have been so linguistically colonized that they have more faith in the second language than they do in the first

language process of children's learning. The general finding was that children preferred to read and write in English, while they mainly liked to speak in Shona or Ndebele.

In his study, Klaus (2003) revealed that in Papua New Guinea, the challenges were addressed by examining perceptions for mother-tongue language at a national level, based on numerous pilot tests. Consultations and planning initiatives were made to assure that people at all levels would be willing to cooperate during the implementation of a familiar language was done. Klaus added that the program in Papua New Guinea trained locally elected teachers, rather than relying on imports from other parts of the country. This measure proved to be helpful because it did not only facilitate communication between students and teachers, but also between the teachers and the communities directly.

Cooper (1989) as cited in Gacheche (2010) further indicated that for the success of mother tongue education, there must be Linguistic and materials development. A serious investment of time and resources, along with a commitment to collaboration between linguists, educators and community members is required to prepare materials for bilingual programs, particularly if the familiar language is to be used over a period of many years.

Kosonen (2004) also noted that in Papua New Guinea the communities themselves decide which languages will be used in their schools and this plays a role in lessening conflicts and promoting mother tongue education policy. It appears that language policy needs to be flexible enough to allow for decentralized decision-making so as to easy implementation of mother tongue education policy and overcome some problems that come as a result of language diversities.

Young (2009) in Gacheche (2010) noted that good practices in multilingual schools in Southeast Asia, in the Philippines, Vietnam, Thailand and Brunei, local community members made excellent teachers if trained before they taught, had

regular in-service training and were involved in the production of instructional materials. The communities in these countries worked with linguists and ethnographers to develop first language materials with age-appropriate language and reflecting cultural situations familiar to learners. Members wrote the text and drew the illustrations during materials production workshops, and the texts were reproduced for schools using simple, cheap methods. Involving the community helped standardize the language used to express curriculum content. Young (2009) further points out that the ideal situation for a local language-first education system is to identify teachers who are fluent in the language, familiar with the local culture and respected by others in the community in communities with an insufficient number of trained teachers, the use of community assistants speakers of the indigenous language who can receive some training to help trained teachers communicate curriculum content can help bridge gaps between the teacher and learners.

Dutcher (2005) documented that teacher training is the key to the sustainability of any education program. For mother indigenous language programs, teachers who were themselves schooled in the language of wider communication must learn how school can be conducted in the local language. Their training may take place in teacher preparation colleges, through in-service professional development programs, or in special programs offered when school is not in session. Klaus (2003) noted that producing materials locally can help in addressing materials challenges faced during implementation of indigenous language in education because locally-produced materials are inexpensive and can be done in many languages.

Farfan (1999) in studies done in Mexico revealed that producing visually appealing, high-quality materials in the first language and indigenous language plus other languages is motivational and raises the status of the first language, therefore, donors can be convinced to fund publication of poetry, riddles, big books, little books, and other literature for new readers.

2.5 SUMMARY

This chapter presented literature review that is relevant to the study. The literature review was presented according to the following themes: The status of indigenous languages in Zimbabwe, the relationship between language of instruction and academic performance, English as a medium of instruction in schools, the rationale of using indigenous language in educational instruction, Existing perceptions towards the use of indigenous languages as a medium of instruction, Challenges that teachers and learners face in the use of indigenous languages as a medium of instruction and what can be done to overcome challenges faced by teachers and pupils the use of indigenous languages as a medium of instruction.

CHAPTER THREE

METHODOLOGY

3.0 INTRODUCTION

Methodology and research design direct the researcher in planning and implementing the study in a way that likely to achieve the intended goal. Haralambos and Holborn (2013) state that methodology is concerned with both the research methods used to collect data and the more general procedure and philosophies upon which the collection and analysis of data are based. Sushi (2000) sees it a process used to collect information and data for the purpose of making decisions. Mason (2002) describes methodology as the process of following steps, procedures and strategies for gathering and analysing the data in the research investigation. According to McMillan and Schumacher (2010) methodology refers to a design whereby the researcher selects data collection and analysis procedures to investigate a specific research problem. Procedures are not haphazard, they are planned to yield data on a particular research problem. In my view methodology is concerned with research methods that one uses to gather information using appropriate design and following steps to collect data.

3.1 RESEARCH APPROACH

In this study, the researcher used a qualitative research approach. A qualitative research approach is a broad approach encompassing many research methods and according to Shank (2002) qualitative research is a form of a systematic empirical inquiry into meaning. This approach is inductive and its main goal is depth, meaning and it generates a hypothesis. The qualitative approach mainly focuses on how people or groups of people can have different ways of looking at reality. It takes account of complexity by incorporating the real-world context. It

studies the behaviour in natural settings or uses people's accounts as data usually no manipulation of variants. It also focuses on reports of experience or on data that cannot be adequately expressed numerically. Data is in words and images and is considered to be narrow but rich. Data is produced within contexts by participants who are located and come from specific contexts. The selection of data is done from existing materials and naturally occurring data. In addition, it focuses on descriptive and interpretation and might lead to the development of new concepts or theory and employs a flexible, emergent but systematic research process.

According to McMillan and Schumacher (2010), qualitative research design emphasizes data collection on naturally occurring phenomena and the hallmark of the research is a detailed description and analysis of events. Qualitative designs are systematic as most of these are in the form of words rather than numbers. Most importantly, in the qualitative research paradigm, data serves the purpose of research. The design addresses questions starting with why or what thus the researcher will search and explore with a variety of methods until a deep understanding is achieved.

A qualitative research approach is going to be used in this study as it is best used for questions that relate the quality of or variants inexperience on the meaning of experiences for different people (Greene and Browne 2010). The approach is excellent at simplifying and managing data without destroying complexity and context. Qualitative methods are regarded as highly appropriate for questions where reduction of data will prevent discovery (Atieno, 2009). In addition, qualitative research is a proper response to some research needs. It produces a thick detailed description of participants' feelings, opinions, and experiences (Denzin, 1989). Overall according to Atieno (2009), it allows for finer distinctions to be drawn because it is not necessary to shoehorn the data into unending classifications.

According to Ary, Jacobs & Razavieh (1990) qualitative enquiry seeks to analyze and understand human situations from an insider's perspective. Qualitative research method allows the researcher to be an observer participant so as to have

a deeper understanding of the participants as supported by Kuyayama-Tumbare, Gondo, Pambwai & Nkomo (2016).

However, the approach chosen has its own shortcomings. Firstly, it carries the main disadvantage of its findings being difficult to extend to wider populations. This is mainly because the findings of the research are not tested to discover whether they are statistically significant or due to chance. According to Silverman (2010), the qualitative approach sometimes leaves out contextual sensitivities and focuses more on meanings and experiences.

3.2. RESEARCH DESIGN

A research design is an account and activity of events or problem that contains a real situation and includes the complexes encountered in the workplace. Zikmund (2003) defines research design as a master plan specifying the methods and procedures for collecting and analyzing the needed information).

Yin (2003) also defines a case study as an all-encompassing method covering the logic of design, data collection techniques and specific approaches to data analysis. This entails that a case study is a research design that allows the coverage of different methodologies and techniques to be used when collecting data. According to Borg and Gall 2008 a case study is an intense study of a single case which involves investigation of a particular contemporary phenomenon within the real life context. Kothari (2011) also says that a case study is a qualitative analysis of data collection involving a careful and complete observation of a social unit or a cultural group. Therefore a case study is a method of observing a small sample in order to determine outcomes.

The use of case study allows the researcher to collect adequate data since a small number of participants are to be used. The research will utilize a qualitative stance as it allows for data to be collected in its natural form. According to Yin 2003 in a case study the researcher can be directly involved as the case in this study

resulting in gathering more data. Gering (2000) also propounds that with a case study, data can be collected in numerous forms and the data is considered to be reliable. In the study the researcher used a descriptive survey in a form of a case study at Ardbennie Primary School in Harare. A descriptive study is concerned with determining the frequency with which something occurs or the relationship between variables according to Cooper and Schindler (2003).

3.3. POPULATION

Waloiman (2009) suggests that a population is a collective term used to describe the total quantity of cases of the type which are the subject of the study. Gay, Mills and Airsian (2012) also add on that population is the number of people that the researcher would ideally like to generalize results to be referred to a target population. This implies that population is a group of entities that are of great importance to the researcher. According to Pilot and Hudgler (2014) population is an aggregate or totality of all objects, subjects or members that conform to a set of specifications. The population for the study was eight ECD teachers at Ardbennie Primary.

3.4. SAMPLE AND SAMPLING PROCEDURE

A sample is a subset of a population to allow the researcher to conduct study on a population Barreiro et al 2001. Sample is the selected elements or objects chosen for participation and in a study people are referred to as subjects or participants. According to Ogula (2005) a sample is a subgroup from a population to participate in the study or a number of individuals for a study in such a way that the individual selected represent to the study the large group which they are selected. Haralambos and Holborn (2013) say a sample is a part of a large population and is a method of selecting from the entire big number of units. Thus a sample is a set of

selected individuals under study who represent a larger group of people and this is done through a defined procedure. Simple random sampling was used for selecting eight ECD teachers as it is non-bias and the researcher can have participants with diverse characteristics. The researcher will make use of yes no cards of which the teachers was asked to pick up cards and out of the whole lot, teachers who pick the yes card was selected for the study. The advantage of using random sampling is that it provides results quickly according to Monette (2011). In addition Creswell (2008) posits that random sampling is the most important kind of non- probability sampling that identifies the primary participants. To this end the researcher will strongly use the simple random sampling procedure in the study.

3.5 INSTRUMENTATION

3.5.1 PARTICIPANT OBSERVATION

Sushi (2000) defines observation as the collection of data through seeing things as they occur in their natural setting. Observation is the foundation of education in the early years according to Hurst (1997). He adds on that it is a way in which material can be gathered from which to make informed, professional judgments about children's progress and about how to help them best. In the study observation was done watching ECD learners as they engage in a variety of learning activities in a natural setting with the facilitator using indigenous language. The researcher chose to use the participant observation method as a research instrument as the researcher was in direct contact with the participants in this case the facilitator as they interact with ECD learners and information gathered was first hand and not biased or distorted as behaviors and events were recorded as they occur. Observation as a method of collecting data is based on watching relevant facts actions as well as attitudes of participants.

Observation method is regarded as the simplest and cheapest technique as compared to other data collecting instruments. It is flexible since the researcher can change the approach as needed and the participants are unaware that they are being observed. Planned observations give more detailed information about a subject. In observation, the actual behaviors are observed as it occurs naturally. It is important to note that observation should be unobtrusive as possible. According to Sellitz et al (1959) in Marshall and Rosman (2011) another advantage of being an observer is that of being an outsider and can see the phenomenon about a situation in which those people involved in it may take for granted. The use of observation as a data-collecting medium enables the teacher to view and analyse own lessons.

According to Magwa and Magwa (2015) research promotes accurate observation and description. It also aids a researcher to use deductive reasoning and trying to determine whether general principles apply in a given situation. Again, according to McGuire (1997), through the use of observation method a research can be able to collect non-verbal behaviors and supplementary extracts of conservation that would otherwise be impossible. Teachers sometimes make decisions that can either be successful or fail, so research methodologies give teachers the tools to analyse and make informed decisions. Hence it can be concluded that the use of observation method was relevant in this study.

However observation method is one of the most demanding as it requires the researcher to become a participant in the context being observed in order to assure accuracy and the production of natural phenomenon (Sapford, 2007). Another disadvantage is that the method can sometimes provide less data and fewer options. There are more tasks to be done by the researcher that is recording and observing simultaneously. The method is time consuming since it requires the researcher to observe enough for accurate recording.

3.5.2 FOCUS GROUP INTERVIEWS

This technique is used to collect qualitative data by setting up a situation that allows a respondent the time and scope to talk about their opinions on a particular subject (Cohen and Crabtree, 2005). It is a tool for research where a group of people are selected and asked about their opinion or perceptions about a particular topic. These interviews can be as small as four participants and sometimes as large as ten. The researcher will use eight participants who will be chosen randomly from the department at the school. The researcher will create a list of questions that are thrown to the focus group and the participants discuss. Instead of asking the whole bunch of questions the researcher will let the natural conversation emerge based on the questions and only redirect the conversation back to the topic at hand. A participant focus is stretched thin between fitting in and sharing one's thoughts about the topic at hand that makes him or her not focus on being observed.

The researcher will interact here and there asking thoughts, opinions and clarification. Patton (2002) suggests that as a result the researcher gets authentic and a natural response from all of your participants, which means awesome observational data to analyse and interpretation, is obtained. During the focus group interview, the researcher can record down who is actively engaging in the conversation, who is shying away from participating, facial expressions, who is getting flustered, body language, the use of language and physical response people have to language.

According to Lueng (2001) focus group interviews provide context where participants can ask for more clarification, elaborate on ideas, explain perspectives in their own words, the interviewer can use questioning to lead or manipulate interviewee responses. In support, Richman et al (2009) says that, due to the interpersonal nature of the interview context, participants may be more likely to respond in ways they deem socially desirable. This implies that there is freedom of expression and openness on the part of the respondent thus, the researcher will

get high quality data in a socially context. The focus group will offer an opportunity for immediate feedback or clarification on one's viewpoint with the contributions of other group members. The focus group interview will also help in giving speedy supply of results and it was easy to conduct.

On the part of the interviewer, the risk of bias is high due to fatigue and to become too involved with the interviewees (Earl, 2003). Silverman (2006) says that some participants dominate the discussion while others fade into the background. In addition during the session some participants may end up conforming to the responses of other participants, even though they may not be agreeing. The researcher will also find it difficult to assembly a group of teachers together on time for the session.

3.5.3 TRUSTWORTHINESS

The researcher is using the qualitative approach, trustworthiness of the research need is to be used to ascertain the quality of data gathered. Silverman (2001) have demonstrated how qualitative researchers can incorporate measures that deal with these issues, and investigators such as Pitts (1994) have attempted to respond directly to the issues of validity and reliability in their own qualitative studies. Many naturalistic investigators have, however, preferred to use different terminology to distance themselves from the positivist paradigm. One such author is Guba (1981), who proposes four criteria that he believes should be considerably qualitative researchers in pursuit of a trustworthy study. By addressing similar issues, Guba's constructs correspond to the criteria employed by the positivist investigator. Guba and Lincon (1985) created a set of criteria for trustworthiness of a qualitative research. These are credibility, transferability, dependability and confirmability.

Credibility depends on the richness of the data and analysis and can be enhanced by triangulation (Patton, 2002), rather than relying on sample size aiming at

representing a population. Therefore is the establishment of results that are believable. It is an example of quality not quantity, this can be judged by data triangulation. It is therefore the participants who can judge the credibility of the results and the researcher is supposed to communicate the results to the participants. This will help the researcher to make an informed decision and make good judgment on the on the data collected. This will ensure the adoption of research methods. Yin (1994) recognises the importance of incorporating “correct operational measures for the concepts being studied.” Using more than one participant will ensure credibility.

Lincon and Guba (1985) **dependability** aims to replace reliability, which requires that when replicating experiments, the same results should be achieved. As this would not be expected to happen in a qualitative setting, alternative criteria are general understandability, flow of arguments, and logic. Both the process and the product of the research need to be consistent. However, as Fidel (1993) and Marshall and Rossman (1999) note, the changing nature of the phenomena scrutinised by qualitative researchers renders such provisions problematic in their work. Florio-Ruane (1991) highlights how the investigator’s observations are tied to the situation of the study, arguing that the “published descriptions are static and frozen in the ‘ethnographic present’”. Lincoln and Guba (1985) stress the close ties between credibility and dependability, arguing that, in practice, a demonstration of the former goes some distance in ensuring the latter. This may be achieved through the use of “overlapping methods”, such as the focus group and individual interview. These are the methods the researcher has used as instruments.

Shenton (2004) stated that since the findings of a qualitative project are specific to a small number of particular environments and individuals, it is impossible to demonstrate that the findings and conclusions are applicable to other situations and populations. Erlandson et al.(1993) noted that many naturalistic inquirers believe that, in practice, even conventional generalisability is never possible as all

observations are defined by the specific contexts in which they occur. Transferability corresponds to external validity, i.e. generalizing a study's results. **Transferability** can be achieved by thorough description of the research context and underlying assumptions (Trochim, 2006). Upon providing that information, the results from the research may be transferred from the unique research condition to a similar situation. Therefore it is of great importance to ensure that transferability of findings is enough and that the phenomenon under inquiry was proved so that the readers will have a good understanding of the findings

Lincoln & Guba (1985) postulated that instead of general objectivity in quantitative research, the researcher's neutrality of research interpretations is required. This can be achieved by means of a **confirmability** audit that includes an audit trail of raw data, analysis notes, reconstruction, and synthesis products, process notes, personal notes, as well as preliminary developmental information. Qualitative samples are usually small and should be selected purposefully in order to select information-rich cases for in-depth study (Patton, 2002). Creswell (1998) and Morse (1994) concurred with each other as they stated that there may be as few as five or six participants. The researcher also applied the same criteria in selecting participants. The fewer the number enables the researcher to gather information effectively and with a smaller group every member gets adequate time to participate.

3.5.4 ETHICAL CONSIDERATIONS

According to Research Ethics (2008) there are three main objectives in research ethics with the broadest objective being to protect human participants. Secondly to ensure that research is conducted in a way that serves the interest of individuals, groups and/or society as a whole. The third is to examine specific research activities and projects for their ethical soundness looking at issues such as the management of risk, protection of confidentiality and the process of informed

consent. Again Research Ethics (2008) posits that researchers have a responsibility to ensure that the physical, intellectual, emotional, social and spiritual domains of participants are not affected by the research.

There are a number of basic principles of research ethics that a researcher should always be on the lookout for before, during and after conducting a research. It is important to bear in mind that, research should be based on the freely given **informed consent** of those under study. (Mungenda 2003) This means that the researcher is obliged to explain fully the aims of the research, why it is being done, who is conducting it, benefits of the research and how the results are to be disseminated, according to NHMRC (1999).

The researcher will explain how far the participants was offered **anonymity** and confidence and that they can freely deny the use of data gathering devices like video cameras, tape recorders, or cameras. The issue **of safety** is also vital as the researcher should try by all means to minimise harm and risks to all participants and avoid discrimination against learners on basis of sex, race or ethnicity (Shamoo and Resnik 2015). Hence the researcher will not engage participants into situations that can be harmful to their wellbeing.

Secondly, as ethics promote other values as human rights, compliance with the law public health and safety, the issue of **confidentiality** is vital to a researcher. If the researcher uses interviews, care must be taken on the types of questions asked and the way responses are used. For example, the researcher should not ask questions that dig deeper into the participant's private affairs.

The researcher should not pressurise people into participating and they should be aware of their rights to refuse participation including withdrawal from the research. According to NHMRC (1998), if using observations avoid observing or creating situations that may infringe on participants privacy. It is advisable for a researcher to hide identities to **protect participants** and the information collected should not be used against anyone but for the betterment of the research (David and Resnik 2011). The researcher will use letters and numbers to identify participants and not

by names and focus on groups rather than individual data. It is also significant to note that some people would not normally expect to be under observation, so the research was mainly conducted in non-public areas for example indoor that is in the classroom. Hence the researcher will not disclose gathered information unless it is in the best interest of the participants.

Moreover, it is important to adhere to ethical norms in research as ethics promote the aims of research such as knowledge, truth and avoidance of error. Research ethics also strive for honesty in reporting data, the results, methods used, and the procedures taken. Hence, it is important to avoid fabricating, falsifying or misrepresenting research data which can result in inhibiting the promotion of truth and good chances in minimizing errors. According to Shamo and Resnik (2015), avoid bias in experimental design, data analysis, data interpretation, peer review and personal decisions. In this regard the researcher will take care to avoid making unnecessary mistakes in data collection and recordings of the research.

3.5.5 TRIANGULATION

Through the different instruments and increases the chance to control or to assess some of the threats or multiple courses influencing results. They go on to say triangulation is an attempt to map out or explain fully the richness and complexity of human behaviour by studying it from more than one standpoint. According to Olsen (2003) triangulation is defined as the mixing of data or methods so that diverse viewpoints or standpoints cast light upon a topic. Olsen (2003) goes on to say that data triangulation helps in validating the claims that might arise from an initial pilot study. Thus the mixing of methodologies is a more profound form of triangulation as posited by Olsen (2003). Carvalho and White (1997) say that the reasons for undertaking triangulation are to enrich, refute, confirm and explain findings derived from another set of options. The advantages of using triangulation are to minimize bias that is measurement bias, sampling bias, and procedural bias according to Kennedy (2009).

In the study the researcher is going to use triangulation. Observations and focus group interviews and will be utilized to collect data. According to Cohen and Manion (2000) triangulation facilitates the validation of data through cross verification from more than two sources it tests the consistency of findings obtained

3.6 DATA COLLECTION PROCEDURE

Data collection methods in educational research are used to gather information that is then analyzed and interpreted. Israel (2013) defines data collection as an important step in conducting research and can influence results significantly. Chiromo (2013) asserts that data collection is the process of gathering and measuring information on variables of interest that enables one to answer stated research questions, test hypothesis and evaluate outcomes. On days set by the participants, the researcher will talk teachers at the school. The researcher will also carry out interviews with the selected ECD teachers.

Before embarking on data collection the researcher will get a testimonial letter from Midlands State University. In order to collect data, the researcher sought permission from the University Department of Education. The researcher will make an application to the Permanent Secretary of Ministry of Primary and Secondary Education seeking for permission to carry out the research. The school administration will also be informed to carry out interviews with ECD teachers.

3.7. DATA ANALYSIS

Data presentation and analysis go hand in hand and it was difficult to provide a complete differentiation between the two. Ormrod and Leedy (2010) suggested that data are presented in terms of the problem. The data collected was descriptive, so themes will used to make presentation easier to read. Kitchin and Tate (2000) commented, data analysis helps in the interpretation of data and take decision or

answer the question. It also helps to understand large amounts of raw data. The researcher collected data which is considered to be raw data and must be processed to put for any application and sort it. Processed data helps obtaining information from it as raw data is non-comprehensive in nature. Gay (1992) claims that presenting the data includes the pictorial representation of the data by using graphs, charts, maps and other methods. These methods help in adding the visual aspect to data which makes it much more comfortable and quicker to understand. In this study the researcher will present data using detailed descriptions and explanations of the evidence on the effectiveness of the use of indigenous language as a medium of instruction for ECD learners. The researcher will use the thematic data analysis procedure.

3.7.1 THEMATIC ANALYSIS

Data collected from focus discussion groups and interviews were analysed using Thematic Data Analysis (**TDA**).

Thematic Data Analysis is a comprehensive process where researchers are able to identify cross-references between data and the researcher`s evolving theories (Hayes 1997). According to Niece (2011), it provides flexibility for approaching research patterns in two ways and these are inductive and deductive. It is a type of qualitative analysis and is used to analyse classifications and present themes or patterns related to data. It illustrates the data in great detail and deals with diverse subjects via interpretations. Boyatzis (1998) as cited in Alhojailan (2012). It focuses on identifying and describing both unconditional and very clear, specific ideas according to Namey, Guest, Thairu, and Johnson (2008). Braun & Clarke (2006) also add on to say thematic analysis provides rich, detailed and complex data, which is compatible.

The thematic analysis allows the researcher to determine precisely the relationship between concepts and compare them with the replicated data. By using the

thematic analysis, there is a possibility to link the various concepts and opinions of the learners and compare those with the data that has been gathered in different situations and different times during the projects. All possibilities for interpretations are possible.

According to Alhojailan (2012) thematic analysis is considered the most appropriate for any study that seeks to discover using interpretations. It provides a systematic element to data analysis. It allows the researcher to associate analysis of the frequency of a theme with one of the whole content. As qualitative research requires understanding and collecting diverse aspects and media, the thematic analysis gives an opportunity to understand the potential of issues more widely, according to Martis and Yardley (2004) in Alhojailan (2012). It is appropriate for analysing the data when research's aim is to extract information to determine the relationship between variables and to compare different sets of evidence that pertain to different situations in the same study. This means that it can be adapted to any research that relies upon participants' clarifications.

The disadvantages of thematic analysis become more apparent when considered in relation to other qualitative research methods. The lack of substantial literature on thematic analysis may cause novice researchers to feel unsure of how to conduct rigorous thematic analysis. A simple thematic analysis is disadvantaged when compared to other methods, as it does not allow the researcher to make claims about language use according to Braun & Clarke (2006). While thematic analysis is flexible, this flexibility can lead to inconsistency and a lack of coherence when developing themes derived from the research data (Holloway & Todres, 2003). Consistency and cohesion can be promoted by applying and making explicit an epistemological position that can coherently underpin the study's empirical claims (Holloway & Todres, 2003).

3.8 SUMMARY.

The study was conducted to ascertain the effectiveness of using indigenous language as a medium of instruction in ECD learners.. The hypothesis of the research was that learners would learn more effectively if indigenous language is used as a medium of instruction to ECD learners. The chapter showed how the research will be conducted. The chapter started with an introduction based on the methodology. This was followed by the research design, population, sample and sampling procedures, data gathering instruments, trustworthiness, ethical considerations, data collection procedure, and data analysis plan. The qualitative research was used for the purpose of this study. The merits and the demerits of the data gathering instruments were also highlighted. The researcher highlighted the use of themes as a method of analysing data.

CHAPTER FOUR

FINDINGS, ANALYSIS AND DISCUSSION

4.0 INTRODUCTION

This chapter focuses on the data collection highlighting the data presentation, analysis and interpretation and how it has been summarised. Being guided by the research objectives, the chapter presented views from respondents on the facilitators' perceptions on the use of indigenous languages in teaching EDC learners. The chapter also gives answers to the research questions. The researcher used observations and focus group interviews and the results thematically presented. Within each theme, subthemes were explored and analysed.

The research findings were put into themes in line with the research questions which are:

1. What are the facilitators' attitudes, beliefs and benefits towards the use of indigenous language?
2. What impact do indigenous languages have on the learning of ECE learners?

The following abbreviations were used in this analysis:

Table 4.1 DEMOGRAPHIC DATA OF ECD FACILITATORS

CODE	EXPLANATION	AGE	TEACHING EXPERIENCE
ECD B F1F	ECD B FACILITATOR 1 FEMALE	35YRS	10 YRS
ECD B F2M	ECD B FACILITATOR 2 MALE	37YRS	12 YRS
ECD B F3M	ECD B FACILITATOR 3 MALE	38YRS	13 YRS
ECD B F4F	ECD B FACILITATOR 4 FEMALE	52YRS	25 YRS
ECD B F5F	ECD A FACILITATOR 5FEMALE	37YRS	12 YRS
ECD A F6F	ECD A FACILITATOR 6FEMALE	45YRS	12 YRS
ECD A F7F	ECD A FACILITATOR 7 FEMALE	49YRS	25 YRS
GRADE1 F8F	GRADE1 FACILITATOR 8 FEMALE	49YRS	23 YRS

Figure 4.1

4.2. FINDINGS AND ANALYSIS

4.2.1. Findings from the research question 1: What are the facilitators' attitudes, beliefs and benefits towards the use of indigenous language as a medium of instruction?

The main theme was attitudes. The group had eight facilitators and five ECD facilitators who were of the same notion and agreed that the use of indigenous language promotes both social and language skills. Out of the eight ECD facilitators five strongly agreed that if a child is denied the right to use their indigenous language they may lack the basic language skills whereas three had mixed feelings. ECD F6's argument was laid on the basis that language was not learned through teaching but is developed from home where the learners are first socialised although there were other ways that a child can develop language. She posed a question to the floor and this is what they had to say: *If indigenous language enhances language development, how come a child who has been socialised in the second language is able speak and interact meaningfully.* ECD F6 went on to give an example of own real-life experiences and made these sentiments

To an extent, yes using indigenous language can be regarded as pivotal in enhancing language but when I was young back then, I didn't attend any as we used to call them but still I managed to successfully develop most of the language skills and here I am.

ECD Facilitators highlighted that indigenous language was important in a number of ways. ECD F1 stated that *using indigenous language helps children to overcome stress, as learners are free to air out their views without having a feeling of saying wrong grammer.*

ECD F2 said that *indigenous language helps children to develop holistically as the whole child is developed without separating school and home environment.*

ECD F3 stated that *one's first language aids confidence of growing children especially with their peers and also around their facilitators as they want to show the element of understanding what they have learnt*

. ECD F4 was of the view that *when children use indigenous language they make friends through socialisation. When children play, they interact, talk and listen to each other and imitate certain characters.*

From the observations made by ECD facilitators, highlighted that indigenous language was pivotal as it develops language skills because children will express their thoughts through actions and verbally. ECD F4 went on to say that:

Indigenous language allows children to use their creativity while developing their imagination, dexterity and physical, cognitive and emotional strength. It is important to healthy brain development and it Aids through the use of indigenous language that children at a very early age engage and interact in the world around them. In addition, indigenous languages build comprehension by allowing children to act out familiar stories. Acting out or retelling a story helps children make that story their own and can truly understand it.

Below are some indigenous games that learners enjoy doing at school. This was suggested by F3M and illustrated in figure 4.2.



Figure 4.2 Games familiar to learners in indigenous language.

4.2.1.1. Discussion on the findings from research question 1: What are the facilitators' attitudes, beliefs and benefits towards the use of indigenous language as a medium of instruction?

From the above findings the researcher noted that five facilitators were of the notion that IL is the most effective way to develop a learner. The facilitators had a strong positive attitude toward using IL at ECE level. There were three who had mixed feelings on the use of IL due to the influence of the school Head and that of the parents who thought that English was the best to use as a medium of instruction. From the educational training they went through and professional experience they have they were in agreement with the current Zimbabwean Language Policy which also advocates for the use of ones IL from the ECD level.

Adekola (2008) also found that majority of the teachers had a positive perception towards literacy through mother tongue in Nigerian School. The Herald News Paper of February 15 2017 had an article on the use of mother tongue by Gore T University of Zimbabwe lecturer in the department of Education Peter Kwaira

supported the policy stating that use of learners' home language in the classroom promotes smooth transition between home and school. He also went on to say that socially and educationally the child learns faster through it than in an unfamiliar language.

Dutcher (2005) also reported that pupils who are taught using IL are five times less likely to repeat classes and more than three times less likely to drop out. Fafunwa (1978) in Onikoyi (2011) confirmed this by postulating that teaching children in their native language helps to rapidly uncover the child's innate talents and abilities, discourages drop outs and boost self-esteem.

From the findings above the use of IL has various researchers the likes of Kwaira, Fafunwa and Adekola who support the use of IL as a medium of instruction for ECE learners. They facilitators and Kwaira also agree with the Language Policy in Zimbabwe. The positivity of facilitators reveals that majority of learners at Ardbennie Primary School enjoy attending to school as their esteem needs are catered for. The learners also enjoy interacting with each other as they can express themselves proficiently.

However the dreams of some ECE learners are shattered by their parents who as major stakeholders at the school feel their children need to be given instructions in English. Mwanza-Kabaghe & Mbewe (2015) acknowledges that parents view English as a language of power which is associated with success as opposed to using Chinyanja which is viewed in low esteem. Facilitators with mixed feeling also said that the parents associate English with success and intelligence. In Zimbabwe the mushrooming of private ECE centres and private schools has also promoted the use of English as a medium of instruction which then makes other learners shun their indigenous language as they interact with others in the communities they live. The school administrators and stakeholders also feel that to market the school as a learner is enrolled in ECD parents are told that the school has an English speaking environment. Ndamba (2008) postulated that socio-economic demands and expectations for employment influence the use of English.

The updated curriculum which brought the use of computers is also blamed for the mixed feelings on the use of IL as a medium of instruction as no learner can be taught Information and Technology in their indigenous language. Globalization also affects use of IL in schools. In this research, the study leaned on indigenous language and the components of language which emerged from the research were role play, drama, mime, games, songs, rhymes and poems, and puppetry.

4.2.2. Findings from the research question 2: What impact do indigenous language have on learning of ECE learners?

The main theme of the research question is impact. F5 was of the sentiment that *using IL as a medium for instruction had a positive impact on the child's learning.*

F6F was so much positive and her experience in teaching ECD to grade two made her a strong supporter of indigenous language policy. She emphasized that *most learners who instructed in IL from ECD A to grade 2 would perform better than those who used L2.*

F7 had the same opinion and said that *most IL learners would learn L2 faster than those who take L2 as their first language. She went on to say IL speakers would understand while L2 speakers would be lagging behind in both the 2 languages' vocabulary.*

F8F stated that

When teaching mathematics addition we emphasize to add as 'kusanganisa' so it gives the indigenous language learner more advantage of understanding than the L2 speaker."

F2M was of the sentiments that *language used by facilitators in different learning-areas does not affect their language development. This is so because learners spent more time with their peers than with their teacher.*

F1F stated that

Being ECD trained they were aware of certain development stages in learners. They supported the language policy in Zimbabwe stating that the indigenous language of learners help in building confidence of learners there-by bring out more interest in school work.

F5F emphasized that *indigenous language instruction enables learners to comprehend fully than those instructed in their L2 poses negative consequences on learner as the learner will not have difficulties in understanding what the facilitator is saying.*

F3M also highlighted that

Since primary level has nine years only the first four years when a learner is being instructed in IL and at times as the facilitator notes L2 improvement they will code switch to L2 in the same lesson. Code-switching will make it easier for the learner at grade 3 and upwards to understand L2 and develop more vocabulary since language is the most powerful means of communication it enables development in learners.

Therefore the researcher concluded that there is a positive impact in using IL as medium of instruction as the child's learning. The researcher also discovered from the discussion that in most cases learners believe in their teacher more than their parent. So the facilitators took advantage of this fact to ensure that learners enjoy learning using their IL than L2.

F5F stated that since learners learn through discovery most of them discover certain L2 words and they become keen to find more words and are able to use them correctly in sentences as they would have mastered them in their IL.

The researcher also found out that by the end of the first two years parents' perceptive is also transformed. The Head of the school will never notice instruction is in IL as they are not always doing lesson supervision. So this gives the

facilitators the upper hand to do most of the instruction in IL. As a result the impact of IL is very positive.

4.2.2.1 Discussion from the research question 2: What impact do indigenous language have on learning of ECE learners?

Using IL as a medium of instruction promotes learners' identity and culture. This was supported by the facilitators at Ardbennie Primary School from the findings the researcher got. Alidou & Brock-ute (2006) stated that the use of indigenous language for instruction promotes culture and identity of the people. It facilitates the integration of African culture into the school curriculum thus creating a culturally sensitive curriculum and develops a positive perception of culture. Therefore there is a positive impact on the use of IL to ECE learners. The facilitators' stated that for the learners to understand L2 the use of IL as a medium of instruction has a great influence as it promotes easy acquisition of L2. Facilitators' view of positive impact is in consonance with Mbah (2012) who posited that one of the major roles of indigenous language in national development is in the easing of learning difficulties of the child. This is why Ball (2012) stated that one way to achieve equity in educational opportunities and education for all, as well as to counter linguistic and cultural loss is to deliver early childhood education and primary education through mother-tongue.

Clarke (2009), their level of competence in the second language will be related to the level of competence they have achieved in their first language. Children with a sound knowledge of their first language will be able to transfer skills from one language to another. Chaudron (1998) asserts that where the L2 is used as a medium of instruction learners encounter problems because their task is threshold. Making sense of the instructional tasks presented in the second language, attaining linguistic competence required for effective learning to take place and facing with

the problem of mastering the content itself. The report of UNESCO Committee (1953) shows that students learn quickly through their first language than an unfamiliar linguistic medium. As a result, it states that the best medium for teaching a child is the indigenous language through which children understand better and express themselves freely (Tsitsi Ndamba, 2008).

Ndamba (2008) went on to state that children who continue to learn through their indigenous language are more likely to reach a higher level of proficiency in the second language. The indigenous language acts a scaffold not a barrier to the second language. This is because many skills learned in the indigenous language transfer to the second language. Learning to read in the home language makes the child a better reader in the second language

The knowledge of the indigenous language proves to be a valuable help for the learning of the second language. In this connection W, M. Ryburn says the indigenous language can be of the greatest assistance in the learning of the second language. Some points in this regard were that in indigenous language the child learns how to sit, hold a pen and also prepare the habits of speaking and writing. She went on to say many sounds of English are similar to the went on to say sounds of the indigenous language, for example b, k , p, n, m just to mention a few. She also posited that indigenous language teaches the child how to read silently and loudly. It also transfers habits to the second language and there are some words of English which are not understood by the students even if the teacher uses all the devices of teaching. In such cases, the use of indigenous language works wonders.

Rubin & Bamgbose (1976) and Jernuadd (1971) were in agreement with the current findings, educators encourage the use of indigenous language as a medium of instruction for pedagogical and psychological advantages. Accordingly, children are advised to start their primary education through a language that they first and usually speak best. They argued that effective language use determines the quality of education because successful communication between students and

teacher avoids confusion and misunderstanding of concepts and meanings. Ball (2010) and Adegbija (1994) in their review of research reports on language and literacy concluded that becoming literate and fluent in one's first language is important for overall language and cognitive development as well as academic achievement. Ball (2010) further stated that children gain a better self-concept and have a strong sense of their own identity. Such children usually achieve better in school and life than children who are forced to learn in an unknown, strange language.

Gudyanga, Wadesango & Dzirikure (2015) from their research findings stated that learners also tended to participate in class more when communicated to in Shona than when only English was used. Teachers also noted that since English was not the learner's first language, learners needed to practice more, both at home and school before they could speak and understand it well. Neuman and Dickinson (2011) are in agreement with Gudyanga et al (2015). They cited that use of indigenous language is effective because learners understand more when they are taught in the language they know. Home language usage is argued to promote language and literacy abilities in that language. Thus one would expect that Shona, as an indigenous language in the area of focus for this study, be used in teaching because it is undoubtedly the language through which the child will understand his or her environment and concepts for better (Mutasa 2004)

The Curriculum Framework for Primary and Secondary Education of Zimbabwe 2015 to 2022 booklet which brought about the implementation of the updated curriculum is also blamed for the mixed feelings on the use of IL as a medium of instruction as no learner can be taught Information and Technology in their indigenous language. Globalization also affects use of IL in schools. In this research, the study leaned on indigenous language and the components of language which emerged from the research were role play, drama, mime, games, songs, rhymes and poems, and puppetry. From the research study, most participants were able to name a number of indigenous language activities. All ECD facilitators exhausted on a number of activities that showed that stressing activities

using indigenous language enables learners to benefit more and the activities are easily understood by learners. The most familiar to teachers were drama, games, and songs.

4.3 SUMMARY

The purpose of this study was to establish the facilitators' perceptions on the use of indigenous language as a medium of instruction at ECD level at Ardbennie Primary School in Harare Province. The study was based on two research questions which were: what are the facilitators' attitudes, beliefs and benefits towards the use of indigenous language as a medium of instruction and what impact do indigenous languages have on learning of ECE learners. Focus group interview and observation checklist were used to collect data. The research findings were put into themes in line with the research questions and themes. Data was then analysed using the Thematic Data Analysis. The next chapter will present a summary, conclusion, and recommendations drawn from the study.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 INTRODUCTION

The purpose of this chapter is to summarise the whole research study and major findings of the research that were dealt with in the last chapter. Conclusions were drawn and rounded up by making some recommendations based on the research findings.

5.1 SUMMARY

This study was on the teachers' perception on the use of indigenous language as a medium of instruction for Early Childhood Education Level in Harare Province. The study was structured into five chapters. Chapter one provided a synopsis of the whole study, which sought to discover the perceptions of teachers in using IL. The key elements of this chapter included the introduction, background to the study, statement of the problem, research objectives, major research question and sub research questions, significance of the study, limitations, and delimitations, assumptions, organization of the study as well as the definition of key terms and summary.

Chapter two was the Literature Review and this dispensed the literature related to the study to enhance understanding of the concept as well as the theoretical framework of the study. The chapter went on to explore the theoretical framework of the study strongly led by views by other researchers on use of a learner's first language and its impact on the learner's education. Various resources were used which included journals, articles, books, dissertations and other internet sources in an attempt to come up with diverse views. Empirical evidence was discussed, drawing views from authorities who have contributed the body of knowledge on the teachers' perceptions and impact of using IL as a medium of instruction in the education arena.

The third chapter described the research methodology and approach used in the study to collect data. This chapter defined the introduction, population, sample and sampling procedures. The populace comprised of eight ECD facilitators who were randomly selected. Trustworthiness, triangulation and ethical considerations were also observed. Data collecting instruments used were focus group interview and observation checklists. Data collection procedure, data presentation and analysis were also presented. In this study, the researcher used a qualitative research approach. Since the approach mainly concentrated on how people or how groups of people can have different ways of looking at reality. A descriptive survey in the form of a case study was also used as it provided information about individuals and allowed the researcher to collect suitable data since a small number of contributors was used. The main features were then presented in a summary

Chapter four unfilled the research findings on the teachers' perception on the use of IL as a medium of instruction to ECD learners. This chapter vividly gave an overview of the perceptions of teachers on the use of IL at ECD level. The research findings were put into themes in line with the research questions and the themes included: attitudes and impact. Data was analysed using Thematic Data Analysis. Discussion of findings managed to highlight that using IL at ECD level was very effective and had a positive impact on learners' proficiency. A summary of the whole chapter followed.

Chapter five gave the overview and an overall summary of the study of the outcomes later followed. Furthermore, conclusions of the outcomes and recommendations were made. It also gave general recommendations for additional research.

5.2 CONCLUSIONS

The ECD curriculum has been regarded as having an positive impact on the learner's developmental stages. A learner's first language in this case ChiShona helps them to develop their language because it incorporates many of the socially interactive and cognitive elements known to enhance language development. Thus,

language development occurs when children have access to their first interaction with the school environment using their indigenous language. A wide variety of their play time at home had activities like play activities like role play, dramatization, action songs rhymes and poems, mime, puppetry, and games. The Zimbabwean Updated Curriculum is advocating for the use of a learner's indigenous language at ECD level. The study revealed that pre-school children who engaged in IL as their medium of instruction were confident and proficient in their language, had good ear training, and positively and freely interacted with everybody around them. It was also clear that if a child is denied the opportunity to use their IL, they may lack basic language skills.

Moreover, it was indisputable that the role of the teacher was considered fundamental in developing learners' language skills and their overall performance in the earliest years. On the Language Policy of Zimbabwean Education, the researcher discovered that it is of utmost importance that the learners are given time to interact fully using their IL. It is well articulated in the study that the role of IL in early childhood education has been received with mixed feelings but most of the ECE trained professionals have accepted the notions but still some are not yet in agreement whilst others just follow what the administrators at the school want. Nevertheless the study managed to unveil the effectiveness of using IL at ECD level. According to the findings, it was concluded that the development of a learner is enhanced intensively with the use of IL as a medium of instruction at ECD level.

The researcher also discovered that most learners who are instructed in their IL perform better than those who use L2. IL users also have better chances of acquiring L2 faster than the ones using L2 as medium of instruction. The researcher concluded that the IL users will grasp concepts more effectively and have a strong vocabulary development than those using L2. Learners will transfer their knowledge of IL to other languages, adequate vocabulary is acquired. The use of a learner's IL promotes smooth transition between a learner's home and school.

5.3 RECOMMENDATIONS

5.3.1 GENERAL RECOMMENDATIONS

The government through the Ministry of Primary and Secondary Education needs to come up with clear policy guidelines regarding use of IL as a medium of instruction in ECD centres and clearly define the Language Policy especially to the administrators. The government should also put in place ECD programmes and encourage facilitators to take a major role in planning and organising play activities. This will ensure that various play materials are provided to children according to the appropriate language that is to be used to give learners instructions.

The supervision of ECD centres need to be enhanced to ensure facilitators are using the IL of learners adequately to enable the development of children's language skills. Furthermore there should be continuous supervision of ECE centres in schools and those independent to ensure Policies are being fully implemented. Teacher should also be motivated in order to enjoy facilitating to learners. More facilitators should also further their education in order to be well versed with the need for using a learner's IL at ECE level.

Parents should be offered basic education on the benefits and value of use of IL basis of educational philosophies. The Ministry should ensure that ECE facilitators and the Teacher In Charge of the infant Department are adequately equipped to ensure good service delivery. Parents as major stakeholders should be made aware of the benefits of using IL for a learner at ECE. The government should have adequate material in different IL of various areas in Zimbabwe.

Some of the school activities should enhance the importance of IL in learning. Resources should also be made available in the learner's IL. Therefore it is the

duty of the policy makers, the stakeholders from different angles and the learners at ECE to be proud of their IL and develop its use in schools. More ECE classes should be established at schools so that every child is enrolled at a formal school. The Government should ensure adequate supply of resources for facilitators to use in their different schools.

REFERENCES

- Adekola, B (2008) Perception of Junior Secondary School Teachers towards Literacy through Mother Tongue Education in Ogun State: *International Journal of Emotional Psychology and Sport Ethics Vol. 10 2008: pp. 199-207*
- Alidou, H. (2006). Optimizing learning and education in Africa – the language factor. A Stock-taking Research on Indigenous language and Bilingual Education in Sub-Saharan Africa: Association for the Development of Education in Africa(ADEA) UNESCO Institute for Education (UIE), and Deutsche Gesellschaft fur Technische Zusammenarbeit (GTZ). Paper presented in Biennial meeting held in Libreville, Garbon, March 27- 31 (2006).
- Anderson McNamee, J.N. (2010). *The Importance of Play in Early Childhood Development*. Retrieved from www.msuextension.org on 16 July 2019 Association. 10-12, December, Harare.
- Aten, O. P. (2009). An Analysis of the Strengths and Limitations of Qualitative and Quantitative Research paradigms: Masinde Mulilo University of Science and Technology Retrieved on 6 August 2019.
- Ball, J. (2012). *The importance of mother tongue*, Retrieved June, 2013 from <http://www.navhindtimes.in/panorama/importance-mother-tongue>
- Bamgbose, A 1991. *Language and the Nation: The Language Question in Sub-Saharan Africa*. Edinbrugh: Edindrugh University Press.
- Barreiro, P. L., and Albandoz, J. P. (2001). *Population and Sample*. Retrieved from polaris.gseis.ucla.edu>Defining Samples on 6 August 2019
- Boyatzis, R.E. (1998). Transforming qualitative information: thematic analysis and code development. Sage.

- Chiromo, A. (2006). *Research Methods and Statistics*, Gweru: Midlands State University.
- Clarke, V., Burns, M. and Burgoyne, C. (2006). 'Who would take whose name?' An exploratory
- Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage.
- Creswell, R. (1998). *Qualitative research*, Portland: Portland State University.
- Dutcher, N (2003). Promise and perils of mother tongue education. In: N Dutcher (Ed.): *Expanding Educational Opportunity in Linguistically Diverse Societies*. Revised edition. Washington DC: Centre for Applied Linguistics.
- Dutcher, P,N. (2005), *In their own language...education for all*. Education Notes. World Bank. Retrieved June, 2013 from <http://siteresources.worldbank.org/EDUCATION/Resources/EducationNotes/EdNotes-Lang-of-Instruction.pdf>
- Effective Public Health Practice Project (1998). *Quality Assessment Tool For Quantitative Studies*. Hamilton, O.N.: Effective Public Health Practice Project. Available from: <http://www.ehpp.ca/index.html>
- Fafaunwa, A.B. (1975). *Education in the Mother Tongue: A Nigerian Experiment*. The Six-Year (Yoruba Medium) Primary Education Project at the

University of Ile-Ife, Nigeria, West African Journal of Education. Vol 19 No.2
pp. 213-217.

Gudhlanga E.S. (2005). Promoting the use and teaching of African languages in Zimbabwe.
Zimbabwe journal of educational research, 17(1): 54-68.

Gudyanga, E., Wadesango N, and Dzirukure L.. (2015). *Parents' and Teachers' Perceptions on the Use of Language in Early Childhood Development in Norton District*. Midlands State University, Faculty of Education, Zimbabwe University of Fort Hare, East London Campus, RSA

Gwarinda, T. C. (2016). *Practice of Teaching*, Harare: College Press
Hayes, N. (1997). Theory-led thematic analysis: social identification in small companies. In Hayes, N., editor, *Doing qualitative analysis in psychology*. Psychology Press

Hofstee, E. (2006). *Constructing a good dissertation Literature Review* Retrieved from <https://www.oo.co.za> on 23 April 2019

Holloway, I. and Todres, L. 2003: The status of method: flexibility, consistency and coherence. *Qualitative Research* 3, 345/57

Kennedy, P. (2009). *How to combine multiple researches options: practical triangulation* Retrieved from <http://johnnyholland.org/2009/08/20/practical-triangulation>

Kothari, C. R. (2011). *Research Methodology: Methods and Techniques* (2nd ed) New Delhi: New Age International Publishers.

- Krathwohl, D. R. (1988). *How to prepare a research proposal: Guidelines for funding a dissertation in the social and behavioural sciences*. Syracuse NY: Syracuse University Press.
- Kuyayama-Tumbare, A., Gondo, D., Pambwai, J. and Nkomo, S. (2016). *Language Arts*, Harare: University of Zimbabwe Department of Facilitator Education.
- Leedy, P. and Ormrod, J. E. (2005). *Report on A Policy Research Facilitators Motivation in Developing Countries*. London: VSO Voluntary Services Overseas
- Leedy, P. D. and Ormrod, J. E. (2014). *Practical Research Planning and Design Tenth Edition*. Essex: Pearson Education
- Leedy, P. D., and Ormrod, J. E. (2010). *Practical Research: Planning and Design Ninth Edition*, New York: Merrill
- Lincoln, Y. S. & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage.
- Magwa, S. and Magwa, W. (2015). *A Guide to Conducting Research*. Singapore: Strategic Book Publishing
- Marshall, C. and Rossman, G. B. (2011). *Designing Qualitative Research 5th edition*. Thousand Oaks, CA: SAGE Publications.
- Mbah, B.M. (2012). Language policy, mother tongue education and the role of the Nigerian language teacher in Nigerian language education. *Journal of Education and Practice*, 3, 48-54
- Mbewe E.G (2015). *An Investigation of Teachers', Pupils' and Parents' Perceptions towards the Use of Chinyanja as a medium of Instruction: A case of Selected Lower Primary Schools in Lusaka District*. M.A. Dissertation. Unpublished: University of Zambia.

McMillan, J. H. and Schumacher S. (2010). *Research in Education Seventh Edition*. New Jersey: Pearson Education

Ministry of Primary and Secondary Education (2015). *Curriculum Framework for Primary and Secondary Education; Harare Zimbabwe*.

Morse, J. M. (1994). Designing funded qualitative research. In N. K. Denzin & Y. S. Lincoln, *Handbook of qualitative research* (pp. 220-235). Thousand Oaks, CA: Sage.

Mungenda, M. (2003) *Research Methods-Qualitative and Quantitative*. London: Acts Press.

Mutambasere, R., Ngongoni, N. and Chakomoka, E. (2013). *Professional Studies Syllabus A ECD*. Harare: Seke Teachers' College

Mutasa D,E (2004). *The Language Policy of S,A. : What do people say?* Pretoria: Unisa

Mwamwenda, T. S. (2009). *Educational Psychology: An African Perspective 3rd edition* Durban: Heinemann.

Mwamwenda, T. S. (2010). *Psychology: An African Perspective*. Durban: Butterworth Publishers

Namey, E., Guest, G., Thairu, L and Johnson, L. (2008). *Data Reduction Techniques for Large Qualitative Data Sets*. In *Handbook for team-based qualitative research*. Rowman Altamira.

Ndamba, G.T. (2008) Mother Tongue Usage in Learning: An Examination of Language Preferences in Zimbabwe, *Journal of Pan African Studies*, Vol2. No.4. 171-188

NHMRC (1999). *National Statement on Ethical Conduct in Research Involving Humans*, NHMRC: Canberra

Onikoyi, O. (2011) *Re-enlivening the mother tongue debate*. Retrieved June, 2013 from <http://nigeriavillagesquare.com/articles/ola-onikoyi-jr/re-enlivening-the-mother-tongue-debate.html>

Patton, M. Q. (2002). *Qualitative evaluation and Research Methods* 3rd ed. Newbury Park: Sage.

Payne, G. & Payne, J. (2004). *Key Concepts in Social Research*. SAGE Key Concepts.

Research Ethics (2008). *A Handbook on Principles and Procedures*: University Research Degrees Committee

Roy-Campbell, Z. M. (1996). *A Neglected Pillar of African Education: The Language of Schooling*. Paper presented at the First Annual Conference of the Zimbabwe Language

Shank, G. (2002). *Qualitative Research. A Personal Skill Approach*. New Jersey: Merrill Prentice Hall.

Silverman D. (2010). *Qualitative Research*. London: Sage

Simon, M. K. (2011). *Dissertation and Scholarly Research: Recipes for Success* (2011 Ed.). Seattle, WA, Dissertation Success, Retrieved from www.dissertationrecipes.com on 24 April 2019

Smith, M. F. (2010). *Research Methods in Sport*. London: Sage study of naming practices in same-sex relationships. Manuscript under submission.

The Herald An article by Gore T. on 15 February 2017

Trochim, W. M. (2006). *Social Research Methods*. Retrieved from Research Methods Knowledge Base: <https://www.socialresearchmethods.net/>

UNESCO (1953). *The use of vernacular languages in education*. Paris:UNESCO.

United Nations Children's Fund (2008). *Children in Focus*. New York: UNICEF

United Nations Children's Fund (2012). *Early Childhood Development*. New York: UNICEF

APPENDIX A

FOCUS GROUP PARTICIPANT INFORMATION

I am a Student at Midlands State University, carrying out an investigation into the teachers' perceptions on the use of Indigenous languages as medium of instruction for Early Childhood Education learners. The purpose of this study is to obtain current information on the common impediments that teachers face in the implementation of the new ECD primary school curriculum with particular reference towards the use of Indigenous language as a medium of instruction. You are also assured that the information you will provide will not be divulged to anyone. For this reason, you are not required to give your name or any particulars that will lead to your identity.

INSTRUCTIONS:

Please put a tick in the box next to the answer of choice or write in the space provided as the case may be.



SECTION A: Demographic data

Gender: Male Female

Age range:

21 – 25	<input type="checkbox"/>
26 – 30	<input type="checkbox"/>
30 – 35	<input type="checkbox"/>
36 – 40	<input type="checkbox"/>
41 – 45	<input type="checkbox"/>
46 and above	<input type="checkbox"/>

Professional Qualifications:

Certificate in E C E C

Certificate in Education (General)

Certificate in Education (Infant)

Diploma in Education (General)

Diploma in Education (Infant)

Bachelor of Education (General)

Bachelor of Education Degree in Early Childhood Education

Any other Educational Degree
(specify).....

Infant teaching experience:

1 – 5 years

6 – 10 years

11 – 15 years

16 – 20 years

21 and above

21 and above

SECTION B: Education instruction through the use of indigenous language as a medium of instruction.

1. Is your school implementing the new primary school curriculum at ECD level?

Yes No

2. To what extent is the new ECD curriculum relevant to the holistic development of learners?

To a lesser extent To a greater extent

3. How many indigenous languages are you proficient in?

1 2 3 More than 3

4. Does educational instruction in indigenous languages benefit ECD learners?

Yes

No

5. Do learners who are more proficient in English perform better than those who are more proficient in Indigenous languages?

Yes

NO

SECTION B

PLEASE TICK YOUR RESPONSE IN THE SPACE PROVIDED TO INDICATE YOUR VIEWS ON THE ISSUES RELATING TO USING INDIGENOUS LANGUAGES FOR TEACHING ECD CHILDREN.

	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
1. Using indigenous languages (IL) for teaching ECD children is beneficial to them					
2. Using IL for teaching ECD children promotes their holistic development					
3. Educational instruction in IL makes pupils master					

<p>concepts faster and more easily</p>					
<p>4. Using IL enables children to communicate more meaningfully in their play centres</p>					

PLEASE TICK YOUR RESPONSE IN THE SPACE PROVIDED TO INDICATE THE CHALLENGES THAT YOU ARE FACING IN USING LL TO TEACH YOUR ECD CHILDREN.

CHALLENGE	YES	NO
Translating maths concepts into IL in lessons		
Parents are resisting this idea preferring English		

SECTION C: GROUP DISCUSSION QUESTIONS

1. What is your understanding of indigenous language?

.....

.....

.....

.....

2. What does the updated curriculum say about IL?

.....

.....

.....
.....
..

3. How often do you use indigenous in class?

.....
.....
.....
.....

4. Do learners understand better if you use IL?

.....
.....
.....
.....

5. What are the parent's perceptions on the use of IL in class?

.....
.....
.....
.....

6. What is the admin's perception on the use of IL in class?

.....
.....
.....
.....

..

7. What challenges do you face in the teaching and learning of IL?

.....
.....
.....
.....

8. How effective is using IL in language development?

.....
.....
.....
.....

9. In your own view, which one is better between IL and second language and why?

.....
.....
.....
.....

APPENDIX B

OBSERVATION CHECKLIST FOR FACILITATORS

I am a Student at Midlands State University carrying out an investigation into the teachers' perceptions on the use of Indigenous languages as medium of instruction for Early Childhood Education learners. The purpose of this study is to obtain current information on the common impediments that teachers face in the implementation of the new ECD primary school curriculum with particular reference towards the use of Indigenous language as a medium of instruction. You are also assured that the information you will provide will not be divulged to anyone. For this reason, you are not required to give your name or any particulars that will lead to your identity.

Class _____


Date _____ **Time** _____

Name of Observer: Bvunzawabaya E

	YES	NO
DEVELOPMENTAL DOMAINS: Language Skills		
Is IL more effective in teaching and learning		
Do the learners respond effectively in IL		
Can they speak audibly in second language		
Can pronounce L2 words correctly		
Complete sentences in Indigenous language		
Which language do the teachers converse effectively with the learners		
Uses IL spontaneously		

APPENDIX C

Turn it in results






Digital Receipt

This receipt acknowledges that Turnitin received your paper. Below you will find the receipt information regarding your submission.

The first page of your submissions is displayed below.

Submission author:	ESINATI BVUNZAWABAYA
Assignment title:	Chapter 1 to 5
Submission title:	Esinati project
File name:	CHAPTER_1_to_5_turn_it_in.docx
File size:	90.67K
Page count:	52
Word count:	16,487
Character count:	88,701
Submission date:	26-Aug-2020 02:50PM (UTC+0200)
Submission ID:	1374330614

Esinati project

26-Aug-2020 22%    0

