

**RHODES UNIVERSITY**  
**DEPARTMENT OF EDUCATION**

The transition from Oshikwanyama to English as a medium of instruction:  
*A case study of a rural Namibian school*

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## **ABSTRACT**

The study investigates how rural Grade 4 teachers and learners experience the transition from Oshikwanyama to English as a medium of instruction.

The study was conducted at a rural school in Oshana region in northern Namibia. The research site and participants were purposefully selected. Grade 4 teachers and learners were interviewed and observed. Relevant documents were also analyzed. The purpose was to understand participants' experiences, perceptions and practices in relation to their experience of the transition to English medium instruction.

The study revealed out that both Grade 4 teachers and learners are struggling to teach and learn through the medium of English. This was borne out by participants' responses, classroom practices and document analysis, especially learners' oral presentation and written work.

The conclusion is drawn that limitations in English proficiency overshadow the good intentions of the curriculum. This was evident in the fact that Grade 4 learners at a selected school found it difficult to cope with the demands of the curriculum. In addition, most of the learners have poor literacy skills even in their mother tongue, Oshikwanyama. In the linguistic sense, proficiency in the first language can pave the way for second language to flourish. If the reverse is the case then the learner might find it difficult to acquire linguistic skills in the second language.

The study concludes that for the sake of effective learning, an intervention on professional development needs to be in place. This might help rural lower primary teachers to upgrade their existing skills particularly in terms of the English language proficiency as well as how to prepare learners for the transition to English.

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## **CHAPTER 1**

### **1.1 Introduction**

This chapter introduces the reader to my study on the transition from Oshikwanyama to English as a medium of instruction in a rural Namibian school. In order to place the study in its context, section one provides the relevant background of the investigated phenomenon. Section two deals with the general background of the research site. It focuses mainly on the location and general characteristics of the region in which the research site is located. Section three focuses on the research questions while section four deals with the research approach which is basically dictated by the research questions. The fifth section presents an outline of the thesis.

### **1.2 Context of the study**

“Towards Education for All”, a policy document, which translates the Namibian educational philosophy into concrete and implementable policies, states that:

Basic Education will promote:

1. functional literacy and language development
  - to help the learners to communicate effectively in speech and writing in English and another language of Namibia
  - to provide instruction as far as possible through the medium of instruction of mother tongue during the first three years of Basic Education, and to provide for further development of the proficiency in mother tongue, and
  - to develop competency in English as the official language for the purpose of education and public life ( Namibia, Ministry of Basic Education and Culture (MEC) 1993:56).

The national policy document Towards Education for All states further that for pedagogical reasons it is recommended that Lower Primary learners from Grade 1 to 3 study through their own language to ensure the development of basic skills in reading, writing and concept formation(Namibia, MEC,1993:65). Therefore, the language policy in Namibia makes provision for the Lower Primary learners (Grades 1 to 3) to start their education in their mother tongue or in a local familiar language whereas English as a

second language must be taught as a subject from Grade 1 onwards. Grade 4 is a transition grade where learners switch to English as a medium of instruction and learn their mother tongue or local familiar language as a subject.

International research shows that the transition from home language to second language instruction is frequently problematic to both teachers and learners. Gersten et al (1998) argued that teacher expectation tends to drop and thus cognitive learning opportunities decrease. If the transition is “handled abruptly, and this is often the case, academic achievement can decline rapidly. Students are also more likely to be referred to compensatory or special education during the transition year” (p.99). My experience as a lower primary teacher in a rural area supports the view that if this shift is not well handled it could result in academic under-achievement. Although one might think that three years to prepare learners for the transition will be sufficient, this is not the case in Namibia, especially in rural areas where most learners lack English linguistic capital due to lack of exposure to the language.

In the Southern African context, the Threshold Project revealed that when teachers and learners work with an unfamiliar language this limits the natural development of thinking and creative skills, because teachers’ confidence is undermined and learner’s language is limited (Macdonald, 1993). This is reflected in the current situation in rural schools in Namibia where English as a medium of instruction complicates learning with understanding particularly in the transition grades. Learning with understanding is a core dimension of the curriculum reform process introduced after independence in 1990. This is due to the fact that learners in rural areas do not have prior knowledge of English before coming to school; it is therefore the first time that they hear English, but unfortunately this could be inadequate or perhaps incorrect English.

In addition, the cultural context can also complicate the teaching and learning process due to the fact that English is not part and parcel of the learners’ cultural package. In practice, the result of these language problems is that learners frequently do not understand the expectations when embarking upon a particular learning activity, unless a teacher

translates it into the child's first language. However, even then, learners find it difficult to carry out either tasks in English in their oral presentations or written work.

It is against this background that I decided to investigate how rural Grade 4 teachers and learners experience the transition period. My interest is basically dictated by the fact that I am a lower primary teacher, teaching in a rural area. Therefore I have experienced how Grade 4 teachers and learners struggle to cope with English as the medium of instruction. I therefore would like to understand the lived experiences and the implications of the transition in the light of 'learning with understanding' a central aspect of Learner Centered Education (LCE), which is at the core of the curriculum reform in Namibia.

### **1.3 Research questions**

The research goal is therefore to investigate how Grade 4 teachers and learners experience the transition to English and how teachers help learners to learn through the medium of English. In order to realize the intended goals the study attempts to answer the following questions:

- How do teachers and learners experience the transition year?
- What strategies do the teachers use in order to promote learning with understanding?
- What are the implications of the transition for both teachers and learners?

### **1.4 Research approach**

Basically, the purpose of the study is to understand participants' lived experiences regarding the transition to English as a medium of instruction by investigating their beliefs, attitudes and practices. (Cohen, Manion & Morrison, 2001). The study is therefore conducted in an interpretive orientation and the case study approach was employed to achieve the targets of the study. Data collection instruments such as individual interviews (teachers), group interviews (learners), classroom observation and document analysis were used to gather in depth information.

## **1.5 Research site**

This section provides an overview on the contextual analysis of the area in which the study took place.

### ***1.5.1 Location and regional context***

The study was conducted at a school situated in a rural area which offers Grades 1 to 10. The school was given the pseudonym Keshe Combined School to avoid it being identified. The school is located in the Oshana region, northern Namibia. Oshana is the smallest region of Namibia with a surface area of 8, 682 square kilometers. According to Mendelsohn, et al. (2002:163) “there are approximately 161 977 inhabitants, most of whom live in rural areas.”

Fig. 1



Figure 1. Regions of Namibia ( Sue Abraham, 2006. Graphic Design Unit, Rhodes University. Grahamstown ),

Oshana shares borders with Oshikoto, Ohangwena, Omusati and Kunene regions. Most of the people in Oshana and also its neighboring regions speak Oshiwambo which is characterized by different dialects. Among these dialects, Oshikwanyama and Oshindonga are recognized as languages to be taught in schools. Oshindonga and Oshikwanyama are used as the medium of instruction from Grades 1 to 3 mostly in rural schools. This is an indication that most of the rural schools in Oshana region are monocultural schools where most of the teachers and learners share the same language, religion and other cultural complexities.

There are 129 schools in the Oshana region including one special school for people with disabilities; particularly the visual and hearing impaired. There is also one College of Education, one Vocational Training Centre and the Centre of the University of Namibia (UNAM), which offers part time courses for different faculties.

### ***1.5.2 Economic activities***

Apart from people who are employed by government and non governmental organizations or by individuals, most of the rural people in Oshana region depend mainly on subsistence farming i.e. live stock and crop farming. Most of the land is used for production of mahangu, sorghum, beans and ground nuts. Lack of employment opportunities has resulted in the situation where young people including the heads of the household migrate to towns especially to the southern part of the country to look for jobs. The purpose is to support their families and extended families remaining behind in the rural areas. Therefore, school children often stay with their grand and great grand parents, relatives or sometimes stay alone in the homestead. For the sake of daily survival, it is the norm for children to contribute to domestic activities before or after school hours. Therefore, the time for doing their school work after hours is limited. The details of the school context are presented in Chapter 4 under section 4.2.

## **1.6 Overview of the thesis**

This section provides an outline of the thesis. The thesis comprises six chapters.

### ***1.6.1 Chapter 1***

This is an introductory chapter which provides the road map of the investigated phenomenon. To contextualize the study, Chapter 1 begins with the background of the study. It also covers the general characteristic of the region in which the research site is situated. Furthermore it provides the research questions and the research approaches. Finally, it provides outlines of the chapters.

### ***1.6.2 Chapter 2***

This is a literature review chapter. It reviews relevant literature related to four dimensions. Firstly, the historical background of language policy in Namibia: this dimension focuses on how language was perceived before and after independence. The purpose is to elaborate on the educational history so that one can understand the present situation in relation to language policy. Another dimension focuses on policy literature. This section provides the intentions of the language policy in Namibia. It also reviews earlier research studies in this regard. Next, the chapter provides a theoretical framework on language and learning. This section illustrates the relationship between language and learning. It presents the central point that language proficiency facilitates learning while poor language proficiency undermines effective learning. The importance of mother tongue is also highlighted in the sense that it can serve as a stepping stone for second language acquisition. Finally, the chapter provides the research findings in relation to transition from first language to second language instruction. Moreover, research findings on English language proficiency of Namibian teachers are also discussed. Recommendations on possible professional development are also presented.

### ***1.6.3 Chapter 3***

This is a methodology chapter. It outlines the details of the research methodology by describing and justifying of the research process. It presents the design features of the study. Sampling, which is purposeful in nature, is explained by giving reasons to justify the selection of the research site and participants. Data collection instruments, research ethics, validity and limitations are presented in the light of the research orientation i.e. the interpretive research perspective.

### ***1.6.4 Chapter 4***

This chapter presents the findings that were revealed by interviews, classroom observation and document analysis. The chapter begins with the contextual analysis of the research site (targeted school and grades) and participants (teachers). For the sake of validity, participants' views and actions are quoted in order to let people's voices and actions speak for themselves.

### ***1.6.5 Chapter 5***

This chapter is an interpretation of the research findings. Patton (1990:423) cited in Schelechty and Noblit (1982) concluded that “an interpretation may take one of the following three forms:

- (1) making the obvious obvious,
- (2) making the obvious dubious, and
- (3) making the hidden obvious

This chapter attempts to interpret the findings with due regard to the related literature and research questions.

### ***1.6.6 Chapter 6***

This chapter draws the key dimensions together by highlighting the key issues and trends of the study. The lessons learnt; the value of the study and the limitations are also indicated. Furthermore, the chapter provides tentative suggestions as an attempt to bring about desirable changes or improvements in relation to classroom practices. These suggestions are mainly based on the assumption that language proficiency facilitates learning. Therefore, for the sake of effective learning in rural Grade 4 classrooms an intervention is needed in order for Lower Primary teachers to upgrade their English language proficiency. Furthermore, the chapter suggests that the mother tongue language needs to be taught properly so that it can support second language acquisition. Once again, the chapter suggested that Lower Primary learners need to be prepared in advance in order for them to face the challenges of the transition.

### **1.7 Conclusion**

This chapter provides the overview of the thesis. The context of the investigated phenomenon and the background of the region in which the research site is situated have been presented. Furthermore, research questions and research sites are also illustrated. Finally the brief description of each chapter was provided.

The next chapter is the literature review.

## **CHAPTER 2**

### **LITERATURE REVIEW**

Transition from home language to second language instruction is frequently problematic to both teachers and learners. Teachers' expectations tend to drop and cognitive learning opportunities thus decrease. If the transition is handled too abruptly, and this is often the case, achievement can decline rapidly (Gersten et al., 1998: 99).

#### **2.1 Introduction**

As stated in the previous chapter, the overall focus of my research is to investigate how Grade 4 teachers and learners experience the transition from Oshikwanyama to English and how teachers help learners to learn through English as a medium of instruction. The purpose of the chapter is four fold. Firstly, in order to understand the present situation in relation to language policy in Namibia, one needs to unpack the past in this regard. Thus, the first section presents the historical background of language policy in Namibia.

Section two deals more specifically with the language policy in education as this directly influences the medium of instruction in Grade 4. The third section focuses on theories which seek to explain the relationship between language, cognitive and academic development.

To understand the actual situation with regard to the premature shift to English as a medium of instruction it is also important to look at the research findings in this regard. The final section therefore presents the findings of research carried out in some of the Southern African Development Corporation (SADC) regions specifically in terms of how the premature shift to English affects classroom practice. In addition, research findings on teachers' language proficiency are also included in this section.

## **2.2 The history of language policy in Namibia**

### **Before independence**

Keeping in mind my research question as stated in chapter 1, I would like to examine the history of the development of language policy in Namibia. The section therefore focuses on how language policy was perceived before and after independence. Towards Education for All, a policy document which clearly translates the Namibian philosophy on education into concrete and implementable government policies indicates that:

Language evolution and implementation in the context of present day Namibia is further complicated by our historical past. Ours has been a history of the have nots and the haves, the excluded and the privileged, the ignored and the highly profiled, the them and the we. This historical experience has greatly fragmented our national consciousness. Ours is story of two nations. (Namibia, MEC, 1993: 21).

A similar concern was echoed by Wolfaardt (2001:21) who indicated that “none of the current linguistic problems appear unrelated to what has developed historically”. Namibia Education Research Association [NERA] (2000:3) also indicated that the “linguistic situation in Namibia has largely been manipulated during the long period of foreign domination which formally started in 1884.”

Formal education in Namibia was introduced by Christian missionaries. For pedagogical and religious reasons, missionaries regarded mother tongue instruction or the lingua franca of the area as an essential tool which could lead to the realisation of the desired knowledge, skills, values and attitudes that underpinned their mission. Thus, missionary schools were mostly “ethnically based and generally catered only for the group that was residing in that area.” (Wolfaardt, 2001: 22-24). From a pedagogical perspective this was a good idea in the sense that a familiar language can facilitate learning.

The study of history reveals that separate systems of education, one for whites and one for Africans were initiated by German rule. One of the reasons was to enforce the policy of mother tongue instruction during the first three years of schooling. For communication

purposes, German was introduced in some African schools to enable the labourers to work for German settlers. However, German rule did not pay much attention to African schools and as a result, decisions on language policy in some areas like the so called Ovamboland was left in the hands of the missionaries (Ibid: 26-28).

Under South African rule language policy was influenced by apartheid ideology. “One of the important aspects of the apartheid system was education, the implementation of which was meant to maintain the low standard in most African schools” and to produce semi-skilled worker (Namibia, NERA, 2000:3). The language policy therefore allowed non-white children to start their lower primary education (Sub A to Std I) in their mother tongue while Afrikaans and English were taught as subjects. From Std 2 onwards the medium of instruction was Afrikaans as the official language while English and mother tongue were taught as subjects. Apart from the apartheid ideology the policy reflects the notion which supports the importance of mother tongue instruction i.e. to enable learners to develop the basics in “literacy skills, concept formation and to preserve pride in their national traditions and identity” (Ibid, 2000: 3-4). However, the mother tongue is not valued sufficiently for it to be used beyond the lower primary level.

NERA argued that:

One hundred years of foreign rule and in particular the South African occupation produced an educationally underdeveloped majority. Most Namibians were kept in a semi-literate or even illiterate position, while only a few privileged benefited from being educated in the country. (Namibia, NERA, 2005:5).

One can thus conclude that the language policy under South African rule was not necessarily meant to promote national languages for the sake of identity but to keep non-whites at the bottom of the educational ladder. NERA indicated further that the development of national languages which has always been neglected since Namibia first became a colony was stagnating at a grassroots level. This is an indication that it was also impossible for the non-whites, especially in rural areas, to acquire English language proficiency skills at a level required for academic achievement.

Language policy and educational policy that would be implemented in an independent Namibia were proposed by the liberation movement i.e. South West Africa People's Organisation (SWAPO) during the liberation struggle. The United Nation Institute for Namibia (UNIN) was established to train a "cadre of people to take over the administration of the country after liberation." Policy and plans for a liberated Namibia were therefore produced by UNIN whereby among others "Towards language policy in an independent Namibia" was part and parcel of the package. The proposed language policy proposed that English (the language of liberation) should be an official language in an independent Namibia and mother tongue would be the medium of instruction at the lower primary level. The intention was to replace Afrikaans, the language of oppression (Philipson, 1992: 288-289).

In the light of this view one understands that English was regarded as a way to create unity as well as to liberate Namibia from economic and educational disadvantages. The rationale for choosing English, as stated, was that a major priority (for the new government) in the post independent Namibia was to minimize any divisive tendencies and practices in the country and also to create conditions conducive for "national unity whether in the realm of politics, economics, religion, culture, race or language." (Ibid: 289). Thus, the criteria used to select a suitable language for an independent Namibia were meant to fit this intention. The criteria were: "acceptability, familiarity, unity, feasibility, science and technology, Pan Africanism, wider communication and a united nation (Ibid: 289-290).

Brock-Utne (1997:249) citing Philipson remarks that it is difficult to avoid the conclusion that the criteria seem to have been selected so as to make English emerge as the "absolute winner". Thus, according to her those criteria that are of extreme relevance but were not chosen are: "ease of learning, Namibian cultural authenticity and empowering the underprivileged." For Brock-Utne (Ibid) the chosen criteria excluded the disadvantaged groups in terms of learning since English is not part and parcel of their cultural package.

(Pattanyaka 1986) as cited in Philipson, (1992: 93-294) expresses a similar concern in that the chosen criteria seem to fit with Pattanyak's analysis that:

In the post-colonial developing countries educated persons were tutored in the modes of western thinking to consider (1) transitional communication more important than national communication (2) standardization and uniformity more important than transmission of knowledge and information within the country, and (3) translation and transference of knowledge more important than creation of knowledge.

Hence, for Pattanyak the yardsticks being used by the post-colonial developing countries including Namibia covertly support the Western mode of thinking. As a result the previously disadvantaged groups suffer the consequences and remain at the bottom of the ladder due to lack of access to the language of instruction.

### **2.3 Details of language policy in Namibia**

The implementation of language policy in Namibia in most rural Grade 4 classrooms is currently in limbo. It seems that there is a gap between the ideals of language policy and the actual situation. In the light of this view, this section focuses on the ideals of language policy regarding the transition from first language or local familiar language to English as a medium of instruction.

According to Towards Education for All, the policy document which translates the Namibian philosophy into concrete and implementable policies:

Language policy guideline statements were issued by the Ministry of Education and Culture (MEC) in the documents Education and Transition, July, 1990, and Change with Continuity, November, 1990. These statements gave broad directives for language choices as medium of instruction and subject at school level and stated that schools were expected to play their role in establishing the use of English as the official language. Since English is not a lingua franca in Namibia, teaching English is to have a high priority (Namibia, MEC, 1993: 63).

The aforementioned documents led to the development of the Language Policy for Schools 1992-1996. This is a collective effort in the sense that discussions were held in all regions of the country with the specific purpose of reaching a consensus in this regard.

The goals of the policy as indicated in the “Language Policy for Schools in Namibia: Discussion document” (2003) are as follows:

- The seven-year primary education cycle should enable learners to acquire reasonable competence in English, the official language and be prepared for English medium instruction throughout the secondary cycle.
- Education should promote the language and cultural identity of learners through the use of mother tongue as medium of instruction in grades 1-3 and the teaching of mother tongue throughout formal education.
- Grade 4 is a transitional year in which the mother tongue plays a supportive role in the teaching. Mother tongue should be taught as a subject. (Namibia, Ministry of Basic Education Sport and Culture, (MBESC), 2003: 13).

Looking at the goals of language policy one questions whether this policy is meant to be inclusive or exclusive to the previously disadvantaged groups.

Towards Education for All indicated clearly that: “Since English is not yet a lingua franca in Namibia, teaching English is to have a high priority” (Namibia, MEC, 1993: 63). This indicates that, in order for the desired goals of language policy to be realised lower primary or foundation teachers are expected to be confident in teaching English as a subject or in teaching through English as a medium of instruction. This would then help Grade 4 learners who learnt through mother tongue instruction from grades 1-3 to learn with understanding, if much of the groundwork for language transition happened to be done in previous grades. However, this is not the case in most of the rural Namibian lower primary schools.

The research on English Language Proficiency of Namibian teachers indicated:

At independence in 1990 came the implementation of the decision to use English as the official medium of instruction from Grade 4 onwards. With little time for preparation, almost all of Namibia’s teachers had to adjust to

teaching in and through English a language in which they had, and in many cases still have a low level of proficiency. (Namibia. English Language Teachers Development Project & Ministry of Basic Education and Culture, (ELTDP & MBEC), 2000: 7).

Wolfaardt, 2002: 12) also echoed a similar concern that:

One of the negative side effects of the policy decision has been that the sudden switch to use English as a medium of instruction did not permit enough time for the Ministry of Basic Education to provide nation-wide programmes for the upgrading of teachers' English. Many teachers, especially those in the rural areas, were faced with the situation that exposure to and contact with English up to that stage was extremely limited both for themselves and their learners. In many respects this was unfair to teachers and learners across the country.

Looking at the concerns above, it appears that the language policy did not provide enough time for teachers to be prepared in advance to enable the smooth implementation which would lead to the realisation of the desired goals and competencies as indicated in various curriculum documents. The Curriculum for Lower Primary Phase (Namibia, Ministry of Education [MoE] 2005:15-16) requires that on completing Grade 4 'the learners can understand, speak, read and write English as a second language well enough within a limited range to continue learning through the medium of English in the next phase'. This implies that Grade 4 learners are expected to apply listening, speaking, reading and writing skills to all areas of learning where English is used as language of teaching and learning. Now the question remains: does the practice (mostly in rural areas) reflect the intention of the policy? Perhaps not because recent research conducted by van Graan (2005) in northern-Namibian regions revealed that in Grade 4 classes visited while group work was in operation most learners were quiet, sometimes speaking in the mother tongue, often waiting for the learner who did the writing to complete the questions without consultation or discussion. (van Graan, 2005:7). This is an indication that learners are struggling to learn through English as the medium of instruction.

As a Lower Primary teacher in a rural area I also support these findings. In my experience, learners in rural areas do not have prior knowledge of English before coming

to school; it is therefore the first time they hear English but unfortunately inadequate or perhaps incorrect English. Consequently it is difficult for rural Grade 4 learners to cope with the demands of the curriculum due to language limitations. Even though the policy prescribed clearly that mother tongue instruction plays a crucial role in the acquisition of any second language this perception is still an ideal. (Namibia, MBESC, 2003: 3).

A study conducted by NERA further revealed that competency in the national languages Oshindonga and Oshikwanyama at Lower Primary level needs to be improved in a number of respects. (Namibia, NERA, 2000: 95). This is an indication that competency in Oshikwanyama and Oshindonga is questionable. Such a situation can undermine second language acquisition. Gravelle (1996) cited in Cummins(1984) says that the acquisition of first language could pave the way for the second language to flourish. However, if the cognitive academic language proficiency (CALP) (Cummins 2006) in the first language is not acquired then learning with understanding would be impossible and the learning process can be jeopardised in the long run.

The Lower Primary Training Manual suggests that Grades 1 to 3 learners should be exposed to English language as much as possible and should also learn basic vocabulary for other subjects in English. The Manual states further that the English second language syllabus is designed to help learners handle the transition from the mother tongue to English. This implies that English second language teaching in the early years of schooling i.e. Grades 1 to 3 should prepare learners for the transition by means of well designed learning activities as stated in the Revised Curriculum for Lower Primary Phase. It is suggested that teachers can do the following to gradually introduce English as a medium of instruction:

- Start as early as possible to give short and easily understandable instructions in English (repeat in the mother tongue if necessary).
- Gradually extend the amount and level of instructions in English (but ensure comprehension).
- Engage all the learners' senses in the language transitional phase.
- Present the learners with games, riddles, stories and subjects that matter to them while they are using English.

- Deliberately introduce, repeat basic English terms for each topic.
- Deliberately introduce the difference between English and other mother tongue phonics.
- Let the learners talk as much as possible in English, individually, with you as the teacher, with each other and with other people.
- Include objects with English print in your classroom decoration (i.e. posters, paintings, newspapers, story books).
- Use flash cards and self created posters in English.
- Let learners be creative with the language they are learning. (Namibia, MoE, 2006: 13)

These tips are indicators of how language policy should be handled in practice. This arrangement is basically intended to help learners to cope with English as a language of learning in Grade 4. One would therefore ask the question whether Lower Primary teachers especially in rural areas, are well equipped in terms of how to carry out the suggested activities successfully.

Recent research revealed a realistic picture as far as the situation in rural Grade 4 classrooms is concerned. “It was noted that most Grade 4 teachers often do not have the level of proficiency to teach through the medium of English.”(van Graan, 2005:7) The following shortcomings have been observed in Grade 4 classrooms in northern Namibian regions:

- Poor rephrasing of questions and explanations.
- Unclear instructions.
- Poor syntax, pronunciation and even spelling mistakes. (Ibid, 2005: -8)

This evidence is an indication that most of the Lower Primary teachers in remote areas are not yet ready to implement the language policy successfully. Therefore, one can conclude that even though the intentions of the policy are meant to promote the basic skills for both first and second languages in rural Grade 4 classrooms this is still an ideal in many respects.

## **2.4 The relationship between language and learning**

The focus of this section is on the relationship between language and learning. In order to understand the central idea of the section, I start by looking at the notion of constructivism in relation to how language and learning are perceived.

### ***2.4.1 Constructivism and learning with understanding***

Namibian education is based on constructivist epistemology. Therefore, educational policies and pedagogical approaches are linked to social constructivist notions of learning. According to Pomuti (2000:10-11) “learning is an active process whereby individuals are encouraged to construct meaning for themselves, creating knowledge by sharing experiences with others through collaborative interaction.” It seems that in constructivist thinking language and learning are perceived as interactive processes whereby language plays a crucial role in terms of achieving the desired learning outcomes.

Fosnot (in Fosnot, 1996: 29) pointed out some general principles of learning derived from constructivist theory. One of them is that:

Dialogue within a community engenders further thinking. The classroom therefore needs to be seen as a community of discourse engaged in activity, reflection and conversation. The learners (rather than the teacher) are responsible for defending, providing, justifying and communicating their ideal for the classroom community.

Looking at Fosnot’s analysis one can realise that learning in constructivist thinking requires language development in order for a learner to meet the demands of the curriculum. Lack of language proficiency can thus jeopardise learning in constructivist classrooms. Learner centred education in the Namibian context states:

Language is the most important key to learning. Through language we internalise our experience and construct our own understanding and also make sense of our experience. Language is an area of learning which unlocks the whole of the rest of the curriculum. Limited language skills inhibit effective learning and teaching, whereas language proficiency facilitates learning. Namibia National Institute for Educational Development (Namibia, NIED, 2003:14-15).

From the perspective of Learner Centred Education (LCE), language proficiency is central to the learning and teaching process. This requires the acquisition and development of language communication skills for the medium of instruction which is English. This implies that learners in the transition Grade 4 are also expected to be competent in English in order for them to meet the demands of the curriculum in general and also the demands of the different subjects in particular. Since the core dimension of LCE is based on the concept of learning with understanding, teachers are expected to design learning activities that can lead to this concept.

The Pilot Curriculum Guide for Formal Education states:

Since the function of Basic Education is to prepare learners for adult life, Basic Education must primarily develop life skills in each learner. In order to give an overall perspective of all-round development of each learner the main life skills competencies can be described as: investigating, interpreting, applying knowledge and skills, communicating, valuing and participating (Namibia. MBESC, 1996: 10-11).

These competencies are indicators of learning with understanding. A learner can thus only realise these competencies once he/she can read, speak, write and understand English as a language of learning.

The Pilot curriculum for Basic Education indicates further that communication is one of the basic competencies, which is based on a learner's need to understand what others are communicating and to make his or her own ideas, feelings, intentions and opinions known to others. This implies that learning in LCE requires learners who have the ability to communicate freely in a meaningful way. Therefore Grade 4 learners, regardless of their cultural context, educational background, race and economic status are expected to possess English communication skills in order to construct knowledge with understanding as required by the curriculum. (Ibid, 1996: 11). Learning with understanding is highlighted by Blythe (1998). For Blythe understanding is a matter of being able to do "a variety of thought-provoking things with a learning activity such as

explaining, finding evidence and examples, generalising, applying, analogising and representing the topic in new ways.” (Ibid: 12).

In the light of these views one can question whether rural Grade 4 learners do reflect the aforementioned ingredients of understanding. Generally, teachers are regarded as key role players for modelling learning with understanding. However, the study conducted by Van Graan, (2005: 10-11) revealed that most teachers were focusing more on wrong pronunciation and use of vocabulary than focusing on comprehension questions. With regard to teaching for understanding, van Graan found two categories of teachers, those who attempt to design activities that covered higher order thinking skills and those who set up activities that consist of close questions, the latter being found to be more common than the former. According to van Graan this is an indication that even though some teachers indicated that they value teaching for understanding others appear to be uncertain about the concept of LCE.

#### ***2.4.2 Theoretical perspectives on language and learning***

Language and learning are interactive processes. Thus, Schott (2005: 5) echoed Wolff: “Language is not everything in education, but without language, everything is nothing in education”. From this point of view, learning is not doable without language. The relationship of language and learning has been highlighted in LCE in the Namibian context:

Language is the most important key to learning. Human language constructs and is constructed by the social context between people. Through language we internalise our experience. We communicate with each other and in so doing are constantly negotiating meaning explicitly and implicitly (Namibia, NIED, 2003: 13-14).

LCE in the Namibian context stated further that since our cognitive, emotional and social development is so dependent on language, it is important to develop language in all learning situations (Ibid: 14).

LCE in the Namibian context sees language and learning as inseparable aspects; central to its argument are the notions of cognitive, emotional, social development and internalisation of experiences. From this perspective, learners are expected to develop their language through “questioning, narrating, discussing, analysing, interpreting, reading and creative writing” (Ibid: 15). These various activities can ensure the development of social, cognitive and practical skills.

Rowell (1998:67) argued that “the language, which children acquire, is in large part dependent on the social and cultural contexts surrounding them; that is, at home, at school and in their community.” If there are disparities in language use among these contexts, learners may have difficulty in acquiring the pattern of language use expected at school. For Rowell, familiar language facilitates learning while unfamiliar language disrupts learning in the sense that it divorces learning from the child’s cultural context or social world. Rowell sees language as a tool which enables individuals to make meaning from pieces of information. By looking at these findings one can conclude that language is an essential ingredient in constructing desired learning domains [i.e. knowledge, skills and values].

The role of language in education is highlighted in Gravelle (1996). Psychologists such as Vygotsky and Bruner and linguists such as Halliday all concur that language and learning are “creative processes and they stress their interactive nature.” (Ibid: 17) Central to Vygotsky regarding language and learning is the notion of the zone of proximal development (ZPD). Vygotsky described the ZPD as the distance between what a child can do alone and that which she/he can do with the assistance of knowledgeable individuals or more experienced adults through scaffolding which involves collaborative actions and learning. The notion of ZPD can be successful once it is done in a familiar language where a knowledgeable adult or peer and a novice learner can negotiate meaning. However, it would seem very difficult and frustrating in a situation where communication is limited by an unfamiliar language. From this concern was born the notion that learning in the second language is recommended only at the time when

learners have already acquired literacy skills in both first and second language respectively (Namibia, NERA, 2000: 39).

According to Wolfaardt (2001: 85-86) the notion of linguistic skills that are needed for learning is important for unpacking Cummins's linguistic theory. Moreover, the learning journey requires a learner to use language cognitively and in decontextualised situations that differ from everyday conversational interactions. Therefore cognitive linguistic aspects are needed in order for the learner to meet the ideals of the curriculum.

Murray (2005:2-3) also highlights Cummins's two different categories of language competency that are necessary for learning: Basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP). BICS is defined as the kind of language skills that are generally context embedded, in other words linguistic aspects that are regarded as surface or simple competence and can often be worked out from the surroundings in which they are uttered or written.

CALP is defined as the kinds of language aspects that are seen as cognitively demanding and disembedded from any context. That is often written language, which is quite abstract in nature. It has parallels with Vygotsky's notions of scientific concepts, and according to Cummins' theory it takes five to seven years to acquire a second language (Ibid). Murray (2005) indicated further that: with CALP two languages work together interdependently. This implies that the level of competence a child reached in CALP in his/her second language depends to some extent on the stage of development reached in his or her first language. From this analysis, one can understand that learners who reached the CALP stage in their first language will find the transfer to second language educational discourses easier and more relevant to their learning tasks. From this point of view, Murray (Ibid: 3) suggested that it is very important for children to learn how to think critically and function in their mother tongue up to CALP level. For instance, literacy skills are recommended to be developed first in the first language and transferred to the second language. This assumption is intended for paving the way for the second language

to flourish. The opposite is also true; if learners do not develop CALP in their first language, they are likely to find it difficult to develop CALP in their second language.

Gravelle (1996: 27) cited Collier, (1989) that:

When children's L1 development is discontinued before it is completed, they may experience negative cognitive effects in L2 development; conversely, children who have reached full cognitive development in two languages enjoy cognitive advantage over monolinguals.

Droga and Humphrey (2003: 1) claim that language has a functional aspect; it enables us to get things done. We use both spoken and written texts to achieve different goals or social purposes. Therefore, the language we use serves a number of functions simultaneously. These functions are:

- The experiential function – the way we use language to present our experience of the world.
- The interpersonal function – the way we use language to interact with others.
- The textual function – the way we use language to create well organised and cohesive texts, both spoken and written.

From the abovementioned analysis one can realise that these assumptions are relevant to the Namibian context in many respects. For instance Towards Education for All states that functional literacy and language development is intended to:

- Help learners to communicate effectively in speech and writing in English and in another language of Namibia.
- To provide instruction as far as possible through the medium of mother tongue during the first three years of Basic Education, and to provide for the further development of proficiency in the mother tongue and to develop competency in English as the official language for the purpose of education and public life. (Namibia, MEC, 1993: 56)

This arrangement obviously concurs with Cummins's linguistic theory and Droga and Humphrey's claim. However, if the reverse is the case, then this will undermine the good intentions of effective learning. As a result, learners' potential, cognitive and social development could be compromised.

Probyn (1998: 11) cited Skutnabb-Kangas who refers to the stresses of learning through the medium of an underdeveloped language:

Listening to a new language demands high concentration; it is tiring with a constant pressure to think about the form of language and less time to think about the lesson content. A child has to take in information from different curriculum areas and learn a language at the same time. Stress, lack of self-confidence, 'opting-out', disaffection and alienation may occur.

As a lower primary teacher, teaching in a rural area where English is still an underdeveloped language but being used as a language of learning, my experience concurs with Skutnabb-Kangas's concern. From these accounts one can see that English as a language of learning in Grade 4 is questionable mostly in terms of whether grade 3 learners are adequately prepared for the transition and how teachers and learners handle it for that sake of learning with understanding. To respond to this concern, the following section discusses the research findings on a premature shift to English as a language of learning.

## **2.5 Research findings into the transition to English as medium of instruction**

This section focuses on research findings on a premature shift to English as the language of learning. The section brings together the challenges and attempted solutions revealed by various studies of the same nature.

### ***2.5.1 Namibian context***

It has been noted that in Namibian schools the early transition from first language to second language as a language of teaching and learning has been researched and documented.

A study conducted by Wolfaardt (2000:75) reveals the major problems regarding the implementation of language policy in Namibia are:

2. Lower Primary teachers do not have the level of performance to teach through the medium of English.
3. English as a subject does not receive enough attention during the first three years (grades 1-3) to enable Grade 4 learners to cope with transition.
4. Lack of exposure to English language especially in rural areas.

According to Wolfaardt (Ibid:75-76) the aforesaid problems result in some Grade 4 teachers deviating from language policy by applying code switching in order to help learners understand the concepts that curriculum puts across. In addition, research participants, especially the Grade 4 teachers when interviewed were of the opinion that the mother tongue should be used in order to support learners' understanding. Teachers also revealed that in some cases even school principals struggle with English and are therefore not able to help teachers at their schools.

Looking at these findings an Oshiwambo speaker might comment with the following proverb: "*Ovapofi itava dulu okulikwata kemhango*" (It is impossible for blind people to direct one another to the desired destination.). Put simply, if some principals and teachers are lacking proficiency in English then learners will reflect this.

In 1998 a study was conducted by the Basic Education Support (BES) project targeting the Lower Primary Phase in rural areas. The focus of the classroom observation was on the role of language in education. The classroom observation in Grade 4 reveals that the teachers dominated the classroom discourse by using language as a labelling system. The only time given to learners to respond was when the teacher vacated the floor to allow them to read aloud from the chalkboard. The main conclusion of the classroom observation was that apart from the labelling approach the lesson did not offer a useful idea for development and learning and also did not provide an opportunity for learners to extend their ideas. It seems that there is an implication on how language ought to be used as a tool of unpacking constructive and relevant classroom discourse (Rowell, 1998: 25).

As indicated earlier, research conducted by van Graan (2005:7 & 11) reveals evidence from classroom observation (Grade 4) that learners do not speak much English in class. They only give short, one word answers when asked and in most classes particularly in

rural areas, it was observed that “learners would respond to a visitor in a chorus rather than spontaneously.” (Ibid: 7) Most learners are quiet, sometimes speaking in the mother tongue. In many cases group work is often dominated by able learners. Learning tasks in Grade 4 are often dominated by ‘naming’ and ‘labelling’, copying, gap filling and writing one or two words. Free writing or extended sentences were not part of the written work in all the scripts that were checked.

Harlech–Jones (1998:13) indicated that a study conducted by England and Lawrence reveals that teachers in Ondangwa and Oshakati preferred to use the vernacular in order to help learners to understand the key ideas of the lesson. As a result learners tended to rely on rote learning in content area subjects. It was also noted that in the north it was “rare to hear learners communicate in English.” (Ibid: 13) On top of that, the study revealed that one teacher “felt so uneasy about her English that she refused to read a reading comprehension passage as part of English assessment.” (Ibid: 13) From this evidence one can argue that Lower Primary teachers and learners in rural areas are required to implement what is unfamiliar to them. Therefore the chance of promoting quality learning is small due to the implications of the English as a medium of instruction.

A survey conducted by NERA which was mainly focused on achievements and problems in acquiring language skills that are subsequently needed for transition indicated some negative aspects, for example, . “A Grade 4 class (school L) was just kept busy with copying and drawing rather than learning reading, writing and other skills” (Namibia, NERA, 2000:73)

This example is an indication that Lower Primary teachers did not seem well equipped in terms of designing learning activities that ought to stimulate learners’ activities and critical thinking that can lead to learning with understanding. Therefore one can conclude that an intervention is needed in order to narrow a gap between practice and the anticipated academic and social achievements.

### *2.5.2 South African context*

In South Africa the issue of early transition from mother tongue to English as a medium of instruction has been researched mainly by Macdonald (1990) and also by other South African researchers. According to Langhan (1993) the research conducted by Macdonald indicates that:

Performance of Std. 3 [Grade 5] pupils in content subjects is inhibited, at least in part, by an inability to deal with English texts, and instruction through the medium of English. Moreover she reports, there is a complex relationship between language medium and pupil's conceptual understanding of the content of various subjects. This further compounds their linguistic problems (Langhan, 1993:2).

Such a situation implies that lack of English language proficiency complicates a learning journey towards conceptual understanding. Macdonald and Burroughs (1991:16) indicate that change in teaching styles is also one of the contributing factors since learners are expected to carry out the learning tasks by means of group or pair discussions. However in practice children in Grade 4 simply receive information instead of actively taking part in group discussions. Since the textbook language is difficult for them, teachers write summaries for learners to copy and memorise the content.

Burroughs and Macdonald revealed further that teachers who experience difficulty with English are unlikely to help children match the concepts in the mother tongue with the concepts in English. It was also noted that "difficulty with English is reflected in the explanations teachers offered, in summaries they made and in the way they used materials often not in the manner they were designed to be used." (Ibid:16 )

Probyn (1998:19) cited Macdonald describing two identical lessons being taught in mother tongue (Sepedi) and English to two equivalent groups of Std 3 [Grade 5] learners. She noted:

It was clearly and unequivocally the cases that there was a great deal less tension the Sepedi classroom. There was no look of glazed fear on the children's faces. It was the strong conclusion of the 1985 case study that we were putting std 3

children through a painful experience by making them learn through the medium of English when they are not adequately prepared to do so; we are giving them the experience of failure, not only in terms of marks but also in terms of coming to grips with important concepts.

A similar study was also conducted by Desai (1999) in an informal urban settlement whereby a writing task was assigned to Grade 4 learners with the purpose of comparing their levels of proficiency in Xhosa and English. What emerged from the study was that the Xhosa versions were written more clearly and accurately than the English ones, which were barely intelligible. Learners also stated that although they had enjoyed the task, they did not have suitable words to express themselves clearly in English.

From this observation Desai concluded that “there are a number of ways in which we can ensure that learning is facilitated rather than frustrated.” She suggested that to ensure effective learning Xhosa speaking learners must be given an opportunity to develop the necessary skills in English as a language of learning. This implies that for the sake of effective learning in the transition grade learners need to be prepared in terms of acquiring proficiency in English. Such a move could narrow the gap between policy and practice particularly in rural areas and informal settlements.

### ***2.5.3 Botswana context***

Like South Africa and Namibia, Botswana values English as a language of education and social mobility (Nyati-Ramahobo, 1999). However research reveals that in practice, English as a language of instruction is one of the main causes for school drop-out and low academic achievement. Nyati-Ramahobo described the actual situation at primary level as follows:

Students at primary school level hardly ask questions when the medium of instruction is English. Children have to respond in the expected medium due to the teacher’s consciousness of the language policy. Children sometimes find it difficult to respond to a question even when they know the answer (Ibid: 106).

Comparing the language policy in practice in Namibia, Botswana and South Africa one can conclude that we are in the same boat in terms of the implications of language policy in a the transitional grades particularly in rural areas and informal settlements.

#### ***2.5.4 English language proficiency in Namibia***

Towards Education for All emphasises that:

The quality, efficiency and effectiveness of our schools will depend to a large extent on the nature and success of our teachers' education programmes. We come to independence with several different systems for preparing our teachers. Within the country teachers' education was inadequate in both quality and quantity. (Namibia, MEC,1993:75).

This implies that professional development is needed in order to upgrade teachers' level in terms of performances that ought to bring about the desired quality, efficiency and effectiveness in our schools.

According to Wolfaardt (2002:122) "the sudden switch to English as a medium of instruction did not permit enough time for the Ministry of Education to prepare teachers for transition". As a result, teachers and learners especially in rural areas were and still are left in behind due to less exposure to the English language.

Even though the Ministry of Education has attempted to upgrade the English proficiency of teachers through workshops, English radio programmes and in collaboration with non-governmental organisations (NGOs) the input is hardly reflected in practice especially in lower primary classrooms in rural areas.

Based on several recommendations made by different reports such as the Henderson report (1996) and the South African Consortium for Monitoring Educational Quality (SACMEQ) Policy Research Report No.2 (1998), the English Language Teacher

Development Project (ELTDP) in conjunction with the Ministry of Basic Education Sports and Culture conducted research on Namibian teachers' language proficiency.

Research questions were as follow:

- Do Namibian teachers have adequate proficiency in English to teach their subjects effectively through the medium of English?
- Do Namibian teachers have adequate proficiency in English to teach English effectively?
- To what extent are Namibian teachers able to use proficiency in English effectively?

(Namibia, ELTDP & MBEC, 1999: 8-9)

One of the findings of the research indicates that most of the lower primary teachers in Ondangwa West and East (Oshana) where I conducted my research, do not have the required level of proficiency to enable them to teach through the medium of English (Ibid: 58).

Based on the research findings, ELTDP recommended a feasibility study to be conducted in order to carry out the recommendations of the research. The proposed study is basically aimed at improving the level of education in Namibian schools (Ibidi: 8)

## **2.6 Conclusion**

In this chapter a review was presented of the literature related to the research area in general and the research question in particular. For the sake of understanding the present situation in the Namibian context in relation to the language policy the chapter unpacks the historical background in this regard. The history of language policy before independence reveals that the language was deliberately used as a tool of dividing the population and also excluded those who did not speak non-indigenous languages such as English, Afrikaans and German, from making progress in the academic world.

Looking at the history of language policy after independence, which regards English as a language of teaching and learning from Grade 4 and upwards as well as in the public life, one can conclude that a premature shift from mother tongue to English as a medium of instruction in rural areas may disadvantage learners since English is not part of their cultural package.

Based on current language policy in Namibia, the Education sector emphasised the promotion of functional literacy and the development of language. Hence teachers and learners are expected to develop and possess necessary competencies in English for the purposes of education as well as for public life. The English language is thus valued as the language of social mobility and education. Some researchers have however indicated that the Namibian language policy benefits only the privileged minority while the rural majority are being disadvantaged further in terms of coping with the demands of the curriculum.

The section on language and pedagogy emphasised that language is a crucial ingredient to learning. Through language we experience, internalise, and construct our own understanding. Limited skills in the language being utilised as the medium of instruction can undermine effective learning and teaching. The section indicated further that language development in the first language is seen as a crucial foundation to second language acquisition. It is believed that learners who reach CALP level in their mother tongue will subsequently be able to transfer this to their second language.

Research findings on the premature shift to English as a language of learning reveal that Grade 4 learners in rural areas are struggling to learn through the medium of English. This is due to the lack of exposure to English in a social context. Beside that, research on the English language proficiency of Namibian teachers reveals that most of those in lower primary schools in the northern Namibian regions (Oshana, Omusati, Oshikoto, and Ohangwena) do not have a suitable level of proficiency to teach through the medium of English or even to prepare learners for the transition to English as the medium of instruction. The study on English language proficiency has therefore recommended an

intervention on professional development in English language proficiency in order to bring about desirable changes in the classroom situation.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter describes and justifies the research design of the study. It begins by explaining the characteristics of the research tradition in which the study is located. The chapter discusses further how the research participants and research site were selected, and how instruments and procedures were used to collect; record and analyse the data. Validity, ethics and limitations are also discussed.

#### **3.2 Research design**

Creswell (1994:1) sees research design as the “selection of a topic and a paradigm”. I would rather see research design as the total plan of how the research project will be organised.

##### ***3.2.1 Research orientation***

The interpretive research orientation and qualitative method were adopted for this study. Furthermore the investigation was constructed as a case study. According to Macmillan and Schumacher (2001:396) interpretive research is underpinned by a constructivist philosophy that assumes “reality as a multilayered, interactive and shared social experience interpreted by individuals”. Since the purpose of the study is to understand rural Grade 4 teachers’ and learners’ feelings, experiences, perceptions and actions regarding the transition from Oshikwanyama to English as the medium of instruction, I found it appropriate to locate my study in the interpretive orientatio

##### ***3.2.2 Qualitative methods***

Very often qualitative methods go hand in hand with the interpretive approach. Maykut and Morehouse (1994:46) stated that in order to understand the world under investigation “people’s words, actions and products are used by qualitative researchers”.

I also opted to construct the investigation as a case study to enable me to understand rural Grade 4 teachers' and learners' words and actions and also to study documents in classroom settings.

### ***3.2.3 Case study***

Cresswell (1994:12) sees case study as a qualitative approach in which the researcher “explores a single entity or phenomenon bounded by time and activity”. Similarly Cohen, Manion and Morrison (2001:181) see it as a means of catching “the close up reality and thick description of the participants' lived experiences”. Hitchcock and Hughes (1995) also see a case study as a suitable research approach that can be used to test existing theory or practices in an everyday environment. They state further that a case study can be used to develop new theories or improve and evaluate existing professional practices. Similarly Cohen and Manion (1994:123) explain that case study recognises “the complexity and embeddedness of social truths”. They state further that case studies can represent some of the discrepancies and conflicts between view points held by participants. Because of the aforesaid characteristics of the case study, most especially its potential to reflect complex layered relationships within a bounded research site, I felt it was the most appropriate method for my study.

### ***3.2.4 Sampling***

Broadly the research participants in this study were rural Grade 4 teachers and learners in Namibia who teach and learn through the medium of English; for the learners Grade 4 is the first year in which they do this. My selection of participants and site was shaped by research questions and research goal. A purposeful and convenience sample was selected for the study. Some of the characteristics of a purposeful sample are described by Patton (1990:173) who describes purposeful sampling as a strategy of picking a small homogeneous sample with a purpose of digging deep for in-depth information about a particular sub group in a particular context. McMillan and Schumacher (2001:401) say that the chosen samples “are likely to be knowledgeable and informative about the phenomenon under investigation.” Typically, a convenience sample is when the sample is

selected on the basis of some constraints such as location, time and cost. Because of the time frame of the study and location I have chosen a school which is near to my duty station and also located in a rural context. In addition, I am on good terms with the principal and teachers of the selected school.

I selected two Grade 4 teachers to be interviewed and a group of six learners from each of their Grade 4 classes for a focus group interview. I found it relevant to balance the gender, therefore, one male teacher and one female teacher among three Grade 4 teachers available were chosen for interviews and classroom observation. For ethical reasons, I gave the teachers the pseudonyms Keulukuwa Nauyoma and Shikulo Kapuka for Grade 4 (A) and (B) respectively. Learners whose written work was presented in Chapter 4 were also given pseudonyms. Each group of six learners per class consisted of three boys and three girls. In addition, all selected learners and teachers, including myself, speak Oshikwanyama as our first language. This was done purposefully in order to facilitate the conversation particularly during the interviews.

### **3.3 Data collection**

This section describes how and why a particular instrument was used to collect data.

Instruments used were:

- Semi structured interviews
- Observation
- Document analysis

#### ***3.3.1 Semi structured interviews***

Patton (1990:278) says that the purpose of interviewing is to find out “what is in and on someone else’s mind” i.e. feelings, experiences, intentions and perspectives that are attached to the area and purpose of the investigation. Prior to the interviews I prepared semi-structured interview schedules for both Grade 4 teachers and learners. I handed them to my supervisor for moderation. Thereafter, I adjusted some questions to fit the purpose of the study. (see appendix 1A&B). I then piloted the questions as discussed below.

### ***3.3.2 Pilot interviews***

According to Anderson (1990:11) the rationale behind a pilot study is to “test the procedures and techniques to see whether they work satisfactorily”. Thereafter alternatives could be sought in order to avoid irrelevant research. I consequently conducted a pilot study interviewing one Grade 4 teacher and one group of six Grade 4 learners (three boys and three girls) all from a school other than that selected for the study. I transcribed and translated the interviews (see appendix 2A&B) and used feedback from my supervisor to make some adjustments, particularly with regard to probing.

### ***3.3.3 Interviews***

The interviews for both Grade 4 teachers and learners were conducted in Oshikwanyama, the mother tongue for both parties (interviewer and interviewees), and tape recorded, transcribed and translated into English (see appendices 3,4,5,6,7 & 8). Patton (1990:228-229) argued that it is “impossible to understand another people’s culture without understanding their language” because people have different words and phrases to describe different situations. I therefore found it essential to conduct the interviews in Oshikwanyama, in which both parties expressed their ideas freely and asked questions for further clarity.

Maykut and Morehouse (1994:95) explained that:

Since the purpose of the qualitative research interview is to gain deep understanding of the interviewee’s experience and perspective, using probes effectively is an important research skill.

I therefore asked questions in sequence as they appear in the interview schedule. However, probing questions were determined by participant responses. Even though the proceedings of the interviews were tape recorded, which enabled me to keep track of ideas and major points that related to my research questions and this allowed me to probe. I used two types of probes that Patton (1990) identified i.e. elaboration probes by

encouraging the interviewee to tell me more and clarification probes by asking them for clarification on unclear responses.

### **3.4 Observation**

I also used observation as one of the data collection instruments. As a non-participant observer, I worked together with another non-participant observer (an administrative head for Lower Primary Phase at Keshe Combined School). I opted to have a helping hand because she would be able to catch things I might miss and provide an alternative point of view.

According to Maykut and Morehouse (1994:73) in qualitative research, field notes contain what has been “seen and heard by the researcher without interpretation”. Similarly Merriam (2001: 96-97) sees observation as a helpful strategy for understanding an “ill defined phenomenon”. Merriam suggests a checklist of elements likely to be observed in any setting such as:

- Characteristics of physical settings
- Activities or interactions
- Conversations and subtle factors

The way we took notes was therefore informed by the aforementioned characteristics of qualitative research. We used an observation schedule, which allowed us to write down what happened in the classroom setting i.e. the exact words and actions. We observed five lessons per class for 80 minutes per lesson. The first two lessons were not analysed. The reason behind this was to familiarise myself with the situation and also to build a relationship with the learners and teachers. (see appendices 9 & 10 for the information notes.)

Initially my intention was to conduct the stimulated recall interview immediately after the lesson but due to the time factor, I could not do that. However, I managed to do the stimulated recall some weeks after the lesson, in which I was able to probe for further clarity on selected issues about the observed lessons.

### **3.5 Document analysis**

According to Merriam (2001:112) documents include “visual and physical materials relevant to the study at hand”. I therefore reviewed documents used and found in the classroom settings, for instance, the syllabus for Environmental Studies (Grade 4) and the Policy Guide for the Lower Primary phase. With permission from the teachers and learners, I made copies of learners’ work; examples of continuous assessment tasks (see appendix 11 and figures 2-15 for examples of these documents). With permission, I took photos of the classroom environment that I used later in the data analysis. These documents provided me with insights by providing links in understanding the ideals and practical situation of how Grade 4 teachers experience and handle the transition from Oshikwanyama to English as the language of teaching and learning.

### **3.6 Data analysis**

This section describes the process of data analysis, which embodied organising, analysing and interpreting data.

Merriam (2001:178) sees data analysis as “a process of making sense out of data which involves consolidating, reducing and interpreting what people have said and what the researcher has seen and read.” This implies the relevant steps that researchers should follow in order to present the findings of the study.

McMillan and Schumacher (2001:462) defined qualitative analysis as “a relatively systematic process of selecting, categorising, comparing, synthesising and interpreting to provide explanations of the single phenomenon of interest.”

They stated further that qualitative data analysis varies widely depending on the purpose, data collection strategies and models of qualitative inquiry. This case study involves the collection of data from semi-structured interviews, observations, and document analysis of the two main groups of participants i.e. Grade 4 teachers and learners at Keshe Combined School. The process of the analysis was dictated by the research goal and research questions. I therefore found it relevant to employ what Macmillan and

Schumacher (2006:461) called analytic styles namely “discovery analysis, coding topics and categories and pattern seeking.”

Data analysis was an ongoing process from the beginning of the study. Immediately after the interviews, I transcribed and translated them from Oshikwanyama into English then I read them over several times. After observation, I also read the lesson observation scripts and collected documents. At this stage I applied the “discovery analysis” mode by summarising relevant information from the interviews and observation and exploring the literature. This helped me to identify similarities and the differences.

I went on and identified the emerging topics and recurring patterns which McMillan and Schumacher (2001:466) called “interim analysis”. I used colour coding to sort out recurring feelings, views from interviews, actual teaching and learning interactions and relevant documents. Put simply, I triangulated in order to cross check among the data sources. I used a table to compare the interview responses for Keulukuwa Nauyoma and Shikulo Kapuka and for two groups of Grade 4 learners. I also used a matrix to compare actual and ideal teaching and learning processes. This is what Merriam (2001:159) calls “consistent comparative” and describes it as a comparison of a particular incident across the data.

Sorting of categories was determined by the research questions, interview guide, relevant literature and what emerged from the data. In other words, some categories are predetermined while others emerge from data. For the sake of making sense out of the collected data, I presented the findings under the following categories:

- Teachers’ views on teaching through English as a medium of instruction.
- Teachers’ feelings on the development of first language Oshikwanyama and second language (English).
- Teachers’ perceptions on language policy and learning with understanding.
- Strategies that teachers use to develop learning with understanding.
- Learners’ views on learning through English as a language of learning.

- Teachers' reflections on assessment and transfer policy.

Since the purpose of the study was to understand lived experiences and perceptions of rural Grade 4 teachers and learners regarding the transition from Oshikwanyama to English as the medium of the instruction, I found it appropriate to discuss findings by making links to raw data, literature and descriptive data. The purpose was to make sense of and understand the investigated phenomenon.

When presenting the analysis in Chapter 4 and 5, quotations from the data obtained by means of interviews, are given in the English translations so as to make them accessible to a wider readership.

### **3.7 Research ethics**

Stake in Denzin and Lincoln (2000:447) sees qualitative researchers as “guests in the private space of the world”; in the light of this view, a number of ethical and moral issues were considered in the course of this study. This section therefore focuses on the ethical aspects that I dealt with as a quest in the private world of the research participants such as gaining access, informed consent, anonymity and confidentiality.

#### ***3.7.1 Gaining access***

Firstly, I wrote a letter to the Inspector of Education, Pangeiko (pseudonym), to request permission to conduct research at one of the schools under his jurisdiction. I did this in advance (see appendix 12).

Before commencement of the study I also engaged in a verbal conversation with Pangeiko as my supervisor, whereby I explained the purpose of the study, proposed research participants and the methods to be used to collect data. Eventually, I was granted permission to enter the research site. (see appendix 13).

### ***3.7.2 Informed consent***

For ethical and acceptability reasons, I wrote letters to the principal and Grade 4 teachers of Keshe Combined School. In these letters I indicated the purpose of the study and the methods to be used to collect data. Also, consent letters for the non participant observer and Grade 4 teachers and learners (whom I interviewed) were issued to them to sign in order to formally indicate that they participated in this study. (see appendices 14, 15, & 16). The principal granted me formal permission to conduct the study according to my proposed schedule. (see appendix 17)

### ***3.7.3 Anonymity and confidentiality***

McMillan and Schumacher (2001:421) indicate that qualitative researchers have “a dual responsibility” in terms of assuring the confidentiality and protection of privacy. This implies that information provided by research participants should not reveal their identity. Put simply pseudonyms for the research site and research participants are recommended in qualitative research. Thus, to ensure anonymity and confidentiality I used pseudonyms to refer to the Grade 4 teachers, the non participant observer and the Inspector of Education. I also used general terms such as Grade 4 learners and principal.

During the interviews, I firstly introduced myself with the purpose of building rapport with the research participants. Thereafter, I unfolded the purpose and the guidelines of the interview whereby I requested permission to tape record the conversation. In addition, I informed the research participants that they were volunteers therefore they had the right to terminate their participation at any time without being penalised.

## **3.8 Validity**

McMillan and Schumacher (2001:407-408) see validity as the degree to which the explanation of a phenomenon matches the realities of the world. They further claim that qualitative researchers prefer to use multiple strategies to enhance validity. Some of these strategies are multi-method strategies, participant language verbatim account, low–

inference descriptors, member checking and participant review. The following is a brief description of each procedure employed.

### ***3.8.1 Triangulation***

To enhance validity as well as to build trust I used triangulation, which Patton (1990:467) sees as a “comparison and cross-checking of the consistency of information such as, perspectives, written evidence, oral responses and actions derived from different data collection instruments”. In order to validate the findings of the study I therefore used semi-structured interviews, observation and document analysis.

### ***3.8.2 Member checking***

To ensure accurate information I shared the interview transcripts with the interviewees particularly the selected Grade 4 teachers at Keshe Combined School. This allowed me to understand and verify some of the issues. Forms on verification of interviews were signed by interviewees. (See appendix 18). In addition I quoted the participants’ views in order to let their words and actions to speak for themselves. As has already been mentioned, these views are presented in English, but the Oshikwanyama transcripts are made available as appendices.

### ***3.8.3 Non participant observer***

As I indicated earlier, to increase validity I requested the Head of Department of Lower Primary at Keshe Combined School to assist me with recording what happened during the classroom observation.

### ***3.8.4 Language used during the interviews***

For the sake of facilitating the verbal communication process, interviews were conducted in a language in which both parties [interviewer and interviewees] were comfortable in expressing their views, sharing their experiences and asking questions for further clarity, which is Oshikwanyama.

### **3.9 Limitations**

The number of research participants might not represent the exact picture of rural grade 4 teachers and learners in the Oshana region in terms of experiences, perceptions and classroom practices. However, the triangulation strategies used is an attempt at minimising the possible limitations.

Anderson and Arsenault (1998) see internal validity that is using multiple data sources, as a “strong argument in favour of the case study because it forms a chain of evidence”. I hope the data collected provided answers to the research questions.

### **3.10 Conclusion**

In this chapter, I present how I dealt with different aspects regarding the methods and instruments used to collect data and how validity threats and ethical aspects were dealt with. I indicated that data was collected by means of interviews, classroom observation and document analysis. Levels of data analysis such as discovery analysis, coding topics and categories, pattern seeking and constant comparatives were presented and discussed.

The next chapter focuses on the presentation of findings revealed by interviews, observation and documentary analysis.

## **CHAPTER 4**

### **PRESENTATION OF FINDINGS**

#### **4.1 Introduction**

This chapter presents the data obtained from the interviews, classroom observation and document analysis. As described in the previous chapter, the sample comprises of two rural Grade 4 teachers and their learners. Firstly, I start by presenting a contextual analysis of the research site and research participants. The reason behind this is to familiarize the reader with the research site. Thereafter, I present the findings that are linked to the following research questions:

- How do Grade 4 teachers and learners experience the transition year i.e. to shift from Oshikwanyama to English as a medium of instruction?
- In these circumstances what strategies do teachers use to develop learning with understanding?

Findings are presented under the following headings:

- Contextual analysis of the target school and teachers
- Teachers' views on teaching through the medium of English
- Teachers' feelings about language development in the Lower Primary Phase
- Teachers' perceptions on language policy and learning with understanding
- Teachers' reflections on continuous assessment and the transfer policy
- Learners' voices on learning through the medium of English
- Matrix of indicators of ideal and actual strategies intended to develop learning with understanding
- Narrative description of strategies that teachers used to develop learning with understanding

As stated in chapter three some categories were pre determined by the interview questions while others emerged from the data.

## **4.2 Contextual analysis of the target school and teachers**

This section presents contextual information about the target school and the two Grade 4 teachers who participated in the study. For the sake of maintaining the ethical principles of anonymity and confidentiality, I used pseudonyms and general nouns to refer to research site and research participants.

### ***4.2.1 Contextual analysis of Keshe Combined School***

The study took place at Keshe Combined School. It is a rural school, which is situated in Oshana region in northern Namibia. Keshe is one of the oldest schools in Oshana region. It was established in 1968. There are 28 teachers, two heads of departments, two principals and 978 learners. The school ranges from Grades 1 to 10. Oshikwanyama is the medium of instruction from Grades 1 to 3 and English is taught as a subject. From Grades 4 to 10 English is the medium of instruction while Oshikwanyama is taught as a subject. The school has 25 classrooms, 2 sheds, one computer room and 12 pit latrines. It also has access to piped water and electricity. In addition, the context in which the school is situated is a monocultural context. In other words, it is characterized by commonalities in terms of mother tongue, which is Oshikwanyama. Religion and other cultural complexities, for instance, economic activities are also similar.

### ***4.2.2 Professional profile of Grade 4 teachers***

The table below presents the professional profile of the two Grade 4 teachers, Keulukuwa Nauyoma Nauyoma and Shikulo Kapuka, who participated in the study.

**Table 1****Matrix 4.1 Professional profile of Grade 4 teachers at Keshe Combined School**

TEACHER	SEX	ACADEMIC AND PROFESSIONAL QUALIFICATIONS	AREA OF SPECIALIZATION	TEACHING EXPERIENCE	CURRENT STUDIES
Keulukuwa Nauyoma	F	STD 10 + BETD In-service programme	Lower Primary (major) Social studies {minor}	18 years	None
Shikulo Kapuka	M	STD 10 + BETD pre – service programme and FDEM	Lower Primary (major) Social studies (minor)	7 years	None

**Acronyms**

- STD** – Standard
- BETD** – Basic Education Teacher Diploma
- FDEM** – Further Diploma in Education Management

**4.2.3 The context of Grade 4 classrooms**

The Grade 4 classrooms observed are in the same block, the oldest block at Keshe Combined School. In each Grade 4 classroom there is a chalkboard and cupboard for storing teaching and learning support materials such as textbooks and exercise books. In both classes desks and chairs are arranged in groups to allow learners to sit and work together when it comes to group work or pair work. In Keulukuwa Nauyoma Nuuyoma's classroom only a timetable, the Lord's Prayer and a class list are displayed on the wall. Shikulo Kapuka also displayed a timetable and a class list, and in addition, the Namibian map and a calendar. All the Grade 4 classrooms are rather dilapidated because there are cracks all over the walls, windows are broken, ceilings are hanging down and some have already fallen off. Looking at the classroom contexts one can realize that little has been done in terms of creating a productive learning environment in order to make learning interesting and fun. The National Policy Guide for the Lower Primary Phase suggests that

in a well managed classroom with visual and written materials on the walls learners can learn better because they can see the same thing over a length of time. This can make it easier for them to remember and understand (Namibia. NIED, 2004). However, there are no display boards in these classrooms and this can also make it difficult for the teacher to make displays.

Figure 2 and 3 Displays Grade 4 learners busy with group work and materials displayed on a ceiling respectively

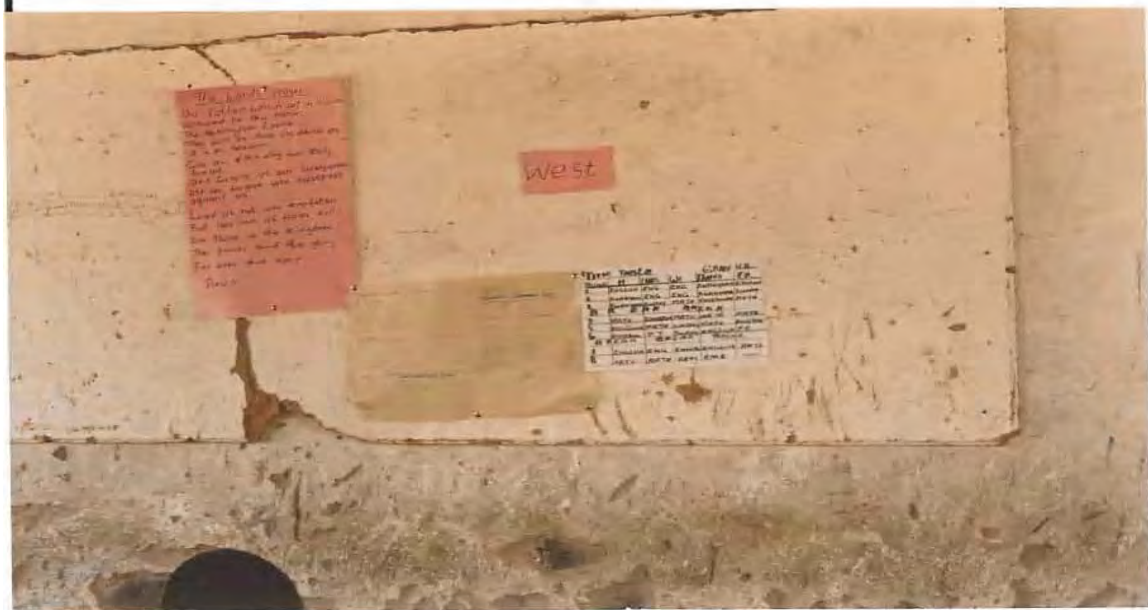


Figure 4 The calendar displayed in Shikulo Kapuka's classroom

Figure 5 (below figure 4) Keulukuwa Nauyoma helping learners with group work



### 4.3 Teachers' views

#### 4.3.1 Teachers' views on teaching through English as a medium of instruction

The two teachers were asked to express their feelings on teaching Grade 4 through the medium of English. Keulukuwa Nauyoma felt that ideally it is good to teach through the medium of English, as it is the official language and it is important for the job market. She indicated that English is meant to unite all Namibians and link them to the outside world. However she revealed that the practical side of using English in Grade 4 is not easy due to language limitations from both the learners' and teachers' side. Keulukuwa Nauyoma described the situation as follows:

*Oh! It is not easy. Even though learners are willing to learn the English language it is always a problem. However, at the beginning of the academic year, I told them that English is important and I encouraged them to work hard in order for them to pass Grade 4.*

Shikulo Kapuka pointed out that from an LCE perspective, teaching rural Grade 4 classes through the medium of English is not an easy task. He explained that in LCE learners are expected to be active participants in the learning process. He stated further that learners are expected to talk and write about their learning tasks. He further revealed that the target language of learning (i.e. English) makes it difficult for effective learning to take place. Therefore, to him learning through the medium of English is still a dream because some of the learners do not even know how to read and write in the target language.

Shikulo Kapuka described the situation:

*It is not an easy task to teach Grade 4 learners in the sense that the LCE policy encourages the active participation of learners during the learning process which is still a dream. It is a dream in the sense that Grade 4 learners are unable to express themselves in English. Such a situation is frustrating; it forced me to apply a teacher centred approach as well as to switch to Oshikwanyama as an alternative to enable my learners to know the key ideas of the learning content.*

Looking at teachers' views one can understand that rural Grade 4 teachers are struggling to deliver quality education and carry out the desired learning outcomes of the curriculum. This was evident in the lessons observed whereby spoken and written

language appeared as problematic for learners to contribute to the construction of knowledge.

#### ***4.3.2 Teachers' feelings on language development in the Lower Primary Phase***

Both teachers felt that literacy skills are the most important aspects of teaching and learning in the Lower Primary phase. If learners are competent in both first and second languages then they will stand a good chance of achieving the required basic competencies in all subjects. Teachers stated further that Grade 4 learners' English language proficiency is not at a good enough standard to allow them to participate fully in the learning process. They said that they have noticed that little has been done in terms of developing functional literacy from Grade 1 to Grade 3. They also said that they have noticed that the language development at Lower Primary level is questionable. Besides that, the respondents also claimed that most of their Grade 4 learners do not even master their first language skills, especially the reading and writing components. However, according to them learners who mastered their mother tongue are more likely to do better in content subjects as well as in English second language. For instance, they can respond to simple questions and classroom instructions, read and do factual writing such as spelling and filling in missing words. But when it comes to creative writing and role plays in English, Grade 4 learners always have difficulties in expressing their ideas because they do not have words to do so.

Shikulo Kapuka pointed out that:

*My Grade 4 learners do not have sufficient English vocabulary and their language skills are not yet at the required standard to allow them to carry out their expectations in Grade 4. Some learners do not even know how to read and write in Oshikwanyama, do you think they would be able to read and write in English?*

When I asked him why learners' language level is so low even though they have been learning English as a subject right from Grade 1, Shikulo Kapuka responded as follows:

*Maybe what they have learned in previous grades is not sufficient to allow them to cope with the transition. One can also say that maybe Grade 1 to 3 teachers have failed to address the required English basic competencies. On the other hand, the environment is also a contributing factor. Do you know what? In the village our children are not exposed because televisions and newspapers are scarce. Therefore, it is difficult for our learners to acquire English language skills immediately.*

According to Keulukuwa Nauyoma the issue of poor literacy in all languages becomes a major concern for the Lower Primary Phase. Even though the issue has been discussed several times during Lower Primary meetings, the situation remains the same. Keulukuwa Nauyoma pointed out that:

*I complain during formal or informal Lower Primary meetings that some Grade 4 learners do not reach the required basic competencies in Oshikwanyama. However, the importance of Oshikwanyama has been explained several times. This has been done during the morning assembly whereby all teachers and learners do the morning devotion. In most cases, learners are encouraged to take Oshikwanyama seriously right from Grade 1 in order to boost their Grade 10 and 12 results. It has been explained to them that good points in both Oshikwanyama and English would be an advantage for them to enter the institution of high learning.*

Apart from lack of exposure to English language, teachers were asked if there are other contributing factors to poor literacy in both languages particularly during the teaching and learning process. The following emerged: both teachers revealed that poor English language proficiency of Lower Primary teachers is one of the contributing factors to poor literacy in English. Once again they also revealed that they have difficulties in teaching languages, due to lack of suitable methods and techniques of teaching languages. They indicated further that they themselves are not confident of making the textbook language clear to their learners, Shikulo Kapuka said:

*You know I am not talented in teaching languages therefore I found it difficult to simplify the textbook language in order for my learners to understand the message.*

Based on teachers' responses regarding language development in the Lower Primary Phase, it seems that poor literacy in both languages is a major concern with regard to

meaningful learning. To them creativity and learning with understanding are also limited due to inadequate basic competencies in English as a medium of instruction.

#### ***4.3.3 Teachers' perceptions on language policy and learning with understanding***

This section presents teachers' views on language policy and learning with understanding. Both teachers indicated that they normally assigned oral and written assessment activities in order to determine learners' understanding. For the sake of promoting learning with understanding, they prefer to use several strategies such as code switching to explain the key concepts; they also use pictures and concrete materials, role plays, peer teaching and compensatory teaching especially when it is necessary. To facilitate the process of learning with understanding, teachers prefer to write short summaries for learners to copy and learn further. However, this is difficult for learners with poor reading and writing skills. For instance, some learners can say a correct answer but when it comes to writing it is always a problem.

Keulukuwa Nauyoma explained the situation:

*Maybe I ask a question such as mention three types of transport. Some learners write like this [she wrote the words on paper] *bysikol* (bicycle) *aeloplein* (aeroplane) and *loli* (lorry).*

Teachers were asked to explain how they interpret the language policy for the sake of learning with understanding. Both teachers revealed that apart from language syllabi, they have never seen the language policy document. This also became apparent when I held an informal chat with Acting Principal at Keshe Combined School. The Acting Principal also indicated that they do not have a language policy document at their school. However, teachers had indicated that the school has an unwritten policy on how English language development should be promoted amongst teachers and learners. This is normally done by means of practicing the spoken language during staff meetings, morning assembly and classroom interactions. But it is also a norm to use both languages in order to accommodate non-teaching staff especially the cleaners.

Keulukuwa Nauyoma described the situation as follows:

Any how there is a rule which says once you enter the school gate forget about Oshikwanyama. The rule says that we must speak English everywhere in the classroom during break time, during morning assembly, in the staff meetings and also at the playground. The purpose is nothing else rather than to improve teachers' and learners' English communication skills. Well, senior primary and junior secondary teachers are okay. I could see the difference. Mh, when it comes to lower primary teachers and learners I could hardly see the difference. Therefore during staff meetings most of the lower primary teachers are likely to be silent

According to Shikulo Kapuka the situation is uncontrollable because of poor English proficiency among Lower Primary teachers and learners. Once again, Lower Primary teachers and learners are all Oshikwanyama speakers; therefore, it would be difficult to speak English all the time. Both teachers felt that even though the reason behind the school's English language policy is to promote language proficiency for the learners to learn with understanding, the situation is still an ideal due to improper implementation of the policy and lack of controlling measures on the side of school management.

Once again teachers were asked to express their thoughts on what they consider as challenges which can hamper learning with understanding. In their responses they identified the following factors as challenges which prevent the realization of learning with understanding in Grade 4.

- Lack of parental involvement in educational affairs
- Alcohol abuse by parents and guardians
- Too much domestic work that learners must do before and after school hours
- Irresponsible parents and guardians
- Poor English language proficiency
- Poor teaching techniques and strategies
- Misinterpretation of the curriculum
- Lack of in-service training
- Shortage of textbooks
- Poverty

Amongst these challenges, teachers see poor English language skills amongst teachers and learners as the biggest challenges.

Shikulo Kapuka said:

There are many challenges like poverty, irresponsible parents and guardians and so on, but in my opinion I see poor English language skills among teachers and learners as the biggest challenge. You know, if I am not confident in the language being used as a medium of instruction then the possibility of learning with understanding would be unclear.

Keulukuwa Nauyoma expressed her concern that:

There are many challenges. For instance the issue of parental involvement in educational affairs is not valued in our rural communities. In most cases, children are being tasked to do a lot of domestic work such as pounding mahangu, looking after cattle, collecting firewood, etc. This means that our learners have no time to do their homework or to read their summaries. Some parents are literate in Oshikwanyama but they have no time to help their children. Instead they spent a lot of time at the cuca shops. Alcohol is also one of the challenges because most parents and guardians are no longer responsible in terms of how to bring up their children in a right way.

From these findings teachers felt that there is a need to improve the situation. Hence, they suggested in-service training on English language proficiency to be introduced. Once again they also felt that parents need to be encouraged to value the education of their children by means of story telling for the sake of improving their listening skills.

#### ***4.3.4 Teachers' reflections on continuous assessment and the transfer policy***

This section describes teachers' reflections on how they see the interpretation of continuous assessment and the implementation of the transfer policy at Lower Primary phase. Two interesting themes that emerged from the interviews are continuous assessment and the transfer policy. According to the Pilot curriculum, the purpose of continuous assessment is to assess learners' progress and achievement in order to get a reliable picture of each learner in terms of achieving the basic competencies of the syllabus and life skills competencies. In terms of the transferring policy the Pilot curriculum states that if a learner fails twice in the Lower Primary Phase or an overage learner fails a particular grade, he/she should be transferred to the

next grade (Namibia, NIED, 1996: 31). Alternatively construed, under normal circumstances (an abnormal circumstance would, for example, be where a child, due to illness fails to complete the academic year) over age learners must complete the Lower Primary phase within a maximum period of four academic years and other learners within a maximum period of five academic years. The only exception to this general rule is also stated in the pilot curriculum which stipulates that:

Nearly all learners will progress through grades 1 to 7 without repetition. Only in cases where the class teacher/teaching team in consultation with the principal and parents are absolutely convinced that a learner would definitely not benefit from progressing to the next grade, should a learner be held back and receive compensatory teaching towards promotion the next year. (Nmaibia, NIED, 1996:36)

As stated earlier, continuous assessment as an integral part of the learning process and the transfer policy are seen as interesting themes that emerged from the interviews. Teachers were asked to explain why some of the Grade 4 learners are struggling to read and write in both languages. Both teachers felt that the principle of continuous assessment and transfer policy are not well handled in the Lower Primary phase. This appeared as problematic because learners are transferred or even promoted without achieving the required basic competencies of the syllabus.

Keulukuwa Nauyoma argued:

Madam, reading and writing in English are major problems and I don't want to blame anybody rather than the educational planners who introduced the transferring policy for failures. Do you know what? Before independence we were not transferring learners like that without achieving basic competencies in reading in all languages being taught at a particular school.

Both teachers also see the issue of continuous assessment as problematic in the sense that learners' performance often does not reflect what is indicated in their school progress reports. Shikulo Kapuka described the situation:

Only half of the Grade 4 learners reached the required basic competencies in Oshikwanyama others are partly achieved basic competencies in Oshikwanyama others are partly achieved especially in reading but in writing they are still struggling. The last groups are those who don't know how to read and write at all. Maybe these issues of continuous assessment and compensatory teaching need special attention in order to avoid unrealistic

promotions and unnecessary transferring of incompetent learners to the next grades.

Similarly Keulukuwa Nauyoma also felt that it may be that Grade 1 to 3 teachers failed to handle continuous assessment consistently. She indicated further that some learners' school progress reports reflect good grades such as B and C in languages or in other subjects but in reality a learner's actual performance is often contrary to what is indicated in his/her school progress report. She therefore felt that the issue of conducting continuous assessment at the Lower Primary Phase needs to be questioned.

According to the respondents, it seems that the rationale of the aforesaid concepts (i.e. continuous assessment and transferring policy) is not clear to the Lower Primary teachers. To them teachers seem not to have clear guidelines to determine the overall picture of learners' scholastic achievement. As a result, promotion at the Lower Primary Phase is also not accurate.

#### **4.4. Learners' voices on learning through English as a language of learning**

This section provides the responses (words, thoughts and experiences) of Grade 4 learners on learning through the medium of English. The responses are reported under the main questions that were asked.

##### ***4.4.1 Learners' experiences of learning in mother tongue as a medium of instruction***

Learners were asked; how they experienced being taught in Oshikwanyama. Both groups, Group A from Shikulo Kapuka's class and B from Keulukuwa Nauyoma's class (refer to section 3.2.4 of the methodology chapter for selection criteria) indicated that learning was enjoyable because Oshikwanyama is their mother tongue. To the learners learning was easy and fun in their home language because they were free to ask questions for clarity, answer questions with confidence, read with understanding and participate in group discussions. Group B indicated that English was also easy when they were in Grade 3 because they only dealt with short reading texts, spelling tests and filling in missing words as well reciting poems. In addition, Group A mentioned that learning was only difficult to those learners who were struggling to

read and write well in Oshikwanyama. This is a possible indication that apart from the language factor, learners are not given enough challenging work in Grade 3 to prepare them for Grade 4.

#### ***4.4.2 How learners experience learning in Grade 4***

Group A showed the common feeling that English is not their language and they do not speak it regularly. Learning is therefore difficult for them because in most cases they only came to grasp the message of the lesson once a teacher switches to Oshikwanyama for translation or for explaining difficult words. The following are learners' voices:

- *Being in Grade 4 is not easy because we only come to understand the lesson once our teacher translates it.*
- *Writing in English is always a problem because in most cases I can say the answer but to write it I am always struggling.*
- *English is not our language and we don't speak it all the time.*

Group A indicated further that they found it easier to answer oral questions rather than writing them. However, they also revealed that English is an important language and they want to be fluent in English in order for them to join the job market in the future.

Group B said that they wished to be taught in Oshikwanyama because they do not know how to speak and write in English. Therefore, learning is not enjoyable. However they also see English as an important language, which would enable them to communicate with non-Oshiwambo speakers.

#### ***4.4.3 What teachers do to help learners to cope with learning in Grade 4***

Both groups had similar responses. According to the learners, teachers use several ways to facilitate learning. Such as:

- Writing summaries for learners to copy and learn
- Code switching
- Peer teaching
- Initiate bilingual dictionary

Learners also indicated that their teachers translate test and exercise questions into Oshikwanyama in order for them to know their expectations. However they said that they write their answers in English even though it is not easy to do so.

#### ***4.4.4 Problems experienced in learning through the medium of English.***

Both groups indicated similar experiences. All interviewees see speaking, writing, and understanding, the meaning of English words as major problems that prevent them from enjoying learning. Some learners from Group A expressed their concerns as follows:

- *English words are too difficult for me.*
- *I only know how to read English but I find it difficult to understand what I read.*
- *We may not improve our English easily because even our teachers like to speak Oshikwanyama in all lessons.*
- *Textbooks are not enough there is only one book per group.*

Learners indicated further that since their speaking skills are not well developed, they found it difficult to ask questions in English for clarity, to do role plays, drama and dialogues. All learners felt strongly that writing in English is a challenge to them simply because they are struggling with poor vocabulary and spelling at the same time. They also pointed out that creative writing is the most difficult task because teachers usually expected them to come up with their own ideas.

Learners were also asked to mention what subjects they find easier to learn through the medium of English. Both groups see Mathematics and Environmental Studies as easy subjects. To them mathematics is easy because they only dealt with numbers and it contains only a few English words. Environmental Studies is also better because the ideas are familiar and their teachers write short summaries that are easier to memorise for a test. Once again they are also familiar with some pictures in the textbook of Environmental Studies. Learners also found English reading lessons easier in the sense that they learn from one another. However, they also mentioned that some learners are still struggling to learn how to read in English as well as in Oshikwanyama.

#### ***4.4.5 How Grade 4 learners experience group work and pair work.***

Co-operative learning is one of the favoured strategies in the LCE approach. Co-operative learning requires learners to share their experiences through talking to one another in order to solve a problem related to a given task. Both groups indicated that when group work or pair work is assigned to them, their teachers usually encourage them to discuss their answers in English which is difficult for them because of language limitations. Even though they struggle to write their answers in English, they usually discuss the given tasks in Oshikwanyama. However, they also mentioned that their teachers assist them when they have difficulties in writing certain words. Once again, some learners see group work as a responsibility for few learners especially the knowledgeable ones. According to them most of the learners are always quiet and never contribute to group work. One learner from group A expressed her concern as follows:

It is only group leaders and a few learners who like to write the answers for group work. Our teachers used to encourage us to take turns but some learners don't like to write or speak when we are busy with group work.

Group B expressed its experiences as follows:

- Some learners like to keep quiet and they don't like to say anything.
- Only those learners who know how to write English write everything in all subjects.
- Some learners like to play while others are busy with the discussion.
- Our teacher likes to mark our exercise books while we are busy with group work however, when we are making noise he can walk around to maintain order.

From the above mentioned it becomes clear that Grade 4 learners in rural areas are struggling to learn through the medium of English. It seems that to them learning with understanding is still an ideal due to language limitations.

#### **4.5 Strategies that teachers use to develop learning with understanding**

This section deals with the strategies that teachers perceived as supporting of learning with understanding. These strategies basically emerged from the interviews and instances of classroom observation. The section also presents the findings from documents such as learners' work, wall displays and other relevant documents.

The matrix below presents the perceived and actual strategies that teachers employ to promote learning with understanding. Besides that, ideal teaching and learning processes which are derived from analysed documents are also part of the matrix. The purpose is to compare, the ideal, perceived and actual learning processes. Narrative description of each strategy is also presented. Written work and actual voices are quoted exactly as presented by the participants. The first column of the matrix indicates the perceived and actual strategies collected from interviews and classroom observations. The second column presents the indicators of the ideal strategies collected from documents while the third column presents the indicators of actual strategies collected from classroom observations.

**Table 2**

**Matrix 4.2 Indicators of ideal and actual strategies which are meant to develop learning with understanding**

<b>DESCRIBED BY TEACHERS</b>	<b>INDICATOR OF WHAT SHOULD HAPPEN IN THE CLASSROOM</b>	<b>INDICATORS OF WHAT ACTIVITIES IN THE CLASSROOM</b>
1. Reference to learner's previous knowledge.	Pilot curriculum states: The section of learning process is each learner's existing knowledge, skills, interests and understanding derived from previous experiences (Namibia. MEC.1996:25)	Both teachers used oral questions to determine learners' previous knowledge. They preferred to do this at the beginning of the lesson.
2. Methods that ought to promote learning with understanding.	Curriculum for the Lower Primary phase indicates that: a broad range of assessment procedures should be used such as practical tasks, observational techniques, informal questioning, discussions and peer assessment. (Namibia, Ministry of Education 2005:9)	Both teachers used oral questioning, observational techniques, group discussion and written work. Assigned written work and oral questioning were mostly dominated by factual questions. However, teachers also attempted to assign tasks that

		were meant to promote creativity and independent thinking.
3. Suitable learning activities	<p>National Standard and Performance Indicators for Schools in Namibia emphasise that:</p> <p>The choice of teaching approaches (tasks, activities, resources and homework) should be varied, suitable to the learners, based on earlier learning and provide for sound learning in the topic. In the other words learning activities are expected to reflect lesson objectives and basic competencies. Listed in subject syllabi. (Namibia, MoE, no date).</p>	<p>Variety of learning activities were observed such as:</p> <ol style="list-style-type: none"> <li>1. Reading (individual and whole class reading)</li> <li>2. Creative writing</li> <li>3. Formulation of sentences by looking at pictures.</li> <li>4. Group discussion</li> <li>5. Practical activity: learners participated in an election for class representatives.</li> </ol>
Class room language.	<p>Curriculum for Lower Primary phase suggests:</p> <p>Varied teaching methods should be used to create a language rich oral environment by facilitating the learners in sharing ideas, thinking aloud, explaining, asking questions, talking to each other to solve problems, reading aloud and presenting their work to the class. However code switching with home language /first language is recommended in the transition year.</p> <p>(Namibia, MoE , 2005:5)</p>	<ul style="list-style-type: none"> <li>• Teachers applied code switching methods to explain and translate lesson content.</li> <li>• Learners struggled to express themselves orally by using only one word.</li> <li>• Most learners were quiet</li> <li>• Group discussion done in vernacular; however learners attempted to write their findings in English.</li> </ul>

5. Giving Summaries		Short summaries based mainly on factual information were given to the learners.
6. Integration of Learning support materials	Pilot curriculum suggests: effective learning and teaching are closely linked to the use of materials (examples: textbooks, posters, charts), Media (examples: radio, newspapers, audio cassettes, films). (Namibia, MBESC: 1996:2)	Both teachers' used poster and few textbooks that is available to facilitate learning.
7. Reading across the curriculum.	The Curriculum for the Lower Primary phase suggests the idea of reading across the curriculum. It stresses the development of vocabulary and concepts in language and reading with vocabulary used in other subjects. (Namibia, MoE, 2005: 32)	Individual and whole class readings were observed in Environmental studies lessons for both teachers.
8. Wall display	<i>National Policy Guide for Lower Primary Phase suggests that all Lower Primary classrooms in Namibia should have the following 13 items on their wall.</i> <ul style="list-style-type: none"> <li>▪ Chalkboard</li> <li>▪ Letters of the alphabet</li> <li>▪ Number charts</li> <li>▪ Days of the weeks</li> <li>▪ Months of the year</li> <li>▪ Calendar</li> <li>▪ Namibian map</li> <li>▪ Learners' art, and class work</li> <li>▪ Pictures with labels</li> <li>▪ Weather charts</li> <li>▪ Sound and phonic friezes</li> <li>▪ Handwriting charts</li> </ul> (Namibia, NIED, 2005:34)	Displayed items in all observed Grade 4 classroom are as follows: <ul style="list-style-type: none"> <li>▪ Class list</li> <li>▪ Namibian map</li> <li>▪ Lords' prayer</li> <li>▪ Time table</li> <li>▪ Calendar</li> </ul>
9. Compensatory teaching	Pilot curriculum states:	Apart from correction of wrong

	<p>Compensatory teaching is the teaching given by classes or subject teachers to learners who are seriously under-achieving or are low-achieving in order to improve the level of achievement. (Namibia, MBESC: 1996:38).</p>	<p>pronunciation, spelling and correction of oral responses no other forms of compensatory teaching were observed. However teacher and learners said that remedial work is normally done after classes to cater for learners with learning difficulties mostly in language.</p>
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#### 4.5.1 Narrative description of strategies that teachers used as an attempt to Develop learning with understanding

##### 4.5.1.1 References to learners' previous knowledge

During the interviews none of the teachers mentioned this strategy, however, in the observation it appeared to be commonly used. Teachers use this strategy to test learner's previous knowledge or background experience. The following are examples from Environmental Studies and English lessons.

#### **Environmental Studies Lesson:**

- *Name two different crop farming we have*
- *Give example of stock farming*
- *How many rivers do we have?*
- *This is a rain season whenever you go you see a .....?*
- *Because we received good rain what type of food we get from water?*
- *Where do we find fish?*
- *What do we say by mining?*

#### **English Lesson**

- *Everybody comes from at home, what things you do at home?*  
*Translation: (oinima ilipi honingi keumbo?)*

#### 4.5.1.2 Methods that are meant to support learning with understanding

Ways of supporting learning with understanding come out strongly during the interviews. Both teachers viewed oral questioning, written tasks and oral presentations as crucial means of achieving lesson objectives and basic competencies. During classroom observations teachers attempted to apply oral questioning, written tasks (both individual and group tasks); for example, learners were tasked to participate in an election for class representatives. It is also interesting to note that written work and oral questioning was mostly dominated by factual questions. However, teachers also attempted to assign tasks that were meant to promote creativity and independent thinking. The following are examples:

**Environmental Studies Lesson:**

**Topic: Social groups**

*What is a leader?*

*What is election?*

*What is social group?*

**Environmental Studies Lesson:**

**Topic: Fishing**

Teacher: *How many harbours?*

Learners: *Two harbours*

Teacher: *Which direction we can find Kunene River?*

Learners: *North*

Teacher: *What tools do we use to catch fish?*

Learners: *Ship, bucket*

Teacher: *Why fish is important?*

Learners: [No response.]

Teachers: *Why people built factory here in Erongo not in Omaheke region?*

Learners: *Omaheke no water.*

#### 4.5.1.3 Suitable learning activities

Teachers viewed activities which involved the learners as essential means of developing their understanding. In all the lessons observed they assigned learning activities including reading, creative writing, group discussions and practical activities. Among these activities creative writing and group discussions appeared as problematic to Grade 4 learners. Following are some examples:

**English lesson:**

Group work:

Group A:      Learners tasked to look at the pictures and write the answers to the questions.

Group B:      Learners tasked to rewrite the sentences for each picture

Similarly in Keulukuwa Nauyoma and Nauyoma's classes learners were tasked to draw themselves, write about themselves and write down what they could do at home and also at school. The same lesson was also assigned in Oshikwanyama lesson. Even though I didn't intend to observe this lesson I found it relevant to collect learners' written work so that I could do comparisons. The following are learners' written work for both English and Oshikwanyama.

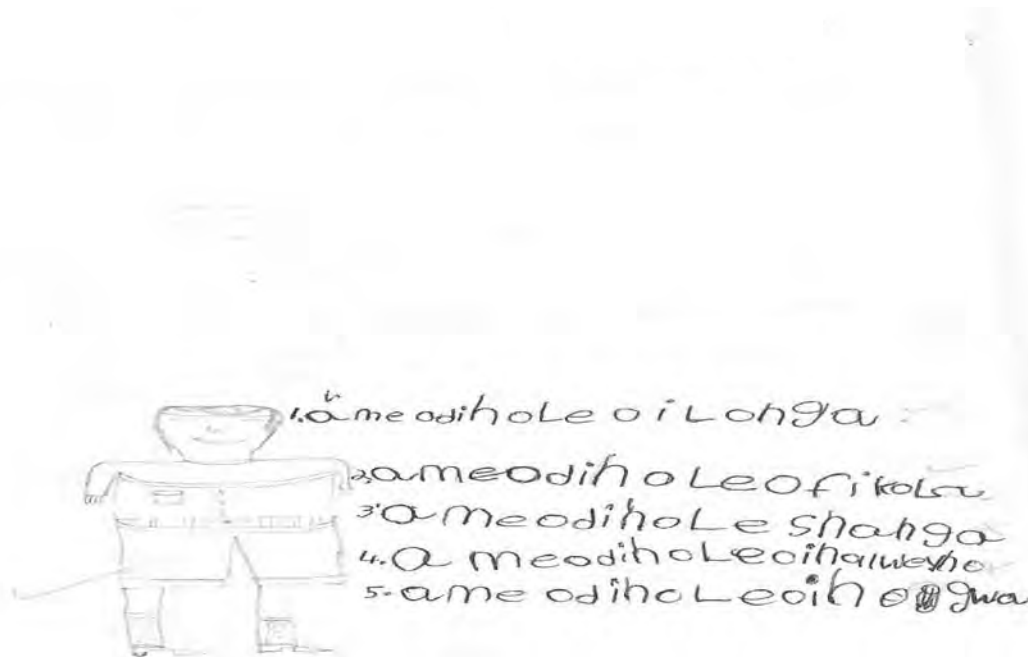


Figure 6 Kula Umone's creative writing work for Oshikwanyama (above)

APhiz0

grade 4  
geLed4



1. The lahi gi x  
i s s k y / y x
2. I am I wahtigi x
3. I am k y o o c g ~
4. I am g o t y s k u l t x
5. The lahi gishoo

Figure 7 (above) Kula Umone's creative writing work for English

Maille



- 1. a waetanb enavica α
- 2. amae tanb einanaA α
- 3. amae tanb einanaA α
- 4. amae tafelinanallaA
- 5. ananaetanxilland α

Figure 8. Nande Konga's creative writing work for Oshikwanyama

Hande waid n̄n̄l̄k̄a



Gr ad ek- 4 APRIL 2006

1. I anana bi kono ♀
6. I ara anati ekano
3. I ananana nana ♀
8. I nansha nanana ♀
4. I anana nananika ♀
5. I nanati kancan ♀

Figure 9 Nande Konga's creative writing work for English

Grande 4

u Anwil a...  
5 April 2006



1. Name is Klaud Ngi she zimul? ✓
2. The is ordia dia? ✓
3. The of ikola. ✓
4. The Grande 4. ✓
5. The ostel a she ✓

Figure 10 Pita Tuye's creative writing work for Oshikwanyama

Grade 4

4 April 200



mimi is wht a ng book α  
2 The is fod α  
3 The is ~~to~~ mat α  
4 The is bok α  
5 The is luning α  
a

Figure 11 Pita Tuye's creative writing work for English

Johannes oscar 4-

April 2006



Ameendihole ekunob okudanauka etanga ✓  
Ameendihole okudanauka okutondoka ✓

3 Ameendihole okudauka egobe ✓

4 Ameendihole Okucomba ✓

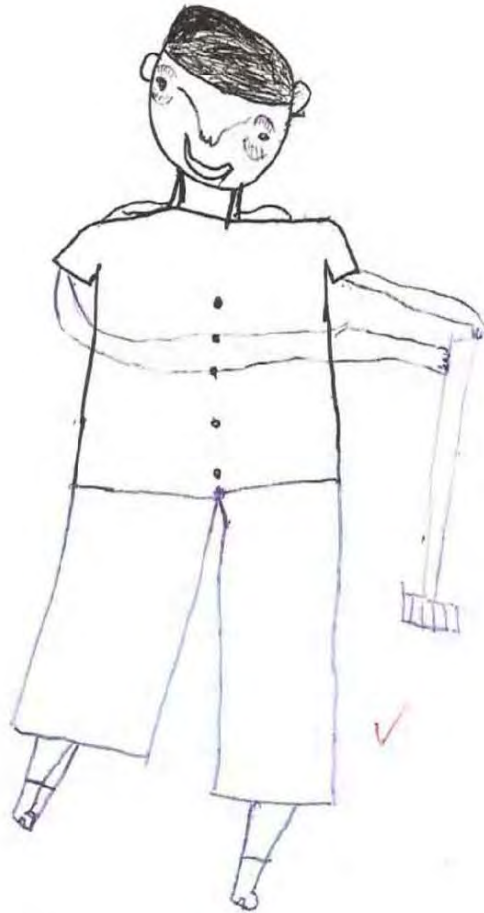
5. Ameendihole okulesha ✓

Omadiladilo naa yooloke kumakweso.

Figure 12 Lunga Litapula's creative writing work for Oshikwanyam

April 2006

4-



I am walking. ✓

I am writing a book. ✓

I am reading a book. ✗

I am cheating. ✗

I am writing a paper. ✓

Figure 13 Lunga Litapula's creative writing work for English

1 mbokoma Gradet

5 April 2006



1. amembokoma ondi hole okulesha

2. amembokoma ondi hole oksatanz

3. amembokoma ondi hole okusika

4. amembokoma ondi na zaba  
7a12.

5. ondi hole ehan dha.

Figure 14 Kakola Kekulye's creative writing work for Oshikwanyama

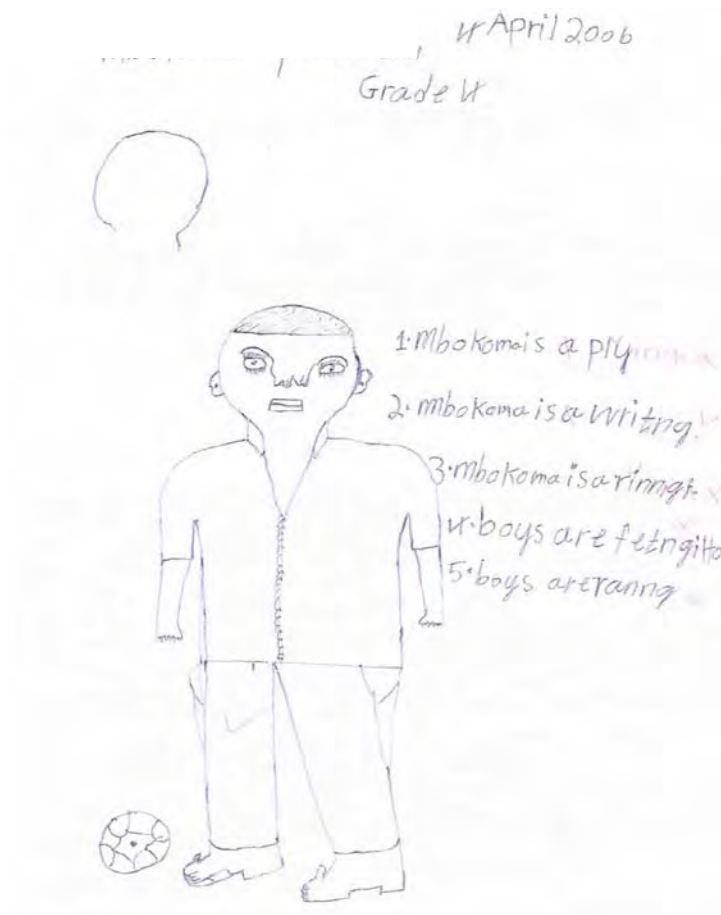


Figure 15 Kakola Kekulye's creative writing work for English

**Social Studies lesson:**

Keulukuwa Nauyoma tasked learners to participate in the election of class representatives. In the process learners were only asked to write one name of their choice. This class activity appeared as designed as superficial level.

4.5.1.4 Classroom language

During the interview, teachers and learners strongly indicated that poor English language proficiency was an obstacle to learning with understanding. This was evident during classroom observations. What was observed in Grade 4 classrooms was that most learners were quiet and sometimes used one word to give an answer or they spoke in Oshikwanyama. Group discussions were carried out in the vernacular at

the same time as learners struggled to write answers in English. The following are examples of teachers' explanations and oral questions and learners' responses.

- Teacher: *People use different tools to catch fish what is this?*  
 Learners: *Eendjolo*, [fishing hooks], *eenete* [fishing nets]  
 Teacher: *Big factory is in Walvis Bay. Eeshi ohadi I ko other countries*  
 Teacher: *What do we say by mining?*  
 Learner: *Moshiwambo?* [Should I say it in Oshiwambo?]  
 Teacher: *Not in Oshiwambo*  
 Learner: [All silent]

#### 4.5.1.5 Giving summaries

Giving summaries was identified as a common strategy used by both teachers especially in Environmental Studies. What was observed during the study is that information from Environmental Studies textbook is usually reduced to allow learners to memorise facts easily. It seems that the information appeared in the form of a restricted code. The following are example of summaries:

### **Mining**

<b>Minerals</b>	<b>Place</b>	<b>Used for</b>
Copper	Tsumeb	Electrical Wire
diamond	Oranjemund	Jewellery
gold	Karibib	jewellery
marabel	Karibib	Grave stone
tin	Roshpin	Tin, can
salt	Swakopmund	Table Salt

### **Social Groups**

- Leaders:** **Parents**  
**Principals**  
**President**

Learners to conduct a class election

1. Write the name on the chalkboard
2. All learners must vote and write the name on the piece of paper.

3. Your vote is a secret
4. The learners count
5. the learner with most vote is the class captain

#### 4.5.1.6 Usage of learning support materials

Both teachers viewed the using of pictures and concrete materials as essential means of promoting learning with understanding. However, what was observed was that both teachers often preferred to use posters to facilitate oral explanation and textbooks were also used as source of class work for learners to look at pictures and write sentences.

#### 4.4.1.7 Language across the curriculum

This strategy was only identified by Shikulo Kapuka during the interviews. He viewed this as a good strategy to promote reading skills by giving learners turns to practice reading in both languages and content subjects. However, during the classroom observation, Keulukuwa Nauyoma was also using it in Environmental Studies. She applied whole class reading methods where learners read after her. Shikulo Kapuka also allowed learners to read individually from the Environmental Studies textbook. He attempted to correct wrong pronunciation.

#### 4.5.1.8 Wall displays

Ideally Lower Primary classrooms are expected to be conducive to effective learning. Therefore wall displays such as pictures, wall charts and concrete materials are viewed as means of perception in the sense that learners can see things, touch, move and manipulate things. Print rich learning environment is thought to promote functional literacy. (Namibia, NIED, 2005:62)

In practice, the Grades 4 classrooms walls are almost naked with only a few materials displayed in a haphazard way. Displayed materials included a class list, Lords prayer, calendar, Namibian map and time table.

#### 4.5.1.9 Compensatory teaching

Although both teachers perceived compensatory teaching as a good strategy for learners to realise the lesson objectives this was not much evident during the classroom observation. Only correction of oral responses, spelling and wrong pronunciation were observed. Even though some learners were not achieving the lesson objectives this was not considered as an issue.

### **4.6 Conclusion**

In this chapter I presented the contextual analysis of the target school and teachers, and findings of how teachers viewed and employed the identified strategies for the sake of promoting learning with understanding. Comparison of ideal and actual indicators of identified strategies was also presented in the form of matrix. My write-up covered the following issues:

- Contextual analysis of the target schools and teachers
- Teachers' views on teaching through the medium of English.
- Teachers' feelings on language development in the Lower Primary Phase.
- Teacher's perceptions on language policy and learning with understanding.
- Learners' voices on learning through the medium of English.
- Matrix on indicators of ideal and actual strategies which were meant to develop learning with understanding.
- Narrative description of strategies that teachers used as an attempt to develop learning with understanding.

The next chapter discusses the findings of the study.

## **CHAPTER 5**

### **DISCUSSION OF FINDINGS**

#### **5.1 Introduction**

In chapter four I presented the experiences, perceptions and instances of classroom observation of Grade 4 teachers and learners at Keshe Combined School regarding the transition from Oshikwanyama to English as a medium of instruction. This chapter will now discuss the main findings of the study. In order to make sense out of the data I will attempt to interpret the research participants' experiences, perceptions and instances of the classroom observation. For the sake of illuminating and attaching meaning to the investigated phenomenon the data is interpreted in the light of research questions (see section 4.1) with reference to relevant literature. The following themes emerged during the presentation of findings. Some of them which were thought to be related to the research question are listed and discussed below. I found it appropriate for the purposes of this research to discuss some of these themes.

- The medium of English impeding practice in rural Grade 4 classrooms
- Implications for learning with understanding
- Divorce between language and learning
- Amputation of potential
- An attempt of developing learning with understanding
- Unwarranted promotions

#### **5.2 The medium of English impeding practice in rural Grade 4 classrooms**

This section discusses the findings of the study in relation to the experienced difficulties of the teaching and learning process in terms of the medium of instruction at the classroom level. Looking across the findings I have noticed a poor command of the English language from the interviews, classroom observations and document analysis (i.e. learners' written work). English as a language of classroom discourse appeared as an obstacle that jeopardises the teaching and learning process. This was evident during the classroom observations where learners appeared as passive receivers, quiet and often responding with only one word when asked. The study

showed that teachers usually dominate the classroom discourse to explain the lesson content by code switching.

The observation of Grade 4 classrooms portrays that learners appeared not ready to learn through the medium of the second language. This was also stated during the interviews (section 4.3.2). Previous studies conducted in Grade 4 classrooms have had similar results Rowell (1998:25) and (van Graan, 2005:7) indicated that their studies revealed that the Grade 4 teachers dominate the classroom discourse by using language as a labelling system. Once again learners only speak when a teacher asks them to read aloud from the chalkboard. These difficulties that Grade 4 learners have in terms of English language competency can be understood in the light of theories of language acquisition. Murray (2005:2-3) highlights Cummins' two different categories of language competency that are necessary for learning i.e. BICS and CALP (section 2.4.2)

The training manual for the Lower Primary Phase indicates that English Second language syllabi for Grades 1 to 3 are specially designed to prepare learners for the transition phase (Ministry of Education (2006:13). Looking at the suggested activities (section 2.3) one can realize that they reflect Cummins' category of the BICS which is suitable for the beginners as well as the promotion of anticipated literacy skills. However, according to the findings most of the Grade 4 learners at Keshe Combined School do not even reach BICS level in the target language, English. Therefore, to these learners the notion of constructing knowledge through social interaction is still an ideal due to language limitations. Another emerging issue is that many learners in Grade 4 at the target school are not competent in reading or writing in their mother tongue. This was evident in their creative writing as revealed in the data (see section 4.3.6.1.3). This is an indication that their actual competencies do not fully reflect the desired competencies as stated in the curriculum for the Lower Primary Phase. If they have not yet reached BICS and CALP levels in their mother tongue it can also be difficult to reach BICS level in English as a language of learning. It will thus be difficult for them to reach CALP level, which is required for academic achievement.

Looking at the findings of the study in terms of classroom discourse and learners written work with reference to Cummins categories (i.e. CALP and BICS) one can

conclude that English as a language of learning complicates and impedes the anticipated practice in rural Grade 4 classrooms. The next section discusses the implications of learning with understanding.

### **5.3 Implications of learning with understanding**

Learning with understanding was one of the research questions. The purpose was to inquire into whether Grade 4 learners are equipped with the ingredients for learning with understanding. However, looking across the data the aspects of learning with understanding are hardly visible. Even though the triggers that are perceived as promoters of learning with understanding were at least highlighted during the interviews, in a practical sense this is not the case. This seems to be an indication that Grade 4 teachers at Keshe Combined School are struggling to promote learning with understanding.

Implications of learning without understanding were evident in the instances of classroom interactions and in the products of learning (learners' oral presentations and written work). Teachers' oral explanations and oral questioning as well as learner's written work and summaries seemed designed at a superficial level that only required learners to memorise and reproduce the facts. However, teachers also attempted to assign a few activities that required learners to think (see section 4.3.6.1.3). What was revealed by the study is that learners were struggling to carry out their class activities. This is an indication that poor literacy skills in the language of instruction are the main problem that prevents learners from enjoying meaningful learning by expressing their thoughts with confidence. As a result, according to the findings, learners appeared not to have a master key (proper language proficiency) to enter the world of learning with understanding. Therefore, in a practical sense learning with understanding is still a dream to most of the rural Grade 4 learners at Keshe Combined School.

Aspects of learning with understanding are highlighted in the Pilot Curriculum document (Namibia, MBESC. 1996:10-11) and also by Blythe (1998: 12). Both have identified the relevant aspects to be embodied in the lesson fabric in the constructivist or LCE classrooms. These aspects are investigating, interpreting, explaining and

applying knowledge and skills, communicating, participating and valuing. Both see these aspects as triggers of learning with understanding. Looking at these aspects one cannot avoid the question as to whether Grade 4 learners at Keshe Combined School are ready to practice learning activities that require them to practice the aforesaid skills. Perhaps not, because in essence learning with understanding is only possible when both parties (i.e. teachers and learners) are competent in the language of instruction.

Moreover, teachers are also expected to be in the position of designing learning and assessment activities that are relevant and ought to promote learning with understanding. In the light of this view, one can conclude that learning with understanding is a difficult task if carried out in an unfamiliar language. Thus, one of the Grade 4 teachers (Shikulo Kapuka Kapuka) at Keshe Combined School indicated that attempting to implement teaching and learning informed by an LCE perspective is a “tough and frustrating task”. He claimed further that in most cases learners do not have words to express their thoughts in English as language of instruction. These findings concur with the prior study conducted by Skutnabb-Kangas (as cited in Probyn 1998:11) who refers to the “stresses of learning through under-developed language”. Similarly, Wolfaardt (2001: 75-76) and van Graan (2005:7) also found learner and teachers who experienced great difficulty with English as the medium of instruction. (see section 2.5.1.) In the light of this view one cannot avoid questioning whether the language policy is clearly understood and implemented accordingly at Keshe Combined School. The answer is visible in the data where Grade 4 teachers and acting principal indicated that they have never seen a language policy; instead they are only guided by the language syllabi.

The aforesaid is an indication that the intentions of the language policy have not yet reached the primary implementers of ministerial policies at Keshe Combined School. It seems that the language policy is being blindly implemented. According to the findings one can also conclude that the development of literacy skills is questionable and learning with understanding could thus hardly be realized. Such a situation implies that Grade 4 learners will hardly be able to cope with the intellectual demands of the curriculum such as interpreting, analysing, applying knowledge and skills,

valuing and communicating. Moreover, they might remain disadvantaged in terms of quality education.

The following section discusses the divorce between language and learning.

#### **5.4 Divorce between language and learning**

In Oshiwambo language there is a proverb, which says “*Edimo nekoto ito dulu okulitukula*” (you can’t separate stomach and navel). In an educational sense this can refer to language and learning as inseparable aspects. This means that they must work in parallel in order for learners to make meaning out of the lesson fabric. This proverb concurs with Vygotsky’s notion with regard to culture and mind. To him “culture and thinking cannot be separated. He thus regarded language as a tool for thought and central to learning.”(van Harmelen. 2000:2)

The importance of language and learning can be understood in the light of life skills competencies and basic competencies as highlighted in the Pilot Curriculum Guide for Formal Basic Education. Basic competencies in the subject syllabi “described what the learners should be able to do as the outcome of the teaching and learning process.” Life skills competencies are described in section 5.3 (Namibia. (MBESC) 1996:10-11) Fundamentally the intended basic competencies in subject syllabi are meant to develop life skills competencies. Therefore, in order for learners to demonstrate the life skills competencies, language competency is required to enable them to meet the following demands of the curriculum:

- ask question
- find information
- make discoveries
- make sense of the world
- put things in context
- see connections between things
- perform practical tasks
- act creatively
- make own ideas and opinions known to others
- to be responsive to communication

- communicate to others clearly
- to be critical
- to make decisions
- share ideas and work which contributes to joint achievement (Ibid 1996: 10-11)

Looking at these demands in relation to the findings of the study one can realise that rural Grade 4 learners are required to do what is beyond their capabilities. This implies that if the foundation of English linguistic skills was not laid properly then the demands of the curriculum can hardly be met. From a learning perspective this is an indication that learners' future learning might also be hindered.

Rowell (1998:67) argued that if there is a “divorce between the language of instruction and the child’s cultural context of social world” then meaningful learning can hardly take place. This was evident during the group interviews with Grade 4 learners and classroom observations. Grade 4 learners at Keshe Combined School indicated that they experienced difficulties in performing learning and assessment tasks that demand proficiency in English linguistic skills. They thus found it difficult to ask questions in English for clarity, do oral presentations, do creative writing, cope with group discussions and understand the textbook language. (see section 4.3.5.4). Similarly Grade 4 teachers also revealed the same concerns as indicated in a study conducted by Nyati-Ramahobo (199:106) in Botswana (see section 2.5.3). From the perspective of language and learning theory, language and learning are interactive processes. If there is a gap between these processes then teaching and learning will always drag behind.

The relationship of language and learning is highlighted in the LCE Discussion Document. This document emphasizes that language is a crucial aspect, which can unlock the locked doors of the curriculum (Namibia, NIED. 2003:14-15). Looking across the data, poor literacy in both languages (Oshikwanyama and English) appears as a challenge to both teachers and learners. Grade 4 teachers have indicated that almost half of Grade 4 learners are not fully literate in Oshikwanyama as their first language. Both teachers and learners therefore found it difficult to cope with the

teaching and learning demands. It seems that learners are struggling with many demands at the same time. They struggle with the transition and also with the acquisition of linguistic skills in both languages. Once again teachers are expected to perform a dual responsibility i.e. to do compensatory teaching or remedial teaching and also to teach content subjects at the same time. Now the question remains: are the Grade 4 learners with limited English and Oshikwanyama linguistic skills able to make progress? Perhaps not.

Similar research conducted by NERA also revealed that literacy skills in national languages such as Oshikwanyama and Oshindonga are under developed (Namibia, NERA, 2000: 95). In a linguistic sense this implies that if learners' BICS and CALP are not fully developed in their own language then the chances of acquiring the second language skills might be limited. Therefore, coping with the transition is extremely difficult for them due to linguistic limitations. This can also prevent cognitive development from taking place. Such a situation can be understood in the light of constructivist thinking. Fosnot (in Fosnot, 1996:26) and LCE in the Namibian context (Namibia, NIED, 2003:17) have highlighted the importance of language in constructivist thinking with regard to meaningful learning (see section 2.4.1). Central to their thinking is the notion that the classroom needs to be seen as a community of discourse. This implies that learners in constructivist or LCE classrooms are expected to negotiate and construct their own understanding by means group discussions, peer discussions as well as individual class work. Both see language proficiency as central aspect of cognitive, academic and social development. In regard to the actual situation of Grade 4 classrooms at Keshe Combined School one can realize that teachers and learners are facing a long journey in terms of developing and realizing the aforesaid holistic development. However, Grade 4 teachers have mentioned that they employ peer teaching and compensatory and remedial teaching in order to enable learners to achieve the required basic competencies mostly in languages. This is a good idea once it is done purposefully and competently. The notion of compensatory and remedial teaching is associated with Vygotsky's notion of the zone of proximal development (ZPD). Gravelle (1996:17) argued that the notion of ZPD could be successful once it is applied in a familiar language. The advantage is that a teacher or peer and novice learner can negotiate meaning. It seems that even though the perceived strategies (peer teaching, compensatory and remedial teaching) are based

on good intentions, language limitations are always an obstacle. Therefore one can conclude that the realization of learners' potential is also unclear. The following section discusses the possible amputation of potential.

### **5.5 Amputation of potential**

The purpose of education in general and schooling in particular is to equip learners with necessary skills, knowledge and values that are essential for personal survival and nation building. Life skills competencies as indicators of meaningful learning are emphasized in section 5.3. In essence these competencies are meant to be embodied in all teaching and learning processes in order for learners to realise their potential. This means that learning tasks are expected to reflect a variety of questions that are meant to lead learners towards the realization of their potential. However, the study shows that Grade 4 learners' performance seemed to contradict the good intentions of the curriculum.

NERA argued that the South African occupation of Namibia produced educational underdevelopment (Namibia, NERA, 2000:5). This implies that the colonial education system was not designed to produce competent citizens particularly the black Namibians. This was due to multiple factors of which language deficiency was an integral part. Based on this view one can hardly see the difference between the product of the pre-independence and post-independence education systems, particularly in terms of curriculum attainment and consequently realizing learners' true potential. This is due in large part to the fact that knowledge is packaged in an unfamiliar language. Therefore learners' chances of participating in the construction of knowledge are also limited. This could curtail their chances of climbing the educational and economic ladder. I argue that the development of the intellectual domain of Grade 4 learners at Keshe Combined School is questionable. This was apparent during the classroom observations when learners were struggling to carry out activities that required them to think independently. This could be a factor which could hamper academic development.

The following section discusses attempts to develop learning with understanding.

## **5.6 Attempts by teachers to develop learning with understanding**

Learning with understanding is highlighted in section 5.2. This section focuses on some of the salient features of the observed lessons such as summaries, wall displays and language across the curricular as well as learners' written work.

### ***5.6.1 Summaries of content subjects***

Shortage of textbooks was identified as a problem by both Grade 4 teachers and learners at Keshe Combined School. This was also evident during the classroom observations. Teachers raised a further concern that the textbook language is difficult to understand for Grade 4 learners. In order to address the problem, teachers prefer to give summaries for learners to learn further. Summaries reduce knowledge to a list of facts. The findings show that this is done purposefully in order for learners to learn more easily. However, learners can hardly get the overall picture of the lesson content in this way. Furthermore, it encourages rote learning without understanding (Langhan 1993). Moreover as indicated by the teachers during the interviews only learners who are able to read English can benefit in any way from these summaries. This is obvious in that those learners who are not competent in reading do not have benefit from written texts. The only chance they have is when a teacher switches to Oshikwanyama to translate the lesson or to explain the difficult concepts. Once again teachers' explanations seem to be a repetition of what is written in the textbook rather than done in an interpretive mode. These findings are almost similar to the study conducted by Langhan (1993:2) on textbooks as a source of difficulty in teaching and learning. The study revealed that performance of standard 3 (Grade 5) learners in content subject is inhibited due to inability to deal with English texts. The issue of short summaries and unclear explanations for teachers are indicated in a previous chapter. (see section 2.5.3)

With regard to the findings of my study, I would argue that what Grade 4 teachers at Keshe Combined School attempted to do in order to help learners to learn better appeared to be at a superficial level. One can also say that short summaries and literal explanations can hardly lead to better understanding. Even though the training manual for the Lower Primary Phase suggests strategies that are intended to help Grade 4

learners to cope with the transition, this is hardly seen in the data (Namibia, MoE, 2006:13). It seems that teachers are not fully aware of the suggested strategies.

### ***5.6.2 Wall displays***

Wall displays are emphasised in the National Policy Guide for the Lower Primary Phase. Items to be displayed are also indicated (see matrix 4.2). However, the study shows that only a few items are displayed in Grade 4 classrooms. Looking around the classroom one can realise that there is a gap between the ideal and actual Lower Primary classroom. So, the learning environment is not conducive. Wall displays make learning interesting because children's attention is mostly attracted by pictures, models and real objects to mention but a few. Children are motivated to learn when seeing, touching and manipulating the objects for the purpose of learning. Once again a print rich environment can enhance the development of literacy as a core target of the lower primary phase.

### ***5.6.3 Language across the curriculum***

This is one of the good strategies that Grade 4 teachers employed in order to promote reading competency across the curriculum. Language across the curriculum is highlighted in the curriculum document for the Lower Primary Phase. (Namibia, MoE, 2005:32). Since the reading component was identified as an obstacle to meaningful learning, Grade 4 teachers found it appropriate to develop reading across the curriculum. Reading is an important aspect of language. In order for learners to explore the reading texts, reading competency is required in this regard. Even though the strategy appeared to be time consuming, it seemed helpful to learners who are struggling with reading the English language. It seems that much emphasis is put on the reading aspect during compensatory teaching while not much attention is devoted towards the writing aspect. This is an indication that the concept of language across the curriculum is not holistically comprehended because it should seek to target all the components of language such as reading; speaking; writing and language structure.

#### **5.6.4 Learners' written work**

This section discusses the findings of the study in relation to learners' written work. For the sake of understanding the implications for English language, it is important to unpack the requirements of the curriculum in relation to writing competencies. The curriculum for the Lower Primary states that "the purpose of English second Language in Grades 1 to 3 is to prepare learners for transition to English as a medium of instruction in Grade 4." (Namibia, MOE 2006: 49) The curriculum indicates further that, "by the end of Grade 3 learners must be able to write prepared as well as unprepared paragraphs of about a 100 words in English as a Second Language on familiar topics with the correct spelling, punctuation and language structure"(Ibid:2006:57)

Looking at the written work of Grade 4 learners at Keshe Combined School one is concerned as to whether learners are making sense out of their written work. This seems not to be the case in the sense that spelling and sentence construction appear as a problem. (see section 4.3.6.1.3). This is an indication that learners' English language competency is not at the required level. One can therefore not avoid concluding that most of the Grade 4 learners at Keshe Combined School did not meet the demands of the English Second Language curriculum in Grade 3. This was clearly seen across the data. To cope with English as a medium of instruction particularly in terms of writing competency is extremely difficult for them. One would be concerned as to whether the continuous assessment process is handled correctly. This is perhaps not so because Grade 4 teachers at Keshe Combined School have indicated their concern in this regard which was later revealed by learners' written work.

If this is the case, learners may find it difficult to correctly write factual, formal and creative texts as indicated by both the English Language syllabus as well as the syllabi of other subjects. To answer the research question, it seems that Grade 4 learners at Keshe Combined School appeared not to be ready for the transition. This is an indication that little has been done by the teachers of Grade 1 to 3 in terms addressing the requirements of the transition to English as language of learning in Grade 4.

## 5.7 Unwarranted Promotions

CA and transfer policy at the Lower Primary level are emphasised in the Pilot Curriculum of Basic Education Sport and Culture (see section 4.3.4). In common understanding, promotion at Lower Primary level is a product of the continuous assessment process. From an LCE perspective, CA is part and parcel of the teaching and learning process. It serves multiple purposes such as: to get a holistic picture of learners' performance in relation to the basic competencies that are stated in various syllabi; to evaluate the teaching and learning process; as well as for promotion purposes. (Namibia, MBESC, 1996:31). However, based on my findings, unreliable CA and unfair promotions at Lower Primary level seemed to be one of the contributing factors to the multiple learning problems in Grade 4. It also seems that some Grade 4 learners' actual achievements at Keshe Combined School are lower than the expected academic achievement of a Grade 4 learner. Some Grade 4 learners' achievement is even lower than the expected achievements of Grade 3 learners. In the light of this situation, one can agree with the teachers' claim that, it seems that CA has not been well implemented in previous grades (1 to 3). Such a situation was evident in learners' performance in reading, writing, and oral presentations. The issue of unreliable grades also emerged. It seems that some Grade 4 learners' actual performances do not reflect what is indicated in their scholastic reports and promotion schedules. Therefore, the implementation of CA at Keshe Combined School is questionable. Looking across the data, CA activities appeared to focus mostly on recalling of facts rather than focusing on the development of life skills competencies (see appendix 12). These findings are similar to those in the study conducted by van Graan (2005:7) which shows that "learning tasks are often dominated by naming and labelling, copying, gap filling and writing one or two words". These findings reflect what Grade 4 learners at Keshe Combined School found easiest to do. If this is the case, then the level of CA activities may not be reliable in terms of reflecting the anticipated domains of learning in the syllabus. Activities that are meant to promote high order thinking skills are stated in syllabi of various subjects. The role of the teacher is therefore to set up CA activities that are in line with the basic competencies of various subjects.

Another issue that emerged is the transfer policy (see section 4.3.4). Some Grade 4 learners seem unfit to be in Grade 4 because they have been transferred without achieving the basic competencies of their previous grades. Such learners are those who failed twice or are over aged. These are the learners who are experiencing extreme learning difficulties because many of them do not even know how to read and write in their mother tongue. Therefore, to cope with the transition is extremely difficult for them. It seems that the transfer policy might not be well understood because Grade 4 teachers blamed the policy makers for introducing a policy of failures. However, according to the Pilot Curriculum the transfer policy it is expected to be accompanied by compensatory teaching or remedial teaching in order for that particular learner to achieve the competencies that are lacking. (Namibia, MBESC, 1996:36) Looking at these findings one can hardly avoid the conclusion that Lower Primary teachers at Keshe Combined School seem not fully literate in terms of issues around CA and compensatory teaching policy.

## **5.8 Conclusion**

In this chapter, I discussed the findings of the study regarding the transition from Oshikwanyama to English as a medium of instruction. In order to answer the research questions, participants' perceptions, experiences, feelings opinions and instances of classroom observations and documentary analysis are discussed under different themes. I have tried to interpret the findings in the light of the research question and by means of making links to relevant literature.

The next chapter is the conclusion.

## **CHAPTER 6**

### **CONCLUSION**

#### **6.1 Introduction**

This chapter outlines the overview of the key findings, tentative suggestions for further research as well as the potential value of the study. Finally, the chapter concludes with the reflection on the research process which includes lessons learnt and limitations of the study.

#### **6.2 Overview of the key findings**

This section summarizes the key findings as they are presented in chapter 4. Looking across the findings of the study poor English linguistic skills appeared as a major concern to rural Grade 4 teachers and learners at Keshe Combined School. It seems that participating Grade 4 learners at the target school are not yet ready for the transition to English as the language of instruction. This was evident during the interviews, classroom observations and document analysis, particularly learners' written work. Looking at Grade 4 learners' written work and oral responses during the lessons, one cannot avoid the conclusion that they are just like unskilled soldiers who have been instructed to go to the battle field without relevant and strong weapons. The opportunity for these soldiers to win the battle is limited because they do not have the suitable tools and techniques to defeat their enemies. In the light of the findings of the study, this implies that many participating Grade 4 learners seem not well prepared to face the challenges of the transition, and therefore to meet the linguistic and intellectual demands of the curriculum. Their future learning is also likely to be jeopardised because it would be difficult for them to catch up in higher grades.

The study further shows that not enough is done in the Grade 4 to create a conducive lower primary learning environment. For the sake of promoting literacy, lower primary classrooms are recommended to be displayed with a variety of learning support materials in all subjects. Print rich learning environments can enhance effective learning.

Narrow views on how to promote learning with understanding was also one of the salient findings. This was evident during the classroom observation and learners' learning activities. Varieties of learning activities and assessment activities are hardly seen in the data. Therefore, the opportunity for learners to engage in thought provoking activities that demand critical thinking is also limited, firstly, by poor linguistic skills and also by learning activities that are designed at a superficial level.

Another implication is that low levels of literacy in Oshikwanyama first language appeared as a contributing factor to English second language acquisition. This was revealed during the interviews and also learners' written work, which I specifically collected to make comparisons with English written work. Linguistic proficiency in first language ought to increase the possibilities for the second language to flourish. If the reverse is the case then the chances for the second language acquisition might also be narrowed. Based on these findings one can hardly avoid the conclusion that there is a gap between the intended and actual LCE classroom due to language complications.

However, Grade 4 teachers at the target school have also indicated that in order to minimize the literacy problems they apply compensatory teaching. This was confirmed by the participating Grade 4 learners. This is a good practice when it is done purposefully and consistently.

The Grade 4 teachers observed seemed to prefer to write short factual summaries from textbooks than to let the learners read the books themselves. This attempt can only benefit those learners who are able to read and the rest may not have an access to the given summary. Once again factual summaries promote rote learning without understanding.

### **6.3 Tentative suggestions**

Based on the findings of the study I would like to suggest that advisory teachers and policy makers should take note of the following areas of concern that need to be addressed for the sake of improvement.

- Poor English language proficiency in rural Grade 4 classrooms should be viewed as a major concern which jeopardises the teaching and learning process

- Interventions on language proficiency should be put in place
- In-service training on how to prepare lower primary learners for transition should be in place
- Teachers should be trained on how to apply compensatory teaching
- Lower primary teachers should be trained on how to handle English across the curriculum
- The concept of learning with understanding should be incorporated in lower primary workshops
- Shortage of relevant textbooks should be addressed
- Code switching methods and strategies that promote learning with understanding should be incorporated in lower primary workshops
- Workshops on continuous assessment literacy need to be in place in order for teachers to understand how continuous assessment should be handled in LCE classrooms

#### **6.4 Potential value of my study**

This section deals with potential value of the study, which is discussed in the light of my research question.

As stated earlier, the aim of the study was to make an in-depth investigation in order to understand how rural Grade 4 teachers and learners cope with the transition to English as a medium of instruction. This has been my concern since I started to teach in the Lower Primary Phase at one of the rural primary schools in Oshana region of Namibia. It is against this background that I found it relevant to investigate how rural Grade 4 teachers and learners experience the transition year in terms of learning with understanding, a tenet of the Namibian curriculum.

Learning with understanding can be understood in the light of constructivist theory, which underpins Namibia's education system. In constructivist thinking, knowledge is perceived to be constructed collectively, which is normally done through social interaction. Namibia's reform process has adapted LCE as an approach to teaching and learning. The focal point of LCE is learning with understanding, which is characterized by the following dimensions:

- Analyzing;
- Interpreting;
- Applying knowledge and skills;
- Communicating;
- Valuing and
- Participating.

Looking at the aforesaid dimensions of LCE, one realizes that this approach is heavily dependent on language in order for learners to negotiate meaning and to understand the message of the lesson content.

The literature on language and learning discussed in Chapter 2 points out that language is an indispensable part of learning. This implies that if there is a divorce between the language of instruction and learning, then meaningful and effective learning can hardly take place.

Previous studies on the early transition to English as a medium of instruction revealed that learners in Southern Africa struggle to cope with the demands of the curriculum (Desai 1999; Macdonald 1991; Nyati-Ramohobo 1999). English as a language of instruction appeared to be an obstacle to understanding, a core dimension of LCE. Looking at the above literature, it seems that there is a gap between the actual and ideal constructivist classroom. If the LCE remains an ideal then the intended academic achievements and collective desired values will not be achieved.

This study provided me with valuable relevant insights in terms of understanding Grade 4 teachers' and learners' experiences, perceptions and actions. As a lower primary teacher, I came to understand that rural Grade 4 learners at the target school are not well prepared to face the challenges of the transition. Furthermore, I also realized my own shortcomings regarding my own teaching. This study shaped my thinking and my practice in terms of how to implement LCE.

I hope that the findings of this study as presented in Chapter 4 could be useful to audiences such as educational researchers, curriculum developers, policy makers,

teachers and parents as well. Moreover, this research could also be useful to education officers (advisory teachers for the Lower Primary Phase) who are responsible for in-service training for lower primary teachers and college lecturers who are responsible for pre-service training. The following are gaps that emerged from the study for those interested to note:

- Grade 4 learners in rural areas lack linguistic skills in both languages (English and Oshikwanyama)
- Lower primary teachers at the target school are not confident of their English proficiency
- Theoretical and practical aspects of learning with understanding are lacking among lower primary teachers at the target school
- The concept of compensatory teaching is not fully understood by teachers at the target school
- Methodology on how to teach literacy at lower primary levels needs to be strengthened further
- A lack of learning support materials such as textbooks, posters and charts to mention but a few
- Under preparation of lower primary learners for the transition to English as a medium of instruction

### **6.5 Reflection of the research process**

This section provides an overview on the research journey. It includes lessons learnt that added layers to my understanding not only on how to do research but also to realize the importance of research in education.

Since my ambition was to obtain a deep understanding of the investigated phenomenon, I found it appropriate to locate my study in an interpretive orientation. I used a case study which helped me to collect rich data. By means of triangulation, I was able to see patterns, differences and gaps across the data which enabled me to identify answers to my research questions. Basically, the purpose of the study was not only to get answers regarding my research questions, but for me to have an

opportunity to understand why research participants experienced, perceived and performed in the way revealed by the data. By making these connections I came to understand the investigated phenomenon. Apart from the latter, the purpose of the study was also meant to inform my own practice and thinking. This helped me to understand that LCE requires both parties [i.e. teachers and learners] to be competent in the language of instruction. This can help learners to negotiate meaning amongst themselves or with their teachers in order to achieve the basic competencies of the syllabi.

Moreover, as a lower primary teacher, the research process was a learning experience. As a novice researcher I have learnt the basic principles of qualitative research, which can help me to do an investigation about a particular concern in my professional context in order to improve practice and develop theoretical understanding related to teaching and learning or the social welfare of our school.

I have learnt that in order for a researcher to get what he/she is looking for, a good relationship with participants and protection of their identity needs to be established in advance. This implies that adhering to ethical principles is very important to qualitative researchers. The most salient aspect that I have learnt is that actions speak louder than words. This was evident during the classroom observation and document analysis, particularly with regard to learners' written work, and classroom responses as well as teachers' explanations of the lesson content.

With these lessons in mind, I am ready to assist my colleagues at school or at cluster level by organizing and facilitating workshops for lower primary teachers on how to promote literacy in both languages (Oshikwanyama and English) with the purpose of preparing learners for the transition. I hope this attempt would be a stepping stone for rural, lower primary teachers [Grades 1- 4] to understand and apply their professional knowledge consistently.

## **6.6 Limitations of the study**

This is a small scale study. Therefore the findings on how Grade 4 teachers and learners at Keshe Combined School experience the transition do not necessarily apply to all rural Grade 4 schools in Oshana region. The number of participants is small and cannot represent the whole picture of the region in terms of Grade 4 teachers' and learners' perceptions, experiences and practices.

Looking at the scope of the study, time was limited in the sense that I have professional duties. However, research participants were co-operative, and I therefore managed to cover the work within the scheduled time.

## **6.7 Conclusion**

In this chapter, the overview of the key findings were presented and an attempt was made to indicate that poor English linguistic skills among Grade 4 learners at the target school came out strongly as a major concern which overshadows the good intentions of the learning outcomes. Tentative suggestions for further research and possible improvements are also presented. The potential value of the study was discussed in the light of the research questions. Finally, the chapter concludes with the limitations of the study.

The appendices and references follow this chapter.

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## APPENDICES

### APPENDIX 1 (A)

#### PILOT INTERVIEW SCHEDULE WITH GRADE 4 TEACHERS

##### 1. Contextual information

Interviewee:

Grade:

School:

Years of experience:

How long have you been teaching in grade 4?

What are you specialized in?

How many learners in your class?

What language(s) are used in your classroom?

What language(s) do the learners use in the playground?

What subject do you teach in grade 4?

##### 2. Questions on experiences and perception

2.1 Do you enjoy teaching through medium of the medium of instruction of English?

2.2 How do you ensure that learning with understanding takes place when you teach?

2.3 What kind of exposure do your grade 4 learners have to English?

2.4 Can you explain how your learners cope with co-operation learning through the medium of English?

2.5 Do you experience any problem in teaching through the medium of English? If yes give example.

2.6 Do your grade 4 learners able to read and write in their own mother tongue as required by the curriculum?

2.7 What would you consider the biggest challenge that could hamper the learning with understanding?

2.8 Can you explain any strategy that you think can help grade 4 learners to cope with transition?

- 2.9 Is there any intervention offered in order to help you to acquire necessary English proficiency (at school, circuit or regional level)?
- 2.10 Is there anything else you would like to comment on around the issue?

## **APPENDIX 1(B)**

### **PILOT GROUP INTERVIEW SCHEDULE WITH GRADE 4 LEARNERS**

#### **1. Contextual Information**

- 1.1** Which language do you speak?
- At home?
  - When you are playing?
  - In the classroom?
- 1.2** Do you ever watch English TV programs or listen to English radio?

#### **2. Questions on experiences and perceptions**

- 2.1** In which language did you learn when you were in grades 1, 2, and 3?
- 2.2** Is there any difference between being in grade 3 and 4? Explain briefly.
- 2.3** Why do you learn in English? Give reasons.
- 2.4** Do you understand what is going on in the classrooms during lessons?
- 2.5** What problems do you see in learning through English as a medium of instruction?
- 2.5** What subject(s) do you find easier to learn through the medium of English?
- 2.7** What language do you use when you want to get help from your peer or teacher?
- 2.8** Which language do you use when you do your group work or pair work?
- 2.9** Which of the following do you find difficult or easy?
- Reading
  - Speaking
  - Writing or understanding
- 2.10** Do you have dictionaries?

## APPENDIX 2 (A)

### TRANSCRIPTION OF THE PILOT INTERVIEW WITH GRADE 4 TEACHER

Key: I – Interviewer

NH – Interviewee

#### Personal information of an interviewee

Name: Nangado Hedula (pseudonym)

Age: 40

Qualification: BETD (INSET)

Mother tongue: Oshikwanyama

Years of experience: 16 years

School: Okeve C. S (pseudonym)

Region: Oshana

I: Good Afternoon Nangado

NH: *Good Afternoon Ms Shilongo*

I: Are you ready for the interview?

NH: *Yes I am ready*

I: Okay, before we start allow me to remind you about our business, as I indicated already in a consent letter the purpose of the interview is to investigate how Grade 4 teacher and learners are experience the transition year i.e to shift from Oshikwanyama to English as a medium of instruction. In addition I would like to ensure you that our discussion is confidential, simply means that your name and the name of your school would not be revealed. You are therefore free to express or reveal any information relevant to our interview. Do you have a question before we start?

NH: *I understand your explanation and I am ready to reveal what I experienced.*

I: Thank you, let us start; Section one is about contextual information. Aa, Nangado, how long have you been teaching in Grade 4?

- NH: *Four years only.*
- I: What about the rest?
- NH: *Actually I taught several years in Grade 2 and 3.*
- I: Okay, what subject are you specialized in ?
- NH: *I specialized in all Lower Primary subjects the so – called class teaching. I'm therefore able to teach all subjects at Lower Primary level.*
- I: Okay, let us continue, what subjects do you teach in Grade 4.
- NH: *Grade 4 is a teaching, therefore I teach all subjects as it is stated by the policy.*
- I: Okay, How many learners are there in your class?
- NH: *There are 34 learners*
- I: Mh, what is your mother tongue and what other language(s) do you speak?
- NH: *Oshikwanyama is my mother tongue and I can also try to speak English as an official language.*
- I: Can you tell why do you say that you also try to speak English?
- NH: *Mhm, you know I had learn in Afrikaanse as a medium of instruction from Std. 3 to Std. 10 but I was struggling to understand and also to speak Afrikaans. Now English was introduced as a medium of instruction, (paife ohatu tu nodikwa(a proverb which means “operating under difficult and stressful situation”))*
- I: Sorry to hear that, can you please explain further.
- NH: *Okutwa nodikwa, I mean that I am struggling to teach through the medium of English, due to the fact that English is an unfamiliar language to me.*
- I: As you can see, what opportunity do you have to learn English?
- NH: *The opportunity that I had was when I did my primary and secondary education unfortunately, English was only taught as a subject and even our teachers were struggling to speak proper English.*
- I: Is there any special opportunity for in-service teachers to improve or upgrade their language skills in order to be able to help learners especially in transitional grade?
- NH: *Well, the government try its level best to allow undergrade teachers to upgrade their qualifications through BETD –Inst programme. By now, I could*

*say that I have basic to express myself through English. However, I need further assistance.*

I: Is interesting, let us continued with the next question. What language do your learners speak at home?

NH: *They speak Oshikwanyama as a mother tongue and local language as well.*

I: Okay, what language do you speak in the classroom?

NH: *As a teacher I speak both languages Oshikwanyama and English. Normally I use Oshikwanyama to translate the lessons contents so that my learners can understand the message that the textbooks put across.*

I: Mhm! Can you please tell me the specific subjects in which you apply translation as a tool for unlocking the lesson content?

NH: *In all subjects except Oshikwanyama because if I failed to translate, my learners could not be able to answer questions or understand the lesson.*

I: Okay, what language do the learners speak in the classroom?

NH: *Oshikwanyama and bit English, because English is a problem to them.*

I: Oo! Let us continue with section 2.  
From your point of view, how do you feel about teaching Grade 4 children through the medium of English?

NH: *Mhn.. Actually I feel good because I learnt new words as a result my vocabulary can increase. However, my learners are struggling with learning because only few learners are able to speak bit English for example if I ask them questions like, what is your name? How old are you? Some of them are able to respond correctly.*

I: Have you ever attempted to tell your learner why do they learn thorough medium of English?

NH: *Yes, I use to tell them that they must learn English in order to get job in the future, because employers are likely to use English as a criteria for selection.*

I: Let us continue with the next question. How do you ensure that learning with understanding takes place when you teach?

NH: *Well, in order to determine their understanding I normally apply oral and written assessment activities. If they are able to answer the questions correctly then I could say that they understand the lesson.*

I: In learning context, what is understanding by the way?

NH: *Ai, understanding is when a learner knows the learnt activity very well.*

- I: Can you give example of knowing?
- NH: *Like reading, writing facts and so on, but in most cases they are struggling with writing and speaking English.*
- I: Do you know why?
- NH: *You know group work is better than individual work.*
- I: You mentioned interesting point. What language do they use when they embark upon group activity or task?
- NH: *Discussion done in Oshikwanyama and write in English, because if you tell them to discuss in English they will end up doing nothing, because they have no words. May be their vocabulary is not enough.*
- I: If it is so, how do you do to increase their vocabulary?
- NH: *I normally do oral translation in order for them to know the meaning of the words in their vernacular.*
- I: Okay, what kind of exposure do your Grade 4 learners have to English?
- NH: *It is obvious that school or classroom is the only place where they use to learn English. This is due to the fact that English not a familiar language in our villages.*
- I: Okay, does the school provide enough resources that could lead to language development?
- NH: *Ah, yes, but they are not enough because we have only few textbooks*
- I: Mh, let us continue with the next question. What is the school language policy in relation to?
- Language development
  - Is the official policy enforce
- NH: *I am not aware with the policy you are talking about.*
- I: Okay, apart from language policy what is the school's position in terms of motivating teachers and learners to improve their skills in second language?
- NH: *(silent for a while) Allow me to recall, Okay, after two years if I am not mistaken a Grade 3 teacher had revealed that she struggle to teach English as a subject. She therefore requested to be enlightened in this regard. In addition, Lower Primary teachers were not actively participating in staff meetings due to language limitation. As a result the school come up with an idea of assisting Lower Primary teachers through the afternoon English program. Junior Secondary teachers especially English teachers were entrusted to facilitate the*

*intervention. The idea was not last longer and truly speaking I did not gain anything. That is all I know about the school's position in relation to language development.*

I: Okay, do you experience problems in teaching through the medium of English? If yes, can you tell me about the problems you experienced?

NH: *I experienced a lot of problems such as difficult terms that sometimes enabling me to present clear explanation to my learners. The serious problem is language limitation among my learners even myself I also have language problems. It is because of this problem I use to switch to Oshikwanyama to explain everything. I teach like this: Different mode of transport; Omaludi oyeendifo, they are as follow; Okuli ngaashi tashi landula; Road transport; Oyeendifo yomeendjila etc. Another problem is shortage of textbooks because there are only few textbooks for each subject and five or six learners use to share one book.*

I: For the sake of progress, how do you help your learners to cope with a situation?

NH: *O! When I wrote a summary on the chalkboard I allow them to read after me because most of them are unable to read properly. For the sake of learning I use to encourage them to study they summaries in order to pass their tests.*

I: Is interesting! Do your learners know how to study?

NH: *Not really, because we are still in the first trimester but I experienced that in third term the situation is likely to be better.*

I: Can your Grade 4 learners read and write in their mother tongue as required by the curriculum?

NH: *Mhmm, I have three groups in my class those who perform very well in all language skills simply means they can read and write in their mother tongue some are better but they also need further assistance. Some of them are unable to read and write in their mother tongue.*

I: Oo! Okay, Can you please, explain further why some learners end up in Grade 4 without achieving required competencies in their mother tongue?

NH: *Oh, I don't but may be they were prepared in the previous grades. Another problem is a transfer policy, which says that learners should not repeat phase more, that one time. This restriction is also one of the contributing factor because learners with learning problems are just being pushed like that.*

I: Okay, how do you understand that policy?

NH: *Truly speaking I have no clue. What I know is that I already explained to you.*

I: Okay, how do you understand that policy?

- NH: *Truly speaking I have no clue. What I know is that I already explained to you.*
- I: Okay, how do you help those learners so that they achieve the basic competencies in their first language?
- NH: *I helped them through compensatory programme, by teaching syllables words.*
- I: Okay, let us continue with the next question. What would you consider the biggest challenge that could hamper learning with understanding?
- NH: *Mh... Challenges? Things that I consider as challenge in these regards are: shortage of textbooks, language problems, laziness among teachers and transfer policy.*
- I: Okay, in your opinion what should be done in order to minimize the said challenges.
- NH: *I want the Ministry of Education to do something for instance to provide enough textbooks, to uproot laziness among teachers, to encourage parents in the rural areas to value the importance of education as well as to train teachers on how to implement the revised curriculum for Lower Primary.*
- I: Okay, In my opinion, I felt that success is a priority goal to each responsible teacher. If this is the case, can you please explain any strategy that you think can help your Grade 4 learners to cope with transition.
- NH: *O!..I...I used to present gifts like sweets etc. Apart from that, I also use to encourage them to be serious with their studies.*
- I: Okay, apart from presenting sweets to good performers is there any strategy?
- NH: *Sorry, I also use picture to attract their attention.*
- I: Thank you, is there anything you would like to commend on around these issues?
- NH: *Can you please talk to the people in charge to prepare workshops to help us on how to deal with learners who are using English as a medium of instruction for the first time. Please! They must help us I am serious.*
- I: Thanks Nangado for your time and contribution. I will submit the transcript so that you can read through.
- NH: *Thanks Ms. Shilongo, see you.*

## APPENDIX 2 (B)

### TRANSCRIPT OF PILOT GROUP INTERVIEW WITH GRADE 4 LEARNERS

School: Okeve C. S                      Grade: 4

Region: Oshana

M(3)                      F(3)                      Age: (ranged from 10-12 years)

Key: I- Interviewer

                    Ls: Respondents

I:            Good morning children

Ls:            *Good morning madam*

I:            I hope you are ready for the interview

Ls:            *Yes!* (in chorus)

I:            Before we start I would like you to listen very well to the following guidelines:

- Raise up your hand to say your answer
- I expect you to take turn to say your answer
- Remain seated until we finish our interview but if you want to visit a loo you will be excused
- Feel free to express your ideas or feelings and speak loudly.

                    Any question before we start?

Ls:            No

I:            Okay let us start

I:            Question 1 goes like this

                    Which language do you speak?

- At home
- In the classroom
- When you are playing

Ls:            At home                      - All speak (Oshikwanyama)  
                    In the classroom - All speak (Oshikwanyama and English)  
                    When playing                      - All speak (Oshikwanyama)

- I: Okay, do you ever watch English TV programs or listen to English radio?
- Ls: *We have a TV at our house and I use to watch in the evening (one learner)  
Listen only to Oshiwambo service (the rest)*
- I: When you follow the TV programs do you understand what is going on?  
(Question directed to the learner who watches TV.)
- Ls: *Yes, but only prefer to follow pictures because words are difficult and TV presenters are speaking too fast.*
- I: Okay let us proceed. In which language did you learn when you were in Grades 1,2 and 3?
- Ls: *In Oshikwanyama (all)*
- I: Is there any difference between being in Grade 3 and 4? If yes/no can you tell me about it.
- Ls: *In Grade 3 we were taught in Oshikwanyama but in Grade 4 all subjects are in English.*
- I: Good girl! Another difference?
- Ls: *It is easier to learn in Oshikwanyama than in English*
- I: Why? Can you explain your answer?
- Ls: *Because we speak Oshikwanyama at all times.*
- I: Another explanation?
- Ls: *We are having difficulties when the teacher presents lessons in English.*
- I: Okay, can you please tell me what kind of difficulties do you experience?
- Ls: *Because sometimes we don't understand the language clearly.*
- I: Do you know you are experiencing these difficulties?
- Ls: (silent) One of them responded loudly  
*Maybe we are not well informed in English.  
(The rest laughed)*
- I: Mh.....  
Why do you learn in English? Tell me what you think.
- Ls: *Even if I happen to meet with a white person I can talk to him/her or I can give direction when it is necessary.*

I: Good boy! Who else?

Ls: *We need to learn English so that we can understand when our teacher is speaking English.*

I: Do you know why it is like that?

Ls: *English is important language and if you don't know how to speak it others will laugh at you.*

I: Okay, let us proceed.

Do you always understand what is going on in the classroom during lessons?

Ls: *I only picked up few words*

- *I only understand when a teacher switch to Oshikwanyama*
- *Some English words are too difficult to read and write*
- *Some English words are too difficult to read and write*
- *I only like Oshikwanyama lessons*

I: Okay, can you tell me how your teacher helps you so that you can understand your lessons?

Ls: *Teacher use to translate summaries in Oshikwanyama and sometimes told us to help one another especially to assist those who cannot read Oshikwanyama.*

I: Okay

What problems do you experience in learning through English as a medium of instruction? Take turns please!

Mh.....

Ls:

- *English words are too difficult to us*
- *Books are not enough and sometimes we end up fighting over the books*
- *If books were enough we could learn on our own*
- *I know how to read English but I don't know the meaning of the words*
- *Some children like to play when we are busy with group work*

I: Okay, you mentioned that some English words are too difficult for you. Can you please tell me how your teacher helps you to know the meanings of unfamiliar words?

Ls: *If teacher writes questions on the chalkboard she translates them in Oshikwanyama.*

I: Can you please give examples?

Ls: *A teacher can say; (I quote)*

*I, the children is transport of the school. And she can translate like this: What kind of transport do the children use to go to school. From there I can write the answer in English.*

- I: Okay, let us continue.  
What subjects do you find easier to learn through the medium of English?  
What subjects do you find difficult?  
Why do you think this is?
- Ls: *Environmental studies*
- I: Why?
- Ls: *Because some pictures are familiar to us;*  
- *Teacher writes short sentences that are easier to learn*
- I: Mh, what else?
- Ls: *Mathematic because there are few words such as minus, plus equal, times and divided. All numbers are familiar to us.*
- I: Okay. What language do you use when you want to get help from your peer or teacher?
- Ls: *Oshikwanyama*
- I: Why not in English?
- Ls: *If I tried English my peer or my teacher may not understand what I mean.  
I don't know how to ask questions in English.*
- I: Okay, what else? Mh.....Let us proceed.  
How do you experience group work or peer work? Explain how you go about it.
- Ls: *First a teacher reads questions and translates them. From there we can write our names on the answer sheet then we write down the answers.*
- I: Good girl! Okay, now who is responsible for writing down the answers?
- Ls: *In our group I am one who likes to write the answers because, some learners don't like to write at all.*  
  
*In our group we are two*
- I: What about the rest?
- Ls: *Sometimes they keep quite and sometimes they like to play*
- I: Okay, in which language do you discuss your group tasks or activities?

Ls: *In Oshikwanyama but we use to write our answers in English.*

I: Mhm! Let us proceed with the last question. Listen very carefully. The question is based on English. Okay.

Which one of the following do you find difficult or easy?

- Reading
- Speaking
- Writing
- Understanding

Ls: *Reading is easy because we correct one another and we were also learn how to read in Grade 3.*

I: Okay. Do you understand what you are reading?

Ls: *Not always, only a few words*

I: What about speaking

Ls: *It is easy to mention words but no make sentences is very difficult*

I: Okay, what about writing?

Ls: *Writing English is easy when we copy from the chalkboard but if a teacher assigns us to write sentences or to write about our school we find it difficult.*

I: Why?

Ls: *We only know how to write in Oshikwanyama and we can only recall few words in English.*

I: Thank you. Any question?

If there is no question I would like to thank you for your participation. Stay well.

You can go to your class

## **APPENDIX 3**

### **INTERVIEW SCHEDULE FOR GRADE 4 TEACHERS**

#### **2. Contextual information**

Interviewee: Interviewer  
Grade: School:  
Years of experience:

How long have you been teaching in grade 4?

What are you specialized in?

How many learners in your class?

What language(s) are used in your classroom?

What language(s) do the learners use in the playground?

What subject do you teach in grade 4?

#### **2. Questions on experiences and perception**

2.11 Do you enjoy teaching through medium of the medium of instruction of English?

2.12 How do you ensure that learning with understanding takes place when you teach?

2.13 What kind of exposure do your grade 4 learners have to English?

2.14 Can you explain how your learners cope with co-operation learning through the medium of English?

2.15 Do you experience any problem in teaching through the medium of English? If yes give example.

2.16 Do your grade 4 learners able to read and write in their own mother tongue as required by the curriculum?

2.17 What would you consider the biggest challenge that could hamper the learning with understanding?

2.18 Can you explain any strategy that you think can help grade 4 learners to cope with transition?

2.19 Is there any intervention offered in order to help you to acquire necessary English proficiency (at school, circuit or regional level)?

2.20 Is there anything else you would like to comment on around the issue?

## **APPENDIX 4**

### **INTERVIEW SCHEDULE WITH GRADE 4 LEARNERS**

**Six learners will be from each of the classes of the teachers who are being interviewed.**

Region:

School:

Date:

Interviewees: M (3) F (3)

#### **3. Contextual Information**

- 1.1** Which language do you speak?
- At home?
  - When you are playing?
  - In the classroom?
- 1.2** Do you ever watch English TV programs or listen to English radio?

#### **4. Questions on experiences and perceptions**

- 2.6** In which language did you learn when you were in grades 1, 2, and 3?
- 2.7** Is there any difference between being in grade 3 and 4? Explain briefly.
- 2.8** Why do you learn in English? Give reasons.
- 2.9** Do you understand what is going on in the classrooms during lessons?
- 2.5** What problems do you see in learning through English as a medium of instruction?
- 2.10** What subject(s) do you find easier to learn through the medium of English?
- 2.9** What language do you use when you want to get help from your peer or teacher?
- 2.10** Which language do you use when you do your group work or pair work?
- 2.9** Which of the following do you find difficult or easy?
- Reading
  - Speaking
  - Writing or understanding
- 2.10** Do you have dictionaries?

**APPENDIX 5 (A)**

**TRANSCRIPTION OF INTERVIEWS (ENGLISH VERSION)**

**DATE:** 29 March 2006

**Personal information interviewee**

**Name:** Keulukuwa Nauyoma (pseudonym)

**Age:** 41

**Sex:** Female

**Qualifications:** BETD (INSET)

**Mother tongue:** Oshikwanyama

**Years of experiences:** 18 years

**School:** Keshe Combined School (pseudonym)

**Region:** Oshana

**Key:** I – Interviewer  
KN – Keulukuwa Nuujoma

I: Good afternoon Keulukuwa

*KN: Good afternoon Ms. Shilongo*

I: Are you ready for the interview?

*KN: Yes, but in which language?*

I: In Oshikwanyama

*KN: Okay*

I: Okay, before we start allow me to remind you about our business. As I indicated already in a consent letter, the purpose of our interview is to investigate how Grade 4 teachers and learners experience the transition year i.e to shift from Oshikwanyama to English as a medium of instruction. I am therefore requesting you to tell me the ins and the outs around the issue. In addition I would like to ensure you that our discussion is confidential. Put simply your name and the name of your school would remain anonymous. You are therefore free to express or reveal any information relevant to our interview. Do you have a question before we start?

*KN: I am satisfied with your introduction.*

I: Thank you; let us start with section 1. Can you please tell me how long you have been teaching in grade 4?

*KN: This is my second year*

I: What about the rest?

*KN: I had been teaching grade 3 for 16 years*

I: Wow, What subjects are you specialized in?

*KN: I specialized in all Lower Primary subjects*

I: Okay, What subjects do you teach in grade 4?

*KN: All subjects because grade 4 is a class teaching.*

I: Ahaa, How many learners are there in your class

*KN: There are 33 learners 15 girls and 18 boys*

I: Okay, What is your mother tongue and what other languages do you speak?

*KN: Oshikwanyama is my mother tongue. I can also try to speak English and Afrikaans.*

I: Can you please explain further when you said you try to speak English and Afrikaans?

*KN: Mhm, you know, we were taught in Afrikaans and truly speaking I completed my Std 10 without acquiring proper language skills in Afrikaans the same apply in English.*

I: Can you please tell me why you didn't manage to acquire necessary language skills in the aforesaid languages?

*KN: It is a long story, our teachers at that time were also struggling to speak Afrikaans and English, and therefore it was difficult for black learners to speak or write the second language properly. We were only memorizing facts without understanding.*

I: Sorry to hear that, what language(s) do your learners speak at home?

*KN: All of them are Kwanyama speakers because our village is in Oukwanyama district. They all belong to the same tribe.*

I: Okay, What language do your learners speak in the classroom?

*KN: They can speak both Oshikwanyama and English. However they cannot speak proper English because they are still at the beginning of the year. As you know that this is their first year to use English as a language of instructions.*

I: Okay, What languages do you speak in the classroom?

*KN: I speak English because it is a medium of instruction. However, I can also speak Oshikwanyama when I realize that my learners did not understand the lesson. But in most cases I try to use pictures before I translated the lesson into Oshikwanyama.*

I: It is interesting, we can continue with the next section. From your point of view, how do you feel about teaching grade 4 children through the medium of English?

*KN: Ooh, It is not easy. Even though learners are willing to learn English language is Always a problem. However, at the beginning I told them that English is important therefore they should work hard in order for them to pass grade 4.*

I: Okay, Can you please explain further why did you tell your learners that English is and important language?

*KN: Namibia is an independent country with different languages whereby English is an official language. Therefore I encouraged them to learn English in order*

*to communicate with their fellow Namibians and foreigners. On top of that they should learn English in order for them to get jobs in the future.*

I: Ahaa! Let us continue. How do you ensure that learning with understanding takes place when you teach?

KN: *It is a norm to ask oral questions assigns tasks or exercises in order to determine learners' understanding. Once I realize that they don't understand the learning content I could take another step i.e. to use pictures for them to get the meaning of the difficult words or I can explain everything in Oshikwanyama.*

I: Okay, when it comes to written exercises or oral presentations how do they cope with the language.

KN: *(silent for a while) I...I write short summaries on the chalk board for them to copy and learn the important points. But spelling is always a problem. A learner can say a correct answer but when it comes to writing it is always a problem.*

I: Can you please give me an example (you can use this pencil)?

KN: *Maybe the question is like: Mention three types of transport. In writing some learners can write like this; bysikol (bicycle), aeloplein(aeroplane) and loli (lorry)*

I: Okay, Can you please tell me how do you help them to achieve their expectations?

KN: *I use remedial classes to teach them how to read and write English.*

I: You mentioned reading. Do you mean reading and writing English is also a problem to your grade 4 learners?

KN: *Madam, reading English is a major problem, and I don't want to blame anybody else rather than the educational planners who introduced transferring policy for failures.*

I: Can you please explain further about the transferring policy you are talking about?

*KN: Mhm, That is all. Do you know what? Before independence we were not transferred learners like that without achieving the basic competencies in reading in all languages being taught at particular schools especially the first language.*

I: Okay, What kind of exposure do your learners have to English?

*KN: Since we are in the village it is obvious that classroom is the only place where learners learn English. We are living in a monocultural community. Simply meaning we are speaking the same language. Televisions are only possessed by few individuals especially by those who have an access to electricity. Newspapers are not even available in our local market unless someone bought item from town.*

I: Okay, if I interpret you correctly you said that your learners have little access to English language isn't it?

*KN: Exactly*

I: If it is like that, does the school have something in place with the purpose of expanding learners' exposure to English?

*KN: Ah, Anyhow there is a rule, which says; once you enter the school gate forget about ...about Oshikwanyama. Speak English everywhere in the classroom, during break time, in the playground, during morning assembly and in the staff room. The purpose was nothing else rather than to improve teachers and learners' English oral communication skills.*

I: Is interesting, okay, according to your observation, have you noticed the difference?

*KN: Well, Senior Primary 5-7 and Junior Secondary 8-10 teachers are okay. There I could see the difference. Mh, when it comes to Lower Primary teachers and learners I could not see the difference. Normally they like to laugh at one another even the teachers. During staff meetings Lower Primary teacher are silent.*

I: Okay, what controlling measures does the school put in place in order to make sure that the rule is adhered to?

- KN: There are no controlling measures because it was just mentioned as an announcement during break time. There is no one in charge.*
- I: Okay, let us continue with the next question. Does your school have a language policy?
- KN: We go ahead with our language policy Even when a teacher sends a learner to the office of the principal that particular learner is expected to express himself/ herself in English.*
- I: Okay, Is there any written document which indicates how language should be used in your school context?
- KN: I never came across a language policy document. If it is available at school, I am not aware of that.*
- I: Have you discussed how to tackle the language issue in the transition grade i.e grade 4?
- KN: We only set up an agreement for our grade 4 learners to speak English in the classroom. But only a few learners are likely to try their level best. As I said it earlier limited English vocabulary is always a problem.*
- I: Okay, if it is so, what do you do to increase your learner's vocabulary?
- KN: I introduced a bilingual vocabulary book in which English words are translated into Oshikwanyama.*
- I: Okay, we can continue with the next question. Do you experience problems in teaching through the medium of English?
- KN: The major problems that are bothering me are poor reading and writing skills*
- I: Okay, in which language?
- KN: Both English and Oshikwanyama. In Oshikwanyama there is a proverb which says ' Ombedi ihai yi moshiti.' (For any mistake nothing should be blamed rather than a human being). In the light of this view I feel that the transferring policy is one of the contributing factors to poor literacy. Instead of learners repeating a grade till he/ she reached the require basic competencies they are just being pushed like unwanted objects.*

- I: Mh, Oo.... For the sake of improvement what do you do in order to remedy the situation?
- KN: *Oh, I do remedial classes in the afternoon especially on reading component for both Oshikwanyama and English. Even writing is also a problem, for instance, instead of writing cat he/she can write (keti) referring to their first language.*
- I: Mhm.... Can you please explain further why some learners end up in Grade 4 without knowing how to read and write their mother tongue?
- KN: *Maybe Grade 1-3 teachers need to be questioned because apart from the transferring policy some learners' school reports indicate good grades like C in both languages but in reality a learner's performance does not reflect what is indicated in his/her school report. I really don't know, maybe the issue of assessment is also questionable.*
- I: Hambaa.... If that is the case what did you do in order to rise up your aforesaid findings?
- KN: *It is not easy to reveal other's weakness. However, I personally complain during formal or informal Lower Primary meetings that some Grade four learners do not reached the required basic competencies in Oshikwanyama.*
- I: Apart from that, what is the position of the school regarding the importance of the mother tongue?
- KN: *The importance of mother tongue has been explained several times. This has been done during morning assembly where all teachers and learners gather. In most cases learners were encouraged to take Oshikwanyama seriously right from Grade in order to boost their grade 10 and 12 results. It has been explained to them that good points in both Oshikwanyama and English is an advantage for them to enter an institution of high learning.*
- I: It's interesting, we can continue. What would you consider the biggest challenge that could hamper learning with understanding?
- KN: *In my opinion, there are many challenges. For instance, the issue of parental involvement in educational affairs is not valued in our rural communities. In most cases children are being tasked to do a lot of domestic work such as pounding mahangu, looking after cattle, collecting firewood, etc. This means our learners have no time to do their homework or to read their summaries.*

*Some parents are literate in reading Oshikwanyama but they have no time to help their children. Instead they spent a lot of time at the Cuca shops. Alcohol is also one of the challenges because most parents/ guardians are no longer responsible in terms of how to bring up their children in a right way.*

I: Oh it is pity, another challenge?

KN: *We teachers are also challenges simply because we are not competent in terms of applying suitable teaching methods that could stimulate our learners understanding. On top of that we are also struggling to teach through the medium of English. So I consider this as a challenge because we are not confident to do our work. In addition revised syllabuses for Lower Primary are just written in English version from grade 1-4. Therefore, it is difficult for us to interpret them correctly.*

I: Okay, if that is the case what do you do in order to make sure that you interpret the syllabi correctly?

KN: *Well, once I'm stuck I normally consult my colleague for assistance*

I: Okay, what else?

KN: *In addition shortage of textbooks is also a challenge simply because seven learners have to share one textbook.*

I: It's a pity, Oh what do you do in order for learners to have an access to the content of the textbooks?

KN: *I gave them summaries for them to do further learning.*

I: Okay, let us continue. In my opinion, I felt that success is a priority goal to each responsible teacher. If this is the case, can you please explain any strategy that you think can help your Grade 4 learners to cope with the transition?

KN: *In my opinion I prefer code – switching as a suitable strategy to enable our learners to grasp the lesson content. In addition, I also prefer peer teaching as a good strategy because children like to do things with their peers. That is all I have.*

I: It's interesting! Did you say that it is all you have oo.....?

*KN: Ah, let me add something, integration of pictures and concrete materials into a lesson is also an advantage for learners to understand the message.*

I: It's interesting! Thank you indeed. Is there anything you would like to comment on around these issues?

*KN: Thanks very much for the fruitful discussion. Now the question remains that what can I do in order for my Grade 4 learners to be competent in English as a language of learning? Currently people are talking about vision 2030 whereby education is the first priority. I am therefore requesting the Government to initiate a programme whereby long serving teachers would be trained to improve their English language skills.*

I: Thank you very much Keulukuwa for your time and contribution. I will submit the transcript so that you can read through.

*KN: Thanks Mrs. Shilongo, see you next week. You are welcome!*

I: You are welcome.

**APPENDIX 5(B)**  
**TRANSCRIPTION OF INTERVIEWS (OSHIKWANYAMA VERSION)**

Edina: Keulukuwa Nauyoma  
Eedula: 41  
Oukashike koo okanhu: Omukainhu  
Ohongelwe: BETD (INSET )  
Elaka laina: Oshikwanyama  
Ofikola: Keshe Combined School  
Oshitukulwa: Oshana  
Eshiivo: Eedula 18

Key: I – Interviewer  
KN – Interviewee

I: Wa uhalapo Keulukwa

KN: *Ee, ove wa uhalapo meme Shilongo*

I: Owa pyakudukwa ngoo neenghundafana detu?

KN: *Ee, ohatu popi hano melaka li li?*

I: OmOshikwanyama ashike

KN: *Eewa*

I: Fimbo inatu tameka onda hala ndi ku dimbulukife elalakano leenghundafana detu.

Ngaashi nana nde shi ulika momukanda ou wa tetekela elalakano leenghundafana detu okupekapeka nghee to longo, novalongwa voye nghee tave lihongo melaka IOshiingilisa. Ohandi ku indile nee nefimaneko opo u lombwele nge ombaxu nokavava mekwatafano naasho wa shiiva ile wa ile wa koneka mekwatafano nokulihonga ile nokuhonga melaka IOshiingilisa. Onda hala okukukwashilipaleka kutya eenghundafana detu edi oda amenwa hano kokutya ka pen a oo ta shiiva kutya oove wa popya onghee osho u shi mekwatafano neenghundafana detu shi popya wa manguluka. Ope na epulo manga inatu tameka?

- KN: *Aaye ondi udite onda wa nenwa kwaasho wa popya.*
- I: Tangi unene ohatu dulu nee okutameka. Mondodo 4 owa longa mo eedula ngapi?
- KN: *Ei odula yange onhivali ngaha*
- I: Eedula dikwao owa longa meendodo di li?
- KN: *Onda longa mondodo 3 oule weedula 16.*
- I: Hambaa, oilongwa ili pi wa deulilwa okulonga?
- KN: *Onda deulilwa iilongwa aishe yeendodo do pedu*
- I: Oilongwa ili pi ho longo mondodo 4?
- KN: *Oilongwa aishe shaashi ondodo 4 oclass teaching*
- I: Hambaa, moklasa yoye omu na ovalongwa vangapi?
- KN: *Omu na ovalongwa 33 oukadona 15 novamati 18*
- I: Okay, Elaka lilipi wa nyama na omalaka elipi ho popi?
- KN: *Oshikwanyama elaka eli nda nyama ashike ohandi popi yoo va li Oshiingilisa nOshimbulu.*
- I: Mbela oto dulu okulombwela nge kutya omolwashike to ti ohe kendabala oku popya Oshiingilisa nOshimbulu?
- KN: *Mh, ou shi tuu kutya otwa longwa melaka lOshimbulu ndee onda mana ashike o STD 10 ndi he shii Oshimbulu nOshiingilisa.*
- I: Oto dulu oku lombwela nge kutya omolwashike inoshi pondola okushiiva omalaka waa popya metetekelo?
- KN: *Oi, ehokololo oli le nee. Ou shii tuu ovalongi vetu navo pefimbo linya okwa li hava pamhadala okupopya omalaka ngaa aa hatu popi apa Oshimbulu nOshiingilisa. Hano osha kala nee shi djuu kufye ovalaule okupopya ile okushanga nawa omalaka aa. Okwa li nee ashike hatu kopele nopehena eudeko lasha.*
- I: Akutu, Ovalongwa voye ohava popi omalaka/elaka li li pi?
- KN: *Ohava popi ngoo Oshikwanyama nOshiingilisa. Ashike Oshiingilisa kave shi shi nana unene tuu eshi ve li petameko lodula. Noxo ei oyo odula yavo yotete okulihonga melaka lOshiingilisa.*
- I: Eewa, moklas oho popi elaka li li?

- KN: *Ohandi popi ngoo Oshiingilisa shaashi olo elaka ha li longifwa melongo. Ashike ohandi popi yoo mOshikwanyama ngeenge nda mono kutya ounona vange kave udite ko. Ashike nande ongaho ohandi kendabala ngoo ndi longife omafano tete fimbo inandi toloka mOshikwanyama.*
- I: Hambaa, natu twikile hano noshitukulwa eshi sha shikula ko. Pamaliudo oye ou udite ngahelipi eshi to longo ondodo 4 melaka lOshiingilisa?
- KN: *Aah, ke shi pu nana. Ounona nande ova kale ve na ehalo lokulihonga Oshiingilisa omukundu kuvo. Ashike onde va lombwela ngoo petameko lodula kutya Oshiingilisa elaka lafimana onghee nave li longe va mana mo op ova pite ondodo 4.*
- I: Okay, ito dulu nande u yelife nawa kutya omolwashike to lombwele ovalongwa voye kutya Oshiingilisa osha fimana?
- KN: *Namibia oshilongo shi na omalaka eli li nokuli li omo Oshiingilisa sha tofwa mo ongelaka lopambelewa. Ovalongwa ohandi va kumike nee velihonge Oshiingilisa op ova kale tava popi novaNamibia vakwao vomalaka eli li ile va popye yoo neeforeigners. Kakele kwaasho ohandi va lombwele kutya lihongeni Oshiingilisa opo mu ka mone oilonga monakwiiwa.*
- I: Hambaa, natu twikile. Oshike hashi ku kwashilipaleke kutya eshi to longo ounona ove udite ko?
- KN: *Oshi li omu kalo ndjikilile oku pula omapulo ile oku yandja oilonga opo ndi dule okumona kutya ovalongwa ove uditeko ile ka ve udite ko. Ngeenge onda mono kutya kave udite ko ohandi longifa omafano okufatulula oitya ei idjuu ile ndi fatulule ashike oshileshwa ashishe mOshikwanyama.*
- I: Mhm, ngeenge tashi uya koilonga yokushanga ile yokupopya ohave shi endifa ngahelipi?
- KN: *(okwa mwena manga okafimbo) A...Ame ohandi va shangele eesummary ndee tave di tape ko opo v eke li longe oitwa ei ya fimana. Okushanga omukundu kuvo shaashi omulongwa ota dulu oku tumbula oshitya mondjila ndee okushishanga ota nyengwa filu.*
- I: Oto dulu mbela oku pange oshiholelwa (oto dulu okulongifa okapena a ka)
- KN: *Otashi dulika ndi pule epulo eli, tumbula omaludi atatu oteendifo. Okushanga ovalongwa vamwe ohava shange ngaha bysikol, aeloplein loli.*
- I: Oho va kwafele nee ngahelipi op ova hange oilalakanenwa yavo?
- KN: *Ohandi longifa oremedial opo ndi va longe okushanga nokulesha Oshiingilisa.*
- I: Owa tumbula okulesha. Tashi ti okulesha Oshiingilisa nako omukundu va li?

- KN: *Oh, Okulesha Oshiingilisa oko nee omukundu. Ndee ame oushima ohandi upe ngoo ovanambelewa ovo va tula po omulandu wokuundula ounona va dopa.*
- I: Kwafele nge utale u yelife shina sha nomulandu wokuundula ovalongwa?
- KN: *Mh, osho ashike ngaho, ou shi tuu? Fimbo oshilongo inashi manguluka fyee ka kwa li hatu undulwa ngaho fimbo ngoo ino shiiva oku lesa omalaka aeshe unene tuu elaka loomeme.*
- I: Eewa, ovalongwa voye oven a tuu omhito okulihonga Oshiingilisa?
- KN: *Shaashi otu li moitukulwa yomikunda ounona Oshiingilisa ohave shi udu ashike moklasa. Momukunda ohatu popi ashike Oshikwanyama. Ee tiivii odi li ashike koohashikeshalye ava ve li popepi nolusheno. Ounduda vetu vomomukunda ihava landifa oifokundaneki okuninga ngoo omunhu wa enda kotown ove to shi eteleleko.*
- I: Okay, ngeenge onde kuuda ko nawa owa ti ounona ovena omhito inini lela okulihonga Oshiingilisa hasho?
- KN: *Osho naanaa.*
- I: Ngeenge osho ngaha, ofikola oi na nee eshi ya ninga po opo imbwalangadjeke omhito yo kwiilonga Oshiingilisa?
- KN: *Aah, Open a ngoo oveta oyo tai tin gee wa piti omuvelo wofikola Oshikwanyama dimbwa. Otu na oku popya Oshiingilisa moklasa, pobreak, kokapale, poandaxa nomostaff. Elalakano oku xwaxwameka elaka lOshiingilisa.*
- I: Okay, ofikola ohai kondolola nee ngahelipi?
- KN: *Kapena naa naa ekondololo lasha shaashi osha shiivifwa ashike pefimbo loandaxa. Kape na nana ou ha kondolola.*
- I: Natu twikile nepulo lashikula ko. Pofikola yeni open a omulandu welaka?
- KN: *Aaye omulandu ohatu ulongifa ashike nande onda tuma okaana kombelewa yaprincipal ohaka popi mOshiingilisa.*
- I: Okay, omu napo odokumende ya shangwa oyo tai ulike ngeee elaka li na okutulwa moilonga?
- KN: *Inandi shakeneka nale odokumende yomulandu welaka. Ngeenge opo ili pofikola kandi shi shi.*
- I: Omu na ngoo efiku limwe mwa kundafanene ngeee elaka li na okulongifwa mondodo 4?

- KN: *Otwa tula po ngoo eudafano opo ovalongwa vomondodo 4 va popye Oshiingilisa moklasa. Ashike ounona ashike vanini hava kendabala. Ngaashi ngoo nde shi popya kutya oitya yOshiingilisa oyo ngoo oyo.*
- I: Ngeenge oshi li nee ngaho, oshike nee ho ningi opo u hapu paleke oupunaitya wounona?
- KN: *Aaye onda eta po ngoo embo loitya yOshiingilisa ya fatululwa mOshikwanyama.*
- I: Eewa natu twikile nepulo la shikula ko. Oupyakadi washike wa didilika mokulonga elaka lOshiingilisa?
- KN: *Omukundu ngoo ou wa kula okulesha ngoo nokushanga.*
- I: Omelaka nee lilipi ngaho?
- KN: *Momalaka ngoo aeshe Oshikwanyama nOshiingilisa. Open a eyeletumbulo ta li ti: Ombedi ihai I moshiti. Ame ondi udite kutya omukalo ou wokuundula ounona inava pita oo tau eta oupyakadi moliteracy. Ponhele ashike yokukaleka ounona mongudu fiyo va shiiva otava undulwa ashike va fa oinima ina I pumbiwa vali.*
- I: Mhm.. oo... Oshike nee ho ningi po opo onghalo I xwepopale?
- KN: *Ohandi yandje ngoo oremedial komatango unene yokulesha Oshiingilisa nOshikwanyama. Okushanga nako oproblem ponhele yokushanga cat okaana otaka shange keti ka yukifa kelaka lOshikwanyama.*
- I: Mh... mbela oshike sha eta naanaa opo ounona va fike fiyo okondodo 4 vehe shii okushanga nokulesha melaka lavo?
- KN: *Ame ohandi ti pamwe ovalongi veendodo 1-3 navo oven a po ngoo sha shaashi eedjapo dounona ohadi ulike ngeno din a eesymbol diwa ngaashi C momalaka aeshe. Ashike ngeenge tashi uya kopractice oshi li omhinge. Kandi shi naanaa kutya oshike shi li ngaha pamwe oshiima sho assessment nasho osha pumbwa okutalwa shaashi pamwe open a epuko.*
- I: Hambaa.... Ngeenge osho shi li ngaha onghendabala ili pi wa ninga po u holole ounghundi ou?
- KN: *Keshi pu naa na okuholola omapuko a ningwa kuvakweni. Ashike nande ongaho moiongalele yo Lower Primary ohandi shi popi kutya ounona vamwe vomondodo 4 inava hanga omufika ile ondodo oyo ya pumbiwa melaka lOshikwanyama.*
- T: Kakele kaasho, omakanghameno ofikola mekwatafano lelaka loomeme otaa ti ngahelipi?

- KN: *Efimano lelaka lameme ola vilikilwa kalupu. Eshi ohashi ningwa unene pefimbo loandaxa. Luhapu ovalongwa ohava tuwa omukumo opo ve li hongwe Oshikwanyama va mana mo okudja ngoo kondodo 1 opo va shiive va yelulepo eepoint davo meendodo 10 no 12. Nava li ovalombwelwa yoo kutya okukala u na oitwa iwa melaka eli wa nyama oshi na ouwa shaashi kuvo mekwatafano nokutambulwa moiputudilo yopombada.*
- I: Okay, natu twikile nepulo lashikula ko. Oshike mbela wa didilika shi li eshongo linene olo ta li imbi ile ta li kwata moshipala okulihonga neudeko?
- KN: *Osho nda koneka oshosho kutya omashongo omahapu. Elongo loovene ina li fimanekwa nana momidingonoko edi onghee oku li tula mo kwovakulunhu nako okuxupi. Luhapu ounona ohava kala unene ve na oilonga ihapu ngaashi okutwa, okulifa, okutyava nosho tuu. Hano ounona kave na efimbo la wana oku ninga eehomework davo ile okulesha eesummary. Ovadali vamwe ove shi ngoo ngeno okulesha ashike shaashi ova manenwa po efimbo keekamba itava dulu okukwafela ounona vavo. Elongifonai lomalodu nalo eshongo la kula shaashi ounona itava tekulwa vali nomukalo.*
- I: Oh, onghenda shili. Eshongo limwe va li?
- KN: *Nafye ovalongi otu nap o ngoo ounghundi shaashi katu shi nana omikalo dokuudifa ko ounona nawa. Okutya tuu Oshiingilisa otashi tu nyenge naashi osha eta apa opo tu longwe ngoo tu li ngahe. Shimwe va li eesyllabus detu odi li ashike mOshiingilisa okudja tuu koGrade 1-4. Okufatulula eesyllabus di li mOshiingilisa kaku pu nana.*
- I: Ngeenge open a sha uheshi udite nawa oho ningi nee ngaa li?
- KN: *Ohandi kongo ngoo ekwafa kuvakwetu.*
- I: Okay, shimwe vali?
- KN: *Omhumbwe yomambo nayo eshongo shaashi ounona vetu ohava lesa ve li vaheyali pokambo kamwe.*
- I: Onghenda man, oho ningi nee ngahelipi opo ovalongwa voye va shiive ocontent yotextbook?
- KN: *Ohandi shange ashike eesummary voo tava tape op ova shiive v eke lihonge.*
- I: Okay, natu twikile. Ame ondi udite kutya omuhongi keshe okwa hala okufindana mwaasho ta longwe. Okay, ovalongwa vomondodo 4 opo tave li hongo lwotete mOshiingilisa. Omikalo di li pi ho longifa opo u pupaleke elihongo lavo metauluko fimbo eli?
- KN: *Ame ohandi fatulula ashike mOshikwanyama opo ounona va ude oshikalimo sho shileshwa. Ohandi longifa yoo omukalo wopeer teaching shaashi ounona ove hole okulongwa kuvakwao. sho ashike osho.*
- I: Eewa, owa ti tuu osho ashike u napo osho ile pamwe.....?

KN: *Ah, ohandi longifa yoo oikwatififohongo ngaashi omafano opo ounona va udeko nawa.*

I: Eewa, Tangi unene. Open a sha mbela wa hala okuweda po mekwatafano neenghundafana detu edi?

KN: *Tangi unene keenghundafana detu diwa. Paife epulo oli li nee apa ame ongomulongi wondodo 4 ondi na nee okuninga ngahelipi opo ovalongwa vange va shiive elaka lOshiingilisa? Paife ovanhu otava popi ovision 2030 omo elongo lili oshishonekwa shovision ei. Ohandi pula epangelo li ete po oprograma yOshiingilisa yokudeula ovalongi ovo va longa nale pamwe hatu xwepopala ngoo.*

I: Tangi unene Keulukuwa. Ohandi ka eta okopi yeenghundafana detu u uye u leshe mo.

KN: *Tangi meeShilongo. Hinga hano tu li mona moshivike tashi ya.*

I: Eewa

## **APPENDIX 6(A)**

### **TRANSCRIPT OF INTERVIEW (English version)**

**Name:** Shikulo Kapuka (pseudonym)

**Age:** 35

**Sex:** Male

**Qualifications:** BETD (PRE SERVICE) and FDM

**Mother tongue:** Oshikwanyama

**Years of experience:** 7 years

**School:** Okeve C S (pseudonym)

**Region:** Oshana

Key

I: Interviewer  
SK: Interviewee

I: Good afternoon Shikulo

SK: *Good afternoon Mrs. Shilongo*

I: Are you ready for the interview?

SK: *Yes, I am ready.*

I: Okay, before we start, allow me to remind you about our business. As I indicated already in the a consent letter, the purpose of the interview is to investigate how Grade 4 teachers and learners experience the transition year i.e to shift from Oshikwanyama to English as a medium of instruction. I am therefore requesting you to tell me the ins and the outs around the issue. In addition, I would like to ensure you that our discussion is confidential simply meaning your name and the name of your school would not be revealed. You are therefore free to express or reveal any information relevant to our interview. Do you have a question before we start?

SK: *No, your explanation is clear to me.*

- I: Thank you, we can start with section 1 which is about contextual information. Can you please tell me how long you have been teaching in Grade 4?
- SK: *Three years on the dot.*
- I: What about the rest?
- SK: *Before I shifted to grade 4, I taught several years in grade 2 and Grade 5 as well.*
- T: Its interesting, can you please tell me the difference between teaching in Grade 2 and Grade 4 as well?
- SK: *It is obvious in the sense that Grade 2 learners enjoy learning because they learn in Oshikwanyama as a medium of instruction while Grade 4 learners learn through English as a medium of instruction, which is difficult for them.*
- I: It's interesting, let us continue with the next question. Okay what subjects are you specialized in?
- SK: *I majored in Lower Primary phase and minored in social studies 5-7.*
- I: Okay, What subjects do you teach in grade 4?
- SK: *Since grade 4 is a class teaching grade I teach all subjects.*
- I: Mhmm... How many learners are there in your class?
- SK: *There are 39 learners, 20 boys and 19 girls.*
- I: Hambaa! What is your mother tongue and what other language(s) do you speak?
- SK: *Oshikwanyama is my mother tongue and I can also speak English as an official language and language of education as well. In addition I can also speak Afrikaans.*
- I: Where did you learn English and Afrikaans?
- SK: *When I was in school from Senior Primary to tertiary level I learned through English as a medium of instruction. When it comes to Afrikaans I picked it up from the street.*
- I: Wow! Can you tell me how you coped when you learned through the medium of English?
- SK: *Mh, at that time, the so called remedial teaching was not part of the teaching and learning process if you don't know how to memories you may suffer the consequences.*

- I: Sorry to hear that, can you please tell me how your teachers helped you to understand the lesson content?
- SK: *Ah, it was not easy, not enjoyable either because English was an unfamiliar language to both teachers and learners. Therefore rote learning was the order of the day.*
- I: Is it ? Let us continue with the next question, what language (s) do your learners speak at home?
- SK: *They all speak Oshikwanyama as a mother tongue.*
- I: Okay, What language do you speak in the classroom?
- SK: *According to the language policy, teaching and learning activities in Grade 4 should be carried out through English as a medium of instruction. However, in many cases the situation forced me to switch to Oshikwanyama to enable my learners to understand the learning content.*
- I: Sorry to hear that, Can you please explain further on what kind of situation you are referring to?
- SK: *You know English is not being spoken in our surroundings; as a result, our learners are not yet familiar with the language. If I keep on speaking English all the time they would not grasp the key ideas of the lesson. That is the reason why I switch to Oshikwanyama. However, some children are likely to speak bit of English.*
- I: It is interesting, what kind of issues do they like to talk about?
- SK: *They like to talk about their families, school or when they are playing during break time they say, "I am the first, I am the second, the time is over can I have a ball," the list can go on.*
- I: Wow! We can continue with the next section. From your point of view, how do you feel about teaching grade 4 children through the medium of English?
- SK: *Mhm, (deep breath) it is not an easy task to teach Grade 4 learners in the sense that the policy encourages the active participation of learners in the learning process which is still a dream. It is a dream in the sense that Grade 4 learners are unable to express themselves in English, such a situation is frustrating, it forced me to apply a teacher centered approach as well as to switch to Oshikwanyama as an alternative to enable my learners to know the key ideas of the learning content.*
- I: You are saying something which is interesting i. e learners' participation; can you please give me an example(s)?
- SK: *A learner can play a role once he/she is participating by means of discussion, written activities and asking questions for clarity through English.*

- I: Okay, now, how can you describe your learners' actual participation.
- SK: *As I said it earlier my Grade 4 learners do not have enough English vocabulary, even their language skills are not yet at the required level to allow them to fulfill the expectations in Grade 4.*
- I: Oo! Can you please explain why their required level of English is so low even though they have been learning English as a subject in previous grades?
- SK: *Mhm! It is a difficult question, let me try, maybe what they have learnt in previous grades is not sufficient to allow them to cope with the transition. One can also say that maybe Grade 1-3 teachers failed to address the basic English competencies of those grades. On the other hand the environment is also a contributing factor.*
- I: Sorry to hear that, Can you please explain further why you refer to the environment as a contributing factor to English language acquisition.
- SK: *Do you know what? In the village there are not exposed to English because televisions and newspapers are scarce. Therefore, it is difficult for our learners to acquire English language skills immediately.*
- I: Can you please explain further why you say that maybe grades 1-3 teachers did not do enough for English language development.
- SK: *I said so because some learners do not even know how to read and write in Oshikwanyama. Do you think they can read and write in English? It is impossible.*
- I: Thank you; let us continue with the next question. How do you ensure that learning with understanding takes place when you teach?
- SK: *I normally assign assessment activities to determine learners, understanding. Besides that I can also use pictures as well as to explain key ideas in Oshikwanyama.*
- I: What language do you use for assessment?
- SK: *Formally it is English except? Oshikwanyama.*
- I: How well do the children understand?
- SK: *If a learner happens to answer both oral and written questions of exercises even though the language is not okay I could say that learner does understand the lesson content and vice versa.*
- I: Can you please tell me how you help your less able learners to achieve the required competencies?

- SK: *Well during lessons I pay more attention to them especially those who experience minor learning problems. For those who need more time I apply remedial lessons after classes. But to those who are unable to read and write either in English or in Oshikwanyama it is a challenge to me.*
- I: Sorry, why do you say that it is a challenge?
- SK: *It is a challenge in the sense that I don't know where to start. May be I need somebody to help me out otherwise learners who experience difficulties in both languages would not make it.*
- I: Okay, let us go on, what kind of exposure your Grade 4 learners have to English.
- SK: *It is obvious that the school or classroom is the only place where they can learn English.*
- I: Do your learners have access to library materials either at school or in the community?
- SK: *We don't have a library neither at school nor in the community. However, library books are available at school and sometimes we can make use of them, but most learners cannot tell what they have read therefore the availability of these books does not contribute much to their language development. Unless maybe we as teachers would be helped out.*
- I: Okay, what kind of help do you refer to?
- SK: *Like workshops on how to use library books together with prescribed textbooks. Okay, let us go on with the next question.*
- I: Does your school have a policy about what language should be used for teaching in Grade 4?
- SK: *Apart from the language syllabi we have no written document which could be used as a guideline.*
- I: Okay, Have you discussed how to tackle the language issue.
- SK: *Yes, of course, especially in the staff meetings we talk about how to promote literacy in both languages i.e English and Oshikwanyama in all grades.*
- I: Mhm, can you please give me an example of a way or ways that you have discuss in your staff meetings regarding language development?
- SK: *For instance, teachers should speak English in order for learners to imitate.*
- I: Do you stick to your agreement?
- SK: *Not always, maybe it is because we are all Oshikwanyama speakers.*

- I: Okay, what language do you use in your staff meetings?
- SK: *We use both languages in order to accommodate non-teaching staff. Once the meetings include the teaching staff only then we prefer to use English however it is not compulsory.*
- I: Let us continue with the next question. Do you experience problems in teaching through the medium of English?
- SK: *I experience many problems in this regard. One of the major problems is the language proficiency of learners. Even myself I found it difficult to simplify the text book language in order for my learners to understand the message.*
- I: Mh, another problem?
- SK: *As I said earlier, less exposure to English language, poor literacy skills and shortage of textbooks are also obstacles towards successful learning.*
- I: Okay, Do your Grade 4 learners take their textbooks home for the purpose of studying further?
- SK: *Not at all simply because textbooks are limited. Another strong reason is that in our community textbooks are not valued especially by young learners and parents. So taking them home would shorten their life span.*
- I: Okay, what else?
- SK: *Another crucial issue is lack of in-service training particularly on how to deal with different subjects. You know, especially in my case, I am not gifted in all Grade 4 subjects; therefore, I need training on how to teach English as a subject. Even Grade 4 teachers need to come together at cluster level to discuss how to teach Grade 4 learners who are being introduced to English for the first time.*
- I: Okay, let us continue with the next question.
- 3.5. Can your Grade 4 learners read and write in their mother tongue as required by the curriculum?
- SK: *Partly, yes, in the sense that only half of the class reached the required basic competencies in Oshikwanyama. Others are satisfactory especially in reading but in writing they are struggling. And the last group are those learners who don't know how to read and write at all.*
- I: Oo! Okay. Can you please explain further why some learners end up in Grade 4 without achieving the required competencies in their mother tongue?
- SK: *I really don't know. Maybe teachers and parents are to be blamed because; some learners don't even know how to tell stories which is part of social evenings in our culture. Another issue, and this is affecting almost the whole*

*class, is creative writing. They don't know how to come up with their own ideas.*

I: Mhm, Okay, how do you help your learners so that they would be able to achieve the basic competencies in their first language?

SK: *Oh, I ... you know, I use to apply remedial teaching after classes. Sometimes I encourage peer teaching especially when it comes to reading and I could see signs of improvement especially in reading but when it comes to writing I really need time because, you know, I am not talented in teaching languages.*

I: Okay, let us continue with the next question. What would you consider the biggest challenge that could hamper learning with understanding?

SK: *There are many challenges like poverty, irresponsible parents and so on but, in my opinion I see poor English language skills among learners and teachers the biggest challenge. You know if I am not confident in the language then the possibility of learning with understanding would be narrow. Another issue is that we teachers, we don't know how to teach our mother tongue including myself.*

I: Okay, can you please explain further why you consider poor language skills in mother tongue as a challenge?

SK: *You know, I don't think a learner can read and write English if he /she doesn't know how to read and write in her own mother tongue I really don't know.*

I: Okay, in your opinion what should be done in order to minimize the aforesaid challenges?

SK: *In my opinion, I would like parents to be encouraged to tell stories to their children so that they can improve their listening skills. You know a poor listening skill among our children is also one of the contributing factors to poor learning.*

I: Anything else?

SK: *Teachers should also try their level best especially this new revised curriculum for Lower Primary requires our commitment so that our learners can achieve the basic competencies. Another issue is that schools should organize a tour so that we can take our learners even to Etosha National Park. You know most of our learners don't even know what an elephant looks like.*

I: Interesting! In my opinion, I feel that success is a priority goal for each responsible teacher. If this is the case, can you please explain any strategy that you might think can help your Grade 4 learners to cope with transition?

SK: *Normally I use teaching aids like pictures and concrete materials from the*

*environment. I also like to organize dramas or role plays to enable my learners to understand topics like shopping and so on. On top of that I prefer to explain the lesson content in Oshikwanyama so that they can grasp the main idea of the lesson.*

I: Okay, when it comes to drama or role plays which language do they speak?

SK: *I encourage them to speak English but it is difficult because in most cases they don't have English vocabulary to express their ideas. Since we are at the beginning of the year I would like to put more effort on speaking skills so that at the end of the year they will be better.*

I: Thank you, is there anything that you would like to comment on around these issues?

SK: *Let me start with Lower Primary teachers. Grade 1-3 teachers should do their work properly when it comes to languages. Secondly, Lower Primary teachers should upgrade their competency in English in order for us to be able to help our learners, simply meaning we need workshops. Last but not least parents should be encouraged to support their children, for instance, to feed them traditional and religious stories.*

I: Thanks Mr. Shikulo for your time and contribution. I will submit the transcript for you to read through.

SK: *Thanks Ms. Shilongo, see you*

## APPENDIX 6(B)

### TRANSCRIPTION OF INTERVIEWS (OSHIKWANYAMA VERSION)

Key – I: Interviewer

S K: Interviewee

#### Oukwatya wanakupulwa

Edina: Shikulo Kapuka

Eedula: 35

Oukashike koo okanhu: omulumenhu

Ouhongelwe: BETD & FDM

Elaka eli wa nyama: Oshikwanyama

Ofikola: Keshe C. S

Oshitukulwa: Oshana

Eshiivo: Eedula 7

I: Owa u hala po tuu nawa

SK: *Wa uhala po meme Shilongo*

I: Owe lilongekidila tuu eenghundafana detu?

SK: *Ee, onda pyakudukwa*

I: Fimbo inatu tameka onda hala ndi ku dimbulukife elalakano leenghundafana detu. Ngaashi naana nde shi u lika momukanda ou nde ku shangela, elalakano leenghundafana detu okuuda nghee tamu lilongo melaka loshiingilisa. Ohandi ku pula nee nefimaneko opo u lombwele nge ombaxu nokavava osho wa shiiva naasho wa koneka mekwatafano nokulihonga ile okuhonga melaka loshiingilisa. Onda hala oku ku kwashilipaleka kutya eenghundafana detu edi odaamenwa hano kokutya osho to popi kapena ou ta shiiva kutya oove we shi popya osho u shii mekwatafano neenghundafana detu. Mbela ou na epulo fimbo inatu tameka?

SK: *Aaye ondi wete kutya aishe oya yela*

I: Tangi ohatu tameke noshitukulwa shotete

I: Mondodo 4 owa longa mo eedula ngapi?

- SK: *Eedula nhatu komutwe*
- I: Eedula dimwe owa longa peni?
- SK: *Fimbo inandi tameka okulonga ondodo 4 onda longa ondodo 2 osho yo ondodo 5.*
- I: Oh, hambaa, oto dulu mbela okulombwela nge eyooloko pokati kokulonga mondodo onhivali nonhine?
- SK: *Eshi sha yela osheshi kutya ounona vomondodo onhivali ohave lihongo noupu shaashi oilongwa oili melaka looina. Ounona vomondodo onhine otava nane noudjuu shaashi oshiingilisa kave shishi nawa.*
- I: Osho ngaho? Natu twikile nepulo la shikula ko.Oilongwa ili pi we lilonga eshi wa li koshiputudilo shovahongi?
- SK: *Onde li longela okuhonga eendodo dopetameko hano oGrade 1-4. Ashike onda deulwa yoo okulonga o Social studies(5-7)*
- I: Eewa, ,mondondo 4 oho longo oilongwa ili?
- SK: *Ohandi longo oilongwa aishe.*
- I: Mhm. Moklasa yoye omu na ovalongwa vangapi
- SK: *Omu na ovalongwa 39, ovamati 20 noukadona 19.*
- I: Hambaa! Kakele kOshikwanyama omalaka eli pi va li ho dulu okupopya?
- SK: *Oshikwanyama elaka eli nda nyama ashike ohandi popi yoo Oshiingilisa shaashi elaka lopambelewa na va li olo hatu longifa mofikola. Oshimbulu nasho ohandi dulu okushipopya nande haunene.*
- I: Openi we lilongela oshiingilisa noshimbulu
- SK: *Oshiingilisa onde shi longwa okudja po Senior Primary fiyo okoCollege oko nda deulilwa ouhongi. Oshimbulu eshi onde shiilongela ashike mostrata.*
- I: Wow! Eshi nee welihonga moshiingilisa owa li ho shi endifa ngahelipi?
- SK: *Ah, ka kwa li naana shipu shaashi Oshiingilisa ka kwa li naana ndi shishi nawa. Novalongi ava kwa li have tu longo unene tuu okudja polower primary fiyo oko sekondele navo ove li ngoo ngahe navo naana. Ashike onda kala ngoo handi lihongo momutwe.*
- I: Akutu! Ovahongi veni okwa li nee have mu kwafele ngahelipi opo mu udeko oilongwa nawa?
- SK: *Nale ka kwa li oinima ei yeeremedial teaching ngeenge ito lihongo to mono omukunda woye nena.*

- I: Oshili? Natu twikile nepulo la shikula ko. Ovahongwa voye ohava popi elaka li li pi?
- SK: *Ohava popi Oshikwanyama*
- I: Ngeenge uli moklasa oho popi elaka li li pi?
- SK: *Omulandu welaka otau ti ounona vomondodo 4 ove na okulihonga moshiingilisa. Ashike nee molwonghalo eshi itashi shiva. Onghee ohandi popi handi mixa oshiingilisa nOshikwanyama opo ounona va ude ko nawa.*
- I: Mbela oto dulu okuyelifa nawa kutya onghalo ili pipo wa dilaadila?
- SK: *Oushii tuu kutya oshiingilisa ihashi popiwa momidingonoko edi doitukulwa yomikandi. Eshi osha eta nee apa kutya ounona vetu Oshiingilisa ka ve shishi ohave shi udu ashike kofikola. Opo nee va ude oshikalimo shoshilongwa ohandi fatulula nee mOshikwanyama. Ashike hewa ounona vamwe ohava kendabala ngaa okupopya oshiingilisa nande haunene.*
- I: Oshilinawa, oinima naana ili pi ve hole okupopya moshiingilisa?
- SK: *Unene ngaa nge ve li pokafudo tava danauka oto udu ngoo eshi tava ti: I am the first, I am the second, the time is over ile can I have a ball nosho tuu.*
- I: Wow! Natu twikile noshitukulwa sha shikula ko. Pamaliudo oye ongomulongi wondodo onhine ou udite ngahelipi eshi ho longo melaka loshiingilisa?
- SK: *Mhm... Oshili kashi shi shipu okulonga ondodo onhine shaashi omulandu welongo hano oLCE otau pula ounona va kale tava kufa ombinga ashike eshi ondjodi shaashi ounona ka ve shi okupopya nokushanga moshiingilisa. Onghalo ei oikenyeneka ohai fininike nge opo ndi longife omukalo wo teacher centred osho yo okufatulula mOshikwanyama opo ashike ounona va ude osho tashi longwa.*
- I: Owa popya sha nde shi hokwa man. Ounona tava participata owa dilaadila naana shike?
- SK: *Onde shi popya nale kalupu kutya ounona vo grade 4 kave shii Oshiingilisa. Nonghalo ei itai va pitika opo va dule okuwanifa po oinakuwanifwa oyo ve na oku ininga mondodo onhine.*
- I: Oto dulu okulombwelange kutya omolwashike to ti omufika wavo woshiingilisa ou li pedu nande oshiingilisa ove shi longwa okudja mondodo yotete?
- SK: *Epulo olidjuu ashike ohandi kendabala ngoo. Pamadilaadilo ange ondi wete kutya Oshiingilisa inave shi longwa nawa okudja pedu. Ondi wete kutya ovalongi vee grade 1-3 inava longa nomufindo opo ounona va shiive nawa Oshiingilisa. Shikwao va li momudingonoko ihamu popiwa Oshiingilisa.*

- I: Ooh oshili? Mbela oto dulu okuyelifa shina sha nomudingonoko mekwatafano noshiingilisa?
- SK: *Ou shi tuu? Momikunda ka mu na eetiivii ile yoo tuu oifokundaneki oinima ei oya pumba. Hano oshidjuu ounona va shiive nawa oshiingilisa.*
- I: Mbela oto dulu va li okuyelifa penya eshi to ti ovalongi veegrade 1-3 inava longa sha wana mekwatafano nelaka loshiingilisa?
- SK: *Ounona ngeenge ka ve shii okulesha nokushanga Oshikwanyama Oshiingilisa osho nee tava shiiva? Ame nghi wete tashi shiiva.*
- I: Tangi, natu twikile nepulo la shikula ko.
- Oho shi mono ngahelipi kutya eshi to longo ounona ove udite ko?
- SK: *Ohandi pula omapulo pakanya ile pakunyola. Kakele kwaasho Ohandi longifa yoo omafano ame handi fatulula mOshikwanyama.*
- I: Elaka li li pi holongifa mokukonaakona ounona.
- SK: *Oilongwa aishe ohai konaakonwa mOshiingilisa kakele kOshikwanyama.*
- I: Ohave shi endifa ngahelipi?
- SK: *Ngeenge okanona oka nyamukula omapulo opakanya naa okushanga nande elaka ola piyaana aaye ohandi kala ngoo ndi wete ke udite ko.*
- I: Ovalongwa ava veheudite ko oho va kwafele ngahelipi?
- SK: *Ovalongwa ava ve na eeproblema dishona ohandi va kwafele ashike pefimbo leetundi. Ava ve na oupyakadi wa kula ohandi ungaunga navo konima yedimbuko. Ashike ope na nee ava ve he shii okulesha nokushanga momalaka aeshe. Naashi ondi wete eshongo kwaame.*
- I: Omolwashike to ti eshongo
- SK: *Eshongo shaashi nghi wete kutya ohandi va tameke peni. Ondi wete kutya onda pumbwa ekwafo shaashi ngee osho ngaha nghi wete naana tava ka pita.*
- I: Okay, natu ye nado. Ovalongwa voye ove na omhito yokulihonga peni?
- SK: *Eshi sha yela osheshi kutya omoklasa ashike hava udu Oshiingilisa.*
- I: Ounona ongulumambo pofikola ile yoo tuu momudingonoko.
- SK: *Kape na olibrary kutya opofikola ile omomudingonoko. Ashike omambo olibrary opo eli pofikola nohatu a longifa omafimbo amwe. Ashike nande ongaho ounona ihava dulu naana okuhokolola osho va lesa onghee nghi*

*wete naana shi na ekwafo lasha mekwatafano nexumifokomesho lelaka. Shapo pamwe ovalongi ofye twa pumbwa ekwafo.*

I: Ekwafa eli wa dilaadila oli li pi?

SK: *Nande eeworkshopa ngoo opo tu dule okulongifa oumbo vomolibrary pamwe nee textbook odo da ufilwa oilongwa.*

I: Okay, natu ye komesho nepulo lashikula ko.

Pofikola yeni omu na po omulandu welaka oo tau mu wilike mekwatafano nokulonga mondodo onhine?

SK: *Kakele komufindalongo katu na va li odokumende ina sha nelaka.*

I: Ohamu kundafana nee ngehe mu na okuungaunga nelaka pofikola?

SK: *Unene ngee twa ongala mostaff meeting ohatu eta mo ngoo oipopiwa inasha nokuyambulapo omalaka aeshe Oshikwanyama noshiingilisa meendodo adishe.*

I: Omikalo dilipi hamu longifa mekwatafano nokuyambula po elaka pofikola yeni?

SK: *Otu na po omukalo wokutya ovalongi nava kale tava popi oshiingilisa opo va yandje oshiholelwa kovahongwa.*

I: Ohamu shi wanifa po ngoo ndi shi?

SK: *Haalushe, shaashi atushe ohatu popi Oshikwanyama.*

I: Okay, ngeenge mu li mostaff meeting ohamu popi elaka lili?

SK: *Omalaka aeshe ohatu a longifa opo naava ve he fi ovahongi va ude ko. Ashike ngeenge omeeting oya kwatela mo ovalongi ovo aveke ohatu popi ashike oshiingilisa.*

I: Natu twikile nepulo la shikula ko

Omikundu dili pi wa shakeneka mokulonga melaka loshiingilisa?

SK: *Omukundu u li po kutya elaka ka li shivike kovahongwa. Naame mwene ohandi mono shidjuu okufatulula nawa elaka lomotextbook opo ovalongwa va ude ko nawa.*

I: Omukundu umwe vali?

SK: *Ongaashi ngoo nda popya metetekelo kutya okuhashiiva okulesha nokushanga osho yo omhumbwe yomambo oyo imwe tai imbi ilongo li ende nawa.*

- I: Okay, ovalongwa voye ohava I nomambo komaumbo nelalakano lokukelihonga?
- SK: *Aaye, omambo inaa wana. Navali momidingonoko detu omambo inaa fimanekwa naana. Ngeenge ounona ova pewa omambo vaye nao nena otaa kulupa po ashike diva.*
- I: Eewa, oshike va li?
- SK: *Onda dilaadila kutya otwa pumbwa eeworkshop. Ngaashi ame nghi na naana omaano okulonga oilongwa aishe unene tuu Oshiingilisa. Shimwe vali ovahongi vograd 4 ove na ngeno okukala hava shakene nande okocluster opo va kundafane ngehe ve na okulonga ounona ava opo tave lihongo oshikando shotete moshiingilisa.*
- I: Okay, natu twikile nepulo lashikula ko. Ovahongwa voye vomograde 4 ove shi ngoo okulesha nokushanga nawa Oshikwanyama ngaashi omufindalongo tau ti?
- SK: *Vamwe ove shishi nawa lela, vamwe ove li xwepo, navamwe ota va shusha dala ofimbo vamwe ve he shishi nande kutya nee okulesha ile okushanga.*
- Ame ondi udite kutya oassessment nocompensatory teaching oya pumbwa okutalululwa opo ku keelwe omapito ounona ve heshishi osho yo okuundula ounona vehe shishi.*
- I: O! Okay mbela omolwashike ounona vafika fiyo omondodo onhine ve he shii okulesha nokushanga elaka looina?
- SK: *Oshili kandi shi nande kutya omolwashike. Ashike ombedi ohandi ipe ngoo ovalongi shaashi ounona vamwe nokuhokolola ngoo omahepu kave shishi. Shimwe vali nda didilika osheshi kutya ounona otava nyengwa okweeta po oinyolwa yavo vene opo ngeno ve na okweeta po omadilaadilo avo.*
- I: Paife oho kwafele nee ngahelipi ounona ava opo va hange oilalakanenwa yavo?
- SK: *Ai, ou wete ohandi va longo konima yeetundi. Efimbo limwe ohava longwa kuvakwao unene tuu okulesha. Vamwe hewa paife otava kendabala ngoo ashike ngeenge tashi uya kokushanga onda pumbwa lela efimbo. Ame name haame naana ndi shii okulonga elaka nawa ohandi kendabala ashike.*
- I: Eewa, natu twikile nepulo la shikulako.
- Iyaa, eshongo lilipi wa didilika ta li kwata moshipala okulihonga neudeko.
- SK: *Omashongo omahapu ngaashi oluhepo, ouhasha wovadali novatekuli vounona nosho tuu. Ashike nee eshongo eli ndi wete lakula unene nota li imbi ounona ve li honge noupu okuhashiiva nawa elaka lOshiingilisa kutya nee ovahongi ile ounona. Ou shi tuu kutya ngeenge kandi udite ko nawa elaka*

*omhito yokuuda ko nawa otai kala ixupi. Shimwe va li nda didilika osheshi kutya nafye vene ovalongi ohatu nyengwa okulonga nawa elaka letu.*

I: Omolwashike to ti okuhashiiva nawa elaka loye eshongo?

SK: *Ou shii tuu kutya ngeenge ku shii oku lesha nokushanga melaka loye nOshiingilisa ito shi shiva noupu.*

I: Okay, ove nee eshi wa tala omukundu ou otau kandulwa po ngahelipi?

SK: *Ame ondi udite kutya ovadali navo ova pumbwa okuninga sha ngaashi ngoo okuhokilola omahepu opo ounona va kale hava pwilikine. Ounona vetu ihava pwilikine naashi otashi eta ounghundi mokwiilonga kwavo.*

I: Shimwe vali?

SK: *Ovalongi nafye otwa pumbwa oku li tula mo moilonga yetu ngaashi ngoo omufindalongo ou upe otau tu pula eli tule mo opo ounona va hange oilalakanenwa yavo, shimwe vali ounona vetu ova pumbwa ngoo oku ya nande okEtosha opo va ka tale oinamwenyo ngaashi ve li ngaho nondjaba kave I shii kutya oili ngahelipi.*

I: Osho naana.

Ondi udite kutya omulongi keshe okwa hala okufindana mokulonga kwaye. Eewa, oto dulu mbela okulombwela nge kutya onomukalo ulipipo to dulu okukwafela ovalongwa voye opo va dule okulihonga nawa metaulukofimbo eli, Hano kokutya eshi opo tave lihongo tete melaka loshiingilisa?

SK: *Luhapu ohandi kendabala ngoo okulongifa omafano ile oinima yopaushitwe handi kufa momudingonoko. Ondi hole yoo okulongifa oinyandwa opo ounona va ude ko nawa. Nandi tye nee ohatu lilongo shi na sha nokulanda ngeenge onde va pe omhito yokudana oshinyandwa oshiwa kuvo shaashi ohava udu ko nawa. Shikwao va li ohandi fatulula Moshikwayama opo va ude ko nawa.*

I: Ngeenge tashi uya nee koinyandwa ei to popi ohave shi ningi melaka lilipi?

SK: *Ohandi va tu ngoo omukumo opo va popye Oshiingilisa ndee ope na nee ombuda shaashi elaka ka ve li shi. Ondi wete kutya osheshi ngoo tu li petameko lodula. Apa ngoo tu ka tila lwokexulilo kwinya aaye, ondi wete kutya otava fiki ko ve li xwepo.*

I: Tangi, ope na sha mbela wa hala okupopya shi na sha neenghundafana detu edi?

SK: *Iyaa onda dilaadila kutya ovalongi veendodo edi okudja pondodo 1-3 ova pumbwa okulonga omalaka nawa opo ounona eshi tave uya mondodo 4 ove li ngoo nawa.*

*Noshitivali ondi wete sha wapala ngeenge ovalongi veengudu dopedu tava mono edeulo lawana melaka loshiingilisa opo tu dule okulonga noupu. Hano onda dilaadila ngoo eeworkshop. Shimwe va li osheshi kutya ovadali ova pumbwa okutuwa omukumo opo va yambidide ounona vavo ngaashi okwa pa oikulya ya wana nosho yo oku va hokololela omahepu opashiwana osho yo opakriste.*

I: Tangi unene Mr Shikulo, Hinga tu li mona eshi handi eta okopi yeenghundafana detu opo u leshe mo.

SK: *Tangi unene Ms Shilongo. Hinga tu li mona.*

**APPENDIX 7(A)**  
**TRANSCRIPT OF GROUP INTERVIEW WITH GRADE 4 LEARNERS**  
**(ENGLISH VERSION)**

**Group:** A

**School:** Keshe Combined School

**Region:** Oshana

**Male:** (3) Female (3)

**Age:** Ranged from 10- 12 years

**Date:** 29<sup>th</sup> March 2006

**Key:** I - Interviewer

LS - Respondents

I: Good Morning Children

Ls: *Good Morning Madam*

I: I hope you are ready for this interview

Ls: *Yes!* (in chorus)

I: Before we start I would like you to listen very well to following guidelines.

- Raise up your hand to say your answer
- Remain seated until we finish our interview but if you want to visit the toilet you are free to excuse yourself.
- Feel free to express your ideas and feelings and speak loudly.

Any questions before we start?

Ls: *No* (chorus)

I: Okay let us start. Question one goes like this: Which language do you speak

- At home
- In the class
- When you are playing

Ls: (At home) - *Oshikwanyama*  
(In the classroom) - *Oshikwanyama and English*  
(When playing) - *Oshikwanyama*

I: Okay do you ever watch English TV programs or listen to English radio?

Ls: (No one watch English TV programs or list to English radio. They all listen to)  
*Oshiwambo service.*

*My parents don't like to listen to English programs instead they can put the radio off in order to save their battery (one of the learners).*

I: Can you please tell me why your parents don't like to listen to English programs?

Ls: *They don't know how to speak English and they don't understand it?*

L: Okay let us proceed, in which language did you learn when you are in grade 1, 2 and 3?

Ls: *In Oshikwanyama* (all)

I: When you are taught in Oshikwanyama how did you experience it?

Ls: *It was enjoyable because, Oshikwanyama is our own language (one of the learners). When the teacher taught us on Oshikwanyama it was understandable (three of the learners).*

*Even if the teachers wrote some writings on the chalk board we were able to understand the message (two of the learners).*

I: Okay it is interesting, were you all able to read well in Oshikwanyama?

Ls: *Not all of us because, some of the learners were not able to read and write well in Oshikwanyama.*

I: Okay, can you please tell me any differences being in Grades 3 and 4?

Ls: *In Grade 3 we were taught in Oshikwanyama but in Grade 4 all subjects are in English except Oshikwanyama.*

I: Good boy: Any other differences?

Ls: *Being in Grade 4 is not easy because we only came to understand the lesson once our teacher translated it.*

I: Okay another difference?

Ls: *Writing in English is always as a problem because in most cases I can say the answer but to write it I am always struggling.*

I: Okay let us proceed. Can you please tell me why you experience the aforesaid difficulties in grade 4?

Ls: *English is not our language.  
We don't speak English all the time.*

T: Okay, let us proceed to the next question. Why do you learner in English? Tell me what you think.

Ls: *I also want to know how to speak and write English.*

*English is a very important language because once you fail it you would not be promoted to the next grade.*

*If I know how to speak English very well then I could become an officer when I grown up.*

I: Very interesting! Let us proceed with next question.

Do you always understand what is going on in the classroom during lesson?

Ls: *Partly understand what is going on*

*Only understand when our teachers switch to Oshikwanyama.*

*Some English words are too difficult to read and write.*

*I just wish to learn in Oshikwanyama*

*Textbooks are not enough for us to read even in pairs.*

I: Mhm, can you please tell me how your teacher helps you in order, for you to understand your lesson?

Ls: *Teachers write summaries on the chalkboard for us to copy in our summary.*

*Teacher translates summaries in Oshikwanyama.*

*Sometimes our teacher use to tell us to help one another.*

*Learners with difficulties in reading English or Oshikwanyama stay behind after class in order for our teacher to help them.*

I: Very interesting: we can continue with the next question. What problems do you experience in learning through English as a medium of instruction? Take turns please, Mh okay.

Ls: *English words are too difficult for me.*

*I only know to read English but I find it difficult to understand what I read*

*We may not improve our English easily because even our teacher likes to speak Oshikwanyama in all lessons.*

*Sometimes it is difficult to understand the questions.*

*Text books not enough only one book per group*

I: Okay you mentioned that English words are too difficult for you. Can you please tell me how your teachers help you to know and increase your vocabulary in English?

Ls: *Teacher translates question in order for us to write answers*

I: In which language do you write your answer?

Ls: *English*

I: That is all? Anything else?

Ls: *No, (in chorus)*

I: Let us proceed then. What subject do you find easier to learn through the medium of English and what subject do you find difficult?

Ls: *Mathematics, Oshikwanyama and Environmental Studies are better?*

I: Why?

Ls: *Because there are only few words in the mathematics such as plus, minus, Equals, divided. Numbers are familiar to us. Environmental Study is also better because some pictures in the textbook are familiar to us. Teachers write short sentences that are easier to memories for a test*

I: Why do you think other subjects are too difficult to learn?

Ls: *Epecially in Arts and in Religious and Moral Education or teacher assigns role plays which are difficult for us because we don't know how to do role plays in English.*

I: Oh! Shame, let us proceed

What language do you use when you want to get help from your peer or

teacher?

Ls: Oshikwanyama

*Sometimes English especially when I want to go outside I could say: “(Excuse Me please, teachers, I want to go outside” (said in English).*

I: Okay, can you please tell me why you like to ask questions in Oshikwanyama?

Ls: *I don't know how to ask questions in English.*

*If I try to speak English my classmates or my teacher may not understand what I mean and I sometimes end up being laughed at by others.*

I: Oh shame, what else? Let us proceed. I understand that like other Grade 4 learners in the region you also learn in Groups. Is it okay? Can you please tell me how you experience group work or pair work? Explain how you go about it.

Ls: *When teacher writes down the questions on the chalkboard she tells us To discuss the answers before we write them on the answer sheet or in our exercise books.*

I: Okay, apart from Oshikwanyama as a subject in which language do you discuss your answer?

Ls: *In Oshikwanyama and write answers in English.*

I: When it comes to writing how do you share this responsibility?

Ls: *Only group leaders and few learners who like to write answer for group work. Our teacher encourage us to take turns but some learners don't like to write or to speak when we are busy with group work.*

I: What does your teacher do when you are busy with group work?

Ls: *She likes to mark books or sometimes she can go outside and caution us not to make noise.*

I: Mhm.....Okay if I interpret you correctly you said you discuss your answer in Oshikwanyama. Okay, how do you manage to write the answer in English?

Ls: *If we copy the answer from the textbook, then it is not a problem. Once the activity requires us to use our own words then this is always a problem.*

I: Okay, Let us proceed. When it comes to English, which one of the following you do you find it difficult or easy to learn and why?

- Reading
- Speaking
- Writing
- Understanding

Take turns please:

Ls: *To me all are difficult because I don't know how to read well. I try to read but I have difficulties to understand what I read. I tried to speak and I could only understand some words.*

I: Very interesting! Where did you learn how to speak English?

Ls: *Before I started grade 1, I attended kindergarten at Katutura in Windhoek and we were taught in English.*

I: Very interesting let us proceed.

Ls: *Writing is also difficult because sometimes I know how to say the word but to write it is always a problem. Writing English is only easy once we copy a summary from the chalkboard.*

I: Thank you boys and girls. Any question? If there is no question I would like to thank for your participation and for your clear voices. Keep it up. Stay well. You can go to your class.

## APPENDIX 7(B)

### TRANSCRIPT OF GROUP INTERVIEW WITH GRADE 4 LEARNERS (OSHIKWANYAMA VERVION)

Group: A  
School: Keshe Combined School  
Region: Oshana  
Sex: Male (3) Female (3)  
Age: Ranged from 10-12 years  
Date: 29 March 2006  
Key: I- Interviewer  
Ls – Respondents

I: Mwa lelepo unona

Ls: *Eee, ove wa lelepo meme*

I: Onde lineekela omwe lilongekida opo tu kundafaneni. Fimbo nee inatu tamekeni pwilikineni nawa osho mu na okuninga yee.

- Pwilikina nawa
- Yelula eke loye ngeenge owa hala okutya sha.
- Popila ashike omutumba fiyo ohatu mane.
- Kala wa manguluka okuholola omadilaadilo oye
- Ngeenge owa hala oku ya kokandjuwo lekela yee

Opena epulo fimbo inatu tameka?

Ls: *Aayee (aveshe oshita)*

I: Eewa natu tamekeni hano. Epulo lotete ota li ti ngaha, Elaka lilipi ho popi:

- Keumbo?
- moklasa?
- nongeenge to danauka?

Ls: (keumbo) – *Oshikwanyama*  
(Moklasa) – *Oshikwanyama noshiingilisa*  
(ngeenge tava danauka) – *Oshikwanyama*

I: Okay, Ohamu tale oTV ile mu pwilikine yoo tuu oradio yoshiingilisa?

- Ls: (Kape na ou ha tale oTV ile ha pwilikine oradio yOshiingilisa)  
*Aveshe ohava pwilikine (oradio yOshiwambo).*
- Ovakulunhu vange ngeenge oku na Oshiingilisa ohava pate ko tava ti emanya ota li pu. (umwe osho a ti).*
- I: Oto dulu okulombwela nge kutya omwolwashike ovakuluntu voye vehe hole okupwilikina Oshiingilisa?
- Ls: *Oshiingilisa ka ve shii okushipopya voo ihave shi udu noxo.*
- I: Okay, natu twikileni, eshi mwa li mondodo 1-3 omwe lihonga melaka li li?
- Ls: *Omoshikwanyama (aveshe)*
- I: Eshi kwa li hamu longwa mOshikwanyama oilongwa okwa li hai ende ngahelipi?
- Ls: *Okwa li hai ende nawa shaashi Oshikwanyama elaka letu (umwe womuvo)  
Eshi kwa li hatu longwa mOshikwanyama okwa li hatu uduko nawa.(vatatu vomuvo)  
Omulongi nande okwa shanga koshipelende, otwa li hatu kala tuu udite ko eshi a shanga. (vavali vomuvo)*
- I: Hambaa, amushe okwa li hamu lesa Oshikwanyama nawa?
- Ls: *Haatushe vakwetu vamwe okwa li hava nyengwa okulesha nokushanga Oshikwanyama.*
- I: Mhm... Haiti, lombweleinge utale eyooloko oku kala mondodo 3 no 4.
- Ls: *Mograde 3 otwa longwa mOshikwanyama ofimbo moGrade 4 hatu longwa mOshiingilisa kakele kOshiingilisa kakele kOshikwanyama.*
- I: Iyaloo mumati, Eyooloko limwe vali?
- Ls: *Mograde 4 kamu pu shaashi ohatu uduko ashike omulongi ngeenge a fatulula mOshikwanyama.*
- I: Eyooloko limwe vali?
- Ls: *Okushanga mOshiingilisa okudjuu shaashi oshitya oh ape ya ndi shi okushipopya ndee okushishanga otashi nyenge nge.*
- I: Okay, natu twikile nepulo lashikula ko hai ti uno, mbela omolwashike mu na oupyakadi wokulihonga moGrade 4?
- Ls: *Oshiingilisa kashi fi elaka letu Oshiingilisa hasho hatu popi alushe.*
- I: Okay, natu twikile nepulo lashikula ko. Mbela omolwaashike tamu lihongo mOshiingilisa, Lombweleinge osho mwa dilaadila.

- Ls: *Ame onda hala okushiiva okupopya nokushanga Oshiingilisa Oshiingilisa osha fimana shaashi ngeenge owe shi dopa ito I kongudu ya shikula ko.*
- Ngeenge onda shiiva nawa okupopya Oshiingilisa ota pe ya ndi ka ninge omunambelewa ngee nda kulu.*
- I: Hela! Natu twikileni ne pulo lashikula ko. Ngeenge nee mu li moklasa yeni moGrade 4 ohamu kala ngoo mu udite ko eshi tamu longwa?
- Ls: *Ame ohandi uduko ashike kashona,  
Ohandi uduko ashike ngeenge teacher a fatulula mOshiwambo.  
Oitya imwe yOshiingilisa oidjuu okulesha noku ishanga.  
Ame onda hala ashike ngeno ohatu longwa mOshikwanyama  
Omambo inaa wana opo ngeno tu leshe ngoo nande oovavali.*
- I: Mhm, eewa, omulongi weni ohe mu kwafele nee ngahelipi opo mu kale mu udite ko osho tem u longo?
- Ls: *teacher wetu ohetu shangele eesummary fyee hatu di tape ko.  
Efimbo limwe oha fatulula mOshikwanyama  
Efimbo limwe teacher oha ti natu longe vakwetu ava ve he shii okulesha  
Oshikwanyama nOshiingilisa ohava fyaala po konima yedimbuko opo teacher eva longe.*
- I: Iyaloo hano. Natu twikileni nepulo lashikula ko. Omwa didilika ounyengwi mokulihonga melaka lOshiingilisa? Popyeni ngoo pamalufu yee.
- Ls: *Ame oitya yOshiingilisa ohandi mono idjuu  
Ame ondi shi okulesha ngeno ndee I handi udu eshi handi leshe.  
Ame kandi wete hatu shiva Oshiingilisa shaashi teacher wetu naye okuhole okupopya Oshikwanyama moilongwa aishe.  
Ame ihandi udu ko omapulo.  
Omambo inaa wana keshe pogrupa open ashike embo limwe*
- I: Okay, omwa tumbula kutya oitya yOshiingilisa oidjuu, omulongi weni ohe mu kwafa nee ngahelipi opo mu I shiive?
- Ls: *Teacher oha fatulula omapulo fyee hatu shange omanyamukulo.*
- I: Omanyamukulo ohamu a nyola melaka li li?
- Ls: *Omoshiingilisa*
- I: Shimwe va li?
- Ls: *Aaye (aveshe)*
- I: Natu twikileni, oilongwa ili pi ho mono ipu nokwiilonga mOshiingilisa na ili pi ho mono idjuu?
- Ls: *Omwaalu, Oshikwanyama noEnvironment.*

- I: Omolwashike mbela?
- Ls: *Omwaalu oupu shaashi omu na ashike oitya ishona ngaashi plus, minus, equal, divided, eenomola noxo otudi shii nale.*  
*OEnvironment oipu shaashi omafano aa eli mokambo otwaashi nale.*  
*Eesummary edi hatu nyola odi pu nokwiilonga otest.*
- I: Mbela omolwashike oilongwa imwe hamu mono idjuu okwiilonga mOshiingilisa
- Ls: *Ngaashi moArts nomoReligious teacher wetu oha ti natu dane oinyandwa.*  
*Fyee katu shi nee okudana oinyandwa mOshiingilisa.*
- I: Akutu, natu twikilesni hano. Ngeenge owa hala ekwafo la sha komulongi woye ile ngoo kumukweni womoklasa yeni oho mu pula melaka li li?
- Ls: *Oshikwanyama*  
*Efimbo limwe Oshiingilisa ngoo unene ngeenge nda hala pondje ohandi dulu kutya. Excuse me please teacher I want to go outside (okwe shi tya mOshiingilisa)*
- I: Omolwashike hamu pula omapulo mOshikwanyama?
- Ls: *Ame kandi shi okupula mOshiingilisa pamwe nge onda popi mOshiingilisa oh ape ya teacher a ha ude ko noxo oh ape ya ndi yolwe kuvakwetu.*
- I: Akutu, shimwe va li? Natu twikileni hano. Ondi udite kutya nanye ohamu lihongo mougrupa ngaashi nana vakweni vamwe moregion. Ohamu lihongo ngahelipi mougudu?
- Ls: *Tete teacher oha shange omapulo koshipelende yee te tu lombwele tu a kundafane fimbo inatu a shanga mombapila ile momambo etu.*
- I: Okay, kakele kOshikwanyama oilongwa imwe ohamu I kundafana melaka li li.
- Ls: *Omoshikwanyama fyee hatu I shanga mOshiingilisa.*
- I: Ngeenge tashi uya pokushanga ohamu ningi nee omalufu?
- Ls: *Eegroup leader odo hadi shange*  
*Teacher ohai ti ngoo natu ninge omalufu ndee vamwe kave hole ohava kala ashike tava danauka fimbo vamwe ovo ashike tava longo.*
- I: Omulongi weni oha kala ta ningi ashike eshi mwe li pyakidila nokulonga mougrupa?
- Ls: *Efimbo limwe oha kala ta tale oifo ile aye pondje yee ta ti inatu weelela.*

- I: Mhm.... Ngee onda uda ko nawa omwa ti ohamu kundafana mOshikwanyama. Ohamu sheende ngahelipi okushanga mOshiingilisa?
- Ls: *Ngee ohatu tape omapulo mokambo oshipu. Ngeenge ohatu kufa momutwe oshidjuu.*
- I: Okay, natu twikileni. Ngeenge tashi uya kOshiingilisa shi li pi ho mono shipu ile shidjuu:

Okulesha  
Okushanga  
Okupopya ile  
Okuuda ko?

Ningeni omalufu

- Ls: *Ame aishe ondi wete idjuu shaashi kandi shi nawa okulesha. Ohandi popi ngoo kashona noitya imwe ohandi I udu.*
- I: Hela! Oshiingilisa owe shiilongela peni waa?
- Ls: *Fimbo inandi tameka oGrade 1 okwa li handi I kokinda koKatutura koWindhoek oko nda longwa Oshiingilisa.*
- I: Iyaloo hano? Natu twikileni.
- Ls: *Okushanga oko ngoo kudjuu. Efimbo limwe oshitya ondi shi shi ndee okushishanga aaye. Okushanga Oshiingilisa oku pu ashike ngeenge hatu ta pe osummary koshipelende.*
- I: Tangi unene vamati noukadona. Opena epulo? Ngeenge kape na epulo onda hala oku mu pandula eshi mwa popya nawa. Inamu shi efa yee. Kaleipo nawa yee. Indeni nee koklasa yee.

**APPENDIX 8 (A)**

**TRANSCRIPT OF GROUP INTERVIEW WITH GRADE 4 LEARNERS  
(ENGLISH VERSION)**

Group: B

School: Keshe Combined School

Region: Oshana

Male: (3) Female (3)

Age: Ranged from 10-11 years

Date: 29<sup>th</sup> March 2006

Key: I – Interviewer

    Ls – Respondents

I: Good morning boys and girls.

Ls: *Good morning madam* (in chorus)

I: I hope you are ready for the interview. Before we start I request you to listen very well to the following guidelines that I expect you to adhere to them during the interview.

- Listen carefully
- Raise your hands to say your answer
- Remain seated until we have finished our interview, but if you want to visit the loo you are free to excuse yourself.
- Feel free to express your ideas or feelings because your rights are protected in this regard.
- Speak loudly and clearly.

I: Any question before we start?

Ls: *Can we respond in Oshikwanyama?*

I: Yes, you can say everything in Oshikwanyama. Okay we can start.

Question one goes like this:

Which language do you speak:

- At home?
- In the classroom?
- When you are playing?
- At physical education?

Ls: *Oshikwanyama (at home)*  
*Oshikwanyama and a bit of English (in the classroom)*  
*Oshikwanyama (when playing)*  
*Teachers tells us to speak English (at physical education)*

I: Okay. Do you ever watch English TV programs or listen to English radio?

Ls: *I watch TV at our neighbour's house (1 learner).*  
*We listen to Oshiwambo services (the rest).*

I: Okay, when you follow the TV program do you understand what is going on? (directed to the learner who watch TV).

Ls: *Not always, but the pictures help me to understand what is going on.*

I: Okay, let us proceed. In which language did you learn when you were in grade 1,2 and 3.

Ls: *In Oshikwanyama (all)*

I: Okay, how did you experience learning in grade 3?

Ls: *It was very easy because we learned through our mother tongue (all). I was able to ask questions for clear explanation about the lessons. It was easy to read and write because everything was in Oshikwanyama. English was also easy because we were only given short readings and written work.*

I: Very interesting! Can you please tell me how you experience learning in Grade 4?

Ls: *In Grade 4 our teacher uses both Oshikwanyama and English to explain the lessons.*  
*Subjects are difficult except Oshikwanyama.*  
*English is too difficult; I wish to be taught in Oshikwanyama until I know how to speak English very well.*

I: Good boys and girls, any thing else? Okay, let us proceed then.

Can you please tell me why you learn in English?

Ls: *Maybe Grade 5 teachers don't switch to Oshikwanyama therefore our teacher wants to train us in advance.*

*Even if I happened to travel to another country I would be able to communicate with the non-Oshiwambo speakers.*

If I happen to know how to speak English, I would have an opportunity to participate in drama and I would stand a good chance to go and take part in other regions.

*I want to learn English because I want to become a teacher.*

I: Very interesting, let us proceed. Do you always understand what is going on in the classroom, during lessons?

Ls: *Sometimes I got lost because, our teachers speaks too fast.*

*I only come to understand when our teacher switches to Oshikwanyama.*

*I only like Oshikwanyama because I can ask questions and also help my fellow learners who are struggling with readings.*

*Partly I understand what is going on.*

*English is too difficult.*

I: Okay, can you please tell me how you use your textbook?

Ls: *There is a shortage of textbooks therefore we only use them in the classroom.*

I: How do you use them?

Ls: *Our teacher gives us a chance to read one by one.*

I: After reading what is next?

Ls: *Teacher can go on and explain the lesson in Oshikwanyama.*

*Teacher can ask questions.*

Teacher writes a summary on the chalkboard for us to copy so that we can learn for a test.

I: Okay, if I am not mistaken you mentioned that English language is a problem to you. Now, can you please tell me how your teacher helps you to increase your vocabulary in English?

Ls: *Our teacher switches to Oshikwanyama in order for us to understand the lesson.*

*We can use a dictionary but we still struggle to get the meanings of the words on our own.*

We have our English vocabulary translated into Oshikwanyama.

I: Okay, let us proceed. Can you please tell me what problems you experience in learning through English as a medium of instructions?

Ls: *Speaking and writing in English are too difficult.*

*I can read English but I don't understand it.*

*Creative writing is too difficult because we have to write everything on our own.*

*Sometimes test questions are too difficult to understand. I might know the answer but if the question is not clear to me then I can not give the right answer.*

*Role plays are also difficult to us because we don't know how to speak proper English.*

I: Oh, shame! You talked about creative writing; can you please give me an example?

Ls: *It is when our teacher assigned a task or us to write about our village or to write our poems or an advertisement.  
It is only easy to do it in Oshikwanyama not in English.*

I: Okay, how does your teacher helps you to understand the test questions?

Ls: *He translates questions in to Oshikwanyama.*

I: In which language do you write your answers?

Ls: *In English.*

I: Okay, let us proceed. Can you please tell me what subject you find easiest to learn in English?

Ls: *English reading lessons are easier, because we can take turns and we can also read in our groups to assist those who don't know how to read. Mathematics is also easy because we are only dealing with numbers rather than the long sentences in Environmental Studies.  
I find any Environmental Studies as any easy subject because I know some of the things like the regions and the president of Namibia.*

I: It is interesting, let us continue with the next questions. What language do you use when you want to get help from your peer or teacher?

Ls: *with my peer I speak Oshikwanyama  
It is difficult to ask questions in English  
If I want to go outside I could say, "Excuse me please, teacher, I want to go outside" (said in English)  
When we come late we say, "sorry, teacher, for coming late."(said in English)*

Sometimes our teacher encourages us to questions in English but we don't know the questioning words.

I: Okay, anything else?

Ls: *I try.*

I: Can you please give me any example?

- Ls: *“Help me a pen” (said in English)*
- I: Good girl. Let us continue with the next question. I understand that sometimes Grade 4 learners learn in groups, right? Can you please tell me how you experience group work or pair work and how you go about it?
- Ls: *Teacher tells us what to do.  
He write questions on the chalkboard and translates them, from there we can discuss the question and write down our answers.*
- I: Good explanation, okay in which language do you discuss your group tasks or activities?
- Ls: *We use Oshikwanyama and write down the answers in English.  
If we don't know the word we can ask our teacher to write it for us.*
- I: In which language do you report your answers?
- Ls: *In English. Because a reporter reads answers from a paper.*
- I: Group work requires every learner to do something right? What does your teacher do in order to make sure that everybody contributes to the given task?
- Ls: *Some learners keep quite and they don't like to say anything.  
Only those learners who know how to write English write everything in all subjects. Some learners like to play while others are busy with a discussion.*
- I: How does your teacher react to those learners who are not contributing anything to group work?
- Ls: *Sometimes is difficult for the teacher to see them.*
- I: Why is it so difficult?
- Ls: *He likes to mark our exercise books while we are busy.  
If you are making noise he walks around to maintain order.*
- I: Okay, let us continue with our last question.  
Can you please tell me which one of the following components you find difficult or easy?
- Reading
  - Speaking
  - Writing
  - Understanding
- Ls: *Speaking and writing English are too difficult (all)  
Reading is better  
Understanding is also a problem because I can read everything but I don't understand, unless my teacher translates in Oshikwanyama.*

*Writing is only easy when we copy from the chalkboard, but to write something on our own is really difficult because our English vocabulary is limited.*

I: Oh shame, any question?

Ls: *I want to listen to our voices through your tape recorder.*

T: Oo okay, but the time doesn't allow us to do so, sorry for that. If there is no question I would like to thank you for your participation. You talked loudly and freely. So keep it up. Stay well. You can go back to your class.

**APPENDIX 8 (B)**  
**TRANSCRIPT OF INTERVIEWS WITH GRADE 4 LEARNERS**  
**(OSHIKWANYAMA VERSION)**

Group: B

School: Keshe Combine. School

Region: Oshana

Male: (3) Female: (3)

Age: Ranged from 10-11 years

Date: 29 March 2006

Key: I: Interviewer

Ls: Respondents

I: Mwalele po unona

Ls: *Ee, walelepo meme*

I: Onde li neekela omwe li longekida nawa opo tu ningeni eenghundafana detweni.

Fimbo nee inatu tameka, pwilikineni nawa osho mu na okuninga yee.

- Pwilikineni nawa
- Yelula eke loye ngeenge owa hala okutya sha
- Otamu popi pamalufu eni
- Kaleni ashike omutumba fiyo hatu maneni, ashike ngeenge owa hala kokandjuwo owa mangukuka okuya.
- Popya wa mangukuka, shaashi oufemba woye owaamenwa yee.
- Popya mokula

Nosha xuuninwa peinge epitikilo opo ndi mu kwate mokateipa a ka yee.

Ope na epulo?

Ls: *Ohatu popi mOshikwanyama?*

I: Ee, osho naanaa keshe shimwe ohatu shi popyeni ashike mOshikwanyama. Ohatu tameke nee ngaha.

I: Epulo lotete ota li ti ngaha

Elaka li li po ho popi

- keumbo
- moklasa
- ngeenge tamu danauka
- ngeenge mu li ko P.E

Ls: - *Keumbo – Oshikwanyama*  
- *Moklasa – Oshikwanyama noshiingilisa ngoo kashona*  
- *Ngeenge hatu danauka – Oshikwanyama*  
- *Ko P. E – Teacher oha ti natu popye Oshiingilisa.*

I: Eewa

Ohamu tale oTV?

Ohamu pwilikine oradio yoshiingilisa?

Ls: *Ame ohandi tale poushiinda wetu (omulongwa 1)*  
*Aveshe ohava pwilikine oradio yOshiwambo.*

I: Eewa, ngeenge to tale oTV oho kala ngoo u udite eshi tashi popiwa mo?

Ls: *Haalushe, ndee ngeenge onda tala omafano ohandi kala ndi udite eshi tashi ningwa.*

I: Eewa

Natu twikile nepulo la shikula ko.

T: Eshi mwa li mondodo 1-3 omwe lihonga melaka li li?

Ls: *Oshikwanyama (aveshe)*

I: Oshike mwa koneka eshi mwa li mondodo 3?

Ls: - *Otwa li hatu kala tu udite ko shaashi oilongwa oi li melaka letu.*  
- *Otwa li hatu dulu oku pula apa u he udite nawa.*  
- *Ame okwa li handi kala ndi udite*  
- *Oshiingilisa nasho osha li ngoo shipu shaashi okwa li ashike hatu lesa ouleshwa vaxupi nokushanga oitya ixupi.*

I: Iyaloo,

Eshi mu li mograde 4 otamu shi endifa ngahelipi?

- Ls: - *Omulongi wetu ohe tu fatululile mOshikwanyama*  
- *Oilongwa oidjuu kakele kOshikwanyama*  
- *Oshiingilisa oshidjuu. Ngeno okwa li ashike hatu longwa mOshikwanyama shaashi Oshiingilisa ka tu shi shi oku shi popya.*

I: Iyaloo vamati noukadona, oshike va li? Natu twikileni nepulo la shikula ko.

Mbela omolwashike naanaa mu na okwiilonga mOshiingilisa?

- Ls: - *Eshi hatu ka ya moGrade 5 ovalongi ka ve hole okupopya Oshikwanyama.*  
- *Oshiwa ngoo shaashi oto dulu okupopya nomunhu ou iha popi Oshikwanyama.*  
- *Ngeenge ondi shi okupopya oshiingilisa oha pe ya ndi hoololwe ndi ka dane oinyandwa keeregion dimwe.*  
- *Ame onda hala okushiiva oshiingilisa shaashi ngeenge nda kulu onda hala oku ka ninga omulongi.*

I: Iyaloo hano. Natu twikileni nepulo la shikula ko.

Ngeenge mu li moklasa ohamu kala ngoo mu udite ko ngee omulongi ta longo?

- Ls: *Efimbo limwe ihatu uduko shaashi teacher wetu oha popi ta endelele Ohandi uduko ashike ngeenge teacher a fatulula mOshiwambo Ame ondi hole ashike Oshikwanyama shaashi ohandi dulu okupula omapulo noxo ohatu dulu okukwafela vakwetu ava vehe shii okulesha. Ame i handi uko nawa Oshiingilisa oshidjuu.*

I: Oumbo veni ohamu va longifa ngahelipi?

Ls: *Oumbo ava tu na inava wana ohatu va longifa ashike moklasa*

I: Ohamu va longifa ngaa li?

Ls: *Teacher oha ti natu leshe kooumwe*

I: Ngeenge mwa mane okulesha

Ls: *Teacher oha fatulula mOshikwanyama Teacher oha dulu okutu pula omapulo Efimbo limwe ohatu shange osummary opo twiilongele otest.*

I: Ngeenge inandi puka, omwa ti Oshiingilisa oshidjuu. Paife teacher weni ohe mu kwafele nee ngahelipi opo mu shiive oitya yOshiingilisa.

- Ls: *Efimbo limwe oha fatulula mOshikwanyama opo tu ude ko.  
Efimbo limwe ohatu longifa ngoo eedictionary ndee natango ihatu kala tu udite ko nawa  
Out na embo loitya yOshiingilisa ya fatululwa mOshikwanyama.*
- I: Okay, natu twikileni nepulo la shikula ko.
- Otamu dulu okulombwela nge kutya ounyengwi uli pi mwa shakeneka eshi tamu lilongo mOshiingilisa?
- Ls: *Okulesha nokushanga oshiingilisa okudjuu  
Ame ohandi lesha ngeno oshiingilisa ndee kandi udite ko eshi handi lesha.  
Okushanga to kufa momutwe okudjuu  
Efimbo limwe omapulo otest ihandi kala ndi a udite. Otape ya ndi kale ndi shi enyamukulo ndee epulo ngeenge kandi li udite opuwo ashike.  
Okudana oshinyandwa moshiingilisa okudjuu shaashi oshiingilisa katu shi shi.*
- I: Oh, akutu hewa, omwa popya okushanga to kufa momutwe, otamu dulu okupa nge oshiholelwa.
- Ls: *Ongeenge ngoo nande omulongi ati natu shange omukunda wetu, ile tu to te outevo vetu ile tu ninge oadvertisement.  
Oshipu ashike mOshikwanyama ndee mOshiingilisa aaye.*
- I: Omulongi weni ohe mu kwafele ngahelipi opo mu ude ko omapulo otest.
- Ls: *Oha fatulula moshikwanyama*
- I: Omanyamukulo ohamu shange melaka li li?
- Ls: *Omoshiingilisa*
- I: Okay, natu twikile nepulo la shikula ko.
- Oilongwa ili pi ho mono ipu mokwiilonga mOshiingilisa?
- Ls: *Okulesha oshiingilisa oku pu, shaashi ohatu ningi omalufo, ile tu leshe meengrupa detu fyee hatu kwafele ava vehe shii okulesha.*
- Omwaalu oupu shaashi kamu na oitya ihapu mwa fa oEnvironment omu mu na omatumbulo male.*
- Ame ohandi mono oEnvironment ipu shaashi oinima imwe o tu I shii ngaashi eeregion nomupresidende.*
- I: Hambaa, natu twikile nepulo lashikula ko.

Nandi tye nee owa hala okupula sha kumukweni ile ku teacher ohamu popi melaka li li?

Ls: *Ohatu popi Oshikwanyama navakwetu*  
Oku pula mOshiingilisa okudjuu nai.  
Nge onda hala okuya pondje ohandi ti (Excuse me please teacher I want to go outside.)  
Ngeenge twa lata ohatu ti (sorry teacher for coming late.)  
Efimbo limwe teacher oha ti ngoo natu pule ndee okupula moshiingilisa okudjuu.

I: Akutu! Shimwe vali?

Ls: *Ame ohandi kendabala ngoo?*

I: Toti?

Ls: *Help me a pen.*

I: Iyaloo kahewa! Natu twikileni nepulo la shikula ko.

Ondi shi kutya mograde 4 ohamu lihongo meegroupa. Okay, lombwelei nge nghee hamu lihongo.

Ls: *Teacher ohe tu lombwele eshi hatu ningi*  
*Oha shange omapulo koshipelende ndee ta fatulula, nokudja opo ohatu popi*  
*mOshiwambo fyee hatu shange omanyamukulo pombapila.*

I: Omwa yelifa nawa yee. Okay omanyamukulo ohamu shange melaka li li?  
Nokukundafana omelaka li li?

Ls: *Ohatu kundafana moshikwanyama fye hatu shange moshiingilisa.*  
*Ngeenge oshitya katu shi eshi hashi shangwa ohatu pula teacher etu kwafele*

I: Ohamu reporta melaka lili?

Ls: *Omoshiingilisa shaashi ohatu kala hatu leshe.*

I: Mokwiilonga mougudu keshe umwe okuna okuningasha ngeno. Teacher oha ningi ngahelipi opo a mone kutya keshe umwe ota ningi sha?

Ls: *Ounona vamwe ohava kala ashike va mwena*  
*Ava ve shii okushanga moshiingilisa ovo ashike hava shange oilongwa aische.*  
*Vamwe ohava kala ashike tava danauka fimbo vamwe viipyakidila*

I: Mokwiilonga mougudu keshe umwe oku na okuningasha ngeno. Teacher oha ningi ngahelipi opo a mone kutya keshe umwe ota ningi sha?

Ls: *Ounona vamwe ohava kala ashike va mwena*  
*Ava ve shii okushanga moshiingilisa ovo ashike hava shange oilongwa aische.*  
*Vamwe ohava kala ashike tava danauka fimbo vamwe viipyakidila*

I: teacher weni oha ti nee ngahelipi kwaava hava kala ashike va mwena?

Ls: *Efimbo limwe ihe va mono.*

I: Omolwashike mbela?

Ls: *Efimbo limwe oha kala ta tale oifo yetu. Ngee hatu weelele opo ashike he tu hanyene.*

I: Hambaa, natu twikileni nepulo la shikula ko, lo olo laxuuninwa

Pwilikineni nee nawa oinina eyi handi ka tumbula onda hala mu lombwele nge eshi shi pu naashi shidjuu.

- Okulesha?
- Okushanga?
- Okupopya?
- Okuudako nawa oshiingilisa?

Ls: *Okupopya nokushanga okudjuu (aveshe)  
Okulesha oku li xwepo  
Okuudako nge hatu lesa oshidjuu kufye sha po ongeenge teacher a fatulula mOshiwambo.*

*Okushanga oku pu ashike ongeenge hatu tape koshipelende, ngeenge ohatu shange hatu kufa momutwe okudjuu shaashi oitya imwe katu I shii.*

I: Akutu hewa, ope na ou e na epulo?

Ls: *Onda hala twiipwilikine eshi hatu popi mokateipa.*

I: Ombili, shaashi efimbo ita li shi pitika. Ngeenge ka pena epulo tangi unene eshi mwa kala tamu popi nawa yee. Inamu sheefa yee. Kaleipo nawa. Otamu dulu oku ya ko klasa

## APPENDIX 9

### CLASSROOM OBSERVATION SCHEDULE

Participant: K. Nuuyoma School: Keshe C. S Date: 03.04.2006 Grade: 4 Subject: Environmental studies Topic: Fishing Duration: 80 min No of learners: 33 Lesson: 1			
Time	DESCRIPTION OF LESSONS		
	Teacher	Learners	Comments
8h40	<p><i>Good morning learners. How are you</i> <i>Sit down</i> <i>Sit down</i> <i>How many rivers do we have? Name it</i></p> <p><i>We have one ocean name that ocean</i> <i>Today we learn fishing. "Fishing"</i> <i>reading after me</i></p> <p><i>How many harbours</i> <i>Inatu lihonga amatuliloskepa?</i> <i>(Did we not learn about harbours?)</i></p>	<p><i>Good morning teacher</i> <i>Fine</i> <i>How are you teacher</i></p> <p><i>Three</i> <i>Kunene, Orange</i> <i>Kavango</i></p> <p><i>Atlantic</i></p> <p><i>Fishing!</i></p> <p><i>Walvis bay</i> <i>Luderitz</i></p>	<p>No response from learners. Learners respond after translation in Oshiwambo.</p>

	<p><i>Read from textbook. Fishing industry is important in Namibia. We have rivers bordering our country. Which direction we can find Kunene river? Orange river? Popya moshiwambo(speak in Oshiwambo)</i></p> <p><i>Otu na eeshi ha di di momatale, momilonga nomefuta (we can get fish from rivers, dams and ocean) Eeshi domondama, momulonga nomefua ohadi ifanwa ngahelipi? (what kind of fish can we get from dams, ocean and rivers)</i></p> <p><i>Fishing are caught with special.....People use different tools to catch fish what is this?</i></p> <p><i>Big factory is in Walvisbay Eeshi ohadi I ko other countries. Export oshike?</i></p> <p><i>Kinds of fish (omaludi eeshi) Eeshi di li pi hatu lyeni? Yellow tail, what else What else?</i></p>	<p><i>East West</i></p> <p><i>Eembwishi (fresh water fish)</i></p> <p><i>Eendjolo (fishing hooks) Eenete (fishing nets)</i></p> <p><i>Otransport</i></p> <p><i>Snoek Sbanker Shikende</i></p>	
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	<p><i>I think Shikende is a salt water fish. Here in Oshana(pan) we use Oshongo (fishing basket) and eendjolo (fishing hooks) Nge ve li mefuta ohava longifa? Ombautu (boat)</i></p> <p><i>They use boat in the water but I ask tools. Aa ohava longifa ongodi yakula. (they use a rod) all the fish are in the net.</i></p> <p><i>If I need a crab where can I find it? Mokambo kograde 2 Otamu dimbulukwa omaludi eeshi?</i></p> <p><i>(Can you recall when you were in grade 2) In that book you have learnt about different types of fish. Ocrab oya fa eluviluvi. Ohandi mu kongele okandooxa omu hai kala (A crab look like a spider tomorrow, I will bring along a tin so that you can see the label)</i></p> <p><i>Who can come and show Atlantic ocean. (Ila u ulike efuta la Atlantic mokaalita a ka.)</i></p> <p><i>Come and show me two habours (Ulika eenhele oko haku di eeshi domoipakete)</i></p> <p><i>Come and show me the second place. Swakopmund is not a harbour, who else?</i></p> <p><i>Oh efuta laapeni li na eendjaba? (Ah, can you find elephants in the ocean?). Ou shi ovanhu oha kala ve li momeva. Sha ma wa dengwa kongodi owa fya osho. Thank you go and sit down.</i></p> <p><i>Ombautu ohai helula apa ndee ta i shuna koSouth Afrika ile ko Australia.</i></p> <p><i>Take your summary book. Do it so quickly, Please start writing please! We have only few minutes. Look here fishing and fish ina I lifa oitya ei</i></p> <p><u>Summary</u> <i>Fishing Fish are caught with special net basket, fishing rods and boats fresh water fish, tiger fish, yellow tail caught in the river Ocean: 1.snoek 1. sardine</i></p> <p><i>Fresh fish, kutya fresh water fish no yellow fish odo ohadi monika meendama. Snoek nosardine ohadi monika mefuta.</i></p> <p><i>Ousardine ouva shi mongula etelela okandooxa ko shi inaka tuwa (teacher walk around to assist those learners who are having difficulties in writing. Write from red line. (continue with explanation) Ofaabilika ei yakula oili mOmbaye (The big factory is in Walvisbay)</i></p> <p><i>Oshike hatu lyeni moNamibia hashi uya mo?</i></p> <p><i>Apples very good. We have only Etunda which produce a lot of bananas.</i></p>	<p><i>Ombautu (boat)</i></p> <p><i>Ouluwa (fishing line)</i></p> <p><i>Ee (yes)</i></p>	<p>No response from learners</p> <p>Teacher displays the Namibian map.</p> <p>Learner points at Wavis bay and another point at Swakopmund. One of the learners points at a picture of an elephant.</p> <p>Learners copy summaries from the chalkboard.</p>
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	<p><i>Who is finished?</i>  <i>Let us read together summary read after me</i></p> <p><i>Okay ask your question (Pula epulo loye.</i>  <i>Aishe ou i udite nawa? (do you understand?)</i></p> <p><i>Okay,</i></p> <p><i>Where can I find huge factory?</i>  <i>Name two ocean fish</i>  <i>Which tools they are used?</i></p> <p><i>If you are finish underline</i>  <i>Tomorrow don't forget to brought our tins with</i>  <i>papers on.</i></p> <p><i>Thank you.</i></p>	<p><i>Omakende omaadi (cooking oil)</i></p> <p><i>ouniknaks</i>  <i>apples</i></p> <p> </p> <p><i>Yes</i></p> <p> </p> <p><i>Walvisbay</i>  <i>Sardine, snoek</i>  <i>Fishing nets</i></p> <p> </p> <p><i>Fishing rods</i></p>	<p>Teacher reads summary and translates it into Oshikwanyama.</p> <p> </p> <p>No response</p> <p> </p> <p>Whole class reads out loud</p>
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	<p><i>Read who is next?</i></p> <p><i>Oukadona omu li peni? (Girls, where are you?)</i></p> <p><i>Look, look here what do you see in this picture?</i></p> <p><i>Who is running?</i></p> <p><i>What else? What is Mandy in the first picture?</i>  <i>Okay, Mandy playing netball next what is Mandy doing?</i></p> <p><i>What Mandy doing in the third picture</i></p> <p><i>Ove oto ti mbela ota ningi ngahelipi. Only one boy there is two. No, the boys are running. The fifth picture Efa; oo ke shi apa e li.....</i>  <i>(Leave him, he don't know what he is doing)</i></p> <p><i>Okay the fifth picture</i></p> <p><i>Nomukulupe oo ota nhuka ngoo (Even that old person is jumping?)</i></p> <p><i>they are walking</i></p> <p><i>Iyaa, pwilikina nawa(listen carefully)</i>  <i>Iya, draw yourself and say what things you do at home and at school.</i></p> <p><i>Number your sentences</i></p> <p><i>Write 5 sentences</i></p> <p><i>If you finish bring your papers.</i></p>	<p><i>Netball</i></p> <p><i>Running</i>  <i>The boy is girl</i>  <i>The girl write</i></p> <p><i>Mandy is netball</i>  <i>Mandy is netball playing</i></p> <p><i>Mandy is writing</i></p> <p><i>Mandy is washing</i></p> <p><i>They boy is running</i>  <i>Ope na ou ta kofa</i>  <i>(This one is sleeping).</i></p> <p><i>They are jumping</i></p> <p><i>No</i></p>	<p>individually</p> <p>Learners busy with class</p> <p>Learners submit their papers to be marked.</p>
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## APPENDIX 10

### CLASSROOM OBSERVATION SCHEDULE

Participant: S. Kapuka School: Keshe C. S Date: 06.04.2006 Grade: 4			
Subject: Environmental studies Topic: Fishing Duration: 80 min Class size:			
Lesson: 1			
Time	DESCRIPTION OF LESSONS		
	Teacher	Learners	Comments
8h40	<p><i>It is time for Environment.</i></p> <p><i>This is a rainy season. Wherever you go you see a.....</i></p> <p><i>Because we received the good rain what is food or what type of food we get from water?</i></p> <p><i>Who can tell us?</i></p> <p><i>It means in the water we find fish</i> (Display a poster) <i>What can you see on the chalkboard</i></p> <p><i>There are two.....</i></p> <p><i>Question 1 write place</i></p> <p><i>Question 2 think about tools</i></p> <p><i>If you don't know how to write their names draw them.</i></p> <p><i>Question 3 Think why? Once you finish come in front and tell us</i></p>	<p><i>Water</i></p> <p><i>In the water there is fish</i></p> <p><i>I can see two fish</i></p> <p><i>There are two fishes</i></p> <p><i>In the water</i></p> <p><i>shanga fish endelega mukwetu</i></p> <p><i>shanga water</i></p> <p><i>Eta ndi shange ko Faneka oiti nai yukille</i></p> <p><i>evela o bucket( write fish, quickly, let me write. Draw a bucket.)</i></p> <p><i>Fish is find in water</i></p>	<p>Learners discuss in their groups using Oshikwanyama</p> <p>Teacher walks around to observe</p>

	<p><i>Are you finished? Only two minutes Listen please the one who write is Not the one who came and report. Listen put your pen down. Dolly put your pen down please</i></p> <p><i>First question, where do we find fish</i></p> <p><i>Second question, what tools do we use to catch fish?</i></p> <p><i>What is this picture tell us even in Oshiwambo</i></p> <p><i>These people have not finished. We can not give them big hand.</i></p>	<p><i>We find fishes in the water</i></p> <p><i>The fish is find pit</i></p> <p><i>This is the picture</i></p>	<p>Learners show the picture of the traditional fishing basket.</p>
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	<p><i>Are you finish? Only two minutes Listen please the one who write is Not the one who came and report. Listen put your pen down. Dolly put your pen down please</i></p> <p><i>First question, where do we find fish</i></p> <p><i>Second question, what tools do we use to catch fish?</i></p> <p><i>What is this picture tell us even in Oshiwambo</i></p> <p><i>These people have not finished. We can not give them big hand.</i></p> <p><i>Third question, why fishing is very important come and read please Sh..... listen one another</i></p> <p><i>Another group second question again Fatulula omafano oye (Explain your pictures please) Let us find out whether our questions are correct.</i></p> <p><i>Question 1 where do we find fish? We find fish in water. We only found fish in the water not on a dry land. We can not go outside and find fish. Once you in Oshana you find find. Okay Noodi where do we find fish start like this we find fish .....</i></p> <p><i>What tools do we use to catch fish fishing boat special basket (oshongo)</i></p> <p><i>We go to the last question Why fish is important? Timo</i></p> <p><i>Now let us talk about where we can find fish in Namibia?</i></p> <p><i>Where do we find fishing boat? Now I want you to think about before I put this on the chalkboard.</i></p> <p><i>Where do we find Kunene river? Point to direction. Mention 3 rivers. Point to the map where Kunene river is. Which river on the south?</i></p>	<p><i>We find fishes in the water</i></p> <p><i>The fish is find pit</i></p> <p><i>This is the picture Oshongo (traditional fishing basket)</i></p> <p><i>The fish very important because the people eat</i></p> <p><i>The fish catch because people to eat.</i></p> <p><i>There are is picture Inai pashuka nawa Evela, ondjolo noshongo (these pictures are not clear, this is a bucket, fishing hook and traditional fishing basket)</i></p> <p><i>We find fish are water</i></p> <p><i>Oskepa(ship)</i> <i>Bucket</i> <i>Ship</i></p> <p><i>The fish is very important because people eat.</i></p> <p><i>River</i> <i>Oshana (pan)</i> <i>Ocean</i></p>	<p>Teacher writes down learners' responses</p> <p>Diisplay Namibia</p>
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	<p><i>People who are near to rivers eating fish. What town in Erongo region do we catch many fish?</i></p> <p><i>Here the boats catch fish. The boat go deep and catch fish drop them at the factory and put them in the tin.</i></p> <p><i>Why people built factory here in Erongo region not in Omaheke region?</i></p> <p><i>Thank you there is a lot of water in Erongo region. Once they bring fish here they can rotten (hano otadi olo).</i></p> <p><i>Let's open on page 71. Eeh where is the book? I need someone to read. Naambo can you read. I want people to listen read the first paragraph "Fishing"</i></p> <p><i>It means many children eat fishes because their houses are near Oshana. Listen please! In Namibia there are many rivers Chobe from Kavango to Caprivi. People use these baskets to catch fish. Fishing line how do we call it in Oshiwambo?</i></p> <p><i>Let us move on page 72. I want someone to read.</i></p> <p><i>Keep quiet once you move your chair, you disturb others.</i></p> <p><i>Some one to go ahead please</i></p> <p><i>Silas can you go ahead?</i></p> <p><i>Those are names of the fish. As we said those people can eat many fish because they are near with the sea. Names of fish: Kingklip, pilchard. Fishermen go into the sea with boat. This is the boat (point the picture of the boat). In the boat there is a net which can catch fish. This boat cannot catch fish in Oshana or rivers because it is very, very big.</i></p> <p><i>I want someone to read the next paragraph. Diva, I want you to read very very loudly. Thank you.</i></p> <p><i>Someone go ahead please.</i></p> <p><i>Fourie can you read please Don't show him please because everybody can follow</i></p> <p><i>Okay factory are big building where many people work. They clean up fish with hands It means fishing factory is very big building. What do they do?</i></p> <p><i>Cut, clean fish, use big machine</i></p> <p><i>Can you see the picture</i></p> <p><i>Lorry bring fish to the factory. From there workers use hands to cut fish. The pieces of fish put in tin. What is a piece in Oshikwanyama</i></p> <p><i>Hano oupambu veeshi ohava tulwa nee meendoxa. What is next follow the arrows please</i></p> <p><i>Tomato sauce is added. From there tin are closed cooked and send to market. Okay today we can end up here. What I want you to know is what we have learnt today. When you come tomorrow answer these questions</i></p>	<p><i>Kunene</i> <i>Kavango</i> <i>Orange river</i> <i>Orange river</i></p> <p><i>Swakopmund</i> <i>Walvisbay</i> <i>Atlantic ocean</i></p> <p><i>One the water in Erongo</i></p> <p><i>Omaheke no water.</i></p> <p><i>Ondjolo (a fishing hook)</i></p> <p><i>Oshitandu ( a chunk)</i></p>	<p>map</p> <p>Learners read individually while others are listening</p> <p>Ndaomba reads (move chairs to be close to the textbook)</p> <p>Silas read</p> <p>Diva reads</p> <p>Fourie was busy playing. One of his group mates showed him where to start. Learners did not</p>
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	<ol style="list-style-type: none"><li>1. <i>Where do we find fish?</i></li><li>2. <i>What tools we use to catch fish?</i></li><li>3. <i>Why fish is important?</i></li></ol> <p>-----Pack your books please-----</p>		respond.  Listen attentively.
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## CLASSROOM OBSERVATION SCHEDULE

Participant: S Kapuka School: Keshe C S Date: 07.04.2006 Grade: 4 Subject: Environmental studies Topic: Mining Duration 80 min Class size: 39 Lesson 2		
11h00	<b>DESCRIPTION OF LESSON</b>	Comments
	<p>Teacher</p> <p><i>Take social studies books on page 73. Look at the pictures above</i></p> <p><i>What are the people doing?</i></p> <p><i>I like people who we to try. Siseho</i></p> <p><i>Look at their clothing, the way they put their clothing on or what do they wear on their bodies. Can you close the book please. Don't move sit where you are. Today we are going to talk about mining</i></p> <p><i>What do we say by mining?</i></p> <p><i>No not in Oshiwambo</i></p> <p><i>Mining when people work in the mine</i></p> <p><i>What do they do in a mine. There are minerals under the ground: diamond, copper, silver, gold. Those are the minerals. We found them under the ground. Found them between the rock. People try to remove minerals by destroying it that is why they are using picks. They wearing hats with torch or lamp. People work in the mine are called miner. They wearing protective clothes like helmet and strong shoes so that their feet can not be destroyed by rocks.</i></p> <p><i>Mining sector is important to us because our fathers, brothers, and sisters working in the mines. Some working in Tsumeb, Oranjemund etc. Okay by looking at the table why people mining by dig and dig?</i></p> <p><i>No in English!</i></p> <p><i>Yes this necklace is cost around N\$ 600.00</i></p> <p><i>We make different things out of minerals</i></p> <p><i>What else made from mineral?</i></p> <p><i>Minerals are natural resources and make useful things that can help us. In Namibia we find different minerals in different places who can tell me what is this? Points at pictures</i></p> <p><i>This is a car battery not a box (opatilii ei hai yandje omundilo kohauto opo I dule okwiinyenga)</i></p> <p><i>This one is an electrical wire</i></p> <p><i>Who can tell me even in Oshiwambo?</i></p> <p><i>No this is a grave stone (hano emanya lokombila.) All these things are made out of .....</i></p> <p><i>Why do we call this pot three legged pot? All these products are made of minerals at different places. Keep quiet! As we said copper where do we find copper?</i></p> <p><i>Dimo, where do we found copper</i></p> <p><i>We found copper in Tsumeb. We use copper for.....?</i></p> <p><i>We use copper for electrical wire</i></p> <p><i>Where do we find diamond?</i></p> <p><i>At Windhoek? Who else?</i></p> <p><i>I want you to mention any mineral</i></p> <p><i>We learn now</i></p> <p><i>But we have no silver in Namibia</i></p> <p><i>Another one!</i></p> <p><i>We found gold at Karibib. Can you mention anything that we got from gold? Oshike hatu mono moshingoli?</i></p>	

	<p><i>We use gold to make rings or jewellery. Can you mention another minerals?</i></p> <p><i>We can also talk about marable mineral at Karibib. It is used for grave stone. Tin is also a mineral we got from Roshpine It used for tin, salt is also a mineral</i></p> <p><i>Where do we find salt in Namibia.</i></p> <p><i>No, we got salt from Swakopmund. We got table salt. Omongwa nao ohau di medu. (salt is also dug from the ground)</i></p> <p><i>Now, I want to ask questions now. Why minerals are very important? What? Popya moshiwambo (speak in Oshiwambo)</i></p> <p><i>Oh, minerals are very important because there are many things made from minerals Embiya, eelinga neevili oda ningwa meeminerals</i></p> <p><i>(Pots, rings, watches are made out of minerals) Things we use in our everyday life.</i></p> <p><i>We still have enough time. Let us go back to our books please Dula can you read for us please? I want each and everybody to follow in our books. Start where Dula end.</i></p> <p><i>Nangula read Deme can you please start where Nangula end?</i></p> <p><i>Deme, read loudly you are a man I need to see this roof moving by your voice.</i></p> <p><i>Good it means now. Let me read a story for you. Mining the minerals means digging. If you dig deep you will find rocks and stones. If you are lucky you might find a diamond.</i></p> <p><i>Hey, stand up! We find minerals in different regions. Where do we find Tsumeb? In Oshikoto region Oranjemund? Karas region</i></p> <p><i>There is no one who put minerals under the ground. Minerals are natural resources. Is God who put them there. Once you want to get mineral you need to mine. This process called mining. People working in the mine called miners</i></p> <p><i>People who are teaching are.....?</i></p> <p><i>There is no ways you can get minerals without digging. Getting the minerals out of the ground is different. In Oranjemund the place is open but in Tsumeb the people are under the ground that is why they have lamps on their hats. ( Kolange ovanhu ohava fulu okawe melambo ashike koTsumeb omina oi li medu osho nee u wete ovanhu hava kala neetoshe komakoko op ova mone ko nawa)</i></p> <p><i>Come up with your questions Yes there is air – Omu na omhepo. Onhele oya kula. Ovanhu ohava I mo va fa eemhuku tadii kokwena</i></p> <p><i>Okay I have an activity. Once you know the answer rise up your hand.</i></p> <p><i>Where do we found diamond in Namibia?</i></p> <p><i>Come up with a full sentence Nelly</i></p> <p><i>What mineral do we found in Tsumeb and that mineral we</i></p>		
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	<p><i>use it for electrical wire</i></p> <p><i>What is that mineral?</i> <i>Do we use gold to make electrical wire? Who else</i></p> <p><i>Write summary quickly</i></p> <table border="1" data-bbox="357 398 927 611"> <thead> <tr> <th><i>Mineral</i></th> <th><i>Place</i></th> <th><i>Used for</i></th> </tr> </thead> <tbody> <tr> <td><i>Copper</i></td> <td><i>Tsumeb</i></td> <td><i>Electrical wire</i></td> </tr> <tr> <td><i>Diamond</i></td> <td><i>Oranjemund</i></td> <td><i>Jewellery</i></td> </tr> <tr> <td><i>Gold</i></td> <td><i>Karibib</i></td> <td><i>Jewellery</i></td> </tr> <tr> <td><i>Marable</i></td> <td><i>Karibib</i></td> <td><i>Grave stone</i></td> </tr> <tr> <td><i>Tin</i></td> <td><i>Roshpina</i></td> <td><i>Tin, can</i></td> </tr> <tr> <td><i>Salt</i></td> <td><i>Swakopmund</i></td> <td><i>Table salt</i></td> </tr> </tbody> </table> <p><i>Your homework</i></p> <p><i>Where do we get uranium and what is used for?</i></p> <p><i>Yes, you have to write them.</i> <i>Uranium ohai longifwa shike?</i> (what is uranium used for?) <i>Make sure you copy a question</i> <i>When you come tomorrow you have to answer the questions</i></p>	<i>Mineral</i>	<i>Place</i>	<i>Used for</i>	<i>Copper</i>	<i>Tsumeb</i>	<i>Electrical wire</i>	<i>Diamond</i>	<i>Oranjemund</i>	<i>Jewellery</i>	<i>Gold</i>	<i>Karibib</i>	<i>Jewellery</i>	<i>Marable</i>	<i>Karibib</i>	<i>Grave stone</i>	<i>Tin</i>	<i>Roshpina</i>	<i>Tin, can</i>	<i>Salt</i>	<i>Swakopmund</i>	<i>Table salt</i>		
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### **Simulated recall**

I asked Shikulo Kapuka why he allowed learners to read even though it was not a reading lesson and he indicated that reading is a very important aspect and he thus encourages learners to read in all lessons. He indicated further that the purpose is to promote reading skills.

**CLASSROOM OBSERVATION**

**SCHEDULE**

Participant: S. Kapuka School: Keshe C. S Date: 10.04.2006 Grade: 4  
 Subject: English 2<sup>nd</sup> Language: Topic: writing a composition  
 Lesson: 3 Duration 80 min class size 39

Time	DESCRIPTION OF THE LESSON	Learners	
	Teacher	Learners	
8h40	<p><i>Good morning again</i>  <i>I am going to divide you into two groups. First I am going to deal with group A. Take your English red book. Hey, who is beating the table? I want three people at the same book. Open page 79. Other group just keep quiet I will come later.</i></p> <p><i>Can you see those pictures? Can you see them? What I want you to do now, there is a bloc like this can you see those words on the chalkboard?</i></p> <p><i>Boy kicks</i>  <i>The a ball</i></p> <p><i>Put them in right order. Ahaa read the words as they are make a complete sentence</i>  <i>Is this sentence correct?</i></p> <p><i>Now arrange these sentences from number 1 to 5. Use the words in the box. Use the same words in the triangle. Okay each group you are going to write your own sentences</i></p> <p><i>Don't make noise. The other group, group B listen. You are going to start on page 77</i>  <i>Listen very well.</i></p> <p><i>Hey do your work quiet (told group A)</i>  <i>Okay group B read the first question</i></p> <p><i>Open on page 77. There is a man there. What is his name? Answer those questions..... Who can read question one?</i></p> <p><i>Can you see Mr Jordan? Read the second question</i></p> <p><i>The third question?</i>  <i>Fourth question?</i></p> <p><i>The last question?</i></p> <p><i>Now I want you to answer those questions. Use these papers. (distribute papers to learners) Look at the picture and answer those questions.</i></p> <p><i>If you don't know the word please ask me.</i></p> <p><i>Mr Jordan is digging</i></p> <p><i>I will not help somebody who never call me. Raise up your hand and I will come to you the time is running try to finish please!</i></p> <p><i>Oh, with what you are writing with?</i>  <i>How can you answer</i>  <i>With what is he doing it? (ota xupu nashike)</i></p> <p><i>Spade.</i>  <i>Don't write the questions please answer the</i></p>	<p><i>Good morning Sir</i></p> <p><i>Yes</i></p> <p><i>Yes</i></p> <p><i>The boy kicks the ball</i>  <i>The boy kick ball</i>  <i>The boy kicks a ball</i>  <i>Yes</i></p> <p><i>What is Mr. Jordan doing</i>  <i>With what he is doing it?</i></p> <p><i>Why is he doing it?</i>  <i>Why does he want it?</i>  <i>What is another reason why he want it?</i></p> <p><i>Sir okufula oshike? (Sir, what is digging in English?)</i></p> <p><i>Lombwela nge ndi shange.(tell me the answer</i></p>	<p>Learners works in groups of three</p> <p>Learners read from the book</p>

<p>09h20</p>	<p>questions. You must understand the questions first. Efano ota li ti ngahelipi? Why he is doing it? Tell me. Because he wants to plant a tree. Number your questions please</p> <p>Group A exchange your papers please whether you finish or not. Mark those papers I will come to you later Look at the answer on the papers I gave to you now</p> <p>Group B may be you are finish tell me the answers.</p> <p>Mr Jordan is digging a hole with what?</p> <p>He is digging with a spade.</p> <p>Why he is doing it? He wants to do what? Yes, he wants to plant a tree Okay the fourth one. Why does he want it? Look at the picture the picture can help you Someone else please Yes, Mr Jordan want to sit under the tree when it is hot.</p> <p>The last one?</p> <p>Look at the picture. You try who can help him? Who else?</p> <p>Who else?</p> <p>He also wants to eat fruit. Listen again. Now the sentences are there on the chalkboard</p> <p>What I want you to do now look these sentences 1,2 and 3 make one sentence</p> <ol style="list-style-type: none"> <li>1. Mr Jordan is digging a hole.</li> <li>2. He is digging with a spade.</li> <li>3. He wants to plant a tree.</li> </ol> <p>Make one sentence</p> <ol style="list-style-type: none"> <li>4. He wants to sit under a tree when it is hot.</li> <li>5. He also want to eat fruit</li> </ol> <p>Avoid repeating the words I want to see your papers</p> <p>Group A I want to see your papers. This group got 3/5 the rest got 1/5 Mh.</p> <p>Group B: I told you to avoid repetition. Look at this example</p> <p>.</p> <p>Mr. Jordan is digging a hole with a spade because he wants to plant a tree. He wants to sit under a tree when it is hot as well as to eat fruits.</p> <p>-----Go for break-----</p>	<p>please)</p> <p>"With what he is doing it" oshike sir?</p> <p>With pen.</p> <p>Teacher oshixupulo oshike? (Teacher, what is a spade in English)</p> <p>No</p> <p>Mr Jordan a digging</p> <p>Mr Jordan is digging with a spade He want a tree.</p> <p>Tree Mr. Jordan is the down tree</p> <p>Mr Jordan sit down the tree</p> <p>Mr Jordan take a fruit on under the tree</p> <p>Mr Jordan stand up a tree</p> <p>Mr Jordan want a fruit</p>	<p>Learners struggle to write sentences in English</p> <p>Learner asks the teacher to explain the question in Oshiwambo.</p> <p>Learners mark other groups' papers</p> <p>Learners write sentences in their groups.</p>
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			Teacher displays a poster on a chalkboard
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## **APPENDIX 11**

### **Example of continuous assessment task**

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GRADE 4  
ENVIRONMENT STUDIE Test

State the following are True or False

- 1.1 Windhoek is the capital city of Namibia
- 1.2 Namibia is divided into 31 regions. (1)
- 1.3. The sun rise in the east. (1)

2. What is the name of your region? (1)

3. Give the name of the river that form the boundary in the South. (1)

4. How many regions are there in Namibia (1)

5. Give the name of two big rivers that form boundaries in the North of Namibia. (2)

6. Name two main direction do you know. (2)

Total: 10

ENJOY YOUR TEST

✎

**APPENDIX 12**

**Request to conduct a research**

From: Teressia N. Shilongo

Onamutai Circuit Niitembu J.P. School

To: The inspector of education  
Onamutai Circuit  
Oshana Region

Re: Research: Case study

Kindly be informed that I am a part time student of Rhodes University studying for masters in education (General Theory and Practice (GETP)).  
One of the course requirements is to conduct a research.

I would appreciate it if you would allow me to use one of the schools in your circuit as a research site. I already identified. Combined school since it meets my selection criteria. The aim of my research is to investigate how Grade 4 learners and teachers experience the transition to English and how teachers experiences, perceptions and opinions particularly a transition grade i.e grade 4

I intent to collect data through interviews, classroom observation, documentation ( i.e. to analyze learners learning activities, teachers lesson and assessment plan. In order to increase validity I will endeavor to have a non-participant observer to assist me in recording what happens in the classroom.

The school and teachers are assured of anonymity in the final research report and will be invited to proof read drafts of the report to ensure that details are accurately recorded and reported.

For more details see the attached copy of my research proposal.

Thank you for your support in this matter.

Yours in Education  
T.N Shilongo.

## **APPENDIX 13**

## Permission to conduct research from the Inspector of Education



REPUBLIC OF NAMIBIA

### MINISTRY OF EDUCATION OSHANA REGION

Office of the Inspector of Education: Onamutai Circuit

Private Bag 2020 Ondangwa Namibia Tel: (065) 225105 Fax: (065) 225105 Cell: 0812624222

Inq.: L Hinyengwa Shikufinde

Ref.: 9/2/2

## MEMO



**TO:** All School Principals  
Onamutai Circuit

**FROM:** Mr L Hinyengwa Shikufinde  
Inspector of Education  
Onamutai Circuit

*Quis IE  
K 07/11/05*

**DATE:** 7 November 2005

### **RE: PERMISSION TO CONDUCT EDUCATIONAL RESEARCH AT SCHOOLS:**

The principal of Niitembu JPS, Mrs Theresia N Shilongo, has been granted permission to conduct an educational research at primary schools in the Onamutai Circuit as from November 2005 to March 2006.

The referred research is very much necessary for Mrs Shilongo's fulfillment of her professional thesis for her Masters Degree.

Do please accord her your highest co-operation.

Thank you.

## **APPENDIX 14**

### **Consent letter for Grade 4 teachers**

RHODES UNIVERSITY  
DEPARTMENT OF EDUCATION

Niitembu JP  
P.Box 3081  
Oshakati  
26 January 2006

Attention to Grade 4 teachers

Onamutai Circuit

I am registered as a part time student at the University of Rhodes [South Africa]. Conducting research is one of the course requirements .I am therefore interested in investigating how grade 4 teachers experience the transition to English and how teachers help learners to learn through English as a medium of instruction. The focus of the investigation is therefore includes interviews, classroom observation and checking learners' written work and examples of continuous assessment plan. My investigation attempts to answer the following questions

How do teachers and learners experience the transition year?

What methods and strategies do teachers use to promote learning and understanding?

What are the implications of the transition for both teachers and learners?

Please complete the attached consent form if you are willing to assist me with this research by participating in an interview with me at a time that is suitable to you.

- By allowing the interview to be tape –recorded and transcribed.
- By allowing me to take photos for the classroom environment and
- By checking and photocopying learners work for further analysis

I look forward to your response.

Yours in education  
TN.Shilongo

## **APPENDIX 15**

**CONSENT FORM (Grade 4 Teachers)**

I hereby agree to be observed and interviewed by Teressia N. Shilongo. I understand that she will be enquiring about how Grade 4 teachers experience the transition to English and how I help learners to learn through English as a medium of instruction. I have no objection in allowing her to check my learners written work, tape record the interview and taking photos.

Signed..... Date.....

**CONSENT FORM FOR GRADE 4 LEARNERS**

I hereby agree to be interviewed by Ms.Teressia N.Shilongo. I understand that she will ask me how I experience the transition to English. I have no objection to allow her to tape record the interview proceedings.

Signed..... Date.....

**OMUKANDA WEDIMINO/ (OVAHONGWA VONDODO 4)**

Ohandi kwashilipaleke kutya onda dimina opo tuye meenghundafana na Ms. Teressia N.Shilongo. Ondi udite kutya otaka pulapula nge kombinga yokulihonga melaka loshingilisa. Shikwao vali sha wedwa po oshosho kutya kandi li omhinge neeghundafana detu naye di ye moteipa yokukwata omawi.

Edina..... Efiku.....

**APPENDIX 16**

**CONSENT FORM FOR (Non-participant observer)**

I hereby agree to assist Teressia N. Shilongo (a part time student of Rhodes University) in recording what happens during the classroom observation she intends to do in grade 4. I have no objection in following the guidelines that she prepared for the observation.

Signed.....

Date.....

**APPENDIX 17**

**Formal permission from acting principal**

\_\_\_\_\_ Combined School  
Onamutai Circuit  
6 February 2006

To: Ms Teressia N. Shilongo  
Niitembu Primary School  
Onamutai Cluster

**Request for permission to do research at our school**

On behalf of the school board and school management at our school, I would like to grant you permission to do your research project as you have indicated it in your request.

I wish you success in your request.

I wish you success in your studies.

Yours in Education

\_\_\_\_\_

Acting principal

## **APPENDIX 18**

### **Verification of interviews**

#### VERIFICATION FORM OF INTERVIEWS FOR GRADE 4 TEACHERS

I \_\_\_\_\_ do hereby agree with the contents of the interview transcript.

\_\_\_\_\_  
Date