

## **Challenges in Multilingual High-Density Government Secondary School Classrooms in the Midlands Province in Zimbabwe**

Precious Dube, Moreen Mugomba , and Lettiah Gumbo

### **Abstract**

Midlands is multi-linguistic and multicultural province situated at the heart of Zimbabwe, and Gweru is its major city where people from different parts of the country converge. Many languages including Shona, Ndebele, Zim English, Chewa, Zulu, and Venda are spoken. This study aimed to explore challenges in multi-lingual high density government secondary school classrooms in the Midlands province in Zimbabwe. The study used a qualitative approach involving document analysis, semi-structured interviews, and classroom observations. A purposive sampling was used, and three high density government secondary schools were selected. Nine teachers and 30 learners participated in the study. Data were analyzed by using thematic analysis. Findings have shown a number of challenges, which include lack of confidence among learners, resource constraints, and lack of trained teachers. The study suggests that school management committees should obtain adequate learning materials for learners. Governments should organize professional development courses to train teachers on how to handle multilingual classes.