An analysis of the effectiveness of Shona grammatical lexicons in the teaching and learning of Advanced Level Shona grammar: A Case of Munyira High School in Buhera District.

BY

NENDUVA APHIOS

A research project submitted to the Department of Education of Bindura University of Science Education in Partial fulfilment of the Requirements for the Post Graduate Diploma in Education.

SUPERVISOR: JONGORE. M

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Dedication

This dissertation is dedicated to my family, including my loving wife Perfect and kids Tana and Njia.
Acknowledgements

I feel sincerely indebted to a number of people who assisted me while I was working on this project. To my supervisor Ms Jongore, I owe so much. For a long time you have supported me unconditionally. Your faith in me and my research studies gave me the strength to continue make a difference. Without you, I doubt that this project would have reached final stages. Thank you so much.

My wife Perfect and my kids Tanatswa and Njia as theme (Victory is certain); words cannot express my gratitude for your support, love and encouragement over the years. Thank you for giving me the space that I needed to complete this study, even though I had to sacrifice so much family time and cash. You are all special to me. It is also essential to acknowledge the support given by my friend Allan.T Maganga. Thank you for always being there when I needed help. Your personal support provided so much encouragement for me and contributed to my personal healing.

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Abstract

This study discusses the effectiveness of Shona grammatical lexicons in the teaching and learning of Shona at Advanced Level. The researcher selected issues to do with language because they are topical in education. At the same time without a language, there is no communication and learning as well. The researcher used questionnaires and interviews to gather data from teachers and students. The research findings were analysed using Vygotsky’s socio-cultural theory that links language to a people’s culture. Critical judgements are passed on to the extent Shona indigenous terms are effective in imparting meaningful learning. The researcher holds the view that it is simplistic and academic amateurish to view indigenous languages as languages with linguistic attrition but they are also capable of performing the same functions done by the so called languages of wider communication. As a result, the study applauds the use of indigenous languages for pedagogical purposes. These languages are capable of enhancing meaningful learning as evidenced in this study. Concerning to the negative attitude of people towards their languages, the study holds the view that people need to change their mindset in order to see the positive factors associated with using indigenous languages.
Declaration

I, Aphios Nenduva Reg Number (B1438364) declare that this dissertation titled:

“An Analysis of the effectiveness of Shona grammatical lexicons in the teaching and learning of Advanced Level grammar: A Case of Munyira High School in Buhera,” is my own work and affirm that it has not been submitted to any other university in support of a degree or any other similar qualification. I authorize the Bindura University of Science Education to lend this dissertation to other institutions or individuals for purposes of scholarly research only. I declare that all the sources I have used or quoted have been indicated and acknowledged as complete references.

Signed ...................................................Date........................................
Approval form

The undersigned certify that they have read and recommend to the Bindura University of Science Education the acceptance of a dissertation titled:

“An Analysis of the effectiveness of Shona grammatical lexicons in the teaching and learning of Advanced Level grammar: A Case of Munyira High School in Buhera”

Submitted by Aphios Nenduva in partial fulfilment of the requirements for a Post Graduate Diploma in Education.

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Chapter 1

Introduction

The chapter introduces the research and it gives the background of the study, the research problem and the significance of the study as well as the methodology used to carry out the research. It also give the limitations of the study as well as the possible solutions suggested to overcome the challenges.

1.1 Area of investigation

This research is in the field of pedagogy and it focuses on terminology. Sager (1990:2) defines terminology as the study and the field of activity concerned with the collection, description, processing and presentation of terms, that is, lexical items belonging to specialized areas of usage of one or more languages. There is a thin line between terminology and lexicography since the two focuses on the creation of vocabulary. In terminology the focus is on term creation unlike lexicography that focuses on words. In this study emphasis will be on the effectiveness of grammatical terms coined by language specialists to facilitate language learning. Historically, Shona was being taught in English at Advanced Level and Mashiri and Warinda’s *Dudziramutauro* was published in 1999 to correct that historical anomaly that views indigenous languages as languages with linguistic attrition. The reason for choosing grammatical terms is motivated by the researcher’s experience as a public examiner where most of the students who pass Shona at Advanced Level perform better in other papers but get lowest marks on the grammar section. Additionally, it is a known fact by linguists like Mazrui (2000), Chimhundu (1987) and Magwa and Mutasa (2007) that no country in the world has developed using other people’s language. Thus the use of indigenous coinages in teaching and learning of Shona is expected to improve results as well as social and economic development. Language development is achieved through term creation and the terms created should enhance effective communication so that a language can be used in all spheres of life such as teaching, commerce judiciary, and technology among others.
1.2 Background to the study

Bilingualism and multilingualism which are legacies of colonialism have anchored a number of challenges in terms of identifying the relevant language(s) to use for teaching and learning purposes. In Africa, countries like Nigeria and Tanzania have made phenomenal strides in addressing the challenge through the use of indigenous languages in academic contexts. Zimbabwe is still haunted by language problems although efforts have been made to expand the usage of indigenous languages for pedagogical purposes. In education, English continues to be the dominant language as exemplified by The Education Act of 1987, as amended in 1990. It stipulates that,

1.... the three languages namely, Shona, Ndebele and English shall be taught in all primary schools from the first grade as follows;

(a) Shona and English in all areas where the mother tongue of the majority of the residents is Shona or

(b) Ndebele and English in all areas where the mother tongue of the majority of residents is Ndebele

2. Prior to the fourth grade, either of the languages referred in paragraph (a) or (b) of subsection (1) may be used as the medium of instruction, depending upon which language is more commonly spoken and better understood by the pupils.

3. From the fourth grade, English shall be the medium of instruction provided that Shona or Ndebele shall be taught as subjects on an equal time allocation as the English language.

4. In all areas where minority languages exist, the Minister may authorize the teaching of such subjects in primary schools in addition to those specified in sub-section (1), (2), and (3).

According to the stipulation of the education Act of 1987, African Languages were not taken seriously as subjects of study. Following the language policy English was taken as one of the crucial subjects to be studied. People were forced to use English even in some cases where Shona is the most suitable especially in the teaching and learning of indigenous languages in Zimbabwe. Since the attainment of independence in 1980, English was used as the medium of instruction even in the teaching of Shona and Ndebele in Zimbabwe. There was no meaningful change on language except the declaration that Ndebele and Shona were official languages. The colonial situation was perpetuated by the leaders in Zimbabwe. Chiwome (1996) commenting on the castrating effect of the colonial language says that the policy makers wanted to train Africans as servants. They designed the syllabi that portray their culture as a yardstick of civilisation. English language and literature was used to disseminate
Western ideals. English language was prestigious and for this reason English was regarded as the gateway to success.

The attainment of independence in 1980 brought about the major challenge of choosing the official language that would enhance communication among people of different groups. The policy makers had to choose between endoglossic or exoglossic language policy Magwa (2006) in Mutasa (2008) and Ogutu (2008). Bamgbose 2000, Batio(2005) and Magwain Bamgbose(2000) noted that only few countries in Africa namely Tanzania, Somalia, Sudan, Ethiopia and Guinea have managed to pursue on effective and active endoglossic language policy.

The use of European languages (English) as the medium of instruction may lead learners to perceive indigenous languages as not important. According to Westerman (1949) in Ngara (1982) there is a great danger of using a European language for instruction for African children because they will not attach any importance to their mother tongue which they will be prepared to get rid of as quickly as possible. Therefore it means that the pupils will look down upon their mother tongue if it is denied the chance of being used as the medium of instruction. Against this backdrop, language policy makers in Zimbabwe introduced the use of Shona as a medium of instruction in 2004. As a result, there was a lot of public outcry from various stakeholders and educationists since the introduction of Shona was done without proper information dissemination. The students who wrote Advanced level Shona in 2004 were taught in English and surprisingly they were asked to write their exams in Shona. Due to the lack of enough transitional period given to students and teachers there was a problem and this is what this study is investigating. Against that backdrop, this study will focus on the effectiveness of coined terms in the delivery of instruction in the learning and teaching of Shona. The main thrust of the study is to see how the terms created leads to meaningful learning rather than rote learning.

1.3. Statement of the problem

The teaching and learning of grammar at Advanced Level is shrouded by code switching and code mixing. In the past years Shona was taught in English and in 2004, there was a sudden shift from English to Shona. This resulted to a number of challenges facing both teachers and students. Some critics attribute these challenges to the existence of defective language policy and strangeness of the terms used since they are not used in day to day life. As a result, this had made the subject to appear challenging to both learners and teachers. In this
study, the researcher investigates the effectiveness of Shona grammatical terms that were introduced in 2004 to assess whether they enhance meaningful learning or they continue to strengthen rote learning amongst students.

1.4 Objectives of the Study

The objectives of the study are to:

- assess the attitude of teachers and students towards the use of Shona as a media of instruction in the teaching and learning of grammar.
- evaluate the contribution of Shona grammatical terms created in the teaching and learning of grammar at Advanced Level.

1.5 Research questions

a) What are the learners’ perceptions about the teaching and learning of Shona?

b) What can be the causes of these perceptions?

c) What are the effects of the learners’ perceptions about the teaching and learning of Shona?

d) What language is used as medium of instruction in the teaching of Shona grammar at Advanced Level school environment?

e) How effective is the medium of instruction used in the teaching and learning of Shona grammar?

1.6 Assumptions of the study

The study is based on the following assumptions:

- Language has a dual character of being a medium of communication and a career of culture.

- Students can understand concepts better when they are being taught in their mother tongue.

- Term creation leads to language development.

- All languages are equal provided they are well developed.

1.7 Significance of the study
The study is worthy researching on since language as a resource is of paramount importance to people. Language just like other resources of the country like wild life, minerals, water, and forests among others need to be well preserved as well as being properly managed. Failure to manage and develop a language leads to linguistic attrition or the creation of terms that will just lie in redundant in dictionaries and other reference books without being used in everyday life. The research is also worthy to carry as recommended by Ndamba (2008:184) in a paper entitled, Mother Tongue Usage in Learning: An Examination of Language Preferences in Zimbabwe. Ndamba recommends further researches on language of instruction to be used in schools since African countries have not yet achieved much on the implementation of indigenous languages as medium of instruction in schools. In light of the above, the researcher finds it worthy to research on the effectiveness of Shona terms in the teaching and learning of Advanced Level grammar to examine whether Shona as a medium of instruction can effectively enhance meaningful learning. This research will give insights to curriculum planners, teachers, students and the larger community as a whole since language and culture are inseparable.

1.8 Limitations of the Study

In carrying out this research, there are a number of constraints that the researcher came across and some of them include the following;

Making appointments with teachers and students as participants who were supposed to provide the researcher with relevant data problem was a problem they were committed to their daily duties.

At the same time some participants in the study were answering questions in questionnaires with little interest.

However, though there were challenges that the researcher faced, the researcher managed to devise ways of overcoming the challenges. On data gathering the researcher had to triangulate, source as well as methods. This helped to improve reliability and validity of the study.

1.9 Delimitation

The study focus on Advanced Level students at Munyira Community High which is a day school located in Buhera North along Chivhu- Mutare highway. The main thrust of selecting
this School is because it is where the researcher works and since this research is a form of action research that aims at diagnosing a problem in a specific context at that school. Advanced Level Shona teachers were the targeted population of the researcher to provide data about the problem in context as well as administrators of the school.

1.10 Definition of terms

Language development is the creation of user-friendly terms in a language that will help to raise the status of a language to be used in all spheres of life.

Linguistic attrition refers to the inadequacy in a language to be used in certain domains such as judiciary, science commerce, and education among others.

Modernisation refers to developing a language in such a way that all concepts have labels within that particular language.

Meaningful learning refers to a learning way where new knowledge to acquire is related to the previous knowledge.
Chapter 2

2.1 Introduction

The chapter review related literature to situate the research within the broader context of existing knowledge on language issues. Literature from international, regional and Zimbabwean scholars and critics were reviewed in order to contextualise the research. Guided and informed by the social psychology as a theoretical framework the study critically interrogates the effectiveness of using indigenous languages in the teaching and learning of Shona at Advanced level.

2.2 Literature review

Muranda (2004: 37) notes that,

The process of literature review…serves the purpose of providing the framework on which to develop one’s own model, hypotheses, and conclusions. Alternatively, the literature framework could be looked at as the springboard for argument in the dissertation, whether pro, against or neutral.

In light of the above, the study this section will review related literature on issues pertaining to language issues to find the gap on which to fill. The researcher adopted the funnel approach in reviewing literature where he starts by reviewing works of scholars of non African descent, followed by works of scholars of African descent and lastly looked on the works of scholars by Zimbabwean descent to contextualise as well as narrowing the problem.

2.3 Works of scholars of non African descent

On language matters, Crystal (2003) discusses the factors that help English to appear as an international and world language. Crystal points out that English is the language of the international community, of science and technology, of religion and ideology as well as trade and commerce in the world. Against this background, English is now being viewed as the global language. Crystal’s research is worthy to the present researcher since it gives insights
on language choice depending on their status to the communities they are serving. However, the current study differ from Crystal’s study in that it looks on the effectiveness of indigenous languages (Shona) as a medium of instruction in the teaching and learning of grammar at Advanced Level. Crystal seems to glorify the dominant status of English over other languages forgetting that any language can do what is being done by English at present particularly “in a good receptive and normative climate and in a sociologically rich soil” Mazrui (2004:60-61).

Bleiker (2000) discusses how languages can be used to mount dissent acts and activities by people in a society. According to Bleiker, language and politics are interwoven and to him languages are not neutral as they carry specific political values and thinking patterns. Additionally, Bleiker’s views seem to be rooted in the Sapir-Whorf hypothesis of language development where language is said to be a determinant of human behaviour, human character, and all other things. Charamba (2012:30) is of the view that the Linguistic deterministic theory gave birth to the establishment of the linguistic essentialist approach. Linguistic essentialist approach lobby for the substitution of English by indigenous languages in education and other domains. In light of this view, it how that the arguments raised by this theory are essential since the current study investigates the effectiveness of Shona terms in the teaching and learning of grammar at Advanced Level. Possibly the policy makers who introduced this language innovation were greatly influenced by the linguistic essentialist approach.

On language, Barker (2008:75) says “Language is the privileged medium in which cultural meanings are formed and communicated”. Secondly he says, “Language is the means and medium through which we form knowledge about ourselves and the social world”. This implies that language itself and the process of learning it are connected culture and to knowledge formulation and acquisition. Therefore, learning a foreign language implies that one is also exposed to a foreign culture and whilst learning an indigenous language implies that one is exposed to the culture of that language. The arguments raised by Barker are vital to this research since the replacement of English by Shona in the teaching and learning of Shona might have been pushed by such arguments. However, the current study departs from Barker’s research in that the present researcher looks of the effectiveness of the coined Shona terms in the teaching of Shona grammar at ‘A’ level.
Short and Kim (1999) are of the view that language is power and power is rooted in language choice and practice. Their research is essential as it gives the present researcher some insight on language politics in the world. At the same time, their study also helps the current researcher to interrogate the reasons behind the selection of Shona as a medium of instruction that was introduced in the teaching and learning of ‘A’ level grammar. The current study differs from Short and Kim’s study in that it does not focus much on the relationship between language and power but it looks on the effectiveness of the proposed language of choice in the teaching and learning of Shona grammar.

Broek-Utine (2005) discusses the language situation in Tanzania from 1980 and thereafter. She observed that the elites of Africa worked together with the British Council to block the upgrading of Kiswahili as a language of instruction in the post-primary education in 1985 and 1991. Broek-Utine established that most of the African elites work as linguistic renegades by lobbying for the upgrading of indigenous languages in Africa’s education after which they retain the language of the former colonisers as the medium of instruction in education. The arguments raised are essential to the present study as they help to understand teachers, students, and other stakeholders’ perception on the medium of instruction in schools. While the points raised are vital, but the current study differs from that of Broek-Utine since it investigates the effectiveness of Shona in the teaching and learning of Shona in a community where the African elites have managed to elevate Shona to be a medium of instruction.

Roy-Campbell (2000) discusses how people can be empowered through language choice and practice. He cited an example of the Tanzanian language situation to discuss the merits and demerits of Tanzania’s bilingual policy of using English and Kiswahili. Roy-Campbell’s research proved to be essential to the current study in that like Tanzania, Zimbabwe also have a bilingual policy where English is used with either Ndebele or Shona. Therefore the study will give insight on the reasons behind the elevation of English in Zimbabwe whilst indigenous languages are relegated to the periphery. However, the current research differs from that of Roy-Campbell in that while he looked at the language situation in Tanzania, the present researcher looks at the language situation in Zimbabwe. At the same time the current study looks at the effectiveness of Shona as a medium of instruction in the teaching and learning of Shona.
What has been observed from the review in this section is that scholars differ in their approaches to language issues. Some scholars like Crystal (2004) and Wright (2004) seem to glorify the dominant position of English as international and global language at the expense of other languages in the world. However, scholars like Roy-Campbell and Broek-Utineseem to lobby for the replacement of English by an indigenous language which is a view shared by most of the scholars of African descent. In light of the above, it is now important to review works by scholars of African descent to understand their trajectory of thought on language issues.

2.4 Works of scholars of African descent

Achebe (1988) believes that since he is a true bilingual speaker who can express himself in both Igbo and English, he can as well write in either language. In this way Achebe approves the use of indigenous languages and English in the writing of African literature. In an interview at Bradford Morrow Achebe asserts that indigenous languages are too small to take African writers to any meaningful heights of success. Achebe (2009) argues that WaThiongo and other scholars of African descent who advocate for the replacement of English with indigenous languages are playing politics with language. To him these scholars are blindfolding people to accept their ideas neglecting the language situation in Africa. The arguments raised by Achebe are vital to the present researcher as they help to explain why English is given the official status in most of the former British colonies. However the current research differs from Achebe in that it looks on the effectiveness of indigenous languages (Shona) as a medium of instruction in the teaching and learning of ‘A’ level grammar.

Prah (2000) discusses the need to promote African languages to downgrade colonial languages. The arguments raised by Prah are of paramount importance to the present researcher since Shona is one of the languages that have been raised to be a medium of instruction in the teaching and learning of Shona so that English will be downgraded as a colonial language. Against that background, the study investigates the effectiveness of Shona as a replacement of English in imparting meaningful learning in the learning of grammar at ‘A’ level.

WaThiongo (1981), (1987) calls upon African writers to resort to the use of indigenous languages in the writing of African literature. His view seems to be deeply rooted in the linguistic deterministic approach as well as the linguistic essentialist approach where he calls upon the replacement of English with an indigenous language. For WaThiongolanguage
determines people’s behaviour so the use of a foreign language in the teaching of Shona is likely to wean the Shona people from their African existential philosophy of life. The arguments raised by WaThiongo proved to be vital to the present researcher since the replacement of English by Shona that was implemented in the teaching of Shona might have been influenced by the ideas of WaThiongo. However this study differs from WaThiongo’s researches in that it focus on the teaching and learning of Shona grammar at ‘A’ level using Shona as the medium of instruction.

Mazrui (1978, 2000) discusses the relationship between language, politics, and development. He observed that the colonialists imposed their language (English) to the people of Uganda relegating their indigenous languages they used to use in all spheres of life before the coming of the colonisers. According to Mazrui (2000) there is no country that that has been successful economically using other people’s language. He therefore lobbies for the creation of terms in indigenous languages so that they will be developed and be used as medium of instruction in all spheres of life as commerce, judiciary, science, and technology as well as education. In light of this view, the arguments raised by Mazrui proved to be essential to the current researcher as they help to understand why the government of Zimbabwe replaced English in the teaching and learning of ‘A’ level Shona grammar. While Mazrui’s arguments are relevant to the present researcher, the current study differs from Mazrui in that it does not focus on language as a tool for economic development but it dwells much on the relevance of Shona as a medium of instruction in imparting knowledge to learners in the teaching of Shona.

Chinweizu et al (1980) accept linguistic pluralism and diversity in the writing of African literature. They argue that languages carry cultural values but they are not the sole generator of the values they carry and transmit. To them language just like Ngugi (1981), they view language having the dual function of being a medium of communication as well as a carrier of culture. However, Chinweizu et al (1980) differ from Ngugi in that they see literature written in African languages as the undisputed African literature although other non-African languages can be used to air out African concerns in literary creations. In light of these views it shows that the arguments raised by Chinweizu and others are essential since they also help to explain the language situation in Zimbabwe. Zimbabwean novelists are using both indigenous languages and foreign languages to air out the burning issues of their communities. The point of departure of the current study from that of Chinweizu is that the
present researcher focuses on the effectiveness of the selected language (Shona) in the teaching and learning of grammar at ‘A’ level.

From the review of literature that was done in this section, the study had established that African scholars appear to have different views in relation to the language of choice to be used as a medium of instruction in schools and others sectors of the society. Ngugi (1981 and 1987) and Prah seem to share the same view of developing indigenous languages so that they will replace English in all spheres of life. Their arguments are rooted to the linguistic deterministic approach that language has the potential of influencing human behaviour and thought. On the other hand, Achebe (1975, 1988) and Chinweizu et al (1980) are of the view that though language carries a people’s values but a foreign language can also be used to express the burning issues of the African people. As a result, they advocate for a bilingual approach in relation to the language of choice in education. The arguments raised are premised on the multilingual situation of African communities that they say needs not to be taken for granted. In light of these views, it is now worthy to review literature by scholars and critics of Zimbabwean descent to establish the trends they are suggesting in relation to the language of choice to be used as a medium of instruction in schools.

2.5 Works by scholars of Zimbabwean descent
Thondlana (2002) addresses the issue of which language(s) to use for teaching and learning in a bilingual/multilingual context like that of Zimbabwe. She campaigns for the use of indigenous languages in primary education. Thondlana is of the view that pupils are exposed to a second language before they have fully internalised the first language which jeopardizes proficiency in the mother tongue because teachers and parents concentrate on learning English at school and home. She also notes that in some cases, children come to school proficient in their mother-tongues but soon begin to lose this as the focus is shifted to developing proficiency in English both at school and home. She therefore recommends that the period of mother tongue instruction be extended from grade 3 to grade 7 in order to give adequate time for the acquisition and development of cognitive, affective, and social skills through the mother tongue. Like other scholars of African descent such as Ngugi and Prah among others Thondlana is also lobbying for the replacement of English with an indigenous language. While Thondlana’s study is essential in to the current study, this study differs from
Thondlana in that it focuses on the effectiveness of using Shona terms in the teaching and learning of ‘A’ level grammar.

Gora (2013) addresses the question of the language of instruction at different levels of education in Zimbabwe. She delves into possibilities of using either Shona or Ndebele as languages of instruction alongside English so as to enhance partnership and complementarity between the two major indigenous African languages and the exogenous language of wider communication. Gora (2013) agrees with the Amended Education Act which states that the language of instruction from grade 1 up to 3 should be “any of the three main languages of Zimbabwe, depending on which language is more commonly spoken and understood better by pupils.” From grade 4 up to 7, she is of the view that only mathematics and English be taught in English while code-switching and code-mixing with indigenous languages when necessary. This recommendation is made despite the fact that there are studies which report the positives of explaining mathematical concepts in indigenous languages. However, the problem Gora is that she is suggesting for the use of indigenous languages in education in almost all subjects except in Maths and English. Her suggestion seems to be farfetched considering the economic situation of African countries. In light of the above, it shows that Gora’s arguments are relevant to the present researcher since they give insights on the preferred language of instruction by people in Zimbabwe. However, the current study differs from Gora’s research in that it looks on the suitability of the language of instruction in enhancing meaningful learning.

Chimhundu (2001) lambasts the elitist rulers of Africa for ignoring the idea of developing indigenous languages so that they can be used as national and official languages. He proposes the idea of connecting languages to economics so that indigenous languages can be used in economic development. For Chimhundu, no country can develop economically using a foreign language and he cites examples of the Asian tigers as good examples of countries that have developed through the use of their indigenous languages. Chimhundu’s claim is similar to that of Mazrui (2000) and the claim which Magwa and Chimhundu (2007) made on indigenous languages. While the arguments raised by Chimhundu are useful to the current researcher, this study differs from that of Chimhundu in that it does not focus much on the role of indigenous languages in economic development but it looks on the effectiveness of indigenous languages (Shona) in imparting knowledge to students in the teaching of grammar at ‘A’ level.
Marechera (cited in Veit-Wild 1993) believes that he speaks English just like a native. He also believes that there is nothing wrong for African writers to write African literature using metropolitan languages such as English. However, Marechera like Achebe is of the view that English needs to be vernacularized to make sure that it “screams the screams” of an African. In light of this view, it shows that Marechera just like Achebe (1975) seems to accept the use of metropolitan languages in writing literature. The arguments raised by Marechera are essential to the current study, as they give insights on the bilingual language situation experienced in Zimbabwe. However the current study differs from that of in that it looks on the effectiveness of indigenous languages (Shona) as a medium of instruction in teaching Shona grammar.

Mutasa (2006) discusses the efforts which have so far been made by scholars of African descent to challenge the dominance of English. According to Mutasa, he observed that societies and people who lack political and economic power do not have control over language choice and practice. The arguments raised by Mutasa are vital to the present researcher as they help to explain why there is a lot of confusion on the medium of instruction to be used in the teaching of Shona. At Advanced level, Shona is currently being taught in Shona but surprisingly at Universities it is being taught in English. The same students who are being taught in English at tertiary level are expected to go and teach Shona using Shona as they join the education system as high school teachers. Against this background it shows that Mutasa really managed to raise a very pertinent issue by indicating that societies who lack political and economic power have no control over language of choice and practice. In this case African societies have no political power and economic power since they are colonised with what Charamba (2012) refers to as electronic colonialism. However, although Mutasa’s arguments are relevant to the present researcher but the point of departure of this study from Mutasa’s study is that the current researcher looks on how effective the terms created in indigenous languages are in the teaching and learning of Shona.

Magwa and Mutasa (2007) assert that there is a strong link between economic success and the use of indigenous languages in the production of wealth. Like Chimhundu (2001) they make reference to the Asian tigers as countries that have achieved economic success because of the use of their indigenous languages in their economic activities. The arguments they raise are essential to the present researcher as they help to explain why African countries are
lobbying for the use of indigenous languages in all spheres of life. One thing important is that they want to enhance production, preserving their culture as well as achieving economic prosperity. However, although the points raised by Magwa and Mutasa are vital, the current research differs from theirs in that it focuses on the effectiveness of Shona terms in the teaching of grammar.

Ngara (1985) asserts that in the writing of African literature, it is not the choice of language which matters most but the content which the writer is treating in literature vis-à-vis the historical experiences of his/her community. According to Ngara, language is a tool that is used to articulate one’s views. Against that background a writer can use either Shona or English to air out the burning issues of the community but still achieving what he/she wants. In that way, Ngara like Achebe (1988) who says that he is a bilingual speaker and is free to use either of the languages is suggesting for language diversity in the writing of literature. Although their view are criticised by other scholars like Ngugi and Prah but taking heed of the neo-colonial language situation in Africa it shows that their views holds water. However, the current study differs from Ngara in that it does not focus much on the medium of writing African literature but it looks on the effectiveness of Shona terms in the teaching and learning of Shona.

Magwa (2008) proposes what he calls the Trilingual Magwa Model. The Trilingual Magwa Model recommends that at the end of an education career, Zimbabwean man/woman should be able to be literate in at least three languages, namely his/her local language, a national/regional language and an international language. Magwa recommends the use of local languages as the medium of instruction throughout primary education. In light of these views it shows that the Trilingual Magwa Model is vital to this study as it helps to explain the language situation especially at primary level where there is a lot of code switching and code mixing in teaching. However, the current study differs from Magwa in that it does not focus on the medium of instruction to be used but it looks on the selected medium (Shona) to see how effective it is in the teaching and learning of grammar at A level.

Shizha (2012:787) argues that,

"The language that is used in the classroom should serve as the praxis of liberation. Ultimately, in African schools and classrooms, indigenous languages, which are rooted in indigenous cultures and have a liberating effect, should be the languages of instruction. Indigenous languages liberate students and their teachers [who are also
indigenous] from foreign languages that have continued to disrupt continuities in students’ experiences, thus muting and frustrating their voices.

In light of the above, Shizha is suggesting for the use of African languages as medium of instruction in schools. However, the fact that indigenous languages should be included in the curriculum has long been noted. At the same time, the issue of how to include them has also been temporarily resolved since Shona and Ndebele have been included as medium of instruction up to university level at present. Although the two aforementioned languages have been included in the teaching and learning up to university level, there is still a lot of debate on how best to include them since there is a lot of inconsistence in terms of policy implementation. This is evidenced by the use of indigenous languages at ‘A’ level and a shift again to English at tertiary level. Only Great Zimbabwe University is teaching Shona/Ndebele using an indigenous language as a medium of instruction. Although the arguments raised by Shizha are essential but the present researcher departs from Shizha’s study in that it looks on the effectiveness of Shona terms in teaching Shona unlike debating on how to implement indigenous languages in teaching.

Viriri and Viriri (2013) carried out a study on the language situation in secondary schools and discovered that there is no consistency between the language policy and the real practice on the ground. Teachers have expressed that the Shona texts that are on the bookshelves have been published independent of each other. They complained that this lack of co-ordination in efforts to indigenize the Shona grammar textbooks has created discord in the terminology. While Viriri (2013)’s study is essential to the present researcher, this study differs from that one of Viriri in that Viriri looked at the language situation in secondary schools focussing on both Ordinary level and Advanced level. The current study is not focussing on Ordinary level but it looks at Advanced level only. However, the arguments raised by Viriri will help to buttress the findings of the present researcher.

What has been revealed from the discussion of this literature review in this sub-section is that Zimbabwean scholars and critics have lobbied for different approaches in relation to the choice of the suitable medium of instruction in education and the writing of African literature. Some of the Zimbabwean scholars just like some African scholars that have been looked at in the previous section seem to be divided as well on the choice of the medium of instruction. Some of the scholars seem subscribe to the notion of linguistic pluralism and
these include the likes of Ngara (1985) and Marechera in Veit-Wild (1993) among others. To these scholars, the neo-colonial situation in Zimbabwe is a clear testimony that using an indigenous language relegating metropolitan languages will not work well to serve the needs of the society. They argue that the present society is now a hybrid society that requires a hybrid language to articulate the concerns of that society. In that way they approve the use of English and other metropolitan languages for pedagogical purposes. On the other hand, some scholars like Magwa and Mutasa (2007), Chimhundu (1987, 2001) and Thondlana (2002) among others subscribe to the notion that indigenous languages must take the centre stage by replacing metropolitan languages so that they can also have a chance to be used in all spheres of life. The study holds the view that both of the arguments holds water but there is need to make the ground even so that indigenous languages and metropolitan languages can be used to serve the people. Languages are just resources that people must utilise to achieve their goals in life rather than for people to be slaves of languages.

2.6 Theoretical framework

The study will be guided and informed by Vygotsky’s socio-cultural theory. According to the theory social interaction plays a fundamental role in the development of cognition. Vygotsky believed that every function in the child’s cultural development appears first on the social level and later at individual level. In light of this view it shows that effective learning is achieved through discovery learning where students learn on their own and later on through scaffolding where they need the assistance of the teacher. For this to be achieved there is need for a medium of communication that boy students and teachers are well versed with.

Broadly, this research falls within the social psychology framework. According to social psychologists, people are generally seen as primarily passive. When they are exposed to stimuli, they are thought of as capable of learning through association, reinforcement or through observation and imitation that incidentally accounts for a person’s attitudes. As a result, the end product contains the associations, values and bits and pieces of information an individual would have accumulated over a period in respect of the referent object. In Zimbabwe, the colonialists approve English language as the only medium of instruction in schools. The dominance of English in the school curriculum was set off in 1903 following the first education ordinance (Atkinson, 1972). Through a subtle tutelage Africans in Zimbabwe came to regard English, and indeed associate it with knowledge, goodness, sweetness, and an array of other positives.
On the other hand, indigenous languages were never associated with the good life or images of educated people thus attracting negative attitudes towards them. It becomes apparent that for Shona and Ndebele to be positively viewed as likely media of instruction they must be associated with positive things just as English had been for decades. For this counter-attitudinal act to occur, “there has to be enough incentives” (Taylor, Peplau and Sears, 1997:145). Social psychologists view reinforcement and punishment as another way by which learning can occur. In this case, a particular behaviour is reinforced by either pleasurable rewards or by punishment. As an attitude-inducing agent, rewards offered to the Africans who could speak English reinforced positive attitudes towards the English language. This further entrenched the use of local languages. Additionally, observational learning asserts that people learn social attitudes and behaviour simply by “watching other people known technically as models” (Taylor, Peplau and Sears, 1997: 07). Such learning can occur without external reinforcement. Observational learning may incorporate imitation or modelling that occurs when a person, not only observes, but actually copies the behaviour of the model. People imitate those they regard as strong or important. The “significant others” in Zimbabwe have always been those who have, one way or the other, been empowered through the English language. Against this backdrop, for secondary school teachers and their students to commit a counter-attitudinal act, Shona and Ndebele must hold high expectancy-value to ensure that once people have learnt through them they are assured of the “good” life they yearn for.. Therefore effective teaching and learning of Advanced level grammar is also enhanced through students’ discovery learning as well as the guidance and assistance they get from the teacher provided they are using a language they are proficient in.

2.6 Conclusion

The chapter has reviewed different literary works by scholars who have published on language matters concerning to the medium of instruction to be used in education and creative writing. The scholars are lobbing for different approaches and some subscribe to the notion of language pluralism where they accept the use of English in juxtaposition with an indigenous language. However, others also suggest the replacement of English by an indigenous language. At the same time the chapter has also looked on the theoretical framework guiding the research. The study has established that replacing metropolitan languages with indigenous languages is a noble idea basing on the major tenets of the socio-
cultural theory that relates language to human behaviour. The following chapter will discuss the methodology of the research.

Chapter 3

Research Methodology

3.1 Introduction

The chapter deals with the research methodology of this study. It focuses on the research design used, population and sampling techniques, data collection procedures, and research instruments respectively. These will be discussed in detail in this chapter as they are the pillars of the research since conclusions to be drawn will be based on the findings of the research.

3.2 Research design

The researcher used descriptive survey as a research design. This enables the researcher to describe findings. According to Gay (1992:45), “descriptive survey is rendering of present circumstances and relationships.” Against this backdrop, the method provides analysis and interpretation and it suits well with the researcher’s findings. This method uses techniques such as comparisons, contrasting, measurements, classification, and evaluation. This design enabled the researcher to select a number of variables for observations over the representative population in the school on the study. In light of this view, the researcher finds this method being appropriate since it enabled evaluations made on the effective of Shona grammatical lexicons in the teaching and learning of Advanced Level grammar at Munyira High School.

3.3 Population

According to Chiromo (2009) population refers to all the individuals, units, objects, or events that will be considered in research project. Creswell (2014) defines population as a group of
individuals who have the same characteristics for example all teachers would make up the population of teachers. In other words population refers to a group of people involved in a research being carried out. In this case the population consist of learners, teachers, and the head of department in the Shona department Munyira High School in Buhera district. Out of 25 teachers at Munyira High, only six were selected to participate during the data gathering process and these were from the Shona department. The researcher also selected twelve Advanced Level Shona students. The selection of respondents is based on purposive sampling since the researcher is seeking for people with expert knowledge about the subject under discussion and not everyone has the equal chance of being selected. In this study language teachers and language students are the researcher’s targeted population as they are well versed with the current trends that were implemented through the use of Shona lexical terms in teaching Shona.

3.4 Target population
Target population is a group of individuals with some common characteristics that the researcher can identify and study (Creswell 2014). According to Bryman (2001) target population refers to a group of individuals that have common characteristics which are of interest to the researcher. Therefore the researcher defines target population as a group of individuals with similar characteristics that best suits to the case under study. The target population were Advanced Level Shona students and Shona teachers of Munyira High School.

3.5 Sample
According to Popper (2004:18) a sample refers to finite part of statistical population whose properties are studied to gain information about the whole. When dealing with people it can be defined as a set of respondents selected from a large group or population for the purpose of survey. The main objective of sampling is to make an optional use of the budget and other resources for a study to obtain as precise an estimate of the population parameters as possible.

3.6 Sampling procedures
According to Borg and Gall (1994) sampling is concerned with the selection of a subject of individuals from within a statistical population to estimate characteristics of the whole population. In this research therefore the study sampled six teachers and eight Advanced
level students. The researcher could have sampled more students but the challenge is that very few students are taking Shona at the researcher’s current station.

The researcher makes use of purposive sampling. Frey et al (2000) say purposive sampling includes the selection of respondents with the expert knowledge related to the researcher’s area of study. Healy (1993) defines purposive sampling as a non probability sampling procedure in which the researcher use his/her own judgement in selecting a sample which one thinks will yield desirable data.

The main advantage of using purposive sampling is to get rich data on the topic under study because the researcher selects respondents who are experts in the area the researcher is studying. In this case this was achieved through the selection of language teachers rather than just picking any teacher at the school.

3.7 Research instruments

Kenneth (1978) argues that the importance for any research project is the choice of instrument by which the data is to be obtained. These instruments must be able to provide all what is necessary to the project. Popper (1994) defines a research instrument as a testing device for measuring a given phenomenon such as a paper, pencil test, questionnaires, interviews, and observation as a set of guidelines. Therefore in this research the researcher used questionnaires and interviews to obtain data. Conle (2000) postulates that, data collection refers to the systematic process of administering instruments and collection of data from participants at Munyira High School. The researcher designed the questionnaires personally. The researcher then distributed the questionnaires to the respondents after they had interviewed. This was done so that the questionnaires get to the right person. In order to avoid non-respondents the researcher delivered the questionnaires directly and collected them soon after they were filled. No questionnaires were lost. For the interviews the researcher interviewed one by one, face to face jotted down all the responses so that the data will be analyzed.

3.7.1 Questionnaires

Ackroyd (1981) viewed questionnaires as documents that ask the questions to all individuals or participants in the sample. In many terms a questionnaire is a document containing a list
of questions designed to solicit information appropriate for analysis. The researcher uses the questionnaire as the main research instrument for collecting data. Copper et al (1993) states that the questionnaire is the most commonly used method of collecting primary data. According to Creswell (2014), a questionnaire is comprises of an open ended questions and closed ended questions which require a yes or no answer. Open ended questions allow the respondents to air out their view in spaces provided. Questionnaires were used in this study because they give freedom to respondents to respond in private and with honesty. Additionally, questionnaires enabled the respondent to air out their views about the teaching and learning of Shona grammar at Advanced Level. The researcher used the questionnaire as a tool to collect data because it is less expensive and fast when collecting data.

In this research questionnaires used were given to teachers and pupils as respondents to complete them while the researcher was on teaching practice at Munyira High School. The researcher personally distributed the questionnaires to the respondents and later on collected them.

The researcher used questionnaires because they are totally practical since participants answer them on their own. Kirakowski (1997) is of the view that the responses are gathered in standardised way, so questionnaires are more objective. The use of questionnaires proved to be a success since respondents were comfortable to answer the given questions on their own. In terms of data analysis, data from questionnaires is easier to interpret.

However, the researcher faced challenges of procrastination from respondents due to commitments from their daily duties. As a result some questionnaires were answered hastily. To overcome this challenge, the researcher triangulates his instruments by combining questionnaires with interviews in order to improve the validity and reliability of the study.

3.7:2 Interviews

Interviews according to Chiromo (2009) are particularly useful for getting the story behind participants’ experiences and may also be useful as follow up to certain responses to questionnaires. Interviews involve the collection of data through direct verbal interaction between the interviewee and the interviewer. It requires the actual physical proximity of two or more persons and generally requires that all channels of communications be open to them.

According to Borg et al (1994) interview is the direct method of obtaining data or information in face to face answering. The researcher used this type of research instrument to
obtain pupils’ views on the use of Shona grammatical terms in the teaching and learning of Advanced Level grammar. The researcher created conducive environment for the teachers to interview them. The type of interview used was face to face interviewing and the participants interviewed at school.

The Journal of Social service research (2010) argues that interviews are useful to obtain detailed information about a person’s feeling, perceptions and opinions hence allowing more important respondents own worthy are recorded since there will be no influences from other group. The interviews used enabled the researcher to work directly with the respondents. The researcher chose the interview method as complementary data collection instrument. Interviews were seen to be appropriate because they allow a two way communication between the researcher and the interviewee. This provides room for clarification of the responses made. The interviewer may encourage the interviewee to clarify vague statements or to further elaborate on behalf comments. The interview was carried out in an environment free from interferences with privacy to instil confidence and for the purpose of probing for authentic data from the respondents.

Interviews also facilitate confidentiality of information because of face to face interaction. It is assumed this provides an opportunity to consolidate information obtained through the questionnaire and provides room to follow-up clues leading to in depth information. However, apart from several advantages of interviews, constraints include high demand of time and energy. Interviews are also expensive and require a variety of communication and interpersonal skills.

Apart from the above view, the method has an interpersonal nature that allowed questions to make clear to suit the situation and the interviewer emphasised the objectives to be achieved. In this case they gave room for those being interviewed to give other opinions other the prescribed. Also it gave the researcher quick responses and the researcher was able to evaluate the responses of the interviewees through facial expression. However, the interviewees may shy to answer face to face with the researcher leading to false information being obtained. In this case the researcher boosted the participants’ self confidence to answer asked questions freely.

3.8 Data presentation and analysis procedure
The collected data will be presented and analysed in chapter four. The collected data was sorted out and subjected to both qualitative and quantitative analysis. It was statistically analysed in form of tables and numerical data expressed as percentages. Interpretation of their meaning was made and recommendations were given.

Cohen et al (2007) defines data analysis as a process of simplification of data in order to make it a meaningful and comprehensive. In this study the researcher arrange the collected data in a logical manner for easy interpretation. In this study, the researcher personally moved distributing the questionnaires to the respondents that is, teachers, and students. Interviews for teachers were done during their spare time avoid disruption of their work schedules. The researcher collected the questionnaires a week after distributing them to give respondents enough time to go through them and give well thought out responses. To avoid the error of average or non-response, Assley and Lury (1986) suggest that the researcher should personally collect the questionnaires from the respondents after they had been filled in.

The research makes use of tables, editing and classifying the data so that analysis could be done. Data with similar characteristics were grouped together. Tables, graphs, and pie charts were used because they are easy and quick when presenting data collected. They are also easily understood when analysing qualitative data. The data will be informs of tables for easy interpretation and analysis. The data was also converted to percentages for easy analysis.

3.9 Conclusion

The chapter focused on the research methodology, research design, population, and sample, instruments for data collection, validity, and reliability of data gathering instruments and data collection procedures. All this was done in an endeavour to come up with a smoothly complied, sound, and meaningful research. In chapter four, data will be presented, analysed, interpreted, and discussed through the use of qualitative and quantitative approach methods. In this chapter effort was made to discuss the research design, sampling procedures, research instruments, validity of the research instrument, and data collection procedure and data presentation in this chapter.
Chapter 4

Data presentation and analysis

4.1 Introduction

The chapter presents findings from questionnaires and interviews. This chapter relies on interviews and questionnaires as primary sources of data. Findings from the questionnaires and interviews are analyzed and interpreted. With regard to these, four interviews were conducted as well as twenty questionnaires were distributed. Distribution of questionnaires to respondents by gender was not pertinent in this study since the views of the respondents cannot be shaped by their sex. Questionnaires distributed to critics both students and teachers were the same and their responses were presented and analyzed concurrently to save space and time. The responses of teachers and students will be presented on the table below.

4.2. Table 4.1 shows the questions and responses that were given by the respondents during interviews.

<table>
<thead>
<tr>
<th>Questions asked</th>
<th>Actual responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>How effective is the teaching and learning of Shona using Shona grammatical coinages?</td>
<td>Teaching of Shona using Shona terms seems to be effective since students will easily converse and share ideas in a language they understand better than others. This is shown by students’ participation in class that is relatively higher than in other subjects where</td>
</tr>
<tr>
<td>Question</td>
<td>Response</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>What are the factors that lead to a relatively higher pass rate in Shona from 2009 to date?</td>
<td>Generally, a number of reasons can be attributed to the higher pass rate from 2009 to date. The availability of learning material, staff development programmes, seminars and district subject panels conducted for each subject can be attributed to the higher pass rate among other factors. At the same time, the use of Shona as a medium of instruction in the teaching and learning of Shona has also contributed to meaningful learning of pupils rather than rote learning.</td>
</tr>
<tr>
<td>Do you think the use of indigenous languages in teaching Shona hinder or promote better understanding of concepts?</td>
<td>It is obvious that the use of indigenous languages as medium of instruction in Shona will promote better understanding of concepts in the subject being taught. This can be testified by views aired by parents when results are out that, “VanaavavanokonewaneShonavo here chaiyo, yavanotaurazuvanezuva?” (These kids they even fail to pass Shona which they speak on daily bases). However, such comments show a misconception amongst the society where they view Shona as the easiest subject that even the slow learners must just pass. In reality Shona as a subject especially the grammar section is quite challenging despite the use of Shona as a medium of instruction since it is being taught using technical terms that are not in use in every day interaction. The coined terms are long and new to both teachers and students as</td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Given a choice in which language do you want to use in teaching/ learning Shona and why?</td>
<td>I will prefer to use Shona because though English is a language of wider communication it is unhealthy to teach Shona using a foreign language. It will be a sign of pure colonialism.</td>
</tr>
<tr>
<td>What must be done to improve effective teaching and learning of Advanced Level Shona grammar in secondary schools?</td>
<td>4.2.1 Analysis of findings from questionnaires on the effectiveness of Shona grammatical terms in the teaching and learning of Shona.</td>
</tr>
</tbody>
</table>

**4.2.1 Analysis of findings from questionnaires on the effectiveness of Shona grammatical terms in the teaching and learning of Shona.**

Generally, the data gathered yielded mixed views from teachers and students on the effectiveness of using Shona grammatical coinages in the teaching and learning of Shona. According to the findings, most of the teachers and students strongly support the idea of using Shona as a medium of instruction in teaching Shona grammar. Arguments raised by teachers and students in favour of Shona as a medium of instruction were that Shona facilitates effective communication and adequate teacher-pupil and pupil-pupil interaction in class. At the same time, respondents were also of the view that the use of Shona as a medium of instruction means empowerment and total emancipation of the African people from colonial bondage especially in this era where indigenous people need to shake off the shackles of colonialism by taking pride in their own languages. These respondents also argue that the use of Shona is an embodiment of their culture, knowledge, and values systems. Thus in harnessing it for pedagogical purposes it effectively enhances meaningful learning and teaching of Shona. Sure and Webb (2000) observe that a person trained in his/her mother tongue is likely to have a positive self image. In light of these views it shows that Shona as a medium of instruction is effective to the teaching and learning of Advanced Level grammar. The table below also helps to synthesize these views by showing the pass rates of Shona at Munyira High School.
Table 4.2

<table>
<thead>
<tr>
<th>Year</th>
<th>Total number of candidates</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>O</th>
<th>F</th>
<th>%Pass rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>6</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>2</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>66.2%</td>
</tr>
<tr>
<td>2009</td>
<td>10</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>5</td>
<td>-</td>
<td>2</td>
<td>3</td>
<td>60%</td>
</tr>
<tr>
<td>2010</td>
<td>8</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>2</td>
<td>-</td>
<td>4</td>
<td>1</td>
<td>37.5%</td>
</tr>
<tr>
<td>2011</td>
<td>6</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>-</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>50%</td>
</tr>
<tr>
<td>2012</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>100%</td>
</tr>
<tr>
<td>2013</td>
<td>6</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>100%</td>
</tr>
<tr>
<td>2014</td>
<td>7</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>100%</td>
</tr>
</tbody>
</table>

The aforementioned results indicates that the use of Shona grammatical coined terms in the teaching and learning Shona is one of the factors that have promoted an increase to the pass rate of the Shona subject. However, although the use of Shona terms may be one of the contributing factors to the higher pass rate, it is simplistic and lopsided to view the use of Shona grammatical terms as the sole factor that have contributed to the increase in pass rate. Moreso, the lower pass rate during the early 2000 may be attributed to the introduction of Shona as a medium of instruction in schools in the teaching and learning of Shona. This may be mainly attributed to the lack of proper transitional period given to students and teachers for them to familiarise with the language. The introduction of Shona as a medium of instruction in the writing of Advanced Level grammar in 2004 was done without giving teachers and students adequate time frame to adjust from English to Shona. However, although there was a decrease in pass rate in the early years of the introduction of Shona as the medium of instruction, analysis of the results above testifies that at present Shona grammatical coinages have proved to be effective in the teaching and learning of Advanced Level grammar. Pattanayak (1981:55) is of the view that “instruction in mother tongue (such as Shona) helps in the search for self affirmation, establishes group identity, satisfies the national urge for cultural footedness and avoids fanaticism and helps in the concept formation, critical thinking, creativity and imparting social values. Against this background, it shows that the use of Shona as a medium of instruction in the teaching and learning of
Shona yields a lot of socio-cultural and socio-economic positive implications than the use of English or any other foreign language.

4.2.2 Analysis of findings from questionnaires on the shortcomings of Shona as a medium of instruction to the teaching and learning of Advanced Level grammar.

Concerning to the use of Shona as a medium of instruction in the teaching and learning of Shona, one of the teachers says that, though language is an expression of one’s identity, policy makers must bear in mind that we are now living in a global village. In this global village, there is need to acknowledge and accept that we are now a hybrid of different cultures. As a result, let us now accept the language of the international community in whatever we do for our students to be marketable. Schools are not training students just for the local market but also for the international community. Domesticating and localising our students for the local market is a skewed and simplistic vision of the current global trends. Lets us not be cheated by unscrupulous propagandists politicians who preach the use of indigenous languages in all spheres of life yet their own kids and themselves are beneficiaries of the same colonial type of education they label as education for underdevelopment. Additionally, let us not be cheated into blindly following Ngugi’s and Bolekaja’s rhetoric on language issues yet these proponents of promoting local languages are themselves beneficiaries of the systems they are criticizing. In light of these views, it seems the respondent bemoans what he perceives as hypocrisy shrouding the campaign for institutionalization of indigenous languages in academia.

On the other hand respondents against the use of Shona as a medium of instruction argue that, Shona a subject lacks resource materials that can be used to make the learning process viable. According to Chiwome (1996) school libraries had more English literature than Shona literature. He went on to say Shona books are cheaper than books for other subjects of which are scarce in libraries. Nderecha (1994) states that lack of materials that guides teachers led to a situation whereby teachers will end up using materials which are used to teach English hence the two subjects are different and the methods of teaching both subjects are not the same. At present, Mashiri and Warinda’s (1999) *Dudziramutauro* and Magwa’s (2012) *DudziramutauroreChiShona* are the major books in circulation for use for the teaching of Advanced Level grammar. Most of the books like Masocha’s *Jekesapfungwa* and Chigidi’s Focus study Aids were written in English. As a result, the shortage of reading
material is also a stumbling block to the effective use of Shona grammatical terms in the teaching and learning of Advanced Level grammar.

One of the major reasons cited by respondents against the use of Shona grammatical terms as a medium of instruction was the strangeness and awkwardness of the coined terms in Shona. This can be summarised on the table below showing Shona grammatical terms used to teach Shona at present.

<table>
<thead>
<tr>
<th>Shona term</th>
<th>English term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ndevodzechizita</td>
<td>Substantive phrase</td>
</tr>
<tr>
<td>Ndevobongadzechizita</td>
<td>Substantive clause</td>
</tr>
<tr>
<td>Ndevobongasimboti</td>
<td>Main clause</td>
</tr>
<tr>
<td>Ndevobongatsigiri</td>
<td>Subordinate clause</td>
</tr>
<tr>
<td>Chizitasimboti</td>
<td>Nuclear substantive</td>
</tr>
<tr>
<td>Zadzisandevo</td>
<td>Complement</td>
</tr>
</tbody>
</table>

Cursory analysis of the above terms reveals that the Shona coined terms are too long and strange to Shona speakers. A number of respondents arguing against the use of Shona as media of instruction argued that Shona terms used in the teaching and learning of Shona are too mouthful to both teachers and students. They cite examples of the terms like nzvanyira (consonant), nzvovera (vowel) and tsigisandevo (adjunct) among others as strange and unpopular to day to day everyday language. As a result, both students and teachers resort to memorizing Shona grammatical terms specifically to use in certain small domains of life. Thus, by saying that Shona terms are effective in the teaching and learning of grammar becomes a simplistic and narrow vision of reality since the use of the terms leads to rote learning rather than meaningful learning. At the same time, respondents also argued that, most of the high school teachers trained from the University of Zimbabwe and Midlands State University are not comfortable to teach grammar in Shona since they were trained in English. As a result, those unusual and long Shona terms tend to confuse the teachers rather than assisting them to impart knowledge to students. One other respondent say that given a choice he will prefer to teach in English because it is a difficult for both the teacher and the student to learn concepts at the same time. After four years of tertiary education it is a shame to see the teacher struggling in front of students to explain concepts that are unfamiliar to him. Thus the teachers were suggesting that tertiary institutions should also incorporate Shona as a medium of instruction so that students as they leave the college they will not
suffer the humiliation of being half-baked teachers as they fail to teach ‘A’ level grammar in Shona.

Additionally, some respondents also argued against the use of Shona as a medium of instruction citing the inadequacy of teaching resources for teachers to boost their content of the subject. They argued that since the introduction of Shona as a medium of instruction in the teaching of Shona, reading material in Shona is limited such that teachers are starved of the resources they are supposed to use to boost their knowledge they would have received in English from universities. The table below give examples of published grammar textbooks used at ‘A’ level.

Table 4.3

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Language used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dudziramutauro</td>
<td>Mashiri. P and Warinda.C</td>
<td>Shona</td>
</tr>
<tr>
<td>JekesaPfungwa 3</td>
<td>Chakamba. H</td>
<td>Shona</td>
</tr>
<tr>
<td>Focus Study Aids Shona</td>
<td>Chigidi W.L</td>
<td>Shona</td>
</tr>
<tr>
<td>Grammatical construction Volume 1</td>
<td>Fortune. G</td>
<td>English</td>
</tr>
<tr>
<td>Grammatical construction Volume 2</td>
<td>Fortune. G</td>
<td>English</td>
</tr>
<tr>
<td>DudziramutauroreChiShona</td>
<td>Magwa.W</td>
<td>Shona</td>
</tr>
</tbody>
</table>

In light of the above, it shows that after a decade using Shona as a medium of instruction, only four textbooks are so far to aid teachers in the teaching of Shona grammar. Amongst these books, some of them like JekesaPfungwa 3 and Focus Study Aids were translated from English after the introduction of Shona as a medium of instruction. Thus looking at the gains and losses associated with the process of translation, it shows that though the books are essential in teaching grammar but there are a lot of pitfalls associated with them.

4.3 Presentation and analysis of findings from interviews

This subsection presents and analyses findings from interviews. For the purpose of this study the researcher collected data from four interviewees. Among the interviewees two were Zimbabwe School Examination Council (ZIMSEC) senior examiners in Paper 2 and the other
two were ‘A’ level senior teachers with more than ten years experience in teaching Shona at Advanced level.

4.3.1 Interviewee 1

Interviewee 1 is a senior examiner in ‘A’ level Paper 2 who has marked public exams for more than six years.

Asked on the performance of students in Paper 2, the interviewee said, “Students’ performance in Paper 2 is inconsistent and varies from one individual to another. On the grammar section students’ performance is so dismal such that most of them failed to score above fifty percent on the grammar section.” The interviewee attributes the failure of students to time factor, students’ negative attitude, as well as misunderstanding of the terms used in teaching grammar. He notes that students have difficulties in understanding grammar terms since they are not used in everyday life. The terms require students to memorize them in order to apply them in their exams. Unlike in practical criticism where students make use of the words they use in everyday life, students can use their general knowledge in answering questions on practical criticism.

Pertaining to the effectiveness of Shona terms in the teaching of ‘A’ level grammar, the interviewee said, “Shona terms are not all that user-friendly to both teachers and students. The terms are strange and unpopular in everyday life and this makes them too difficult for teachers and students to understand them. Students can spend their ‘A’ level two-year course without fully come to terms with concepts taught using Shona coined grammatical terms. However, although the terms are mouthful and confusing but they seem to be more effective than the use of English terms in teaching Shona like what was being done in the past. The use of Shona has led to the creation of Shona terms as well as the production of a dictionary with Shona terms called DuramazwireUvaranomwenoMutauro.” For teachers, the interviewee indicated that teachers tend to understand the terms better through experience but the first time they join the teaching profession they really face a lot of challenges especially when coming from English speaking backgrounds. In light of the above findings, it shows that the use of Shona terms in the teaching and learning of grammar is applauded by many people in the society. Possibly the move is being supported basing on the view that indigenous languages are understood by the majority of people in Zimbabwe. Using a foreign language like English in the teaching of Shona is a sign of mental and academic
genocide to the learners since their creative genius is thwarted by the use of a foreign language. UNESCO cited in Shizha (2012:786) says,

... without high levels of mother tongue proficiency, it is not possible to achieve successfully one’s goals, leading to the argument that language is not everything in education, but without language, everything is nothing in education.

In light of the above, it shows that the mother tongue plays a pivotal role in one’s academic performance since it is the foundation on which all other languages and concepts taught in future will rest. Thus in analysing the interviewee’s comments on the effectiveness of Shona terms in the teaching of Shona it shows that his vision of reality is sober. This is because the socio-cultural theory links language to society and for one to be a complete human there is need for him to learn concepts in mother tongue. Makuvaza (1996) commenting on the effects of education which is not rooted in a people’s philosophy of life says that, colonial type of education that is not rooted in the African people’s way of life produce educated uneducated graduands with identity crisis. Therefore the use of Shona as a medium of instruction in school will aid to preserve a people’s culture as well as easy understanding of concepts being taught.

4.3.2 Interviewee 2

Interviewee 2 is a high school teacher who has more than ten years teaching Shona at both ‘A’ level and Ordinary level.

Asked on the performance of students in Shona Paper 2 the teacher said, “Students’ performance in Paper two is just like desert rainfall. It is so sporadic and unpredictable such that it is very difficult to have confidence before results are out that your students will perform well. Only in exceptional cases where we have consistent students whom you will be quite sure that they will answer any questions on grammar quite well. Just like interviewee 1 the teacher also attributes poor performance of students to the attitude they give towards grammar, time factor, laziness as well as fear of those long and cumbersome terms used in the teaching of grammar.

Concerning to the effectiveness of Shona grammatical terms in the teaching of Shona the interviewee said, “Shona terms are effective but they need a lot of concentration and experience. Those long tongue twisting Shona terms like *ndevo bongayechiito* (verbal clause) seem to instil fear in students such that they will find it hard to grasp the concepts being taught. At the same time teachers themselves like myself I was taught grammar in English at
‘A’ level as well as at University level. Now I am being asked to teach in Shona coming from an English background which makes it difficult to cope with the situation. However with experience you end up getting in to the groove although it is not a simple task but given a choice I will prefer to teach in English than in Shona.” The teacher highlights a number of advantages that are associated with teaching Shona in English but such as exposing the students to the language of wider communication.

However, although the arguments raised were sound, the teacher seems to argue from a misreading and academic amateurish since he seems to glorify speaking in English as a sign of being educated. As indicated in one of his statements that, “Our generation is different from the generation of these young students who cannot converse themselves in English for just two minutes. We used to speak English like natives when we were just fresh from the academic blast furnace, the University of Zimbabwe”. Like Marechera cited in Veit Wild (1993) the teacher seem to love English such that he associates it with knowledge and intelligence. Basing on the theoretical underpinnings of socio-cultural theory as the lenses to understand the views of the interviewees, the study argues that interviewee 2 has a lopsided view of reality on languages. Chaudron (1988) asserts that in a learning situation where only the L2 is used as a medium of instruction, learners face problems because their task is in threefold. First the student has to make sense of the instructional tasks which are presented in the second language. Secondly, the learner has to attain linguistic competence which is required for effective learning to take place and finally the student is faced with the problem of mastering the content itself. In light of these views it shows that interviewee 2 is celebrating the use of English in teaching Shona which is not something worthy of celebrating.

4.4 Conclusion

The chapter has presented and analysed research findings from questionnaires and interviews. The findings reveal that the major causes of students’ poor performance in Paper 2 are learner attitude, time factor as well as the use of cumbersome terms in the teaching of Shona. These were commonly cited by the respondents who provided data through interviews and questionnaires. Of much interest to the researcher was the point of terms being used in teaching Shona. The study has established that the terms used are not all that problematic like what is being emphasized. The low pass rate experienced during the early 2000 when the terms were introduced was caused by lack of enough transitional period given so that both
students and teachers will familiarise with the terms. The use of indigenous terms in the teaching and learning of indigenous languages is the highest level of development that each country must be able to achieve. Failure to use their indigenous languages African nations will remain prisoners of their past colonial history. Adegbija (1994:33) says,

This attitude of denigration towards one’s own language and the exaltation of European languages have not been easy to remove in Africa. Its scars are still very visible today, particularly in education.

In light of the above it shows that it is imperative for African countries to remove themselves from the yoke of colonialism through the replacement metropolitan languages by indigenous languages wherever they see it possible. Though the use of indigenous languages is not the solution to neo-colonialism but it is also one of the positive steps towards self actualisation.

Chapter 5

Summary, Conclusion and Recommendations.

5.1 Summary

The study looks on the effectiveness Shona grammatical terms in the teaching and learning of Advanced level Shona focussing on Munyira High School in Buhera. The research is divided into five chapters. Chapter one of the research deals with the area of investigation and the background of the study. The study is in the field of terminology and the researcher has established that there is a very thin line between terminology and lexicography. Of importance in these disciplines is the aspect of term creation which the main playing ground merging the two. Thus on the background of the study the researcher traced the teaching and learning of Shona from the time the country attained its political independence. The researcher observed that from independence up to 2003 the Zimbabwean government followed the colonial type of education system where English was used even in the teaching of Shona. This was noted as having disastrous results on the learners’ academic performance. This promoted the shift from English to Shona in 2004. Thereafter, the researcher looks on the effectiveness of the terms created in the teaching and learning of Advanced level grammar. Definitions of keys terms that continuously recur in the research were also given.
In other words chapter one was the foundation of the whole research as it gave direction to the researcher on which to follow.

Chapter 2 deals with literature review and the theoretical framework of the research. In this chapter the researcher reviewed works by scholars of non-African descent, of African descent and lastly of Zimbabwean descent to understand their trajectory of thought on issues to with languages. To contextualise the study, the researcher adopted the funnel approach in reviewing literature where he starts from the broader perspective coming to the narrow perspective where works of Zimbabwean scholars and critics were being reviewed. Pertaining to the theoretical framework, the researcher discussed the theoretical framework focussing on the major tenets of the theory as these are the pillars that anchored the study.

In chapter 3, the researcher reveals the methodology adopted in order to make informed conclusions basing on the findings of the study. In relation to the paradigm the study falls, the study is qualitative in nature. Qualitative research investigates aspects of social life which are not amenable to quantitative measurement. In this chapter the researcher explained the merits and demerits of the data collection methods used in the research. At the same time the researcher also triangulate his methods of collecting data to improve the reliability and validity of the study.

Chapter 4 deals with presenting data gathered through the methods explained in chapter three such as data from questionnaires and interviews. The researcher analysed the data guided and informed by the socio-cultural theory to understand the effectiveness of Shona grammatical terms in the teaching and learning of Shona at A level. The argument of the study is also established in this chapter.

Chapter 5 is the summary of the whole study. Conclusions established by the study are also revealed. Necessary recommendations to various stakeholders are also given. These will contribute to the existing debates in relation to the language of instruction to be used for pedagogical purposes.

5.2 Conclusion

The study has grappled on the effectiveness of Shona grammatical terms in the teaching and learning of Shona grammar at Advanced level. Generally the study yielded mixed perceptions on the effectiveness of Shona terms in the teaching of grammar. Critical analysis reveals that most of the respondents (students and teachers) were in favour of the use of
Shona as a medium of instruction in the teaching and learning of Shona. The majority of the respondents were in favour of Shona citing some reasons that both teachers and students were more proficient in Shona than English which is an alien language to them. They also revealed that teaching Shona grammar in Shona improves teacher-pupil interaction as well as student-student interaction which are likely to enhance meaningful learning. However, the findings also revealed that the use of Shona as a medium of instruction was done without proper consultation from other stakeholders. There was need to give enough transitional period for both teachers and students to adapt to the new changes. Therefore, since this was not properly done, sudden drop in the pass rate was experienced although this was quickly neutralised by the fact that students were learning in a language they understand better than a foreign language.

Thus the study has established that Shona terms are effective in the teaching and learning of grammar despite the fact that the terms are cumbersome and strange to learners since they are not used in everyday language. This was evidenced by an improvement in the pass rates since the introduction of these terms. However, although an improvement in pass rate may be attributed to a number of factors such as the availability of reading material, improvement in teacher pupil ratio, availability of qualified staff and the localisation of exams among other factors, the introduction of Shona as a medium of instruction should not be taken for granted as well.

5.3 Recommendations

The following recommendations were suggested by the researcher to foster positive attitude towards the use of indigenous languages as medium of instruction in education. These were directed to various stakeholders in the education sector.

5.3.1 To the Ministry of Primary and Secondary Education

The government through the Ministry of Primary and Secondary Education must make efforts to see that if Shona is to be used effectively as a medium of instruction; teachers should be exposed to the environments where Shona is being used as a medium of instruction at tertiary level like what is being done at Great Zimbabwe University. This preparatory phase will make teachers to be fully acquainted with the relevant content they will use at their work places after graduation.

5.3.2 To School Administrators
School heads and other school administrators must be aware of the prevailing language situation existing in the country and make sure that they send their teachers who train through the medium of English for staff development workshops. These are conducted by Zimbabwe School Examination Council examiners so that newly recruited teachers will be coached on the expectations of this paper for them to familiarise with the new Shona terms. At the same time, school administrators must also make sure that they purchase the new linguistic dictionary on terminology (*DuramazwireUvaranomweneMutauro*).

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**References**


Appendix 1

INTERVIEW SCHEDULE FOR TEACHERS

My name is AphiosNenduva and I am a student at Bindura University of Science Education doing a Post Graduate Diploma in Education. My research topic is “An Analysis of the effectiveness of Shona grammatical lexicons in the teaching and learning of Advanced Level grammar: A Case of Munyira High School in Buhera”. This study seeks to examine the contributions made by Shona grammatical lexicons in the teaching and learning of Shona grammar. The information from any individual is going to be treated as strictly confidential as possible and will be used for the purposes of this study only.

1. Which language is used as a medium of instruction in your department?

2. Given a chance to choose which language would you prefer to use in the teaching and learning of Shona grammar at Advanced Level and why?
3 Some people in Zimbabwe are of the view that using English as a medium of instruction in the teaching of Shona results in low pass rates. As a result, they lobby for the use of Shona in teaching Shona. How effective are the Shona terms in the teaching and learning of Advanced Level grammar?

4. There is a growing trend in Zimbabwe amongst Shona teachers of code switching and code mixing during Shona lessons. What might be the causes of this code mixing?

5. What must be done to improve the teaching and learning of Advanced Level grammar in Shona?

THANK YOU.

Appendix 2

QUESTIONNAIRE FOR TEACHERS AND STUDENTS

My name is Aphios Nenduva and I am a student at Bindura University of Science Education doing a Post Graduate Diploma in Education. My research topic is “An Analysis of the effectiveness of Shona grammatical lexicons in the teaching and learning of Advanced Level grammar: A Case of Munyira High School in Buhera”. The information from any individual is going to be treated as strictly confidential as possible and will be used for the purposes of this study only.

1. (i) There is a continuous debate on the medium of instruction to be used in schools, do you agree?

   YES   NO

   [ ]  [ ]

   51
(ii) If your answer is yes, what are the merits of using learners’ mother tongue in learning?
......................................................................................................................................................
......................................................................................................................................................
(iii) Given a chance to choose, in which language would you prefer to use in teaching/learning Shona and why?
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......................................................................................................................................................
......................................................................................................................................................
......................................................................................................................................................
2. Are the following terms often used in your everyday language?
   (a) Chivakanzwi
   (b) Ndevobongasimboti
   (c) Ndevobongatsigiri
   (d) Nyaudzirwa
   (e) Chizitashimboti

   YES

   NO

(ii) How effective are they in the teaching and learning of Advanced Level grammar?
......................................................................................................................................................
......................................................................................................................................................
......................................................................................................................................................
......................................................................................................................................................
3. What are the advantages and disadvantages of using Shona as a medium of instruction in the teaching and learning of Advanced Level grammar?
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......................................................................................................................................................
......................................................................................................................................................
......................................................................................................................................................

THANK YOU.