

AN INVESTIGATION OF CHALLENGES EXPERIENCED BY TEACHERS WHO
ARE TEACHING THROUGH AFRIKAANS MEDIUM OF INSTRUCTION: A CASE
OF FOUR SELECTED PRIMARY SCHOOLS IN WINDHOEK

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APPROVAL PAGE

This research has been examined and is approved as meeting the required standards for partial fulfillment of the requirements of the Degree of Master of Education.

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ABSTRACT

The Language Policy for Schools in Namibia states that for pedagogical reasons it is ideal for learners to study through their Mother Tongue (MT), particularly in the early years of schooling when basic skills of reading, writing and concept formation are acquired. In order to be literate, one should not only speak well, but also know the written language, as language is the system of human expression by means of words (Republic of Namibia, 2003). Therefore, the system of human expression by means of words needs to be fully functional for people to be in a position to communicate and understand each other. This paper presents challenges experienced by teachers who are Teaching Through Afrikaans Medium of Instruction (TTAMI) at primary schools in Windhoek. Data was collected using semi-structured interviews and classroom observations. The study is qualitative in nature and is positioned within the interpretive paradigm. Purposive sampling was used to select fourteen (14) Afrikaans Medium of Instruction (AMI) teachers to generate data from each selected primary school in Windhoek, Khomas region. The findings of the study revealed that the majority of Non-Afrikaans Mother Tongue (NAMT) speaking learners are enrolled and placed in Afrikaans Medium of Instruction (AMI) classes, which leads to challenges experienced by teachers who are Teaching Through Afrikaans Medium of Instruction (TTAMI) in the Junior Primary Phase (JPP), grade zero to three. It was found that Afrikaans Mother Tongue (AMT) native speakers as well as the non-native speakers recommend yearly in-service professional development trainings, because of the difficulties they experience in Teaching Through Afrikaans as a Medium of Instruction (TTAMI).

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LIST OF ACRONYMS

- **AMI** : Afrikaans Medium of Instruction
- **AMT** : Afrikaans Mother Tongue
- **INSET** : In-Service Education Training
- **JPP** : Junior Primary Phase
- **LCA** : Learner Centered Approach
- **MI** : Medium of Instruction
- **MT** : Mother Tongue
- **MTMI** : Mother Tongue as a Medium of Instruction
- **NAMT** : Non-Afrikaans Mother Tongue
- **NIED** : National Institute for Educational Development
- **SCT** : Social Constructivist Theory
- **TCA** : Teacher Centered Approach

- **TTAMI** : Teaching Through Afrikaans Medium of Instruction
- **UNAM** : University of Namibia
- **ZDP** : Zone of Proximal Development

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DEDICATION

This thesis is dedicated to my husband Frederick de Koker, my children Mersia Cloretta de Wee, Lesley Nolin de Koker, Deidre Estelle de Koker and Leilani Zenadia de Koker for their patience, love, support, motivation and encouragement they offered me during the time that I was carrying out this study.

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DECLARATION

I, Johanna Elizabeth de Koker, hereby declare that this thesis: “*AN INVESTIGATION OF CHALLENGES EXPERIENCED BY TEACHERS WHO ARE TEACHING THROUGH AFRIKAANS MEDIUM OF INSTRUCTION: A CASE OF FOUR SELECTED PRIMARY SCHOOLS IN WINDHOEK*”, in Namibia is a true reflection of my own research and that this work or part hereof has not been submitted for a degree at any other institution of higher education.

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CHAPTER ONE: INTRODUCTION

1.1 Orientation of the study

Mother Tongue as a Medium of Instruction (MTMI) in Namibia is an important component of teaching and learning. According to the 2003, Language Policy for Schools in Namibia, Mother Tongue (MT) is defined as a first language that is acquired at home (Republic of Namibia, 2003). The concept of Mother Tongue (MT) teaching and learning yields multiple difficulties in its implementation in the Junior Primary Phase (JPP) in Namibia due to the multilingualism and socio-cultural background of its people. The schools where the research was conducted had dual mediums of instruction. Dual medium means a school has two media/mediums of instruction that is used in separate classes. For example some learners would receive their instruction through the English medium, while another stream at the same school would receive their instruction through Afrikaans medium.

Due to a lack of available space in the schools learners are enrolled in either Afrikaans or English stream regardless of their Mother Tongue (MT). More often, schools are left with no choice, but to place learners of Non - Afrikaans Mother Tongue (NAMT) in the Afrikaans Medium of Instruction (AMI) classes, because the English classes which are often a preference are full. In addition, the quality of education at specific schools is paramount to the parents' preference irrespective of the Medium of Instruction (MI) offered at the school. Furthermore, parents' prefer to enroll their children in schools nearest to their residence, to save costs and to ensure the safety of their children. All

these factors contribute to why Non – Afrikaans Mother Tongue (NAMT) learners are placed in the Afrikaans Medium of Instruction (AMI) classes.

The languages spoken in Namibia belong to three different language families namely, Niger-Congo also known as Bantu languages, Khoisan and Indo-European languages (Republic of Namibia, 2003). According to Fredericks (2007) eleven point two percent (11, 2%) of the Namibian population are Indo-European language speakers that encompass Afrikaans, English and German languages. In the urban areas in Namibia, Afrikaans is predominantly spoken and understood by first, second and third language speakers. Fredericks (2007) contends that Afrikaans is actively used as a *lingua franca*, particularly in the urban areas, especially in the Southern parts of Namibia. The Language Policy for Schools in Namibia states that grades one to three is taught through either the Mother Tongue (MT) or a predominant local language (Republic of Namibia, 2003). Due to the diversity of languages spoken in the urban areas of Namibia with Afrikaans maintaining its prominence, it is offered as a Medium of Instruction (MI) in some schools, this is because many learners do speak Afrikaans as a *lingua franca*.

According to Thompson (2017), the Afrikaans language originates from the West-Germanic branch of the Indo-European language family. Afrikaans is spoken in multiple African countries, namely Namibia, South Africa, Lesotho, Malawi, Swaziland and Botswana. South Africa is well-known in history of having Afrikaans as first language, while Namibia is known to have adapted Afrikaans as the first language and the second language during the time of colonialism (Sure, & Webb, 2000). In Namibia alone

Afrikaans is spoken by 90 000 people and is constitutionally recognized as a national language since Namibia's independence in 1990 (Thompson, 2017).

Prior to Namibia's independence, Afrikaans along with German had equal status in Namibia as an official language (Thompson, 2017). Although Afrikaans was widely spoken in Namibia, it was important for Namibia to declare English as an official language in order to attract other countries to pave the way for national and international reconciliation, but it was also important that native languages could still be use and taught in Namibian schools (Mogotsi & Mufune, 2016). In addition, influential tribes in Namibia were not willing to surrender their native language for what they regarded as foreign languages, particularly the languages that were entrenched through colonialism (Sure & Webb, 2000). The Namibian Language Policy for Schools in Namibia mentions that one is considered an effective participant in society if you are able to communicate and use the functional tools in your Mother Tongue (MT) to your personal advantage and social benefits (Republic of Namibia, 2003).

The Language Policy for Schools was revised after independence on three separate occasions mainly, because of various discrepancies that were encountered in the successful implementation of the policy. The revised Language Policy for Schools in Namibia 2003 aims to promote the use of Mother Tongue Medium of Instruction (MTMI) in the formative years of schooling, grades one to three and that Mother Tongue (MT) is continuously used in school subjects in further education (Republic of Namibia, 2003).

The implementation of Mother Tongue (MT) has brought about many challenges. Firstly, the introduction of Mother Tongue Medium of Instruction (MTMI) from grade zero to three has influenced the quality of teaching and learning. Secondly the introduction of English as second language in grade four to twelve has led to higher failure rates among learners since the transition from one language to the other was difficult (Nzwala, 2015).

Language is unequivocally complex in itself and it is particularly challenging to implement Mother Tongue Medium of Instruction (MTMI) at junior primary level in Windhoek, because of the diversity of languages spoken in the city. Studies on challenges faced by teachers who are teaching through Afrikaans Medium of Instruction (AMI), specifically in the Namibian context are rarely available. Studies on challenges faced by teachers who are Teaching Through Afrikaans Medium of Instruction (TTAMI), in the Junior Primary Phase (JPP) was particularly needed in order to understand how Afrikaans junior primary teachers deal with challenges they face in teaching Afrikaans Medium of Instruction (AMI), as well as to recommend ways on how to deal with these challenges in order to improve learner performance in schools. Mother Tongue (MT) use as Medium of Instruction (MI) is a symbol of culture, which covers a very wide area of human life and behavior. Mother Tongue (MT) is also important for teaching and learning as it can promote verbal skills that aid the attainment of a second language (Heugh, 2006).

The Medium of Instruction (MI) in Windhoek, Khomas region, as is the case in other towns with relatively mixed population, is characterize by challenges such as lack of

expertise in the Mother Tongue (MT), lack of resources and challenges in teaching Non – Afrikaans Mother Tongue (NAMT) learners. It is generally believed in education circles that this accounts for the shaky foundation, especially in literacy learning of learners in the Junior Primary Phase (JPP). Therefore, this study reveals challenges experienced by teachers who are Teaching Through Afrikaans Medium of Instruction (TTAMI) in the Junior Primary Phase (JPP) at selected primary schools in Windhoek, Khomas region.

1.2 Statement of the problem

In most primary schools in the urban settings of Namibia, the Medium of Instruction (MI) does not match the learners' and often the teachers' first language (Steukers & Weiss, 2014). Afrikaans being a *lingua franca* in Windhoek, Khomas region it is often selected as a Medium of Instruction (MI), which results in multiple challenges experienced by teachers who are Teaching Through Afrikaans Medium of Instruction (TTAMI). The study investigated challenges experienced by teachers who are Teaching Through Afrikaans Medium of Instruction (TTAMI), in the Junior Primary Phase (JPP) at selected primary schools in Windhoek, Khomas-Urban Constituency.

1.3 Objectives of the study

The primary objective of this study was to investigate the challenges experienced by teachers who are teaching through Afrikaans medium of instruction, in the junior primary phase at selected primary schools in Windhoek, Khomas-Urban Constituency.

The subsets of the main objective were:

1.3.1 To examine the challenges faced by teachers who are teaching through Afrikaans medium of instruction in grades zero to three at selected primary schools in Windhoek, Khomas region.

1.3.2 To study the teaching methods used by teachers who are teaching through Afrikaans medium of instruction in grades zero to three at selected primary schools in Windhoek, Khomas region.

1.3.3 To recommend teaching strategies that might be relevant to use at the junior primary phase of education.

1.4 Significance of the study

The findings of this study are important to education policy makers and education stakeholders including inspectors of education and curriculum developers, as they would gain more insights from the direct experiences of teachers on ways to address challenges faced by teachers who are Teaching Through Afrikaans Medium of Instruction (TTAMI), in primary schools in Windhoek, Khomas region. The study is beneficial to languages teachers, especially those who are Teaching Through Afrikaans Medium of Instruction (TTAMI) in the Junior Primary Phase (JPP), grade zero to three who lack theoretical knowledge or practical understanding in the area of Afrikaans as a Medium of Instruction (MI), because it encourages an inclusive teaching and learning process among junior primary teachers. This study enhances the quality of teaching strategies and performance of teachers who are Teaching Through Afrikaans Medium of Instruction (TTAMI) in the Junior Primary Phase (JPP) to meet learners' needs and to achieve the desired objectives and basic competencies of the curriculum.

1.5 Limitation of the study

One major limitation was the fact that the teachers were not prepared to be interviewed after school hours due to personal reasons. If the teachers would have allowed the researcher to use some of their personal time this research findings would have been more advanced. However, sufficient data on the core issues of the study was generated from the interviews, observations and research notes during official teaching time. Secondly, the researcher had no control over the responses given by respondents regarded challenges they encounter in the application of Afrikaans Medium of Instruction (AMI). Two initial respondents were excluded from the data collection process. One of the respondents was on maternity leave during data collection period, while the other respondent was newly appointed as a relief teacher and the school principal advised that she be excluded from the interview sessions as well as the classroom observations.

Due to time constraints in obtaining permission from the Permanent Secretary, Ministry of Education, Arts and Culture to conduct this academic research in Windhoek, Khomas region, the researcher could not get two additional respondents to make up the sample size as proposed initially, because of the official academic programs of the schools. This being a qualitative case study in which the depth of knowledge provided by the selected few are as valuable as that of a large sample, the data collected was rich, informative and contributed to the existing body of knowledge.

The findings of the study should not be generalised to the entire population or to all primary schools in Windhoek, Khomas region or Namibia; because of the geographical limits of the investigation and the sampling method.

1.6 Delimitation of the study

Although the challenges faced in teaching Mother Tongue Medium of Instruction (MTMI) are broad and affect almost every primary school in Namibia, due to limited time, the researcher restricted the study to Windhoek, Khomas-Urban Constituency. In the interest of time, the research only focused on teacher-challenges, leaving learner, school and community factors to future researchers. The findings of this study can be used to build on future research concerning Afrikaans Medium of Instruction (AMI).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In the previous chapter, introduction of the study, background of the study, as well as the aims and objectives of the study were presented. This literature review firstly introduced the theoretical framework that guided the study. It continued to look at related literature that illuminates the issue of literacy learning and specifically learning through Afrikaans Medium of Instruction (AMI), with a distinctive attention given to the Social Constructivist Theory (SCT). The purpose of the review of the theoretical framework is to explore how various theories will unfold challenges faced by Afrikaans Medium of Instruction (AMI) teachers at junior primary level for this particular investigation.

Secondly, the literature study explores various research studies conducted so far in respect of challenges faced by teachers in implementing Medium of Instruction (MI) strategies and the perceptions of teachers on learners' performance and skills. The purpose of this literature study was to determine "knowledge gaps" and try to disclose irregularities in as far as research on the concept of Afrikaans Medium of Instruction (AMI) is concerned. Furthermore, Medium of Instruction (MI) teaching in primary schools is contextualized with inconsistencies that contribute to poor vocabulary, writing and reading skills in the Junior Primary Phase (JPP).

2.2 Theoretical Framework

This study is based on Social Constructivist Theory (SCT) developed by Lev Vygotsky (1978)

2.2.1 The Social Constructivist Theory (SCT)

Since 1990, the Namibian school curriculum was based on the Social Constructivist Theory (SCT) (Crystal, 2013). This theory, sometimes referred to as social-constructivism, is a heterogeneous theory that promotes learning through socialization and leaning by constructing meaning out of one's surroundings. De Klerk (2002) contends that constructivist teaching practices help learners to readopt and reshape, or transform new information in their own understanding.

The Social Constructivist Theory (SCT) is built on the belief that learners should be guided to construct knowledge, which is expressive and convenient in their own lives. Although the Social Constructivist Theory (SCT) is based on what learners learn, much emphasis is placed on how they learn. This implies that the skills they will learn through what they already know are more important than the content to be acquired (Heugh, 2002).

The Social Constructivist Theory (SCT) created by one of the earliest social learning theorist Lev Vygotsky in Tracey and Morrow (2012) is based on a key premise namely, the Zone of Proximal Development (ZDP). According to Tracey and Morrow, "the Zone of Proximal Development (ZDP) refers to the ideal level of task difficulty to facilitate

learning, which according to Vygotsky, cited by Tracey and Morrow, is the level at which a child can be successful with appropriate support” (2012, p.127).

Teaching components that learners find challenging to master and need support from adults or peers who are more knowledgeable, falls into the Zone of Proximal Development (ZDP). “Tasks that children can complete without assistance do not fall within the Zone of Proximal Development (ZDP) and therefore, according to this theory, are not ideal for promoting children’s development” (Tracey & Morrow, 2012, p.128). This implies that for learners to develop and learn tasks should have a certain level of difficulty. Once the learner has mastered or learned a concept the teachers should progress to another concept that yields another level of difficulty or a task that is unknown to the learner. For instance, if the learner is able to read a story provided to him/her by the teacher after some period of time, the learner should progress to a different story or to something more challenging.

The theory of Zone of Proximal Development (ZDP) also enabled teachers to easily identify challenges experienced by learners and enable them to prepare teaching and learning content in accordance with individuals, groups and overall class level of understanding to achieve the lesson objectives and basic competencies as set in the curriculum prescribed for Basic Education.

In addition, “another key idea of Vygotsky’s Social Constructivist Theory (SCT) is scaffolding, which refers to the assistance that adults and more competent peers

provided during learning episodes” (Tracey & Morrow, 2012, p.128). The theory of scaffolding allows for teacher assistance and peer teaching in a learner centered classroom setting where learners learn from one another and are guided by the teacher. Learners’ progress from the known to the unknown depending on the clues given by the teacher based on the learning content. All in all, children learn during experiences within the Zone of Proximal Development (ZDP) as a result of others scaffolding (Tracey & Morrow, 2012, p.128). Therefore, the Social Constructivist Theory (SCT) of Vygotsky (1978) fits the purpose of investigating challenges experienced by teachers who are Teaching Through Afrikaans Medium of Instruction (TTAMI) in the Junior Primary Phase (JPP), grades zero to three to ensure progressive learning takes place in the classroom setting.

According to the Social Constructivist Theory (SCT), acquiring knowledge is the only way of building meaning in children’s lives (Malone, 2008). Learning cannot take place in the vacuum therefore, learners have to be placed in an environment where they can discuss, share ideas and experiences, solve problems in groups or pairs, as they share responses with one another. They develop tactics to address encountered problems by encouraging and motivating one another through active engagement in tasks. Moreover, it is vitally important to notice that the Social Constructivist Theory (SCT) promotes the Learner Centered Approach (LCA) to learning, while at the same time encourages cooperative learning, which is a strategy used to enhance working and learning together in groups. Learner Centered Approach (LCA) is a teaching approach where learners are actively involved and have a greater input in what they learn, how they learn it and when

they learn it (Ahmed, 2013). It therefore stands to claim that, through Learner Centered Approach (LCA) and cooperative learning, challenges faced by teachers who are Teaching Through Afrikaans Medium of Instruction (TTAMI) can be addressed.

In Namibia, the National Curriculum for Basic Education in the Junior Primary Phase (JPP) stimulates the implementation of the Learner Centered Approach (LCA) to learning in the Junior Primary Phase (JPP) (Republic of Namibia, 2010). However, this seems to be inconsistent to what Afrikaans Medium of Instruction (AMI) teachers are currently applying in the classroom context. A study conducted at Midwest University in the United States on teacher centered and learner centered education instructors found that there was a strong preference for the Teacher Centered Approach (TCA) in community college and university settings, because teachers feel that they are able to bring about desired behavioral changes in the student, determine goals, outcomes, methods of instruction and evaluation of the class with little or no input from the students (Ahamed, 2013). Teachers prefer the Teacher Centered Approach (TCA), which focuses more on teacher instruction and learners carrying out learning tasks on teachers' instruction. Teacher Centered Approach (TCA) and individual activities does not facilitate effective learning, therefore some challenges encountered in Medium of Instruction (MI) teaching and learning can be addressed if teachers incorporate the Learner Centered Approach (LCA) and cooperative learning, as opposed to the Teacher Centered Approach (TCA) to learning.

According to Dutcher (2015), Mother Tongue (MT) cannot be separated from its own society, because it is the main instrument through which traditional beliefs, cultural values and social interaction takes place. A complex set of attitudes attached to languages are formed that could have an influence on learning. The challenges of Mother Tongue (MT) for Afrikaans teachers and learners may be connected to stereotypes about certain language groups that influence the manner in which an individual make sense of and interprets information. Teachers may categorize learners as having language disabilities or difficulties, purely, because of their intonation, enunciation or articulation (Laguarda & Woodward, 2013). As a result of these perceptions, learners may feel demotivated, because they feel they are underachieving in their own language, which may hamper their overall language development in the medium of instruction. Nevertheless, it should be obvious for learners to experience difficulties in their literacy development, because they came from diverse backgrounds and cultures.

2.3 The use of teaching methods and teaching strategies

The most important teaching approaches and the most effective ways for positive teaching outcomes is the use of teaching methods. The objective of a teaching method can only be achieved through the instructional process of lesson planning, direct interaction of teachers, learners and teaching resources used in the classroom (Richards & Rogers, 2014). Therefore, teaching methods are ways through which teaching and learning are shared in the classroom.

There are multiple teaching methods that teachers could employ during instruction depending on the learning outcomes that the teacher intends to achieve. It is however important for teachers to note that teaching methods could bring about positive or negative outcomes and produce major or minor results. Therefore, the teaching methods are very important for effective teaching and learning if applied appropriately (Skutil, 2015).

Richards and Rogers (2014) refer to communicative language teaching and task-based language teaching as two effective teaching methods in language learning. These methods involve grouping of learners to facilitate interactive exchange; chorus drilling; problem solving and information exchange activities, which simultaneously facilitate the mastery of listening, speaking, reading and writing components of languages. In addition phonics as one of the four language components can be taught through the synthetic and analytic methods. The synthetic method is used when learners pronounced sounds with letters in isolation for example, the first, middle or last sound in h/a/t , while analytical phonics focuses on the beginning and ending sounds for example, book- [b] – beginning sound and [k] – ending sound (Earp,2016). Teachers who do not know how to effectively teach phonics in the Junior Primary Phase (JPP) will fail to ensure that learners achieve the basic competencies in speaking, reading and writing as well.

Furthermore, in the Namibian primary school context two main teaching approaches are preferred to initiate instruction during lesson presentation namely, the Learner Centered Approach (LCA) and Teacher Centered Approach (TCA). Learner Centered Approach

(LCA) might not be more effective than the Teacher Centered Approach (TCA), but it is often the approach that the authorities propagate for. The Learner Centered Approach (LCA) was advocated for by the Ministry of Basic Education, Sport and Culture (1997) to ensure that learners participated and are actively involved throughout the lesson. Learner Centered Approach (LCA) focuses on the individual needs of the learners. It focused on abilities, interest, and learning styles rather than what a teacher as a facilitator of learning want to teach. This teaching method makes the learner the center of learning rather than the teacher being the center or only source of information (Brock-Utne, 2016).

Learner Centered Approach (LCA) to learning allows learners to dynamically participate and discover a lot of information, which they observe in their environment throughout the learning processes from an autonomous viewpoint. It is expected from learners to gain a better understanding of the learning content without being submissive, but rather practical or proactive (Sanmugam & Harun, 2013). Moreover, the Learner Centered Approach (LCA) makes provision for the use of a variety of activities in order to administer and promote successful learning. Thus, using of valuable learning skills, learners are free to achieve learning goals, which can further enhance their motivation and participation in the classroom (Casale & Posel, 2017).

Learner centered teaching is related to cooperative learning activities, which is referred to as learner activity. Mutinga (2013) maintains that learners are involved in hands on and mind on activities by participating through sharing ideas and engaging in problem

solving. In classrooms situation where teachers employ a cooperative teaching approach, learners depend on themselves, however there are times when the teacher is at the forefront, but does not dominate the class discussion. In contrast, Malone (2008) believes that there is no best approach to teaching and learning, but it merely depends on how learners' activities are structured and how they will be applied in the classroom.

The researcher argues that if the Learner Centered Approach (LCA) can be applied in the Medium of Instruction (MI) classes depending on the needs of each individual learner, some problems encountered in Medium of Instruction (MI) teaching can be alleviated. In Namibia, studies on the best instructional methodology that could ease Medium of Instruction (MI) problems in schools are scarce. It stands to claim that a study of this nature is necessary if we are to explore the instructional approaches best suited to enhance teaching through the Medium of Instruction (MI) in primary schools in Khomas region as well as in other education regions.

2.4 Challenges faced by teachers in teaching medium of instruction

2.4.1 The challenge of mother tongue efficacy

There are various challenges faced by teachers in teaching Afrikaans Mother Tongue (AMT) as a Medium of Instruction (MI). One of the major challenges is lack of self-efficacy in the concept of Mother Tongue Medium of Instruction (MTMI). Best and Khan (2006) stated that Mother Tongue (MT) is defined in several ways: It is known as the first language a child speaks; the language learned from the family; the language

used at home; the language used in the community; the language most competent in; and the ‘preferred’ language. It forms a person’s identity and their defining quality. Furthermore, Mother Tongue (MT) is “the language one thinks, dream and counts in.

Mother Tongue (MT) efficacy refers to individual’s judgments and perceptions about whether learners are capable of doing well and accomplishing a task of Mother Tongue (MT) (Bandura, 1979). Self-efficacy is defined as “beliefs in one’s capabilities to organize and execute the courses of action required to produce given attainments (DiBenedetto, 2011). Reaching Mother Tongue (MT) self-efficacy is about teachers’ ability to contribute positively on the performance of learners and developing quality and effective teaching activities in Mother Tongue (MT) that can transform the learning style of learners in a learning situation such as reading a book, or telling a story in the Mother Tongue (MT) (Schunk & Pajares, 2000). Through self-efficacy learners become motivated to learn, and become the best they can be.

2.4.2 Challenges of mother tongue as medium of instruction

Research has proven that children learn best when they are highly proficient in their Mother Tongue (MT) (Nzwala, 2015). There are schools that are unable to provide Mother Tongue Medium of Instruction (MTMI), because they lack the necessary material and human resources in order to implement Mother Tongue Medium of Instruction (MTMI) (Mostert, Hamunyela, Kasanda, Smit, Kangira, Zimba, Hengari, & Veii, 2012). In addition, Nzwala (2015) mentioned that language teachers revealed they encountered problems with expressing themselves in the Mother Tongue (MT), writing

words in the Mother Tongue (MT), problems regarding planning lessons and translation from English to Mother Tongue (MT) language.

Moreover, Mogotsi and Mufune (2016) also found challenges that entails factors relating to language dialect, the shortage of native language teachers and those interested in teaching their native language as well as appropriate teaching materials to offer formal teaching and learning in the native language. Finally, challenges in Mother Tongue (MT) as a Medium of Instruction (MI) teaching was primarily centered on the lack of teaching materials and the shortage of proficient Mother Tongue (MT) teachers employed in the Junior Primary Phase (JPP). Nzwala (2015) contends that since teaching Mother Tongue medium of Instruction (MTMI) in the Junior Primary Phase (JPP) is important, it cannot be deviated from or changed since the formative years of schooling is paramount to the learners learning abilities throughout their lives.

2.4.3 Challenges of mother tongue policies

The Language Policy for Schools in Namibia (2003) foster the fact that for pedagogical reasons it is ideal for learners to study through their Mother Tongue (MT), particularly in the early years of schooling when basic skills of reading, writing and concept formation are acquired (Republic of Namibia, 2003).

The rationale of the Language Policy for Schools in Namibia made it categorically clear that education in the Mother Tongue Medium of Instruction (MTMI), especially in the junior primary cycle of basic education, is crucial for concept formation as well as

literacy and numeracy attainment. Republic of Namibia (2003) states that in order to be literate, one should not only speak well, but also know the written language, as language is the system of human expression by means of words.

The Namibia Constitution (Chapter 1, art.3, sec.1-2) stipulated that, (i) “The official language of Namibia is English.” (ii) “Nothing in the Namibian Constitution will prevent the use of any other language as a Medium of Instruction (MI) in private schools or in schools financed or subsidized by the state”. The Namibian Constitution therefore, permits the use of Mother Tongue (MT) for legislative, administrative and judicial purposes as well as incorporating Medium of Instruction (MI) in schools.

English is sometimes used as a second language in some schools in the Junior Primary Phase (JPP), because of the diversity of the learners at school, lack of available space and to avoid advantaging certain Mother Tongue (MT) speaking groups at the expense of others. The use of the English language for teaching and learning has some disadvantages, since it was expected from Non-English speaking teachers to teach through the medium of English, because of the diverse Mother Tongue (MT) languages spoken by learners in the classrooms, which further marginalized former disadvantaged learners (Republic of Namibia, 2003). This could also happen with Afrikaans Mother Tongue (AMT) teachers, since one should be an effective participant in society and be able to communicate and use all the functional tools in your Mother Tongue (MT) to your personal advantage and social benefit as outlined in the rationale of the Language Policy for Schools in Namibia. Furthermore, the Language Policy for Schools in

Namibia stated that any teaching approach, including the Learner Centered Approach (LCA) to teaching advocated by the Ministry of Basic Education, Arts and Culture cannot be easily realized if teachers and learners lack the necessary language skills and proficiency (Republic of Namibia, 2003).

The researcher observed that teaching Medium of Instruction (MI) in the classroom should focus on addressing language barriers. In some schools, the teachers' Mother Tongue (MT) does not correlate with the learners' Mother Tongue (MT). This makes it difficult for the teacher to translate and assist such learners. Therefore, for the teacher and learners to be in a position to communicate and understand each other, the Language Policy for Schools in Namibia should change to address language barriers, for Mother Tongue (MT) use to be fully functional in schools. Thus, a language is able to survive only if its Mother Tongue (MT) speakers communicate in their Mother Tongue (MT) as stated in the policy.

2.4.4 Shortage of mother tongue teachers and resources

Research confirmed that teachers might be able to speak their Mother Tongue (MT), however, formal teaching, reading and writing might be a problem, as they are not fully qualified to teach this particular language. For example, a teacher observed that: "I was made a lower primary teacher, because people said you speak Oshiwambo..." not considering that the same teacher needs formal knowledge of Oshiwambo to be able to teach it (Legère, Trewby & van Graan, 2000).

The lack of adequate resources becomes a challenge for qualified native language teachers, as Steukers and Weiss (2014) found that the lack of teaching materials in the Mother Tongue (MT) has a negative impact on Medium of Instruction (MI) teaching. Furthermore, Mogotsi and Mufune (2016) stated that not all native languages are offered at tertiary institutions, which is a challenge in itself as the country's output of proficient, skilled and productive teachers in the different Mother Tongue (MT) languages spoken in Namibia are lacking. It emerged during a discussion at National Institute for Educational Development (NIED), Omaheke Regional Education Directorate and various schools within Namibia, that there is no one with a Master degree qualified to teach Setswana (Mogotsi & Mufune, 2016). This could also be the case for other native languages as well.

According to Golfus (2011) theoretical knowledge is essential to the foreign language teacher and the development of this knowledge should begin at the start of the initial teacher training. The academic qualifications attained from tertiary institutions are built around the theory of teaching as opposed to incorporating theory with practice, this also contributes to the poor performance of learners and the multiple challenges that teachers experience during the teaching and learning process. Meanwhile, teachers who are not trained to apply Medium of Instruction (MI) based teaching will have difficulty in applying teaching methods, employing differentiated instruction, particularly in reading and writing support activities, as well as facilitating learning properly for learners to internalize what they have learned (Tracey & Morrow, 2012).

Goldfus, (2011) stated that teacher preparation in reading should include core requirements in different areas to promote language development. This includes acquiring several skills such as: (a) conceptual foundation of literacy development; (b) knowledge of the structure of language which includes phonetics, phonology, orthography and its relationship in sound and meaning, syntax, and text structure and (c) supervise practice in teaching literacy (reading, writing, speaking – formal and informal speech in the Mother Tongue (MT) to master the basic competencies in the Mother Tongue (MT) language and to develop fluency and become independent in executing tasks effectively. Hence, this knowledge base is required for any language being taught, regardless whether the language being taught is a first, second or third language .

2.4.5 The challenges of multi-languages in schools

According to Davids (2012) the language in which education is principally conducted, is one of the most far-reaching and significant features of any education system. Mother Tongue (MT) is therefore, regarded as a language of hegemony and power through which the basic skills and knowledge are imparted to the population. Davids (2012) stated that where the language of instruction is the same as the (MT) or home language, it affirms the developmental capacity of the Mother Tongue (MT) to grow as a language of culture, science and technology. In addition, it gives confidence to people, with respect to their historical and cultural backgrounds.

In addition, Benson (2004) stated that there are many factors involved in delivering quality basic education. He calls instruction through a language that learners do not

speak “submersion”, because he believes that teaching learners using a language that is foreign to the learner is comparable to holding learners under water without teaching them how to swim. Thus, compounded by chronic difficulties such as levels of teacher education, poor designed, inappropriate curricula and lack of adequate school facilities, submersion makes both learning and teaching extremely difficult, particularly when the language of instruction is also foreign to the teacher.

The concept of Medium of Instruction (MI) came at the dawn of democracy in 1990. The Ministry of Education, Culture, Youth and Sport reviewed the Language Policy for Schools in Namibia shortly after independence in 1990. Although the Language Policy for Schools in Namibia recognizes the importance of Medium of Instruction (MI) in the formative years of education, the diversity of native languages spoken in Namibia hinders Mother Tongue Medium of Instruction (MTMI) of all languages to be fully implemented, because of economic reasons and the rapid growth of the population.

The rationale for the Language Policy for Schools in Namibia was to promote Mother Tongue (MT) use, alongside English, in schools and colleges of education. However, discrepancies in the implementation of the Language Policy for Schools in Namibia through misinterpretation and manipulation from region to region contributed to the failure of the implementation of Mother Tongue Medium of Instruction (MTMI) and preference was given to English to be implemented in schools. Parents often also favored the notion that their children should be taught in English as opposed to their own Mother Tongue (MT), regardless of being aware of the Language Policy for Schools in

Namibia concerning Mother Tongue Medium of Instruction (MTMI) in the formative years of schooling. Mostert et al (2012) stated that parents in urban schools were aware of the policy as laid down by the Ministry of Education, Arts and Culture with regard to initial literacy and language of instruction in the schools. Parents assume that for their children to be taught in English would be an advantage, because learners are expected to learn in English from grade four up to tertiary level, for wider communication and to enhance greater participation in social activities. This contributes to the failure rate of learners, because learners have not acquired various basic competencies in reading, writing and numeracy skills through their Mother Tongue (MT).

Moreover, parents in Namibia indicated that the native languages had little value, since the dominant language English was more valuable for their children to study. Thus, they are not happy that English is not the Medium of Instruction (MI) at junior primary level of education. Furthermore, parents indicated that English could be used for communication with any person, anywhere, while the local languages limits communication only to those belonging to a particular ethnic group (Mostert et al. 2012).

Namibian literature indicated that the proper implementation of Language Policy for Schools in Namibia is very challenging and that these challenges were not limited to the Namibian context only (Gacheche, 2010). Other countries also experience challenges similar to what was found in Namibia. Kangira (2016) stated that schools in Zimbabwe go against the Language Policy by often viewing English as the key to open doors to

opportunities with regards to education and jobs. In addition, most schools in Zimbabwe prefer to use English from the outset to ensure student's proficiency in English, which is considered the language of power and economic wellbeing (Kangira, 2016). This indicates a profound similarity to the Namibian context although many schools in Namibia still offer Mother Tongue Medium of Instruction (MTMI) in the Junior Primary Phase (JPP) despite their inability to accommodate all Mother Tongue (MT) languages.

Although the Language Policy for Schools in Namibia stated that Mother Tongue (MT) undoubtedly plays a crucial role in the acquisition of any second language, for example, English in the case of Namibia, the implementation was not applied across the whole country. In addition, the unavailability of resources including human resources, funds, facilities, materials, textbooks and time constraints contribute to the failure of the implementation of the Language Policy for Schools in Namibia. It is for these reasons that this study stands to affirm that the Language Policy for Schools in Namibia should be followed regardless of the number of Mother Tongue (MT) languages in the country, in order to preserve cultural believes and heritage values that may be lost in the process of learning other languages.

2.5 Conclusion

The literature review explored various research studies conducted that support the study objectives. The purpose of this literature study was to review "knowledge gaps" and try to disclose irregularities and concepts relating to Mother Tongue (MT) as Medium of Instruction (MI) in the Junior Primary Phase (JPP) at primary school level.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

The main aim of this chapter was to describe the strategies used in the study and to outline the manner in which the data was collected. This includes the research design, population, sample and sampling procedures, research instruments, data collection procedures, pilot study, data analysis, ethical consideration and conclusion.

The relevance of this chapter focused on the researcher's capacity to conduct an academic research using different methods. This chapter point to the potential of the candidates' master research skills to address challenges experienced by teachers who are Teaching Through Afrikaans Medium of Instruction (TTAMI) in the Junior Primary Phase (JPP), grade zero to three, in Windhoek, Khomas- Urban Constituency.

3.2 Research design

Research design is a research strategy that sketches skills of enquiries and approaches used to achieve the objectives of the study (Patton, 2012). Similarly, Fraenkel and Hyun (2012) states that a research design is an action plan that comprises of implementation of techniques as how data would be collected disseminated and interpreted.

The research, which was prompted by the researcher's observations as a junior primary teacher in a Windhoek school, was aimed at investigating challenges experienced by teachers who are Teaching Through Afrikaans Medium of Instruction (TTAMI). This

study used a qualitative research design to gain an in-depth understanding of underlying reasons, opinions and motivations on the challenges experienced by teachers who are Teaching Through Afrikaans Medium of Instruction (TTAMI) in the Junior Primary Phase (JPP). Creswell (2008) define qualitative research design as a type of educational research where the researcher depends on the understanding of participants.

Creswell (2008) argued that qualitative research design carries out community responsibility that brings needed change in the society. The challenges experienced by teachers who are Teaching Through Afrikaans Medium of Instruction (TTAMI) pose a concern for the performance of learners in the formative years of schooling, which may continue throughout their progressive years of education. This study aims to bring about changes in the classroom through Mother Tongue (MT) language development, cultural development, producing skilled teachers and a well-educated nation. Therefore, the findings of this study were explicitly built on the research objectives of the study.

This case study was conducted in primary schools in Windhoek, Khomas-Urban Constituency. A case study is defined by Yin (2003) as an empirical inquiry that investigates a contemporary phenomenon within its real life context when the boundaries between phenomenon and context are not clearly evident and in which multiple sources of evidence are used. A case study was used to observe and measure phenomena by obtaining knowledge from the actual experiences of the teachers rather than by drawing inferences from theory.

Moreover, a case study strives for a comprehensive (holistic) understanding of how participants related and interact with each other in a specific situation and how they make meaning of phenomenon under study (Maree, 2013). The research participants revealed that the study was imperative. Participants were appreciative that this study was conducted, because they were facing challenges that were often overlooked. Participants regarded this research as an opportunity for the challenges to be addressed and possibly be improved. The case study is also applicable in this research, because it opened the possibility of giving a voice to the powerless and voiceless groups. The participants viewed this research as an opportunity for them to express their challenges regarding Teaching Through Afrikaans Medium of Instruction (TTAMI). They went further to suggest more research of this nature in order for teachers to express their views. Thus although it was not an intention of this research, it served a good purpose of giving a voice to teachers who are Teaching Trough Afrikaans Medium of Instruction (TTAMI).

Generally, a qualitative case study research focuses more on the subjective phenomenon. A phenomenon is an approach to discover new ways of solving and addressing issues affecting the society (Creswell, 2008). Therefore, the phenomenon of this study was challenges experienced by teachers who are Teaching Trough Afrikaans Medium of Instruction (TTAMI) in the Junior Primary Phase (JPP) based on the subjective views of each research participant and their experiences.

The challenges experienced by teachers who are Teaching Trough Afrikaans Medium of Instruction (TTAMI) remain the key issue that is hindering the progress of grade zero to

three learners in understanding the language of Mother Tongue (MT), not just as a language of instruction, but the language that remain as flagship of culture and a vernacular language that institute the foundation of later stage learning (Nzwala, 2015).

Schwartz-Shea and Yanow (2011) maintained that an interpretive research design is key to understanding how specific human beings in particular times and locales make sense of their world. Interpretive research design thus, permits the researcher to search for interesting theories that may help to explain and determine the challenges experienced by teachers who are Teaching Trough Afrikaans Medium of Instruction (TTAMI). Therefore, interpretive design remains a platform through which reality of challenges experienced by Afrikaans Medium of Instruction (AMI), junior primary teachers became clear.

3.3 Population

A population is the larger group to which a researcher wants to generalize his or her sample results (Johnson & Christenson, 2014). In addition Best and Khan (2006) states that a population is any group of individuals, that has one or more characteristics in common and that are of interest to the researcher. The population of this study was inclusive of all the 48 primary schools in Windhoek, Khomas region. The region was selected purposively, because of the diverse population in Khomas region where Afrikaans Medium of Instruction (AMI) is being offered at primary schools. Junior primary teachers were targeted for the study, because Medium of Instruction (MI) is

mandatory in the Junior Primary Phase (JPP), grades zero to three according to the Language Policy for Schools in Namibia.

3.4 Sample

According to Best and Khan (2006), a sample is a small proportion of the population that is selected for observation and analysis. Although there are different techniques of sampling, this study selected purposive sampling.

Creswell (2008) defined purposive sampling as a technique used to select a sample with a specific purpose in mind. Thus, the study employed purposeful sampling, which allows the researcher to specify the characteristics of the population of interest and by locating individuals with those characteristics (Johnson & Christensen, 2015).

Five out of 48 primary schools in Windhoek, Khomas-Urban Constituency were purposefully selected. Four out of five primary schools were used to collect data for the main study, while one out of the five primary schools was used for pilot study purposes. Four Afrikaans Mother Tongue (AMT) teachers from each of the five selected school were supposed to be interviewed and two teachers out of the four interview participants were to be observed during lesson presentations. Two out of the initial sixteen interview participants were excluded from the data collection procedure. This was, because one of the respondents was on maternity leave during data collection time, while the other respondent was newly appointed as a relief teacher and the school principal advised that she be excluded from the interview session as well as the classroom observation. The

researcher could not get two additional respondents to make up the sample size as proposed initially, because of the official academic programs of the schools and time constraints for thesis submission.

3.5 Research instruments

Semi-Structured Interview schedule and observation sheet were the instruments used for this study. The application of these instruments permitted in-depth and reliable data to be generated in order to achieve the research objectives (Johnson & Christensen, 2015).

3.5.1 Semi-structured interview schedule

Johnson and Christensen (2015) defined semi-structured interview as a series of questions that are prepared for certain purpose or interest, within the scope and depth of the respondents. An interview schedule was used to record the views of interview participants. Thus, semi-structured interview enabled junior primary teachers to clarify challenges they were experiencing. The semi-structured interviews were recorded through the use of an audio recorder with the permission granted by interview participants. For better analysis of data the audio recordings were transcribed. (See appendix six attached for the semi-structured interview schedule).

3.5.2 Observation sheet

Qualitative observation involves observing all potentially relevant phenomena and taking extensive field notes without specifying in advance exactly what is to be observed

(Johnson & Christensen, 2014). Observation was used intentionally to watch and study how teaching and learning was conducted and notes were made on the observation sheet.

3.6 Research procedures

Firstly, the researcher sought permission from the Khomas regional education director to access schools. The researcher requested permission from the Permanent Secretary of the Ministry of Education, Arts and Culture to conduct an academic research for the Master of Education (Literacy and Learning) degree on “An investigation on challenges experienced by teachers who are Teaching Trough Afrikaans Medium of Instruction (TTAMI) in the Junior Primary Phase (JPP) at selected schools in Windhoek.

Thereafter, the researcher requested permission from the school principals and teachers’ consent for their participation in the study. Initially the researcher aimed to observe two teachers from each school, but as the study progressed, the researcher observed all interview participants on request of the teachers. Each participant was observed for two periods, which constituted 80 minutes for each teacher for observation as allocated on his or her timetable.

3.7 Pilot study

3.7.1 Arrangements to execute the pilot study

The researcher made proper arrangements in advanced with the school principal to conduct the pilot study with teachers who are Teaching Trough Afrikaans Medium of

Instruction (TTAMI) in the Junior Primary Phase (JPP) at the selected primary school in Windhoek, Khomas region. Thus, she thoroughly followed the necessary research procedures in accordance with the approved protocol. Firstly, the researcher made an appointment with the school principal to discuss the purpose of her visit. In addition, the researcher provided the school principal with the research permission letter provided by her main supervisor to conduct the pilot study, with permission of the school principal on the approved research topic. Hence, the pilot study was conducted after school to avoid interruption of the schools daily program.

The purpose of the pilot study was to ascertain that the interview schedule was clear in order to gain feedback on the reliability and validity of the interview schedule; eliminate ambiguities and to identify omissions; redundant and irrelevant items (Kauami, 2017).

According to Best and Khan (2006) reliability is the degree of consistency that the instruments or procedure demonstrates, whatever it is measuring, it does so consistently. Validity on the other hand is the quality of a data-gathering instrument or procedure that enables it to measure what it is supposed to measure.

The research instrument was piloted in one of the primary schools in Windhoek, Khomas region that has the same characteristics as the sample of the main study. The participants in the pilot study were not part of the actual sample in the main study. This was done in order to ensure that the participants understood the research instruments. The researcher refined the questions in the instrument ensuring they were appropriate and relevant to address the study objectives.

It was valuable to find out whether the type of data obtained could be analyzed in line with the research objectives. In addition, the instruments were discussed with the pilot study participants to comment on the instrument and their comments were taken into consideration for the final instrument.

The researcher's objective for carrying out a pilot study was to ascertain through the outcome, that all items were clear and to ensure that would yield the desired outcomes in the main study. In addition, the outcome of the pilot study helped the researcher to make the necessary changes to ensure that every item would yield expected results.

3.7.2 Selection of the research participants

Three teachers with the same characteristics as the sample for the main study were purposefully selected as interview participants for the pilot study. Furthermore, the researcher was provided with the contact details of the consent teachers in advance by the school principal to make appointments to conduct the pilot study. Thus, the researcher contacted the potential research participants for appointments to get their

consent and to explain the purpose of the visit. Moreover, each potential research participant was provided with the research permission letter provided by UNAM Research Supervisor to conduct the pilot study as well as the consent letter addressed to the research participants for seeking their participation in the research project.

The researcher conducted the interviews after school to avoid interruption of teaching and learning during official teaching time and to gain feedback on the reliability and validity of the interview questions. The researcher learned that the type of data obtained from the research participants were reliable and could be analyzed in line with the research objectives of the main study.

3.7.3 Results of the pilot study

The results of the pilot study indicated that the research instruments (interview schedule) were valid and reliable for the study and that the participants understood the majority of the items. Nakanyala (2015) indicated that there is a possibility for errors in the designing of research instrument. The pilot study revealed that there was a need to revise the research instrument. Therefore, some questions in the interview schedule were changed and some were combined to improve the quality of the instrument. In the paragraph below, the researcher indicated how the research instrument was revised after the pilot study was conducted.

Instrument: Interview schedule: The pilot study revealed that some questions had to be changed in order to give an appropriate introduction and systematic flow of the research instrument.

Question three on the original interview tool read as: How long have you been a teacher and for how long are you teaching Afrikaans Medium of Instruction (AMI) in the Junior Primary Phase (JPP)? The pilot study revealed that *Question three* should become *Question one*, in order to have an appropriate introduction for the research study. *Question five* on the original interview tool read as: Up to what level did you teach Afrikaans Medium of Instruction (AMI) during your employment as a teacher, while *Question six* on the original interview tool read as: What are your first language / Mother Tongue (MT)? The researcher decided to change it to read as: What is your first language/ Mother Tongue (MT) and up to what grade did you teach Afrikaans Medium of Instruction (AMI) during your employment as a teacher? *Question five and six* were combined to form *Question two*, in order to avoid close-ended questions.

Question nine on the original interview tool read as: Do you find it interesting teaching Afrikaans Medium of Instruction (AMI) in the Junior Primary Phase (JPP)? If **yes** why and if **no** why not? *Question nine* was shifted to *Question three*, for systematic flow of the questions. *Question four* on the original interview tool read as: What is your highest academic qualification in Afrikaans Mother Tongue (AMT)? *Question four* was also a closed ended question and had no essence; therefore, it had to be changed. *Question four* was therefore changed to: What is your academic qualification? From which institution

did you graduate and what is your minor and major subjects? This was asked to determine whether the teachers obtained accredited qualifications from the tertiary institutions in order to teach Afrikaans Medium of Instruction (AMI) in the Junior Primary Phase (JPP) where they are currently employed. *Question seven* on the original interview tool read as: Which are the most common language(s) spoken in your school community? In addition, *Question eight* on the original interview tool read as: Do you find it interesting teaching Afrikaans Medium of Instruction (AMI) in the Junior Primary Phase (JPP)? If **yes** why and if **no** why not? The researcher decided to combine *Question seven and eight* to form *Question five* for the purpose of relevance. *Question five* reads as: What other Mother Tongue (MT) language(s) are offered at your school in the Junior Primary Phase (JPP) and which are the most common language(s) spoken in your school community?

Question one on the original interview tool was constructed as: How many teachers teach in the Junior Primary Phase (JPP) at your school? *Question ten* on the original interview tool read as: Do you teach all subjects as prescribed in the Curriculum for Basic Education for this specific class in Afrikaans Medium of Instruction (AMI)? *Question one and ten* were completely removed from the interview schedule, since it was found irrelevant to the objectives and purpose of the study.

The researcher decided to add question six to ascertain possible shifting of teachers to other grades to improve academic performance in Afrikaans Medium of Instruction (AMI). Question six on the current interview tool read as follows: What are your

strengths and weaknesses when teaching Afrikaans Medium of Instruction (AMI) in the Junior Primary Phase (JPP), grades zero to three?

All the other questions were appropriate and best suited the objectives of the main study according to the pilot study conducted.

3.8 Data analysis

Qualitative research mostly favors content analysis or thematic analysis (McMillan & Schumacher, 2006). Thematic analysis was used to analyze the data in this study. Braun and Clarke (2006, p.6) defines thematic analysis as “a method of identifying, analyzing and reporting patterns within the data”. Interviews data were transcribed and organized in accordance with the main themes and objectives of the research. This data analysis method is best suited for this study as it allows the researcher to obtain views and personal meaning of participants’ experiences when Teaching Through Afrikaans Medium of Instruction (TTAMI). Data from observations were analyzed thoughts on emerging concepts, themes, and patterns found in the data (Johnson & Christensen, 2015).

3.9 Research ethics

The researcher acquired ethical clearance from UNAM Research Ethics Committee to carry out the study. The researcher further sought authorization from the Permanent Secretary of the Ministry of Education, Arts and Culture and the Director of the Khomas Education Region. She further sought informed consent from the school principals and participants of the study. All information was treated with confidentiality. The respondents were not directed by the researcher's prior knowledge of the phenomenon, but they shared their own experiences of Teaching Through Afrikaans Medium of Instruction (TTAMI) in the Junior Primary Phase (JPP) in Khomas-Urban Constituency.

In order to respect the privacy of the respondents, the researcher did not share the documented material with third parties except with UNAM Supervisors. Research material would be kept safe and out of reach of potential harm and locked up in a safe for five years as evidence for enquiries or doubt on the research study that might arise. All information would then be destroyed after five years.

CHAPTER FOUR: PRESENTATION AND DISCUSSIONS OF FINDINGS

4.1 Introduction

This chapter concentrates on the practical analysis of challenges experienced by teachers who are Teaching Through Afrikaans Medium of Instruction (TTAMI) in the Junior Primary Phase (JPP). Chapter Four demonstrates all the major findings as shown by the analysis of collected data using tables, charts and graphs in order to answer the research objectives. The results are carefully interconnected with the study theoretical framework discussed in Chapter Two, and are critically analyzed, justified and judged in accordance with the study objectives.

4.2 Presentation of findings

4.2.1 Demographic characteristic of participants

In this section, the demographic characteristics covered the gender of research participants, class sizes, age of participants, level of education of teachers, teachers experience in Teaching Through Afrikaans Medium of Instruction (TTAMI) and teacher's total years of teaching experience. This was done to explore and link how these demographic characteristics contribute to challenges experienced by teachers who are Teaching Through Afrikaans Medium of Instruction (TTAMI), in the Junior Primary Phase (JPP), grade zero to three at selected primary schools in Windhoek, Khomas region.

The sampling of research participants aimed to ensure gender balance of females and males interviewees in the JPP. Although the sampling technique was selected to allow for gender balance amongst the participants, only females participated in the study (100%). It was critical to notice that there were no male teachers in the sampled respondents in the JPP, because all teachers who are employed at this level at the selected primary schools were only female teachers, thus the study consisted of only female teachers.

According to observations conducted at the sampled schools five out of fourteen classes were overcrowded, while the other nine classes were in line with the learner-to-teacher ratio. In Namibia the learner-to-teacher ratio is 35:1 (Republic of Namibia, 2017).

Moreover, five Afrikaans Medium of Instruction (AMI) teachers indicated that their class sizes ranges between 41 and 50 learners. Therefore, if the staffing norm of 35:1 is not implemented, it potentially poses many challenges for teachers to provide equitable quality education in primary schools.

4.3 Teaching staff demographic information

The majority of the research participants in the selected sampled schools were qualified teachers, with Afrikaans as a major or a minor subject.

4.3.1 Teacher age and level of education

Table One: Teachers age and educational level

SCHOOL: A

Teachers Age	Educational Level completed
23	Bed (honors) 4 th year – (Afrikaans Minor) – (qualification not completed)
50	Junior Primary Diploma – “JPD” – (Afrikaans Minor)
37	Basic Education Teacher Diploma – “BETD” – (Afrikaans Minor)
30	Junior Primary Diploma – “JPD” –(Afrikaans Major)

SCHOOL: B

Teachers Age	Educational Level
36	In-Service Education Training – INSET – (Afrikaans Minor)- (qualification not completed)
26	Diploma in Pre-Primary Education – “DPPE” –(Afrikaans Minor) – (qualification not completed)

28	In-Service Education Training – INSET – (Afrikaans Major) – (qualification not completed)
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SCHOOL: C

Teachers Age	Educational Level
40	Diploma in Early Childhood Development –(Major in all subjects)
57	Higher Education Diploma – “HED” – (Major in all subjects) Upper Primary
29	Basic Education Teacher Diploma – “BETD” – (Afrikaans Minor)
56	Higher Education Diploma – “HED” – (Social Studies and English Major , Upper Primary Minor)

SCHOOL: D

Teachers Age	Educational level
55	Higher Education Diploma – “HED” – (Major in all subjects) Upper Primary

35	Bed – (Biology & Entrepreneurship Major – Senior Secondary Minor)
37	Basic Education Teacher Diploma – “ BETD” – (Afrikaans Minor)

Table One indicates that out of fourteen participants 57.14% were between the ages of 36-46 years and above. This indicates that teachers employed in the Junior Primary Phase (JPP) in the Afrikaans Medium of Instruction (AMI) stream are older teachers, who are presumably quite knowledgeable, mature, skilled and creative, because of their acquired teaching qualification that equipped them with teaching methodologies and years of teaching experience. The groups in the age range of 36-46 and above are more experienced teachers, who can guide and mentor the younger AMI teachers, on how to employ teaching methodologies and teaching strategies to ensure learners achieve the basic competencies exceptionally well. In a nutshell, experienced teachers can also address and help with some of the challenges that teachers with less experience encounter when Teaching Through Afrikaans Medium of Instruction (TTAMI) in the JPP. Teachers above the age of 46 years are pioneers in the education fraternity. They can serve as subject advisory teachers at their own schools, to spearhead Afrikaans Medium of Instruction (AMI) teaching by bringing changes and interventions to ensure outstanding performance in reading, writing and concept formation in Afrikaans.

Forty two point eighty five percent (42, 85%) of the teachers were between 23-35 years. Younger teachers in the teaching profession who are Teaching Through Afrikaans Medium of Instruction (TTAMI), in the Junior Primary Phase (JPP) are possibly more active and enthusiastic teachers. Still, such teachers are faced with various challenges in teaching TTAMI in the JPP, as qualifications alone does not guarantee full competency when teaching. Young teachers have more room for improvement and are often eager to further equip themselves with knowledge through further tertiary studies.

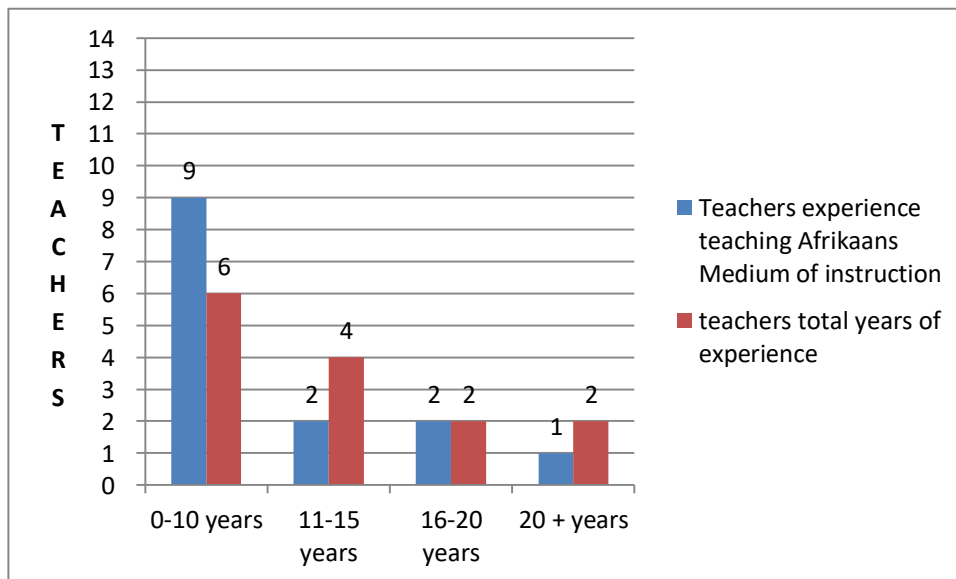
It is however, worth mentioning that age alone is not an indicator of experience or of best practices. As data suggests, the majority of teachers older than forty seemed to be more experienced in Teaching Through Afrikaans Medium of Instruction (TTAMI). Most of them were also taught through the medium of Afrikaans compared to younger teachers who were taught through the medium of English after the independence of Namibia. On the other hand, younger teachers were more flexible and receptive to change and use new teaching methods.

The figure above shows that 14.29% of the research participants' had a diploma in pre-primary education, 28.57% had junior primary education diplomas, 28.57% had both a higher education diploma as well as basic education teachers' diploma, 14.29% had a bachelor degrees in education and lastly, 14.29% of the research participants are in their second year of studies towards obtaining a teachers diploma in education. The teachers in their second year of studies are enrolled in the In-Service Teacher Education Diploma in Junior Primary Education commonly referred to as In-Service Education Training

(INSET). This program was initiated by the Ministry of Education, Arts and Culture and UNAM for unqualified and under qualified teachers to obtain the necessary qualifications, skills and knowledge to teach in the JPP. Further studies could equip teachers with various teaching methods, how to apply the Learner Centered Approach (LCA) successfully and learn how to incorporate learning theories in their teaching to accommodate all learners during lesson presentations in the Afrikaans Medium of Instruction (AMI) classes.

4.4 Teaching experience of research participants

Figure One: Experience of teachers who are teaching through Afrikaans medium of instruction versus total years of teaching experience.



The figure above indicate the number of teachers compared to their years of teaching experience in Afrikaans Medium of Instruction (AMI) and the total years of teaching experience. The data collected indicated that nine teachers in the research sample had zero to ten years teaching experience in AMI, in relation to six teachers whose total years of teaching experience falls into the range of zero to ten years.

Three teachers had sixteen and more years teaching experience in Afrikaans Medium of Instruction (AMI). The data collected had shown that the four older teachers with sixteen and more years' total teaching experience were more familiar with the Teacher Centered Approach (TCA) than the Learner Centered Approach (LCA), advocated and implemented by authorities of education shortly after independence of Namibia in 1990. It was evident from the research observations that teachers in this category did more talking than facilitating, engaging interaction and guiding the learners towards the learning objectives during lesson presentations. Moreover, the above mentioned teachers prepare the subject content and present it accordingly to the learners, without any social interaction in the class. Vygotsky (in Tracey and Morrow, 2012) believes that for a child to internalize a behavior (learning), the behavior must first occur socially and only then would become part of the internal knowledge of the child. Therefore, merely feeding learners with content without social interaction does not ensure that learning takes place and the lack of implementation of the Learner Centered Approach (LCA) in itself brings about challenges for teachers.

Twenty one teachers with zero to fifteen years teaching experience in Afrikaans Medium of Instruction (AMI) and total of ten years teaching experience were more familiar with the LCA, where peer teaching was observed by the researcher during this research. Group work was integrated in the teaching lessons and learner interaction through class presentation was conducted as the focus was shifted from the teacher to the learner.

4.5 Challenges with translation in multilingual classes, shortage of teaching time and language components where learners need learning support.

This research aimed to determine challenges experienced by teachers who are Teaching Through Afrikaans Medium of Instruction (TTAMI), in the Junior Primary Phase (JPP). As can be illustrated by Table Two, teachers who are TTAMI had challenges such as shortage of teaching time, language components where learners need learning support and the multilingual classroom setup within an Afrikaans Medium of Instruction (AMI) class.

Table Two Translation in multilingual classes, shortage of teaching time and language components

	Schools	Teachers Mother tongue	Shortage of teaching time	Language components where learners need learning support	Language composition of class
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1	A	Afrikaans	Time is enough	Phonics	Multilingual
2	A	Afrikaans	Not enough time	Phonics, Speaking	Multilingual
3	A	Afrikaans	Time is enough	Reading	Multilingual
4	B	Afrikaans	Time is enough	Speaking, Reading	Multilingual
5	B	Afrikaans	Not enough time	Speaking, Phonics	Multilingual
6	B	Afrikaans	Not enough time	Reading, Writing	Multilingual
7	B	Otjiherero	Not enough time	Speaking, Writing	Multilingual
8	C	Afrikaans	Not enough time	Phonics, Speaking	Multilingual
9	C	Afrikaans	Time more than enough	Phonics, Speaking	Multilingual
10	C	Afrikaans	Time not enough	Phonics, Reading	Multilingual
11	C	Afrikaans	Time is enough	Phonics, Reading	Multilingual

12	D	Afrikaans	Time is enough	Phonics	Monolingual
13	D	Afrikaans	Not enough time	Phonics, Reading, Writing	Monolingual
14	D	Afrikaans	Time is enough	Phonics	Multilingual

4.5.1 Language profile of teachers and learners

The findings of this study indicated that 92, 86%, the majority of the interview participants were Afrikaans Mother Tongue (AMT) speakers, whereas only one teacher, 7, 14% was a speaker of Otjiherero as a Mother Tongue (MT). The data collected in Table Two on page 47 to page 48 reflected that the placement of teachers who are Teaching Through Afrikaans Medium of Instruction (TTAMI) at all four primary schools was done appropriately and in accordance with the Medium of Instruction (MI) taught at the sampled schools. The schools where the research was conducted had a dual medium where multilingualism dominated monolingual speaking learners as observed in Table Two which automatically contributed to the challenges experienced by teachers who are Teaching Trough Afrikaans Medium of Instruction (TTAMI). Only two lucky teachers out of the fourteen had learners who all spoke Afrikaans Mother Tongue (AMT) (monolingual), whereas all others teachers had a multilingual classroom setup.

The findings of this study indicated that majority of the teachers whose Mother Tongue (MT) is Afrikaans are employed in the Afrikaans Medium of Instruction (AMI) stream at the schools where the research was conducted. In addition, only one teacher out of all the teachers was an Otjiherero Mother Tongue (MT) speaker. She expressed herself with pride regarding her MT and also made it clear that she taught AMI up to grade seven: “***My Mother Tongue (MT) is Otjiherero, I’m Otjiherero speaking and I have taught Afrikaans Mother Tongue (AMT) up to grade seven***”. She further mentioned that Teaching Through Afrikaans Medium of Instruction (TTAMI) was interesting, but challenging at the same time, because when learners don’t understand something she feels like expressing herself through her own Mother Tongue (MT). “***It is very interesting teaching in the Afrikaans stream in the JPP***”. “***You want to really reach out to them, if they do not understand something. You get these feeling to express yourself even in my Mother Tongue (MT) or in English***”.

Teacher at School “C” mentioned with confidence and pride the importance of preserving Afrikaans as a language and she stated that she was able to express herself better in Afrikaans, because it is her Mother Tongue (MT): “***Yes, yes, you know, we must keep our language, we must keep our language alive that’s why, I love to teach in Afrikaans, because normally, I can express myself better in Afrikaans and maybe in English***”.

Data collected indicated that two teachers at school “B” found Afrikaans Medium of Instruction (AMI) stream challenging and or difficult to teach in, for example:

Teacher A responded the following in English: “ *It’s interesting as well as a challenge, because you get children from different cultures that are enrolled at the school and then sometimes when you teach, they look at you as if you are speaking a total different language*”.

Teacher B (Afrikaans Mother Tongue (AMT) speaker) responded as: “ *It is much more difficult than English, when I came here at school “B”, I actually had no choice, the only grade that I could assist or the only grade they had open was grade three Afrikaans class and that’s how I started with mother tongue Afrikaans*”. This teacher is enrolled for the diploma in pre-primary education majoring Afrikaans, pre-primary. She taught English before being shifted to teach Afrikaans and therefore, she expresses that Afrikaans is more difficult to teach in comparison to English. “*Afrikaans is actually much more difficult. I find it much more difficult than English when I came here at school B*”.

Teaching through the Mother Tongue (MT) as a medium of instruction (MI) at junior primary level has been widely recognized by many African countries as crucial to fostering a number of other important skills. This also implies that Afrikaans Mother Tongue (AMT) was not just important for the teaching and learning process, it was also important that learners use it as their vernacular language to preserve the language and cultural values (Jabak, n.d).

4.5.2 Shortage of teaching time.

Teaching time allocated per subject is very important for teaching and learning to fully occur in a classroom setting. Teachers were asked whether they think the time allocated for teaching Afrikaans on the timetable is enough or not enough for the learners to achieve the basic competencies. Moreover, this question was asked to determine whether the number of periods and the duration of each period were different from other Medium of Instruction (MI) streams. An equal ratio of teachers felt that the allocated official teaching and learning time for teaching Afrikaans was enough and not enough. However, all MI streams had the same allocated time.

A teacher from school “A” affirmed in English: *“I would say it’s, it’s enough, since I am teaching all my subjects in Afrikaans”*.

Half of the research participants felt that the allocated teaching time was enough mainly, because every lesson is presented in the Afrikaans Medium of Instruction (AMI) every day through an integrated teaching approach. For example, when they present sounds they can even integrate grammar like with the “b” sound such as boom – bome, “k” sound such as kat – katjie and so on which represents plural and diminutives and so on.

For example on teacher at School “C” said in English that: *“The Medium of Instruction (MI) is Afrikaans, all the subjects are taught in Afrikaans, therefore the learners get a lot of knowledge and vocabulary.”*

The teachers who claimed that the time was not enough was mainly, because they had to code-switch to accommodate the multilingual learners which is time consuming. In addition, they stated that Afrikaans has a lot of components to cover such as listening, speaking, reading and writing, similarly to other Medium of Instruction (MI) streams. Therefore, teachers felt that the allocated teaching time is not enough to cover the components properly.

For example a teacher from school “B” said in English: *“The time is really not enough, sometimes you just have to teach few minutes, when the learners’ understands you has to switch over to another language instead of continuing.”*

Teacher from School “D” responded as follow on allocation of teaching time: *“Afrikaans has a lot of components that you must deal with, so I don’t think it’s enough for us.”*

4.5.3 Language components in which learners need learning support.

The majority of the learners were in need of learning support in phonics, speaking, reading and writing components in Afrikaans the collected data showed. Almost all teachers indicated that learners were in need of general learner support in phonics, speaking, reading and writing. Teachers are concerned about learner performance, hence the idea that learners should get learning support when they struggle to achieve certain components in the Afrikaans Medium of Instruction (AMI) class. Teachers prefer to give quality and equitable education to all learners in the Afrikaans medium stream, including

the learners who perform exceptionally well and not only those learners who did not achieve the basic competencies, in the Junior Primary Phase (JPP).

This teacher expressed herself concerning learning support as: ***“It is important. Majority of the learners can speak the Afrikaans language, but when it comes to writing they found it very difficult. “It’s very important to provide learning support, because all the learners are not on the same level or learners that perform above the required level must get enrichment activities”.***

All teachers mentioned that it was important to provide learners with learning support. Learning support is regarded as additional help that the teacher provide to learners who experience learning difficulties, especially after school so as to avoid interruption of official teaching time. Teachers should plan in such a way to ensure all learners are taught the content as prescribed in the syllabus, but on their level of performance to understand the learning content well. The researcher found it interesting to see that the teacher take the education of the learners at heart.

For example one teacher from school “A”, said that: ***“I don’t know if it is the concentration of the learners that play a role in not achieving the basic competencies in Afrikaans or the environment, but I would say learning support is very important for the Afrikaans medium of instruction stream”.***

They mentioned they helped learners in small groups, especially the slow learners, enrichment learners and learners who experience learning barriers after official school hours as well as during the official teaching time to achieve the basic competencies. Teachers stated that they concentrated more on the following language components in Afrikaans, during learning support: speaking, phonics, reading and writing based on the different level of learner performance.

Teachers mentioned that they employ teaching strategies that differ from their usual teaching style to accommodate the learners with learning difficulties to grasp the learning content well. The researcher noted that there was very little change in the teaching strategies that teachers used during learner support and in class teaching. They mentioned that they worked with smaller groups or individually with the learners and mostly repeated what they have already taught in class. One teacher mentioned that she used physical education as a form of learner support, which she believes helps to improve learners' handwriting. Teacher "A" stated: *"We do a lot of Physical Education (PE) in the learning support classes in the afternoon, because most learners struggle with handwriting. So we need to do the practical part, games and exercise to help them with handwriting."*

4.5.4 Language compositions in the class

The Medium of Instruction (MI) in the schools where the study was conducted indicated that there was more multilingual classroom composition than monolingual, which indicated that a dual medium setup exist at most of the schools. In most instances

Afrikaans was not the Mother Tongue (MT) of the learner as a result learners of several language groups are accommodated in the Afrikaans medium stream.

Some teachers who had a monolingual composition of class groups were at a greater advantage, since translation was not necessary, because both the teacher and learners were Afrikaans Mother Tongue (AMT) speakers. Two teachers at school “D” with monolingual Afrikaans class groups stated that: *“As a lucky teacher, all my kids’ home language is Afrikaans”* Teacher A stated.

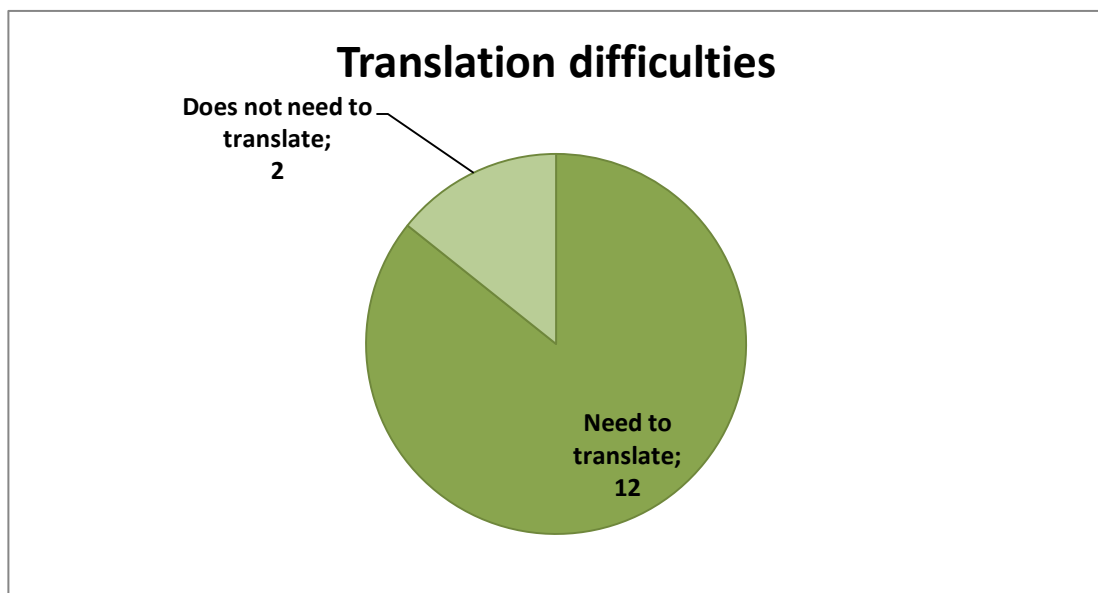
Teacher “B” who preferred to respond in Afrikaans, the language that she felt most comfortable with to communicate in stated: *“Alle kinders is Afrikaans, ek dink dit is waar ons n voorsprong het, omdat die kind dwarsdeur Afrikaans praat, tot op ouma en oupa praat ook Afrikaans”*. In translation, this means that this teacher has an advantage, because all learners in her class are Afrikaans Mother Tongue (AMT) speakers, as even their grandparents speak Afrikaans. Furthermore, most teachers felt that they are able to express themselves better in Afrikaans and that they found satisfaction in the teaching and learning process, especially when learners perform well. In addition, teachers expressed that they too gain knowledge while teaching in Afrikaans Medium of Instruction (AMI).

Teachers mentioned that parental involvement is non-existent or either very limited in decision making regarding the choices of Medium of Instruction (MI) at schools that contribute to challenges experience by teachers who accommodate multilingual learners

in the Afrikaans Medium of Instruction (AMI) class. Thus, one teacher at school “B” found AMI challenging. Teacher A, an Afrikaans Mother Tongue (AMT) speaker responded as: *“It’s interesting as well as a challenge, because you get children from different cultures that are enrolled at the school and then sometimes when you teach they look at you as if you are speaking a total different language”*.

4.6 Language use in the classroom

Figure Two Translation difficulties in the classroom context



4.6.1 Translation difficulties

As a result of the diverse Mother Tongue (MT) language groups placed in one class, translation is a phenomenon that occurs frequently during lesson presentations. Figure Two shows that twelve out of fourteen research participants felt the need to translate

from the Medium of Instruction (MI) to another language, while only two mentioned that they do not need to translate during lesson presentations. It also revealed that teachers are also experiencing translation difficulties while teaching. This implies that teachers believe in translation from Afrikaans to another language for learners to make sense of what the teacher intends to communicate. Teachers believe that translations helped learners grasp the learning content presented to them much better.

For example a teacher from School “A”, said that: ***“I would translate into a language, say for instance into English which the child understands better or make an example in a language that this child may feel comfortable with or understands better”.***

A grade two teacher from school “C”: ***“Not always. Sometimes you have to say it in English, because currently I have two English speaking learners in my class. They are not really that good in Afrikaans, so I have to translate in English and then come back again to Afrikaans, in order to accommodate them”.***

Most teachers indicated that they translated from Afrikaans to English and vice versa during lessons to obtain learning outcomes by helping learners to remember and recall better what they were taught. Translation also helped to ensure that everybody understood and accommodate those learners who are struggling, as well as learners who are Non – Afrikaans Mother Tongue (NAMT) speakers to excel and achieve the basic competencies.

4.6.2 Code Switching

The data indicated that the Medium of Instruction (MI) in the Junior Primary Phase (JPP) offered at the selected primary schools were only Afrikaans and English, and it was the most common languages spoken in the school community, because Afrikaans and English are predominant languages in the area where the selected schools for this study are situated.

For example one teacher from school “A” has stated in English: *“So, the two languages that we offer is Afrikaans and English. This community where the school is situated is mostly Afrikaans. Most people speak Afrikaans and I only teach in Afrikaans”*. The teachers are only supposed to use one of the two Medium of Instructions (MI) offered at the school with minimal translation for the learners to master the Medium of Instruction (MI) to its full potential and to avoid confusing the learners.

This study revealed that twelve of the research participants had to switch from Afrikaans to English during lesson presentations to ensure that all learners in their classes understood the content and mastered the basic competencies in Afrikaans Medium of Instruction (AMI) classes. It is obvious that code switching is not by accident, this is a pure version of the teachers according to the languages offered as Medium of Instruction (MI) at the four primary schools where the data was collected.

One teacher mentioned that she switched from Afrikaans to Otjiherero or English, to accommodate Otjiherero speaking learners in her class, while teaching an Afrikaans

stream. Teacher at school “C” was very concerned about the progress of the Non – Afrikaans Mother Tongue (NAMT) learners in her class, she mentioned that she sometimes switched over to Nama (Khoe-khoegowab) which is a second language that she does not speak fluently, but only know a few words from the environment in which she grew up. This is unacceptable according to the researchers’ opinion, since she might use wrong words or mislead the Khoe-khoegowab learners, because it is not her Mother Tongue (MT) and she cannot speak the language fluently. She responded as follow in English: *“I use some other languages like Nama (Khoe-khoegowab) a little bit of Nama (Khoe-khoegowab) and English also, but most of the time, you know, a junior primary teacher is a clown, most of the time you act out or use pictures to help those little ones”*. The Otjiherero speaking teacher from School “A” said: *“I can express myself, I can tell the kids exactly what to do and how to do it in my own Mother Tongue (MT)”*. Only two teachers indicated that they did not switch from Afrikaans, since all the learners in their classes is Afrikaans Mother Tongue (AMT) speaking.

4.7 Teaching resources and teacher support in the classroom

4.7.1 Suitable materials developed to support lesson delivery.

Research participants praised the use of flashcards, while some indicated that their best strategy to improve teaching in the Afrikaans stream was to create their own appropriate teaching aids. There was an overall lack of suitable Afrikaans teaching aids made available by the school or the Ministry of Education, Arts and Culture. Overall, teachers mentioned similar teaching aids that they used whilst teaching, such as worksheets,

posters, sentence strips, pictures and concrete objects based on the themes prescribed in the Curriculum for Basic Education.

A teacher from school “A” said that: ***“I create my own teaching aids, I made it myself. I create the teaching aids in Afrikaans, like the words on the walls, the worksheets, the stories and so on”.***

Teachers also mentioned they had challenges of finding resources written in Afrikaans and to write daily and weekly Afrikaans lesson preparations. In addition, Afrikaans Medium of Instruction (AMI) teachers find it difficult to teach speaking and reading skills to Non – Afrikaans Mother Tongue (NAMT) learners without having the necessary teaching material written in Afrikaans. This notion implies that the use of appropriate teaching material is of utmost importance to help learners understand the subject content presented to them better. Furthermore, they stated that learners nowadays socialized mostly in English and come from different cultural backgrounds which hinder their improvement in the Afrikaans language. Teacher “C” expressed herself in English about this situation in her class: ***“Nowadays, kids are mostly English oriented. Parents, even Afrikaans speaking parents prefer their kids to learn through English medium. I don’t know why, but that’s why kids are struggling with the basic competencies of Afrikaans”.***

According to the researcher’s observation, insufficient and inappropriate materials in Afrikaans pushes junior primary teachers to embrace materials whose content, activities,

language and culture appropriateness are in question for learner progress. This implies that teachers do not have enough skills or knowledge on how to develop appropriate materials for the Afrikaans stream of the junior primary level. In some instances, they repeatedly use the same teaching material year after year, regardless of whether the material ensures positive outcomes in learner progress. Instead of curriculum developers providing adequate materials or advising teachers on where to acquire suitable material from various publishers, teachers are left to develop their own teaching and learning materials, as many mentioned that they do not know where to find material based on the themes in the syllabuses. Teacher “B” mentioned: *“Materials in Afrikaans [is] not available or perhaps we don’t know where to go to find them”*.

This dilemma may eventually fail to address teachers’ needs to deliver and ensure inclusive and equitable quality education, which creates lower chances of maximizing learners’ full potential in Afrikaans.

4.7.2 Importance of in-service professional development training.

The study data indicated that majority of the research participants were in favor of in-service professional development training as an intervention to improve teaching and learning in the Afrikaans Medium of Instruction (AM) stream. Teachers expressed that in-service professional development training would help them to learn more from each other, obtain more skills, groom them and to established whether teachers were on the right track as well as to be acquainted with the needed knowledge to ensure inclusive

and equitable quality education and promote lifelong learning opportunities for all learners.

For example teacher “C” from school “A”, felt that in-service professional development training for junior primary teachers who are Teaching Through Afrikaans Medium of Instruction (TTAMI) are of utmost importance: *“It is very important, since advisory services provide ways on how to teach spelling and reading. They provide a lot of ideas on how to go about to teach these language components to learners in the junior primary phase as well as the senior primary phase”*. In addition, she also mentioned *“In-service professional development trainings also help us to be on the right track”*.

This implies that the junior primary advisory services of the Ministry of Education, Arts and Culture should ensure the full implementation of Afrikaans Medium of Instruction (AMI) teaching in the JPP. Furthermore, the research participants also mentioned that material provided by the Ministry of Education, Arts and Culture based on the Revised Curriculum for Basic Education would have been most appropriate to use to deliver instruction, however these materials are not available, specifically for Afrikaans Medium of Instruction (AMI).

Teacher “A” stated in English: *“I don’t think we have enough material at hand, because sometimes we also need CD’s or stories from Platinum like the English stream that the learners can listen to in Afrikaans”*. Teachers wanted stakeholders of education to develop Afrikaans teaching resources such as syllabuses, textbooks and

worksheets and to train junior primary teachers regularly, at least once a year to accommodate new appointed teachers in the Afrikaans Medium of Instruction (AMI) stream.

Challenges experienced by Mother Tongue (MT) teachers are also attributed to the lack of in-service professional development training of Afrikaans Medium of Instruction (AMI) teachers in the Junior Primary Phase (JPP). Some teachers claimed that they have never attended any in-service professional development trainings, specifically for Afrikaans Medium of Instruction (AMI). Only four teachers stated that they did attend in-service professional development trainings during the last five years, prior to the interview at the schools expense. Junior primary teachers in the Afrikaans Medium of Instruction (AMI) stream at school “D” mentioned that they attended refreshing courses every second year, in Afrikaans, initiated by an organization called Afrikaanse Taal- en Kultuurvereniging “[sic]”. These teachers brought to light that the schools funded their own Afrikaans teachers to attend these in-service professional development trainings. Therefore, all school principals should be encouraged to send their AMI teachers to such in-service professional development trainings as it would be beneficial to the teachers and learners.

4.7.3. Teachers support strategy to help learners progress.

Support strategies are one of the most important ways of encouraging inclusivity. Several teachers who participated in the research study claimed they used support strategies to help the learners to grasp and understand the learning content better. They

revealed the use of phonics, reading, role play, flashcards, pictures as most appropriate support strategies, whilst a few other teachers mentioned concentrating on games and storytelling as the best support strategies for learners to learn.

Teacher “B” from school “D” said that: *“I’ve pick up this, the best way for them to learn ‘woordeskat’ (vocabulary), is by using smaller pieces, cutting out words, cutting out of letters, building words, sentence strips, putting it into the correct order. This is the only way the child can see the “puzzle” to form a new word or a sentence”.*

Teachers should know about multilingual learners and the reading process in order to be prepared for the new century. The data indicated that junior primary teachers were using different support strategies in order for them to properly deliver the learning content through repetition. Three research participants from this study supported phonics as the best way to teach Afrikaans and most teachers supported the use of sight words, a lot of pictures as well as storytelling.

For example, teacher “C” from school “A” stated: *“Sentence strips, there must be sentence strips always when you teach and there must be vocabulary words, there must be sight words and a lot of reading activities and even let them build sentences with the sight words”.*

Teachers use different resources and often repeat content that learners have already covered as support strategies to reinforce the learning content already covered. Teachers

however, do not design new material specifically for slow learners, which does not guarantee learner improvement.

4.8 Education stakeholders' interventions towards quality education

4.8.1 Implementation of the Language Policy.

The researcher sought to find out what the perceptions of teachers were around the proper implementation of the 2003 Language Policy for Schools in Namibia. Nine out of fourteen research participants felt that the Language Policy for Schools in Namibia was not successfully implemented, while five stated that it was relatively implemented. They justified that it was not implemented properly, because in schools there are still a mixture of learners with different Mother Tongue (MT) languages in one class, especially in Windhoek, Khomas region, because of the diverse language backgrounds that exist in primary schools. Teachers also mentioned that there is a shortage of primary schools, because of the influx of people from rural areas to Windhoek seeking schools for their children. Teachers who stated that the policy was relatively implemented contend that there are some learners who are actually taught in their Mother Tongue (MT) by qualified teachers. Overall, not all children are taught in their MT, which evidently leads to poor academic performance in primary education.

Teacher "C": *"I think it is not implemented, because most kids are not taught in their Mother Tongue (MT) because of lack of space. Thus, kids are forced, for example,*

like Otjiherero kids are placed in an Afrikaans class and that's why is not successful implemented”.

Teachers asserted that the policy was coupled with many challenges such as lack of Afrikaans materials, lack of qualified Afrikaans Mother Tongue (AMT) teachers, lack Afrikaans resources and the inconsistency with the placement of learners. The research participants view the Language Policy for Schools in Namibia as something that was implemented without the approval or proper consultation with all stakeholders of education in Namibia.

For example teacher “D” from school “A”, stated in English that: *“The Language Policy for Schools in Namibia stated that children must be taught in their Mother Tongue (MT), but is not implemented, because of multilingual learners are placed in either English or the Afrikaans stream depending on the available space at the school during enrollment which affect learner performances”*. It is evident that the intention of the revised Language Policy for School in Namibia, to promote the use of Mother Tongue (MT) as a Medium of Instruction (MI) in the formative years of schooling, grade one to three failed. Taking into account the responses from the research participants as a whole the Language Policy for Schools in Namibia was not successfully implemented in primary schools in Windhoek, Khomas-Urban Constituency.

4.8.2 Teachers influence on policy implementation.

Teachers in the Junior Primary Phase (JPP) argued that they were not consulted during the revision of the Language Policy for Schools in Namibia. As a result, there are many gaps in the implementation phase such as, unqualified and under qualified teachers, not enough classrooms, lack of textbooks in the Medium of Instruction (MI) offered at the schools as well as inadequate resources to implement MI at all primary schools in Windhoek, Khomas region. Some research participant would want intervention from the Ministry of Education, Arts and Culture, colleges and universities to ensure the full implementation of the Language Policy for Schools in Namibia to establish inclusive and equitable quality education and promote lifelong learning opportunities for all. Moreover, some teachers were concerned about the minimum requirements for the enrollment of entry level qualifications. Teacher “A” stated: *“I would say it’s not necessarily the Ministry of Education, Arts and Culture. I would say it starts with the colleges and the universities where student - teachers are trained. The passing rate required to register at the university is an: “E” symbol for a language, but you want to teach a language, how? I do not understand. If the required marks are 20 or 23 with an “E” in Mathematics and then government question, why are we doing so poorly in schools, because the qualified teachers did not passed school properly, but are trained as a teachers”*. Hence, according to this teacher some teachers cannot deliver Medium of Instruction (MI) in Afrikaans competently, because of their entry level qualification they obtained to enter the teaching profession.

4.8.3 Measures to address teachers' challenges.

Research participants suggested that NIED stakeholders or policy developers should provide the junior primary teachers with appropriate in-service professional development training on how they could use the syllabuses, teaching materials and textbooks for Afrikaans. Furthermore, they mentioned that they did not have suitable Afrikaans teaching material, because most teaching materials provided to the schools were in English. They therefore, had to translate English material that correlate to the themes in the syllabus on discussion to Afrikaans, which they found challenging. The research participants felt that they were equipped with knowledge on how to teach Afrikaans. However, they still needed additional guidance from stakeholders of education in the following areas such as, how to deliver adequate instruction, the appropriate use of teaching materials, how to use continuous assessment sheets, as well as guidance on how to apply the Learner Centered Approach (LCA) when teaching Afrikaans Medium of Instruction (AMI).

4.8.4 Teaching approaches and strategies employed in the Afrikaans stream.

The findings of this study indicated that the majority of the research participants were aware that Afrikaans Medium of Instruction (AMI) should be taught using the Learner Centered Approach (LCA). Some research participants believed that matching, incidental reading and peer teaching was appropriate for AMI teaching. They also mentioned repetition is a very important teaching strategy to use in the Junior Primary Phase (JPP) for learners to recall and remember previously learned content outside the

classroom context. The use of teaching aids was emphasized a lot, which included material such as posters, flashcards and concrete objects to deliver inclusive and equitable quality education and promote lifelong learning opportunities for all learners from grades zero to three.

4.8.5 Conclusion

The chapter presented and analyzed data on the challenges experienced by teachers who are Teaching Through Afrikaans Medium of Instruction (TTAMI) in the Junior Primary Phase (JPP) at selected schools in Windhoek, Khomas-Urban Constituency. The data obtained revealed the challenges experienced by teachers who are Teaching Through Afrikaans Medium of Instruction (TTAMI), which hindered effective performance and successful teaching and learning of AMI, in JPP, grades zero to three. A number of suggestions on what could be done to address challenges experienced by junior primary teachers that are TTAMI are presented in the next and final chapter of this thesis.

CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the conclusion and recommendations on the research topic: “An investigation of challenges experienced by teachers who are Teaching Through Afrikaans Medium of Instruction (TTAMI): A case of four selected primary schools in Windhoek”. The Chapter further contains a review of the results and what they exemplify regarding the study.

5.2 Conclusion

The following were some of the major findings of this study:

The study findings disclosed that junior primary teachers experienced various challenges when Teaching Through Afrikaans Medium of Instruction (TTAMI). Firstly, the data collected in the study indicated that in some cases there was an incongruence of the language spoken at home and Afrikaans as the official Medium of Instruction (MI) at school. This resulted in teaching and learning difficulties that posed a major challenge for teachers. The gap was developed due to the difficulty of connecting two languages exposed to the learner that led to poorer learning outcomes. Teachers resorted to translating mechanisms for learners to understand the learning content better. In addition, translation was also not fully effective as teachers had translation difficulties leading to confusing of the learners and stress among the teachers.

Sufficient time allocation is very important for teaching and learning to fully materialize. When more time is provided for the delivery of lessons the learning outcomes tend to be better. Research participants expressed that the time allocated for the different subjects

was a challenge on its own, mainly, because of the Non – Afrikaans Mother Tongue (NAMT) learners enrolled in the classes and the huge amount of content that needed to be covered as prescribed in the syllabus for Basic Education.

Therefore they expressed the need for more teaching time.

The shortage of and or the lack of teaching resources was another major challenge for Afrikaans Medium of Instruction (AMI) teachers. Due to the lack of suitable Afrikaans teaching material, teachers developed their own teaching materials. This shows innovation and creativity, but some teachers would rather translate teaching aids from English into Afrikaans, which sometimes led to confusion of learners and inaccurate translation of words from English to Afrikaans. In addition, preparing additional teaching materials for learner support was very time-consuming and it increased teachers' workload.

Some teachers are not fully qualified to teach Afrikaans at junior primary level, because they are not well trained and lack teaching qualifications and methodology in Teaching Through Afrikaans Medium of Instruction (TTAMI). According to Tracey & Morrow (2012) teachers without appropriate training to apply Medium of Instruction (MI) based teaching experience difficulty in applying teaching methods, employing different methods of instruction, difficulty in reading and writing support activities, as well as properly facilitating learning for learners to internalize whatever they have learned. Therefore, because of the lack qualifications and training on Afrikaans based teaching contributed to some of the major challenges these teachers faced. Finally, without proper in-service professional development training, teachers would be unaware of the

appropriate teaching approaches and new teaching strategies. The researcher concluded that the teachers were aware of the Learner Centered Approach (LCA) and Teacher Centered Approach (TCA). Some teachers preferred the TCA that is regarded as less effective than the LCA, according to theories discussed in the literature review section.

Based on the findings of this study, the researcher concluded that:

The limited interventions by educational stakeholder towards implementing the Language Policy for Schools in Namibia for the past twenty-eight years of independence, deprived teachers and learners from becoming proficient in the Medium of Instruction (MI) offered at the respective schools and hindered progress in the higher grades. This is even more applicable to teachers who are Teaching Through Afrikaans Medium of Instruction (TTAMI) due to the history of Afrikaans in Namibia. While Afrikaans is often a rejected language by some, it also serves as the only alternatives for many. The challenge herein is that, for some children and teachers, Afrikaans is their medium of communication although it is not their Mother Tongue (MT). There ought to be acknowledgement of this discrepancy in the education sector.

The essence of in-service professional development trainings was recognized as an alternative way to guide teachers on how to deliver instruction at the JPP. In addition, appropriate teaching methods and teaching strategies would facilitate quality teaching and learning for teachers who are Teaching Through Afrikaans Medium of Instruction (TTAM), especially in diverse language settings. Finally, it can be concluded that Curriculum developers from NIED, senior education officers from the Ministry of Education Arts and Culture, school principals, head of departments and other

stakeholders in the education sector should come up with amicable solutions and strategies on how to ease the workload of teachers. Reduced workloads will leave teachers with more time to have conversations with one another and devise strategies to empower one another in TTAMI. Consequently, all stakeholders of education should address the challenges experienced by teachers who are Teaching Through Afrikaans Medium of Instruction (TTAMI) in grade zero to three in order to execute inclusive and equitable quality education and promote lifelong learning opportunities for all, as per Goal 4 of the Sustainable Development Goals (UN General Assembly, 2015).

5.3 RECOMMENDATIONS

The following recommendations are directed to the stakeholders of education for consideration based on the research findings.

- Advisory Services from the Ministry of Education, Arts and Culture should consider conducting regular in-service professional development trainings in order to improve the skills of teachers who are Teaching Through Afrikaans Medium of Instruction (TTAMI).
- NIEDs policy developers should visit different schools, particularly at junior level to explain to teachers how materials like syllabuses, textbooks and worksheets are to be applied when Teaching Through Afrikaans Medium of Instruction (AMI).
- Teachers should be guided on new teaching strategies and teaching methods suitable to teach multilingual learners in the Junior Primary Phase (JPP).
- The learner centered approach should be mandatory to the formal teaching process to help learners understand and grasp the learning content better.

- In order to improve teaching effectiveness, more research should be conducted as a platform through which challenges experienced by teachers who are Teaching Through Afrikaans Medium of Instruction (TTAMI) can be heard and addressed.
- Staffing norm of 35:1 learner-teacher-ratio should be implemented in all primary schools in Namibia, to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

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APPENDICES

Appendix 1: Research Permission to conduct pilot study.



RESEARCH PERMISSION LETTER

To Whom It May Concern

From: Dr. C. K. Haihambo Ya-Otto
Main Research Supervisor for Mrs. J. E. De Koker
Faculty of Education, University of Namibia
E-mail: chaihambo@unam.na
Tel: +264 81 149 2257

Re: Research Permission for Mrs. De Koker
Student Name: De Koker J. E.
Student number: 9427457

Date: 30 January 2018

Programme : Master of Education (Literacy and Learning)

Approved research title: Her topic is entitled: AN INVESTIGATION OF CHALLENGES EXPERIENCED BY TEACHERS WHO ARE TEACHING THROUGH AFRIKAANS MEDIUM OF INSTRUCTION: A CASE OF FOUR SELECTED PRIMARY SCHOOLS IN WINDHOEK.

Dear Madam/ Sir

I hereby confirm that the above mentioned student is registered at the University of Namibia for the programme indicated. The proposed study met all the requirements as stipulated in the University guidelines and has been approved by the relevant committees and her Supervisor has requested for her official ethical clearance certificate from the University of Namibia Research Ethics Committee. She will conduct her research in selected schools in the Khomas Education Region. The purpose of this study is to investigate challenges experienced by teachers who are teaching through Afrikaans medium of instruction in selected primary schools in Windhoek which is a multi-lingual region.

While waiting for the official ethical clearance certificate, I hereby grant permission that Mrs. De Koker conducts her pilot study at one school in the Khomas region before the end of February 2018 so that the results of such pilot study can inform and guide her main study. I confirm that the pilot study is an authentic requirement of any postgraduate research and students are not allowed to proceed to conducting the main research without having submitted a pilot study report. I also confirm that Mrs. De Koker will observe all ethical research procedures as set out in her research proposal and will not interfere with teaching and learning activities at the schools.

Thank you for your kind attention to this matter. Should you need any further information, please do not hesitate to contact me.

Yours faithfully,

A handwritten signature in black ink, appearing to be 'C. K. Haihambo Ya-Otto', written over a horizontal line.

Dr. C. K. Haihambo Ya-Otto (Main Supervisor)

Appendix 2: Research Permission Request to Permanent Secretary.



RESEARCH PERMISSION LETTER

To Whom It May Concern

From: Dr. C. K. Haihambo Ya-Otto
Main Research Supervisor for Mrs. J. E. De Koker
Faculty of Education
University of Namibia
E-mail: chaihambo@unam.na
Tel: +264 81 149 2257

Subject: Research Permission for Mrs. J. E. DE KOKER
Student Name: JOHANNA ELIZABETH DE KOKER
Student number: 9427457

Date: 28 May 2018

Programme: Master of Education (Literacy and Learning)

Approved research title: AN INVESTIGATION ON CHALLENGES EXPERIENCED BY TEACHERS WHO ARE TEACHING THROUGH AFRIKAANS MEDIUM OF INSTRUCTION: A CASE OF FOUR SELECTED PRIMARY SCHOOLS IN WINDHOEK.

Dear Madam/ Sir

I hereby confirm that the above mentioned student is registered at the University of Namibia for the programme indicated above. The proposed study met all the requirements as stipulated in the University guidelines and has been approved by the relevant committees and her Supervisor has requested for her official ethical clearance certificate from the University of Namibia Research Ethics Committee. She will conduct her research in five schools in the Khomas Education Region (one for the pilot study and four for the main study). The purpose of this study is to investigate challenges experienced by teachers who are teaching through Afrikaans medium of instruction: A case of four selected primary schools in Windhoek.

Mrs. De Koker has successfully completed her pilot study and is now ready to collect data for the Main Study. We are experiencing a delay in the issuing of Ethical Clearance Certificates but the issue is receiving attention. While waiting for the official ethical clearance certificate and in an effort to avoid an unnecessary delay, I hereby grant permission that Mrs. De Koker conducts her main study.

Should you need any further information, please do not hesitate to contact me.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Haihambo Ya-Otto', is written over a horizontal dashed line.

Dr. C. K. Haihambo Ya-Otto
(Main Supervisor)

Appendix 3: Consent letter to participants.

P. O. Box 24825

Windhoek

Mobile: +264 816 976 188

E-mail: dekokker.je@gmail.com

01 March 2018

Khomas Regional Council
Directorate of Education, Arts and Culture
Private Bag 13236
Windhoek

Consent letter

Dear participant

You are invited to participate in a research project: An investigation of challenges experienced by teachers who are teaching through Afrikaans Medium of Instruction: A case of four selected primary schools in Windhoek. The aim of this study is to examine the challenges faced by teachers who are teaching through Afrikaans Medium of Instruction in grades zero to three at selected primary schools in Windhoek, Khomas region. To study the teaching methods used by teachers who are teaching through Afrikaans Medium of Instruction in grades zero to three at selected primary schools in Windhoek, Khomas Region and to recommend teaching strategies that might be relevant to use at the Junior Primary Phase of education.

You will be required to participate in interviews and classroom observations for the data collection process. Confidentiality and anonymity will be guaranteed throughout the study, although your participation is voluntary and you may withdraw at any time you wish not to continue with the study. Please be assured that any information obtained from this study will be used merely for the purpose of this study. Hence, if you are willing to participate in this study; kindly fill in your particulars in this letter below as a declaration of your consent.

Yours truly

J.E. de Koker – UNAM M-ED Student

.....

I (Name) agree to participate in the research study entitled “An investigation of challenges experienced by teachers who are teaching through Afrikaans medium of instruction: A case study of four selected primary schools in Windhoek” as outlined in the consent letter.

Signature:

Date:/...../2018

Appendix 4: Consent letter to Director of Education, Arts and Culture.

P. O. Box 24825

Windhoek

Mobile: +264 816 976 188

E-mail: dekokker.je@gmail.com

01 March 2018

Khomas Regional Council

Directorate of Education, Arts and Culture

Private Bag 13236

Windhoek

Dear Madam

Re: Request for permission to conduct an Educational Research Study in Khomas-Urban Constituency in Khomas Education Region.

I am a student at the University of Namibia pursuing a Master degree in Literacy and Learning. I do hereby kindly request permission from your good office to conduct an educational research at primary schools in Khomas-Urban Constituency as part of the requirement for my study during the month of July 2018. My research topic is: **An investigation of challenges experienced by teachers who are teaching through Afrikaans medium of instruction: A case study of four selected primary schools in Windhoek.**

If permission is granted, the first phase of the study will involve selection of five primary schools in Khomas-urban Constituency with grades zero to three, offering Afrikaans medium of instruction. The second phase will involve seeking informed consent from the school principal and twenty teachers who teach Afrikaans medium of instruction in the junior primary phase, grades zero to three from each selected primary school to conduct the study. Those teachers will part take in interviews and observations to gather data regarding the topic of this study. The information gathered from the study will be treated with confidentiality and will be solely used for the purpose of this study only. Participants will have the right to withdraw from this study activity at any time.

I hope that the results of this research will significantly contribute towards addressing the challenges faced by primary school teachers who are teaching through Afrikaans medium of instruction in the junior primary phase.

Hence, I am looking forward to a favorable response from your good office.

Yours Sincerely

Johanna E. de Koker [Master Student – University of Namibia]

Appendix 5: Approval to conduct academic research from Permanent Secretary.



REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION, ARTS AND CULTURE

Tel: +264 61 -2933200
Fax: +264 61- 2933922
Enquiries: C. Muchila/ G. Munene
Email: Cavin.Muchila@moe.gov.na/gm12munene@yahoo.co.uk

Luther Street, Govt. Office Park
Private Bag 13186
Windhoek
Namibia

File no: 11/1/1

To: Ms. Johanna E. De Koker
P.O. Box 24825
Windhoek

Dear Ms. J. E. De Koker

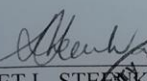
SUBJECT: PERMISSION TO CONDUCT RESEARCH IN KHOMAS REGION.

Kindly be informed that permission to conduct an academic research for your Master's degree Studies on "*An investigation on challenges experienced by Afrikaans mother tongue teachers in the Junior Primary phase at selected schools*" in Khomas Region, is here with granted. You are further requested to present the letter of approval to the Regional Director of Education, Arts and Culture to ensure that research ethics are adhered to and disruption of curriculum delivery is avoided.

Furthermore, we humbly request you to share your research findings with the ministry. You may contact Mr C. Muchila/ Mr. G. Munene at the Directorate: Programmes and Quality Assurance (PQA) for provision of summary of your research findings.

I wish you the best in conducting your research and I look forward to hearing from you soon.

Sincerely yours


SANET L. STEENKAMP
PERMANENT SECRETARY
2018-06-13
Office of the Permanent Secretary
Private Bag 13186
Windhoek, Namibia

18/6/18
Date

All official correspondences must be addressed to the Permanent Secretary

Appendix 6: Semi-structured interview schedule.

Semi-Structured Interview Schedule

NO.....

AN INVESTIGATION OF CHALLENGES EXPERIENCED BY TEACHERS WHO ARE TEACHING THROUGH AFRIKAANS MEDIUM OF INSTRUCTION: A CASE OF FOUR SELECTED PRIMARY SCHOOLS IN WINDHOEK.

Administration Block

Name of interviewer	Johanna Elizabeth de Koker
School	
Date:	Starting time..... Finishing time..... Total time.....
Interviewer Self-check	

Geographic Data

Sex:

Home language:

Marital status:

Nationality:

Religion:

Occupation;

Introduction

Greetings:

My name is **Johanna Elizabeth de Koker** a student from the University of Namibia. I am conducting research on: An investigation of challenges experienced by teachers who are teaching through Afrikaans medium of instruction: A case study of four selected primary schools in Windhoek. I have identified you as a possible participant who could enlighten me on the subject and would like to ask if you are willing to share your knowledge and experiences with me. I know that some information I am asking may be sensitive. Although I would like to know as much as possible you have the right to decide what information you wish to share with me. I ensure anonymity, confidentiality and privacy. I will therefore not reveal your name, the name of the school or what you have told me to any other persons.

Do you have any question before I continue?

INTERVIEW SCHEDULE 2018

Interview Questions for teachers

Questions about you personally

1. How long have you been a teacher and for how long are you teaching Afrikaans medium of instruction in the junior primary phase?

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2. What is your First language (mother tongue) and up to what grade did you teach Afrikaans medium of instruction during your employment as a teacher?

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.....

3. Do you find it interesting teaching Afrikaans medium of instruction in the junior primary phase? If yes why and if no why not?

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

4. What is your academic qualification? From which institution did you graduate and what is your minor and major subjects?

.....
.....

5. What other mother tongue languages are offered at your school in the junior primary phase and which are the most common languages spoken in your school community?

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

6. What are your strengths and weaknesses when teaching Afrikaans medium of instruction in the junior primary phase, grades zero to three?

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

To examine the challenges experienced by teachers who are teaching through Afrikaans medium of instruction in grades zero to three at selected primary schools in Windhoek.

7. How would you rate your language competency in Afrikaans as a mother tongue on a scale from 1 to 5, and why? (1 lowest score and 5 highest score)

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.....
.....

8. Do you manage to teach Afrikaans medium of instruction without any translation to your learners and what are the learning outcomes?

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.....
.....

9. How many periods do you have to teach Afrikaans medium of instruction for one week?

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

10. Do you think the time allocated to teach Afrikaans medium of instruction is enough or not enough as allocated on your timetable for learners to achieve the basic

competencies?

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

11. Is Afrikaans the mother tongue of all learners in your class and if not why are these learners not taught in their mother tongue?

.....
.....

12. Do you think it is important to have Learning Support with Afrikaans medium of instruction learners? Why?

.....
.....

To recommend teaching strategies to improve Afrikaans medium of instruction teaching in grade zero to three in selected primary schools in Windhoek.

13. Mention teaching strategies that can be used to improve Afrikaans medium of instruction teaching in the junior primary phase.

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14. Do you think that changing teaching strategies while teaching will benefit learner performance in Afrikaans medium of instruction? If yes why and if no why not?

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15. What teaching strategies do you follow when providing learning support to learners with learning difficulties in Afrikaans medium of instruction learning content?

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.....

16. How do you manage to teach the learners to understand the content properly in Afrikaans medium of instruction class, if it is not their first language?

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17. Why do you think most of your learners are not performing exceptional well in Afrikaansmedium?

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18. In your opinion, what are the factors affecting teachers output when teaching Afrikaans medium of instruction learning content?

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19. What would you comment on your learners overall academic performance in Afrikaans medium of instruction?

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20. Do you have suitable materials to use during Afrikaans medium of instruction lesson presentations? Please mention materials.

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21. Do the materials in use ensure improvement and fluency in reading, writing and concept formation of Afrikaans medium of instruction in the Junior Primary phase? How?

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22. Are you in favor of the use of Afrikaans medium of instruction in Khomas-Urban Constituency? If yes why if no why not?

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23. Have you attended any in-service professional development training to help with teaching of Afrikaans medium of instruction in the past five years? (When, how did it benefit you or not?)

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24. Do you think it is important for advisory teachers in Windhoek to conduct efficient in-service professional development trainings for teachers who are teaching through Afrikaans medium of instruction in the junior primary phase, every school term? Why?

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To study teaching methods used by teachers who are teaching through Afrikaans medium of instruction to deliver instruction to learners in grades zero to three at selected primary schools in Windhoek.

25. In your view, what teaching methods are used by teachers who are teaching through Afrikaans medium of instruction to deliver sufficient instruction to learners in grades zero to three?

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26. What should be done to help Afrikaans medium of instruction teachers in the junior primary phase, grades zero to three who lack the necessary Afrikaans language skills and proficiency?

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27. Are learners advantaged or disadvantaged when they are not taught in their mother tongue as a medium of instruction in the formative years of schooling (grade zero to three)? What is your opinion? (Why?)

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28. How relevant and successful is the implementation of the Language Policy for Schools in Namibia?

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29. How can junior primary teachers influence the Ministry of education, Arts and Culture to implement medium of instruction teaching across the whole junior primary phase in Namibia?

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30. Do you suggest that the Ministry of Education, Arts and Culture train teachers who are teaching through Afrikaans medium of instruction on the use of appropriate teaching methods to ensure learners achieve the basic competencies exceptionally well?

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. Conclusion: Do you have anything to add or comment on?

Thank you for making time to participate in this interview!

Appendix 7: Observation sheet.

Lesson Observation Schedule

School code:
/...../2018

Teacher code:

Date:

Grade:

Topic:

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School:

1. Afrikaans medium of instruction

1.1 Class size		Less than 20 learners
		21 – 30 learners
		31-40 learners
		41 -50 learners
		51 or more learners

1.2 Class arrangement		Big circle
		Semi - circle
		Small circle
		Whole group
		Half the class

1.3 Physical classroom environment		Tidy
		Well organized
		Clean
		Enough space learners and teacher can move freely
		Rich visual displays
		Learners arrive and leave the class in an orderly manner
		Classroom routines are smooth and efficient
		Positive behavior is rewarded and reinforced

2. Teachers' time management.

Teacher	Arrival time to lesson					
	Lesson 1	Lesson 2	Lesson 3	Lesson 3	Lesson 4	Lesson 5

PLEASE INDICATE THE EXTENT TO WHICH YOU AGREE WITH THE STATEMENT BELOW, BY PUTTING A CROSS (X) IN ONE BOX PER STATEMENT.

3. To what extent do teachers deliver lessons during presentation?

Rate each of the statements listed in the table below.

Statements	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
3.1 Is clear, stimulating and focused on the topic					
3.2 Suit the learners' level of understanding					
3.3 Is purposeful and focused on the syllabus content					
3.4 Take learners' understanding and prior knowledge into consideration					
3.5 Make use of a variety of teaching methods and approaches to ensure that successful learning takes place in the class (i.e. tasks, homework, group work, projects, hands-out activities, etc.)					
3.6 Integrate reading, writing and spelling skills in Afrikaans across the curriculum in the school					
3.7 Utilize methods to support slow and fast learners with enrichment activities					
3.8 Give clear instructions and guidance for activities, assignments and tasks					

3.9 Is patient and consistent, use a clear, calm but firm voice and eye contact					
3.10 Explanations are clear, focused on the topic, stimulating and suited to the learners' level of understanding					
3.11 The lesson introduction engages learners and direct them towards the lesson objectives					
3.12 Teaching is stimulating, enthusiastic and consistently challenging					
3.13 The teacher demonstrates an acceptable Afrikaans language competency					
3.14 Teacher and learners converse in Afrikaans					
3.15 Good discipline is maintained in the class					
3.16 The teacher is well equipped to cope with Learner Centered Teaching					

Other

comments:.....
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4. To what extent do teachers ensure suitability to learners needs?

Rate each of the statements listed in the table below.

Statements	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
4.1 The pace of learning reflects the differentiated abilities of the learners					
4.2 The content of lessons are linked to the interest, knowledge and experience of the learners					
4.3 Teaching accommodates the different learning styles of learners (e.g. visual, auditory, kinesthetic, etc.)					
4.4 Differentiation is practiced during lessons					
4.5 Appropriate time is given to each activity					
4.6 Learners spend the majority of the period engaged in learning					
4.7 Teachers use the whole period for teaching					
4.8 Teachers accommodate and support learners with physical needs					

Other

comments:

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5. Teachers ensure the written lesson preparation is a precondition to successful lesson delivery

Statements	Yes	No
5.1 The teacher do quality lesson preparation in the correct format and well in advance of the presentation		
5.2 Preparation is connected to the scheme of work and year plan based on the latest syllabus (not the textbook)		
5.3 Preparation includes all the basic competencies and learning objectives prescribed in the syllabus		
5.4 Preparation contains all the basic components of a successful lesson (e.g. introduction, presentation, learner work, teaching aids, assessment, conclusion, homework, learning support etc.		
5.5 Written lesson preparation is done daily/weekly and kept in the lesson preparation file		
5.6 Preparation includes methods to support slow and fast learners with enrichment activities		
5.7 Preparation integrate reading, writing and spelling skills during the lesson		

Other

comments:

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6. **Is the classroom having the following teaching and learning aids on the notice board?**

Teaching learning aids	Yes	No
6.1 Sound /Phonics wall chart (Afrikaans medium of instruction)		
6.2 Sentence strip (Afrikaans medium of instruction)		
6.3 Songs/rhymes/verses on poster (Afrikaans medium of instruction)		
6.4 Pictures		
6.5 Books to read (Readers for learners, story books in Afrikaans)		
6.6 Flashcards (sound word & sight words) Afrikaans		
6.7 All objects in class labeled (door, window, chair, book, pencil, etc.)		

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Which of the following teaching methods does teachers use in teaching learning process of the lesson observed for the week?

Lesson (L)	L1	L2	L3	L4	L5
Lecture method					
Group work					
Practical work					
Problem based learning					

Other

(Specify):

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Availability of teaching learning resources and equipment or items

Items	Inadequate	Satisfactory	Adequate
8.1 Desks			
8.2 Chairs			
8.3 Textbooks			
8.4 Exercise books			
8.5 Projector & screen (e.g. equipment)			

Other

comments:

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Determine the quality of the Learning Process

Statement	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
9.1 The example set by the teachers motivate learners to perform at their best					

9.2 Teachers set challenging academic targets for themselves and their learners					
9.3 Teachers create supportive classroom environments that are conducive to learning					
9.4 Teachers maintain good discipline in the class					
9.5 Teachers maintain good self-discipline					
9.6 Almost all learners are making progress towards meeting the standards expected from learner in the class					

Other

comments:

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9. The teachers implement the following when written work is done by the learners

Statement	Strongly disagree	Disagree	Neither agree or	Agree	Strongly agree
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			disagree		
10.1 All learners are in possession of the necessary exercise books and pen/pencils					
10.2 Exercise books are neatly covered with name, grade and subject on the cover page					
10.3 There is evidence that written work is well – planned in advanced by the subject teacher					
10.4 The teacher marks at least 70-80% of all written work done by learners					

Other comments:

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To what extent do teachers use guidelines for quality Continuous Assessment in his/her class?

Statement	Very dissatisfactory	Moderately dissatisfactory	Slightly satisfied	Moderately satisfied	Very satisfied
11.1 The document “Towards the improvement of Continuous Assessment” is operational.					
11.2 “Guidelines for					

teachers on setting and marking assessment” (DNEA Circular 37/2001) are operational					
11.3 Assessment activities are clearly related to the basic competencies and learning objectives in the syllabus					
11.4 An internal assessment plan for Afrikaans is in operation					
11.5 Assessments guides teachers toward effective teaching					
11.6 A range of formal and informal well-planned assessments are used to get to a continuous mark					
11.7 The marks allocated to projects and assignments to serve as					

CA marks are in line with the learners' achievements					
11.8 Evidence for CA marks are available and recorded on CA record forms for every class					

End of observation schedule.