LANGUAGE AS AN EDUCATIONAL ISSUE IN THE SECONDARY SCHOOLS OF OSHIKOTO REGION, NAMIBIA

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PRINCIPAL ABBREVIATIONS USED IN THE THESIS

cf.	compare
etc.	et cetera
IALs.	Indigenous African Languages
LoLT.	Languages of Learning and Teaching
par.	paragraph

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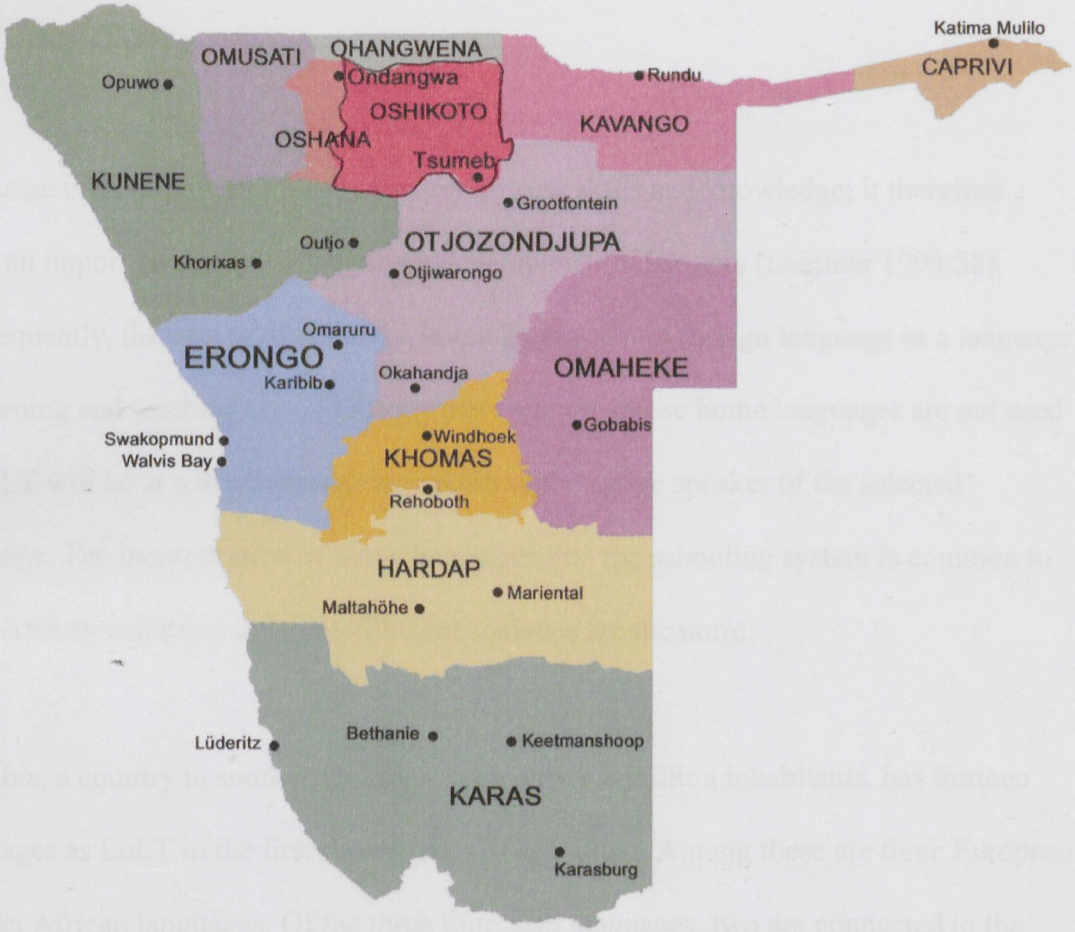
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CHAPTER 1

ORIENTATION

1.1 Introduction

Language is an important means of acquiring new skills and knowledge; it therefore plays an important role in the cognitive development of learners (Lemmer 1995:58). Consequently, the choice of either the home language or a foreign language as a language of learning and teaching (LoLT) means that children whose home languages are not used as LoLT will be at a disadvantage in relation to the native speaker of the selected language. The incorporation of many languages into the schooling system is common to most African countries since multilingual societies are the norm.

Namibia, a country in southwest Africa, with only 1,8 million inhabitants, has thirteen languages as LoLT in the first three grades of schooling. Among these are three European and ten African languages. Of the three European languages, two are connected to the colonial history of Namibia. Germans colonized Namibia from 1884 to 1914. German is still an important business language in Namibia and the language one hears most frequently used by shopkeepers in Windhoek. The South African colonization, which was supposed to be a Trusteeship, lasted from 1914 until 1990. In this period Afrikaans (a variety of Dutch) became the LoLT from grade four upwards. After independence in 1990, English became the LoLT. The majority of children in Namibia, especially in

Oshikoto region, are not native speakers of English, yet they use English as the LoLT (Brock-Utne 2000:185).

1.2 Statement of the problem

Learning in a foreign language, especially in the initial stages of schooling, is associated with a number of educational and cultural problems. The following are some of the problems that have been identified by researchers:

- Learning in a foreign language is associated with wastage, which is shown by the greater percentage of pupils who repeat classes because of failure in one or more subjects, or who drop out of school because of poor performance in a particular grade (Bokamba 1991:192 & 194).

- A child who uses a foreign language as LoLT often lags behind academically because of insufficient or no reinforcement of the learning outcomes outside school premises. This problem is exacerbated if the parents at home are not conversant with the language used at school. Niemann and De Wet (1995:11) state, "Where a particular language is hardly spoken outside the school (premises) the chances of it succeeding as a LoLT are slim".

- According to Mawasha (1987:113), adopting a foreign language as a LoLT means that the cultural heritage of the language will be developed at the expense of the indigenous languages.
- According to Kasiringua (1991:8) teachers in Namibia are not proficient in English and do not have the confidence in conducting their classes in English. Those who are educated, received their teacher's training in Afrikaans, therefore there is a problem of teachers of English who cannot teach English in a competent manner. Harlech – Jones (1990:12) supports this assertion by stating that "only 43,4% in his original sample from 1986 that would agree with the proposition that their own command of English was good".

In the light of the above-mentioned problems, this study intends to address language as an educational issue from a comparative perspective, starting with selected African countries and finally illustrating the problems and the influence of a foreign language as LoLT in selected schools of Oshikoto region, Namibia. The following questions therefore need to be answered:

- What are the perceptions on the use of home language and foreign languages as LoLT in selected African countries?
- What are the perceptions on the use of home language and foreign languages as LoLT in the Oshikoto region?

1.3 Purpose of the study

The terminal objective of this study is to investigate language as an educational issue in selected secondary schools in Oshikoto region as a comparative perspective. In order to achieve this objective, the following subsidiary objectives are set:

- To make a literature review of the perceptions on the use of home language and foreign languages, as LoLT in selected African countries, and
- To make an empirical investigation of the perceptions of teachers on the use of home languages and foreign language as LoLT in selected secondary schools in Oshikoto region.

1.4 Method of investigation

To achieve the objectives in 1.3, the following methods of investigation will be used:

1.4.1 Literature review

A comprehensive study of primary and secondary sources will be used to investigate people's perceptions about the use of home language and foreign languages as LoLT in selected African countries.

1.4.2 Empirical investigation

A questionnaire will be used to obtain data from teachers on their perceptions on the use of home language and foreign languages as LoLT in selected secondary schools in the Oshikoto region.

1.5 Delimitation of the field of study

This study is confined to the geographical area of Oshikoto. This region is situated in Northern Namibia. Educationally, it falls under the jurisdiction of the Ministry of Basic Education, Sport and Culture in the Oshikoto region. For the purposes of this study only secondary schools in this region will be randomly selected.

1.6 Outlay of the study

The dissertation is made of the following chapters:

- Chapter 2 will deal with the literature review on the perceptions on the use of home language and foreign languages as LoLT in selected African countries.

- Chapter 3 will concentrate on the empirical investigation of the perceptions of teachers on the use of home language and foreign languages as LoLT from selected secondary schools in the Oshikoto region.

- Chapter 4 supplies the main findings and recommendations of the study

CHAPTER 2

PERCEPTIONS ON THE USE OF HOME LANGUAGES AND FOREIGN LANGUAGES AS LoLT IN AFRICAN COUNTRIES

2.1 Introduction

The choice of LoLT is one of the least appreciated of all major educational problems in Africa. In this regard the perceptions on the choice between a home language and a foreign language as LoLT in education should be investigated. The language that is spoken by the majority of people in educational sectors can become the LoLT on the grounds of its extent of use, range, power of expression, etc. However, foreign languages are not necessarily LoLT in schools, mainly because their status is based on economic development and not necessarily on educational grounds. The multiplicity of languages in Africa makes it difficult for individual African countries to formulate language policies, especially in education, that would be acceptable as LoLT to all citizens in a given country.

"The difference between languages children learn in their home and a foreign language valued by society, and establish as LoLT in schools, is almost a universal problem in educational systems... often made worse because it is not always clearly recognized" (Spolsky 1986:13). The issue of what language or languages to adopt, as LoLT at successive levels of education is one of the most pedagogically difficult and potentially explosive, political issues faced by schools in a great many countries (Coombs 1985:256).

The purpose of this chapter is to focus on some of the factors that influenced the choice of a specific language as LoLT in African Countries and the consequences of utilising such languages. When it comes to the choice of LoLT in African schools, economic, politics, social, cultural factors are closely interrelated in education.

2.1.1 Economic factors

2.1.1.1 Introduction

Economy plays an important role in the determination of a LoLT and in people's views regarding the language they use (Niemann & De Wet 1995:7). The ability of the language to handle modern sciences and technology and to assist its users to get employment also plays an important role in determining whether that language will be preferred as the LoLT in education or not. Africans generally assess their mother tongue in economic terms. For example, it is believed that a foreign language will give Africans access to the world community (Cluver 1993:262). Hence African languages are held in low esteem, as they are seen as not being conducive enough to ensure upward socio-economic mobility.

2.1.1.2 The role of foreign languages in the economic sphere

Research by De Wet (2002:120) shows that many Indigenous African Languages (IALs) speakers see foreign languages as dominant languages of trade and industry and knowledge of English is, therefore, perceived to be essential for economic empowerment. De Wet (2002:120) further stresses that it is ironic that English is regarded as the language of trade because a small minority speaks it and it thereby includes a large proportion of the population from participating in the economic mainstream. Despite this discrepancy, English and French are still acknowledged as languages of economic empowerment in Africa.

Africans see the English and French languages as having the power to open up doors for economic development in African countries.

2.1.1.3 The need for economic mobility and technological advancement

The adoption of European languages as LoLT in African countries is often based on the belief that economic development would be best achieved by means of the language whose native speakers belong to the economically successful communities of the world and that the European languages are regarded as tools for technological advancement, whilst African languages are associated with technological stagnation and backwardness (Motshologane 2000:21).

Haacke (1994:190) says that in Africa, African languages are rejected by many Africans on the grounds that they are unfit for economic empowerment. In Africa, English or French is the principal medium employed at higher levels in commerce, industry and banking (Chick 1992:285).

2.1.1.4 The cost of maintaining education systems in African countries

A multilingual education system is difficult to administer and it is very expensive, especially in the production of educational material for all speech communities (Niemann & De Wet 1995:7). African countries cannot afford to use different languages either as national or official languages simultaneously, because educational material is too costly. This is one of the reasons why English is the common LoLT in Nigeria, where 400 indigenous languages are spoken (Van Schalkwyk 1989:7). In addition, African nations have chosen English as a matter of economic feasibility (Schmied 1991:31).

Mvula (1992:40) believes that the idea of using a number of languages, as LoLT in African countries is sound as it attempts to satisfy every ethnic group. According to him, most African countries are faced with poor economic situations, high rates of inflation and cannot afford to use different languages as LoLT simultaneously. One foreign language as LoLT would be more economical than the cost of providing training through a number of mother tongues.

2.1.1.5 Conclusion

The choice of a language as LoLT in African countries is often based on the belief that it will give the people access to the world community by means of economic development. Africans generally believe that foreign languages are regarded as tools for technological advancement, whereas their home language will impede their progress and integration into the modern world. For that reason indigenous languages remain unwritten and unstudied, and are often seen as a waste of time.

- Language decisions are primarily made on economic, political grounds, reflecting the values of those in political power (Harlech – Jones 1989:11).

2.1.2 Political factors

2.1.2.1 Introduction

The choice of LoLT is an extremely sensitive political question as it usually implies the strengthening of foreign languages and the people who master these languages. Aspects of language policy are always political and are designed to serve the ends of a defined political community (Harlech–Jones 1987:16). On attaining political sovereignty all the new countries proclaimed the will to promote the people's languages to satisfy their national movement as old standing claims

2.1.2.2 Political roles of languages in multilingual countries

The following are political roles and examples of languages in multilingual societies that illustrate political neutrality in Kenya, political decision in Uganda and political instability in Nigeria.

For a language to become a LoLT certain very important features are needed. In the first place it should be politically neutral. If a language is not characterized by political neutrality it is often regarded merely as a tool by which a particular language group seeks to extend its domination (Nida & Wonderley 2002:55).

- An example of political neutrality can be seen in East Africa, where Swahili has at least seemed to afford a neutral LoLT, especially in a nation such as Kenya, where the political centre of the country is not associated with traditional Swahili dominance.

Governments of multilingual and multicultural countries see language planning as and instrument to unify people (Bokamba 199:188; Cluver 1993:363; Njogu 1992:72).

- Examples of a political decision on a country's language policy are found in Uganda, where English is the link language in the complex ethno-linguistic scenario in Uganda. This alien language bridges the gap between regional differences and sectional hostilities. Ethnic arrogance becomes subdued by the adoption of a foreign language (Luzuka 1987:147-148).

Language policies are usually political decisions, which often lead to political divisiveness and rivalry.

- An example of political instability is seen in the political decision in the Nigerian government to promote Igbo, Hausa and Yoruba. These three major Nigerian languages are simultaneously lifted to national status,

while the other four hundred local languages still need to develop (Akinnaso 1990:349).

2.1.2.3 Conclusion

Since language is a powerful tool in unifying a diverse population (Mvula 1992:40), African countries have been cautious when choosing a LoLT especially in education. The decision to impose one (indigenous) home language as a LoLT gives one ethnic group a political advantage. The move ultimately leads to political resentments. According to Nida and Wonderley (2002:55), one way of avoiding political divisiveness in Africa is to adopt a politically "neutral" language such as English or French as LoLT.

- The LoLT in education policy should be critically appraised and attempts should be made to reconcile political agendas with social factors.

2.1.3 Social factors

2.1.3.1 Introduction

Social factors refer to matters such as social patterns, interpersonal communications as well as group relations (Van Schalkwyk 1989:7). The social factors give rise to particular educational needs and place specific demands on the formulation of educational policies.

2.1.3.2 The importance of language as a tool for social mobility

The choice of LoLT and its implementation in the society is seldom based on educational preferences alone. This comes about because of the need to improve the children's social status. The majority of parents in Africa regard IALs as having little or no status. Instead they prefer the use of foreign languages (English, French, Spanish or Portuguese), their former colonisers' linguistic choice as LoLT. For example, the Ugandans also support the

use of English as LoLT because they regard it as a language of prestige and believe that its knowledge is a key to material benefits and social status (Bogonko 1992:239).

In most situations in African countries parents, who regard English as a means to or a prerequisite for socio-economic advancement, pressure school authorities. English has proved to be the most widespread and convenient among other foreign languages and has consequently obtained prominent status in Africa, as an official or semi-official language (Schmied 1991:25). The ability of citizens to communicate with ease in a majority language, for instance English, is regarded as a common leveler in society, whereas a minority language is connected with social disadvantages. For example, the Elite group in Nigeria opposed mother tongue instruction on the ground that its use as LoLT will lower the social status of their children (Akinnaso 1990:358). They send their children to private schools where English is used as LoLT from first year of education.

Schmied (1991:100) stresses that if a lack of English is blamed for general educational or social problems, then upward mobility and academic achievement are straight forwardly equated with more English. Therefore, a perceived solution to a lack of English proficiency is to introduce English as LoLT at a very early age of schooling.

2.1.3.3 Conclusion

It is, therefore, evident that Africans favour a foreign language as a LoLT on the grounds of the immense prestige accorded to it as a world language and a language of social mobility (Motshologane 2000:25).

- For a language to be perceived as having social status in Africa, it is important that the government of any African country preserves its cultural heritage by using African languages as LoLT in education.

2.1.4 Cultural factors

2.1.4.1 Introduction

Bogonko (1992:236) defines culture as "a set of meanings institutions, expectations and models of understanding in which people find themselves as they strive to become participating members of their society". This cultural heritage can be passed from one generation to another through language in formal and informal ways. The transference of culture in formal ways takes place in educational institutions, through the language we use.

2.1.4.2 The importance of language and culture in African society

Since language and culture are inseparable, no policy on language can have a meaning without incorporating the cultural heritage of the society for which that policy is meant. Bokamba (1991:206) warns that a language that is perceived as having no social-economic value, other than cultural is likely to decline as its speakers shift to other languages with more international status. According to him, African or National languages will be headed towards an irreversible decline and ultimately death, unless their current state of neglect is changed. The adoption of a European language as LoLT in African schools inevitably means forfeiting certain traditional cultural values that are distinctly African, in favour of European ones (Mawasha 1987:113). According to Motshologane (2000:33) the diffusion of foreign languages, and thus foreign culture in a society may have depersonalising effects.

This is evident in Ghana, where Ghanaian parents look upon their languages with a certain amount of shame and regard them as not worthy of their children to learn. Their children acquire foreign cultures and ultimately become culturally alienated from the society they live in. According to De Wet (2002:120) teachers need to realise that each learner brings his or her own culturally bound awareness to what is read or heard.

2.1.4.3 Conclusion

It is important that African learners must not forget their roots and should remember that they switch to a foreign language only to solve communication problems that cannot be solved otherwise. African societies should be proud of their African cultures by using African languages as LoLT. Failure to do so will result in the disintegration of African cultures with a concomitant development of culturally disoriented children. The mother tongue, therefore, helps to safeguard the child's cultural identity.

- The ability of learners to master the learning material depends, among others, factors in the education system, on the role of parents and teachers, as well as the availability of teaching and learning materials in schools.

2.2 Factors in the education system

2.2.1 Introduction

The successful use of a language as a LoLT is not only determined by the factors hitherto discussed. For a language to succeed as a LoLT there should be enough competent teachers to teach in that language, enough materials written in that language and that parents and learners should support the language. The subsequent discussion focuses on these factors.

2.2.2 The role of parents

Parents are one of the most important components in any education system. One of their major roles is to see that their children get quality education. The use of a foreign language as LoLT means that some parents will have difficulties in assisting their

children with schoolwork since most of the African parents lack knowledge of foreign languages.

The conditions for learning become poorer due to a lack of reinforcement and support from African parents in the development of IALs in schools. As a result many IALs remain underdeveloped and African parents send their children to private English or French schools preferring their children to be taught in a foreign language. They view the IALs as being unfit to provide access to economic and technological development, as well as to high social status.

It is, therefore, imperative that African parents get some basic communication skills in foreign languages in order to assist their children with schoolwork at home. Schools need to involve parents, not only in fundraising activities, but also in thinking through and coming to understand the educational issues as primary educators (Versfeld 1993:20).

The ability of children to master the learning material depends, among other factors, on the assistance they get from their parents at home.

2.2.3 The role of teachers

Haacke (1994:193) believes that teachers are the crucial implementation agents of the policies formulated in education. It is often argued that African languages cannot be adopted as LoLT because they are not developed and require considerable investments in the training of teachers (Niemann & De Wet 1995:18). Haacke (1994:193), further states that if teachers lack knowledge of a particular language, they tend to feel awkward in teaching in that language and subsequently, they convey their resentment to the learners.

According to Rubagumya (1990:1), one main consideration in choosing the LoLT is to determine the number of teachers who are competent enough to teach in that language.

He believes that the teachers' competency to teach in a particular language determines the nature of outcomes of education.

Niemann and Van Tonder (1989:310) state that, the problem of using IALs as LoLT in Nigeria has been the shortage of teachers who are competent enough to teach in Nigerian IALs. As a result, it has, therefore, become difficult to adopt these languages as LoLT.

2.2.4 Availability of teaching and learning materials

One of the problems facing African countries in their attempts to use IALs as LoLT is the lack of teaching and learning materials written in IALs. For example, despite the development and promotion of Swahili in Tanzania, it is not a LoLT at tertiary level, but it is only a course of study (Njogu 1992:73). An attempt to introduce IALs as LoLT in Nigeria failed because of the lack of literature in these languages (Niemann & Van Tonder 1989:310). The un-availability of teaching and learning materials will affect the quality of the teaching and learning process.

IALs that were used in isolation on a cultural basis have shown a decline. They remain unwritten and unstudied. It is, therefore, imperative that the use of any LoLT should be largely motivated by the extensive availability of written materials in this language. In the absence of sufficient resources written in IALs to cater for large numbers of learners at secondary school level, many African countries have been faced with vast numbers of school learners being eliminated from the system without satisfactory preparation for adult life.

2.2.5 Conclusion

For a language to succeed as a LoLT, parents as primary educators should be involved in the educational issues. There should be enough competent teachers to teach in that language and enough written materials in that language.

2.3 The influence of colonial policy on language policy

Until the 1960s Africa was entirely divided among a few European colonial powers. Each colonial power had its own style in linguistic uses and customs. The "Latin" nations, that is, Portuguese, Spanish, French and Italian, held the opinion that their civilizations were superior to that of the African nations, and that the best way to bring them on a par with the colonisers was through an active policy of political and cultural assimilation (Breton 1991:155).

The use of African languages in education and administration was, therefore, actively discouraged by fore-mentioned colonial administrations. They viewed African languages as an obstacle to the objective of cultural assimilation (Breton 1991:155; Bokamba 1991:187). The ruler's language was seen as a "gift to the masses that the potential elites of educated should be worthy to use or really master according to their talent" (Breton 1991:155).

Access to public positions, especially to higher administrative posts, and job upward mobility in the English colonies, were determined by one's education and competency in the colonial language (Bokamba 1991:187). There are studies of how the role of English in post-colonial societies has served to maintain western interests, and how the education system of independent states has continued the language policies of colonial times virtually unchanged (Phillipson 1992:36).

Research by Niemann and De Wet (1995:14) indicates that in many African countries colonialism had a remarkable influence in the language issue. Up to forty years after independence, however, there still is little evidence of development of a national language. The position of foreign languages as LoLT is stronger in African countries than it has ever been before.

2.4 Political influences

Motshologane (2000:13) indicate that the search for a coherent, responsible and viable language policy has been travail for most African countries in the post independence era. The nationalist ideologist on one hand, pressed for the promotion of IALs to official status. On the other hand, the needs for economic development and the influence of other factors required the retention of languages of their former colonizers.

In South Africa language was namely used as an instrument of the former colonial powers to strengthen their political authority. Throughout the history of South Africa there is sufficient evidence of how language was used in the power struggle between the English and Afrikaans governments to empower themselves respectively. However, the multilingual nature of society was ignored and instruction in IALs was neglected (Hartshorne 1987:44). The arrangement to be educated in a colonial language in the secondary phase was associated with oppression by the Afrikaner regime. Some people view that the promotion of English and Afrikaans at the expense of IALs in the past has resulted in the majority of people being unable to develop their talent to the optimum.

2.5 The consequences of the adoption of foreign language as LoLT in African countries.

2.5.1 Introduction

The search for a common language with a high status is a general trend in many African countries. In this regard there will be short-term consequences in the retention of foreign languages as LoLT in African countries and long-term negative consequences. The subsequent discussion surveys the consequences of the use of foreign languages as LoLT in African countries.

2.5.2 Wastage

Wastage is shown in the percentage of learners that repeat classes because of failure in one or more subjects, or because of failure in an admission examination. Some learners also drop out of school because of poor performance at some level, or lack of space in the next level of education (Bokamba 1991:193).

This failure is regarded as wastage because the labour of teachers is employed without attaining the predetermined educational objectives and because of the continuous support and contributions by parents. According to Bokamba (1991:194) the causes are all related to the question of using a foreign language as LoLT. The use of a foreign language as LoLT often result in reducing learning strategies to simple memorization without understanding (Bokamba 1991:196). The educational objectives are not met because pupils fail to reach the target achievement levels, repeat grades and leave school prematurely. This behaviour has often been ascribed to pupils in African countries.

2.5.3 Cultural loss in education

The adoption of foreign languages as LoLT in African schools inevitably means forfeiting certain traditional cultural values that are distinctly African, in favour of European ones (Mawasha 1987:113). The cultural heritage of Africa can be passed from one generation to another through language in formal and informal ways. The transference of culture in formal ways takes place in an educational institution. Since language and culture are closely related and inseparable, no policy on language can have a meaning without incorporating the cultural heritage of the society. Research by Niemann and De Wet (1995:11) indicates that African learners must not forget their roots and must be mindful of the fact that they switch to a European language only to solve a communication problem that cannot be solved otherwise.

2.5.4 Disparity between home and school language

In most African countries there is no English / French speaking infrastructure such as having shopkeepers or administrators outside the main city who uses these languages. In a context where a particular language is hardly spoken outside of the school, the chances of it succeeding as LoLT are slim (Niemann & De Wet 1995:11). African countries are characterized by a high illiteracy rate, which is estimated at 80 percent (Bokamba 1991:198). With such a high illiteracy rate, knowledge of foreign languages is a problem to the majority of African inhabitants.

Consequently, the use of foreign languages as LoLT in African schools means that the majority of parents are unable to assist and monitor their children's schoolwork. African minorities who are literate and who claim to know the foreign languages, rarely communicate in these languages with their children. Instead, they use their IALs as medium of communication with their children at home. Thus, the condition for learning through a foreign language is poor as a result of lack of communication and reinforcement of the learnt material at home.

2.6 Conclusion and summary

When it comes to the choice of LoLT in Africa economical, political, social, cultural and educational factors are so closely interrelated that it is difficult to sort out the arguments. The choice of LoLT is such an extremely sensitive political issue, that it will mostly imply a strengthening of the European languages and of the small elites in the African countries who master these languages.

Most African countries have difficulties in formulating language policies, especially in education, that would be accepted by all the citizens of a given state. First of all, schools are directly affected by the policy with regard to the LoLT. In almost every country the

official language(s) will be the LoLT at least in the secondary school. The question is whether, and to what extent other languages of a country play a role as LoLT in the primary school years, or are offered as subjects.

The cost of developing African languages also makes it difficult for African countries to use African languages as LoLT. An attempt to develop African languages will impact negatively on the economy of African countries, which are already faced with poor economic situations. Furthermore, Africans view their languages as being unfit to provide access to economic and technological development, as well as to a high social status and prestige.

Other restricting factors in an attempt to use African languages as LoLT in African countries are the political hostilities and tribal clashes associated with the use of language of education. There are also not enough written materials in IALs. "Education for all" cannot be reached without strengthening IALs, the languages mostly spoken. The use of foreign languages as LoLT in African countries is also characterized by several problems. This tendency is associated with wastage that impacts negatively on the economy of these countries. The use of foreign languages as LoLT also impacts negatively on the development of African cultures and a lack of knowledge from African parents in these languages results in, parents being unable to assist their children with schoolwork.

Chapter 2 gave an overview on the perceptions on home language and foreign language as LoLT in selected African countries.

Chapter 3 will concentrate on the empirical investigation of the attitudes of Oshikoto region teachers from selected secondary schools to mother tongue and foreign language usage as LoLT.

CHAPTER 3

PERCEPTIONS ON THE USE OF HOME LANGUAGE AND FOREIGN LANGUAGE AS LoLT IN THE OSHIKOTO REGION

3.1 Research approach and procedure of data collection

The approach used in this research is the "descriptive survey" approach. The study set out to determine the attitudes of educators towards the use of English, Afrikaans and African languages as Languages of Learning and Teaching (LoLT) in schools in the Oshikoto region and to interpret the data collected in view of the theoretical study.

A letter (cf. Appendix A) was sent to Oshikoto Regional Educational Department to seek permission to conduct a research in schools in the Oshikoto region. A questionnaire (cf. Appendix D) was used to gather information from secondary school educators. This questionnaire was divided into two sections. Section A was concerned with the professional and personal details of the educators. Section B was concerned with the attitudes of educators towards the use of English, Afrikaans and African languages as LoLT. A target group of 70 educators were randomly selected. The questionnaires were hand-delivered personally by the researcher. These questionnaires were collected a day after they were delivered. Seventy, (100 percent) questionnaires were recovered and the information they contained was analysed and interpreted.

3.2 Analysis and Interpretation of research results

3.2.1 Analysis and Interpretation of Section A of the questionnaire

3.2.1.1 Introduction

Section A of the questionnaire (cf. Appendix D) intended to obtain information on the professional and personal details of the respondents in order to determine whether they had adequate qualifications and experience. This information was used to validate the results findings.

3.2.1.2 Professional and Personal details of the respondents

The professional and personal details of the respondents as indicated in Section A of the questionnaire (cf. Appendix D) reveal a number of things which will be discussed below.

Question 1.1 and 1.2 was intended to determine the citizenships of the respondents. The responses indicate that 91,4 per cent were Namibian citizens and 8,5 per cent were South African immigrants.

Question 1.3 intended to determine the average ages of the respondents. The responses indicate that the average age of the respondents was between 36 to 50 years.

The answers to question 1.4 provided information on the sex of the respondents. The responses indicate that 55,7 per cent were women and 44,2 were men.

The answer to question 1.6 supplied information on the position of the respondents at school. Responses to this question are reported in table 3.1.

Table 3.1 Responses on positions of respondents

	Responses (N=70)	
Position	**No.**	**%**
Principal (T4B Level 1)	3	4.2
Deputy Principal (T4A Level 1)	3	4.2
Head of Department (T4A Level 1)	6	8.5
Educator (T3A Level 1)	35	50
Educator (T3A Level 2)	19	27.1
Educator (T2C Level 1)	4	5.7
Total	70	100

Table 3.1 indicates that 16,9 per cent of the respondents were on the management team.

Question 1.7 was aimed at determining the teaching experience of the respondents. The responses indicate that the average teaching experience of the respondents was 12 years.

The answers to question 1.8 supplied information on the highest academic and professional qualification of the respondents. Responses to this question are reported in table 3.2.

Table 3.2 Highest academic and professional qualifications of the respondents.

	Responses (N=70)	
Qualifications	**No.**	**%**
Grade 8 or 9 with no tertiary qualifications	0	0
Grade 8 or 9 with tertiary qualification	0	0
Grade 12 with no tertiary qualification	0	0
Grade12 with 1 to 3 years of tertiary qualification	33	47.1
Grade 12 with 4 or more years of tertiary qualification	37	52.8
Total	70	100

Question 1.5 and 1.9 supplied information on the home language of the respondents and the responses to this question are reported in table 3.3

Table 3.3 Home languages of the respondents

	Responses (N=70)	
LANGUAGES	**No.**	**%**
Oshiwambo	32	45.7
Herero	6	8.5
Nama, Damara	8	11.4
Lozi	2	2.8
Kavango	0	0
Khoi-khoi	2	2.8
Tswana	1	1.4
German	2	2.8
English	0	0
Afrikaans	16	22.8
Other	1	1.4
Total	70	100

Table 3.3 indicates that the majority of the respondents, that is 45,7 per cent, spoke Oshiwambo as a home language and that none of the respondents spoke English as a home language.

Answer to question 1.10 supplied information on the LoLT, where respondents teach from grade 8 to 12. All the respondents (100 per cent) indicate that all the schools use English as LoLT from grade 8 to 12.

Question 2.12, 2.13 and 2.14 dealt with the respondent's command of their mother tongue, English and Afrikaans. The responses to these are reported in table 3.4

Table 3.4 Responses to the statement "My command of my pupils' mother tongue is good"

	Responses (N=70)	
Scale	**No.**	**%**
I strongly agree	45	64.2
I agree	23	32.8
I don't know	1	1.4
I disagree	1	1.4
I strongly disagree	0	0
Total	70	100

Sixty-eight respondents (97,1 per cent) are of the opinion that they have a good command of their mother tongue as against only 2 (2,8 per cent) who indicated that their command of mother tongue is not good.

Table 3.5 Responses to the statement " My command of English is good"

	Responses (N=70)	
Scale	No.	%
I strongly agree	37	52.8
I agree	32	45.7
I don't know	0	0
I disagree	0	0
I strongly disagree	1	1.4
Total	70	100

The majority of the respondents, that is 69 (98,5 per cent), are of the opinion that they have a good command of English.

Table 3.6 Responses to the statement "My command of Afrikaans is good"

	Responses (N=70)	
Scale	No.	%
I strongly agree	29	41.4
I agree	23	32.8
I don't know	1	1.4
I disagree	3	4.2
I strongly disagree	14	20
Total	70	100

The majority of the respondents (74,2 per cent) are of the opinion that they do have a good command of Afrikaans.

3.2.1.3 Conclusion

The professional and personal details of the respondents reveal that the respondents were Namibian citizens over the age of 30 years and were well qualified and experienced. The ratio of males to females shows that there are more female teachers than male teachers. There is a difference of 11,5 per cent in the sex ratio.

The majority were on post T3A level two (educators) and spoke Oshiwambo as their home language. It will also be observed that English is the only LoLT used in all the schools where respondents taught. Furthermore, the majority of respondents were of the opinion that they have a good command of their mother tongue, English and Afrikaans. The subsequent section of the questionnaire deals with the views of the respondents on the LoLT.

3.2.2 Analysis and interpretation of Section B of the questionnaire

3.2.2.1 Introduction

Section B of the questionnaire (cf. Appendix D) intended to determine the views of the respondents on the consequences of the use of the second language, mother tongue, English, Afrikaans and African languages as LoLT in schools in the Oshikoto region.

3.2.2.2 Languages of Learning and Teaching (LoLT)

Question 2.1 intended to determine the respondents' view on the use of mother tongue as a LoLT from grade 1 to 12 after the initial use of mother tongue as a LoLT from grade 1 to 3.

Table 3.7 Responses to the statement "Pupils will do better in school if the LoLT is the mother tongue from Grade 1 to 12

	Responses (N=70)	
Scale	**No.**	**%**
I strongly agree	6	8.5
I agree	12	17.1
I don't know	13	18.5
I disagree	18	25.7
I strongly disagree	21	30
Total	70	100

This table indicates that the majority of the respondents 55,7 do not believe that pupils will do better in schools if the LoLT is the mother tongue from grade 1 to 12.

Question 2.2 dealt with the views of the respondents on the use of a second language as a LoLT from grade 1 to 12. Responses to this question are reported in table 3.8

Table 3.8 Responses to the statement "Pupils will do better in school if the LoLT is the second language from grade 1 to 12"

	Responses (N=70)	
Scale	**No.**	**%**
I strongly agree	25	35.7
I agree	18	25.7
I don't know	7	10
I disagree	11	15.7
I strongly disagree	9	12.8
Total	70	100

Table 3.8 indicates that the majority of the respondents (61,4 per cent) are of the opinion that pupils will do better in school if the LoLT is the second language from grade 1 to 12.

Answers to question 2.3.1 intended to determine the views of the respondents on whether they agree that pupils will learn best through the medium of mother tongue or not. The responses to this question are reported in table 3.9

Table 3.9 Mother tongue should be used as the LoLT because pupils learn best through mother tongue

	Responses (N=70)	
Scale	No.	%
I strongly agree	31	44.2
I agree	22	31.4
I don't know	8	11.4
I disagree	3	4.2
I strongly disagree	6	8.5
Total	70	100

The above table indicates that the majority of the respondents (75,6 per cent) believe that pupils will learn best through the medium of mother tongue.

The responses to question 2.3.2 where the respondents were requested to indicate whether children will be active in class if taught through the medium of mother tongue or not are reported in table 3.10

Table 3.10 If mother tongue is used as the LoLT children will be more active in class

	Responses (N=70)	
Scale	No.	%
I strongly agree	38	54.2
I agree	24	34.2
I don't know	1	1.4
I disagree	4	5.7
I strongly disagree	3	4.2
Total	70	100

It will be noticed from table 3.10 that the majority of the respondents (88,4 per cent) believe that children will be more active in class if taught through the medium of mother tongue.

Question 2.3.3 supplies information on the views of the respondents on whether parents will be able to assist their children with schoolwork if mother tongue is used as the LoLT. Answer to this question are reported in table 3.11

Table 3.11 Parents will be able to assist their children with schoolwork if mother tongue is used as the LoLT

	Responses (N=70)	
Scale	**No.**	**%**
I strongly agree	42	60
I agree	20	28.5
I don't know	5	7.1
I disagree	3	4.2
I strongly disagree	0	0
Total	70	100

Table 3.11 indicates that the majority of the respondents (88,5 per cent) believe that mother tongue should be used as the LoLT because parents will be able to assist their children with schoolwork.

Question 2.3.4 aimed at eliciting information from the respondents on the role of mother tongue as the preserver of cultural heritage and traditions. Answers to this question are reported in table 3.12

Table 3.12 Mother tongue should be used as the LoLT because if this is not done, pupils will lose respect for their cultural heritage and traditions

	Responses (N=70)	
Scale	**No.**	**%**
I strongly agree	10	14.2
I agree	5	7.1
I don't know	2	2.8
I disagree	21	30
I strongly disagree	32	4.5
Total	70	100

A greater percentage of the respondents (75,7 per cent) do not believe that if children are not taught through their mother tongue, they will lose respect for their cultural heritage and traditions in comparison to those who are taught through their mother tongue. They believe that they will still respect their cultural heritage and traditions.

Question 2.4 aimed at determining the views of the respondents on whether they consider English to be the language of national unity or not. The responses to this question are reported in table 3.13

Table 3.13 I consider English to be a language of national unity in my country

	Responses (N=70)	
Scale	**No.**	**%**
I strongly agree	36	51.4
I agree	28	40
I don't know	2	2.8
I disagree	3	4.2
I strongly disagree	1	1.4
Total	70	100

It will be noticed from table 3.13 that the majority of the respondents (91,4 per cent) consider English to be a language of national unity.

Question 2.5 dealt with the views of the respondents whether or not they were proud of their mother tongue. The responses are reflected in table 3.14

Table 3.14 Knowledge of my mother tongue makes me feel proud

	Responses (N=70)	
Scale	**No.**	**%**
I strongly agree	30	42.8
I agree	30	42.8
I don't know	6	8.5
I disagree	4	5.7
I strongly disagree	0	0
Total	70	100

A greater percentage of the respondents (85,6 per cent) believe that knowledge of their mother tongue makes them feel proud.

Question 2.6.1, 2.7.1, 2.8.1 aimed at determining the views of the respondents on the influence of English, Afrikaans and African languages on the economic empowerment of learners. The responses to these questions are reported in table 3.15

Table 3.15 English, Afrikaans or African languages should be used as LoLT because their knowledge has a positive influence on the economic empowerment of learners

	Responses (N=70)					
	English		Afrikaans		African languages	
Scale	No.	%	No.	%	No.	%
I strongly agree	37	52.8	20	28.5	8	11.4
I agree	21	30	17	24.2	11	15.7
I don't know	2	2.8	5	7.1	5	7.1
I disagree	6	8.5	18	2.5	28	40
I strongly disagree	4	5.7	10	14.2	18	25.7
Total	70	100	70	100	70	100

It will be noticed from table 3.15 that the majority of the respondents believe that English should be used as the LoLT because its knowledge has a positive influence on the economic empowerment of learners. Compared to Afrikaans and African languages, the percentage of the respondents who regard English as having a positive influence on the economic empowerment of learners is 82,8 as against 52,7 and 27,1 for both Afrikaans and African languages respectively.

Questions 2.6.2, 2.7.2 and 2.8.2 aimed at determining the respondents' view on the state of development of English, Afrikaans and African languages as far as their ability to cope with science and technology are concerned. The responses to these questions are reported in table 3.16

Table 3.16 English, Afrikaans or African languages should be used as LoLT because they can cope with science and technology

	Responses (N=70)					
	English		Afrikaans		African languages	
Scale	**No.**	**%**	**No.**	**%**	**No.**	**%**
I strongly agree	38	54.2	14	20	7	10
I agree	21	30	19	27.1	4	20
I don't know	1	1.4	8	11.4	9	12.8
I disagree	7	10	20	28.5	23	32.8
I strongly disagree	3	4.2	9	12.8	17	24.2
Total	70	100	70	100	70	100

Table 3.16 indicates that the majority of the respondents (84,2 per cent) are of the opinion that English should be used as LoLT because it can cope with science and technology. Only 47,1 per cent and 30 per cent of the respondents believe that Afrikaans and African languages, respectively, are able to cope with science and technology.

The responses to questions 2.6.3, 2.7.3 and 2.8.3, where respondents were requested to indicate the language that is able to promote national unity among the diverse ethnic group, are reported in table 3.17.

Table 3.17 English, Afrikaans or African languages should be used as LoLT because they promote national unity among diverse ethnic groups

	Responses (N=70)					
	English		Afrikaans		African languages	
Scale	**No.**	**%**	**No.**	**%**	**No.**	**%**
I strongly agree	33	47.1	10	14.2	15	21.4
I agree	27	38.5	10	14.2	13	18.5
I don't know	4	5.7	5	7.1	11	15.7
I disagree	3	4.2	28	40	21	30
I strongly disagree	3	4.2	17	24.2	10	14.2
Total	70	100	70	100	70	100

Table 3.17 indicates that 85,6 per cent of the respondents believe that English should be used as the LoLT because it can promote national unity among diverse ethnic groups, as against 28,4 per cent for Afrikaans and 39,9 per cent for African languages.

Answers to question 2.6.4, 2.7.4 and 2.8.4 provided information on the views of the respondents on the ability of English, Afrikaans and African languages to provide access to a high social status. The responses to these questions are reported in table 3.18

Table 3.18 English Afrikaans or African languages should be used as LoLT because their knowledge provides access to a high social status

	Responses (N=70)					
	English		Afrikaans		African languages	
Scale	**No.**	**%**	**No.**	**%**	**No.**	**%**
I strongly agree	29	41.4	10	14.2	8	11.4
I agree	22	31.4	12	17.1	16	22.8
I don't know	2	2.8	9	12.8	11	15.7
I disagree	10	14.2	20	28.5	19	27.1
I strongly disagree	7	10	19	27.1	16	22.8
Total	70	100	70	100	70	100

A greater percentage of the respondents (72,8 per cent) believe that English should be used as the LoLT because it has the ability to promote access to a high social status. Compared to Afrikaans and African languages, only 31,3 and 34,2 per cent, respectively, believe that these two languages can promote access to a high social status.

Question 2.6.5, 2.7.5 and 2.8.5 intended to determine whether the respondents believe that there are enough written materials in English, Afrikaans or African languages or not, for them to be used as LoLT. Answers to these questions are reported in table 3.19

Table 3.19 English, Afrikaans or African languages should be used as LoLT because there are enough printed materials (text-books and other reading materials) written in them

	Responses (N=70)					
	English		Afrikaans		African languages	
Scale	**No.**	**%**	**No.**	**%**	**No.**	**%**
I strongly agree	34	48.5	12	17.1	8	11.4
I agree	23	32.8	16	22.8	13	18.5
I don't know	9	12.8	7	10	8	11.4
I disagree	4	5.7	18	25.7	24	34.2
I strongly disagree	0	0	17	24.2	17	24.2
Total	70	100	70	100	70	100

It will be noticed from the above table that the majority of the respondents (81,3 per cent) believe that English should be used as the LoLT because there are enough printed materials written in it. The percentages of respondents who believe that Afrikaans and African languages should be used as LoLT because of the availability of printed materials in them are 39,9 and 29,9 respectively.

Questions 2.6.6, 2.7.6 and 2.8.6 supplied information on the respondents' views on whether English, Afrikaans or African languages should be used as LoLT or not, because of the availability of competent teachers who can teach in them. The responses to these questions are reported in table 3.20.

Question 2.9 aimed at determining the views of the respondents on whether English as an official language has a negative influence on the indigenous languages. The responses to this question are reported in table 3.20

Table 3.20 English, Afrikaans and African languages should be used as LoLT because there are enough teachers competent to teach them

	Responses (N=70)					
	English		Afrikaans		African languages	
Scale	**No.**	**%**	**No.**	**%**	**No.**	**%**
I strongly agree	20	28.5	13	18.5	11	15.7
I agree	22	31.4	19	27.1	14	20
I don't know	2	2.8	4	5.7	8	11.4
I disagree	18	25.7	18	25.7	25	35.7
I strongly disagree	8	11.4	16	22.8	12	17.1
Total	70	100	70	100	70	100

Table 3.20 indicates the majority of respondents (59,9 per cent) are of the opinion that English should be used as LoLT because there are enough teachers competent to teach in the language.

Only 45,6 percent believe that Afrikaans and 35,7 percent believe that African languages should be used as LoLT because there are enough teachers competent to teach in them.

Table 3.21 English in my country has a negative influence on our indigenous languages

	Responses (N=70)	
Scale	**No.**	**%**
I strongly agree	13	18.5
I agree	15	21.4
I don't know	8	11.4
I disagree	20	28.5
I strongly disagree	14	20
Total	70	100

The majority of the respondents (48,5 per cent) do not believe that English has a negative influence on the country's indigenous languages.

Question 2.10 intended to determine the views of the respondents on whether one can get a good job without the ability to read, write or speak English. The responses to this question are reported in table 3.22

Table 3.22 One cannot get a good job in my country without the ability to read, write or speak English

	Responses (N=70)	
Scale	**No.**	**%**
I strongly agree	21	30
I agree	40	57.1
I don't know	5	7.1
I disagree	3	4.2
I strongly disagree	1	1.4
Total	70	100

The majority of the respondents (87,1 per cent) believe that one cannot get a good job without the ability to read, write or speak English.

Question 2.11 provided information on the views of the respondents on whether English will become more important in the country in the future. The responses to this question are reported in table 3.23

Table 3.23 English will become more important in our country in the future

	Responses (N=70)	
Scale	No.	%
I strongly agree	24	34.2
I agree	23	32.8
I don't know	11	15.7
I disagree	7	10
I strongly disagree	5	7.1
Total	70	100

The majority of the respondents (67,0 per cent) believe that English will become more important in the future.

3.2.2.3 Conclusion

There is a positive attitude towards the use of English as LoLT from grade 1 to 12. Respondents are also of the opinion that English is an important tool for economic, educational and social empowerment and they consider it to be a language of national unity. The research findings will be discussed in more detail in the next chapter.

CHAPTER 4

FINDINGS AND RECOMMENDATIONS

4.1 Findings

4.1.1 Introduction

This chapter will provide main findings based on the literature study in some of the African countries provided in Chapter 2 and the empirical study in the Oshikoto region provided in Chapter 3.

4.1.2 Findings with regard to the professional and personal details of the respondents

The professional and personal details of the respondents reveal that the majority of the respondents are well qualified and experienced. The majority (99,9 per cent) had post matriculation qualifications (cf. Table 3.7) and had an average of 12 years experience as teachers (cf. par. 3.2.1). Thus, they have hands on experience and knowledge (practical and academic) of education. Furthermore, the majority of the respondents (50 per cent) were educators on post T3A Level 2 (cf. Table 3.1). This means that these educators are in daily contact with the learners in class. Thus, they should know the effects of language on learning.

4.1.3 Findings with regard to the Language of Learning and Teaching (LoLT)

4.1.3.1 The schools surveyed used English as LoLT form grade 8 to 12

The assertion of this research was that English is favored as the LoLT in secondary schools in the Oshikoto region (cf. par. 1.1). This assertion is true because none of the schools surveyed use African languages as LoLT from grade 8 to 12. English is used as a LoLT in the rest of the schools surveyed from grade 8 to 12 (cf. par. 3.2.1.2).

4.1.3.2 Teachers favor second language as the LoLT from grade 1 to 12

English is used as the LoLT from grade 8 to 12 in 100 per cent of the schools surveyed (cf. par 3.2.1.3.) and the majority of the respondents support the use of a second language as the LoLT (cf. Table3.8). The Respondents indicated that children would do better in school if the LoLT is initially the mother tongue from grade 1 to 3 and they are also in favour of the use of the second language as LoLT from grade 1 to 12 (cf. Table 3.8). The respondents indicated in their additional remarks that there are too many different home languages and that a second language will be sufficient to be used as a LoLT to accommodate all the people in the country (cf. Table 3.8).

The support for the use of mother tongue as the LoLT is also emphasized by the greater percentages of the respondents, that is 75,6 per cent, who indicated that children would learn best through their mother tongue (cf. Table 3.9). Eighty eight per cent, indicated that children will be more active in class if they learn through their mother tongue (cf. Table 3.10).

4.1.3.3 The influence of a foreign language on the involvement of parents in the education of their children

According to research on language issues in Africa, the ability of the children to master the learning material depends on the assistance they get from their parents (cf. par 2.2.2). The majority of the respondents (88,5 per cent) concur with these findings since they are of the opinion that the use of mother tongue as the LoLT will enable parents to assist their children with schoolwork. Despite this, the majority of schools surveyed, that is (100 per cent), use English as the LoLT from grade 1 to 12 and the majority of educators surveyed, that is 61,4 per cent favour the use of the second language as the LoLT from grade 1 to 12 (cf. Table 3.8).

4.1.3.4 Cultural loss in education

According to research findings on language issues in Africa, the continued use of foreign language as LoLT makes it difficult to diffuse African cultures to the children and subsequently these children scorn their culture and traditions (cf. par 2.5.3). The majority of the educators surveyed, that is (75,7 per cent) did not support this view of the statement that, if mother tongue were not used as the LoLT, pupils would lose respect for their cultural heritage and traditions. The respondents indicate that pupils will still respect their cultural heritage and traditions if a mother tongue is to be used as a LoLT (cf. Table 3.12)

4.1.3.5 The need for economic empowerment and technological advancement

The rejection by Africans in other African countries, of the use of African languages as LoLT on the ground that they are unfit for economic development (cf. par. 2.1.1.3), is supported by 82,8 per cent of the respondents (cf. Table 3.15). As in other African countries, where English is favoured as the LoLT because of its role as a language for

technological advancement (cf. par. 2.1.1.3), the majority of the respondents (84,2 per cent) also regard English as the best LoLT on the grounds that it is capable incorporating with science and technology (cf. Table 3.16).

4.1.3.6 Language as a unifying instrument

Most of the African countries have resorted to the use of English as the LoLT because of political rivalries and hostilities associated with the use of African indigenous languages as LoLT (cf. par 2.1.2.2). The fear of causing disunity among ethnic groups is apparent among the majority of the respondents (85,6 per cent) who indicated that they consider English to be a language of national unity and only 14,4 per cent are of the opinion that African languages should be used as LoLT on the grounds that they can promote unity among diverse ethnic groups. The majority of the respondents favoured English as LoLT for the purpose of bringing unity among diverse ethnic groups (cf. Table 3.18).

4.1.3.7 The importance of language as a tool for a high social status and prestige

Africans support English as the LoLT because they believe that the use of African languages as LoLT will lower the standards of education, and therefore, the social status of children (cf. par 2.1.3.2). This sentiment is also apparent among the majority of the respondents (72,8 per cent) who indicated that English should be used as LoLT because its knowledge can assist children to acquire a high social status (cf. Table 3.18).

4.1.3.8 The availability of teaching and learning materials

One of the problems facing African countries in their attempt to adopt African languages as their LoLT is the lack of learning materials written in them (cf. par. 2.2.4). The

majority of the respondents (81,3 per cent) also believe that it would be difficult to adopt African languages as a LoLT in the Oshikoto region because these languages lack materials written in them (cf. Table 3.19)

4.1.3.9 The role of teachers

According to research findings on language issues in African countries, it has been difficult to use African languages as LoLT because of the lack of teachers to teach in IALs (cf. par 2.2.3). As a result, it has become difficult to adopt these languages as LoLT. The majority of the respondents (80 per cent) supported this view by indicating that there are not enough teachers competent enough to teach in African languages in the Oshikoto region (cf. Table 3.20).

4.1.4 Summary

The situation in is a reflection of the rest of Africa to a large extent. Their similarities are reflected in their views of the role of English as a tool for economic advancement, political unity and social mobility. They, however, differ in the use of African languages in education. Although most African countries encourage the use of IALs as LoLT in secondary and tertiary education, in Namibia, all the schools in the Oshikoto region use English as the LoLT from grade 4 to grade 12.

4.2 Recommendations

The use of English as the LoLT in secondary schools has negative consequences in the educational output in the Oshikoto region. The reason is that the pupils are not confident enough to communicate in English. For example, the use of English as the LoLT in the

secondary education of the child is one of the factors that contribute to a high failure rate among the grade 12 learners in the Oshikoto region.

It is undeniable that knowledge of English is a pre-requisite for acquiring a better social status and better job opportunities. However, high failure rates associated with the use of English, especially in secondary classes, impacts negatively on the economy of the country.

It is therefore recommended that:

- English should be introduced as a LoLT from grade 1 onwards-in order to develop confidence among the children. Mother tongue should continue to be taught as a subject from grade 1 to 12, and should be used as the LoLT to teach all non-examination subjects. This will ensure that, while children are building their confidence in learning through English, they will also acquire skills in reading and writing their mother tongue.

- In order to promote multilingualism, another language that is not the children's mother tongue should be studied as a subject from grade 8. Namibia is a multilingual country and communication will promote unity among all Namibians.

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APPENDIX A

COVER LETTER

P.O.Box 1880
Tsumeb
01 September 2003

Mr. J.P. Kandombo
The Regional Director
Ministry of Basic Education Sport and Culture
Oshikoto Region
Private Bag 2028
Ondangwa

Dear Sir

Re: Application for permission to conduct research in schools in the Oshikoto region

I am a teacher at Otjikoto Senior Secondary School and a part time student at the University of Free State (South Africa). I am currently engaged in gathering information for a master's degree thesis.

The purpose of my study is to determine the attitudes of teachers to the use of English, Afrikaans and African Languages as Languages of Learning and Teaching (LoLT) at secondary schools. In order to determine the perceptions of teachers towards the use of English, Afrikaans or African languages as LoLT it is necessary to make a survey in secondary schools.

The teachers will be provided with questionnaires to complete during their leisure time in order to avoid interfering with their schoolwork. The questionnaires will be collected two days after they were delivered. A target group of 70 educators will be randomly selected.

I would like to obtain as complete a picture of each questionnaire from teachers in this region as possible, as this will provide me with the necessary information. The required information will be kept anonymous.

The results of the study, it is hoped, will be of great value to the Ministry of Basic Education and Culture and especially the Oshikoto educational region.

Thanking you in advance.

Yours sincerely

.....
Lance Paendohamba Hauuanga

APPENDIX B

LETTER TO THE PRINCIPALS

P.O. Box 1880
Tsumeb
15 September 2003

Dear Sir or Madam

Re: Application for permission to conduct research in your school

I am currently engaged in gathering information for a master's dissertation. The purpose of my study is to determine the attitudes of teachers to the use of English, Afrikaans and African languages as Languages of Learning and Teaching (LoLT). In order to determine the perceptions of teachers towards the use of English, Afrikaans or African languages it is necessary to make a survey in secondary schools.

The teachers will be provided with questionnaires to complete during their leisure time in order to avoid interfering with their schoolwork. The questionnaires will be collected two days after they were delivered.

I would like to obtain as complete a picture of each questionnaire, as possible and the information will contribute immensely towards this study. The information of the educators will be kept anonymous.

Thank you for your help in this matter.

Yours sincerely

.....
Lance P. Hauuanga

APPENDIX C

LETTER TO THE EDUCATORS

P.O. Box 1880
Tsumeb
19 September 2003

Dear Sir or Madam

I am currently engaged in gathering information for a master's dissertation. The purpose of my study is to determine the attitudes of teachers to the use of English, Afrikaans and African languages as Languages of Learning and Teaching (LoLT). In order to determine the perceptions of teachers towards the use of English, Afrikaans or African languages it is necessary to make a survey in secondary schools.

You can be of great assistance to me by filling out the enclosed questionnaire and by returning it at your earliest convenience. Please feel free to make any additional comments or remarks that you wish to make.

I would like to obtain as complete a picture of each questionnaire, as possible, and your information will contribute immensely towards this study. Your information will be kept anonymous.

I realize the questionnaire may seem lengthy, however everything included is felt to be important. It has also been constructed so that it may be checked quite easily.

Thank you for your help in this matter. Your time and contribution is truly appreciated.

Yours sincerely

.....
Lance P. Hauuanga

APPENDIX D

QUESTIONNAIRE

Language as an Educational issue in the Oshikoto Region

Please complete the following questionnaire

SECTION A

1. Professional and personal details

1.1 I was born in (town/city).....

1.2 I have been living in Namibia for.....years.

1.3 Sex: Male..... Female.....

1.4 Age: 18-25..... 26-35.....
36-50..... 50 +.....

1.5 When you were a child, in what language did your mother speak to you, in other words, what is your mother tongue?
.....

1.6 My position at school is: (e.g. Principal) .....

1.7 My teaching experience is: .....years

1.8 My highest academic and/or professional qualifications are:

1.8.1		Grade 10 with no tertiary education
1.8.2		Grade 10 with tertiary education
1.8.3		Grade 12 with no tertiary education
1.8.4		Grade 12 with 1 to 3 years of tertiary education
1.8.5		Grade 12 with 4 or more years of tertiary education

1.9 The home language that I speak at home (choose only one language):

1.9.1	Oshiwambo	
1.9.2	Herero	
1.9.3	Nama/Damara	
1.9.4	Lozi	
1.9.5	Kavango	
1.9.6	Khoi-Khoi	
1.9.7	Tswana	
1.9.8	German	
1.9.9	English	
1.9.10	Afrikaans	
1.9.11	Other (please specify)	

1.10 In my school the LoLT (Languages of learning and Teaching) from grade 8 to 12 is:

1.10.1	African language (please specify)	
1.10.2	English	
1.10.3	Afrikaans	
1.10.4	Other (Specify)	
1.10.5	Not applicable	

SECTION B

2. Language of Learning and Teaching (LoLT)

The following questions concern the language that is used as the Language of Learning and Teaching (LoLT) in schools, in other words, the language, which is used by teachers to teach subjects such as Geography, Mathematics, and History etc.

Please note that the terms "mother tongue" and "second language" as used in this questionnaire:

- Mother tongue refers to the first language used by the child.
- Second language is the language learned in addition to the first language.

In all cases, the numbers meant the following:

5: I agree strongly
4: I agree
3: I don't know
2: I disagree
1: I disagree strongly

Please make a cross [X] in only one block. Should you wish to change your answer, scratch the first cross and make another cross in the other block.

		5	4	3	2	1
2.1	Pupils will do better in school if the LoLT is the mother tongue from grade 1 to 12					

		5	4	3	2	1
2.2	Pupils will do better in school if the LoLT is the second language from grade 1 to 12					

2.3	**Mother tongue should be used as the LoLT because:**	5	4	3	2	1
2.3.1	Pupils learn best through the medium of their mother tongue					
2.3.2	If the mother tongue is used, children will be more active in class					
2.3.3	If the mother tongue is used, parents will be able to assist their children with school work					
2.3.4	If the mother tongue is used, pupils will lose respect for their cultural heritage and tradition					

		5	4	3	2	1
2.4	I consider English to be a language of national unity in my country					

		5	4	3	2	1
2.5	Knowledge of my mother tongue makes me feel proud					

2.6	**English should be used as the LoLT because:**	5	4	3	2	1
2.6.1	Knowledge of English has a positive influence on economic empowerment of the learners					
2.6.2	English is developed to cope with science and Technology					
2.6.3	English promotes unity among diverse ethnic Groups					
2.6.4	Knowledge of English provides access to a high social status					
2.6.5	There are enough printed materials (textbooks and other reading materials) available in English					
2.6.6	There are enough teachers competent to teach in English					

2.7	**Afrikaans should be used as the LoLT because:**	5	4	3	2	1
2.7.1	Knowledge of Afrikaans has a positive influence on economic empowerment of the learners					
2.7.2	Afrikaans is developed to cope with science and Technology					
2.7.3	Afrikaans promotes unity among diverse ethnic Groups					
2.7.4	Knowledge of Afrikaans provides access to a high social status					
2.7.5	There are enough printed materials (textbooks and other reading materials) available in Afrikaans					
2.7.6	There are enough teachers competent to teach in Afrikaans					

2.8	**African Languages should be used as LoLT because:**	5	4	3	2	1
2.8.1	Knowledge of African languages has a positive influence on economic empowerment of the learners					
2.8.2	African languages are developed to cope with science and Technology					
2.8.3	African languages promote unity among diverse ethnic Groups					
2.8.4	Knowledge of African languages provides access to a high social status					
2.8.5	There are enough printed materials (textbooks and other reading materials) in African languages					
2.8.6	There are enough teachers competent to teach in African languages					

		5	4	3	2	1
2.9	I regard the present official language (English) in my country as a negative influence on our indigenous Languages					

		5	4	3	2	1
2.10	One cannot get a good job in my country without the ability to read, write or speak English					

		5	4	3	2	1
2.11	English will become more important in our country in the future					

		5	4	3	2	1
2.12	My command of the mother tongue is good					
2.13	My command of English is good					
2.14	My command of Afrikaans is good					

Thank you for your time and co-operation.

L.P. Hauuanga
P.O. Box 1880
Tsumeb

LANGUAGE AS AN EDUCATIONAL ISSUE IN THE SECONDARY SCHOOLS OF OSHIKOTO REGION, NAMIBIA

By

LANCE PAENDOHAMBA HAUUANGA (H.E.D; B.Ed; PGDE)

SCRIPT

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L.P. Hauuanga

Bloemfontein
November 2003

PRINCIPAL ABBREVIATIONS USED IN THE THESIS

cf.	compare
etc.	et cetera
IALs.	Indigenous African Languages
LoLT.	Languages of Learning and Teaching
par.	paragraph

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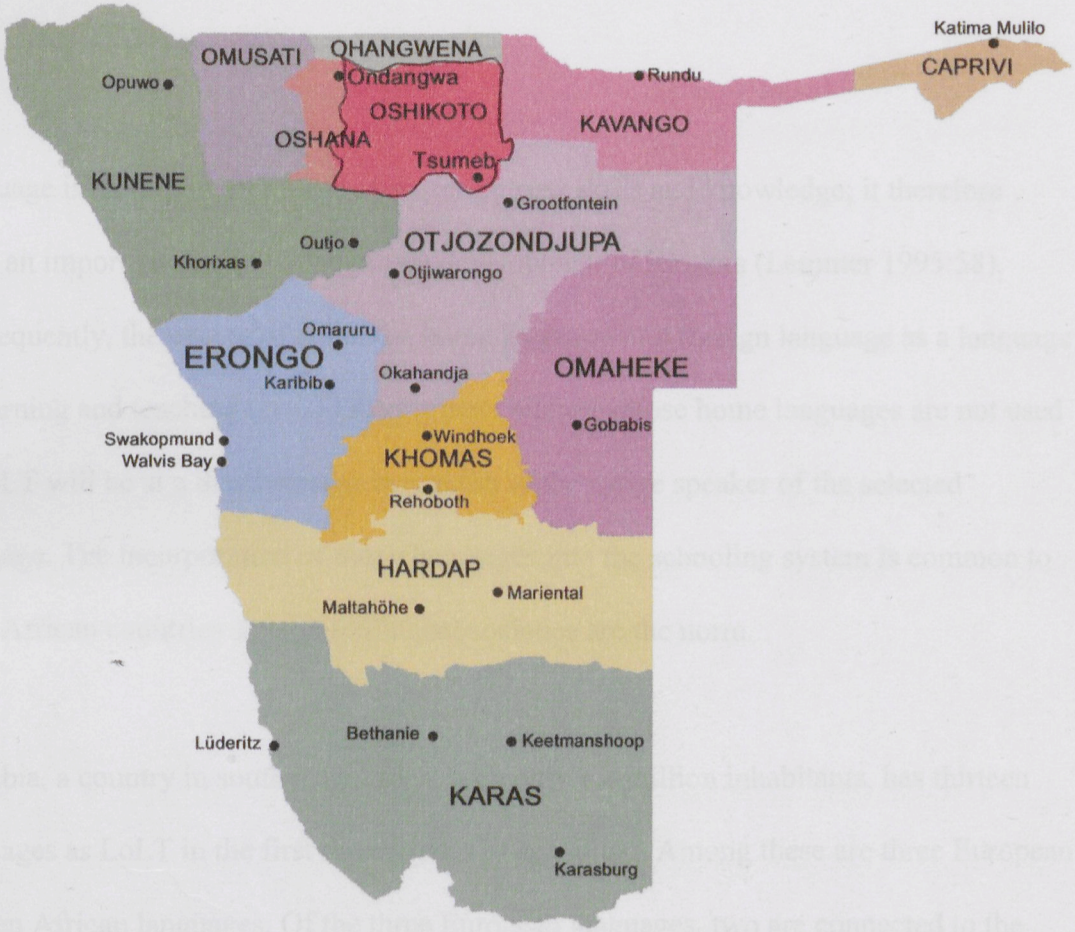
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Namibia

Administrative Regions 2003



CHAPTER 1

ORIENTATION

1.1 Introduction

Language is an important means of acquiring new skills and knowledge; it therefore plays an important role in the cognitive development of learners (Lemmer 1995:58). Consequently, the choice of either the home language or a foreign language as a language of learning and teaching (LoLT) means that children whose home languages are not used as LoLT will be at a disadvantage in relation to the native speaker of the selected language. The incorporation of many languages into the schooling system is common to most African countries since multilingual societies are the norm.

Namibia, a country in southwest Africa, with only 1,8 million inhabitants, has thirteen languages as LoLT in the first three grades of schooling. Among these are three European and ten African languages. Of the three European languages, two are connected to the colonial history of Namibia. Germans colonized Namibia from 1884 to 1914. German is still an important business language in Namibia and the language one hears most frequently used by shopkeepers in Windhoek. The South African colonization, which was supposed to be a Trusteeship, lasted from 1914 until 1990. In this period Afrikaans (a variety of Dutch) became the LoLT from grade four upwards. After independence in 1990, English became the LoLT. The majority of children in Namibia, especially in

Oshikoto region, are not native speakers of English, yet they use English as the LoLT (Brock-Utne 2000:185).

1.2 Statement of the problem

Learning in a foreign language, especially in the initial stages of schooling, is associated with a number of educational and cultural problems. The following are some of the problems that have been identified by researchers:

- Learning in a foreign language is associated with wastage, which is shown by the greater percentage of pupils who repeat classes because of failure in one or more subjects, or who drop out of school because of poor performance in a particular grade (Bokamba 1991:192 & 194).

- A child who uses a foreign language as LoLT often lags behind academically because of insufficient or no reinforcement of the learning outcomes outside school premises. This problem is exacerbated if the parents at home are not conversant with the language used at school. Niemann and De Wet (1995:11) state, "Where a particular language is hardly spoken outside the school (premises) the chances of it succeeding as a LoLT are slim".

- According to Mawasha (1987:113), adopting a foreign language as a LoLT means that the cultural heritage of the language will be developed at the expense of the indigenous languages.
- According to Kasiringua (1991:8) teachers in Namibia are not proficient in English and do not have the confidence in conducting their classes in English. Those who are educated, received their teacher's training in Afrikaans, therefore there is a problem of teachers of English who cannot teach English in a competent manner. Harlech – Jones (1990:12) supports this assertion by stating that "only 43,4% in his original sample from 1986 that would agree with the proposition that their own command of English was good".

In the light of the above-mentioned problems, this study intends to address language as an educational issue from a comparative perspective, starting with selected African countries and finally illustrating the problems and the influence of a foreign language as LoLT in selected schools of Oshikoto region, Namibia. The following questions therefore need to be answered:

- What are the perceptions on the use of home language and foreign languages as LoLT in selected African countries?
- What are the perceptions on the use of home language and foreign languages as LoLT in the Oshikoto region?

1.3 Purpose of the study

The terminal objective of this study is to investigate language as an educational issue in selected secondary schools in Oshikoto region as a comparative perspective. In order to achieve this objective, the following subsidiary objectives are set:

- To make a literature review of the perceptions on the use of home language and foreign languages, as LoLT in selected African countries, and
- To make an empirical investigation of the perceptions of teachers on the use of home languages and foreign language as LoLT in selected secondary schools in Oshikoto region.

1.4 Method of investigation

To achieve the objectives in 1.3, the following methods of investigation will be used:

1.4.1 Literature review

A comprehensive study of primary and secondary sources will be used to investigate people's perceptions about the use of home language and foreign languages as LoLT in selected African countries.

1.4.2 Empirical investigation

A questionnaire will be used to obtain data from teachers on their perceptions on the use of home language and foreign languages as LoLT in selected secondary schools in the Oshikoto region.

1.5 Delimitation of the field of study

This study is confined to the geographical area of Oshikoto. This region is situated in Northern Namibia. Educationally, it falls under the jurisdiction of the Ministry of Basic Education, Sport and Culture in the Oshikoto region. For the purposes of this study only secondary schools in this region will be randomly selected.

1.6 Outlay of the study

The dissertation is made of the following chapters:

- Chapter 2 will deal with the literature review on the perceptions on the use of home language and foreign languages as LoLT in selected African countries.

- Chapter 3 will concentrate on the empirical investigation of the perceptions of teachers on the use of home language and foreign languages as LoLT from selected secondary schools in the Oshikoto region.

- Chapter 4 supplies the main findings and recommendations of the study

CHAPTER 2

PERCEPTIONS ON THE USE OF HOME LANGUAGES AND FOREIGN LANGUAGES AS LoLT IN AFRICAN COUNTRIES

2.1 Introduction

The choice of LoLT is one of the least appreciated of all major educational problems in Africa. In this regard the perceptions on the choice between a home language and a foreign language as LoLT in education should be investigated. The language that is spoken by the majority of people in educational sectors can become the LoLT on the grounds of its extent of use, range, power of expression, etc. However, foreign languages are not necessarily LoLT in schools, mainly because their status is based on economic development and not necessarily on educational grounds. The multiplicity of languages in Africa makes it difficult for individual African countries to formulate language policies, especially in education, that would be acceptable as LoLT to all citizens in a given country.

"The difference between languages children learn in their home and a foreign language valued by society, and establish as LoLT in schools, is almost a universal problem in educational systems... often made worse because it is not always clearly recognized" (Spolsky 1986:13). The issue of what language or languages to adopt, as LoLT at successive levels of education is one of the most pedagogically difficult and potentially explosive, political issues faced by schools in a great many countries (Coombs 1985:256).

The purpose of this chapter is to focus on some of the factors that influenced the choice of a specific language as LoLT in African Countries and the consequences of utilising such languages. When it comes to the choice of LoLT in African schools, economic, politics, social, cultural factors are closely interrelated in education.

2.1.1 Economic factors

2.1.1.1 Introduction

Economy plays an important role in the determination of a LoLT and in people's views regarding the language they use (Niemann & De Wet 1995:7). The ability of the language to handle modern sciences and technology and to assist its users to get employment also plays an important role in determining whether that language will be preferred as the LoLT in education or not. Africans generally assess their mother tongue in economic terms. For example, it is believed that a foreign language will give Africans access to the world community (Cluver 1993:262). Hence African languages are held in low esteem, as they are seen as not being conducive enough to ensure upward socio-economic mobility.

2.1.1.2 The role of foreign languages in the economic sphere

Research by De Wet (2002:120) shows that many Indigenous African Languages (IALs) speakers see foreign languages as dominant languages of trade and industry and knowledge of English is, therefore, perceived to be essential for economic empowerment. De Wet (2002:120) further stresses that it is ironic that English is regarded as the language of trade because a small minority speaks it and it thereby includes a large proportion of the population from participating in the economic mainstream. Despite this discrepancy, English and French are still acknowledged as languages of economic empowerment in Africa.

Africans see the English and French languages as having the power to open up doors for economic development in African countries.

2.1.1.3 The need for economic mobility and technological advancement

The adoption of European languages as LoLT in African countries is often based on the belief that economic development would be best achieved by means of the language whose native speakers belong to the economically successful communities of the world and that the European languages are regarded as tools for technological advancement, whilst African languages are associated with technological stagnation and backwardness (Motshologane 2000:21).

Haacke (1994:190) says that in Africa, African languages are rejected by many Africans on the grounds that they are unfit for economic empowerment. In Africa, English or French is the principal medium employed at higher levels in commerce, industry and banking (Chick 1992:285).

2.1.1.4 The cost of maintaining education systems in African countries

A multilingual education system is difficult to administer and it is very expensive, especially in the production of educational material for all speech communities (Niemann & De Wet 1995:7). African countries cannot afford to use different languages either as national or official languages simultaneously, because educational material is too costly. This is one of the reasons why English is the common LoLT in Nigeria, where 400 indigenous languages are spoken (Van Schalkwyk 1989:7). In addition, African nations have chosen English as a matter of economic feasibility (Schmied 1991:31).

Mvula (1992:40) believes that the idea of using a number of languages, as LoLT in African countries is sound as it attempts to satisfy every ethnic group. According to him, most African countries are faced with poor economic situations, high rates of inflation and cannot afford to use different languages as LoLT simultaneously. One foreign language as LoLT would be more economical than the cost of providing training through a number of mother tongues.

2.1.1.5 Conclusion

The choice of a language as LoLT in African countries is often based on the belief that it will give the people access to the world community by means of economic development. Africans generally believe that foreign languages are regarded as tools for technological advancement, whereas their home language will impede their progress and integration into the modern world. For that reason indigenous languages remain unwritten and unstudied, and are often seen as a waste of time.

- Language decisions are primarily made on economic, political grounds, reflecting the values of those in political power (Harlech – Jones 1989:11).

2.1.2 Political factors

2.1.2.1 Introduction

The choice of LoLT is an extremely sensitive political question as it usually implies the strengthening of foreign languages and the people who master these languages. Aspects of language policy are always political and are designed to serve the ends of a defined political community (Harlech–Jones 1987:16). On attaining political sovereignty all the new countries proclaimed the will to promote the people's languages to satisfy their national movement as old standing claims

2.1.2.2 Political roles of languages in multilingual countries

The following are political roles and examples of languages in multilingual societies that illustrate political neutrality in Kenya, political decision in Uganda and political instability in Nigeria.

For a language to become a LoLT certain very important features are needed. In the first place it should be politically neutral. If a language is not characterized by political neutrality it is often regarded merely as a tool by which a particular language group seeks to extend its domination (Nida & Wonderley 2002:55).

- An example of political neutrality can be seen in East Africa, where Swahili has at least seemed to afford a neutral LoLT, especially in a nation such as Kenya, where the political centre of the country is not associated with traditional Swahili dominance.

Governments of multilingual and multicultural countries see language planning as and instrument to unify people (Bokamba 199:188; Cluver 1993:363; Njogu 1992:72).

- Examples of a political decision on a country's language policy are found in Uganda, where English is the link language in the complex ethno-linguistic scenario in Uganda. This alien language bridges the gap between regional differences and sectional hostilities. Ethnic arrogance becomes subdued by the adoption of a foreign language (Luzuka 1987:147-148).

Language policies are usually political decisions, which often lead to political divisiveness and rivalry.

- An example of political instability is seen in the political decision in the Nigerian government to promote Igbo, Hausa and Yoruba. These three major Nigerian languages are simultaneously lifted to national status,

while the other four hundred local languages still need to develop (Akinnaso 1990:349).

2.1.2.3 Conclusion

Since language is a powerful tool in unifying a diverse population (Mvula 1992:40), African countries have been cautious when choosing a LoLT especially in education. The decision to impose one (indigenous) home language as a LoLT gives one ethnic group a political advantage. The move ultimately leads to political resentments. According to Nida and Wonderley (2002:55), one way of avoiding political divisiveness in Africa is to adopt a politically "neutral" language such as English or French as LoLT.

- The LoLT in education policy should be critically appraised and attempts should be made to reconcile political agendas with social factors.

2.1.3 Social factors

2.1.3.1 Introduction

Social factors refer to matters such as social patterns, interpersonal communications as well as group relations (Van Schalkwyk 1989:7). The social factors give rise to particular educational needs and place specific demands on the formulation of educational policies.

2.1.3.2 The importance of language as a tool for social mobility

The choice of LoLT and its implementation in the society is seldom based on educational preferences alone. This comes about because of the need to improve the children's social status. The majority of parents in Africa regard IALs as having little or no status. Instead they prefer the use of foreign languages (English, French, Spanish or Portuguese), their former colonisers' linguistic choice as LoLT. For example, the Ugandans also support the

use of English as LoLT because they regard it as a language of prestige and believe that its knowledge is a key to material benefits and social status (Bogonko 1992:239).

In most situations in African countries parents, who regard English as a means to or a prerequisite for socio-economic advancement, pressure school authorities. English has proved to be the most widespread and convenient among other foreign languages and has consequently obtained prominent status in Africa, as an official or semi-official language (Schmied 1991:25). The ability of citizens to communicate with ease in a majority language, for instance English, is regarded as a common leveler in society, whereas a minority language is connected with social disadvantages. For example, the Elite group in Nigeria opposed mother tongue instruction on the ground that its use as LoLT will lower the social status of their children (Akinnaso 1990:358). They send their children to private schools where English is used as LoLT from first year of education.

Schmied (1991:100) stresses that if a lack of English is blamed for general educational or social problems, then upward mobility and academic achievement are straight forwardly equated with more English. Therefore, a perceived solution to a lack of English proficiency is to introduce English as LoLT at a very early age of schooling.

2.1.3.3 Conclusion

It is, therefore, evident that Africans favour a foreign language as a LoLT on the grounds of the immense prestige accorded to it as a world language and a language of social mobility (Motshologane 2000:25).

- For a language to be perceived as having social status in Africa, it is important that the government of any African country preserves its cultural heritage by using African languages as LoLT in education.

2.1.4 Cultural factors

2.1.4.1 Introduction

Bogonko (1992:236) defines culture as "a set of meanings institutions, expectations and models of understanding in which people find themselves as they strive to become participating members of their society". This cultural heritage can be passed from one generation to another through language in formal and informal ways. The transference of culture in formal ways takes place in educational institutions, through the language we use.

2.1.4.2 The importance of language and culture in African society

Since language and culture are inseparable, no policy on language can have a meaning without incorporating the cultural heritage of the society for which that policy is meant. Bokamba (1991:206) warns that a language that is perceived as having no social-economic value, other than cultural is likely to decline as its speakers shift to other languages with more international status. According to him, African or National languages will be headed towards an irreversible decline and ultimately death, unless their current state of neglect is changed. The adoption of a European language as LoLT in African schools inevitably means forfeiting certain traditional cultural values that are distinctly African, in favour of European ones (Mawasha 1987:113). According to Motshologane (2000:33) the diffusion of foreign languages, and thus foreign culture in a society may have depersonalising effects.

This is evident in Ghana, where Ghanaian parents look upon their languages with a certain amount of shame and regard them as not worthy of their children to learn. Their children acquire foreign cultures and ultimately become culturally alienated from the society they live in. According to De Wet (2002:120) teachers need to realise that each learner brings his or her own culturally bound awareness to what is read or heard.

2.1.4.3 Conclusion

It is important that African learners must not forget their roots and should remember that they switch to a foreign language only to solve communication problems that cannot be solved otherwise. African societies should be proud of their African cultures by using African languages as LoLT. Failure to do so will result in the disintegration of African cultures with a concomitant development of culturally disoriented children. The mother tongue, therefore, helps to safeguard the child's cultural identity.

- The ability of learners to master the learning material depends, among others, factors in the education system, on the role of parents and teachers, as well as the availability of teaching and learning materials in schools.

2.2 Factors in the education system

2.2.1 Introduction

The successful use of a language as a LoLT is not only determined by the factors hitherto discussed. For a language to succeed as a LoLT there should be enough competent teachers to teach in that language, enough materials written in that language and that parents and learners should support the language. The subsequent discussion focuses on these factors.

2.2.2 The role of parents

Parents are one of the most important components in any education system. One of their major roles is to see that their children get quality education. The use of a foreign language as LoLT means that some parents will have difficulties in assisting their

children with schoolwork since most of the African parents lack knowledge of foreign languages.

The conditions for learning become poorer due to a lack of reinforcement and support from African parents in the development of IALs in schools. As a result many IALs remain underdeveloped and African parents send their children to private English or French schools preferring their children to be taught in a foreign language. They view the IALs as being unfit to provide access to economic and technological development, as well as to high social status.

It is, therefore, imperative that African parents get some basic communication skills in foreign languages in order to assist their children with schoolwork at home. Schools need to involve parents, not only in fundraising activities, but also in thinking through and coming to understand the educational issues as primary educators (Versfeld 1993:20).

The ability of children to master the learning material depends, among other factors, on the assistance they get from their parents at home.

2.2.3 The role of teachers

Haacke (1994:193) believes that teachers are the crucial implementation agents of the policies formulated in education. It is often argued that African languages cannot be adopted as LoLT because they are not developed and require considerable investments in the training of teachers (Niemann & De Wet 1995:18). Haacke (1994:193), further states that if teachers lack knowledge of a particular language, they tend to feel awkward in teaching in that language and subsequently, they convey their resentment to the learners.

According to Rubagumya (1990:1), one main consideration in choosing the LoLT is to determine the number of teachers who are competent enough to teach in that language.

He believes that the teachers' competency to teach in a particular language determines the nature of outcomes of education.

Niemann and Van Tonder (1989:310) state that, the problem of using IALs as LoLT in Nigeria has been the shortage of teachers who are competent enough to teach in Nigerian IALs. As a result, it has, therefore, become difficult to adopt these languages as LoLT.

2.2.4 Availability of teaching and learning materials

One of the problems facing African countries in their attempts to use IALs as LoLT is the lack of teaching and learning materials written in IALs. For example, despite the development and promotion of Swahili in Tanzania, it is not a LoLT at tertiary level, but it is only a course of study (Njogu 1992:73). An attempt to introduce IALs as LoLT in Nigeria failed because of the lack of literature in these languages (Niemann & Van Tonder 1989:310). The un-availability of teaching and learning materials will affect the quality of the teaching and learning process.

IALs that were used in isolation on a cultural basis have shown a decline. They remain unwritten and unstudied. It is, therefore, imperative that the use of any LoLT should be largely motivated by the extensive availability of written materials in this language. In the absence of sufficient resources written in IALs to cater for large numbers of learners at secondary school level, many African countries have been faced with vast numbers of school learners being eliminated from the system without satisfactory preparation for adult life.

2.2.5 Conclusion

For a language to succeed as a LoLT, parents as primary educators should be involved in the educational issues. There should be enough competent teachers to teach in that language and enough written materials in that language.

2.3 The influence of colonial policy on language policy

Until the 1960s Africa was entirely divided among a few European colonial powers. Each colonial power had its own style in linguistic uses and customs. The "Latin" nations, that is, Portuguese, Spanish, French and Italian, held the opinion that their civilizations were superior to that of the African nations, and that the best way to bring them on a par with the colonisers was through an active policy of political and cultural assimilation (Breton 1991:155).

The use of African languages in education and administration was, therefore, actively discouraged by fore-mentioned colonial administrations. They viewed African languages as an obstacle to the objective of cultural assimilation (Breton 1991:155; Bokamba 1991:187). The ruler's language was seen as a "gift to the masses that the potential elites of educated should be worthy to use or really master according to their talent" (Breton 1991:155).

Access to public positions, especially to higher administrative posts, and job upward mobility in the English colonies, were determined by one's education and competency in the colonial language (Bokamba 1991:187). There are studies of how the role of English in post-colonial societies has served to maintain western interests, and how the education system of independent states has continued the language policies of colonial times virtually unchanged (Phillipson 1992:36).

Research by Niemann and De Wet (1995:14) indicates that in many African countries colonialism had a remarkable influence in the language issue. Up to forty years after independence, however, there still is little evidence of development of a national language. The position of foreign languages as LoLT is stronger in African countries than it has ever been before.

2.4 Political influences

Motshologane (2000:13) indicate that the search for a coherent, responsible and viable language policy has been travail for most African countries in the post independence era. The nationalist ideologist on one hand, pressed for the promotion of IALs to official status. On the other hand, the needs for economic development and the influence of other factors required the retention of languages of their former colonizers.

In South Africa language was namely used as an instrument of the former colonial powers to strengthen their political authority. Throughout the history of South Africa there is sufficient evidence of how language was used in the power struggle between the English and Afrikaans governments to empower themselves respectively. However, the multilingual nature of society was ignored and instruction in IALs was neglected (Hartshorne 1987:44). The arrangement to be educated in a colonial language in the secondary phase was associated with oppression by the Afrikaner regime. Some people view that the promotion of English and Afrikaans at the expense of IALs in the past has resulted in the majority of people being unable to develop their talent to the optimum.

2.5 The consequences of the adoption of foreign language as LoLT in African countries.

2.5.1 Introduction

The search for a common language with a high status is a general trend in many African countries. In this regard there will be short-term consequences in the retention of foreign languages as LoLT in African countries and long-term negative consequences. The subsequent discussion surveys the consequences of the use of foreign languages as LoLT in African countries.

2.5.2 Wastage

Wastage is shown in the percentage of learners that repeat classes because of failure in one or more subjects, or because of failure in an admission examination. Some learners also drop out of school because of poor performance at some level, or lack of space in the next level of education (Bokamba 1991:193).

This failure is regarded as wastage because the labour of teachers is employed without attaining the predetermined educational objectives and because of the continuous support and contributions by parents. According to Bokamba (1991:194) the causes are all related to the question of using a foreign language as LoLT. The use of a foreign language as LoLT often result in reducing learning strategies to simple memorization without understanding (Bokamba 1991:196). The educational objectives are not met because pupils fail to reach the target achievement levels, repeat grades and leave school prematurely. This behaviour has often been ascribed to pupils in African countries.

2.5.3 Cultural loss in education

The adoption of foreign languages as LoLT in African schools inevitably means forfeiting certain traditional cultural values that are distinctly African, in favour of European ones (Mawasha 1987:113). The cultural heritage of Africa can be passed from one generation to another through language in formal and informal ways. The transference of culture in formal ways takes place in an educational institution. Since language and culture are closely related and inseparable, no policy on language can have a meaning without incorporating the cultural heritage of the society. Research by Niemann and De Wet (1995:11) indicates that African learners must not forget their roots and must be mindful of the fact that they switch to a European language only to solve a communication problem that cannot be solved otherwise.

2.5.4 Disparity between home and school language

In most African countries there is no English / French speaking infrastructure such as having shopkeepers or administrators outside the main city who uses these languages. In a context where a particular language is hardly spoken outside of the school, the chances of it succeeding as LoLT are slim (Niemann & De Wet 1995:11). African countries are characterized by a high illiteracy rate, which is estimated at 80 percent (Bokamba 1991:198). With such a high illiteracy rate, knowledge of foreign languages is a problem to the majority of African inhabitants.

Consequently, the use of foreign languages as LoLT in African schools means that the majority of parents are unable to assist and monitor their children's schoolwork. African minorities who are literate and who claim to know the foreign languages, rarely communicate in these languages with their children. Instead, they use their IALs as medium of communication with their children at home. Thus, the condition for learning through a foreign language is poor as a result of lack of communication and reinforcement of the learnt material at home.

2.6 Conclusion and summary

When it comes to the choice of LoLT in Africa economical, political, social, cultural and educational factors are so closely interrelated that it is difficult to sort out the arguments. The choice of LoLT is such an extremely sensitive political issue, that it will mostly imply a strengthening of the European languages and of the small elites in the African countries who master these languages.

Most African countries have difficulties in formulating language policies, especially in education, that would be accepted by all the citizens of a given state. First of all, schools are directly affected by the policy with regard to the LoLT. In almost every country the

official language(s) will be the LoLT at least in the secondary school. The question is whether, and to what extent other languages of a country play a role as LoLT in the primary school years, or are offered as subjects.

The cost of developing African languages also makes it difficult for African countries to use African languages as LoLT. An attempt to develop African languages will impact negatively on the economy of African countries, which are already faced with poor economic situations. Furthermore, Africans view their languages as being unfit to provide access to economic and technological development, as well as to a high social status and prestige.

Other restricting factors in an attempt to use African languages as LoLT in African countries are the political hostilities and tribal clashes associated with the use of language of education. There are also not enough written materials in IALs. "Education for all" cannot be reached without strengthening IALs, the languages mostly spoken. The use of foreign languages as LoLT in African countries is also characterized by several problems. This tendency is associated with wastage that impacts negatively on the economy of these countries. The use of foreign languages as LoLT also impacts negatively on the development of African cultures and a lack of knowledge from African parents in these languages results in, parents being unable to assist their children with schoolwork.

Chapter 2 gave an overview on the perceptions on home language and foreign language as LoLT in selected African countries.

Chapter 3 will concentrate on the empirical investigation of the attitudes of Oshikoto region teachers from selected secondary schools to mother tongue and foreign language usage as LoLT.

CHAPTER 3

PERCEPTIONS ON THE USE OF HOME LANGUAGE AND FOREIGN LANGUAGE AS LoLT IN THE OSHIKOTO REGION

3.1 Research approach and procedure of data collection

The approach used in this research is the "descriptive survey" approach. The study set out to determine the attitudes of educators towards the use of English, Afrikaans and African languages as Languages of Learning and Teaching (LoLT) in schools in the Oshikoto region and to interpret the data collected in view of the theoretical study.

A letter (cf. Appendix A) was sent to Oshikoto Regional Educational Department to seek permission to conduct a research in schools in the Oshikoto region. A questionnaire (cf. Appendix D) was used to gather information from secondary school educators. This questionnaire was divided into two sections. Section A was concerned with the professional and personal details of the educators. Section B was concerned with the attitudes of educators towards the use of English, Afrikaans and African languages as LoLT. A target group of 70 educators were randomly selected. The questionnaires were hand-delivered personally by the researcher. These questionnaires were collected a day after they were delivered. Seventy, (100 percent) questionnaires were recovered and the information they contained was analysed and interpreted.

3.2 Analysis and Interpretation of research results

3.2.1 Analysis and Interpretation of Section A of the questionnaire

3.2.1.1 Introduction

Section A of the questionnaire (cf. Appendix D) intended to obtain information on the professional and personal details of the respondents in order to determine whether they had adequate qualifications and experience. This information was used to validate the results findings.

3.2.1.2 Professional and Personal details of the respondents

The professional and personal details of the respondents as indicated in Section A of the questionnaire (cf. Appendix D) reveal a number of things which will be discussed below.

Question 1.1 and 1.2 was intended to determine the citizenships of the respondents. The responses indicate that 91,4 per cent were Namibian citizens and 8,5 per cent were South African immigrants.

Question 1.3 intended to determine the average ages of the respondents. The responses indicate that the average age of the respondents was between 36 to 50 years.

The answers to question 1.4 provided information on the sex of the respondents. The responses indicate that 55,7 per cent were women and 44,2 were men.

The answer to question 1.6 supplied information on the position of the respondents at school. Responses to this question are reported in table 3.1.

Table 3.1 Responses on positions of respondents

	Responses (N=70)	
Position	**No.**	**%**
Principal (T4B Level 1)	3	4.2
Deputy Principal (T4A Level 1)	3	4.2
Head of Department (T4A Level 1)	6	8.5
Educator (T3A Level 1)	35	50
Educator (T3A Level 2)	19	27.1
Educator (T2C Level 1)	4	5.7
Total	70	100

Table 3.1 indicates that 16,9 per cent of the respondents were on the management team.

Question 1.7 was aimed at determining the teaching experience of the respondents. The responses indicate that the average teaching experience of the respondents was 12 years.

The answers to question 1.8 supplied information on the highest academic and professional qualification of the respondents. Responses to this question are reported in table 3.2.

Table 3.2 Highest academic and professional qualifications of the respondents.

	Responses (N=70)	
Qualifications	**No.**	**%**
Grade 8 or 9 with no tertiary qualifications	0	0
Grade 8 or 9 with tertiary qualification	0	0
Grade 12 with no tertiary qualification	0	0
Grade12 with 1 to 3 years of tertiary qualification	33	47.1
Grade 12 with 4 or more years of tertiary qualification	37	52.8
Total	70	100

Question 1.5 and 1.9 supplied information on the home language of the respondents and the responses to this question are reported in table 3.3

Table 3.3 Home languages of the respondents

	Responses (N=70)	
LANGUAGES	**No.**	**%**
Oshiwambo	32	45.7
Herero	6	8.5
Nama, Damara	8	11.4
Lozi	2	2.8
Kavango	0	0
Khoi-khoi	2	2.8
Tswana	1	1.4
German	2	2.8
English	0	0
Afrikaans	16	22.8
Other	1	1.4
Total	70	100

Table 3.3 indicates that the majority of the respondents, that is 45,7 per cent, spoke Oshiwambo as a home language and that none of the respondents spoke English as a home language.

Answer to question 1.10 supplied information on the LoLT, where respondents teach from grade 8 to 12. All the respondents (100 per cent) indicate that all the schools use English as LoLT from grade 8 to 12.

Question 2.12, 2.13 and 2.14 dealt with the respondent's command of their mother tongue, English and Afrikaans. The responses to these are reported in table 3.4

Table 3.4 Responses to the statement "My command of my pupils' mother tongue is good"

	Responses (N=70)	
Scale	**No.**	**%**
I strongly agree	45	64.2
I agree	23	32.8
I don't know	1	1.4
I disagree	1	1.4
I strongly disagree	0	0
Total	70	100

Sixty-eight respondents (97,1 per cent) are of the opinion that they have a good command of their mother tongue as against only 2 (2,8 per cent) who indicated that their command of mother tongue is not good.

Table 3.5 Responses to the statement " My command of English is good"

	Responses (N=70)	
Scale	No.	%
I strongly agree	37	52.8
I agree	32	45.7
I don't know	0	0
I disagree	0	0
I strongly disagree	1	1.4
Total	70	100

The majority of the respondents, that is 69 (98,5 per cent), are of the opinion that they have a good command of English.

Table 3.6 Responses to the statement "My command of Afrikaans is good"

	Responses (N=70)	
Scale	No.	%
I strongly agree	29	41.4
I agree	23	32.8
I don't know	1	1.4
I disagree	3	4.2
I strongly disagree	14	20
Total	70	100

The majority of the respondents (74,2 per cent) are of the opinion that they do have a good command of Afrikaans.

3.2.1.3 Conclusion

The professional and personal details of the respondents reveal that the respondents were Namibian citizens over the age of 30 years and were well qualified and experienced. The ratio of males to females shows that there are more female teachers than male teachers. There is a difference of 11,5 per cent in the sex ratio.

The majority were on post T3A level two (educators) and spoke Oshiwambo as their home language. It will also be observed that English is the only LoLT used in all the schools where respondents taught. Furthermore, the majority of respondents were of the opinion that they have a good command of their mother tongue, English and Afrikaans. The subsequent section of the questionnaire deals with the views of the respondents on the LoLT.

3.2.2 Analysis and interpretation of Section B of the questionnaire

3.2.2.1 Introduction

Section B of the questionnaire (cf. Appendix D) intended to determine the views of the respondents on the consequences of the use of the second language, mother tongue, English, Afrikaans and African languages as LoLT in schools in the Oshikoto region.

3.2.2.2 Languages of Learning and Teaching (LoLT)

Question 2.1 intended to determine the respondents' view on the use of mother tongue as a LoLT from grade 1 to 12 after the initial use of mother tongue as a LoLT from grade 1 to 3.

Table 3.7 Responses to the statement "Pupils will do better in school if the LoLT is the mother tongue from Grade 1 to 12

	Responses (N=70)	
Scale	**No.**	**%**
I strongly agree	6	8.5
I agree	12	17.1
I don't know	13	18.5
I disagree	18	25.7
I strongly disagree	21	30
Total	70	100

This table indicates that the majority of the respondents 55,7 do not believe that pupils will do better in schools if the LoLT is the mother tongue from grade 1 to 12.

Question 2.2 dealt with the views of the respondents on the use of a second language as a LoLT from grade 1 to 12. Responses to this question are reported in table 3.8

Table 3.8 Responses to the statement "Pupils will do better in school if the LoLT is the second language from grade 1 to 12"

	Responses (N=70)	
Scale	**No.**	**%**
I strongly agree	25	35.7
I agree	18	25.7
I don't know	7	10
I disagree	11	15.7
I strongly disagree	9	12.8
Total	70	100

Table 3.8 indicates that the majority of the respondents (61,4 per cent) are of the opinion that pupils will do better in school if the LoLT is the second language from grade 1 to 12.

Answers to question 2.3.1 intended to determine the views of the respondents on whether they agree that pupils will learn best through the medium of mother tongue or not. The responses to this question are reported in table 3.9

Table 3.9 Mother tongue should be used as the LoLT because pupils learn best through mother tongue

	Responses (N=70)	
Scale	No.	%
I strongly agree	31	44.2
I agree	22	31.4
I don't know	8	11.4
I disagree	3	4.2
I strongly disagree	6	8.5
Total	70	100

The above table indicates that the majority of the respondents (75,6 per cent) believe that pupils will learn best through the medium of mother tongue.

The responses to question 2.3.2 where the respondents were requested to indicate whether children will be active in class if taught through the medium of mother tongue or not are reported in table 3.10

Table 3.10 If mother tongue is used as the LoLT children will be more active in class

	Responses (N=70)	
Scale	No.	%
I strongly agree	38	54.2
I agree	24	34.2
I don't know	1	1.4
I disagree	4	5.7
I strongly disagree	3	4.2
Total	70	100

It will be noticed from table 3.10 that the majority of the respondents (88,4 per cent) believe that children will be more active in class if taught through the medium of mother tongue.

Question 2.3.3 supplies information on the views of the respondents on whether parents will be able to assist their children with schoolwork if mother tongue is used as the LoLT. Answer to this question are reported in table 3.11

Table 3.11 Parents will be able to assist their children with schoolwork if mother tongue is used as the LoLT

	Responses (N=70)	
Scale	**No.**	**%**
I strongly agree	42	60
I agree	20	28.5
I don't know	5	7.1
I disagree	3	4.2
I strongly disagree	0	0
Total	70	100

Table 3.11 indicates that the majority of the respondents (88,5 per cent) believe that mother tongue should be used as the LoLT because parents will be able to assist their children with schoolwork.

Question 2.3.4 aimed at eliciting information from the respondents on the role of mother tongue as the preserver of cultural heritage and traditions. Answers to this question are reported in table 3.12

Table 3.12 Mother tongue should be used as the LoLT because if this is not done, pupils will lose respect for their cultural heritage and traditions

	Responses (N=70)	
Scale	**No.**	**%**
I strongly agree	10	14.2
I agree	5	7.1
I don't know	2	2.8
I disagree	21	30
I strongly disagree	32	4.5
Total	70	100

A greater percentage of the respondents (75,7 per cent) do not believe that if children are not taught through their mother tongue, they will lose respect for their cultural heritage and traditions in comparison to those who are taught through their mother tongue. They believe that they will still respect their cultural heritage and traditions.

Question 2.4 aimed at determining the views of the respondents on whether they consider English to be the language of national unity or not. The responses to this question are reported in table 3.13

Table 3.13 I consider English to be a language of national unity in my country

	Responses (N=70)	
Scale	**No.**	**%**
I strongly agree	36	51.4
I agree	28	40
I don't know	2	2.8
I disagree	3	4.2
I strongly disagree	1	1.4
Total	70	100

It will be noticed from table 3.13 that the majority of the respondents (91,4 per cent) consider English to be a language of national unity.

Question 2.5 dealt with the views of the respondents whether or not they were proud of their mother tongue. The responses are reflected in table 3.14

Table 3.14 Knowledge of my mother tongue makes me feel proud

	Responses (N=70)	
Scale	**No.**	**%**
I strongly agree	30	42.8
I agree	30	42.8
I don't know	6	8.5
I disagree	4	5.7
I strongly disagree	0	0
Total	70	100

A greater percentage of the respondents (85,6 per cent) believe that knowledge of their mother tongue makes them feel proud.

Question 2.6.1, 2.7.1, 2.8.1 aimed at determining the views of the respondents on the influence of English, Afrikaans and African languages on the economic empowerment of learners. The responses to these questions are reported in table 3.15

Table 3.15 English, Afrikaans or African languages should be used as LoLT because their knowledge has a positive influence on the economic empowerment of learners

	Responses (N=70)					
	English		Afrikaans		African languages	
Scale	No.	%	No.	%	No.	%
I strongly agree	37	52.8	20	28.5	8	11.4
I agree	21	30	17	24.2	11	15.7
I don't know	2	2.8	5	7.1	5	7.1
I disagree	6	8.5	18	2.5	28	40
I strongly disagree	4	5.7	10	14.2	18	25.7
Total	70	100	70	100	70	100

It will be noticed from table 3.15 that the majority of the respondents believe that English should be used as the LoLT because its knowledge has a positive influence on the economic empowerment of learners. Compared to Afrikaans and African languages, the percentage of the respondents who regard English as having a positive influence on the economic empowerment of learners is 82,8 as against 52,7 and 27,1 for both Afrikaans and African languages respectively.

Questions 2.6.2, 2.7.2 and 2.8.2 aimed at determining the respondents' view on the state of development of English, Afrikaans and African languages as far as their ability to cope with science and technology are concerned. The responses to these questions are reported in table 3.16

Table 3.16 English, Afrikaans or African languages should be used as LoLT because they can cope with science and technology

	Responses (N=70)					
	English		Afrikaans		African languages	
Scale	**No.**	**%**	**No.**	**%**	**No.**	**%**
I strongly agree	38	54.2	14	20	7	10
I agree	21	30	19	27.1	4	20
I don't know	1	1.4	8	11.4	9	12.8
I disagree	7	10	20	28.5	23	32.8
I strongly disagree	3	4.2	9	12.8	17	24.2
Total	70	100	70	100	70	100

Table 3.16 indicates that the majority of the respondents (84,2 per cent) are of the opinion that English should be used as LoLT because it can cope with science and technology. Only 47,1 per cent and 30 per cent of the respondents believe that Afrikaans and African languages, respectively, are able to cope with science and technology.

The responses to questions 2.6.3, 2.7.3 and 2.8.3, where respondents were requested to indicate the language that is able to promote national unity among the diverse ethnic group, are reported in table 3.17.

Table 3.17 English, Afrikaans or African languages should be used as LoLT because they promote national unity among diverse ethnic groups

	Responses (N=70)					
	English		Afrikaans		African languages	
Scale	**No.**	**%**	**No.**	**%**	**No.**	**%**
I strongly agree	33	47.1	10	14.2	15	21.4
I agree	27	38.5	10	14.2	13	18.5
I don't know	4	5.7	5	7.1	11	15.7
I disagree	3	4.2	28	40	21	30
I strongly disagree	3	4.2	17	24.2	10	14.2
Total	70	100	70	100	70	100

Table 3.17 indicates that 85,6 per cent of the respondents believe that English should be used as the LoLT because it can promote national unity among diverse ethnic groups, as against 28,4 per cent for Afrikaans and 39,9 per cent for African languages.

Answers to question 2.6.4, 2.7.4 and 2.8.4 provided information on the views of the respondents on the ability of English, Afrikaans and African languages to provide access to a high social status. The responses to these questions are reported in table 3.18

Table 3.18 English Afrikaans or African languages should be used as LoLT because their knowledge provides access to a high social status

	Responses (N=70)					
	English		Afrikaans		African languages	
Scale	**No.**	**%**	**No.**	**%**	**No.**	**%**
I strongly agree	29	41.4	10	14.2	8	11.4
I agree	22	31.4	12	17.1	16	22.8
I don't know	2	2.8	9	12.8	11	15.7
I disagree	10	14.2	20	28.5	19	27.1
I strongly disagree	7	10	19	27.1	16	22.8
Total	70	100	70	100	70	100

A greater percentage of the respondents (72,8 per cent) believe that English should be used as the LoLT because it has the ability to promote access to a high social status. Compared to Afrikaans and African languages, only 31,3 and 34,2 per cent, respectively, believe that these two languages can promote access to a high social status.

Question 2.6.5, 2.7.5 and 2.8.5 intended to determine whether the respondents believe that there are enough written materials in English, Afrikaans or African languages or not, for them to be used as LoLT. Answers to these questions are reported in table 3.19

Table 3.19 English, Afrikaans or African languages should be used as LoLT because there are enough printed materials (text-books and other reading materials) written in them

	Responses (N=70)					
	English		Afrikaans		African languages	
Scale	**No.**	**%**	**No.**	**%**	**No.**	**%**
I strongly agree	34	48.5	12	17.1	8	11.4
I agree	23	32.8	16	22.8	13	18.5
I don't know	9	12.8	7	10	8	11.4
I disagree	4	5.7	18	25.7	24	34.2
I strongly disagree	0	0	17	24.2	17	24.2
Total	70	100	70	100	70	100

It will be noticed from the above table that the majority of the respondents (81,3 per cent) believe that English should be used as the LoLT because there are enough printed materials written in it. The percentages of respondents who believe that Afrikaans and African languages should be used as LoLT because of the availability of printed materials in them are 39,9 and 29,9 respectively.

Questions 2.6.6, 2.7.6 and 2.8.6 supplied information on the respondents' views on whether English, Afrikaans or African languages should be used as LoLT or not, because of the availability of competent teachers who can teach in them. The responses to these questions are reported in table 3.20.

Question 2.9 aimed at determining the views of the respondents on whether English as an official language has a negative influence on the indigenous languages. The responses to this question are reported in table 3.20

Table 3.20 English, Afrikaans and African languages should be used as LoLT because there are enough teachers competent to teach them

	Responses (N=70)					
	English		Afrikaans		African languages	
Scale	**No.**	**%**	**No.**	**%**	**No.**	**%**
I strongly agree	20	28.5	13	18.5	11	15.7
I agree	22	31.4	19	27.1	14	20
I don't know	2	2.8	4	5.7	8	11.4
I disagree	18	25.7	18	25.7	25	35.7
I strongly disagree	8	11.4	16	22.8	12	17.1
Total	70	100	70	100	70	100

Table 3.20 indicates the majority of respondents (59,9 per cent) are of the opinion that English should be used as LoLT because there are enough teachers competent to teach in the language.

Only 45,6 percent believe that Afrikaans and 35,7 percent believe that African languages should be used as LoLT because there are enough teachers competent to teach in them.

Table 3.21 English in my country has a negative influence on our indigenous languages

	Responses (N=70)	
Scale	**No.**	**%**
I strongly agree	13	18.5
I agree	15	21.4
I don't know	8	11.4
I disagree	20	28.5
I strongly disagree	14	20
Total	70	100

The majority of the respondents (48,5 per cent) do not believe that English has a negative influence on the country's indigenous languages.

Question 2.10 intended to determine the views of the respondents on whether one can get a good job without the ability to read, write or speak English. The responses to this question are reported in table 3.22

Table 3.22 One cannot get a good job in my country without the ability to read, write or speak English

	Responses (N=70)	
Scale	**No.**	**%**
I strongly agree	21	30
I agree	40	57.1
I don't know	5	7.1
I disagree	3	4.2
I strongly disagree	1	1.4
Total	70	100

The majority of the respondents (87,1 per cent) believe that one cannot get a good job without the ability to read, write or speak English.

Question 2.11 provided information on the views of the respondents on whether English will become more important in the country in the future. The responses to this question are reported in table 3.23

Table 3.23 English will become more important in our country in the future

	Responses (N=70)	
Scale	No.	%
I strongly agree	24	34.2
I agree	23	32.8
I don't know	11	15.7
I disagree	7	10
I strongly disagree	5	7.1
Total	70	100

The majority of the respondents (67,0 per cent) believe that English will become more important in the future.

3.2.2.3 Conclusion

There is a positive attitude towards the use of English as LoLT from grade 1 to 12. Respondents are also of the opinion that English is an important tool for economic, educational and social empowerment and they consider it to be a language of national unity. The research findings will be discussed in more detail in the next chapter.

CHAPTER 4

FINDINGS AND RECOMMENDATIONS

4.1 Findings

4.1.1 Introduction

This chapter will provide main findings based on the literature study in some of the African countries provided in Chapter 2 and the empirical study in the Oshikoto region provided in Chapter 3.

4.1.2 Findings with regard to the professional and personal details of the respondents

The professional and personal details of the respondents reveal that the majority of the respondents are well qualified and experienced. The majority (99,9 per cent) had post matriculation qualifications (cf. Table 3.7) and had an average of 12 years experience as teachers (cf. par. 3.2.1). Thus, they have hands on experience and knowledge (practical and academic) of education. Furthermore, the majority of the respondents (50 per cent) were educators on post T3A Level 2 (cf. Table 3.1). This means that these educators are in daily contact with the learners in class. Thus, they should know the effects of language on learning.

4.1.3 Findings with regard to the Language of Learning and Teaching (LoLT)

4.1.3.1 The schools surveyed used English as LoLT form grade 8 to 12

The assertion of this research was that English is favored as the LoLT in secondary schools in the Oshikoto region (cf. par. 1.1). This assertion is true because none of the schools surveyed use African languages as LoLT from grade 8 to 12. English is used as a LoLT in the rest of the schools surveyed from grade 8 to 12 (cf. par. 3.2.1.2).

4.1.3.2 Teachers favor second language as the LoLT from grade 1 to 12

English is used as the LoLT from grade 8 to 12 in 100 per cent of the schools surveyed (cf. par 3.2.1.3.) and the majority of the respondents support the use of a second language as the LoLT (cf. Table3.8). The Respondents indicated that children would do better in school if the LoLT is initially the mother tongue from grade 1 to 3 and they are also in favour of the use of the second language as LoLT from grade 1 to 12 (cf. Table 3.8). The respondents indicated in their additional remarks that there are too many different home languages and that a second language will be sufficient to be used as a LoLT to accommodate all the people in the country (cf. Table 3.8).

The support for the use of mother tongue as the LoLT is also emphasized by the greater percentages of the respondents, that is 75,6 per cent, who indicated that children would learn best through their mother tongue (cf. Table 3.9). Eighty eight per cent, indicated that children will be more active in class if they learn through their mother tongue (cf. Table 3.10).

4.1.3.3 The influence of a foreign language on the involvement of parents in the education of their children

According to research on language issues in Africa, the ability of the children to master the learning material depends on the assistance they get from their parents (cf. par 2.2.2). The majority of the respondents (88,5 per cent) concur with these findings since they are of the opinion that the use of mother tongue as the LoLT will enable parents to assist their children with schoolwork. Despite this, the majority of schools surveyed, that is (100 per cent), use English as the LoLT from grade 1 to 12 and the majority of educators surveyed, that is 61,4 per cent favour the use of the second language as the LoLT from grade 1 to 12 (cf. Table 3.8).

4.1.3.4 Cultural loss in education

According to research findings on language issues in Africa, the continued use of foreign language as LoLT makes it difficult to diffuse African cultures to the children and subsequently these children scorn their culture and traditions (cf. par 2.5.3). The majority of the educators surveyed, that is (75,7 per cent) did not support this view of the statement that, if mother tongue were not used as the LoLT, pupils would lose respect for their cultural heritage and traditions. The respondents indicate that pupils will still respect their cultural heritage and traditions if a mother tongue is to be used as a LoLT (cf. Table 3.12)

4.1.3.5 The need for economic empowerment and technological advancement

The rejection by Africans in other African countries, of the use of African languages as LoLT on the ground that they are unfit for economic development (cf. par. 2.1.1.3), is supported by 82,8 per cent of the respondents (cf. Table 3.15). As in other African countries, where English is favoured as the LoLT because of its role as a language for

technological advancement (cf. par. 2.1.1.3), the majority of the respondents (84,2 per cent) also regard English as the best LoLT on the grounds that it is capable incorporating with science and technology (cf. Table 3.16).

4.1.3.6 Language as a unifying instrument

Most of the African countries have resorted to the use of English as the LoLT because of political rivalries and hostilities associated with the use of African indigenous languages as LoLT (cf. par 2.1.2.2). The fear of causing disunity among ethnic groups is apparent among the majority of the respondents (85,6 per cent) who indicated that they consider English to be a language of national unity and only 14,4 per cent are of the opinion that African languages should be used as LoLT on the grounds that they can promote unity among diverse ethnic groups. The majority of the respondents favoured English as LoLT for the purpose of bringing unity among diverse ethnic groups (cf. Table 3.18).

4.1.3.7 The importance of language as a tool for a high social status and prestige

Africans support English as the LoLT because they believe that the use of African languages as LoLT will lower the standards of education, and therefore, the social status of children (cf. par 2.1.3.2). This sentiment is also apparent among the majority of the respondents (72,8 per cent) who indicated that English should be used as LoLT because its knowledge can assist children to acquire a high social status (cf. Table 3.18).

4.1.3.8 The availability of teaching and learning materials

One of the problems facing African countries in their attempt to adopt African languages as their LoLT is the lack of learning materials written in them (cf. par. 2.2.4). The

majority of the respondents (81,3 per cent) also believe that it would be difficult to adopt African languages as a LoLT in the Oshikoto region because these languages lack materials written in them (cf. Table 3.19)

4.1.3.9 The role of teachers

According to research findings on language issues in African countries, it has been difficult to use African languages as LoLT because of the lack of teachers to teach in IALs (cf. par 2.2.3). As a result, it has become difficult to adopt these languages as LoLT. The majority of the respondents (80 per cent) supported this view by indicating that there are not enough teachers competent enough to teach in African languages in the Oshikoto region (cf. Table 3.20).

4.1.4 Summary

The situation in is a reflection of the rest of Africa to a large extent. Their similarities are reflected in their views of the role of English as a tool for economic advancement, political unity and social mobility. They, however, differ in the use of African languages in education. Although most African countries encourage the use of IALs as LoLT in secondary and tertiary education, in Namibia, all the schools in the Oshikoto region use English as the LoLT from grade 4 to grade 12.

4.2 Recommendations

The use of English as the LoLT in secondary schools has negative consequences in the educational output in the Oshikoto region. The reason is that the pupils are not confident enough to communicate in English. For example, the use of English as the LoLT in the

secondary education of the child is one of the factors that contribute to a high failure rate among the grade 12 learners in the Oshikoto region.

It is undeniable that knowledge of English is a pre-requisite for acquiring a better social status and better job opportunities. However, high failure rates associated with the use of English, especially in secondary classes, impacts negatively on the economy of the country.

It is therefore recommended that:

- English should be introduced as a LoLT from grade 1 onwards-in order to develop confidence among the children. Mother tongue should continue to be taught as a subject from grade 1 to 12, and should be used as the LoLT to teach all non-examination subjects. This will ensure that, while children are building their confidence in learning through English, they will also acquire skills in reading and writing their mother tongue.

- In order to promote multilingualism, another language that is not the children's mother tongue should be studied as a subject from grade 8. Namibia is a multilingual country and communication will promote unity among all Namibians.

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APPENDIX A

COVER LETTER

P.O.Box 1880
Tsumeb
01 September 2003

Mr. J.P. Kandombo
The Regional Director
Ministry of Basic Education Sport and Culture
Oshikoto Region
Private Bag 2028
Ondangwa

Dear Sir

Re: Application for permission to conduct research in schools in the Oshikoto region

I am a teacher at Otjikoto Senior Secondary School and a part time student at the University of Free State (South Africa). I am currently engaged in gathering information for a master's degree thesis.

The purpose of my study is to determine the attitudes of teachers to the use of English, Afrikaans and African Languages as Languages of Learning and Teaching (LoLT) at secondary schools. In order to determine the perceptions of teachers towards the use of English, Afrikaans or African languages as LoLT it is necessary to make a survey in secondary schools.

The teachers will be provided with questionnaires to complete during their leisure time in order to avoid interfering with their schoolwork. The questionnaires will be collected two days after they were delivered. A target group of 70 educators will be randomly selected.

I would like to obtain as complete a picture of each questionnaire from teachers in this region as possible, as this will provide me with the necessary information. The required information will be kept anonymous.

The results of the study, it is hoped, will be of great value to the Ministry of Basic Education and Culture and especially the Oshikoto educational region.

Thanking you in advance.

Yours sincerely

.....
Lance Paendohamba Hauuanga

APPENDIX B

LETTER TO THE PRINCIPALS

P.O. Box 1880
Tsumeb
15 September 2003

Dear Sir or Madam

Re: Application for permission to conduct research in your school

I am currently engaged in gathering information for a master's dissertation. The purpose of my study is to determine the attitudes of teachers to the use of English, Afrikaans and African languages as Languages of Learning and Teaching (LoLT). In order to determine the perceptions of teachers towards the use of English, Afrikaans or African languages it is necessary to make a survey in secondary schools.

The teachers will be provided with questionnaires to complete during their leisure time in order to avoid interfering with their schoolwork. The questionnaires will be collected two days after they were delivered.

I would like to obtain as complete a picture of each questionnaire, as possible and the information will contribute immensely towards this study. The information of the educators will be kept anonymous.

Thank you for your help in this matter.

Yours sincerely

.....
Lance P. Hauuanga

APPENDIX C

LETTER TO THE EDUCATORS

P.O. Box 1880
Tsumeb
19 September 2003

Dear Sir or Madam

I am currently engaged in gathering information for a master's dissertation. The purpose of my study is to determine the attitudes of teachers to the use of English, Afrikaans and African languages as Languages of Learning and Teaching (LoLT). In order to determine the perceptions of teachers towards the use of English, Afrikaans or African languages it is necessary to make a survey in secondary schools.

You can be of great assistance to me by filling out the enclosed questionnaire and by returning it at your earliest convenience. Please feel free to make any additional comments or remarks that you wish to make.

I would like to obtain as complete a picture of each questionnaire, as possible, and your information will contribute immensely towards this study. Your information will be kept anonymous.

I realize the questionnaire may seem lengthy, however everything included is felt to be important. It has also been constructed so that it may be checked quite easily.

Thank you for your help in this matter. Your time and contribution is truly appreciated.

Yours sincerely

.....
Lance P. Hauuanga

APPENDIX D

QUESTIONNAIRE

Language as an Educational issue in the Oshikoto Region

Please complete the following questionnaire

SECTION A

1. Professional and personal details

1.1 I was born in (town/city).....

1.2 I have been living in Namibia for.....years.

1.3 Sex: Male..... Female.....

1.4 Age: 18-25..... 26-35.....
36-50..... 50 +.....

1.5 When you were a child, in what language did your mother speak to you, in other words, what is your mother tongue?
.....

1.6 My position at school is: (e.g. Principal) .....

1.7 My teaching experience is: .....years

1.8 My highest academic and/or professional qualifications are:

1.8.1		Grade 10 with no tertiary education
1.8.2		Grade 10 with tertiary education
1.8.3		Grade 12 with no tertiary education
1.8.4		Grade 12 with 1 to 3 years of tertiary education
1.8.5		Grade 12 with 4 or more years of tertiary education

1.9 The home language that I speak at home (choose only one language):

1.9.1	Oshiwambo	
1.9.2	Herero	
1.9.3	Nama/Damara	
1.9.4	Lozi	
1.9.5	Kavango	
1.9.6	Khoi-Khoi	
1.9.7	Tswana	
1.9.8	German	
1.9.9	English	
1.9.10	Afrikaans	
1.9.11	Other (please specify)	

1.10 In my school the LoLT (Languages of learning and Teaching) from grade 8 to 12 is:

1.10.1	African language (please specify)	
1.10.2	English	
1.10.3	Afrikaans	
1.10.4	Other (Specify)	
1.10.5	Not applicable	

SECTION B

2. Language of Learning and Teaching (LoLT)

The following questions concern the language that is used as the Language of Learning and Teaching (LoLT) in schools, in other words, the language, which is used by teachers to teach subjects such as Geography, Mathematics, and History etc.

Please note that the terms "mother tongue" and "second language" as used in this questionnaire:

- Mother tongue refers to the first language used by the child.
- Second language is the language learned in addition to the first language.

In all cases, the numbers meant the following:

5: I agree strongly
4: I agree
3: I don't know
2: I disagree
1: I disagree strongly

Please make a cross [X] in only one block. Should you wish to change your answer, scratch the first cross and make another cross in the other block.

		5	4	3	2	1
2.1	Pupils will do better in school if the LoLT is the mother tongue from grade 1 to 12					

		5	4	3	2	1
2.2	Pupils will do better in school if the LoLT is the second language from grade 1 to 12					

2.3	**Mother tongue should be used as the LoLT because:**	5	4	3	2	1
2.3.1	Pupils learn best through the medium of their mother tongue					
2.3.2	If the mother tongue is used, children will be more active in class					
2.3.3	If the mother tongue is used, parents will be able to assist their children with school work					
2.3.4	If the mother tongue is used, pupils will lose respect for their cultural heritage and tradition					

		5	4	3	2	1
2.4	I consider English to be a language of national unity in my country					

		5	4	3	2	1
2.5	Knowledge of my mother tongue makes me feel proud					

2.6	**English should be used as the LoLT because:**	5	4	3	2	1
2.6.1	Knowledge of English has a positive influence on economic empowerment of the learners					
2.6.2	English is developed to cope with science and Technology					
2.6.3	English promotes unity among diverse ethnic Groups					
2.6.4	Knowledge of English provides access to a high social status					
2.6.5	There are enough printed materials (textbooks and other reading materials) available in English					
2.6.6	There are enough teachers competent to teach in English					

2.7	**Afrikaans should be used as the LoLT because:**	5	4	3	2	1
2.7.1	Knowledge of Afrikaans has a positive influence on economic empowerment of the learners					
2.7.2	Afrikaans is developed to cope with science and Technology					
2.7.3	Afrikaans promotes unity among diverse ethnic Groups					
2.7.4	Knowledge of Afrikaans provides access to a high social status					
2.7.5	There are enough printed materials (textbooks and other reading materials) available in Afrikaans					
2.7.6	There are enough teachers competent to teach in Afrikaans					

2.8	**African Languages should be used as LoLT because:**	5	4	3	2	1
2.8.1	Knowledge of African languages has a positive influence on economic empowerment of the learners					
2.8.2	African languages are developed to cope with science and Technology					
2.8.3	African languages promote unity among diverse ethnic Groups					
2.8.4	Knowledge of African languages provides access to a high social status					
2.8.5	There are enough printed materials (textbooks and other reading materials) in African languages					
2.8.6	There are enough teachers competent to teach in African languages					

		5	4	3	2	1
2.9	I regard the present official language (English) in my country as a negative influence on our indigenous Languages					

		5	4	3	2	1
2.10	One cannot get a good job in my country without the ability to read, write or speak English					

		5	4	3	2	1
2.11	English will become more important in our country in the future					

		5	4	3	2	1
2.12	My command of the mother tongue is good					
2.13	My command of English is good					
2.14	My command of Afrikaans is good					

Thank you for your time and co-operation.

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LANGUAGE AS AN EDUCATIONAL ISSUE IN THE SECONDARY SCHOOLS OF OSHIKOTO REGION, NAMIBIA

By

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SCRIPT

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L.P. Hauuanga

Bloemfontein
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PRINCIPAL ABBREVIATIONS USED IN THE THESIS

cf.	compare
etc.	et cetera
IALs.	Indigenous African Languages
LoLT.	Languages of Learning and Teaching
par.	paragraph

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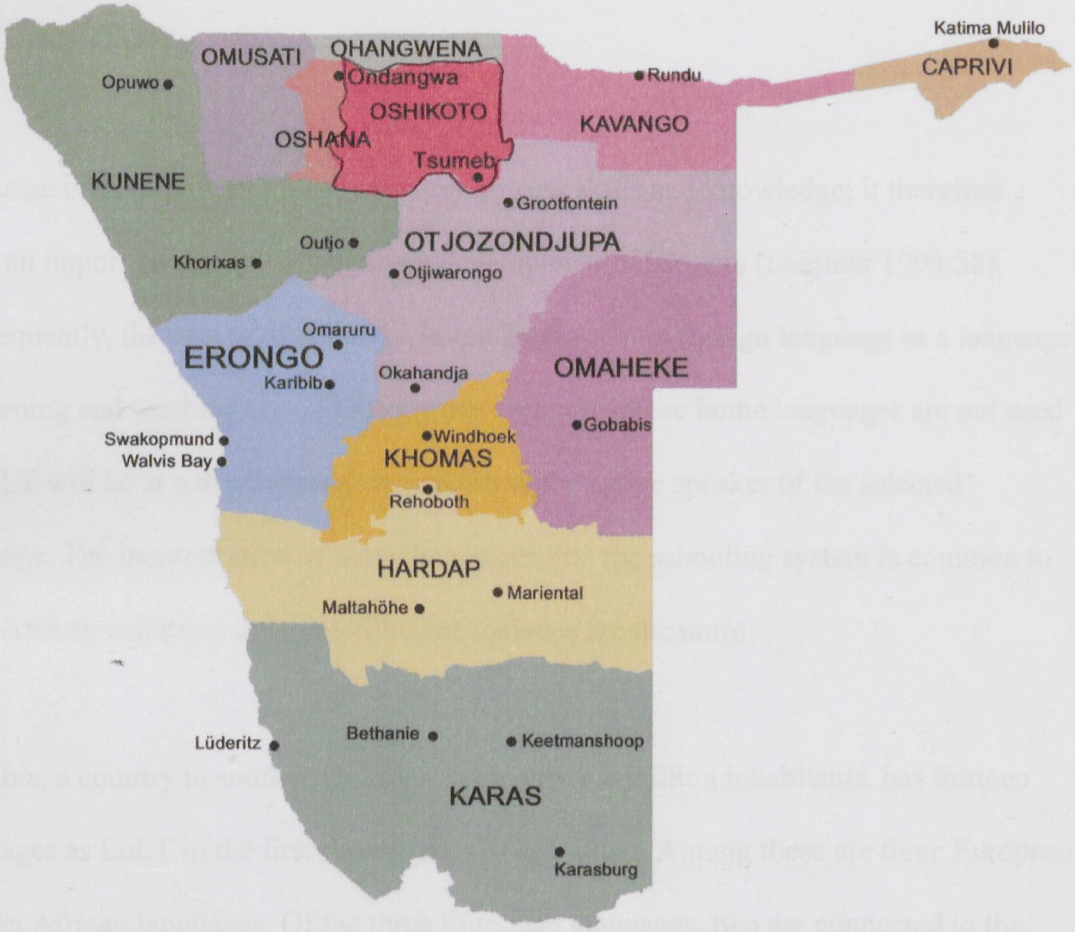
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Namibia

Administrative Regions 2003



CHAPTER 1

ORIENTATION

1.1 Introduction

Language is an important means of acquiring new skills and knowledge; it therefore plays an important role in the cognitive development of learners (Lemmer 1995:58). Consequently, the choice of either the home language or a foreign language as a language of learning and teaching (LoLT) means that children whose home languages are not used as LoLT will be at a disadvantage in relation to the native speaker of the selected language. The incorporation of many languages into the schooling system is common to most African countries since multilingual societies are the norm.

Namibia, a country in southwest Africa, with only 1,8 million inhabitants, has thirteen languages as LoLT in the first three grades of schooling. Among these are three European and ten African languages. Of the three European languages, two are connected to the colonial history of Namibia. Germans colonized Namibia from 1884 to 1914. German is still an important business language in Namibia and the language one hears most frequently used by shopkeepers in Windhoek. The South African colonization, which was supposed to be a Trusteeship, lasted from 1914 until 1990. In this period Afrikaans (a variety of Dutch) became the LoLT from grade four upwards. After independence in 1990, English became the LoLT. The majority of children in Namibia, especially in

Oshikoto region, are not native speakers of English, yet they use English as the LoLT (Brock-Utne 2000:185).

1.2 Statement of the problem

Learning in a foreign language, especially in the initial stages of schooling, is associated with a number of educational and cultural problems. The following are some of the problems that have been identified by researchers:

- Learning in a foreign language is associated with wastage, which is shown by the greater percentage of pupils who repeat classes because of failure in one or more subjects, or who drop out of school because of poor performance in a particular grade (Bokamba 1991:192 & 194).

- A child who uses a foreign language as LoLT often lags behind academically because of insufficient or no reinforcement of the learning outcomes outside school premises. This problem is exacerbated if the parents at home are not conversant with the language used at school. Niemann and De Wet (1995:11) state, "Where a particular language is hardly spoken outside the school (premises) the chances of it succeeding as a LoLT are slim".

- According to Mawasha (1987:113), adopting a foreign language as a LoLT means that the cultural heritage of the language will be developed at the expense of the indigenous languages.
- According to Kasiringua (1991:8) teachers in Namibia are not proficient in English and do not have the confidence in conducting their classes in English. Those who are educated, received their teacher's training in Afrikaans, therefore there is a problem of teachers of English who cannot teach English in a competent manner. Harlech – Jones (1990:12) supports this assertion by stating that "only 43,4% in his original sample from 1986 that would agree with the proposition that their own command of English was good".

In the light of the above-mentioned problems, this study intends to address language as an educational issue from a comparative perspective, starting with selected African countries and finally illustrating the problems and the influence of a foreign language as LoLT in selected schools of Oshikoto region, Namibia. The following questions therefore need to be answered:

- What are the perceptions on the use of home language and foreign languages as LoLT in selected African countries?
- What are the perceptions on the use of home language and foreign languages as LoLT in the Oshikoto region?

1.3 Purpose of the study

The terminal objective of this study is to investigate language as an educational issue in selected secondary schools in Oshikoto region as a comparative perspective. In order to achieve this objective, the following subsidiary objectives are set:

- To make a literature review of the perceptions on the use of home language and foreign languages, as LoLT in selected African countries, and
- To make an empirical investigation of the perceptions of teachers on the use of home languages and foreign language as LoLT in selected secondary schools in Oshikoto region.

1.4 Method of investigation

To achieve the objectives in 1.3, the following methods of investigation will be used:

1.4.1 Literature review

A comprehensive study of primary and secondary sources will be used to investigate people's perceptions about the use of home language and foreign languages as LoLT in selected African countries.

1.4.2 Empirical investigation

A questionnaire will be used to obtain data from teachers on their perceptions on the use of home language and foreign languages as LoLT in selected secondary schools in the Oshikoto region.

1.5 Delimitation of the field of study

This study is confined to the geographical area of Oshikoto. This region is situated in Northern Namibia. Educationally, it falls under the jurisdiction of the Ministry of Basic Education, Sport and Culture in the Oshikoto region. For the purposes of this study only secondary schools in this region will be randomly selected.

1.6 Outlay of the study

The dissertation is made of the following chapters:

- Chapter 2 will deal with the literature review on the perceptions on the use of home language and foreign languages as LoLT in selected African countries.

- Chapter 3 will concentrate on the empirical investigation of the perceptions of teachers on the use of home language and foreign languages as LoLT from selected secondary schools in the Oshikoto region.

- Chapter 4 supplies the main findings and recommendations of the study

CHAPTER 2

PERCEPTIONS ON THE USE OF HOME LANGUAGES AND FOREIGN LANGUAGES AS LoLT IN AFRICAN COUNTRIES

2.1 Introduction

The choice of LoLT is one of the least appreciated of all major educational problems in Africa. In this regard the perceptions on the choice between a home language and a foreign language as LoLT in education should be investigated. The language that is spoken by the majority of people in educational sectors can become the LoLT on the grounds of its extent of use, range, power of expression, etc. However, foreign languages are not necessarily LoLT in schools, mainly because their status is based on economic development and not necessarily on educational grounds. The multiplicity of languages in Africa makes it difficult for individual African countries to formulate language policies, especially in education, that would be acceptable as LoLT to all citizens in a given country.

"The difference between languages children learn in their home and a foreign language valued by society, and establish as LoLT in schools, is almost a universal problem in educational systems... often made worse because it is not always clearly recognized" (Spolsky 1986:13). The issue of what language or languages to adopt, as LoLT at successive levels of education is one of the most pedagogically difficult and potentially explosive, political issues faced by schools in a great many countries (Coombs 1985:256).

The purpose of this chapter is to focus on some of the factors that influenced the choice of a specific language as LoLT in African Countries and the consequences of utilising such languages. When it comes to the choice of LoLT in African schools, economic, politics, social, cultural factors are closely interrelated in education.

2.1.1 Economic factors

2.1.1.1 Introduction

Economy plays an important role in the determination of a LoLT and in people's views regarding the language they use (Niemann & De Wet 1995:7). The ability of the language to handle modern sciences and technology and to assist its users to get employment also plays an important role in determining whether that language will be preferred as the LoLT in education or not. Africans generally assess their mother tongue in economic terms. For example, it is believed that a foreign language will give Africans access to the world community (Cluver 1993:262). Hence African languages are held in low esteem, as they are seen as not being conducive enough to ensure upward socio-economic mobility.

2.1.1.2 The role of foreign languages in the economic sphere

Research by De Wet (2002:120) shows that many Indigenous African Languages (IALs) speakers see foreign languages as dominant languages of trade and industry and knowledge of English is, therefore, perceived to be essential for economic empowerment. De Wet (2002:120) further stresses that it is ironic that English is regarded as the language of trade because a small minority speaks it and it thereby includes a large proportion of the population from participating in the economic mainstream. Despite this discrepancy, English and French are still acknowledged as languages of economic empowerment in Africa.

Africans see the English and French languages as having the power to open up doors for economic development in African countries.

2.1.1.3 The need for economic mobility and technological advancement

The adoption of European languages as LoLT in African countries is often based on the belief that economic development would be best achieved by means of the language whose native speakers belong to the economically successful communities of the world and that the European languages are regarded as tools for technological advancement, whilst African languages are associated with technological stagnation and backwardness (Motshologane 2000:21).

Haacke (1994:190) says that in Africa, African languages are rejected by many Africans on the grounds that they are unfit for economic empowerment. In Africa, English or French is the principal medium employed at higher levels in commerce, industry and banking (Chick 1992:285).

2.1.1.4 The cost of maintaining education systems in African countries

A multilingual education system is difficult to administer and it is very expensive, especially in the production of educational material for all speech communities (Niemann & De Wet 1995:7). African countries cannot afford to use different languages either as national or official languages simultaneously, because educational material is too costly. This is one of the reasons why English is the common LoLT in Nigeria, where 400 indigenous languages are spoken (Van Schalkwyk 1989:7). In addition, African nations have chosen English as a matter of economic feasibility (Schmied 1991:31).

Mvula (1992:40) believes that the idea of using a number of languages, as LoLT in African countries is sound as it attempts to satisfy every ethnic group. According to him, most African countries are faced with poor economic situations, high rates of inflation and cannot afford to use different languages as LoLT simultaneously. One foreign language as LoLT would be more economical than the cost of providing training through a number of mother tongues.

2.1.1.5 Conclusion

The choice of a language as LoLT in African countries is often based on the belief that it will give the people access to the world community by means of economic development. Africans generally believe that foreign languages are regarded as tools for technological advancement, whereas their home language will impede their progress and integration into the modern world. For that reason indigenous languages remain unwritten and unstudied, and are often seen as a waste of time.

- Language decisions are primarily made on economic, political grounds, reflecting the values of those in political power (Harlech – Jones 1989:11).

2.1.2 Political factors

2.1.2.1 Introduction

The choice of LoLT is an extremely sensitive political question as it usually implies the strengthening of foreign languages and the people who master these languages. Aspects of language policy are always political and are designed to serve the ends of a defined political community (Harlech–Jones 1987:16). On attaining political sovereignty all the new countries proclaimed the will to promote the people's languages to satisfy their national movement as old standing claims

2.1.2.2 Political roles of languages in multilingual countries

The following are political roles and examples of languages in multilingual societies that illustrate political neutrality in Kenya, political decision in Uganda and political instability in Nigeria.

For a language to become a LoLT certain very important features are needed. In the first place it should be politically neutral. If a language is not characterized by political neutrality it is often regarded merely as a tool by which a particular language group seeks to extend its domination (Nida & Wonderley 2002:55).

- An example of political neutrality can be seen in East Africa, where Swahili has at least seemed to afford a neutral LoLT, especially in a nation such as Kenya, where the political centre of the country is not associated with traditional Swahili dominance.

Governments of multilingual and multicultural countries see language planning as and instrument to unify people (Bokamba 199:188; Cluver 1993:363; Njogu 1992:72).

- Examples of a political decision on a country's language policy are found in Uganda, where English is the link language in the complex ethno-linguistic scenario in Uganda. This alien language bridges the gap between regional differences and sectional hostilities. Ethnic arrogance becomes subdued by the adoption of a foreign language (Luzuka 1987:147-148).

Language policies are usually political decisions, which often lead to political divisiveness and rivalry.

- An example of political instability is seen in the political decision in the Nigerian government to promote Igbo, Hausa and Yoruba. These three major Nigerian languages are simultaneously lifted to national status,

while the other four hundred local languages still need to develop (Akinnaso 1990:349).

2.1.2.3 Conclusion

Since language is a powerful tool in unifying a diverse population (Mvula 1992:40), African countries have been cautious when choosing a LoLT especially in education. The decision to impose one (indigenous) home language as a LoLT gives one ethnic group a political advantage. The move ultimately leads to political resentments. According to Nida and Wonderley (2002:55), one way of avoiding political divisiveness in Africa is to adopt a politically "neutral" language such as English or French as LoLT.

- The LoLT in education policy should be critically appraised and attempts should be made to reconcile political agendas with social factors.

2.1.3 Social factors

2.1.3.1 Introduction

Social factors refer to matters such as social patterns, interpersonal communications as well as group relations (Van Schalkwyk 1989:7). The social factors give rise to particular educational needs and place specific demands on the formulation of educational policies.

2.1.3.2 The importance of language as a tool for social mobility

The choice of LoLT and its implementation in the society is seldom based on educational preferences alone. This comes about because of the need to improve the children's social status. The majority of parents in Africa regard IALs as having little or no status. Instead they prefer the use of foreign languages (English, French, Spanish or Portuguese), their former colonisers' linguistic choice as LoLT. For example, the Ugandans also support the

use of English as LoLT because they regard it as a language of prestige and believe that its knowledge is a key to material benefits and social status (Bogonko 1992:239).

In most situations in African countries parents, who regard English as a means to or a prerequisite for socio-economic advancement, pressure school authorities. English has proved to be the most widespread and convenient among other foreign languages and has consequently obtained prominent status in Africa, as an official or semi-official language (Schmied 1991:25). The ability of citizens to communicate with ease in a majority language, for instance English, is regarded as a common leveler in society, whereas a minority language is connected with social disadvantages. For example, the Elite group in Nigeria opposed mother tongue instruction on the ground that its use as LoLT will lower the social status of their children (Akinnaso 1990:358). They send their children to private schools where English is used as LoLT from first year of education.

Schmied (1991:100) stresses that if a lack of English is blamed for general educational or social problems, then upward mobility and academic achievement are straight forwardly equated with more English. Therefore, a perceived solution to a lack of English proficiency is to introduce English as LoLT at a very early age of schooling.

2.1.3.3 Conclusion

It is, therefore, evident that Africans favour a foreign language as a LoLT on the grounds of the immense prestige accorded to it as a world language and a language of social mobility (Motshologane 2000:25).

- For a language to be perceived as having social status in Africa, it is important that the government of any African country preserves its cultural heritage by using African languages as LoLT in education.

2.1.4 Cultural factors

2.1.4.1 Introduction

Bogonko (1992:236) defines culture as "a set of meanings institutions, expectations and models of understanding in which people find themselves as they strive to become participating members of their society". This cultural heritage can be passed from one generation to another through language in formal and informal ways. The transference of culture in formal ways takes place in educational institutions, through the language we use.

2.1.4.2 The importance of language and culture in African society

Since language and culture are inseparable, no policy on language can have a meaning without incorporating the cultural heritage of the society for which that policy is meant. Bokamba (1991:206) warns that a language that is perceived as having no social-economic value, other than cultural is likely to decline as its speakers shift to other languages with more international status. According to him, African or National languages will be headed towards an irreversible decline and ultimately death, unless their current state of neglect is changed. The adoption of a European language as LoLT in African schools inevitably means forfeiting certain traditional cultural values that are distinctly African, in favour of European ones (Mawasha 1987:113). According to Motshologane (2000:33) the diffusion of foreign languages, and thus foreign culture in a society may have depersonalising effects.

This is evident in Ghana, where Ghanaian parents look upon their languages with a certain amount of shame and regard them as not worthy of their children to learn. Their children acquire foreign cultures and ultimately become culturally alienated from the society they live in. According to De Wet (2002:120) teachers need to realise that each learner brings his or her own culturally bound awareness to what is read or heard.

2.1.4.3 Conclusion

It is important that African learners must not forget their roots and should remember that they switch to a foreign language only to solve communication problems that cannot be solved otherwise. African societies should be proud of their African cultures by using African languages as LoLT. Failure to do so will result in the disintegration of African cultures with a concomitant development of culturally disoriented children. The mother tongue, therefore, helps to safeguard the child's cultural identity.

- The ability of learners to master the learning material depends, among others, factors in the education system, on the role of parents and teachers, as well as the availability of teaching and learning materials in schools.

2.2 Factors in the education system

2.2.1 Introduction

The successful use of a language as a LoLT is not only determined by the factors hitherto discussed. For a language to succeed as a LoLT there should be enough competent teachers to teach in that language, enough materials written in that language and that parents and learners should support the language. The subsequent discussion focuses on these factors.

2.2.2 The role of parents

Parents are one of the most important components in any education system. One of their major roles is to see that their children get quality education. The use of a foreign language as LoLT means that some parents will have difficulties in assisting their

children with schoolwork since most of the African parents lack knowledge of foreign languages.

The conditions for learning become poorer due to a lack of reinforcement and support from African parents in the development of IALs in schools. As a result many IALs remain underdeveloped and African parents send their children to private English or French schools preferring their children to be taught in a foreign language. They view the IALs as being unfit to provide access to economic and technological development, as well as to high social status.

It is, therefore, imperative that African parents get some basic communication skills in foreign languages in order to assist their children with schoolwork at home. Schools need to involve parents, not only in fundraising activities, but also in thinking through and coming to understand the educational issues as primary educators (Versfeld 1993:20).

The ability of children to master the learning material depends, among other factors, on the assistance they get from their parents at home.

2.2.3 The role of teachers

Haacke (1994:193) believes that teachers are the crucial implementation agents of the policies formulated in education. It is often argued that African languages cannot be adopted as LoLT because they are not developed and require considerable investments in the training of teachers (Niemann & De Wet 1995:18). Haacke (1994:193), further states that if teachers lack knowledge of a particular language, they tend to feel awkward in teaching in that language and subsequently, they convey their resentment to the learners.

According to Rubagumya (1990:1), one main consideration in choosing the LoLT is to determine the number of teachers who are competent enough to teach in that language.

He believes that the teachers' competency to teach in a particular language determines the nature of outcomes of education.

Niemann and Van Tonder (1989:310) state that, the problem of using IALs as LoLT in Nigeria has been the shortage of teachers who are competent enough to teach in Nigerian IALs. As a result, it has, therefore, become difficult to adopt these languages as LoLT.

2.2.4 Availability of teaching and learning materials

One of the problems facing African countries in their attempts to use IALs as LoLT is the lack of teaching and learning materials written in IALs. For example, despite the development and promotion of Swahili in Tanzania, it is not a LoLT at tertiary level, but it is only a course of study (Njogu 1992:73). An attempt to introduce IALs as LoLT in Nigeria failed because of the lack of literature in these languages (Niemann & Van Tonder 1989:310). The un-availability of teaching and learning materials will affect the quality of the teaching and learning process.

IALs that were used in isolation on a cultural basis have shown a decline. They remain unwritten and unstudied. It is, therefore, imperative that the use of any LoLT should be largely motivated by the extensive availability of written materials in this language. In the absence of sufficient resources written in IALs to cater for large numbers of learners at secondary school level, many African countries have been faced with vast numbers of school learners being eliminated from the system without satisfactory preparation for adult life.

2.2.5 Conclusion

For a language to succeed as a LoLT, parents as primary educators should be involved in the educational issues. There should be enough competent teachers to teach in that language and enough written materials in that language.

2.3 The influence of colonial policy on language policy

Until the 1960s Africa was entirely divided among a few European colonial powers. Each colonial power had its own style in linguistic uses and customs. The "Latin" nations, that is, Portuguese, Spanish, French and Italian, held the opinion that their civilizations were superior to that of the African nations, and that the best way to bring them on a par with the colonisers was through an active policy of political and cultural assimilation (Breton 1991:155).

The use of African languages in education and administration was, therefore, actively discouraged by fore-mentioned colonial administrations. They viewed African languages as an obstacle to the objective of cultural assimilation (Breton 1991:155; Bokamba 1991:187). The ruler's language was seen as a "gift to the masses that the potential elites of educated should be worthy to use or really master according to their talent" (Breton 1991:155).

Access to public positions, especially to higher administrative posts, and job upward mobility in the English colonies, were determined by one's education and competency in the colonial language (Bokamba 1991:187). There are studies of how the role of English in post-colonial societies has served to maintain western interests, and how the education system of independent states has continued the language policies of colonial times virtually unchanged (Phillipson 1992:36).

Research by Niemann and De Wet (1995:14) indicates that in many African countries colonialism had a remarkable influence in the language issue. Up to forty years after independence, however, there still is little evidence of development of a national language. The position of foreign languages as LoLT is stronger in African countries than it has ever been before.

2.4 Political influences

Motshologane (2000:13) indicate that the search for a coherent, responsible and viable language policy has been travail for most African countries in the post independence era. The nationalist ideologist on one hand, pressed for the promotion of IALs to official status. On the other hand, the needs for economic development and the influence of other factors required the retention of languages of their former colonizers.

In South Africa language was namely used as an instrument of the former colonial powers to strengthen their political authority. Throughout the history of South Africa there is sufficient evidence of how language was used in the power struggle between the English and Afrikaans governments to empower themselves respectively. However, the multilingual nature of society was ignored and instruction in IALs was neglected (Hartshorne 1987:44). The arrangement to be educated in a colonial language in the secondary phase was associated with oppression by the Afrikaner regime. Some people view that the promotion of English and Afrikaans at the expense of IALs in the past has resulted in the majority of people being unable to develop their talent to the optimum.

2.5 The consequences of the adoption of foreign language as LoLT in African countries.

2.5.1 Introduction

The search for a common language with a high status is a general trend in many African countries. In this regard there will be short-term consequences in the retention of foreign languages as LoLT in African countries and long-term negative consequences. The subsequent discussion surveys the consequences of the use of foreign languages as LoLT in African countries.

2.5.2 Wastage

Wastage is shown in the percentage of learners that repeat classes because of failure in one or more subjects, or because of failure in an admission examination. Some learners also drop out of school because of poor performance at some level, or lack of space in the next level of education (Bokamba 1991:193).

This failure is regarded as wastage because the labour of teachers is employed without attaining the predetermined educational objectives and because of the continuous support and contributions by parents. According to Bokamba (1991:194) the causes are all related to the question of using a foreign language as LoLT. The use of a foreign language as LoLT often result in reducing learning strategies to simple memorization without understanding (Bokamba 1991:196). The educational objectives are not met because pupils fail to reach the target achievement levels, repeat grades and leave school prematurely. This behaviour has often been ascribed to pupils in African countries.

2.5.3 Cultural loss in education

The adoption of foreign languages as LoLT in African schools inevitably means forfeiting certain traditional cultural values that are distinctly African, in favour of European ones (Mawasha 1987:113). The cultural heritage of Africa can be passed from one generation to another through language in formal and informal ways. The transference of culture in formal ways takes place in an educational institution. Since language and culture are closely related and inseparable, no policy on language can have a meaning without incorporating the cultural heritage of the society. Research by Niemann and De Wet (1995:11) indicates that African learners must not forget their roots and must be mindful of the fact that they switch to a European language only to solve a communication problem that cannot be solved otherwise.

2.5.4 Disparity between home and school language

In most African countries there is no English / French speaking infrastructure such as having shopkeepers or administrators outside the main city who uses these languages. In a context where a particular language is hardly spoken outside of the school, the chances of it succeeding as LoLT are slim (Niemann & De Wet 1995:11). African countries are characterized by a high illiteracy rate, which is estimated at 80 percent (Bokamba 1991:198). With such a high illiteracy rate, knowledge of foreign languages is a problem to the majority of African inhabitants.

Consequently, the use of foreign languages as LoLT in African schools means that the majority of parents are unable to assist and monitor their children's schoolwork. African minorities who are literate and who claim to know the foreign languages, rarely communicate in these languages with their children. Instead, they use their IALs as medium of communication with their children at home. Thus, the condition for learning through a foreign language is poor as a result of lack of communication and reinforcement of the learnt material at home.

2.6 Conclusion and summary

When it comes to the choice of LoLT in Africa economical, political, social, cultural and educational factors are so closely interrelated that it is difficult to sort out the arguments. The choice of LoLT is such an extremely sensitive political issue, that it will mostly imply a strengthening of the European languages and of the small elites in the African countries who master these languages.

Most African countries have difficulties in formulating language policies, especially in education, that would be accepted by all the citizens of a given state. First of all, schools are directly affected by the policy with regard to the LoLT. In almost every country the

official language(s) will be the LoLT at least in the secondary school. The question is whether, and to what extent other languages of a country play a role as LoLT in the primary school years, or are offered as subjects.

The cost of developing African languages also makes it difficult for African countries to use African languages as LoLT. An attempt to develop African languages will impact negatively on the economy of African countries, which are already faced with poor economic situations. Furthermore, Africans view their languages as being unfit to provide access to economic and technological development, as well as to a high social status and prestige.

Other restricting factors in an attempt to use African languages as LoLT in African countries are the political hostilities and tribal clashes associated with the use of language of education. There are also not enough written materials in IALs. "Education for all" cannot be reached without strengthening IALs, the languages mostly spoken. The use of foreign languages as LoLT in African countries is also characterized by several problems. This tendency is associated with wastage that impacts negatively on the economy of these countries. The use of foreign languages as LoLT also impacts negatively on the development of African cultures and a lack of knowledge from African parents in these languages results in, parents being unable to assist their children with schoolwork.

Chapter 2 gave an overview on the perceptions on home language and foreign language as LoLT in selected African countries.

Chapter 3 will concentrate on the empirical investigation of the attitudes of Oshikoto region teachers from selected secondary schools to mother tongue and foreign language usage as LoLT.

CHAPTER 3

PERCEPTIONS ON THE USE OF HOME LANGUAGE AND FOREIGN LANGUAGE AS LoLT IN THE OSHIKOTO REGION

3.1 Research approach and procedure of data collection

The approach used in this research is the "descriptive survey" approach. The study set out to determine the attitudes of educators towards the use of English, Afrikaans and African languages as Languages of Learning and Teaching (LoLT) in schools in the Oshikoto region and to interpret the data collected in view of the theoretical study.

A letter (cf. Appendix A) was sent to Oshikoto Regional Educational Department to seek permission to conduct a research in schools in the Oshikoto region. A questionnaire (cf. Appendix D) was used to gather information from secondary school educators. This questionnaire was divided into two sections. Section A was concerned with the professional and personal details of the educators. Section B was concerned with the attitudes of educators towards the use of English, Afrikaans and African languages as LoLT. A target group of 70 educators were randomly selected. The questionnaires were hand-delivered personally by the researcher. These questionnaires were collected a day after they were delivered. Seventy, (100 percent) questionnaires were recovered and the information they contained was analysed and interpreted.

3.2 Analysis and Interpretation of research results

3.2.1 Analysis and Interpretation of Section A of the questionnaire

3.2.1.1 Introduction

Section A of the questionnaire (cf. Appendix D) intended to obtain information on the professional and personal details of the respondents in order to determine whether they had adequate qualifications and experience. This information was used to validate the results findings.

3.2.1.2 Professional and Personal details of the respondents

The professional and personal details of the respondents as indicated in Section A of the questionnaire (cf. Appendix D) reveal a number of things which will be discussed below.

Question 1.1 and 1.2 was intended to determine the citizenships of the respondents. The responses indicate that 91,4 per cent were Namibian citizens and 8,5 per cent were South African immigrants.

Question 1.3 intended to determine the average ages of the respondents. The responses indicate that the average age of the respondents was between 36 to 50 years.

The answers to question 1.4 provided information on the sex of the respondents. The responses indicate that 55,7 per cent were women and 44,2 were men.

The answer to question 1.6 supplied information on the position of the respondents at school. Responses to this question are reported in table 3.1.

Table 3.1 Responses on positions of respondents

	Responses (N=70)	
Position	**No.**	**%**
Principal (T4B Level 1)	3	4.2
Deputy Principal (T4A Level 1)	3	4.2
Head of Department (T4A Level 1)	6	8.5
Educator (T3A Level 1)	35	50
Educator (T3A Level 2)	19	27.1
Educator (T2C Level 1)	4	5.7
Total	70	100

Table 3.1 indicates that 16,9 per cent of the respondents were on the management team.

Question 1.7 was aimed at determining the teaching experience of the respondents. The responses indicate that the average teaching experience of the respondents was 12 years.

The answers to question 1.8 supplied information on the highest academic and professional qualification of the respondents. Responses to this question are reported in table 3.2.

Table 3.2 Highest academic and professional qualifications of the respondents.

	Responses (N=70)	
Qualifications	**No.**	**%**
Grade 8 or 9 with no tertiary qualifications	0	0
Grade 8 or 9 with tertiary qualification	0	0
Grade 12 with no tertiary qualification	0	0
Grade12 with 1 to 3 years of tertiary qualification	33	47.1
Grade 12 with 4 or more years of tertiary qualification	37	52.8
Total	70	100

Question 1.5 and 1.9 supplied information on the home language of the respondents and the responses to this question are reported in table 3.3

Table 3.3 Home languages of the respondents

	Responses (N=70)	
LANGUAGES	**No.**	**%**
Oshiwambo	32	45.7
Herero	6	8.5
Nama, Damara	8	11.4
Lozi	2	2.8
Kavango	0	0
Khoi-khoi	2	2.8
Tswana	1	1.4
German	2	2.8
English	0	0
Afrikaans	16	22.8
Other	1	1.4
Total	70	100

Table 3.3 indicates that the majority of the respondents, that is 45,7 per cent, spoke Oshiwambo as a home language and that none of the respondents spoke English as a home language.

Answer to question 1.10 supplied information on the LoLT, where respondents teach from grade 8 to 12. All the respondents (100 per cent) indicate that all the schools use English as LoLT from grade 8 to 12.

Question 2.12, 2.13 and 2.14 dealt with the respondent's command of their mother tongue, English and Afrikaans. The responses to these are reported in table 3.4

Table 3.4 Responses to the statement "My command of my pupils' mother tongue is good"

	Responses (N=70)	
Scale	**No.**	**%**
I strongly agree	45	64.2
I agree	23	32.8
I don't know	1	1.4
I disagree	1	1.4
I strongly disagree	0	0
Total	70	100

Sixty-eight respondents (97,1 per cent) are of the opinion that they have a good command of their mother tongue as against only 2 (2,8 per cent) who indicated that their command of mother tongue is not good.

Table 3.5 Responses to the statement " My command of English is good"

	Responses (N=70)	
Scale	No.	%
I strongly agree	37	52.8
I agree	32	45.7
I don't know	0	0
I disagree	0	0
I strongly disagree	1	1.4
Total	70	100

The majority of the respondents, that is 69 (98,5 per cent), are of the opinion that they have a good command of English.

Table 3.6 Responses to the statement "My command of Afrikaans is good"

	Responses (N=70)	
Scale	No.	%
I strongly agree	29	41.4
I agree	23	32.8
I don't know	1	1.4
I disagree	3	4.2
I strongly disagree	14	20
Total	70	100

The majority of the respondents (74,2 per cent) are of the opinion that they do have a good command of Afrikaans.

3.2.1.3 Conclusion

The professional and personal details of the respondents reveal that the respondents were Namibian citizens over the age of 30 years and were well qualified and experienced. The ratio of males to females shows that there are more female teachers than male teachers. There is a difference of 11,5 per cent in the sex ratio.

The majority were on post T3A level two (educators) and spoke Oshiwambo as their home language. It will also be observed that English is the only LoLT used in all the schools where respondents taught. Furthermore, the majority of respondents were of the opinion that they have a good command of their mother tongue, English and Afrikaans. The subsequent section of the questionnaire deals with the views of the respondents on the LoLT.

3.2.2 Analysis and interpretation of Section B of the questionnaire

3.2.2.1 Introduction

Section B of the questionnaire (cf. Appendix D) intended to determine the views of the respondents on the consequences of the use of the second language, mother tongue, English, Afrikaans and African languages as LoLT in schools in the Oshikoto region.

3.2.2.2 Languages of Learning and Teaching (LoLT)

Question 2.1 intended to determine the respondents' view on the use of mother tongue as a LoLT from grade 1 to 12 after the initial use of mother tongue as a LoLT from grade 1 to 3.

Table 3.7 Responses to the statement "Pupils will do better in school if the LoLT is the mother tongue from Grade 1 to 12

	Responses (N=70)	
Scale	**No.**	**%**
I strongly agree	6	8.5
I agree	12	17.1
I don't know	13	18.5
I disagree	18	25.7
I strongly disagree	21	30
Total	70	100

This table indicates that the majority of the respondents 55,7 do not believe that pupils will do better in schools if the LoLT is the mother tongue from grade 1 to 12.

Question 2.2 dealt with the views of the respondents on the use of a second language as a LoLT from grade 1 to 12. Responses to this question are reported in table 3.8

Table 3.8 Responses to the statement "Pupils will do better in school if the LoLT is the second language from grade 1 to 12"

	Responses (N=70)	
Scale	**No.**	**%**
I strongly agree	25	35.7
I agree	18	25.7
I don't know	7	10
I disagree	11	15.7
I strongly disagree	9	12.8
Total	70	100

Table 3.8 indicates that the majority of the respondents (61,4 per cent) are of the opinion that pupils will do better in school if the LoLT is the second language from grade 1 to 12.

Answers to question 2.3.1 intended to determine the views of the respondents on whether they agree that pupils will learn best through the medium of mother tongue or not. The responses to this question are reported in table 3.9

Table 3.9 Mother tongue should be used as the LoLT because pupils learn best through mother tongue

	Responses (N=70)	
Scale	No.	%
I strongly agree	31	44.2
I agree	22	31.4
I don't know	8	11.4
I disagree	3	4.2
I strongly disagree	6	8.5
Total	70	100

The above table indicates that the majority of the respondents (75,6 per cent) believe that pupils will learn best through the medium of mother tongue.

The responses to question 2.3.2 where the respondents were requested to indicate whether children will be active in class if taught through the medium of mother tongue or not are reported in table 3.10

Table 3.10 If mother tongue is used as the LoLT children will be more active in class

	Responses (N=70)	
Scale	No.	%
I strongly agree	38	54.2
I agree	24	34.2
I don't know	1	1.4
I disagree	4	5.7
I strongly disagree	3	4.2
Total	70	100

It will be noticed from table 3.10 that the majority of the respondents (88,4 per cent) believe that children will be more active in class if taught through the medium of mother tongue.

Question 2.3.3 supplies information on the views of the respondents on whether parents will be able to assist their children with schoolwork if mother tongue is used as the LoLT. Answer to this question are reported in table 3.11

Table 3.11 Parents will be able to assist their children with schoolwork if mother tongue is used as the LoLT

	Responses (N=70)	
Scale	**No.**	**%**
I strongly agree	42	60
I agree	20	28.5
I don't know	5	7.1
I disagree	3	4.2
I strongly disagree	0	0
Total	70	100

Table 3.11 indicates that the majority of the respondents (88,5 per cent) believe that mother tongue should be used as the LoLT because parents will be able to assist their children with schoolwork.

Question 2.3.4 aimed at eliciting information from the respondents on the role of mother tongue as the preserver of cultural heritage and traditions. Answers to this question are reported in table 3.12

Table 3.12 Mother tongue should be used as the LoLT because if this is not done, pupils will lose respect for their cultural heritage and traditions

	Responses (N=70)	
Scale	**No.**	**%**
I strongly agree	10	14.2
I agree	5	7.1
I don't know	2	2.8
I disagree	21	30
I strongly disagree	32	4.5
Total	70	100

A greater percentage of the respondents (75,7 per cent) do not believe that if children are not taught through their mother tongue, they will lose respect for their cultural heritage and traditions in comparison to those who are taught through their mother tongue. They believe that they will still respect their cultural heritage and traditions.

Question 2.4 aimed at determining the views of the respondents on whether they consider English to be the language of national unity or not. The responses to this question are reported in table 3.13

Table 3.13 I consider English to be a language of national unity in my country

	Responses (N=70)	
Scale	**No.**	**%**
I strongly agree	36	51.4
I agree	28	40
I don't know	2	2.8
I disagree	3	4.2
I strongly disagree	1	1.4
Total	70	100

It will be noticed from table 3.13 that the majority of the respondents (91,4 per cent) consider English to be a language of national unity.

Question 2.5 dealt with the views of the respondents whether or not they were proud of their mother tongue. The responses are reflected in table 3.14

Table 3.14 Knowledge of my mother tongue makes me feel proud

	Responses (N=70)	
Scale	**No.**	**%**
I strongly agree	30	42.8
I agree	30	42.8
I don't know	6	8.5
I disagree	4	5.7
I strongly disagree	0	0
Total	70	100

A greater percentage of the respondents (85,6 per cent) believe that knowledge of their mother tongue makes them feel proud.

Question 2.6.1, 2.7.1, 2.8.1 aimed at determining the views of the respondents on the influence of English, Afrikaans and African languages on the economic empowerment of learners. The responses to these questions are reported in table 3.15

Table 3.15 English, Afrikaans or African languages should be used as LoLT because their knowledge has a positive influence on the economic empowerment of learners

	Responses (N=70)					
	English		Afrikaans		African languages	
Scale	No.	%	No.	%	No.	%
I strongly agree	37	52.8	20	28.5	8	11.4
I agree	21	30	17	24.2	11	15.7
I don't know	2	2.8	5	7.1	5	7.1
I disagree	6	8.5	18	2.5	28	40
I strongly disagree	4	5.7	10	14.2	18	25.7
Total	70	100	70	100	70	100

It will be noticed from table 3.15 that the majority of the respondents believe that English should be used as the LoLT because its knowledge has a positive influence on the economic empowerment of learners. Compared to Afrikaans and African languages, the percentage of the respondents who regard English as having a positive influence on the economic empowerment of learners is 82,8 as against 52,7 and 27,1 for both Afrikaans and African languages respectively.

Questions 2.6.2, 2.7.2 and 2.8.2 aimed at determining the respondents' view on the state of development of English, Afrikaans and African languages as far as their ability to cope with science and technology are concerned. The responses to these questions are reported in table 3.16

Table 3.16 English, Afrikaans or African languages should be used as LoLT because they can cope with science and technology

	Responses (N=70)					
	English		Afrikaans		African languages	
Scale	**No.**	**%**	**No.**	**%**	**No.**	**%**
I strongly agree	38	54.2	14	20	7	10
I agree	21	30	19	27.1	4	20
I don't know	1	1.4	8	11.4	9	12.8
I disagree	7	10	20	28.5	23	32.8
I strongly disagree	3	4.2	9	12.8	17	24.2
Total	70	100	70	100	70	100

Table 3.16 indicates that the majority of the respondents (84,2 per cent) are of the opinion that English should be used as LoLT because it can cope with science and technology. Only 47,1 per cent and 30 per cent of the respondents believe that Afrikaans and African languages, respectively, are able to cope with science and technology.

The responses to questions 2.6.3, 2.7.3 and 2.8.3, where respondents were requested to indicate the language that is able to promote national unity among the diverse ethnic group, are reported in table 3.17.

Table 3.17 English, Afrikaans or African languages should be used as LoLT because they promote national unity among diverse ethnic groups

	Responses (N=70)					
	English		Afrikaans		African languages	
Scale	**No.**	**%**	**No.**	**%**	**No.**	**%**
I strongly agree	33	47.1	10	14.2	15	21.4
I agree	27	38.5	10	14.2	13	18.5
I don't know	4	5.7	5	7.1	11	15.7
I disagree	3	4.2	28	40	21	30
I strongly disagree	3	4.2	17	24.2	10	14.2
Total	70	100	70	100	70	100

Table 3.17 indicates that 85,6 per cent of the respondents believe that English should be used as the LoLT because it can promote national unity among diverse ethnic groups, as against 28,4 per cent for Afrikaans and 39,9 per cent for African languages.

Answers to question 2.6.4, 2.7.4 and 2.8.4 provided information on the views of the respondents on the ability of English, Afrikaans and African languages to provide access to a high social status. The responses to these questions are reported in table 3.18

Table 3.18 English Afrikaans or African languages should be used as LoLT because their knowledge provides access to a high social status

	Responses (N=70)					
	English		Afrikaans		African languages	
Scale	**No.**	**%**	**No.**	**%**	**No.**	**%**
I strongly agree	29	41.4	10	14.2	8	11.4
I agree	22	31.4	12	17.1	16	22.8
I don't know	2	2.8	9	12.8	11	15.7
I disagree	10	14.2	20	28.5	19	27.1
I strongly disagree	7	10	19	27.1	16	22.8
Total	70	100	70	100	70	100

A greater percentage of the respondents (72,8 per cent) believe that English should be used as the LoLT because it has the ability to promote access to a high social status. Compared to Afrikaans and African languages, only 31,3 and 34,2 per cent, respectively, believe that these two languages can promote access to a high social status.

Question 2.6.5, 2.7.5 and 2.8.5 intended to determine whether the respondents believe that there are enough written materials in English, Afrikaans or African languages or not, for them to be used as LoLT. Answers to these questions are reported in table 3.19

Table 3.19 English, Afrikaans or African languages should be used as LoLT because there are enough printed materials (text-books and other reading materials) written in them

	Responses (N=70)					
	English		Afrikaans		African languages	
Scale	**No.**	**%**	**No.**	**%**	**No.**	**%**
I strongly agree	34	48.5	12	17.1	8	11.4
I agree	23	32.8	16	22.8	13	18.5
I don't know	9	12.8	7	10	8	11.4
I disagree	4	5.7	18	25.7	24	34.2
I strongly disagree	0	0	17	24.2	17	24.2
Total	70	100	70	100	70	100

It will be noticed from the above table that the majority of the respondents (81,3 per cent) believe that English should be used as the LoLT because there are enough printed materials written in it. The percentages of respondents who believe that Afrikaans and African languages should be used as LoLT because of the availability of printed materials in them are 39,9 and 29,9 respectively.

Questions 2.6.6, 2.7.6 and 2.8.6 supplied information on the respondents' views on whether English, Afrikaans or African languages should be used as LoLT or not, because of the availability of competent teachers who can teach in them. The responses to these questions are reported in table 3.20.

Question 2.9 aimed at determining the views of the respondents on whether English as an official language has a negative influence on the indigenous languages. The responses to this question are reported in table 3.20

Table 3.20 English, Afrikaans and African languages should be used as LoLT because there are enough teachers competent to teach them

	Responses (N=70)					
	English		Afrikaans		African languages	
Scale	**No.**	**%**	**No.**	**%**	**No.**	**%**
I strongly agree	20	28.5	13	18.5	11	15.7
I agree	22	31.4	19	27.1	14	20
I don't know	2	2.8	4	5.7	8	11.4
I disagree	18	25.7	18	25.7	25	35.7
I strongly disagree	8	11.4	16	22.8	12	17.1
Total	70	100	70	100	70	100

Table 3.20 indicates the majority of respondents (59,9 per cent) are of the opinion that English should be used as LoLT because there are enough teachers competent to teach in the language.

Only 45,6 percent believe that Afrikaans and 35,7 percent believe that African languages should be used as LoLT because there are enough teachers competent to teach in them.

Table 3.21 English in my country has a negative influence on our indigenous languages

	Responses (N=70)	
Scale	**No.**	**%**
I strongly agree	13	18.5
I agree	15	21.4
I don't know	8	11.4
I disagree	20	28.5
I strongly disagree	14	20
Total	70	100

The majority of the respondents (48,5 per cent) do not believe that English has a negative influence on the country's indigenous languages.

Question 2.10 intended to determine the views of the respondents on whether one can get a good job without the ability to read, write or speak English. The responses to this question are reported in table 3.22

Table 3.22 One cannot get a good job in my country without the ability to read, write or speak English

	Responses (N=70)	
Scale	**No.**	**%**
I strongly agree	21	30
I agree	40	57.1
I don't know	5	7.1
I disagree	3	4.2
I strongly disagree	1	1.4
Total	70	100

The majority of the respondents (87,1 per cent) believe that one cannot get a good job without the ability to read, write or speak English.

Question 2.11 provided information on the views of the respondents on whether English will become more important in the country in the future. The responses to this question are reported in table 3.23

Table 3.23 English will become more important in our country in the future

	Responses (N=70)	
Scale	No.	%
I strongly agree	24	34.2
I agree	23	32.8
I don't know	11	15.7
I disagree	7	10
I strongly disagree	5	7.1
Total	70	100

The majority of the respondents (67,0 per cent) believe that English will become more important in the future.

3.2.2.3 Conclusion

There is a positive attitude towards the use of English as LoLT from grade 1 to 12. Respondents are also of the opinion that English is an important tool for economic, educational and social empowerment and they consider it to be a language of national unity. The research findings will be discussed in more detail in the next chapter.

CHAPTER 4

FINDINGS AND RECOMMENDATIONS

4.1 Findings

4.1.1 Introduction

This chapter will provide main findings based on the literature study in some of the African countries provided in Chapter 2 and the empirical study in the Oshikoto region provided in Chapter 3.

4.1.2 Findings with regard to the professional and personal details of the respondents

The professional and personal details of the respondents reveal that the majority of the respondents are well qualified and experienced. The majority (99,9 per cent) had post matriculation qualifications (cf. Table 3.7) and had an average of 12 years experience as teachers (cf. par. 3.2.1). Thus, they have hands on experience and knowledge (practical and academic) of education. Furthermore, the majority of the respondents (50 per cent) were educators on post T3A Level 2 (cf. Table 3.1). This means that these educators are in daily contact with the learners in class. Thus, they should know the effects of language on learning.

4.1.3 Findings with regard to the Language of Learning and Teaching (LoLT)

4.1.3.1 The schools surveyed used English as LoLT form grade 8 to 12

The assertion of this research was that English is favored as the LoLT in secondary schools in the Oshikoto region (cf. par. 1.1). This assertion is true because none of the schools surveyed use African languages as LoLT from grade 8 to 12. English is used as a LoLT in the rest of the schools surveyed from grade 8 to 12 (cf. par. 3.2.1.2).

4.1.3.2 Teachers favor second language as the LoLT from grade 1 to 12

English is used as the LoLT from grade 8 to 12 in 100 per cent of the schools surveyed (cf. par 3.2.1.3.) and the majority of the respondents support the use of a second language as the LoLT (cf. Table3.8). The Respondents indicated that children would do better in school if the LoLT is initially the mother tongue from grade 1 to 3 and they are also in favour of the use of the second language as LoLT from grade 1 to 12 (cf. Table 3.8). The respondents indicated in their additional remarks that there are too many different home languages and that a second language will be sufficient to be used as a LoLT to accommodate all the people in the country (cf. Table 3.8).

The support for the use of mother tongue as the LoLT is also emphasized by the greater percentages of the respondents, that is 75,6 per cent, who indicated that children would learn best through their mother tongue (cf. Table 3.9). Eighty eight per cent, indicated that children will be more active in class if they learn through their mother tongue (cf. Table 3.10).

4.1.3.3 The influence of a foreign language on the involvement of parents in the education of their children

According to research on language issues in Africa, the ability of the children to master the learning material depends on the assistance they get from their parents (cf. par 2.2.2). The majority of the respondents (88,5 per cent) concur with these findings since they are of the opinion that the use of mother tongue as the LoLT will enable parents to assist their children with schoolwork. Despite this, the majority of schools surveyed, that is (100 per cent), use English as the LoLT from grade 1 to 12 and the majority of educators surveyed, that is 61,4 per cent favour the use of the second language as the LoLT from grade 1 to 12 (cf. Table 3.8).

4.1.3.4 Cultural loss in education

According to research findings on language issues in Africa, the continued use of foreign language as LoLT makes it difficult to diffuse African cultures to the children and subsequently these children scorn their culture and traditions (cf. par 2.5.3). The majority of the educators surveyed, that is (75,7 per cent) did not support this view of the statement that, if mother tongue were not used as the LoLT, pupils would lose respect for their cultural heritage and traditions. The respondents indicate that pupils will still respect their cultural heritage and traditions if a mother tongue is to be used as a LoLT (cf. Table 3.12)

4.1.3.5 The need for economic empowerment and technological advancement

The rejection by Africans in other African countries, of the use of African languages as LoLT on the ground that they are unfit for economic development (cf. par. 2.1.1.3), is supported by 82,8 per cent of the respondents (cf. Table 3.15). As in other African countries, where English is favoured as the LoLT because of its role as a language for

technological advancement (cf. par. 2.1.1.3), the majority of the respondents (84,2 per cent) also regard English as the best LoLT on the grounds that it is capable incorporating with science and technology (cf. Table 3.16).

4.1.3.6 Language as a unifying instrument

Most of the African countries have resorted to the use of English as the LoLT because of political rivalries and hostilities associated with the use of African indigenous languages as LoLT (cf. par 2.1.2.2). The fear of causing disunity among ethnic groups is apparent among the majority of the respondents (85,6 per cent) who indicated that they consider English to be a language of national unity and only 14,4 per cent are of the opinion that African languages should be used as LoLT on the grounds that they can promote unity among diverse ethnic groups. The majority of the respondents favoured English as LoLT for the purpose of bringing unity among diverse ethnic groups (cf. Table 3.18).

4.1.3.7 The importance of language as a tool for a high social status and prestige

Africans support English as the LoLT because they believe that the use of African languages as LoLT will lower the standards of education, and therefore, the social status of children (cf. par 2.1.3.2). This sentiment is also apparent among the majority of the respondents (72,8 per cent) who indicated that English should be used as LoLT because its knowledge can assist children to acquire a high social status (cf. Table 3.18).

4.1.3.8 The availability of teaching and learning materials

One of the problems facing African countries in their attempt to adopt African languages as their LoLT is the lack of learning materials written in them (cf. par. 2.2.4). The

majority of the respondents (81,3 per cent) also believe that it would be difficult to adopt African languages as a LoLT in the Oshikoto region because these languages lack materials written in them (cf. Table 3.19)

4.1.3.9 The role of teachers

According to research findings on language issues in African countries, it has been difficult to use African languages as LoLT because of the lack of teachers to teach in IALs (cf. par 2.2.3). As a result, it has become difficult to adopt these languages as LoLT. The majority of the respondents (80 per cent) supported this view by indicating that there are not enough teachers competent enough to teach in African languages in the Oshikoto region (cf. Table 3.20).

4.1.4 Summary

The situation in is a reflection of the rest of Africa to a large extent. Their similarities are reflected in their views of the role of English as a tool for economic advancement, political unity and social mobility. They, however, differ in the use of African languages in education. Although most African countries encourage the use of IALs as LoLT in secondary and tertiary education, in Namibia, all the schools in the Oshikoto region use English as the LoLT from grade 4 to grade 12.

4.2 Recommendations

The use of English as the LoLT in secondary schools has negative consequences in the educational output in the Oshikoto region. The reason is that the pupils are not confident enough to communicate in English. For example, the use of English as the LoLT in the

secondary education of the child is one of the factors that contribute to a high failure rate among the grade 12 learners in the Oshikoto region.

It is undeniable that knowledge of English is a pre-requisite for acquiring a better social status and better job opportunities. However, high failure rates associated with the use of English, especially in secondary classes, impacts negatively on the economy of the country.

It is therefore recommended that:

- English should be introduced as a LoLT from grade 1 onwards-in order to develop confidence among the children. Mother tongue should continue to be taught as a subject from grade 1 to 12, and should be used as the LoLT to teach all non-examination subjects. This will ensure that, while children are building their confidence in learning through English, they will also acquire skills in reading and writing their mother tongue.

- In order to promote multilingualism, another language that is not the children's mother tongue should be studied as a subject from grade 8. Namibia is a multilingual country and communication will promote unity among all Namibians.

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APPENDIX A

COVER LETTER

P.O.Box 1880
Tsumeb
01 September 2003

Mr. J.P. Kandombo
The Regional Director
Ministry of Basic Education Sport and Culture
Oshikoto Region
Private Bag 2028
Ondangwa

Dear Sir

Re: Application for permission to conduct research in schools in the Oshikoto region

I am a teacher at Otjikoto Senior Secondary School and a part time student at the University of Free State (South Africa). I am currently engaged in gathering information for a master's degree thesis.

The purpose of my study is to determine the attitudes of teachers to the use of English, Afrikaans and African Languages as Languages of Learning and Teaching (LoLT) at secondary schools. In order to determine the perceptions of teachers towards the use of English, Afrikaans or African languages as LoLT it is necessary to make a survey in secondary schools.

The teachers will be provided with questionnaires to complete during their leisure time in order to avoid interfering with their schoolwork. The questionnaires will be collected two days after they were delivered. A target group of 70 educators will be randomly selected.

I would like to obtain as complete a picture of each questionnaire from teachers in this region as possible, as this will provide me with the necessary information. The required information will be kept anonymous.

The results of the study, it is hoped, will be of great value to the Ministry of Basic Education and Culture and especially the Oshikoto educational region.

Thanking you in advance.

Yours sincerely

.....
Lance Paendohamba Hauuanga

APPENDIX B

LETTER TO THE PRINCIPALS

P.O. Box 1880
Tsumeb
15 September 2003

Dear Sir or Madam

Re: Application for permission to conduct research in your school

I am currently engaged in gathering information for a master's dissertation. The purpose of my study is to determine the attitudes of teachers to the use of English, Afrikaans and African languages as Languages of Learning and Teaching (LoLT). In order to determine the perceptions of teachers towards the use of English, Afrikaans or African languages it is necessary to make a survey in secondary schools.

The teachers will be provided with questionnaires to complete during their leisure time in order to avoid interfering with their schoolwork. The questionnaires will be collected two days after they were delivered.

I would like to obtain as complete a picture of each questionnaire, as possible and the information will contribute immensely towards this study. The information of the educators will be kept anonymous.

Thank you for your help in this matter.

Yours sincerely

.....
Lance P. Hauuanga

APPENDIX C

LETTER TO THE EDUCATORS

P.O. Box 1880
Tsumeb
19 September 2003

Dear Sir or Madam

I am currently engaged in gathering information for a master's dissertation. The purpose of my study is to determine the attitudes of teachers to the use of English, Afrikaans and African languages as Languages of Learning and Teaching (LoLT). In order to determine the perceptions of teachers towards the use of English, Afrikaans or African languages it is necessary to make a survey in secondary schools.

You can be of great assistance to me by filling out the enclosed questionnaire and by returning it at your earliest convenience. Please feel free to make any additional comments or remarks that you wish to make.

I would like to obtain as complete a picture of each questionnaire, as possible, and your information will contribute immensely towards this study. Your information will be kept anonymous.

I realize the questionnaire may seem lengthy, however everything included is felt to be important. It has also been constructed so that it may be checked quite easily.

Thank you for your help in this matter. Your time and contribution is truly appreciated.

Yours sincerely

.....
Lance P. Hauuanga

APPENDIX D

QUESTIONNAIRE

Language as an Educational issue in the Oshikoto Region

Please complete the following questionnaire

SECTION A

1. Professional and personal details

1.1 I was born in (town/city).....

1.2 I have been living in Namibia for.....years.

1.3 Sex: Male..... Female.....

1.4 Age: 18-25..... 26-35.....
36-50..... 50 +.....

1.5 When you were a child, in what language did your mother speak to you, in other words, what is your mother tongue?
.....

1.6 My position at school is: (e.g. Principal) .....

1.7 My teaching experience is: .....years

1.8 My highest academic and/or professional qualifications are:

1.8.1		Grade 10 with no tertiary education
1.8.2		Grade 10 with tertiary education
1.8.3		Grade 12 with no tertiary education
1.8.4		Grade 12 with 1 to 3 years of tertiary education
1.8.5		Grade 12 with 4 or more years of tertiary education

1.9 The home language that I speak at home (choose only one language):

1.9.1	Oshiwambo	
1.9.2	Herero	
1.9.3	Nama/Damara	
1.9.4	Lozi	
1.9.5	Kavango	
1.9.6	Khoi-Khoi	
1.9.7	Tswana	
1.9.8	German	
1.9.9	English	
1.9.10	Afrikaans	
1.9.11	Other (please specify)	

1.10 In my school the LoLT (Languages of learning and Teaching) from grade 8 to 12 is:

1.10.1	African language (please specify)	
1.10.2	English	
1.10.3	Afrikaans	
1.10.4	Other (Specify)	
1.10.5	Not applicable	

SECTION B

2. Language of Learning and Teaching (LoLT)

The following questions concern the language that is used as the Language of Learning and Teaching (LoLT) in schools, in other words, the language, which is used by teachers to teach subjects such as Geography, Mathematics, and History etc.

Please note that the terms "mother tongue" and "second language" as used in this questionnaire:

- Mother tongue refers to the first language used by the child.
- Second language is the language learned in addition to the first language.

In all cases, the numbers meant the following:

5: I agree strongly
4: I agree
3: I don't know
2: I disagree
1: I disagree strongly

Please make a cross [X] in only one block. Should you wish to change your answer, scratch the first cross and make another cross in the other block.

		5	4	3	2	1
2.1	Pupils will do better in school if the LoLT is the mother tongue from grade 1 to 12					

		5	4	3	2	1
2.2	Pupils will do better in school if the LoLT is the second language from grade 1 to 12					

2.3	**Mother tongue should be used as the LoLT because:**	5	4	3	2	1
2.3.1	Pupils learn best through the medium of their mother tongue					
2.3.2	If the mother tongue is used, children will be more active in class					
2.3.3	If the mother tongue is used, parents will be able to assist their children with school work					
2.3.4	If the mother tongue is used, pupils will lose respect for their cultural heritage and tradition					

		5	4	3	2	1
2.4	I consider English to be a language of national unity in my country					

		5	4	3	2	1
2.5	Knowledge of my mother tongue makes me feel proud					

2.6	**English should be used as the LoLT because:**	5	4	3	2	1
2.6.1	Knowledge of English has a positive influence on economic empowerment of the learners					
2.6.2	English is developed to cope with science and Technology					
2.6.3	English promotes unity among diverse ethnic Groups					
2.6.4	Knowledge of English provides access to a high social status					
2.6.5	There are enough printed materials (textbooks and other reading materials) available in English					
2.6.6	There are enough teachers competent to teach in English					

2.7	**Afrikaans should be used as the LoLT because:**	5	4	3	2	1
2.7.1	Knowledge of Afrikaans has a positive influence on economic empowerment of the learners					
2.7.2	Afrikaans is developed to cope with science and Technology					
2.7.3	Afrikaans promotes unity among diverse ethnic Groups					
2.7.4	Knowledge of Afrikaans provides access to a high social status					
2.7.5	There are enough printed materials (textbooks and other reading materials) available in Afrikaans					
2.7.6	There are enough teachers competent to teach in Afrikaans					

2.8	**African Languages should be used as LoLT because:**	5	4	3	2	1
2.8.1	Knowledge of African languages has a positive influence on economic empowerment of the learners					
2.8.2	African languages are developed to cope with science and Technology					
2.8.3	African languages promote unity among diverse ethnic Groups					
2.8.4	Knowledge of African languages provides access to a high social status					
2.8.5	There are enough printed materials (textbooks and other reading materials) in African languages					
2.8.6	There are enough teachers competent to teach in African languages					

		5	4	3	2	1
2.9	I regard the present official language (English) in my country as a negative influence on our indigenous Languages					

		5	4	3	2	1
2.10	One cannot get a good job in my country without the ability to read, write or speak English					

		5	4	3	2	1
2.11	English will become more important in our country in the future					

		5	4	3	2	1
2.12	My command of the mother tongue is good					
2.13	My command of English is good					
2.14	My command of Afrikaans is good					

Thank you for your time and co-operation.

L.P. Hauuanga
P.O. Box 1880
Tsumeb