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I declare that

The diglossic relationship between Shona and English languages in Zimbabwean Secondary Schools is my own work and that all the sources I have used or quoted have been indicated and acknowledged by means of complete references.

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SUMMARY

The research highlights the problems of the diglossic relationship between Shona and English in the teaching-learning situation in Zimbabwe secondary schools. It focuses on how English as a high variety language adversely affects the performance of learners writing ‘O’ level Shona examinations in secondary schools. The research also confirms that teachers and learners of Shona in Zimbabwean secondary schools have a negative attitude towards Shona.

Finally, the use of English in the teaching of Shona, the less hours allocated to Shona, the low esteem of Shona vis-à-vis the dominance of English and the association of English with social mobility impact on the attitude of students towards Shona as a subject. This linguistic attitude coupled with orthographic problems causes low passes in Shona at ‘O’ level. Hence, one proposes, language awareness campaigns and the use of Shona in the teaching of practical criticism and grammar.

KEY TERMS

Diglossia
Diglossic relationships
Triglossia
Code switching
Bilingualism
Multilingualism
Sociolinguistics
African languages
Medium of instruction

Underdevelopment of indigenous language

Word division

Word division in Shona

High variety language

Low variety language

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CHAPTER ONE

1.0 INTRODUCTION.

1.1 General study area

The general study area in this research is Sociolinguistics with a focus on the diglossic relationship between Shona and English languages in Zimbabwean secondary schools. It focuses on how English as a high variety has affected the teaching and learning of Shona, a low variety language, at secondary school level.

English is both a national and official language in Zimbabwe, while Shona and Ndebele are national languages. Shona is one of the indigenous languages of Zimbabwe and is spoken by about 75% of the total population (Chimhundu 1993a). It is taught in Zimbabwe from primary school level up to university. What worries advocates of the indigenous languages is the fact that in Zimbabwean secondary schools the medium of instruction for Shona and Ndebele is English. The reason for this abnormal situation of teaching Shona using English as a medium of instruction may be a result of colonial and post colonial language policies that were prevalent in the country (Gudhlanga and Makaudze 2005). In her article Dube (1997) also concluded that the underdevelopment of Shona hinders its use in areas such as the teaching and learning of Shona grammar and literary criticism. This may be influencing the performance of learners writing Shona at 'O' level in Zimbabwean secondary schools. The teachers and learners of Shona have looked down upon their language and have a negative attitude towards it. It is against this background that this study will investigate the problems of the diglossic relationship between Shona and English languages in the teaching and learning situation in Zimbabwean secondary schools.

1.2 Research problem.

The researcher has observed that:

- (a) Shona in its present state, as a national language, is underdeveloped and is inadequate as a national language of instruction. The underdevelopment of Shona has forced teachers and learners to use English where it would have been to their advantage to use Shona. In comparison with English, Shona does not have “vast amounts of literature, dictionaries, grammars, pronunciation guides and books of rules of correct usage” (Dube 1997:2). Very often some Zimbabwean teachers resort to English when teaching some Shona concepts because they do not have Shona terms for them. Shona has been declared a national language in Zimbabwe but one wonders, with such inadequacies as mentioned above, whether it would be possible to use it as a language of instruction in, for instance, commerce and industry.

- (b) There is a tendency to use English for teaching Shona grammar and practical criticism in Zimbabwean secondary schools. English as a high variety in Zimbabwe is used in business, commerce, parliament, and in schools as a medium of instruction. According to Kamwendo (1999: 229) “English is synonymous with the sound education whilst education through African languages is given second class rating.” It is a global language used in socio-economic, cultural and geo-political matters. Shona as a low variety is the language used at home and is acquired informally by members of the Shona society. As a result the Shona people relegate their language to a second class status in comparison with English. They are forced to use English even if they would want to use Shona in situations where Shona would be more appropriate if it had equivalent technical terms. It is not surprising then that Zimbabweans degrade the use of Shona as a medium of instruction. Zimbabwe has three national languages, Shona, Ndebele and English but virtually all children are educated through the medium of English and are expected to study their mother tongue as a subject. English is being promoted as a supra ethnic language of national integration.

(c) In either teaching or learning Shona as a subject, both the teachers and the learners break words in wrong places. Word division is violated, as the learners tend to use the disjunctive word division as in English. For example,

i) *Akafa ne Aids* – He died of Aids, instead of:

ii) *Akafa neAids* – He died of Aids.

English as a high variety is influencing Shona in this case and bringing in problems to those that speak Shona when they want to use it for reading and writing.

This study, therefore, seeks to investigate the problems experienced in the teaching and learning of Shona in Zimbabwean secondary schools which are as a result of the diglossic relationship between English as a high variety and Shona as a low variety.

1.3 Objectives of the research

The objectives of this research will be as follows:

- To investigate the problems found in the teaching and learning situations in Zimbabwean secondary schools with regard to Shona and English.
- To suggest solutions to the problems of the diglossic relationship between Shona and English in the teaching and learning situations in secondary schools.
- To suggest ways in which Shona, as a language, could be developed in order to become a high variety language that is truly an official language.

1.4 Hypothesis

The research seeks to test the following hypotheses that:

- English as a high variety language has adversely affected the performance of learners writing 'O' level Shona examinations in secondary schools in Zimbabwe.
- The teachers and learners of Shona in Zimbabwean secondary schools look down upon their language and have a negative attitude towards it.

- Too many complex rules derived from English result in word division errors in the reading and writing of Shona in Zimbabwean secondary schools.

1.5 Theoretical framework.

Within the realms of sociolinguistics, the word diglossia was introduced by Ferguson (1959) who took it to mean “ a relatively stable language situation in which, in addition to the primary dialects of the language, there is a very divergent, highly codified (often grammatically more complex) superimposed variety, the vehicle of a large and respected body of written literature, either of an earlier period or another community, which is learned largely by formal education and is used for most written and formal spoken purposes but is not used by any section of the community for ordinary conversation (Ferguson 1959: 435)”. In other words, according to Ferguson a diglossic situation exists in a society when it has two distinct codes, which show clear functional separation, that is, one code is employed in one set of circumstances and the other in an entirely different set. It is sometimes a serious violation of social behaviour if a code is used in an inappropriate situation. These codes inevitably divide themselves into High and Low varieties.

High varieties are typically used for delivering sermons, formal lectures and legal and administration transaction. The high variety is also used in courts of law, parliament, or for political speeches and for radio broadcasting and editorials in newspapers. Low varieties might be used for giving instructions to workers in low- prestige occupations, in casual conversations, within family and for local social groups on radio and television. Low varieties tend not to have established orthographies. Frequently the low variety becomes the common language of the playground while the high variety is taught inside the classroom.

In his research Ferguson (1959) proposed a classification of the following diglossic features:

- Prestige – where the high variety is seen as more elegant, superior and more logical than the low variety.

- Literary heritage – a high variety has a history of literature and any literature written in the high variety is seen as a continuation of great tradition.
- Acquisition – for some, the high variety has to be taught whereas the low variety is learned within the home. Those who must be taught the high variety may learn it as a second language and will never be really fluent in it because it is not the form they use in everyday communication. Such speakers might know the rules of the high variety very well but unconsciously apply those of the low variety. As a result many speakers in diglossic situations will claim that the low variety has no grammar adding that it's just a jumble of sounds.
- Standardisation – It is the high form of language, which is standardised and as a result is provided with an alphabet, dictionaries, grammar books and pronunciation guides. Such things do not normally exist for low varieties, as it is usually only the linguists or missionaries who will develop such materials for these varieties.
- Stability – to some extent some high varieties provide stability from which low varieties can be developed.
- Grammar – In general the grammar of a low variety will be simpler than that of the high form but this does not mean to say that there is no grammar but most likely it will have fewer grammatical cases, less agreement requirements and fewer verb tenses.
- Lexicon – Most of the vocabularies of high and low varieties are shared. Technical terms will most frequently be part of the high variety and not the low varieties, which will have words for the local objects.
- Phonology – This feature recognizes the different phonologies of high and low varieties but suggests that there are underlying phonological similarities.

Fishman (1972) argues that diglossia may also include two or more languages in a community where one of the languages enjoys a higher status than another, as is the case in Zimbabwe where Shona and English exist side by side. But English enjoys a higher status than Shona, hence it is a high variety language and Shona is a low variety. Chimhundu (1993a) points out that at the national level in Zimbabwe Shona and Ndebele are low varieties as compared to English. The high variety is usually an official language

used in government matters and the low variety is non-prestigious and is used in the family, with friends and is acquired informally. According to Dembetembe et al (1997:88) a high variety language is mainly used in formal occasions and the low variety is used at home. Low varieties may be used for giving instructions to workers in low prestige occupations, in casual conversations, within family and social groups and on popular radio and television. Usually the low varieties are represented in literature as embedded discourse and used to characterise particular people from particular socio-economic levels. The grammar of a high variety is more complex than the grammar of a Low variety.

In Zimbabwe, English is formally acquired in schools through teaching. Williams (1992:96) says “a subjective evaluation is placed upon H and L by the members of the community with the H forms being regarded superior”. The high varieties allow social mobility and are used in literature. On the other hand, low varieties are sometimes stigmatised and speakers of the high variety will even not admit to speak the low variety. ([http: www.ecu.edu.au/ses/research/CALLR/sociowww/121.htm](http://www.ecu.edu.au/ses/research/CALLR/sociowww/121.htm)).

1.6 Review of the literature.

The researcher will consider a review of the literature on diglossic relationship between Shona and English in Zimbabwe secondary schools in order to place the study in its context.

Ferguson’s classification is clearly one of whole language diglossia, while Fishman includes the possibility of one or more language varieties, which might be reserved for specific social functions. The criterion for the separation of two codes is their use for different functions, for example one as the language of politics and literature for the high variety and the language of the family and friends for the low variety. According to Dembetembe et al (1997) Fishman loosens the restrictions of the Ferguson’s version of two varieties of the same language and applies the term diglossia to situations where two or more languages are used. This applies to the Zimbabwean situation and specifically to

this research that focuses on the problems of diglossic relationship between Shona and English in the teaching and learning situation in Zimbabwean secondary schools.

In Zimbabwe, Dube (1997) researched on the diglossic relationship between Shona and English in the post- independence era. Her findings show that Shona in its present form is inadequate as a language of instruction, and in dealing with labour laws and government policies (Dube 1997:36). This conclusion creates a problem as to whether the diglossic relationship of Shona and English in the teaching and learning situations influences the performance of learners writing Shona 'O' level examinations in Zimbabwe secondary schools which this study will focus on. Dube (1997) also confirmed that Shona people have negative attitudes towards their language. This conclusion did not focus on the attitudes specifically for the learners and teachers in the classroom situation. This study will move away from Dube (1997)'s focus in that it will try to find out whether these attitudes may lead to the poor performance by learners of Shona at 'O' level in Zimbabwean secondary schools.

Chiwome and Thondhlana (1992) also investigated the teaching and learning of Shona through the medium of Shona and English at High School and University levels. Their premise is that using English as the language of learning and teaching puts non-English speaking students at a disadvantage. They established that although the subjects have an African language at heart they preferred to be taught in English especially at University (Mutasa 2003). The use of both English and Shona in one lesson, that is code switching, would definitely undermine the image of Shona as a language. Their research did not specifically look into the issue as to whether the teaching of Shona in English affects the performance of students writing 'O' level Shona examinations, which, in this case is the focus of this study.

In their research Gudhlanga and Makaudze (2005) argue that these attitudes are as a result of colonial language policies. They argued that during the colonial period students were forced to use English in the teaching and learning situation. Those caught speaking an African Language were severely punished and in such cases Africans had no choice but to learn the language of the colonial master. Shona was introduced as a subject at 'O'

level in 1957 and Ndebele in 1967 for African schools. In former Group A schools Shona was introduced in 1964 and Zulu instead of Ndebele in 1979. Unqualified personnel taught the indigenous languages when they were introduced in schools (Chiwome 1996). To make matters even worse the time slots allocated for instruction of indigenous languages was unfavourable. Shona and Ndebele were usually allocated time in the afternoon when it was quite hot and learners were tired, (Bamgbose1991). The prime teaching period in the morning was usually allocated to the teaching of Mathematics and English that were considered important. Also parents and teachers wanted their children to pass English and this led to social stratification that undermined the unity of the indigenous people. Mutasa (2003:304) supports the notion that “parents perceive English as the answer to their and their children’s problems in that at present, unquestionably English is the gateway to success socially, politically and economically”. Chimhundu (1993a :58) observed that in the post colonial era we have in Zimbabwe an unbalanced bicultural and bilingual situation in which the H or high status language is the official language of the former colonial power, while the indigenous languages are of L or Low status languages. This means that African languages such as Shona and Ndebele are looked down upon as less important socially and culturally in Zimbabwean secondary schools.

Dube (2000) in her research on the current Shona Orthography also found out that word division in Shona is violated in the records of parliamentary debates, official advertisements and notices as a result of the influence of English as a medium of instruction. Her findings did not focus on whether too many complex rules derived from English influenced the word division errors in reading and writing of Shona ‘O’ level examinations in Zimbabwe secondary schools, hence this study aims to focus on that area also.

In the following paragraphs a brief historical development of Shona learning and writing will be looked at in order to show the relationship of Shona and English in the teaching and learning situation in Zimbabwe secondary schools in its proper perspective.

1.7 The historical development of learning and writing of Shona in Zimbabwe schools.

Records indicate that English people made initial contact with Southern Africa prior to the period of formal British Colonisation of the area (Silva 1995). From the 16th Century onwards, for instance, English explorers and traders who visited the region began to introduce vocabulary describing the land and its people. The explorers learned the language and customs of the local people.

During the 16th Century the Christian missionaries from several different denominations and nationalities established missions in the Shona speaking areas of Zimbabwe. According to Chimhundu (1992) and Magwa (2007) each of the missionary groups proceeded on its own to generate proselytizing literature to carry out its own mission. Partly because these missions worked in different dialectal areas, but mainly because these missionaries lacked sophistication, they imposed their native linguistic traditions on the Shona Language and relied on interpreters who were not fully proficient in Shona and English. As a result different written variations of Shona evolved in each of the mission areas suggesting that there was greater diversity within Shona than actually existed. (<http://www.msu.edu/~dwyer/LgDialPr.htm>). These missionaries differed in their choice of letters to mark sound spellings, word divisions and word choices as argued by Magwa (2007: 22). This written variation of Shona may have created problems of spellings of Shona words in the teaching of Shona as a subject in Zimbabwean secondary schools up to the present day.

Representatives of the different missions, having failed in their own attempt to develop a common system of writing Shona, commissioned the South African linguist, C. M. Doke, to undertake a dialect survey in 1929 and make recommendations about a common writing system. Doke (1931) found six different dialect groups of the language that he dubbed 'SHONA'. These consisted of Korekore, Zezuru, Manyika, Karanga, Ndau and Kalanga. Doke's Committee composed of representatives from some but not all of the

dialects involved. Two dialects were not represented at all, that is, Korekore and Kalanga. The same person represented Manyika and Ndaou. Such a representation had two major consequences: when differences in vocabulary occurred the commission relied most heavily on Zezuru and to a lesser extent on Karanga, and Kalanga was completely ignored. (<http://www.msu.edu/~dwyer/LgDialPr.htm>).

Chimhundu (1992) points out that this merely reflected the degrees to which each dialect was represented on the commission. As a result of this mission activity and the subsequent Doke commission, these dialects were crystallised in the European mould as a single language with a common literary form and a common Shona. This development took place without any significant participation of the Shona speaking population.

The missionaries did not “have the necessary linguistic or phonetic training; they saw ‘tribes’ everywhere and equated these tribes with dialect or languages (Chimhundu 1992:100)”. This resulted in a divergent system of spellings because wrong associations were made between sound and symbol and making reference only to Roman letters. Doke (1931) based his spelling system on the speech sounds found in Zezuru dialect because the dialect occupied a central position in regard to other groups of dialects found in the country. Further confusion was added to this variation in spelling by the imposition of a conjunctive system of word division which was based on rough translations of individual Shona morphemes, particularly substantive stems to correspond with whole words in English as highlighted by Chimhundu (1992), Magwa (2007) and Dube (2000). Because the early missionaries were guided by elements of meaning rather than by Shona phonological rules, they failed to recognize that Shona word division was marked by penultimate length, or relative prominence of the last but one syllable in each word. Mkangamwi (1975:204) argues that Shona has a system of word division based on the overriding principle of penultimate accent”. However, the Doke commission had stressed that Shona has a natural word division; it did not divide the words according to the divisions in the English translations.

Mkangamwi (1975) also argues that 80% of the Shona orthography shows a one to one correspondence with the spoken language. Because of this close connection the teaching of reading in Shona is very easy. Dube (2000) points out that the teaching of reading in Shona may be very easy as Mkangamwi puts it but many Shona learners have problems when it comes to reading Shona aloud. Most of the learners, when reading Shona aloud, do not do so fluently.

English has always been a language with a higher status than Shona since the nineteenth century when Zimbabwe was colonised by the British. Adebija (1994:30) points out that European languages, for example, English, were imposed on colonised territories of Africa and many Africans looked upon the European languages as the master's language and yearned to learn them. The territorial conquest of Rhodesia (now Zimbabwe) by the British identified English as the language of the state (Crystal 1996: 29). Linguistically this meant that the use of English became a powerful national symbol. English functioned as a lingua franca and was a primary language of government, business and commerce. Educationally it was and still is a compulsory subject in all schools and is the preferred medium of instruction in most school and tertiary institutions. In colonial days English was typically seen as the language of liberation and black unity as argued by Gough (1995). Jane Ngwenya (a former Zimbabwean Cabinet Minister) being interviewed in Matshazi (2007: 3) pointed out that “during the colonial days speaking English was one of the many virtues preached on blacks. At that time, at school you could see black students speaking to trees in English in an effort to improve their language and to demonstrate that they were now able to converse in a language of the untouchables.” While English functioned as the language of prestige and power, an African language such as Shona was typically maintained as a solidarity code. Bernstein (1994: 412) points out that Shona remained the language of “home, family and ethnic solidarity for its native speakers.” This disadvantaged the development of African languages such as Shona.

According to www.fafunwafoundation.tripod.com/fafunwafoundation/id7.html (2005), a prominent feature of the teaching of indigenous languages, for example, Shona, in

colonial schools was the use of English as a point of reference. Thus the grammatical categories of English were applied to African languages. In fact, the meta-language used was English, with the result that the teaching and learning of African languages was an extension of the learning of English. As already said above, a very prominent feature of the teaching of indigenous languages such as Shona was the use of English as a point of reference. Taking English as a reference language for the teaching of indigenous languages accorded it a high status over them. According to Dube (2000:20) and Magwa (2007) the teaching of word division in Shona had problems that emerged from the translations that were involved in the teaching and learning of Shona at secondary school level.

An enormous stock of English words has been adopted in Shona and the mixing of English and Shona in teaching and learning in secondary schools is perhaps the strongest indication of the impact of English (Gough 1995). Chimhundu (2002) supports this view when he points out those designations in English may influence extensions in meaning of old word forms in Shona to match those in English.

At independence educational reform was high on the agenda in Zimbabwe. English was made an official language to be used in business, education and parliament. Shona was given the same status. Although Shona and Ndebele are now accepted for use in some formal domains, such as in the Senate and as a language of instruction in lower primary education, English continues to dominate as the official language, (Thondhlana 2005). In education, English continues to be the dominant language. The Education Act 1987 (as amended in 1990) states that:

(1) The three main languages of Zimbabwe, 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 majority of the residents is Ndebele.

(2) Prior to the fourth grade, either one of the languages referred to 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 pupils.

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

(4) In areas where minority languages exist, the Minister of Education may authorise the teaching of such languages in primary schools in addition to those specified in subsection (1), (2) and (3) (PartX1 Section 55 page 255).

As shown above, although all the major languages enjoy some degree of prominence under the Act, English continues to enjoy the central role as indicated in subsection (3) in the non-obligatory nature of the early primary school mother tongue instruction. This recognition is largely in word only. According to Thondhlana (2005:33) in Zimbabwe most secondary schools prefer to use English from the outset to ensure their students' proficiency in English, which is considered the language of power and economic well being.

On the teaching of Shona as a subject, Chiwome and Thondhlana (1992) have noted that even in the teaching of Shona as a subject, some teachers prefer to use English as a medium of instruction. Some students prefer to write their essays about Shona in English when they are given a choice. Even at university level, the University of South Africa undergraduates majoring in Shona were compelled to present their Shona assignments in English and also their study guides are written in English. However this policy has been revisited and since 2002 the policy in the Department of African languages is that the study guides should be written in the mother tongue of the subject under study. In this study the significance of such practice needs to be determined.

In Zimbabwe, as well as elsewhere in Africa, bilingualism has tended to be a substructure because the socio-cultural attributes of indigenous languages have been denigrated in favour of those of the colonial languages that are considered to be more prestigious. This

has even resulted in some Africans, educated through the medium of the colonial language, shunning their mother tongues (Sure & Webb 2000). It is not surprising therefore that in Zimbabwe secondary schools English continues to dominate the education system.

According to Thondhlana (2005:34) there has been in many cases little or no conscious effort to promote students' cognitive skills (memory ability to generalise, and ability to grasp the essential message of a Shona text); their affective skills (positive attitude to work, loyalty to one's country, tolerance for diversity) and their social skills (ability to work together, communicate and support others) in their mother tongue, Shona. Consequently there have been no efforts to promote the use of Shona in technological and intellectual discourse. Guerra (2001) points out that language directs the thinking and organising process. She quotes Vygotsky's language theory where the Russian scholar argues that thinking is shaped and directed by increased language skills. Where a child is forced to learn through a language he has not mastered, it becomes very difficult for that individual to conceptualise what he is learning. Since the students in Zimbabwe are required to learn a foreign language at an early age they struggle to master the foreign language rather than the use of their mother tongue they would have learnt from birth. As a result the student's thinking skills are affected. Teaching content using a foreign language makes it difficult for the students to understand the concepts and this may influence the student to hate or detest the subject being taught.

English remained the medium of instruction in schools and a key qualification for further education. Nziramasanga (1999:161) points out that "English has remained entrenched as the medium of instruction as well as the key to qualifications for education and training at all levels and therefore as the key to employment, upward social mobility and international dialogue." This has accorded English a higher status than Shona. On the other hand a candidate at 'O' level who has passed more than five subjects including Shona, but without English, is considered to have an incomplete certificate at 'O' level. It should be noted that Shona and Ndebele or any other indigenous languages are not acceptable linguistic substitutes to English. When prospective employers and institutions

are inviting candidates or advertising opportunities for further study or vocational purposes they insist that applicants should have passed English at 'O' level (Mkanganwi 1987 and Chimhundu 1993a: 57). In this case learning English is instrumental in gaining material needs and this may adversely affect the development of Shona and hence the performance of learners writing Shona examinations in secondary schools in Zimbabwe.

There was concern for localising the educational system from the colonial form of education and one way was the desire to promote and develop indigenous languages such as Shona. Shona speakers took many influential positions in the government and one would have thought that, that was the time to develop their language. However, English maintained its status and Shona remained a low variety (Mkanganwi 1993). Dube (1997:5) who says, "it appears that many governments in Africa have not taken the practical steps to accord their indigenous languages their rightful roles in society" supports this. Chimhundu (1993b) points out that many African leaders are comfortable in situations that contrived to ensure that the indigenous languages in their countries continue to be undeveloped.

After independence, English continued to dominate in both the electronic and print media. Shona is not being used in the Internet, media, medicine etc. In tertiary education and secondary schools, English trained teachers outnumber the Shona trained teachers. This has encouraged the development of English as a language and disadvantaged the development of Shona and compelling teachers and learners of Shona to look down upon their language. In fact, English has established itself in domains such as administration, education, jurisdiction and other government controlled and non-governmental institutions to the extent that it has become a major impediment, a brake or constraint on the promotion and development of African languages (such as Shona) as argued by Mutasa (2003).

During colonial Rhodesia (now Zimbabwe) "the belief that English was a superior language to Shona was certainly there (Ngara 1982:24)". After independence these attitudes continued but most of the school children were conscientized to appreciate their

own cultures and languages. According to Dube (1997:11) “ these attitudes may have improved at independence but now it would appear they are contributing to the persistence of Shona and English diglossic situations.”

The literature reviewed above places my proposal in its historical context. It looked at the cause of diglossia in the Fishman mould and language usage. This research is concerned with the problems that are experienced in the teaching and learning of Shona in secondary schools within its diglossic relationship with English as a high variety language and Shona as a low variety.

1.8 Significance of the study.

This research seeks to highlight the need to develop the content of Shona as an indigenous language, so that teachers and learners in secondary schools will be able to use it in learning aspects such as Shona grammar and practical criticism. This will improve the performance of learners writing Shona ‘O’ level examinations. It is also hoped to impress upon the Shona people that negative attitudes towards their language create problems in its development as compared to English. This will perpetuate it a low variety in its diglossic relationship with English.

1.9 Methods of research.

In order to carry out this research, informal observations can be made but objective evidence is useful for the researcher to analyse the situation being studied. Questionnaires were administered to collect data from the Shona teachers and pupils in secondary schools of Bulawayo where the researcher works. The questionnaires were administered to 100 learners doing ‘O’ Level Shona in and around Bulawayo and to 50 teachers who are teaching Shona at secondary schools and other tertiary institutions. Such a sample provided enough information to generalise on the Zimbabwean secondary school population.

Interviews with selected Shona writers and ‘O’ Level public examination makers for Shona were carried out (see Appendices).

The study involved a literature study, which included an overview of relevant published and unpublished dissertations; local sources e.g. newspapers, theses, books and research periodicals at a national and international level. Current researched documents in published and unpublished dissertations provided information into the problems of the diglossic relationship between Shona and English in Zimbabwe secondary schools. Shona ‘O’ level examination reports were also analysed and used in this research.

1.10 Justification of choice of subjects.

The research focuses on the diglossic relationship between Shona and English in secondary schools in Zimbabwe. The sample population will include the teachers and pupils.

- The learners are to be used in this research because:
 - They are studying Shona at secondary school level.
 - They are experiencing the problems of learning Shona in its diglossic relationship with English.
 - They are speaker – writers of the Shona language.

- The teachers are chosen in this study because:
 - They are speaker- writers of Shona and English languages.
 - They teach Shona at secondary school level.
 - They mark Shona ‘O’ level public examinations.

- The interviewees will be chosen because of the following reasons:
 - They have studied Shona up to University level.

- They are writers and editors of Shona books in Zimbabwe.
 - They have experience of teaching both Shona and English at secondary and tertiary levels of education in Zimbabwean schools and institutions.
- Published literature has been chosen as a method of research because:
 - The published literature will complement the questionnaire as it might have insufficient information needed for the study and also interviews have a methodological weakness that the subject may not be entirely objective but tend to read the researcher's expected answers.
 - Other researchers and readers can cross check the findings of the research.
 - The examination reports for Shona 'O' level will provide information on how the candidates are performing in the public exams.

1.11 Question items and their justification

- **The Questionnaire for learners.**

In developing the questions the researcher considered the questions to follow the more general to the more specific trend.

- The questionnaire for learners has 14 questions. Section A consists of questions which seek to find the attitudes of learners in having Shona as a language of instruction. Section B consists of questions that seek to find problems arising in the diglossic relationship of Shona and English and how they affect the performance of learners

- **The Questionnaire for teachers.**

- Questions found on this questionnaire are aiming at sourcing information which has to do with the shortcomings of Shona as an official language or language of

instruction. The results aim to test the hypothesis on Shona word division issues that state that too many complex rules lead to word division errors among users.

- **The structured interview.**

In this research the structured interview guides are used to collect information from writers of Shona novels, and Shona ‘O’ level examination makers.

- The structured interview is the third instrument to be used in this study. The interviewees consist of writers of Shona novels who are lecturers at local tertiary institutions and have had the experience to mark public ‘O’ level Shona examinations. The interviewees are 5 in total, 3 males and 2 females.

The interview questions will elicit the same information as in the questionnaires for both the students and teachers. The interviews will be tape-recorded and transcribed on paper. Notes will be taken by the researcher to capture the interviewee’s subjective impressions. The interviews will be carried out in the interviewee’s offices.

1.12 Scope of the study.

The research will focus on the Shona language as a low variety as compared to English, which is a high variety. The researcher chose Shona because it is her mother tongue language and has had more than eight years of teaching experience at secondary school level and tertiary education level in Zimbabwe. This study will concentrate on how English as a high variety has influenced the teaching and learning of Shona as a standard language. It will also focus on how this is affecting the performance of learners writing ‘O’ Level Shona examinations in Zimbabwean secondary schools.

The research problem will be explored, described and explained in the following chapters:

Chapter 1 serves as an orientation to the study by introducing and clarifying the relevant concepts. It presents the research problem, objectives, justification, theoretical framework and literature review upon which the research is grounded. It also presents the pitfalls and gaps that exist in earlier research. The research methodology has been looked at.

Chapter 2 will present the findings of the empirical investigations. This includes the findings from the questionnaires, findings from the interviews and findings from the published and unpublished literature and Shona 'O' level examination reports from the examination makers.

Chapter 3 deals with the analysis and discussion of the findings. This includes the analysis of findings from the questionnaires and analysis of findings from the interviews.

Chapter 4 is the final chapter that will attend to the recommendations and conclusion for this research.

1.13 Conclusion

In this introductory chapter an overview of the research is given. The primary purpose of this study is to investigate the diglossic relationship between Shona and English in Zimbabwe secondary schools and to show how this affects the performance of students writing 'O' level Shona examinations. A detailed discussion of the term diglossia on which the study focuses on was given. A review of similar studies by other scholars is also provided.

The discussion in this chapter noted that in the diglossic relationship between Shona and English, English continues to dominate, not only as the language of business, administration, politics and the media, but also as the language of instruction in almost the entire education system, while African languages like Shona continue to be downgraded in the schools and vernacularised outside in the wider community. The

discussion noted that a person trained in his own mother tongue is likely to have a more positive self image and through bilingualism one is more culturally and linguistically flexible and has the respect for other languages and their speakers.

The motivation for the study and a general outline of the scope of the study as well as the research methodology was discussed. Finally it looked at how the research on the diglossic relationship between Shona and English in the teaching and learning situation in Zimbabwean secondary schools could be carried out. In the next chapter, the findings of the research will be discussed.

CHAPTER TWO

FINDINGS OF THE EMPIRICAL INVESTIGATIONS

2.0 Introduction

This chapter presents the findings of this research. The investigation focussed on the diglossic relationship between Shona and English in Zimbabwean secondary schools. This chapter also presents the findings of the empirical investigation of this research. The findings will enable the researcher to draw conclusions on whether the diglossic relationship between Shona and English affects the performance of pupils writing Shona 'O' level examinations in secondary schools.

The following paragraphs focus on the findings from the administered questionnaires to the learners doing Shona at 'O' level in secondary schools and the teachers teaching Shona at 'O' level.

2.1 Research findings

The data being presented here was gathered using the research instruments discussed in Chapter 1, which are questionnaires and interviews.

The results from the questionnaires are presented first. These results have been tabulated in tables presented below. The questionnaire (Appendix A) for learners has a total of fourteen questions. These questions have been divided into two sections. Section A consists of questions which aimed at getting information of the Shona people's attitude towards Shona visa-vie English. The questionnaire (see Appendix B), was answered by 100 students in and around Bulawayo who will write 'O' level Shona examinations. The questionnaire for teachers has a total of nine questions. Results from the structured interviews are presented next and are presented per interview. Only the main points are transcribed.

2.2 Findings from the questionnaires for learners (see Appendix A)

Question 1: In which language are you taught the following aspects of Shona: traditional prose, practical criticism, grammar and modern prose? Give a reason for the choice in each case.

Table 1: Language in which the following components of Shona are taught in secondary schools.

Aspects of Shona	Language			Total Respondents
	English	Shona	Both	
Traditional Prose	0	80 (80%)	20 (20%)	100
Practical criticism	10 (10%)	68 (68%)	22 (22%)	100
Modern Prose	7 (7%)	58 (58%)	35 (35%)	100
Grammar	15 (15%)	20(20%)	65 (65%)	100

Reasons for choice of language shown in Table 1

Aspects of Shona	Language used	Reasons in order of most frequent per language chosen
Traditional prose	English (0%)	No respondents
	Shona (80%)	<ul style="list-style-type: none"> - Can best be expressed in one's mother tongue (Shona). - Norms and values discussed are in Shona culture - Ideas discussed are expressed adequately in Shona - Compulsory in answering 'O' level Shona examinations
	Both (20%)	<ul style="list-style-type: none"> - Some ideas are more clearly understood in English than in Shona

Grammar	English (15%)	<ul style="list-style-type: none"> - English is well developed in grammatical terms and this is not found in Shona. - English is more expressive than Shona. - Grammatical terms are better understood in English than in Shona. - Grammatical Shona books are mostly written in English. - Translations from English to Shona confuse learners. - Learners are given options to answer grammatical questions in English in internal 'O' level Shona tests and examinations.
	Shona (20%)	<ul style="list-style-type: none"> - Teachers are more proficient in Shona than in English. - Shona is compulsory in 'O' level examinations. - Zimbabwe School Examination Council (ZIMSEC)'s policy is that Shona examination papers should be answered in Shona only. - Enhances the preservation of the language.
	Both (65%)	<ul style="list-style-type: none"> - English supplemented Shona because it is grammatically more developed than Shona. - Its easier to understand grammatical terms in English than in Shona. - English is being used as a medium of instruction to many subjects at secondary school level.
Modern prose	English (7%)	<ul style="list-style-type: none"> - English has more literary devises and terminology than Shona. - Aspects of modern prose contain modern settings and themes. -

	Shona (58%)	<ul style="list-style-type: none"> - Students are proficient in Shona. - Shona is compulsory in answering Shona 'O' level examinations. - Promoting Shona, which is being influenced by Slang and English. - Values and norms are easier to understand in mother tongue.
	Both (35%)	<ul style="list-style-type: none"> - English supplemented Shona as it is more developed than Shona.
Practical criticism	English (10%)	<ul style="list-style-type: none"> - English has some literary devices and terminology, which Shona largely does not have and are difficult to explain in Shona.
	Shona (68%)	<ul style="list-style-type: none"> - Learners are proficient in Shona compared to English. - Shona is compulsory in the examination. - Shona is adequate.
	Both (22%)	<ul style="list-style-type: none"> - English has some literary terminology that Shona largely does not have. English thus supplemented Shona.

Question 2: Which language should be used to teach you the following aspects of Shona: literature, culture, practical criticism and grammar? Give reasons for your choice in each case.

Table 2: Respondents' choice of language to be used in teaching some aspects of Shona.

Aspects of Shona	Language which should be used			Total
	English	Shona	Both	
Literature	0 (0%)	88 (88%)	12 (12%)	100
Practical criticism	5 (5%)	75 (75%)	20 (20%)	100
Culture	0 (0%)	98 (98%)	2 (2%)	100
Grammar	35 (35%)	40 (40%)	25 (25%)	100

Reasons for the choice of language to be used in teaching some aspects of Shona are shown below.

Aspects of Shona	Language to be used	Reasons for the choice of language to be used in teaching Shona
Literature	Shona (88%)	<ul style="list-style-type: none"> - It's not proper for a Shona teacher to teach Shona in English - It improves proficiency in Shona leading to better expression. - Shona is compulsory in examination - It promotes and develops Shona as a language

	Both (12%)	<ul style="list-style-type: none"> - English complements Shona on literary terminology which Shona does not have
	English (0%)	<ul style="list-style-type: none"> - No response was given.
Grammar	Shona (40%)	<ul style="list-style-type: none"> - Higher proficiency in Shona leading to the development - To promote Shona.
	English (35%)	<ul style="list-style-type: none"> - Resources are in English and it confuses to translate to Shona - Created Shona terms for grammar are difficult to understand - It is difficult to express grammatical terms and structures in Shona. - It is the language they used at secondary school level.
	Both (25%)	<ul style="list-style-type: none"> - English has grammatical terminology which Shona largely does not have - Some resource texts used to teach Shona grammar are written in both Shona and English.
Culture	Shona (98%)	<ul style="list-style-type: none"> - Language and culture are intertwined and hence Shona culture has to be taught in Shona. - To teach Shona culture in English confuses the students in terms of their norms and values. - Shona is adequate and can stand on its own - Cultural values and norms are easier understood in one's mother tongue. - Culture should be taught in L 1 so that the norms and values are easily understood hence no foreign language can explain it better.
	Both (2%)	<ul style="list-style-type: none"> - Nowadays there is cultural fusion and hence borrowed cultural norms and values can best be explained in their borrowed language e.g. English, hence it should be taught using both languages.
	English (0%)	<ul style="list-style-type: none"> - There was no response

Practical Criticism	Shona (75%)	<ul style="list-style-type: none"> - To promote Shona which English and slang are eroding? - Shona is compulsory in the examination - Higher proficiency in Shona leading to better expression.
	Both (20%)	<ul style="list-style-type: none"> - English is highly developed and has technology which Shona does not have and hence it complements Shona.
	English (5%)	<ul style="list-style-type: none"> - English has some literary devices and terminology that Shona largely does not have.

Question 3. Can you clearly express yourself in Shona when answering Shona grammar questions? Give reasons for your answer.

Table 3: Reasons for answering Shona grammatical Questions in Shona.

Responses	Respondents	Reasons for the ability to express oneself in Shona.
Yes	25 (25%)	<ul style="list-style-type: none"> - Students are taught grammar in Shona Secondary school level. - Students proficient in Shona - Can express myself in Shona than in English
No	75 (75%)	<ul style="list-style-type: none"> - Some grammatical terms are difficult to translate from English to Shona - Created Shona grammatical terms are difficult to master. - Some major reference texts for Shona grammar are in English and its confusing to translate them to Shona. -

Question 4: Which language do you normally use between Shona and English,

(a) At home with your parents?

(b) At home with your brothers and sisters? Support your answers in each case.

Table 4: Language preferred to use when one is at home with parents and when one is at home with siblings.

Interlocutor	Language used			Total
	Shona	English	Both	
With parents	70 (70%)	11 (11%)	19 (19%)	100
With brothers and sisters	25 (25%)	10 (10%)	65 (65%)	100

Reasons for using the language when at home with parents and siblings.

Language used	Interlocutor	Reasons for using the language at home
Shona	With parents	<ul style="list-style-type: none"> - This is our mother tongue and being spoken within our community - Parents are not well versed with English. - Proud of our indigenous languages.
	With brothers and sisters	<ul style="list-style-type: none"> - To promote our cultural language - It is our mother tongue
English	With parents	<ul style="list-style-type: none"> - Parents are well educated and this encourages them to speak in English - Maintain the English culture
	With brothers and sisters	<ul style="list-style-type: none"> - That is the language we are forced to speak at school. - We are educated and proficient in English - For prestige

Question 5: Suppose you received a letter from a friend written in Shona, would you reply it in Shona or English? Give the reasons for your choice.

Table 5: Language used to reply a friend who writes in Shona.

Language used			
Shona	English	Both	Total
26 (26%)	60 (60%)	14 (14%)	100 (100%)

Reasons per choice of language used to reply a friend's letter

Language Used	Reasons for replying the letter in the choice of language
Shona (26%)	<ul style="list-style-type: none"> - Higher proficiency in Shona - Will reply in Shona if the friend is proficient in Shona - To promote Shona as an indigenous language
English (60%)	<ul style="list-style-type: none"> - English is more prestigious than Shona - Can express myself easily in English. - English is the language of the learned - My friend and I understand each other better in English than in Shona. - Using Shona is regarded as backward and inferior. - English is more interesting than Shona
Both (14%)	<ul style="list-style-type: none"> - Some things are hard to say in Shona - This is what is done these days - Writing in both Shona and English is charming.

**Question 6: Which novels do you prefer between those written in Shona or English?
Support your answer.**

Table 6: Preferred language for reading novels.

	Language preferred for novels		Total
	Shona	English	
Respondents	20 (20%)	80 (80%)	100 (100%)

Reasons for choice of language

Language	Reasons for choice of language
Shona (20%)	<ul style="list-style-type: none"> - Shona novels promote my culture. - Development of Shona as a language - Provide lessons for everyday life - Encouraged to read Shona novels by Shona teachers. - Enhances the preservation of the language
English (80%)	<ul style="list-style-type: none"> - English novels express themselves more vividly than Shona novels. - It's prestigious to read English novels. - English is more developed than Shona hence it has various ways of expressing a point and emotions. - Encouraged to read English novels during school days so that I could improve my proficiency in English. It is the language of instruction in many subjects at school and therefore an association with it in novels would improve my understanding of the different subjects. - English has a wide vocabulary - The love for English - English is more challenging than Shona

Question 7: If two debating clubs are formed at your school, that is, Shona and English debating clubs, which one would you prefer? Give reasons for your choice.

Table 7: Debating clubs preferred.

	Debating club		Total
	Shona	English	
Respondents	44 (44%)	56 (56%)	100 (100%)

Reasons for choice of club in Table 7

Club preferred	Reasons for choice of club preferred.
Shona (44%)	<ul style="list-style-type: none"> - To promote Shona and its culture - Can argue comfortably in mother tongue - It is easy for me to express myself in Shona than in English - Pride in Shona as my mother tongue.
English (56%)	<ul style="list-style-type: none"> - To improve my proficiency in English. - It's easy to express oneself better in English than Shona. - It is prestigious to join an English debating club. - I am free to debate in English than in Shona. - English is used as a medium of communication internationally and hence there is need for me to perfect myself in English. - Shona is not important in industry, education and commerce and there is no need to improve it. - English is more challenging than Shona. - Shona is a boring language - Those who join Shona debating club are regarded as too rural and inferior.

Question 8: 'It is better to be competent in English than in Shona.' Do you agree? Support your answer.

Table 8

Response	Respondents	Reasons for being competent
Yes (English)	76 (76%)	<ul style="list-style-type: none"> - It is a global language used in different countries as a language of power. - It is used as a medium of instruction in secondary schools. - In Zimbabwe you are more marketable in industry and commerce if you are proficient in English. - It is prestigious and has a higher status than Shona. - 'O' level certificate is incomplete without English. - It is the language of administration in Government and local authorities.
No (Shona)	24 (24%)	<ul style="list-style-type: none"> - It develops Shona culture. - Mother tongue is important for communication within the community. - Dominance of English will erode Shona. - It gives one his cultural identity.

Question 9: ‘A teacher who teaches Shona should be paid less than a teacher who teaches English.’ Do you agree?

Table 9: A Shona teacher should be paid less.

Response	Respondents	Reasons
Yes	26 (26%)	<ul style="list-style-type: none"> - Shona teachers are not internationally recognized and cannot be employed outside Zimbabwe. - For the sake of the job and experience but English is more prestigious. - Shona does not contribute in the development of the economy. - No research can be done in Shona
No	6 (6%)	<ul style="list-style-type: none"> - Shona carries the culture of the majority of the Zimbabweans - The teachers promote Zimbabwe culture.
Both	68 (68%)	<ul style="list-style-type: none"> - Should be paid equally because they are doing the same job with the same qualifications and equal training. - All subjects are equally difficult and important. - One’s salary should be determined by qualifications

Question 10: Is it important to study Shona up to ‘O’ level? Give reasons for your answer.

Table 10: Studying Shona up to ‘O’ level is important.

Response	Respondents	Reasons
Yes	62 (62%)	<ul style="list-style-type: none"> - It promotes the culture of the Shona people. - It is just as good as other subjects being taught in secondary schools. - It gives cultural identity - To develop Shona so that it becomes an official language.
No	38 (38%)	<ul style="list-style-type: none"> - It is less important in the development for Zimbabwe. - It is not an internationally recognized language. - Not used in the economy. - Not an officially recognized subject. - Passing Shona at ‘O’ level does not enhance your employment chances in the industry - Shona is useless. - Studying Shona shows one’s mental weakness - Society looks down upon the subject and the language.

Question 11: Church ceremonies, National Budget and Parliamentary debates should be conducted in Shona or English. Give reasons for suggestions.

Table 11: Language to be used for National Budget, Church ceremonies and Parliamentary debates.

Events	Language used			Total
	Shona	English	Both	
National Budget	8 (8%)	70 (70%)	22 (22%)	100 (100%)
Church Ceremonies	68 (68%)	20 (20%)	12 (12%)	100 (100%)
Parliamentary debates	28 (28%)	50 (50%)	22 (22%)	100 (100%)

Reasons for conducting some events in the preferred language

Events	Language used	Reasons for conducting events in the preferred language
National Budget	Shona (8%)	<ul style="list-style-type: none"> - That is the language used by the majority in Zimbabwe. - To preserve our Shona culture
	English (70%)	<ul style="list-style-type: none"> - Zimbabwe is a multilingual society and English caters for all the communication by different people of different languages. - Many people in Zimbabwe understand it . - It is an international language that can be understood by interested foreigners.
	Both (22%)	<ul style="list-style-type: none"> - To cater for different languages understood by different people - To give room for one to clearly master the Budget in the language of his choice.

Church Ceremonies	Shona (68%)	<ul style="list-style-type: none"> - It is the language of the majority and can be understood by the majority - Shona helps the people to understand the bible better. - To show one's identity - Caters for Shona people.
	English (20%)	<ul style="list-style-type: none"> - It is a unifying language for Church services. - To cater for different people in the congregation who may come from different language background. - English is powerful.
	Both (12%)	<ul style="list-style-type: none"> - To provide different language tastes
Parliamentary Debates	English (50%)	<ul style="list-style-type: none"> - It is an international language which is understood by different people and even foreigners - Some economic and political terms are difficult to translate into Shona. - English has power and prestige.
	Shona (28%)	<ul style="list-style-type: none"> - Some legislators have difficulties in expressing themselves in English and using Shona would enable them to explain their views. - To promote and develop Shona as a national language.
	Both (22%)	<ul style="list-style-type: none"> - It is good to use both languages to allow indigenous people to contribute in Parliamentary debates - To show that both languages are useful as tools of communication and nation building. - To show one's identity in communication.

Question 12: All print media should be in Shona or English. Do you agree? Give reasons.

Table 12: Language for Newspapers

	Language			Total
	Shona	English	Both	
Respondents	3 (3%)	80 (80%)	17 (17%)	100 (100%)

Reasons for using different languages in Print media

Language	Reasons for use in Print media
Shona (3%)	<ul style="list-style-type: none"> - To promote and develop Shona language and its culture. - To cater for the majority of Shona speakers in Zimbabwe.
English (80%)	<ul style="list-style-type: none"> - It is a global language - English is understood by various people in Zimbabwe - It is the official language in Zimbabwe used in government and the local authorities. - It caters for the educated people
Both (7%)	<ul style="list-style-type: none"> - To cater for people who do not understand English and have a Shona background. - To provide different tastes for news readers of different backgrounds

Question 13: Some politicians are known to address political rallies in English rather than in Shona. What do you say about this practice?

Table 13: Views about politicians who are known to address rallies in English rather than in Shona.

Response	Respondents	Percentage
Good	10	10%
Bad	90	90%
Total	100	100%

Reasons for the views about politicians who address rallies in English rather than in Shona.

Views	Reasons for the views
Good	<ul style="list-style-type: none"> - To cater for different people of different language background. - To help foreigners who may attend the rallies
Bad	<ul style="list-style-type: none"> - They look down upon their indigenous languages. - They do not want to associate themselves with the peasantry - It's embarrassing to be addressed in a foreign language when everyone at the rally understands your mother tongue. - It's unnecessary. - They want to prove to the people that they are educated. - They want to be showy.

Question 14: Can Shona in its present form be used as a medium of instruction?

Give reasons for your answer.

Table 14: Using Shona as a medium of instruction in its present state.

Response	Respondents	Percentage
Yes	24	24%
No	76	76%
Total	100	100%

Reasons why Shona in its present state may be used as a medium of instruction as in Table 14.

Response	Reasons given
Yes (24%)	<ul style="list-style-type: none"> - Different terms have been created in Shona to be used in Technology - Majority of the Zimbabweans use Shona as a means of communication. - Dictionaries have been developed to explain its vocabulary
No (76%)	<ul style="list-style-type: none"> - It is far away from being a well-developed language. - Its not recognised by the industry and commerce as a language of administration. - You cannot get employment using Shona as a compulsory subject for an 'O' level full certificate. - Its not nationally accepted in the schools as medium of instruction - Shona is an inferior language.

2.3 Findings from the questionnaire for teachers

Question 1: Shona in its present state cannot be adequately used as a language of instruction and government policies. Do you agree? Give reasons for your answer.

Table 15: Shona in its present state could be used as a language of instruction and government policies.

Response	Respondents	Percentage
Yes	34	68%
No	16	32%
Total	50	100%

Reasons for using / not using Shona as a medium of instruction as in Table 15

Response	Reasons for using Shona as a medium of instruction
No (32%)	<ul style="list-style-type: none"> - Pupils will not have problems since the instructions will be in their mother tongue. - To enable people to research on the language and thereby develop it. - To help the majority of the Zimbabwean population - Shona is now compulsory when answering Shona examination papers.
Yes (68%)	<ul style="list-style-type: none"> - Shona lacks appropriate terms in technology - It is difficult to translate certain English terms to Shona in some subjects e.g. Mathematics, Science and Geography. - “Shonarised” English terms may be difficult to spell and thereby confusing the learners. - Some meanings of English terms may be lost in translation - Shona orthography is not clear to some dialects such as the Manyika and Korekore are disadvantaged. - It’s difficult to create new terms for Shona in certain subjects e.g. Mathematics and Physics. - Shona is not developed. - It’s confined to just a portion of the population hence it’s not nationally accepted.

Question 2: ‘A teacher who teaches Shona should be paid less than a teacher who teaches English.’ Do you agree?

Table 16: A Shona teacher should be paid less.

Response	Respondents	Percentage
Yes	15	30%
No	35	70%
Total	50	100%

Reasons for how language teachers should be paid.

Response	Reasons why a Shona teacher should be paid less.
Yes (30%)	<ul style="list-style-type: none"> - The teachers are not internationally recognised and cannot be employed outside Zimbabwe. - Its easy to teach - There is nothing new for children to learn - They are nationally recognised to teach only a portion of the Zimbabwean population. - No one in society takes Shona seriously. - Shona does not develop the economy of Zimbabwe. - Shona teachers teach students what they encounter everyday. - Society looks down upon Shona as a language of administration.
No (70%)	<ul style="list-style-type: none"> - Should be equally paid because the teachers may be equally trained to teach languages. - Shona is now developed to the level of English at national level hence both teachers should be paid the same salary. - They are all teachers of Zimbabwe. - Its colonial mentality that Shona is an inferior subject and hence the teachers should be paid less. - A shona teacher may be much more helpful because the subject is a carrier of culture. - All subjects are equally demanding and important.

	<ul style="list-style-type: none"> - Some teachers use Shona when they fail to explain concepts in English thus showing how Shona is important. - Salaries should be determined by one's qualification. <p>Shona encompasses various aspects, which makes it equivalent to other subjects.</p>
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Question 3: Teaching Shona rather than English is embarrassing. Do you agree?

Support your answer.

Table 17: Teaching Shona rather than English is embarrassing.

Response	Respondents	Percentage
Yes	40	80%
No	10	20%
Total	50	100%

Reasons why teaching Shona is embarrassing as shown in Table 17

Response	Reasons why teaching Shona is embarrassing.
Yes 80%	<ul style="list-style-type: none"> - Pupils see it as inferior to other subjects. - Pupils say it is an easy subject that is done by those without brains. - It is a subject for the dull. - It's a subject that is not internationally recognised. - For students to be considered for further education and employment one has to pass English and Shona is viewed as not an acceptable linguistic substitute. - Supremacy has been given to English at the detriment of Shona. - Shona is looked down by the society. - Shona is handicapped for it is not in use as a medium of wider communication particularly in professional circles. - Shona is not a regional subject accepted within the SADC region. - Time allocated to teach Shona in some schools is unfavourable. - Shona has less teaching periods at secondary school level. - Shona is taught in the afternoon after all the students are tired. - The use of Shona in the electronic media is still very low.

	<ul style="list-style-type: none"> - Shona still relies heavily on English in the teaching of grammar and practical criticism. - Shona orthography is still underdeveloped and some dialects are not included in the standard Shona orthography. - Lack of literary terminology in Shona. <p>Shona does not have sufficient vocabulary for use in academic discourse.</p>
No 20%	<ul style="list-style-type: none"> - Shona has a wide vocabulary - Shona is an embodiment of culture. - Teaching Shona enhances preservation of the language - There is adequate reference materials in Shona - Teaching Shona is a means of empowerment and total emancipation of African people. - Teaching Shona is a tool of liberation. - It bequeaths teachers and pupils with a cultural identity that is being endangered by multicultural identities dominated by English or Western cultures. - Teaching Shona facilitates communication with the grassroots on developmental issues. - It inculcates a sense of pride. - Teaching Shona is an expression of one's identity.

Question 4: Some aspects of Shona such as practical criticism, grammar and literature should be taught in English. Do you agree? Give reasons for your answer.

Table 18: Teaching aspects of Shona in English.

Response	Respondents	Percentage
Yes	20	40%
No	30	60%
Total	50	100%

Reasons for teaching Shona aspects in English as in Table 18.

Response	Reasons given
<p>Yes 40%</p>	<ul style="list-style-type: none"> - Most reference material used in teaching of grammar, literature and practical criticism are in English hence it is difficult to use Shona. - The aspects of Shona have been taught in English since pre independence period and students excelled very well hence there is need for continuity. - There is lack of literary terminology in Shona - The created Shona grammatical terminology is difficult to comprehend. - It is easier to express grammatical aspects of Shona in English than in Shona - English has a wide vocabulary. - Shona is handicapped such that it cannot be used for communication in the teaching of Shona aspects.
<p>No 60%</p>	<ul style="list-style-type: none"> - It is best to teach Shona in Shona for sociological reasons. - There is abundant literature in Shona that can be used to teach Shona at secondary school level. - Shona is an embodiment of culture that should be harnessed by teaching. - Teaching Shona aspects in Shona preserves the language. - Teaching Shona grammar in Shona empowers the language and liberates the students from the bondage of English language. - It enhances one's own identity - Shona facilitates the understanding of practical criticism at grass roots level at secondary school since the students will be using their mother tongue. - It inculcates a sense of pride. - Shona is capable of expressing its environment.

Question 5: Learners should be more competent in English than in Shona. Do you agree? Give reasons to support your view.

Table 19: Students should be more competent in English than in Shona.

Response	Respondents	Percentage
Yes	38	76%
No	12	24%
Total	50	100%

Reasons for students to be more competent in English than in Shona

Response	Reasons for the student to be competent in English
Yes 76%	<ul style="list-style-type: none"> - English is the language of business, administration, politics and the media. - English is prestigious and is seen as a gateway to success. - English is considered for further education and employment in Zimbabwe. - It is the national and official language in Zimbabwe - it is a global language - it is used as a medium of instruction in secondary schools. - 'O' level certificate is incomplete without English. - Zimbabwe is a multilingual society and there is need to learn English. - English has become a crucial part of our lives.
No 24%	<ul style="list-style-type: none"> - It develops Shona culture - English and Shona are equally important in the development of Zimbabwe. - Dominance of English erodes the development of Shona - The mother tongue is more important.

Question 6: Do your students clearly express themselves in Shona when answering Shona grammar questions? Give reasons for your answers.

Table 20: Students able to express themselves in Shona when answering Shona grammar questions.

Response	Respondents	Percentage
Yes	22	44%
No	28	56%
Total	50	100%

Reasons for failure to clearly express oneself in Shona when answering Shona grammar questions.

Response	Reasons given.
Yes 44%	<ul style="list-style-type: none"> - They have been taught grammar in Shona since they started schooling. - Some of the students are highly proficient in Shona and don't have problems in expressing themselves in Shona when answering Shona grammatical questions
No 56%	<ul style="list-style-type: none"> - The created Shona terms are difficult to understand. - The textbooks used for Shona grammar are written in English and translation into Shona causes confusion - Students find it difficult to express grammatical terms and structures in Shona - English is more expressive than Shona and hence the students failed to answer Shona grammar questions in Shona and opted to use English. - Their answers are characterised by codeswitching. They failed to use fluent Shona to answer grammatical questions. - Shona is handicapped in grammatical terminology; hence it creates problems when students answer questions in Shona grammar. - Shona does not have adequate lexical items and it still relies

	<p>heavily on English.</p> <ul style="list-style-type: none"> - There is inadequate resource material in Shona and hence it creates problems in answering Shona grammatical questions in Shona.
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Question 7: In your opinion is the English language influencing the performance of Shona students in answering Shona examination questions at secondary school level? Support your answer.

Table 21: The influence of English in the performance of Shona students in answering Shona examination questions at secondary school level.

Response	Respondents	Percentage
Yes	40	80%
No	10	20%
Total	50	100%

Reasons for being more competent in English than in Shona

Response	Reasons for the influence of English in Shona examinations
Yes 80%	<ul style="list-style-type: none"> - Students have difficulties in translating English grammatical terms to their Shona equivalents - Explanations of grammatical terms may be vague and making it difficult for the students to understand them in their mother tongue. - Some concepts in English are difficult to put in Shona and this affects the students' performance when answering Shona examination questions. - Proficiency in English helps the pupils to understand grammatical problems also found in Shona. - The teaching of word division in Shona is complex and this contributes to the students' failure to answer Shona questions that involve word division

	<ul style="list-style-type: none"> - The teaching of Shona grammar is done in English at secondary school level. - The texts or sources of teaching Shona grammar are presented in English. - The translation of grammatical terms from English to Shona is confusing. - Students tend to present their grammatical answers in Shona in the way it is presented in English and this may be wrong.
No 20%	<ul style="list-style-type: none"> - Students are being taught grammar in Shona from the time they entered secondary school level up to the time they write the examination at 'O' Level. And hence will be able to answer them correctly - It's now compulsory to answer Shona papers in Shona. - Adequate Shona resources are now available in schools. - Other factors rather than English may influence them.

Question 8: Explain how the representation of Shona dialects affect students when answering Shona 'O' level examinations.

How Shona dialects affect the teaching of Shona as a subject
<ul style="list-style-type: none"> - The students had problems when reading or writing in Shona. - Students mixed dialects when writing and this made composition marking very difficult. In some cases the teacher had to consult other teachers on what to mark correct or wrong. - Disagreements on meanings of some terms between teacher and pupils arose. - Sometimes the students' dialects and that in books differed resulting in students failing to understand and thus failed to answer questions correctly. - Students resorted to their own dialect during oral discussions - Creates inferiority complex among the Manyika who question the importance of their dialects. - Performance in the exam is poor because dialects differ from the standard Shona. - Failure to understand some passages and questions leading to frustration and low grades at secondary schools. - Communication breakdown because at times the terms that teacher uses in speech is different from those in writing. - Some dialects are being despised in secondary schools and this leads to failure to express

themselves and understand texts by pupils whose dialects are sidelined.

- Different dialects force those students from the sidelined dialects to resort to English.
- In teaching some words from some dialects are left out thus disadvantaging and frustrating speakers of those dialects.
- Students of some dialect end up confused since they see some words they commonly use with different meaning.
- Students whose dialects are sidelined may think that their dialects are less important.

**Question 9: Are your students competent in spelling and word division in Shona?
Give reasons for your answer.**

Table 23: Students are able to write the correct spelling and word division in Shona.

Response	Respondents	Percentage
Yes	6	12%
No	44	88%
Total	50	100%

Reasons for competency in writing spellings and word division in Shona.

Response	Reasons given
No 88%	<ul style="list-style-type: none"> - Word division rules in Shona are too complex and they confuse the pupils - The rules of word division are not clear. - Different use of dialects in Shona brings with it pronunciation and spelling mistakes. - Spelling mistakes are common in compositions because the Shona orthography differs from spoken Shona. - Learners are frustrated because they are unable to grasp word division rules - Different word division rules have made Shona, as a subject, very difficult for learners and this resulted in them having negative attitudes towards the subject.

	<ul style="list-style-type: none"> - The word division mistakes are as a result of the influence of the media and some texts that continue to present word division wrongly - My students divide words according to the English translation.
Yes 12%	<ul style="list-style-type: none"> - The students have grasped the rules of word division - There is adequate reference material in Shona for word division - New dictionaries have been developed to help the students in spellings and meanings. - Shona orthography has been revisited to improve the spellings.

2.4: Findings from the interview

Interviewee No.1: writer cum lecturer at the Open University of Zimbabwe, Bulawayo Region

Date 25 April 2007

Time 9: 00 – 10:00 AM

Venue Charter House, ZOU, Bulawayo Region.

Interviewer

Which Shona dialect do you speak?

Interviewee

I speak Zezuru but my mother tongue is Karanga.

Interviewer

Do you mark public ‘O’ level Shona examinations?

Interviewee

Yes. I have more than fifteen years of marking both O and A level examinations for Shona with the Zimbabwe Schools Examination Council (ZIMSEC). I also mark Shona examinations for undergraduates for the Zimbabwe Open University (ZOU).

Interviewer

What problems do your candidates experience when answering ‘O’ level Shona examination questions?

Interviewee

The candidates have shown the following problems:

- The candidates have difficulties in expressing grammatical terms in Shona after having been taught in English at secondary school level.
- Candidates mix up dialects when writing and this makes composition marking very difficult. In some cases the students show spelling mistakes as they write the words according to their dialects which may not be present in the current Shona standard orthography.
- At times candidates' dialects differ from that of the standard orthography and the meanings of some terms also differ creating problems to the candidates.

Interviewer

How should these problems be resolved?

Interviewee

Candidates should be taught Shona aspects in Shona and not in English.

The candidates should be encouraged to use the agreed standard Shona orthography in writing compositions. They should also be taught the created Shona terms being used in Shona grammar. Shona grammar needs to be taught in Shona in all secondary schools of Zimbabwe.

Interviewer

In your opinion is the English language influencing the performance of candidates answering Shona examination questions at secondary school level?

Interviewee

To some extent the English language is influencing the performance of candidates answering Shona examination questions in the following ways:

- Reference materials being used in secondary schools or even at University level in teaching Shona grammar and practical criticism are written in English. The lessons for Shona are sometimes carried out in English.

- Teachers resort to English when teaching some components of Shona language because they do not have Shona terms for the concepts they will be teaching. The Shona grammar examinations give students an option to answer either in English or Shona.
- English facilitates the understanding of practical criticism and grammar at secondary school level and this influences the performance of Shona candidates.
- Shona does not have adequate lexical items and it still relies heavily on English hence proficiency in English helps the pupils to understand grammatical problems also found in Shona.

From another point of view the English language is not influencing the performance of Shona students in answering Shona examination questions because in some secondary schools students are being taught grammatical aspects of Shona in Shona. This is done from the time they enter secondary school up to the time they write 'O' level Shona examinations. Resources for teaching Shona in Shona up to university level have been developed and this has positively influenced the performance of students doing Shona at secondary school level.

Interviewer

Are there any other factors that may influence their performance in Shona as a subject at secondary school level?

Interviewee

Shona students have negative attitudes towards their language. They do not take that language seriously hence their performance in answering the 'O' level Shona examination is determined by this negative attitude.

The Shona 'O' level papers have question items that are mainly in Zezuru dialect and as such they disadvantage the candidates from other dialects and some candidates do not know how to spell some words they speak.

Interviewer

What problems do you encounter in your works as a Shona writer with regard to spellings and word division.

Interviewee

As far as word division is concerned, this created a lot of problems in my writing. I have struggled to grasp the many complex rules of word division. I did not experience many problems with regard to spellings since the standard orthography is based on Zezuru dialect that I am well versed with.

Interviewer

How should such problems of word division be minimised?

Interviewee

The word division issue needs to be investigated further and simplify these many complex rules. The rules should be made a priority in the Shona 'O' level examination question items.

Interviewer

In your experience as a secondary school Shona teacher, what problems did you encounter in teaching spelling and word division?

Interviewee

The students that I taught used different dialects in their speech and this affected their written work and this also affected their spellings. The standard orthography is based in Zezuru and Karanga and students from the minor dialects found difficulties in spellings because the spoken language differed from the written language. Some terms that have been created in Shona and derived from English confused the students in their spellings e.g. Xray (*ekhisireyi/ ekisirheyi*). The students had difficulties in mastering the rules of word division and these rules also gave me a hard time as I was forced to consult my

reference texts now and then. I think further investigation regarding the rules need to be made in order to simplify them.

Field notes

Interviewee No 1 was interested in the subject and invited me to attend a workshop on the teaching of English and Shona at Zimbabwe Open University- Bulawayo Region.

Interviewee No.2: Shona teacher at Parirewa High School and National Assistant Chief Examiner for Shona ‘O’ level Paper 2 with ZIMSEC

Date 10 April 2007

Time 2: 00 to 4: 00pm

Venue Parirewa High School.

Interviewer

What is your mother tongue?

Interviewee

I am Manyika and I speak Manyika when I am with my siblings. In writing and teaching I mainly use Zezuru because of the standard orthography, which is based on Zezuru.

Interviewer

Do you mark public ‘O’ level Shona examination?

Interviewee

Yes. I have been marking ‘O’ level Shona since 1989. I am also the National Assistant Chief Examiner for Shona ‘O’ level examination Paper 2 with ZIMSEC. I have been in this position for the past four years.

Interviewer

What problems do your candidates experience when answering ‘O’ level Shona examinations?

Interviewee

The candidates find it difficult to express grammatical terms and structures in Shona after having been taught those concepts in English at their secondary schools. In the writing of compositions there is a degree of codeswitching between English and Shona and this brings with it a problem of failing to translate terms from English to Shona.

Interviewer

How should these problems be solved?

Interviewee

Candidates should be taught the created Shona terms being used in Shona grammar. Shona grammar should be compulsorily taught in Shona in all secondary schools doing this subject.

Interviewer

In your opinion is the English Language influencing the performance of Shona students in answering Shona 'O' level examination questions?

Interviewee

Yes. In the teaching of Shona at 'O' Level, some teachers prefer to use English as a medium of instruction and some Shona students prefer to write their Shona essays mixing English and Shona words where the Shona words are available and when they are given a choice. In such a situation English continues to dominate the teaching of Shona and hence it influences the performance of students in answering Shona examination questions at secondary school level.

Interviewer

Are there any other factors that may influence their performance in Shona at secondary school level?

Interviewee

Shona as a subject has not been taken seriously as a subject of study and too much emphasis has been placed on the proficiency in English, which in many cases is introduced to children from the first day at school. Proficiency in Shona is jeopardised because the teachers and parents focus on learning English at school and home. Students come to school proficient in Shona but soon begin to lose this as focus is shifted to developing proficiency in English both at school and home. This disadvantages the development of Shona and the students' performance in Shona as a subject.

Interviewer

In your experience as a secondary school teacher, what problems did you encounter in teaching spellings and word division?

Interviewee

Shona orthography has contributed to the confusion of Shona spellings to some of the students. The orthography does not include minor dialects of Shona such as Nambya and Korekore. This has led some students to spelling certain words wrongly, for example, Mugovera (Saturday) being spelt as Mugowera. Some literary and technical terminology in Shona that have been created or borrowed from English still confuses the students. Word division rules are too many and confusing. The students have difficulties in understanding them.

Interviewer

How did you go round these problems?

Interviewee

The development of the first monolingual dictionary in Shona by the African Languages and Literature lexicography (ALLEX) project is a step in the right direction. The dictionary has incorporated major and minor dialects of Shona and this helps the teachers and students to spell out the words correctly. The word division in Shona is a difficult

area. The rules are many and complex and the students have to consult them regularly in order to master them correctly.

Field Notes

Interviewee No 2 was interested in the discussion. As a National Assistant Chief Examiner for ZIMSEC Shona Paper 2, she felt that this was a better forum to air the problems she encounters as an examiner.

Interviewee No. 3: Shona lecturer at Hillside Teachers' College and an 'O' level Shona examination marker for ZIMSEC

Date 30 March 2007

Time 11:00 am to 12:00noon

Venue Hillside Teachers' College

Interviewer

What is your mother tongue (dialect)?

Interviewee

My mother tongue is Karanga and I speak Karanga only at home with parents, my children and other family members. I am well versed in Zezuru because I have lived with people of that dialect since my childhood.

Interviewer

Do you mark public 'O' level Shona examinations?

Interviewee

I mark 'O' level Shona examination, Paper 2, for ZIMSEC. I have been marking this paper since 1990.

Interviewer

What problems do your candidates experience when answering 'O' level Shona examination Questions?

Interviewee

'O' level Shona examination candidates experience a number of problems which include the following:

- Candidates write a mixture of dialects and the written work looks like its done in different languages and this results in loss of marks.
- Standard Shona orthography differs from the spoken Shona and this affects the candidates' performance in the examinations.
- Candidates' dialects and that on the question papers differed so the candidates failed to understand and thus did not answer the questions well.

Interviewer

How should these problems be resolved?

Interviewee

The candidates should be encouraged to use the agreed standard Shona orthography and should understand the difference between spoken Shona and the written Shona language.

Interviewer

In your own opinion is the English language influencing the performance of Shona students in answering Shona examination questions at secondary school level?

Interviewee

To a great extent the English language influences the performance of Shona students in answering Shona examination questions. The students have difficulties in translating English grammatical terms to their Shona equivalents. Proficiency in English helps the candidates to understand grammatical problems also found in Shona. The teaching of Shona grammar and practical criticism is done in English in some secondary schools. Grammatical terms are better understood in English than in Shona and this determines the performance of students doing Shona.

Interviewer

Are there any other factors that may influence their performance in Shona at secondary school level?

Interviewee

Students have a negative attitude towards their mother tongue - Shona. Shona is not taken as an important subject at 'O' level. It is not a medium of instruction and is not a requirement for admission into colleges and for many jobs in the private as well as the public sector as what English does. In the economy Shona is not used as a language of business, administration and the media. The minimum pass in Zimbabwe is five 'O' level subjects and one of these subjects should be English. Without a pass in 'O' level English one cannot be considered for further education and employment. Shona or any other indigenous language is not an acceptable substitute for English. Because of such disparities the learners do not take Shona seriously and hence this affects their performance in 'O' level Shona examinations.

Shona could be a second language to some of my candidates whose mother tongue is Ndebele. As a result such candidates have difficulties in translation of Shona terms from both English and Ndebele and this affects their performance in Shona examinations.

Interviewer

What problems do you encounter in your works as a Shona writer with regard to spelling and word division?

Interviewee

I write a mixture of Karanga and Zezuru and this sometimes affects my spelling. The word division rules are complicated and difficult to follow. I am always confused with the use of *-na-* in *kunaShamiso / kuna Shamiso* (to Shamiso). To me the rules for word division are too many and not user- friendly.

Interviewer

How should these problems be solved?

Interviewee

The word division rules are too many and I think the users have to keep on referring to them in order to avoid errors. Workshops can also be held to discuss methods of dealing with these problems by teachers teaching Shona at 'O' level.

Interviewer

In your experience as a secondary school Shona teacher, what problems did you encounter in teaching spellings and word division?

Interviewee

I experienced a number of difficulties in trying to ensure that my students understand the many rules of word division in Shona. As a class we frequently revisited our texts that deal with word division rules. Because of the many rules in word division, the students ended up confused and not knowing the correct way. The word division rules are not clear and I think they need to be revised. To solve the problem the word division rules need to be simplified and ensure that they are taught at all levels.

Field Notes

Interviewee No 3 showed much interest in the subject. He showed much concern in the area he is carrying out research, namely on the effects of word division in the public media.

Interviewee No 4: writer cum lecturer at United College of Education, ‘O’ level Shona examination marker for ZIMSEC, and a member of ALLEX

Date 04 April 2007

Time 10 :00am to 11: 00 am

Venue United College of Education.

Interviewer

What is your mother tongue (dialect)?

Interviewee

I was born a Karanga and speak that dialect. I am also well versed in Zezuru a dialect which I grew up speaking and I also use it for teaching.

Interviewer

Do you mark public ‘O’ Level Shona examinations?

Interviewee

I am an ‘O’ level Shona examination marker for ZIMSEC. I mark Shona Paper 1. I have more than twenty years of marking Shona examinations at secondary school and tertiary levels.

Interviewer

What problems do your candidates experience when answering ‘O’ level Shona examinations?

Interviewee

Candidates experience the following problems when answering 'O' level Shona examination questions:

- Answering Shona grammatical questions in English confuses the students.
- Translation from English to Shona is difficult and confusing.
- The candidates fail to clearly express themselves in Shona when answering Shona grammar examination questions.
- The created Shona terms are difficult to understand.

Interviewer

How should these problems be solved?

Interviewee

The students should be taught to express themselves proficiently in Shona when answering Shona 'O' level examination questions. They should be taught Shona in their mother tongue and this should start as soon as they enter the secondary school level.

Interviewer

In your own opinion is the English language influencing the performance of Shona students in answering Shona examination questions at secondary school level?

Interviewee

To a great extent, the English language is influencing the performance of Shona students in answering Shona examination questions at secondary school level. English has grammatical terminology that Shona does not have and hence it supplements Shona in the teaching of Shona grammar. Major texts being used to teach Shona grammar are in English and translation into Shona causes confusion, which determines the performance of students in answering Shona examination questions. Some Shona aspects are being taught in English at secondary school level and directly influence the students' performance in answering Shona questions. The students look down upon Shona as

inferior to English and the students do not study it seriously. They look at English as a powerful subject and should concentrate on it more than Shona

Interviewer

Are there any other factors that may influence their performance in Shona at secondary school level?

Interviewee

Some of the students who study Shona at secondary school level have Ndebele as their mother tongue. Shona is a second language to them. Such students' background may influence their performance in Shona as a subject. They may have started writing and reading Shona at secondary school and these students experience problems of spelling and word division.

Interviewer

What problems do you encounter in your works as a Shona writer with regard to spelling and word division?

Interviewee

Word division is one area in Shona that is violated in publishing. Shona word division rules are too complex. As an author I may differ with my editor in terms of word division and these errors may go through. This will affect the readers when the books published differ in dividing the same word. Because of different dialects the spellings of certain words may differ from my dialect as an author and the standard Shona orthography being used by the reader or editor. Such differences may affect students doing Shona as a subject.

Interviewer

In your experience as a secondary school Shona teacher, what problems did you encounter in teaching spellings and word division?

Interviewee

In the teaching of spellings and word division in Shona, I experienced a number of problems with my students.

My students had difficulties in understanding this aspect of Shona. These rules of word division are too many and complex such that the students could be easily confused.

I also encountered students who had a Ndebele background and were proficient in Ndebele but were doing Shona as a subject. These students had problems in spellings of words in Shona whose pronunciation is similar to that of Ndebele e.g. 'tsh' (in Ndebele) and 'ch' (in Shona), 'ba' (in Ndebele) and 'va' (in Shona). In writing compositions an element of code switching from Shona to English or Ndebele was observed in the three languages.

Interviewer

How did you go round the problem?

Interviewee

The students had a difficult task in understanding word division rules, but after a struggle a good number of my students understood this concept of word division. The problem of codeswitching within Shona, Ndebele and English by my students is as result of the triglossic relationship found within these languages; this was corrected through practice and giving attention to the individual students concerned. However the students are still experiencing the problem.

Field Notes

Interviewee No 4 showed a lot of interest in the subject under investigation and was concerned that there is little being done by the majority of professionals to upgrade the position as a language of instruction

Interviewee No. 5: a Secondary School Shona teacher at Mzilikazi Secondary School and an 'O' level examination marker: Paper 1 for ZIMSEC.

Date 20 April 2007

Time 8:00am to 9:30am

Venue Mzilikazi Secondary School.

Interviewer

What is your mother tongue (dialect)?

Interviewee

I speak Korekore but I am also conversant with Zezuru because I did all my education in the Zezuru dominated area. However I speak Korekore when I am with my parents and relatives.

Interviewer

Do you mark 'O' level Shona examinations?

Interviewee

I have marked Shona Paper 1, 'O' level examinations for ZIMSEC for the past fifteen years.

Interviewer

What problems do your candidates experience when answering 'O' level Shona examinations?

Interviewee

When reading and writing in Shona most of the candidates break words in wrong places. The candidates are violating word division when writing compositions. They tend to use the disjunctive word division as in English instead of using the conjunctive word division. The candidates continued to lose marks through orthographic errors. These could be errors that are as a result of teachers who are also not proficient in the orthography. There is poor performance in answering comprehension questions which could be a result of students failing to read Shona novels widely.

Interviewer

How should these problems be solved?

Interviewee

The teachers should expose students to a wider variety of Shona novels if the students are to learn the various genres of Shona expression. Students should be encouraged to read extensively good Shona novels for them to acquire the skill of using expressive language. Students should be encouraged to read and understand the demands of a question if they are to achieve success. The teachers themselves need to be proficient in the orthography in order to impart sound knowledge to students.

Interviewer

In your opinion is the English language influencing the performance of Shona students in answering Shona examination questions at 'O' level?

Interviewee

English has been seen as a linguistic tool for administration and power which from the students' point of view is prestigious and a gateway to success. If a student is to be considered for further education and employment he should have passed English at 'O' level. Shona is viewed as an unacceptable substitute for English. Because Shona is being regarded as a low variety as compared to English, a high variety, it therefore implies that the students will not take Shona as an important subject. They will not revise

and thus producing bad examination results. English is flourishing as a lingua franca. The parents prefer to use English in the teaching and learning of Shona and this has impacted negatively on attitudes and performance of the students. If Shona has to be taught to students, it should be done in their mother tongue, Shona, in order to enhance proficiency in Shona. If given a choice, some students prefer to write their Shona grammatical questions in English. To some extent the created Shona grammatical terms also create confusion among the students.

Interviewer

Are there any other factors that may influence their performance in Shona examinations at secondary school level?

Interviewee

Some candidates do not revise their Shona work assuming that it's their mother tongue and hence it's an easy subject. Some felt that Shona is not a challenging subject hence they concentrate on the sciences or other subjects thus disadvantaging themselves in Shona. The language environment is impacting negatively in the development of Shona. Slang is now the main speech language among the youth of today. Some students tend to use Slang in the writing of Shona compositions and they lose marks because of that.

Interviewer

In your experience as a secondary school Shona teacher, what problems did you encounter in the teaching of spellings and word division?

Interviewee

Word division rules are too many and complex. There is need for them to be simplified. Problems of spellings are as a result of the difference between the spoken Shona language and the written one. In speech the students are free to use different dialects but in the written Shona language standard orthography requires them to use the Zezuru dialect. It is this difference that caused the spelling problem among my students doing 'O' level.

Interviewer

How did you go around the problem?

Interviewee

Practice makes the students perfect. Through a lot of exercises concerning word division rules the students mastered them. However more effort needs to be put to ensure that they have understood.

Field Notes

Interviewee No 5 interest in this discussion helped the researcher to obtain more information on whether the performance of Shona students is determined by the influence of English as a high variety in its diglossic relationship with Shona

2.5 Conclusion

The aim of this chapter was to present the findings of the responses from the questionnaires and interviews. Students and teachers responded to different questions on their questionnaires and their responses are well tabulated in the tables presented in this chapter. Most of the responses from the questionnaires reveal that to some extent English or both Shona and English are used in the teaching and learning situation of Shona in Zimbabwean secondary schools. The responses also reveal that teachers and students have a negative attitude towards Shona as their language. Findings from the interviews show the limitations of the Shona language as an official language in Zimbabwe. It revealed that employing both English and Shona in one lesson definitely undermines the image and development of Shona.

The next Chapter will look into the analysis of the results from the Questionnaires and structured interviews in order to confirm or reject the hypotheses put forward in this research.

CHAPTER THREE

ANALYSIS AND DISCUSSION OF FINDINGS

3.0 Introduction

From the tabular presentations in Chapter 2, it is apparent that English as a high variety language affects the performance of learners writing 'O' level Shona examinations in Zimbabwe secondary schools. This chapter therefore focuses on the analysis of the data collected in Chapter Two. In other words, the chapter presents the analysis of the responses from the questionnaires and interviews. Where applicable the analysis is done with the aid of related literature, that is, literature that focuses on the diglossic relationship between Shona and English.

The analysis will enable the research to make conclusions and confirm the hypotheses for this study, which are:

- English as a high variety language has adversely affected the performance of learners writing 'O' level Shona examinations in secondary schools in Zimbabwe,
- The teachers and learners of Shona in Zimbabwe secondary schools look down upon their language and have a negative attitude towards it.
- Too many complex rules derived from English result in word division errors in the reading and writing of Shona in Zimbabwean secondary schools.

3.1: Analysis of findings from the questionnaire for learners of Shona at secondary school.

The questions in Section A aimed at finding out information on the development of Shona. Results from these questions reveal that to some extent there is a chance that English or both Shona and English are used in the learning-teaching situation of Shona grammar, practical criticism and modern prose in Zimbabwean secondary schools. From the findings, the main reasons given for the use of English in the teaching and learning of

Shona are that English is well developed in grammatical terms and this is not found in Shona. This is supported by Mutasa (2003:302) who pointed out that English is the preferred language for teaching and learning by most parents and university and college students. It is generally assumed that English is inherently superior and better suited for education. Conversely African languages such as Shona are considered inferior and less suited for education. To the Zimbabwean student the advantage of using English as the language of teaching and learning outweighs the merits of employing African languages such as Shona in teaching and learning. This is summarised by Sithole (1989:24) when he says “ provision of education in the vernacular rather than an international language (such as English) arouses resentment among students and parents.” Reference texts being used to teach Shona grammar and practical criticism are written in both Shona and English. English is more expressive than Shona and it supplements Shona because it is grammatically developed. To reinforce this view Chapanga and Makamani (2006:393) maintain that “ Shona does not have vocabulary for use in academic discourse. Areas like phonetics, phonology, morphology, syntax and theories of literature do not have standardised Shona terminology with which they can be taught.” In other words, the respondents revealed that English complements Shona on literary terminology, which Shona does not have.

From the above given reasons, the implications of why teachers and students are using English in the teaching and learning situation of Shona may be that Shona is still under developed and this is viewed as an acute short-coming that jeopardizes the use of it in major domains, hence it is difficult for it to be accepted as an official language. This may be one reason why the students are failing to answer ‘O’ level Shona grammatical examination questions. Aspects of Shona such as traditional prose and culture are being taught in Shona. The reason given by respondents is that cultural norms and values are best understood in one’s mother tongue. This is supported by Dube (1997: 37) who argues that there is an interrelationship between the content of a language and the beliefs, values, and the needs of the speakers of the language. In other words, culture is best understood in one’s language and language is a carrier of one’s culture. According to Pattanayak (1981: 55) “ instruction in the 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.” Hence there is need to learn traditional prose and culture using Shona. Apart from this, traditional prose and culture have terminologies that are not borrowed from English hence they are easy to be understood. Chiwome (1992:248) in his research, established that learning takes place longer in a foreign language than in one’s mother tongue, which means mother tongue tuition ensures linguistic accessibility to studied material, helps to develop critical thinking and to foster effective communication. Views about Shona as a medium of instruction in education may be the wish and desires of Zimbabwean teachers and students teaching and learning Shona respectively. Unfortunately it cannot be fulfilled at present because of crippling linguistic and sociolinguistic factors, the central ones being the attitudes of parents, teachers and learners, lack of study material, the view that it is a way of compromising standards and certainly the power of English (Mutasa 2003).

The responses for Question 3 reveal that 75% of the students are unable to clearly express themselves in Shona when answering Shona grammar ‘O’ level examination questions. The major reason for such a situation is that the teachers at secondary school level were teaching Shona grammar in English. In addition the respondents pointed out that the created Shona grammatical terms that were borrowed from English are difficult to master. Even if these students were highly proficient in Shona, they still had problems because the major references of Shona grammar are written in English and it confuses them to translate that to Shona (Gudhlanga 2005). This indicates that Shona in its present form is inadequate to be used as a language of instruction (see the response to Question 14). The results indicate that Shona is underdeveloped and that English as a high variety language negatively influences the performance of students answering Shona ‘O’ level examinations. From this point of view English is seen as more prestigious and powerful than Shona. “This undermines the image of Shona in the minds of the users.” (Dube 1997:36). In terms of language development, a lot needs to be done so that the Shona users are free to use it as a language of instruction.

Section B of this questionnaire for learners looked for the respondents' attitudes and the general view towards Shona by the learners. This is shown in Question 4 where the respondents were required to state the language they normally use between Shona and English at home with their parents or at home with their brothers and sisters. From Table 4 the respondents showed that 70% of them use Shona when they are speaking to their parents and 19% would use both languages. If the learners were with their siblings 65% of them would use English only. The reason given for using Shona with parents is that Shona is their mother tongue and is the language being used within the community. The other reason is that their parents are not well versed with English. Respondents use English or both languages when speaking to their siblings because that is the language they are forced to speak at school and that it shows that they are educated and are proficient in English. These respondents who speak in English to their parents do so because the parents are well educated and they want to maintain the English culture.

The views of the respondents imply that English is a language for the learned and Shona is for the uneducated as pointed out by Chiwome and Thondhlana (1989). From table 4 the respondents who communicate in English with both parents and siblings revealed that English is the language they are compelled to use at school in order to improve their proficiency in that language. This implies that the school also plays a role in ensuring that the pupils become proficient in English rather than Shona. If such a trend continues unchecked, it means that students will concentrate more in English as a subject and thus negatively influencing the performance of students doing Shona as a subject at secondary school level.

The results of Question 5 show that 60% of the respondents would reply in English to a letter written in Shona they would have received from a friend, 26% showed that they would reply it in Shona and 14% would use both languages. The students who opted to use English or both languages revealed that they would use English because it is more prestigious than Shona and that they could more easily express themselves in English. Replying a letter in Shona is regarded as being rural and inferior. This indicates their negative attitude towards Shona as a language. Statements such as " Shona is a boring language, it reduces my status" show that English is being regarded as a higher variety

language than Shona. The respondents who opted to reply the letter in Shona would do so because they are proficient in Shona and would want to promote the development of Shona . Gudhlanga (2005), who says writing articles in an indigenous language promotes the development of the language concerned, supports this.

On the question of which novels do the students favour to read between those written in Shona or English, the results showed that 80% of the respondents opted for English novels as their favourite novels and 20% opted for Shona novels. The reasons given for reading English novels was that the respondents were encouraged to read English during school days so that they could improve their proficiency in English. Some students argued that English is the language of instruction for many subjects at school and therefore an association with English in novels would improve their understanding of different other subjects. This is supported by Chimhundu (2002:232) when he says “the position of English is virtually guaranteed in one’s life because it is the language of instruction, dominant in the radio and the language of both central and local government, It is a tool for upward mobility and an international language.” A few students who read Shona novels as their favourite novels indicated that they did so because their teachers encouraged them to read Shona in order to promote and develop the language. This shows that to some extent teachers are aware that Shona is underdeveloped and hence there is need to promote and develop it through reading Shona novels.

The results of Question 7 show that 56% of the students had an English debating club as their choice and 44% opted for a Shona debating club. The frequent reason given for choosing the English debating club is that English is used as a medium of communication internationally and hence there is need for the respondents to perfect themselves in communicating in that language. Another reason given is that it is easy to express oneself in English than in Shona. On a negative attitude one student pointed out that he/she could not choose a Shona debating club because some students regard those who joined it as too rural and inferior. This shows that some students look down upon their language and have a negative attitude towards it. The students who opted for a Shona debating club indicated that they would choose it because they are free and can argue comfortably in

their mother tongue. Such an argument contradicts the response that was given in Question 4 where the majority of the students indicated that they are free to use English when communicating with siblings. One may conclude that the students are free to use English when communicating with siblings because they want to maintain their status's attitudes as peers.

In Question 8 the majority of the students (76%) indicated that it is better to be competent in English than in Shona. They clearly pointed out that English was a global language used in different countries as a language of communication. Being competent in English in Zimbabwe enhances one's chances of being marketable in industry, education and commerce, almost anywhere. This is supported by Gudhlanga and Makaudze (2005:3) who pointed out that "in order for one to be considered for further education and employment, one had to pass English at 'O' level. Shona and Ndebele were not viewed as acceptable linguistic substitutes." Indeed when prospective employers and institutions are inviting applications or advertising opportunities for further study or vocational purposes, they insist that applicants should have passed English at 'O' level (Dube 1997:39). The overemphasis on passing English at 'O' level adversely affects the interest of the students in doing Shona as a subject. It weakens their concentration on that subject and hence they will fail to produce good results in Shona 'O' level examinations. On the other hand, being proficient in English may not imply that one would be good in business, education or commerce if he is employed there. Mutasa (2003:307) supports this argument when he says, "education through the medium of English and the ability to speak the language does not guarantee success socially, economically and politically as most parents think." Is it not a fact that Zimbabweans who have passed English at 'O' level are roaming the streets today? From the above-discussed arguments it would appear that the ability to use English is regarded as a mark of being intelligent. Students take English as a prestigious language variety that enjoys an official language status as opposed to the Shona language. The few students (24%) who indicated that it is better to be competent in Shona than in English did so because they feel that the dominance of English is eroding the development of Shona and adversely affecting the teaching and learning situation of Shona as a subject. Such responses indicated awareness by some

students that, as their mother tongue, Shona bequeaths them with an identity; this identity is clearly endangered by other identities associated with a multicultural environment, which is dominated by Western values, and dominated by English. In addition, this dominance of English will kill Shona as a language and its culture.

The negative attitude to Shona as a language continued to be manifested by the students in their response to Question 9. From Table 9 it is revealed that 68% of the respondents pointed out that both teachers should be paid the same salaries. However 26% of the students indicated that teachers who teach English should be paid better than the teachers who teach Shona. Only 4% opted for teachers who teach Shona to be paid better than teachers who teach English. Of interest are the reasons given by the students who indicated that teachers for English should be paid more than teachers for Shona. They argued that teachers for Shona are not internationally recognised and cannot be employed outside Zimbabwe, hence there is no need for them to be paid more. Another reason, which was equally popular, was that Shona does not contribute to the development of the economy and that no research can be done in Shona. One feels that these comments were made out of ignorance of the capabilities of indigenous languages. Dube (1997:41) rightly stated that “a language awareness campaign is necessary in order to redress such situations and restore the dignity of Shona as a language subject.” The respondents, who had the argument that both teachers should be paid the same objectively acknowledged that both languages are important in the development of the Zimbabwean economy. The four students who argued that Shona teachers should be paid more than the English teachers did so in order to promote the development of Shona and its culture.

The results of Question 10 show that 62% of the students indicated that it is important to study Shona up to ‘O’ level and 38% of the students revealed that Shona is not an important subject hence it may not be studied up to ‘O’ level. The reasons given by students who indicated the importance of studying Shona up to ‘O’ level is that it is just as good as any other subjects being taught in secondary schools. In addition, Shona promotes the culture of Shona people and thus creating a cultural identity for them. They also indicated that studying Shona up to ‘O’ level is a way of developing it so that it

becomes an official language and takes the position of English as a language of instruction. Vawda (1999:557) argues that students are likely to grasp learning concepts much easier if educational materials are written in local languages and concepts taught through their mother tongue such as Shona. The other group of respondents who felt that it is not important to study Shona up to 'O' level pointed out that studying Shona shows one's mental weakness and that it is of less importance in the development of Zimbabwean economy. Some students gave the reasons that passing Shona at 'O' level does not enhance one's chances of employment or further one's education hence it is of no significance to study it up to 'O' level. One negative comment given was "Shona is useless". Such a reason is disheartening and de-motivating in the development of Shona as a subject. Workshops to redress such situations are necessary in order to make people aware of the importance of indigenous languages. The language awareness workshops will make the people respect all languages. Lack of respect of a particular subject at secondary school level may negatively affect the performance of students doing the subject e.g. Shona.

On the language for national budget and parliamentary debates, the majority of the respondents unanimously agreed that English should be used as a language of communication. 68% of the students felt that Shona should be used for conducting church ceremonies. The choice of using English in national budgets and parliamentary debates is because English is an international language which can be understood by interested foreigners. Chimhundu (2002:370) argues that people realize that English has a greater value as a world language and view it as the language for education. In other words, the respondents are saying English caters for all people in society. The students contradicted themselves when they opted for Shona to be used in church ceremonies and not in parliamentary debates or national budgets. If English caters for a multilingual society then why should people in a church fail to use it? Reasons' being given by the students that Shona helps the people in a church to understand the bible better shows the attitudes that the students have towards Shona as a language. The students who opted for both languages to be used in parliamentary debates gave the reason that this shows that both languages are useful as tools of communication and nation building.

Question 12 looked for information as to whether all print media should be in Shona or English. The majority of the respondents (80%) felt that English should be used in print media, 18% felt that both languages should be used in print media. 3% were biased towards the use of Shona.

The most frequent reason for using English in all print media was that English is the global language that is understood by many people in Zimbabwe. It is the official language in Zimbabwe and is used in government, industry and commerce. English is the language in which most of the people use in academic circles and is the medium of communication in society (Chimhundu 1997). Those respondents (18%) who opted for the use of both languages felt that it was for the benefit of everybody. However it should be noted that the use of English everywhere will downgrade the development of other languages such as Shona and Ndebele.

The responses for Question 13 reveal that 90% of the students felt that it is a bad habit for some politicians to address political rallies in English rather than Shona to a multitude of people whose mother tongue is Shona. Their frequent reason for using English is attitudinal. Such a practice implies that the politicians would want to associate themselves with the language that has prestige and higher status. To some extent it is embarrassing for the peasantry to be addressed in a foreign language when everyone at the rally understands their mother tongues. When such politicians get into power, they are the very people who downgrade indigenous languages and fail to plan for their development (Dongozi 2002). One cannot help but feel pity for them. However 10% of the respondents felt that it is a good thing to be addressed in English at a political rally as this caters for different people of different linguistic backgrounds. This may also help foreigners who would have attended the rally.

Results of Question 14 confirm the limited use of the Shona language in official documents. The majority of the students (76%) felt that Shona is far away from being a well-developed language that can be used as an official language or a language of instruction at all levels of education. The students pointed that Shona is not recognised by

the industry and commerce as a language of administration. These students noted that some created technical terms might end up being spelt differently and that it is difficult to translate or come up with Shona equivalents of some English terms especially in subjects like Science and Mathematics. This is supported by Mutasa (2003:307) when he argued that African languages (such as Shona) are viewed as not adequate as languages of tuition for other subjects because of linguistic deficiency. Shona does not have sufficient vocabulary for use in academic discourse. In other words, Shona is handicapped for it is not in use as a medium for wider communication particularly in professional circles (Masukume 2002). 24% of the students felt that Shona in its present state could be used as a medium of instruction. These students argued that presently Shona is developing, different technological terms have been created, monolingual dictionaries in Shona have been developed by ALLEX and the majority of the Zimbabweans use Shona as a means of communication. The implications of such responses are positive to the development of Shona in its diglossic relationship with English as argued by Maruza (1996).

3.2 Analysis of findings from the questionnaire for teachers.

The aim of this questionnaire was to source information that has to do with the shortcomings of Shona as an official language or a language of instruction. It focuses on testing the hypotheses on Shona word division issues which state that: too many complex rules lead to word division errors among the students writing 'O' level Shona examinations, and that the English language as a high variety has adversely affected the performance of learners writing 'O' level Shona examinations.

The results of Question 1 confirm the limited use of the Shona language in official documents. 68% of the respondents agreed that Shona in its present state cannot be adequately used as an official language or a language of instruction at all levels of education (see Table 14). These respondents concurred with the students' response on the same Question on their questionnaire (see Appendix A) in that Shona has limitations as a language of instruction. The respondents noted that Shona lacks appropriate terms to be used in technology and that it is difficult to translate certain English terms to Shona in

some subjects like Mathematics and Science. Some of these terms may be spelt differently thus confusing the students, for example, words like 'theory' would be difficult to spell or even translate them into Shona. The reason for this is that the current Shona orthography lacks some sounds which will make it possible to write some technical terms in Shona (Dube 2000:87). In addition the teachers argued that Shona orthography is not clear. Some dialects such as the Manyika and Korekore are disadvantaged as some of their phonemes do not appear in the standard orthography e.g. /x/ and /l/. From the above arguments it implies that Shona is not yet fully developed to the extent that it can be used as a language of instruction as pointed out by Viriri (2003).

It is interesting to note that 32% of the teachers who felt that Shona in its present state can be used as a language of instruction argue that a lot has been done to improve the status of Shona as a language of instruction. For example, all Shona examination papers at 'O' and 'A' levels are now compulsorily written in Shona only under the Zimbabwe Schools Examination Council (Gudhlanga and Makaudze 2005). Monolingual Shona dictionaries and other reference Shona texts have been developed by ALLEX. These respondents also commented that the use of Shona as a language of instruction would enable people to research on the language thereby developing it.

It is important to note that ZIMSEC has taken steps in the right direction in developing Shona as a language of instruction. It has made it compulsory that all examination papers for Shona and Ndebele be answered in Shona or Ndebele respectively. The dictionaries and references that have been developed in Shona also play a major role in the development of Shona as a language. However not everyone in Zimbabwe and currently not all schools can afford these texts and learners have no access to them. This undermines the development of Shona as a language.

Question 2 sought to find information on whether teachers who teach Shona should be paid less than teachers who teach English for the work they are doing in schools. 70% of the respondents felt that both teachers should be paid equally if they are equally trained and have the same qualifications. They argued that at present both languages, that is,

Shona and English are equally important hence there is no reason for a Shona teacher to be paid less than an English teacher. One interesting reason that was given by some respondents is that ‘some teachers use Shona when they fail to explain concepts in English thus showing how Shona is important’. This implies that codeswitching occurs when there is a bilingual relationship between two or more languages existing in a speech community.

Using the results for Question 3 in Table 17, it is clear that the respondents (80%) unanimously agreed that it is embarrassing to teach Shona rather than English at ‘O’ level. The respondents noted that the students have seen Shona as an inferior subject to other subjects hence they are demotivated to learn the subject. They look at it as a subject for dull students. Shona is not a regional subject accepted within the SADC region. Time allocated to teach Shona in some secondary schools is unfavourable, sometimes it is in the afternoon when all students are tired. This is supported by Chiwome (1996) and Bamgbose (1991) who argue that the time slots allocated for instruction of indigenous languages was unfavourable. In addition Shona does not have sufficient vocabulary for use in academic discourse and still relies heavily on English in the teaching of grammar and practical criticism. From the reasons that have been given it implies that Shona has a lot of limitations for it to be accepted as a language of instruction. Even if the Shona teachers are motivated to teach the students the above noted factors also play a part in embarrassing the teachers from carrying out their duties. This shows that society still looks down upon Shona. It is a language that lacks prestige and power (Gudhlanga 2005).

20% of the respondents felt that teaching Shona is not embarrassing. They pointed out that teaching Shona enhances the preservation of that language and that teaching Shona is a means of empowerment and total emancipation of the African people. In other words, teaching Shona is a tool of liberating the people from the colonial mentality. It bequeaths teachers and students with cultural identity which is being endangered by multicultural identities dominated by English or Western cultures as supported by Charapa and Makamani(2006). It is so clear from these responses that the teaching of Shona creates or inculcates a sense of pride among the students and it is an expression of one’s identity.

Results from question (see Table 18) reveal that 60% of the respondents feel that some aspects of Shona such as practical criticism, grammar and literature should not be taught in English. This contradicts the information on Table 1 for Question 1 of the questionnaire for students that showed that students felt that Shona grammar should be taught in both languages. The respondents noted that it is best to teach Shona in Shona because the 'O' level Shona examination questions require the candidates to use Shona when answering them. Hence through practice in Shona the students will prepare for the questions fully. These teachers argued that there is abundant literature in Shona that can be used to teach Shona at secondary school level. This is in contradiction with their students' response that showed that Shona does not have adequate resources to prepare them for the 'O' level Shona Examinations. This implies that the teachers may be aware of the developments that are happening in Shona such as the development of monolingual dictionaries yet their students do not have access to such books and this may contribute to their failure in 'O' level Shona examinations. From their responses the teachers noted that teaching Shona grammar and practical criticism in Shona empowers the language and liberates the learners from the bondage of the English language. In other words, teaching Shona in Shona facilitates the understanding of practical criticism at grassroots level at secondary school since the learners will be using their mother tongue (Chipanga and Makamani 2006).

The respondents (40%) who felt that some aspects of Shona such as practical criticism, grammar and literature should be taught in English noted that Shona is still underdeveloped. Most reference materials used in teaching grammar and practical criticism are written in English; hence it is difficult and confusing to translate them into Shona. Some of them, who still have colonial mentality, argued that these aspects of Shona have been taught in English since the pre-independent period and the students have excelled very well hence there is need for continuity. Such ideas especially from teachers, really downgrade the development of indigenous languages such as Shona and Ndebele and there is need to liberate such teachers from colonial linguistic bondage (Awoniyi 1982). Another reason, which these teachers brought, was that the created Shona grammatical terms are difficult to comprehend and that English has the linguistic

and literary terminology necessary for teaching and learning Shona grammar and practical criticism. This shows how underdeveloped Shona is and that it compels the teachers and students to use English where it would have been to their advantage to use Shona as argued by Dube (1997:35).

Question 5 looked for information about whether learners should be more competent in English than in Shona. Most of the respondents (76%) unanimously agreed that it was a definite plus for learners to be competent in English than in Shona. The students gave the same response when they answered the same question on their questionnaire (see Table 8). The teachers pointed out that English is the language of business, administration, politics and the media not only in Zimbabwe but also internationally. There is a dire need for a language of wider communication, English, so as to be able to communicate with the rest of the world and participate effectively in influential international and financial organizations (Mutasa 2003). In addition, they went on to point out that English is prestigious and is seen as a gateway to success. If one is to be considered for further education or employment in Zimbabwe he should be in possession of a pass in English at 'O' level (Viriri 2003). In other words, English becomes a matter of life and death. However most of the reasons given by the teachers show their negative attitude towards indigenous languages such as Shona and Ndebele. The importance attached to English is too much. Zimbabwe has good artisans who were trained on the job in industry and have failed English at 'O' Level but are doing very well in industry as argued by Dongozi (2002). The informal sector of Zimbabwe employs most of the workforce the majority of whom are not proficient in English, but are doing well. Are they not using Shona as their language of communication at work? From this point of view, is this over emphasis on English really necessary? The teachers (24%) who felt that learners should be more competent in Shona than in English did not give reasons for that but instead they commented that this will develop Shona culture and that the dominance of English erodes the development of Shona.

The results of Question 6 as shown in Table 20 reveal that 56% of teachers who responded to this question indicated that their students do not clearly express themselves

in Shona when answering Shona grammar 'O' Level questions. The reasons they indicated were that the created Shona terms are difficult to understand and that Shona is handicapped in grammatical terminology, hence it creates problems when students answer questions in Shona grammar. Some respondents pointed out that they sometimes teach Shona grammar in English and this disturbed the students when they express themselves in Shona. The students use textbooks that are written in both Shona and English to learn Shona grammar and this influences the performance of students when answering 'O' level Shona grammar questions (Chiwome and Thondhlana 1992). Some of the students fail to use fluent Shona because their answers are characterized by codeswitching between Shona and English. From these responses it implies that within the diglossic relationship between English and Shona, English as a high variety language adversely influences the performance of students in the teaching and learning situation of Shona grammar and other aspects of Shona at secondary school level. It is sad to note that English is being taken as more expressive than Shona and hence the students fail to answer Shona grammar questions in Shona and opt to use English instead. The teachers who indicated that their learners were able to clearly express themselves in Shona when answering Shona grammar 'O' level questions gave their main reason as that they had successfully taught their students in Shona since they started their secondary school education. Some teachers argued that their students are highly proficient in Shona and don't have problems in expressing themselves in Shona when answering grammatical questions.

Question 7 (see Table 21) looked for information on whether the English language is influencing the performance of Shona students in answering Shona 'O' level examination questions at secondary school level. The teachers (80%) agreed that English is influencing the performance of students answering 'O' level Shona examination questions. They noted that the students have difficulties in translating English grammatical terms to their Shona equivalents and hence they end up confused. In addition the explanation of grammatical terms may be vague, making it difficult for students to understand them in their mother tongue. Proficiency in English helps the pupils to understand the grammatical problems found in Shona and the teaching of Shona

also enhances this through the teaching of Shona grammar in English at some secondary schools (Dube 1997). The respondents also argued that the texts or sources available for teaching some aspects of Shona are presented in English. This in itself will determine how the students will answer the 'O' level Shona examination questions. There is need for the teachers to ensure that Shona lessons are carried out in Shona and that the students should be encouraged at all costs to answer Shona grammatical questions in Shona. This will enable Shona to be a language of instruction at all levels of education.

The respondents who argued that English is not influencing the performance of Shona students in answering Shona examination questions noted that the Ministry of Education's policy is that Shona students should be taught Shona grammar in Shona. Most of the schools are being forced to use Shona when teaching Shona. It is now compulsory for the candidates at 'O' level to answer Shona examination questions in Shona so that there is no way in which English may influence the performance of these candidates sitting for Shona examinations. Even though such plausible arguments may be brought forward it seems the teachers still have the tendency to teach certain aspects of Shona in English and thereby influencing how the students perform when answering Shona examination question as pointed out by Chipanga and Makamani (2006: 391).

It is also important to note that the performance of students in answering Shona 'O' level examination questions may not be influenced by English language alone, other factors such as availability of resources, teaching methods, environmental factors and home background may also play an important role. Hence the idea that English influences the performance of students answering Shona examinations may not hold water.

In Question 8, the respondents explained how the representations of Shona dialects affected the teaching of Shona as a subject. The aim of this question was to find out information on whether the students' dialects could contribute to their failure to spell Shona words or could bring problems in their understanding of word division rules. The respondents noted that the students had problems of sounds when reading or writing in Shona. The current Shona orthography does not accommodate some word sounds found

in Shona, as in, for example, *'kamba'* (tortoise) and *'kamba'* (a small hut) as argued by (Mberi 2006). One major problem that was frequent in the responses was that many students mixed dialects when writing and this made the composition marking very difficult. In some cases the teacher had to consult other teachers on what to mark correct or wrong. Sometimes the students' dialects and that of the texts differed resulting in students failing to answer Shona 'O' level questions correctly. Some teachers pointed out that one of their problems was the failure by students to express themselves and understand texts because of different dialects found in the texts and that which they use in their day to day speech. As a result of different dialects in Shona the students are forced to resort to English as a means of communication even during Shona lessons. In the teaching of some Shona words with the same spelling but different meanings used in different dialects such as *'kunyara'*(to be ashamed) in Zezuru and *'kunyara'*(to be tired) as in Karanga the students became confused in answering comprehension questions which involved such words. This implies that there is need to have a common standard Shona orthography that is inclusive of all the Shona dialects. This will alleviate problems being faced by teachers when marking compositions and thus improve the performance of students when answering Shona 'O' level examination questions.

The final question on this questionnaire sought to find out whether the students at 'O' level were able to do spellings and word division in Shona. The majority of the respondents (88%) revealed that their students had problems with word division rules in Shona. They noted that word division rules which are derived from English are too many and complex such that they confuse most of the 'O' level students. The students are frustrated because they are unable to grasp the word division rules. This may be one of the major reasons why students fail to answer Shona 'O' level examination questions that involve word division rules. Some of the students obtained low marks for their compositions because marks were deducted for word division errors. The situation was further compounded by the fact that some teachers also had problems with the teaching of word division. If the teachers themselves, had problems with this aspect of Shona, what about the students? From the above discussion it is clear that the users of the Shona language are aware of the word division errors but at the same time they are not

comfortable with the too many complex word division rules. There is need to research further on this aspect of Shona or even carry out workshops with teachers in order to find ways of simplifying the complex rules of word division. 12% of the respondents revealed that their students were able to do spellings and word division in Shona. They noted that their students had adequate reference material in Shona for word division. In addition they argued that the new monolingual Shona dictionary had been developed to help the students in spellings and meanings of different words and this alleviated their problems. It should be noted that the development of resource material in Shona is a good step towards its growth and thus improving it as a language of instruction as argued by Mberi (2006).

3.3 Analysis of the findings from the interviews.

The interviewees were from Karanga, Zezuru, Manyika and Korekore dialects. The results of the interviews also confirm the hypotheses that are being tested in this study which are as follows: the English language as a high variety, adversely affects the performance of Shona students in answering 'O' level Shona examination questions and that too many complex rules lead to an increase in word division errors among the users.

The question as to whether the interviewees were public 'O' level Shona examination markers for ZIMSEC had responses that showed that all the interviewees were examination markers with more than ten years of marking experience. Interviewee No 2 was a National Assistant Chief Examiner for Shona 'O' Level Paper 2, with seventeen years of marking experience. The experiences shown by these interviewees in marking 'O' level Shona examinations give testimony to the fact that they are aware of the problems being faced by candidates when answering Shona examination questions.

The interviewees' responses to Question 3 reveal the problems the candidates of Shona 'O' level examinations experience when answering Shona 'O' level examination questions. The most frequent problem was that the candidates found it difficult to express grammatical terms and structures in Shona after having been taught Shona in English at

secondary school level. This problem was also highlighted by the responses from the questionnaire for learners (see Tables 1,2, and 3). In addition the writing of Shona compositions is characterized by codeswitching between Shona and English and this brought with it the problem of failing to translate grammatical terms from English to Shona thus lowering the attainment of high marks by the candidates. They also failed to clearly express themselves in Shona when answering Shona 'O' level examination questions. The created Shona grammatical terms used in Shona that have been derived from English confuse the students. One feels that the interviewees indicate serious problems that are a result of the influence of English in its diglossic relationship with Shona. These problems could be minimised if the students are encouraged to use Shona when answering Shona examination questions. The respondents also pointed out the problem of word division rules that are being violated by the candidates when writing compositions. The candidates tend to use the disjunctive method as in English instead of using the conjunctive word division method as pointed out by Interviewee No. 5 in the interview in Chapter 2. The candidates continued to lose marks through orthographical errors. These could be errors that are as a result of teachers who are also not proficient in the orthography. For example, Interviewee No.3 feels that standard Shona orthography differs from the spoken Shona and this affects the candidates' performance in the examinations. The candidates' dialects and those used in the question papers differed so much that candidates failed to understand some questions or answer some questions correctly. There is need to have a standard Shona orthography that encompasses all the dialects of Shona if problems of spellings are to be minimised.

Results of Question 4 from the structured interviews are more or less the same as those for Question 7 from the Questionnaire for teachers (see Table 21). In Question 4 most of the interviewees felt that English is influencing the performance of Shona candidates answering Shona 'O' level examination questions. The main reason given is that teachers resort to English when teaching some aspects of Shona because they do not have Shona terms for the concepts they will be teaching. Reference materials being used in secondary schools or even at University level in teaching Shona grammar and practical criticism are in English. This is supported by Mkanganwi (1992:9) and Viriri (2003) who pointed out

that English continues to dominate Zimbabwe's social economic and educational life. Interviewee No.4 feels that English has the grammatical terminology, which Shona does not have, and hence it supplements Shona in the teaching of Shona grammar. It is this idea of teaching Shona in English that determines the way the Shona 'O' level examination questions will be answered by the candidates and this influences their performance for the examination. Some interviewees such as Interviewees No 1 and No 4 felt that Shona is looked down upon as inferior to English by the students and they do not study Shona seriously. The students look at English as a gateway to success and hence they should perform better in English than in Shona. If a student is to be considered for further education he should pass English at 'O' level. Chimhundu (2002:370) supports this view when he argued " students realize that English has a greater value as a world language and may view it as the language for education". Shona is viewed as not an acceptable linguistic substitute. Because Shona is being regarded as a low variety as compared to English, a high variety, it therefore implies that students will not take Shona as an important subject. They will not revise it, and this results in their failure to produce good 'O' level examination passes. English is thus flourishing as a lingua franca. The parents and teachers also want their children to pass English and not so much Shona. Such responses are similar to the ones given by the respondents for Question 7 for the questionnaire for teachers. Chimhundu (1993a: 57) summarises the importance and dominance of English as not only the language of business, administration, politics and the media but also the language of instruction in the entire education system, while African languages such as Shona continue to be downgraded in the schools and vernacularised outside in the wider community. Interviewee no. 5 argued " some teachers prefer to use English in the teaching and learning situation of Shona and this has impacted on the attitudes and performance of the students." However, one of the interviewees, Interviewee No. 1, felt that to some extent English is not influencing the performance of Shona students when answering 'O' level Shona examination questions. This is because in some secondary schools, students are being taught grammatical aspects of Shona in Shona from the time they enter secondary school life up to the time they write 'O' level Shona examinations. Such students may still fail the Shona examinations without the influence of English. This implies that other factors such as resources,

environmental factors, home background and teaching methods may also play a part in the performance of the Shona students. Respondents of questionnaire for teachers also raised similar responses (see Table 21).

The above sentiments raised by Interviewee No 1 are in line with the responses for Question 5 that sought to find any other factors that might influence the students' performance in Shona at 'O' level. All the interviewees raised a number of factors, which determine the performance of Shona students in answering Shona 'O' level examination questions. They pointed out that some Shona students have negative attitudes towards their language. They do not take Shona seriously hence their performance in answering 'O' level Shona examinations are determined by this negative attitude. Interviewee No.5 supports this when she says; "some students feel that Shona is not a challenging subject hence they concentrate on the sciences and other subjects." In other words, Shona as a language has not been taken seriously as a subject of study. According to Chimhundu (1993a: 58) this means that our African languages such as Shona are looked down upon as less important socially and culturally. Too much emphasis has been placed on proficiency in English that in many cases is introduced to children from the first day of school. Proficiency in Shona is jeopardized because the teachers and parents focus on learning English at school and at home. Interviewee No.2 emphasized that students come to school proficient in Shona but soon begin to lose this as the focus is shifted to developing proficiency in English both at school and at home. This disadvantages the development of Shona and the students' performance in Shona as a subject.

Interviewee No3 pointed out that Shona could be a second language to some of the students in Bulawayo whose mother tongue is Ndebele. As a result such students have difficulties in the translation of Shona terms from both English and Ndebele and this affects their performance in answering Shona examination questions. Such students may have started reading and writing Shona at secondary school level and they experienced problems of spellings and word division e.g. where Shona words may be written as in "ndinouya neChina" (I will come on Thursday) which they can present as "*ndinouya ne Tshina*" (I will come on Thursday". The pronunciation of 'Chi' and 'Tshi' are similar in

Shona and Ndebele and this confuses the students when writing the spellings of words in Shona whose pronunciation is the same as those in Ndebele. Apart from English being an influential factor in the performance of Shona students in answering Shona examination questions the above-discussed factors also play an important role in determining the students' performance.

Question 6 sought to find out information concerning the problems, which the respondents encountered in their works as Shona writers with regard to spellings and word division. Most of the respondents pointed out that word division is one area in Shona that is violated by the publishers. Shona word division rules are too complex. Interviewee No 4 pointed out that as an author, he may differ with his editor in terms of word division and these errors may go through. This will affect the readers including the students when the books published differ in dividing the same word. Most of the interviewees pointed out that they struggled to grasp the many complex rules of word division. From the above response there is need to carry out further investigation on word division and simplify the many complex rules. The rules should be made a priority in the Shona 'O' level examination question items.

In Question 7 all the interviewees encountered problems in spellings and word division during their teaching experience in secondary schools. Word division in Shona is an area of orthography that has created problems for teachers and students in the teaching and learning situation in Shona. Most of the interviewees agreed that it was difficult to grasp the rules of Shona word division. Those who mastered these rules did so after a struggle. Interviewee No 2 argued that Shona orthography has contributed to the confusion in Shona spellings by some students. She noted that the orthography does not include some other dialects e.g. Korekore and Ndau. This has led the students to spell certain words wrongly as in "mpan'ombe" or "*mupamombe*" (one who has given cattle). Some of the interviewees argued that problems of spellings are as a result of the difference between the spoken language and the written Shona language. In speech the students are free to use different dialects but written Shona standard orthography requires them to use the

Zezeru dialect. It is this difference that has caused the spelling problems among the students doing Shona 'O' level.

3.4 Conclusion

The aim of this chapter was to look at the analysis of the collected data in Chapter 2. In other words the Chapter presented the analysis of the responses from the questionnaires and interviews. From the findings it was evidently clear that English as a high variety language adversely affected the performance of learners writing 'O' level Shona examinations in Zimbabwe secondary schools. In the teaching and learning of Shona, there is evidence that most of the teachers use English, as medium of instruction in the teaching of Shona. The use of Shona in teaching and learning was viewed as lowering standards.

In view of the above discussion it has been established that the teachers and learners of Shona look down upon their language and have a negative attitude towards it. The responses from the questionnaires and interviews view English as synonymous with sound education, whilst education through Shona as a medium of instruction is given second-class rating.

The next chapter is the final chapter in this research and it will give conclusions and recommendations based on the analysis outlined above.

CHAPTER 4

CONCLUSIONS AND RECOMMENDATIONS

4.0 Introduction

This study presented an investigation into the diglossic relationship between Shona and English in Zimbabwe secondary schools. The aim was to establish how English as a high variety language adversely affects the performance of learners writing 'O' level Shona examinations in secondary schools in Zimbabwe. In addition it sought to confirm the hypotheses that teachers and learners of Shona in Zimbabwe secondary schools look down upon their language and have a negative attitude towards it, and that too many complex rules derived from English result in word division errors in the reading and writing of Shona in Zimbabwe secondary schools.

As this is the final chapter, the researcher shall give her research conclusions, as well as recommendations based on the analysis outlined in Chapter 3. Interviews were conducted and responses were transcribed. In addition to the structured interviews, questionnaires for teachers and students were administered. The data was analyzed and described systematically so as to establish what transpired from the respondents' point of view.

This chapter shall be divided into the following subsections: research conclusions, recommendations and recommendations for further studies.

4.1 Research conclusions

The research findings confirm the hypotheses put forward in this research and this is discussed in the paragraphs below.

4.1.1 Influence of English in the performance of students writing ‘O’ level Shona examinations in secondary schools in Zimbabwe.

The responses shown in Chapter 2 for Questions 1, 2, 3, and 14 for the questionnaire of students and Questions 1,4, 6, 7 and 8 for the questionnaire for teachers confirms the hypothesis that English negatively influences the performances of learners writing ‘O’ level Shona examinations in Zimbabwe secondary schools. This is further confirmed by the responses to Questions 3 and 5 of the structured interviews for examiners, writers and Shona lecturers which sought information on whether English as a high variety adversely affects the performance of learners writing ‘O’ level Shona examinations in secondary schools in Zimbabwe. The Shona students, teachers, lecturers and Shona writers agree that Shona is underdeveloped and this hinders its use in such areas as teaching and learning in secondary schools. This has forced the Shona teachers and learners to use English where it would have been to their advantage to use Shona. In their research Chiwome and Thondhlana(1992) also concluded that some educators still use English to teach African languages such as Shona because they do not have the academic jargon or register for the concepts they teach. It does not have vocabulary for use in academic discourse and areas such as phonetics, phonology, morphology, syntax, and theories of literature do not have standardized Shona terminology with which they can be taught. The use of English in the teaching of Shona is one reason why the learners are failing to answer well ‘O’ level Shona grammar examination questions. It has been found that Shona in its present form is inadequate to be used as a language of instruction.

The research findings also show strong evidence that most reference materials used in teaching Shona grammar and practical criticism are written in English and such a practice downgrades the development of Shona as a language of instruction.

The findings of the research indicate that students have difficulties in translating English grammatical terms to their Shona equivalents, hence they end up confused and performing badly when answering Shona ‘O’ level grammar examination questions. In addition English has grammatical terms, which Shona does not have, hence it

supplements Shona in the teaching of Shona grammar. The teaching of Shona aspects in English determines the way the Shona 'O' level examinations are set and answered and this influences the learners' performance for the Shona 'O' level examinations.

At school the students are forced to speak in English wherever they are. This ensures that the students become proficient in English rather than Shona. The teachers feel that English as a language of instruction for many subjects should be made compulsory at school to enhance the students' performance. Being competent in English in Zimbabwe enhances one's chances of being marketable in industry, education and commerce. Because Shona is being regarded as a low variety, as compared to English, a high variety, it implies that students will not revise it, and this results in their failure to produce good 'O' level Shona examination passes.

The teaching of Shona components in English needs immediate attention. Currently the Ministry of Education and Culture in Zimbabwe is implementing an educational policy that Shona grammar should be taught or learnt in Shona at all levels of education, hence teachers are being compelled to use Shona when teaching Shona. This is a positive step in the development of Shona. ZIMSEC has even moved a step further by making it compulsory that 'O' level Shona examinations should strictly be answered in Shona. However greater steps need to be made in the provision of Shona resource materials to Shona 'O' level students. Most of their resource materials are written in English and this has provided problems of translation from English to Shona. On the other hand, the teachers still have the tendency of teaching certain components of Shona in English (Gudhlanga 2005).

The findings show that educational organisations such as ALLEX have developed monolingual dictionaries in Shona to help students learning Shona at any level of education. This has helped in the development of Shona as an indigenous language. However, at present all the learners in secondary schools cannot afford such dictionaries. Such books are beyond their reach in terms of price as mentioned in Chapter 3.

4.1.2: The negative attitude of teachers and learners towards Shona in Zimbabwe secondary schools.

This research indicates strong evidence that students and teachers have a negative attitude towards their language, Shona. The responses from Questions 4, 5, 6, 7, 9, 10 and 11 of the questionnaire for students and Questions 2, 3, 4, and 5 of the questionnaire for teachers which aimed at getting information of the Shona teachers' and students' attitudes towards their language showed that both teachers and students have negative attitudes towards Shona as a language.

The findings show that the English language is regarded as a language of high status and high variety and inversely, Shona is regarded as a variety of low esteem, too rural and inferior. To the students English is a prestigious language that, unlike Shona, enjoys an official language status transpose it is a waste of time to learn Shona. In order for one to be considered for further education and employment, he/she has to pass English at 'O' level and Shona is not viewed as a linguistic substitute. The emphasis on passing English at 'O' level adversely affects the interest of students in studying Shona as a subject. It weakens their concentration on that subject and hence they fail to produce good results in Shona 'O' level examinations. As a result Shona students look at English as a gateway to success and consider Shona as a language that is not economically viable. One may conclude that Shona is not taken seriously and this influences the performance of learners when answering Shona 'O' level examination questions. This is a serious attitudinal problem that needs to be addressed.

4.1.3 Complex rules on word division derived from English result in word division errors in writing and reading Shona in Zimbabwe secondary schools.

From the findings of this research both the respondents and interviewees confirmed that Shona word division rules are complex and too many. They agreed that the rules created problems in the teaching and learning of Shona at secondary school level. The students have difficulties in mastering the complex rules of word division such that they obtained

low marks in writing compositions since marks were deducted for word division errors. If this problem is to be minimised there is need for books to be written in Shona simplifying the complex rules of word division in Shona. These rules should be made a priority in the Shona 'O' level syllabus.

The research also revealed that the learners' failure to answer Shona 'O' level examination questions well was not only a result of the influence of English in its diglossic relationship with Shona but a result of the shortcomings of the current Shona orthography. The respondents noted that the learners had problems with sounds when reading and writing Shona. The current Shona orthography does not accommodate word sounds found in Shona. There is need to have further investigations on this issue. Another problem of the current Shona orthography is that it does not include all the major dialects of Shona. Sometimes the learners' dialects differed from that of the Shona texts and this caused confusion and failure to understand the questions being asked in Shona 'O' level examinations.

4.2 Recommendations

The research made the following recommendations in order to find ways in which Shona, as a language of low variety could be developed in order to become a high variety that could be used as an official language or a medium of instruction. In addition the recommendations suggest solutions to the problems of the diglossic relationship of Shona and English in the teaching and learning situations in secondary schools of Zimbabwe.

- The Government may also help by formulating a clearly defined language policy whereby Shona is given equal treatment with English. Currently the Government has its language policy through the provision of the Education Act of 1987 and this is failing to address the negative diglossic relationship between English and Shona as discussed in Chapter 1.
- The Government should consider Shona as a compulsory subject for further education and employment. African languages such as Shona should be a

requirement for entry into universities and other tertiary institutions in the same way English is today. Instituting English and not other languages as the only requirement undermines the development of African people who master all subjects except for English. The requirement of certain level attainment of English to access tertiary education and jobs creates the heaviest waste of human resources. A language awareness campaign is necessary in order to redress such attitudes and restore the dignity of Shona as an indigenous language as discussed in Chapter 3. Workshops to redress such situations are necessary in order to make people aware of the importance of indigenous languages such as Shona and Ndebele. The students and teachers should appreciate that both languages are important in the development of the economy.

- The Government and other stakeholders', for example, Universities, should develop language resource centers that may develop the status of indigenous languages such as Shona and this may also improve the performance of learners writing 'O' level Shona examinations. Through the Ministry of Education and Culture, the government should ensure that Shona resource materials are made available to the students at affordable prices.
- Shona in schools should be taught in Shona. There is need for Human resources development to handle the use of Shona at all levels of education and to handle multilingualism in the teaching and learning situations in schools. Programmes to train teachers to teach Shona in Shona should be designed. Universities should teach African languages using African languages as the media of instruction. Universities teaching African languages in English are impeding and retarding the development of African languages. What transpires at the Universities is likely to have an impact on what goes on in secondary schools and the community (Mutasa 2003).
- The use of Shona in education and industry needs to be supported by research in the development of terminology and standardization. There is need for research

on the use of Shona for operational efficiency in industry, media, commerce, essential services and community work.

- There is need to have a common standard orthography that is inclusive of all the Shona dialects. This will minimize the problems being faced by the teachers when marking compositions and thus improve the performance of students when answering Shona 'O' level examination questions.

4.3 Recommendations for further studies.

This study has highlighted the problems found in the teaching and learning of Shona as a result of its diglossic relationship with English in Zimbabwean secondary schools. However, there was need for further investigations to be carried out on:

- The problems of the triglossic relationship of Shona, Ndebele and English in the teaching and learning situations in secondary schools of Zimbabwe
- The triglossic relationship of the Zezuru, Karanga and Manyika (Shona dialects) in the teaching and learning of Shona in secondary schools. These areas could not be looked at by this research.

Finally, the use of English in the teaching of Shona, the less hours allocated to Shona, the low esteem of Shona vis-à-vis the dominance of English and the association of English with social mobility impact on the attitude of students towards Shona as a subject. This linguistic attitude coupled with orthographic problems causes low passes in Shona at 'O' level. Hence, one proposes, language awareness campaigns, use of Shona in the teaching of practical criticism and grammar and that the government gives value to Shona and other African languages by making them a requirement as working languages for people employed in the public sector.

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APPENDIX A QUESTIONNAIRE FOR LEARNERS.

Section A

1. In which language are you taught the following aspects of Shona:

Aspects of Shona	Shona	English	Both
Traditional prose			
Practical criticism			
Grammar			
Modern prose			

Give a reason for the choice in each case

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.....

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2. Which language should be used to teach you the following aspects of Shona: literature, culture and grammar and practical criticism? Give reasons for your choice in each case.

.....

.....

3. Can you clearly express yourself in Shona when answering Shona grammar questions? Give reasons for your answer.

.....

.....

Section B

4: Which language do you normally use between Shona and English,

(c) At home with your parents?

(d) At home with your brothers and sisters? Support your answers in each case.

.....

.....

5. Suppose you have received a letter from a friend written in Shona, would you reply it in Shona or English? Give the reasons for your choice.

.....
.....

6: Which novels do you favour between those written in Shona or English? Support your answer.

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.....

7: If two debating clubs are formed at your school, that is, Shona and English debating clubs, which one would you prefer? Give reasons for your choice.

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.....

8. "It is best to be competent in English than in Shona." Do you agree. Support your answer.

.....
.....

9: 'A teacher who teaches Shona should be paid less than a teacher who teaches English.' Do you agree?

.....
.....

10: Is it important to study Shona up to 'O' level? Give reasons for your answer.

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11. Church ceremonies, National Budget, and Parliamentary debates should be conducted in Shona or English. Give reasons for your suggestion

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12. All print media should be in Shona or English. Do you agree? Give reasons.

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13. Some politicians are known to address political rallies in English rather than in Shona. What do you say about this practice?

.....
.....

14. Can Shona in its present form be used as a medium of instruction? Give reasons for your answer

.....
.....

APPENDIX B QUESTIONNAIRE FOR TEACHERS

1: Shona in its present state cannot be adequately used as a language of instruction and government policies. Do you agree? Give reasons for your answer.

yes	No

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.....

2: 'A teacher who teaches Shona should be paid less than a teacher who teaches English.' Do you agree?

.....
.....

3: Teaching Shona rather than English is embarrassing. Do you agree? Support your answer.

.....
.....

4: Some aspects of Shona such as practical criticism, grammar and literature should be taught in English. Do you agree? Give reasons for your answer.

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5: Learners should be more competent in English than in Shona. Do you agree? Give reasons to support your view.

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6: Do your students clearly express themselves in Shona when answering Shona grammar questions? Give reasons for your answers.

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7: In your opinion is the English language influencing the performance of Shona students in answering Shona examination questions at secondary school level? Support your answer.

yes	No

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.....

8: Explain how the representation of Shona dialects affect students when answering Shona 'O' level examinations.

.....
.....

9: Are your students competent in spelling and word division in Shona? Give reasons for your answer.

yes	No

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

APPENDIX C STRUCTURED INTERVIEW QUESTIONS.

1. What is your mother tongue (dialect)?
2. Do you mark public 'O' level Shona Examinations?
3. What problems do your candidates experience when answering 'O' level Shona Examination questions?
4. In your opinion is the English language influencing the performance of Shona students in answering Shona Examination questions at secondary school level?
5. Are there any other factors that may influence their performance in Shona at secondary school level?
6. What problems do you encounter in your works as a Shona writer with regard to spellings and word division?
7. In your experience as a secondary school Shona teacher, what problems did you encounter in teaching spellings and word division?

