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Teachers’ perceptions of pre-service teacher training in Namibia: A case of pre- and junior primary teachers teaching through mother tongue in multilingual classroom

University of Eastern Finland
Philosophical Faculty
School of Applied Educational Science and Teacher Education
Master’s Degree in primary education
Autumn 2018
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Abstract

Since 1990, pre-service teacher training has been offered to student teachers in the medium of English in exception of standardised indigenous languages as courses. After this training, most of these teachers teach in the medium of mother tongue because of the national language policy that declares mother tongue to be the language of instruction from the first three years of schooling. Teachers as implementers of the education policies contribute to the successfulness of such policies as they make sure that education is taking place. Consequently, the transition from teacher training institutions to classroom situation creates some variances in teachers’ daily practices. This study investigated how the pre-primary and junior primary teachers in Namibia perceive the pre-service training that is conducted in English while going to teach in the medium of the mother tongue. The study sought to examine teachers’ views and experiences of teaching through mother tongue. In answering these questions, ten junior primary teachers from eight schools within Oshana and Oshikoto region were purposefully selected to be interviewed individually. In this case, qualitative research design and case study research approach were chosen for this study. Collected text data were analysed by using content analysis method. The findings of this study revealed that pre- and junior primary teachers perceive pre-service teacher training differently. Most teachers in this study generally understood the language policies in terms of instructional language in schools and the institutions. The results also showed that teacher training program had provided the needed knowledge and expertise to some teachers to teach in the medium of mother tongue although the training is in the English language. Moreover, teachers have attitudes towards pre-service training, as both have supporting views and opposing views on mother tongue instruction. It is also indicated that although some teachers have positive experiences on teaching through mother tongue, some expressed it to be a challenging task because of some contributing factors. However, the results have some implications for policies and practices. The results inform policymakers at teaching institutions in ways that will allow the admission of junior primary teacher applicants to be special from ordinal teacher applicants. It would be valuable to examine further how the pre-service teacher training in mother tongue instruction affect the teaching and learning in the medium of the mother tongue. The findings suggest future research to be conducted at schools that use English as a medium of instruction so that the results can be compared to see whether the language of instruction at the university has influence on teachers’ practice. It is hoped that this study will inform the ministry of education and teacher training institutions so that student teachers may have options to choose the language of instruction on the professional subjects as courses at the university.

Keywords

teachers’ perceptions, pre-service training, mother tongue, medium of instruction, indigenous language, multilingual classrooms
Acknowledgement

First, I thank God, the Almighty for having granted me the strength and power to progress in my master’s thesis.

I want to acknowledge my professor Sari Havu-Nuutinen for her patience, encouragement and professional guidance throughout my master thesis and my graduate studies in general.

My gratitude goes to the Namibia Student Financial Assistance Fund (NSFAF) scholarship that got me comfortable environment and stable financial conditions. A special word of thanks is extended to the ministry of education and my study organisation, Oshikoto region for granting me a study leave to instigate with this study. My heartfelt thanks go to Onyuulaye Combined School for understanding and relieving me to make time for my study.

Moreover, I am grateful to the Oshana educational region director as well as the school principals in Oshana and Oshikoto region for allowing me to carry out research at their respective schools. I also thank all the teachers who participated in this study’s fieldwork, as they were the primary source of data. Thanks are due to fellow students for their comments, criticisms and suggestions that have contributed to the final version of this report.

Finally, I would like to express my appreciation to my friends and family for their encouragements, prayers and understanding. All in all, I want to thank everyone who helped and supported me during my master’s degree programme at UEF, and I asked God to reward you abundantly.
# TABLE OF CONTENTS

Abstract ...................................................................................................................... i
Acknowledgement ..................................................................................................... ii
List of tables ............................................................................................................... vi
List of figures .............................................................................................................. vii

Chapter 1: Introduction of the study ........................................................................... 1
  1.1 Background of the study ..................................................................................... 1
  1.2 Statement of the problem ................................................................................... 4
  1.3 Aims of the study ............................................................................................... 4
  1.4 Significance of the study ................................................................................... 5

Chapter 2: Pre-service teacher training in regards of mother tongue instruction .......... 6
  2.1 Schlossberg’s theory of transitions ..................................................................... 6
  2.2 Importance of teacher training as transition phase ............................................ 8
  2.3 Teachers’ perceptions on the teacher training programme in regard of mother tongue instruction ................................................................. 11
  2.4 Summary of the chapter .................................................................................... 13

Chapter 3: Teaching in the multilingual classroom ....................................................... 14
  3.1 Multilingualism in class teaching ....................................................................... 14
  3.2 Teaching in the multilingual classroom ............................................................. 16
  3.3 Consequences of using mother tongue instruction in the classroom ............... 18
  3.4 Teachers’ experiences of teaching through mother tongue in the classroom .......... 21
  3.5 Summary of the chapter .................................................................................... 23

Chapter 4: Research tasks and research questions ....................................................... 25

Chapter 5: Research methods, materials, and ethical issues ........................................ 26
  5.1 Research paradigm: Interpretive paradigm ....................................................... 27
  5.2 Research Design ............................................................................................... 28
  5.3 Data collection process ..................................................................................... 29
5.3.1 Sampling and the subjects or participants selection ................................................................. 30
5.3.2 Research instruments .................................................................................................................. 31
5.3.3 Procedures .................................................................................................................................. 33
5.3.4 Data recording and transcribing ................................................................................................. 34
5.4 Analysis of data .............................................................................................................................. 35
5.5 The role of the researcher .............................................................................................................. 38
5.6 Trustworthy, validity and ethical issues in research methodology .................................................. 38
5.7 Summary of the methodological decision ...................................................................................... 39

Chapter 6: Results of the study .......................................................................................................... 40
6.1 Teachers’ perceptions on the pre-service training regarding teaching through mother tongue .... 40
   6.1.1 Training mechanisms ................................................................................................................. 41
   6.1.2 Policy guidelines ....................................................................................................................... 42
   6.1.3 Teachers’ attitudes toward the training ...................................................................................... 43
6.2 Teachers’ view Mother tongue (MT) instruction ............................................................................ 46
   6.2.1 Supporting views about the use of MT and English instruction ............................................... 47
   6.2.2 Opposing views on the ............................................................................................................. 51
6.3 Experiences of teachers on the use mother tongue (Oshindonga) instruction ............................ 52
   6.3.1 Positive experiences .................................................................................................................. 53
   6.3.2 Challenges ............................................................................................................................... 55
6.4 Summary of discussion chapter .................................................................................................... 56

Chapter 7: Discussion and conclusions .............................................................................................. 57
7.1 Language policy and junior primary education in Namibia .......................................................... 57
7.2 Discussion of the finding with regards to research questions ....................................................... 58
   7.2.1 Research question 1: The perceptions of pre- and junior primary teachers of pre-service teacher training that is conducted in English while teaching through the medium of mother tongue ....................................................... 58
   7.2.2 Research question 2: Teachers’ thoughts of mother tongue instruction in a classroom ....... 59
   7.2.3 Research question 3: Teachers’ experiences of using mother tongue instruction ................ 62
7.3 Summary, conclusion and recommendations .............................................................. 65
  7.3.1 Summary and general remarks ............................................................................. 65
  7.3.2 Implications of the study ...................................................................................... 67
  7.3.3 Recommendations of the study ........................................................................... 68

7.4 Trustworthiness, validity and limitations of the study .............................................. 70

References ...................................................................................................................... 72

Appendices ..................................................................................................................... 80

Appendix A: Pre- and junior primary teachers’ interview questions .............................. 80
Appendix B: Approval letter from University of Eastern Finland to conduct a research study .... 81
Appendix C: Permission letter to the school principals to interview teachers .............. 82
Appendix D: Permission letter to Oshana director of education to interview teachers from the region ........................................................................................................... 84
Appendix E: Acceptance letter from Oshana educational director to interview teachers .... 85
Appendix: F: Authorization to participate in the research project ................................. 86
List of tables

Table 1: Background information of the participants ................................................................. 30

Table 2: Overview of daily records............................................................................................ 35
List of figures

Figure 1: Three stages of transition adopted from Anderson, Goodman and Schlossberg (2012) ........7
Figure 2: The 4S's adopted from Anderson, Goodman and Schlossberg (2012) .................................8
Figure 3: Research question model ........................................................................................................25
Figure 4: Methods and methodologies of this study ..................................................................................26
Figure 5: Features of paradigm ..................................................................................................................28
Figure 6: Data collection process in this study ..........................................................................................29
Figure 7: The process of content analysis ..................................................................................................36
Figure 8: Categories, themes & sub-categories/codes of content analysis ...................................................37
Figure 9: Coding hierarchy for research question one ...............................................................................41
Figure 10: Coding hierarchy for research question two ............................................................................46
Figure 11: Coding hierarchy for research question three ..........................................................................52
Chapter 1: Introduction of the study

1.1 Background of the study

After the colonial that ended in 1988, English language replaced the colonial language (Afrikaans) and became the official language of independent Namibia while mother tongues were designated as media of education and instruction at the primary level (Brock-Utne and Hopson 2005). Namibia being a multilingual country, it would be difficult to choose any one of the Namibian languages as the official language that is why English was adopted. Early 1990, the Namibian constitution declared that English should be the official language for Namibia (the Republic of Namibia, [1990]: Sub-article 3.1).

The current language policy of 2003 that closely follows the language policy of 1992-1996 and beyond states that indigenous Namibian languages may be used as the medium of instruction up to grade four, while English becomes medium of instruction from that grade onwards (Trudel 2016). In this context, indigenous languages are national languages spoken in the country as mother tongue. The 2003 language policy (Ministry of Basic Education, Sport and Culture, 2003) indicates that ten Namibian languages and three foreign languages (English, German and Afrikaans), qualify as languages of instructions in the early primary grades. Additionally, these languages are written, and have standardised orthography, unlike other oral languages that have no orthography. These Namibian languages are regionally based.

This language policy for schools has affected the school system as well as the teacher training. Meanwhile, the language policy permitted the use of mother tongue instruction or instruction in a dominant second language spoken locally during the first three years of schooling, and teachers are trained in the medium of English at the public university and the private universities. However, all junior primary trainees (student teachers) are prepared to teach in bilingual primary schools, where all children take two languages (English and a so-called ‘mother tongue’) from grade 1 onwards. In confirmation, Legère, Trewby and Graan (2000) report that in one Basic Education Teacher Diploma (BETD) study, it is mentioned that “training of lower primary teachers at all four colleges of education is done mostly through English and that students teachers very often do not get a chance to practice teaching in a school using their language as a medium of instruction”, (p.61). This influences their daily teaching, especially when it comes to teaching through the medium of the mother tongue.
Following the history of how language policy has been implemented in the Namibian schools since 1992, it shows that transition from Afrikaans-medium to English-medium instruction in Namibian schools was problematic. Most teachers were not able to teach effectively in English because they lack proficiency in such language. As a result, frustration, stress and aggression of both teachers and learners maximised at a point that something needed to be done. In the long run, teachers started using mother tongue in their classrooms because English proficiency was lacking, (Trudel, 2016). In Namibia, pre-primary and junior primary teachers apply to schools of their choices. However, some of them find themselves working at schools that use mother tongue as medium of instruction while others find themselves at schools that teach through English especially at private schools. Teaching through mother tongue or English is part of the school language policy of 1992-1996 and beyond. It states that:

“Grades 1-3 will be taught either through the mother tongue of a predominant local language, if parents or school wish to use English as the medium of instruction in the lower primary phase, permission must be obtained from the Minister of Basic Education, Sport and Culture with well grounded, convincing motivation” (p4).

Initial teacher training practices in Namibia is previously done in two main ways (Kasanda, 2004). These two ways are training of teachers for the primary and junior secondary schools at teachers’ colleges and training of teachers for bachelors and postgraduate at the university. Miranda, Amadhila, Dengeinge, and Shikongo (n.d) explain that until 2010, teacher education and training in Namibia were the responsibility of two bodies, the Colleges of Education that was responsible for training teachers for grades 1 to 10 through a program known as Basic Education Teachers Diploma (BETD) and the University of Namibia (UNAM) that was responsible for training of teachers for of the senior secondary education teachers under the Bachelor of Education (B.Ed.) a program which predominantly focused on subject specialisation rather than pedagogy.

Scott (2013) explains that in April 2010, Namibian Cabinet implemented the decision of the colleges to be part of the UNAM and functioned as satellite campuses of the university, phasing out the three-year diploma they have offered. According to Magadza (2010), merging between the former four colleges of education with UNAM was mentioned to be a long overdue, though it provided some challenges and new opportunities. In the first place, it has given UNAM a greater say in the state of teacher education in Namibia. On top of that, harmonisation approaches and strategies are of great benefit unlike doing things separately.
After merging of four teacher education colleges with UNAM, all teachers are being trained through a four-year bachelor’s degree at the university, at five different campuses. According to the brochure of the Faculty of Education at the University of Namibia (2018), applicants should meet the requirements, so that they will get admitted to the university. It goes to say that an applicant must have at least certain points in grades 12’s Namibia Senior Secondary Certificate (NSSC) subjects to enrol in a degree programme at UNAM and other institutions. With the minimum entry requirement, an applicant can do a diploma in junior primary education or bachelor of education in pre-primary and lower primary. It is an indication that there are consistent policies on admitting teacher candidates. The faculty of education (UNAM) prospectus (2018) outlines that the diploma and degree in primary education are delivered through a full-time face-to-face mode with minimum and maximum years of enrollment. A student should have completed courses in accordance with the general regulations of the institutions.

It is not only the schools that implement the Namibian language policy, but UNAM contributes too through the Language Centre, Centre for External Studies (CES), Faculty of education as well as the Humanities and Social Sciences faculty (Legère, Trewby, & Graan (2000). Its education faculty (2018) outlines that students receive pedagogical training and subject knowledge. This is articulated in the standards-based model for teacher education and development in Namibia as it requires teacher training institution to give subject knowledge and teaching skills. Additionally, National professional standards for teachers in Namibia describes the competencies and qualifications (standards) for those teachers and requires teachers to demonstrate competencies in 14 key areas of competence, since there are key concepts that teacher have to demonstrate (Ministry of Education, 2006).

During the four-year level degree programme, students are required to take core courses in education, professional subjects, all the school subjects at pre and lower primary phase as well the School-Based Studies (SBS) phase one, two and three. In both undergraduate diplomas and degrees, students must select one Namibian language or sign language and one career specialisation otherwise, all other courses are compulsory. A candidate must meet all requirements of the programme in order to be awarded a degree of Bachelor of Education in pre and lower primary (honours), and this is the current minimum requirement for appointment as a teacher at pre and lower primary level that started in 2014.
However, the Basic Education Teacher’s Diploma (BETD) or other qualifications are still acceptable especially when there are no other applicants with a bachelor's degree for a specific teaching post. Teachers have to make applications to schools that have teaching posts of their specialisation. At a pre-primary and lower primary level in Namibia, a teacher teaches all the subjects in her/his class, unless there is a rotation agreement between these teachers.

1.2 Statement of the problem

Given the overview of the Namibian language policy implementation at schools and UNAM, the transition of teachers from English instruction at teacher training institution to teaching through mother tongue is of concern. National teacher institutions are expected to prepare teachers to be able to teach through English language or mother tongue which can be the home language. At the same time the director of National Institute for Educational Development (NIED), Namibia emphasises that “learning through a language other than one’s own, is an extremely complex issue”, Swarts (2002 p. 9). Contrarily, during pre-service or initial training, English is used as an instructional language across the institutions. Policy regarding the medium of instruction at the University of Namibia stipulates that all other courses must be done in English, except for the first language course, (Faculty of Education, 2018). Looking at the two policies, the language policy for schools in Namibia and the university language policy, the transition from English instruction to mother tongue instruction is being created. As far as the teachers start teaching, most of these teachers become class teachers, teaching all the subjects in the medium of instruction at those schools, except the first language as a subject. These two policies impact the beginning teachers, who have little experience in the field of teaching early childhood and junior primary education. It is of this background that the study purposefully wants to investigate on how the pre- and junior primary teachers perceive their pre-service training which is conducted in English while expected to teach through mother tongue in some primary schools. Despite this, little is being researched on the teachers’ perceptions of the pre-service teacher training program in Namibia. At this stage in this study, the junior primary phase is referred to grades from one to three.

1.3 Aims of the study

The study wants to draw attention to the pre and junior primary teachers’ opinions on the strengths and weaknesses of their pre-service training programme in meeting the demands of teaching through mother tongue.
The purpose of this research is to examine and explore via teacher’s responses, the perceptions and experiences of the pre and junior primary teachers on the training that is conducted in English while teaching through mother tongue. The objectives are to explore teachers’ perceptions toward their pre-service teacher training that is conducted in English while teaching in the mother tongue; identify teachers’ views on mother tongue instruction; to explore the experiences of teachers in teaching through mother tongue in their classrooms.

1.4 Significance of the study

Previous research in Namibia relating to pre-service teacher training shows that only some small-scale research studies have been conducted. Uushona (2018) conducted a study to investigate the experiences of novice teachers in their first year of teaching after the initial training in schools in Ompundja Circuit. Nantanga (2014) explored novice teachers' experiences of induction in selected schools in the Oshana Region. These studies have investigated specific issues pertaining to teacher education but not the perceptions on pre-service teacher training regarding teaching through mother while trained in the English language. This research is essential in Namibia because other studies did not really examine the important aspect of preparing teachers to teach in multilingual class and through mother tongue instruction adequately. It is essential to address this study as this might be of considerable value to the researcher, teacher candidates and intern teachers, and the teacher training institutions in Namibia. On the side of the researcher as lower primary student teacher studying at the University of Namibia, the study will give an overview of what is happening in a classroom when it comes to teaching through the mother tongue as it will inform the practice. Furthermore, it is relevant to conduct this research because the results will be used to strengthen what is in policies governing junior primary education as well those of teacher training institutions in Namibia. It could be of interest if the results of the study inform the teaching profession, the schools and ministry of education. This is one way to tackle the issue of quality teaching as teachers’ perceptions to be explored will contribute to the improvement of education not only in schools visited but also in other schools nationally especially those use mother tongue. The findings of this study could be used as a source of data that one will use in his/her research that is related to the topic as it will uncover area in the teacher education that other researchers were not able to explore. Studying the teachers’ perceptions about teaching in a different language that they are not trained in can help educational researchers recognise the effectiveness of the completed professional training program.
Chapter 2: Pre-service teacher training in regards of mother tongue instruction

The purpose of this study is to explore teachers’ perceptions towards pre-service teacher training that is offered in English while teaching in the medium of mother tongue at schools of employment. This chapter reviews the related theory as well as the literature to acknowledge the work of previous researchers. The structure of this chapter precedes with the conceptual framework that gives an understanding of how teachers perceive their completed pre-service training and their experiences of teaching through mother tongue. The section titled ‘Scholssberg theory of transition’ is presented first. The second part consists the reviews of recent studies, focusing on the importance of the teacher training and the perceptions of teachers toward the training that is in English.

2.1 Schlossberg’s theory of transitions

It is seen that there is a transition that place as student teachers becomes professional teachers. Changes take place during any transitions. According to Ingersoll (2001), it is important that teachers receive training, assistance and support during their first year of teaching in order to avoid a sense of abandonment and confusion among teachers.

This study is framed based on the theory of Schlossberg (1984) that emphasises life transitions of all kinds. It is one of the adult development theories. A transition is “any event or non-event that results in changed relationships, routines, assumptions and roles”, (Anderson, Goodman, & Schlossberg, 2012, p.39). In this study, this can be a situation of the novice teachers moving from teacher training institution to real classroom situation. Anderson, Goodman and Schlossberg (2012) further explain that transition theory describes three different type of transitions: anticipated, unanticipated and non-events. Anticipated occur predictably, happen expectedly and includes events such as graduating from high school. In the context of this research study, anticipated transitions may be the most relevant. This type of change has occurred; therefore, the researcher explores teachers that have started their job as teachers since new job or first job is something predicted after university graduation.

To understand individuals, Anderson, Goodman, and Schlossberg (2012) point out that studying them at several points at a time is the value. People are consumed by their new roles that can lead to confusion, thus they need assistance. In the long run, they begin to separate
from the past and establish new roles such as being new graduates, new teachers, relationships, routines and assumptions, and these depend on people’s reaction and time (Anderson, Goodman, and Schlossberg 2012).

Three stages or phases locate where an adult is in the transition. Anderson, Goodman, and Schlossberg (2012) identify these three different phases as: moving in, moving through and moving out. These phases are supported by Bridges (2004) who named them as endings zones, neutral zones and beginning zones. As Figure 1 indicates, different happenings occur at different phases. At the moving in phase, an individual move away from home to a new campus and new schedule will be created. Another component of moving-in is getting orientation programs as an individual move through as illustrated in Figure 1. He/ she finds new friends and tries to balance work, family and social events. After the first two phases, an individual graduate and seek for a job. Teachers move out from teacher institutions into a new situation which is an educational environment.

Like Bridges (2004) said that people move into a situation to familiarise themselves with the rules, norms and expectations of the years' system, so do the teachers. Once in the situation, an individual must learn to balance their activities with the other areas of their lives as they move through transitions. Moving out can be as ending one transition and thinking about what comes next. It does not matter what begins, therefore moving in or moving out can be the first stage. The work of Anderson, Goodman and Schlossberg (2012) describe four major factors as shown in Figure 2 below that influence the ability of an individual to cope during transitions. These factors are called four S systems (4S’s) namely: self, situation, strategies and support.
It is the view of Anderson, Goodman and Schlossberg (2012) that, a person’s effectiveness in coping with transitions depends on his or her resources in these areas. Institutions need to offer orientation time as a process designed to help individuals know what is expected of them. Figure 2 shows a description of what each factor involves.

![Figure 2: The 4S's adopted from Anderson, Goodman and Schlossberg (2012).](image)

This theory is to be understood from teachers’ perspective regarding the importance of teacher training, the impacts it has on the transition. What does pre-service teacher training do to ensure that student teachers are well prepared for the next phase of teacher-hood, facing classroom situation to practice what has been learned? For the transition to be successful, there are several factors that need to be taken into consideration. In this study, these factors are, for instance, the importance of teacher education and perceptions of teachers.

2.2. Importance of teacher training as transition phase

Teachers need to go through training before start with the teaching profession. Teacher educational institutions play a critical role in preparing teachers through both pre-service and in-service training (Hanse-Himarwa, 2016). Training teachers and preparing teachers are intangible phrases that are used in this research. Evan (2017) points out that the overall aim of the teacher training programmes is to offer student teachers with a broad range of relevant knowledge and skills so that they can work professionally in their everyday school life. The teacher training tries to make sure teachers have the skills required for the job, as there is high demand for the graduates of teacher education institutions (Townsend & Bates 2007).
In other words, the teacher preparation is necessary because it attempts getting its teachers brightest and making them the best. Teacher education is essential because it prepares teachers towards their interest, being prepared for what they desire to do in life (Hassard, 2012). In addition, Wilner (2015) points out that teacher education responds to the demand caused by the newly invented technology, which changes the ways classrooms operate and the way students learn. Wilner (2015) continues to explain that the use of technology tools requires teachers to possess some set of skill and knowledge thus there is a need for teachers to be provided with proper training before starting to make use of new tools. To quote from Rajput and Walia (2002), “pre-service and in-service teacher education programmes emphasises on the role of teachers and to prepare its teachers within the classroom often neglecting to prepare them for other aspects of teacher’s role in the school and community”, (p.31).

The primary aim of pre-service teacher training is to develop educational skills that compatible with the education policies and to enable teachers to deliver these policies (Kaparti, 2009). Since different age groups, personalities, learning abilities and social background call for different teacher skills, it is important that these skills be fully developed during their training. At the same point, Kaparti (2009) emphasises that not only the abovementioned factors need to be considered, but also the ability to convey knowledge, communication skill, subject knowledge and professional development attainment. In other words, knowledge, attitudes and practical skills are needed to be combined so that a teacher can fulfil his or her professional function in each domain. Darling-Hammond (2017) complemented by saying that teacher quality (as measured by the skills, knowledge and qualifications) lead the progress of the learners. For this reason, teacher preparation is a crucial building block in developing effective teachers. Teachers are the most factors affecting the achievement of learners. It is important that these teachers receive a high-quality education so that better education can be given in returns. According to the European Commission (2014), the only initial teacher training is not enough since it does not give teaching staff all the competence they will require throughout their career, therefore they need what is called Continuous Professional Development (CPD). This development can be in a form of induction and mentoring schemes, especially during the first year of teaching. As a matter of fact, individual’s knowledge needs to be updated in light with the current advancement. Furthermore, European Commission (2014) proposes that it is important that teachers that pursue teaching career but poorly trained and informally trained, they should receive the formal teacher training so that number of qualified teachers increases internationally.
Teachers are products of the institutions, and they should be able to demonstrate what they are competent at. If not, Pushkin (2001) mentioned that institutions (colleges and universities) where students graduated from would be blamed for their incompetent teachers. In the same vein, Wiseman and Chase-Mayoral (2013) added that the public tend to blame teachers for highly publicised problems such as school bullying, students’ absenteeism and uncontrollable classrooms problems. However, this is not always the case, but it is important that teachers are to be well trained to avoid such misconceptions. Teacher preparation programmes that have produced teachers with the best research-based training will benefit the students in their classroom as believed to gain the high achievement because the school districts and their students count on new teachers. The teacher training is important because it makes teachers aware of different educational context, by developing their pedagogical practice and not only knowledge and subject matter understanding, (Pushkin, 2001). Ojo, Akintomide, and Ehindero (2012) for example, added that good teaching demands teachers to know and learn about their students' cultural, social and political context within which they work.

Teacher training programmes are important because they prepare teacher candidates for quality teaching (Hollis, 2011). This means that teachers are ready to meet the minimum standards sets by the National Council for the Accreditation of Teacher Education. Additionally, it prepares teachers to have essential knowledge skills and understanding that are known of human growth which includes knowledge of learners, knowledge of learning, knowledge of pedagogy, knowledge of subject matter, knowledge of assessment and accountability as well as the ability to participate in the professional community.

It is essential to look at training of the teachers because it is one of the factors that can affect the implementation of language policy for instance. Begi's (2014) study points out that majority of pre-primary and lower primary teachers have not been trained on how to use mother tongue as a medium of instruction and yet they are expected to implement the policy. It appears that teachers should be well prepared before start teaching and continue to improve their skills and knowledge. For innovation to succeed, teacher preparation should be adequate to enable teachers to implement the language policy effectively (Begi, 2014). It is through this programme that standards of the national accrediting agencies can be met. Addressing diversity has become a theme that needs to be dealt with in the preparation of the teachers.

As explained, there is a need to prepare new teachers to deal with diversity, including working with multicultural and metalinguistic communities (Rosen & Abt-Perkins, 2000).
Teachers need training in using the first language in their classroom as well as to have available and appropriate materials that are interesting to learners (Dutcher, 2004). Methodological training in the language that learners understand is most valuable. Training and seminar are essential for teachers who are teaching multilingual learners because they need to be oriented and guided on how to handle learners with different languages, hence, their knowledge will be enhanced (Hansen-Pauly, 2010).

2.3 Teachers’ perceptions on the teacher training programme in regard of mother tongue instruction

The researchers indicate that documenting and reflecting on individuals’ past educational experiences could help them find out their images about teaching. In Botswana context, teachers sense that their government need to change the education policy if they are still to teach as generalists across the curriculum after training as specialists in the subject areas, (Mokotedi, 2013). Additionally, the finding of that study reveals that most new teachers are satisfied with the way they were prepared to teach their major subjects (languages). On top of that, teachers agreed to have positive attitudes towards teacher education, because most teachers said that teacher education means development of teacher proficiency and competencies (Zamir & Fatima, 2015). Reference to the latest study of Uushona (2018) reveals that student teachers are offered School-Based Studies (SBS) as one of the modules at the university in which teaching practice is done in schools to prepare novice teachers to become familiar with the classroom and being effective teachers. It is through this practice that teachers experience teaching through the medium of the mother tongue. Some graduates from the University of Namibia stressed that the received training was adequate although a gap between what they were taught at the university and what they were required to teach in schools was noticed by some students (Uushona, 2018). In this regard, Flores (2005) believes that novice teachers continue to learn in their teaching profession to gain more useful insights into the process. In other words, teachers will get in the position of understanding the needs of learners which facilitates awareness of how to go about the teaching profession. In one study, most of the teachers have not been oriented on how to use mother tongue as a medium of instruction (Begi, 2014). He further explains that teachers lack culturally-relevant materials, those learning resources that have local content, and this hinders the use of mother tongue as a medium of instruction.
Mother tongue as a language of instruction at universities benefits students especially of those whose mother tongue is used as a language of instruction, (Nyika, 2015). From the Nigerian perspective, Ojo, Akintomide, and Ehindero (2012) reported in their findings that most of the primary teachers claimed that they were well prepared to teach major subjects in their classrooms. A study by the Ministry of Education (2011) shows that teachers (some BETD graduates) were off the opinions that their programme did not equip them with the knowledge of phonics, vocabulary and mother tongue teaching skills. In addition to this, teachers point out that the training was too theoretical and not practical. Teacher training programme had shortcomings especially on the provision of opportunities for teachers to equip themselves with in-depth subject knowledge in mother tongue for example, (Ministry of Education 2011).

From the Australian perspective, most of the primary beginning teachers responded to the survey that they are generally prepared to teach and to use mandated curriculum documents (Louden & Rohl, 2006). However, one teacher expressed that they were getting plenty of theory and not practical experience on which they could use any strategies. Louden and Rohl (2006) further report that Australian beginning teachers were not convinced that they were prepared to deal with diversity but felt prepared to deal with the literacy learning needs of the students. At the same point, fewer beginning teachers in the same country felt ready to teach indigenous and second language learners. The focus group of participants in Louden and Rohl (2006) study indicate that preparation for teaching indigenous students was the most profound disappointment among beginning teachers, because for those that were working in remote communities where indigenous students are, showed that they were not well prepared to work with such students. The same teachers suggested that there is a need for the university to prepare teachers for rural and remote teaching for the pre-service teachers to experience a range of contexts and locations before getting into real situations, at least taking students to settings with a variety of abilities (Louden & Rohl, 2006). Some structural issues include the link between the schools and the university, the content, induction and mentoring. High percentage of 91% of the primary beginning teachers thought that school practice had given them many opportunities to implement what they have learned from the university about literacy; however, the amount of time allocated to school experience was dissatisfying (Louden & Rohl, 2006).

It is acknowledged that some university lecturers remained in contact with the classroom practice and were able to give support to pre-service teachers. Teachers expressed not to be adequately trained to teach African languages (Uushona, 2018). To some extent, the society
does not hold high esteem of African languages. In Brock-Utne and Holmarsdottir (2001) study, some member of the community gives high status to the History teachers while low status is given to the Namibian indigenous language teachers. This low status given to such teachers can demotivate them to do their best.

2.4 Summary of the chapter

The chapter underpins the theory of transition in which the teachers’ perceptions and experiences during the teacher training and their years of teaching through mother tongue at their respective schools were highlighted. The theory explained the type of transitions, the stages in the transitions and the factors. In Schlossberg transition theory, the transition from teacher training to the classroom is a new phase in teacher-hood. Teachers have been trained in a way how their expectations have been created. Pre-service teachers training lays the foundation for teachers’ motivation and ensures that their products are competent; however, they face the practice which is not always fitting with the expectations. Although teacher training in Namibia is enrolled in English language, teachers face multilingual classrooms at schools.
Chapter 3: Teaching in the multilingual classroom

In this chapter, the definition of multilingualism and multilingual classroom are defined, and their significance in the education setting are presented first. Secondly, the characteristics of multilingualism classroom is described followed by consequences of using the mother tongue instruction. Toward the end of this chapter, teachers’ experiences of teaching through mother tongue are shown for backing the answers to the current research.

3.1 Multilingualism in class teaching

Multilingualism is defined from a different perspective, and in this study, it is from an educational standpoint. Definition by one author goes, “multilingualism is to be understood as the capacity of society, institutions, groups and individuals to engage on a regular basis in space and time with more than one language in everyday life” (Franceschini, 2009, p.33-34). Similarly, the European Communities (2007) defines multilingualism as "the ability of the societies, institutions, groups and individuals to engage on a regular basis, with more than one language in their day to day lives" (p.6).

Researchers have different terminology concerning multilingual education, however multilingual classroom is commonly used in this study. Multilingual education is the use of three languages or more languages in the classroom. Wright, Boun, and Garcia (2015) define multilingual education in which literacy is developed or content areas are taught through the medium of two or more languages in an organised and planned education program. In most cases, one of these languages is either mother tongue or native or home language and other language which is a dominant societal language or the powerful international language. Multilingual education is one that embrace the educational policies and practices which are linked to school’s goals in order to meet what has been existing as a separation of pupils’ educational needs. Reference to Khatoon, Rehman, and Ajmal (2001), multicultural classroom denotes where three students of various cultures and the teacher has to teach them in the same classroom. In other words, it is also named as diversity of cultures in a classroom. It is important that before teachers move to the classroom setting where these diversities of cultures are, the teacher education curriculum take account of this phenomena. Specific teaching methods as well as techniques are needed for dealing with students with different cultural background (Khatoon, Rehman, & Ajmal, 2001).
In the Namibian context, courses or subjects at the University of Namibia for bachelor education curriculum, a content that is specially designed for teaching in multilingual classroom is not found there, but an integration is done. There is really a need to hear how the teachers experience teaching in a multilingual classroom while they did a little of multilingual education.

Teaching in multilingual classrooms comes with some issues that affects the achievement of both students and the teachers. Previous researchers indicated three main issues that are currently in the multilingual classroom. Witsel (2003) mentioned the issue of low academic achievement, while Alsubaie (2015) noted the issue of adjustment to a new cultural environment. Another issue lies with self as well as the new culture. As indicated, low academic achievement is influenced by the teaching of students that come from a different cultural background (Witsel, 2003). In this case, teachers are faced with difficulties in their classrooms, thus they need to be provided with professional development that will assist them or being trained to use several approaches to teaching in the multicultural classrooms before starting to teach. Regarding the adjustment with self as well as the new culture, the study of Alsubaie (2015) indicates that new cultural character is more common in the western education with the international students. Teachers may have a problem in communications, teaching and learning because some activities in the multicultural classroom may be new to international students. The increase number of diverse brings challenges to the teachers, therefore excellent teacher training and professional development are the keys to successful multilingual education. The pedagogical and theoretical aspects of language acquisition are the most importance aspect that multilingual education programme focuses in the preparation of the teachers.

The multilingual classroom is characterised by labels in the classroom which are both in minority language and English, there are also multilingual word wall, multilingual reading materials and the multilingual dictionaries. Studies have indicated that code-switching is the main strategy used for communication within a multilingual classroom. According to Fielding (2015), code switch is a switch between languages that can be either from one word to a full sentence or a longer interaction. A similar definition is given by Levine (2011) when he defined code switching as the systematic use of two or more languages in a conversational exchange in an alternating manner either within a sentence or between sentences.

From educational perspective, code switching is likely to happen in the setting where learners and the teachers speak more than one language. Results of the Arocena and Gorte (2013) study
shows that some teachers code-switch naturally, although there were those that do not allow their pupils to code-switch because they are only expected to use only the language of instruction during the lessons. There are many reasons why code switching is being used in the conversation and in the classroom. Levine (2011) explains that code-switch is used for the purpose of whole class discussion, explanation of questions. Learners in multilingual classroom speak more than two languages. According to student teachers wrote ‘my language assignment’ as way of getting them aware about their own multilingualism (Milambiling, 2011). Such assignment led teachers to an understanding about different languages and equip them to be effective language learners now and in the future. Additional language awareness lessons that teachers can do is linguistic awareness activities. Milambiling (2011) indicates that such activities can be adapted at various ages and the level of proficiency. At the primary level, an activity called ‘Is that right’ is used in the first place where by teacher shows a picture of a familiar objects and identify them in English and later the teachers ask learners to tell what they called in their languages. In other words, vocabulary building is the pre-activity for that activity.

3.2 Teaching in the multilingual classroom

According to) study, teachers in Burkina Faso express to have students that are more motivated, more connected and more involved when they are in bilingual classroom (Lavoie, 2008). Arocena and Gorter (2013) added that teaching in the multilingual classroom create opportunities for teachers and learners to know each other’s culture. More option of communicating is high therefore learners and teachers get in touch with each other. Furthermore, children (young leaners) get more flexible because of different languages in the classroom, thus they choose which books they want to read for example. Consequently, these learners get better skills in those languages. To some teachers in Frisian and Basque, it is easier for them to learn new languages because of the previous connections in other languages (Arocena & Gorter, 2013). At the same point, these authors identify that teaching in the multilingual classroom gives opportunity and brings individuals further in life compared when someone only speaks one language. Both teachers and learners have opportunity to change from one language to another.

Similarly, multilingual classroom creates a setting in which students from various countries, regions and cities get mixed and learn different cultures that are defined by many things. They
learn new subjects and acquire the language of instruction for the purpose of communicating and interacting with their peers and teachers, (Yamat, Fisher, & Rich, 2013).

It is however challenging to educate all learners equitably and meaningfully especially when having multicultural learners, because it requires taking time off another language (Arocena & Gorter 2013). Another drawback is that, it is difficult to achieve the higher level in all languages, therefore learners do not really acquire any of the language skill at a sufficient level because always change from one language to another. Yamat, Fisher, and Rich (2013) indicate that silence in the multilingual classroom was observed in the Malaysian children who were attending a mainstream multilingual classroom in the United Kingdom. As a result, teachers’ roles in multilingual classroom and the teacher training for these teachers is affected. There is a need for teachers to be aware of cultural differences, and prior teaching in multilingual classroom. As Yamat, Fisher, and Rich (2013) mentioned challenges in multilingual classroom, teachers have indicated to be unprepared to teach learners in their classroom because there are many languages of which some are medium of instruction and some are mother tongues as other languages which students know or use at their living environments. This means that teachers need to have awareness of these languages so that they can effectively teach their learners and to develop quality education around the world.

Evidence from multilingual classroom (Yamat, Fisher, & Rich, 2013) indicates that new teachers come with little knowledge and experience on cross-cultural in the multilingual classroom. It is not simple for both the teachers and the learners to do tasks in the multilingual classroom because children come to schools with their own language or mother tongue, learning styles, attitudes and many other social cultural variables. Consequently, children’s participation becomes passive in the communication or learning process, but this does not necessarily mean that they lack understanding or not interested in what they are learning. However, this call for in-depth understanding of what their silence means. Students of minority language backgrounds struggle to learn the language of the school (Coelho, 2012). In other words, multilingual learners do not automatically benefit to the same extend from their multilingual classroom. Such learners will be at different pace with those of those learners that already having language background of the school.

This is because the language practices that children bring from home affect the way they learn and how they want to learn. Alternatively, only the gifted language learners are likely to catch up in using the language for academic task.
3.3 Consequences of using mother tongue instruction in the classroom

In this study, mother tongue is referred to as a first language or the language in the immediate environment of a child. From Kenyan perspective, (Begi, 2014) defined mother tongue as a language that it is used by most of population in one community. According to the Namibian language policy for schools, “mother tongue is [usually] a first language which is acquired at home” (Ministry of Education, 2003, p.7). Yadav (2014) expanded the meaning of mother tongue as a language that "a person has learned from birth or within a critical period, where the ability to acquire a language is biologically linked to age, and thus becomes the basis for social identity and becomes the medium of learning in school and society " (p. 573). The use of mother tongue instruction has effects on both the teachers and the learners. Learners that are taught in their mother tongue do understand the subjects matters better compare to those that are taught in the language that is not own language. Laguarda and Woodward (2013) argues that learning in another language as a second language is an additional hurdle. Good foundation in the first language allows a child to grasp things easily.

Mother tongue serves as a tool that helps learners to appreciate their culture, so teachers view mother tongue as a language that encourages and enable learners to express themselves confidently in class (Khejeri, 2014). It is concurred that failing or banning the use of mother tongue signifies that first language is being inferior (Yadav, 2014). In the same way, Effiong (2013) states that the use of mother tongue plays a role in portraying learners’ identities and culture, failing to do so, this will symbolise denying of them their culture. He believes that learning in mother tongue serves as a motivation to learners because they are motivated to learn from what is known as own language moving to what is unknown as a second language. Another role that Effiong (2013) mentioned is that, young learners learn with ease if taught in mother tongue or in a language of immediate environment. Mother tongue as a medium of instruction provides the premise for learning other languages, (Effiong 2013). Having acquainted with some degrees of mother tongue, a child will be able to learn other languages better especially if that language shares similar structure. Mother tongue has linked benefit to learners and teachers as it improves teaching and learning academic progress in both first language and second language.

Additionally, Llurda (2005) pronounces that first language can be a short cut for explaining tasks, quizzes and other activities. Not only that, he also states that using mother tongue as a
medium of instruction can be a way of conveying meaning of the second language. It appears that mother tongue is paramount medium of acquiring knowledge, thus learners are thinking using their language. Learners catch up easily and understand things when learning in the medium of mother tongue, and sometimes teachers’ explanations are sometimes not so good in English. A similar view say that mother tongue instruction promotes skills that facilitates the acquisition of the official language (English) in some countries in the course of learning process (Nyarigoti & Ambiyo, 2014). The language skills and expertise of learners are further developed to be use in formal academic context, for instance in reading, writing and for cognitively challenging purposes. Nyarigoti and Ambiyo (2014) further point out that the use of indigenous language for instruction promotes culture and identity of people. In such way, it facilitates the integration of African culture into school curriculum and thus culturally sensitive curriculum is created. It is through indigenous languages that education can best perform the role of cultural awareness.

Mother tongue instruction is the best way, because it maximises the proficiency in the language of the teachers and the learners. Kafata (2016) notes that teaching in mother tongue underlies on the pedagogical principle that knowledge and concepts are best built on the foundation of what is already existing understanding. However, this virtually impossible when earliest teaching is taking place in the foreign language only. Critical researcher claims that teachers’ ability to tailor instruction to meet the needs of the learners is positively affected if they simply having conduct instruction in the local mother tongue (Benson, 2005). Correspondingly, teachers and learners are able to interact more naturally, for instance when asking and answering questions as they do it with ease. In the same way, it enhances the child’s cognitive learning, for example it is easier for a child to construct a new knowledge because the existing or prior knowledge is already constructed in the schemata, (Trudel 2016). He calls this ‘participation enhancement’.

Although the United Nations Educational Scientific and Culture (UNESCO), advocates the use of mother tongue instruction, not all the attempts have succeeded because many countries have multicultural societies, (Beka 2016). It would be a matter of concern to decide on the language instruction when living such society like Namibia. There is a say that if a child is not taught in the mother tongue first, learning is unlikely to take place, and it might be that child will be disoriented and find it difficult to adjust to the school environment (Nyarigoti & Ambiyo, 2014).
Malone (2007) claims that children that just enter school where the language of instruction is unfamiliar, their language skills of home language do not serve them. For this reason, learners are predicted to lose confidence in themselves and participate passively in the classrooms. Loosing such opportunity will lead to a lack of proficiency in the language of instruction which will negatively influence the success of the learners, for example not be able to read best since it is believed that they learn best how to read when taught in the familiar language. Although most of the teachers even those in multilingual countries are trained to teach learners in one or more official school language, they still find learners in their classroom that do not speak or understand neither official language of the country or the official language of the school when they start schooling, (Malone & Malone (2011). Learning in the first language that learners know best create a good communication between the teacher and learners at school. However, Malone and Malone (2011) claims that both teachers and learners can find themselves in the learning situation where they are not native speakers (users) of the language of instruction as a result, teachers struggle to as much as learners especially during the beginning of education. Broadly, providing education in the medium of mother tongue will diminish schools from getting support from international donors since these donors tend to favour instructions in global languages like English, (Brock-Utne & Holmarsdottir, 2001). This lack of support in providing African materials has led to children in poorer regions not having the same opportunities in education as students in areas with greater resources.

With the knowledge and experience of the language that learners bring from home, teachers help them to build fluency in understanding, speaking, reading and writing the first language and then develop oral and written skills of the second school language. In other words, learners who come to school with solid foundation in their mother develop stronger literacy ability in the school language, because they come to school prepared, so they succeed educationally, (Malone & Malone, 2011). Mother tongue instruction is beneficial to those that live in town or society where the language of instruction is the same, however it is challenging in other places where there are other different languages that are spoken. For example, Arocena, and Gorter (2013) findings shows that Basque teachers are satisfied to use Basque as a language of instruction in their towns, but where Basque is not spoken, and Spanish is used instead, it will not be good. Therefore, sociolinguistic context needs to be considered.
3.4 Teachers’ experiences of teaching through mother tongue in the classroom

Teachers and students communicate in the language that students know best, however teachers’ knowledge and metalinguistic may be very limited as they go teach (Malone & Malone, 2011). They may lack own language terminology or not knowing the correct words of their language needed in teaching. Hertzog (2002) added that classroom management and discipline are serious problems for novice teachers. Teachers are faced with a challenge of working with learners that have poor language skills as well as learners with different disabilities. Although most of the teachers even those in multilingual countries are trained to teach learners in one or more official school language, they still find learners in their classroom that do not speak or understand neither official language of the nation or the official language of the school when they start schooling, (Malone & Malone, 2011). Alidou and Brock-Utne (2006) points out that “many bilingual teachers face serious professional challenges, they may be able to speak the (non-dominant) language of instruction, but they have not mastered reading and writing in that language” (p.114). It is good that the training is in English, but at some point, teachers struggle with the correct vocabulary when teaching in the medium of mother tongue especially in some subjects’ lessons. Teaching other subjects like Mathematic and Arts through the medium of mother tongue differs from teaching mother tongue which is a first language as a subject.

Alternatively, Begi (2014) reveals that teachers understand the benefits of using mother tongue, therefore they do not resist the innovations like the language policy. Teachers thought of some benefits of using mother tongue. Using mother tongue helps children to develop interpersonal skills, lays the foundation for learning other languages and improve children’s communication skills. Other teachers explained that teaching through mother tongue helps children to improve their understanding of concepts taught and facilitates smooth transition from home setting to school setting. Beside this, teachers experience difficulties when using mother tongue as a language of medium of instruction. Teachers have children from different ethnic group, they have difficulties in translation of certain concepts into mother tongue, difficulty in understanding and correct pronunciation of certain words and lack of culturally-relevant materials as some of the challenges that Begi (2014) find out from his study.

Although education can be a powerful tool in promoting educational right of the students, some young ones in Keetmanshoop “do not want to speak their own language, they want to be Americans”, says a teacher (quoted in Brock-Utne & Holmarsdottir, 2001, p.197).
According to the views of the teachers and headmasters in some Zambian schools, teaching in the local language has advantages of pupils’ learning, because pupils do easily understand the instruction due to familiar language, therefore they learn fast and be able to read by the end of grade one, (Kafata, 2016). The same teachers believe that using mother tongue other than English as medium of instruction help to improve the academic performance of the pupils as they fully understand the concepts and subjects matters taught to them by the teachers. Home language of learners seems to be more effective in comprehension than a non-indigenous language like English and French. As indicated in the study of Mokotedi (2013), majority of the beginning teachers in Botswana were satisfied with the way they were trained to teach their major subjects, however dissatisfied with the minor subjects training which are Setswana and English. These teachers felt that they needed professional training from school because they encounter problems when they have to use language teaching methods. Beside this, the content of the minor subjects did not prepare them adequately to teach languages, however teachers are having same mother tongue as students.

Teaching in mother tongue or local language it however brings challenges to the teachers. Previous research in the Namibian context shows that teachers have difficulties to teach in home language, at the same time they do not have enough teaching materials such as teaching aids and textbooks because of the curriculum that changed recently, (Uushona, 2018). Some teachers experienced that their learners struggle to learn English concepts if they did not have an opportunity to learn them in the mother tongue from early grades (Mostert et al., 2012). From Zambian perspective, most of the teachers and headmasters that were interviewed in the Kafata’s (2016) study pointed out that teaching materials were no readily available in local languages and this made it difficult to teach in the local language for sometimes. Likewise, teachers have to translate the teaching materials, which is a big task and time consuming to do so. The same teachers express that they are faced with challenges, because some of the science words cannot be easily translated in the local language, for example in Bemba language. Kafata (2016) further explains that not all learners in the classrooms are familiar with the language of the instruction use at the school, because they may have been using a different language at home.

Teaching in the medium of mother comes with problems like absences of books written in mother tongues, lack of vocabulary and lack of teacher training (Lartec et al., 2014). Teachers knowledge on different languages is not enough to deliver the lessons especially if it is a
multilingual classroom, therefore they lack vocabulary since not all words from the target language have the equivalent terms in the first language. All in all, lack of reading materials in the language for pupils is the challenging thing when it comes to teaching in a local language since such language(s) is not internationally recognized, therefore publications in the local languages are lacking. In regards of teachers having learners who are not all speaker of the same mother tongue, they may have difficulties when they are not experts in the different mother tongues, thus leads to weakening the implementation of the mother tongue policy. Teachers experience the absences of books and other materials in mother tongue. Hall (2010) explains effective teaching cannot take place if teachers do not have appropriate materials, for example the established government curriculum goals and pupil's prior knowledge. In the same vein, it is indicated that disparities between expectations of the education of profession and the actual realities in the classroom for first year exist.

In the context of South Africa, multicultural or multilingual classroom is classified as one in which there are three or more different home languages that children in class speak while the language of instruction of the school is English, (Hooijer & Fourin, 2009). This has an impact on teachers and their perception of their abilities to teach second language learners. Teachers perceive teaching in the multilingual classroom as a challenging and demanding task. Participants in the study of Hooijer and Fourin (2009) indicate that it is difficult to teach in a multilingual classroom because many children do not speak English as mother tongue that is used as a medium of instruction. There are times when the communication between the teachers and learners are being broken down. Sometimes learners do not understand the teachers, and the teachers do not understand the learners. In the long run, teaching in the multilingual classrooms demand more time from the teacher especially when having a large number of learners in a class while expected to teach in 45 minutes per lesson. Teachers defended that they cannot do more with individual learners because of differences in children, particularly their language background and knowledge from home.

3.5 Summary of the chapter

The literature review started with definition of multilingualism in the education setting. In this chapter, multilingual classroom is one that accommodates learners from different cultural backgrounds and taught in more than one language. Teaching in multilingual classroom is beneficial to both teachers and learners as they learn from each other. However, some
consequences affect teaching and learning negatively. Teachers in different countries experience similar situations when teaching in the multilingual classroom. Some teachers find learners in their classrooms that do not speak the language of instruction but speaking the language that a teacher does not know either. This is the situation in the reviewed literature, but still little is known in the context of Namibia, therefore the study wants to find out how the teachers perceive and experience the two situations, trained in English and teaching in mother tongue.
Chapter 4: Research tasks and research questions

The primary focus of this study is to explore the perceptions of the pre- and junior primary teachers’ perceptions on the pre-service teacher training that is in English while teaching in the medium of mother tongue, and to examine the experiences of these teachers on teaching through mother tongue in their respective schools. The research questions were summarised to be: perceptions, views and experiences of teachers as presented in Figure 3. The arrows indicate a connection between the research questions. So, teachers express their perceptions of the training, and then explain how they are experiencing teaching through mother tongue in the classroom by reflecting on what they were taught during the teacher training. After sharing their experiences, teachers tell their thoughts as the importance of mother tongue instruction and the effects it has on both teachers and learners as well as the training institutions.

![Figure 3: Research question model](image)

This study seeks to address three main research questions:

1. How do pre- and junior primary teachers perceive pre-service teacher training that is conducted in English while teaching through the medium of mother tongue? This research question has the following sub-questions:
   a. Have the training provided the teachers with the needed skills of teaching through mother tongue?
   b. What amendments needs to be done in the university’s curriculum in terms offering courses to pre- and junior primary student teachers?
2. What do teachers think of mother tongue instruction in classroom? The teachers’ views and thoughts on using mother tongue instruction.
3. What are the teachers’ experiences on teaching through mother tongue?
Chapter 5: Research methods, materials, and ethical issues

In this chapter, data collection method will be explained. To get well informed about the teachers’ perceptions on pre-service teacher training and their experiences of teaching through mother tongue, the researcher did not only read the previous research, but have also interviewed individual teachers familiar with both teacher training and teaching through mother tongue. It was interesting to learn from the teachers’ perspectives. Looking at Figure 4, the methods precedes with the description of philosophical underpinnings this study through the interpretative paradigm. The second part of this section presents the research design as well as research approach which is defined and justified. Thirdly, data collection process is presented which includes the sampling, selection of the participants and research instrument as well as the procedures. Lastly, data analysis is presented to describe how the analysis of data was conducted. The last part of this section presents the validity and the ethical aspect of the methods.

Figure 4: Methods and methodologies of this study
5.1 Research paradigm: Interpretive paradigm

To give the reality of the study, the researcher adopted the interpretivism that is believed to consist of people’s subjective experiences of the external world. According to Morrison, Coleman, and Brigg (2007), there are many routes to knowledge, and thus there is no correct or incorrect theories, instead they should be judged accordingly. So, reality is understood differently although some human group may perceive it similar. Myers (2009) argues that reality is only accessed through social constructions such as language, consciousness and shared meaning. Interpretive paradigm is concerned with understanding the world as it is from the subjective experiences of individuals. Interview was used as a meaningful oriented methodology to collect data and get the meanings, the reality of the issue, and the interaction between the researcher and the subjects. In this context, pre and junior primary teachers give the subjective experiences of teaching through the medium of mother tongue while trained in the medium of English. Therefore, interpretivism is chosen for the reason that it will help the researcher to understand and interpret teachers’ perspectives on the issue of teaching through mother tongue while have gone through English instruction training because they have personal insights and understanding of what is going around them.

The characteristic of paradigm includes the features as ontology, epistemology and methodology (Morrison, Coleman, & Brigg, 2007). In this study, ontology is described as there are multiple realities and they are constructed through human interactions. The researcher interacted with the teachers as interviewees in a natural setting in this study to discover how they make sense of the situation of teaching in the medium of mother tongue. An audio is generated during the conversation and converted into a text and this explains teachers’ experiences and views and interpretation. On the other hand of epistemology, events are understood from mental process of interpretation. The researcher and participants construct knowledge in the research process, depending on the mode of data collection. Methodology involves the processes of how data are collected and from who, therefore interviews with the pre- and junior primary teachers is used in this study. As Figure 5 indicates ontology, the researcher assumes that there are some realities from teachers’ perspective which may affect the teaching and learning through mother tongue in a multilingual classroom. The researcher presented the cases of ten teachers to find answers or knowledge to the research questions through interviews.
As for methodology employed in this study, a case study was used as it provide a unique social context of individuals in the situation. In this case, teachers for pre- and junior primary phase were the target.

![Ontology, Epistemology, Methodology Table]

**Figure 5: Features of paradigm**

Figure 5 shows the ontology, epistemology and methodology as features of this paradigm. The three features are related to each other, that is why they are in one box. Ontology tells that reality is constructed differently from different perspectives, while epistemology is concern with how to get the knowledge of the individuals. The methodology deals with how the data can be collected and the methods to be used to get data.

### 5.2 Research Design

Research design involves an approach that is used to study a topic or an issue. Based on the nature of the research problem, the researcher chose qualitative research for this study because its methods are based on different beliefs as explained by (Gay, Mills, & Airasian, 2011). For this reason, the study wants to find the perceptions of teachers that are collected through probing deeply into research setting to obtain in depth understand about the way things are. Because the study focuses on pre- and lower primary teachers in Oshikoto and Oshana region with 1-5 years of teaching experience, a specific qualitative approach or strategy of inquiry that was used is a case study of ten cases of pre- and junior primary teachers at eight schools in Oshana and Oshikoto region. These two regions were chosen because most of the schools in the two regions use mother tongue (Oshindonga) instruction in their classroom, and this is one of the aspects that the researcher is targeting in the study. Not only that reason, these two regions are bordering with each other and close to the residence of the researcher and thus make a comfortability of the researcher. The snowball-purposive sampling method was another contribution to determine the context as it happened that schools were a mix of rural and urban.
The case study is one the strategies employed in studies related to science of social as it aims to interpret human understanding in their context (Gillham, 2008). Although the case study is expected to be a single case as the name explains, the researcher maintained that and select a number of teachers in order to understand the uniqueness of individual cases which teachers are, but they share similar ideas. A case study was chosen with the reason of advancing the understanding of the issue of teaching in the language that teachers are not trained through it, as it will provide a variety of teacher perspectives. Gay, Mills, and Airasian (2011) explains that this approach encompasses methods like design, data collection technique and specific approach to data analysis.

5.3 Data collection process

Data collection is an important aspect of data analysis as meanings are interpreted. Figure 6 gives an overview of the data collection process. It shows five items, flowing from purposeful sampling towards data recording and transcribing data. Ten participants were purposefully selected in this study, and semi-structured interview as a research instrument was used to generate data. As indicated from figure 6, pilot interview was carried out before another field works. The researcher did audio recordings and transcribe them. The whole data collection process is fully explained under each component of data collection process.

**Figure 6: Data collection process in this study**
5.3.1 Sampling and the subjects or participants selection

The researcher can select the group that meet the specific criteria to be sampled by using own knowledge and experience of that group as this is explained by Gay, Mills, and Airasian (2011). In this study, such criteria were: pre- and junior primary teachers with 1-5 years of teaching experiences, graduates of the University of Namibia and from former colleges of education, and teaching in the medium of Oshindonga. Subjects were selected from schools in Oshana and Oshikoto region in Namibia by using non-random sampling. A purposive sampling approach was chosen.

Purposive sampling is defined as “recruiting people on the basis of shared characteristics which will help in your inquiry”, (Cousin, 2011, p. 79). Because of the researcher’s limited time, money and the availability of the participants, a total number of ten pre- and junior primary teachers that fit the need of this study were interviewed. The researcher selected a number of participants in which four teachers were interviewed at three schools in Oshana region, while six teachers were interviewed at five schools in Oshikoto region. At first, the number of needed participants was not enough, therefore, the researcher used snowball sampling in which the initial participants were used to recruit other potential participants that were hard to find. The researcher used the first six participants to recommend or suggest other participants.

Table 1 shows the background information of ten teachers that were interviewed at eight schools. These teachers were given pseudo names to protect their identity. The average of teaching experiences of these teachers is 3 years, this matches the criteria set for teachers interviewed.

Table 1: Background information of the participants

<table>
<thead>
<tr>
<th>School</th>
<th>Teacher (pseudo)</th>
<th>Gender</th>
<th>Teachers' qualification</th>
<th>Years of teaching experiences</th>
<th>Class or grade</th>
<th>Age or age group</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>Hela</td>
<td>Female</td>
<td>B. Ed (honours)</td>
<td>3</td>
<td>2</td>
<td>26-27</td>
</tr>
<tr>
<td>S2</td>
<td>Dila</td>
<td>Female</td>
<td>B. Ed (honours)</td>
<td>3</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>S3</td>
<td>Lin</td>
<td>Female</td>
<td>B. Ed (honours)</td>
<td>3</td>
<td>3</td>
<td>27</td>
</tr>
<tr>
<td>S4</td>
<td>Feni</td>
<td>Female</td>
<td>B. Ed (honours)</td>
<td>2</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>S5a</td>
<td>Lemi</td>
<td>Female</td>
<td>B. Ed (honours)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S5b</td>
<td>Choo</td>
<td>Male</td>
<td>BETD</td>
<td>5</td>
<td>3</td>
<td>28</td>
</tr>
<tr>
<td>S6</td>
<td>Gose</td>
<td>Female</td>
<td>B. Ed (honours)</td>
<td>2</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>S7</td>
<td>Ina</td>
<td>Female</td>
<td>B. Ed (honours)</td>
<td>2</td>
<td>1</td>
<td>30-35</td>
</tr>
<tr>
<td>S8a</td>
<td>Ilja</td>
<td>Female</td>
<td>B. Ed (honours)</td>
<td>3</td>
<td>1</td>
<td>30-35</td>
</tr>
<tr>
<td>S8b</td>
<td>Visa</td>
<td>Female</td>
<td>B. Ed (honours)</td>
<td>3</td>
<td>3</td>
<td>25</td>
</tr>
</tbody>
</table>
Nine junior primary teachers out of ten were females (90%), only one male junior primary teachers (10%), (see table 1). Nine junior primary teachers out of ten are bachelor’s degree holder in education (B.Ed.) (90%), only one junior primary teacher is holding a Basic Education Diploma in Teaching (BEDT) (10%). Seven junior primary teachers out of ten have more than three years of teaching experiences as class teachers (70 %), only three junior primary teachers have less than 3 years of teaching experience (30%). Five junior primary teachers out of ten are grade three teachers (50%), only one pre-grade/pre-school teachers and one grade two teacher, while three junior primary teachers out of ten were grade one teachers (30%).

5.3.2 Research instruments

Interviews: semi-structured interview

It is the view of Holtein and Gubrium (2011) that interview is the most popular tool for generating information for both scholarly and professional purposes. However, Gay, Mills, and Airasian (2011) claim that collecting information while relying solely on one method does not really give strength of qualitative research since it lies in using two or more methods. Considering this view, the researcher chose semi-structured interview because the three research questions of the study could be answered from the interview results as same questions were asked several times to different interviewees. Interview is an interaction between two or more people that take place with a purpose of gaining information from one another (Gay, Mills, & Airasian, 2011). There are types of qualitative data collection forms and they have both advantages and limitations (Creswell, 2003). Being aware of the of limitations of the interviews such as people not equally articulated and perceptive or the researcher’s presence may be bias responses, the researcher decided to choose this data collection type because it allows the researcher to control over the line of questions. Additionally, interviews provide information that the researcher is unable to access through observation since observation does not provide information of the past.

Based on the qualitative interview descriptions by Gay, Mills, and Airasian (2011), the study can choose individual interview or group interviews. In this study, only individual semi-structured interview was chosen because it is believed that interviews generate useful information about lived experience and meanings of life from the participants that the researcher is unable to obtain or to see herself.
The researcher built a rapport with the participants before the interview. As per arrangement with the participants as mentioned earlier in the procedure, the interview took place on one-on-one basis between the researcher and each of the teachers. It took five days for the researcher to conduct interviews with the teachers. On the first day of the interview, the researcher managed to interview three respondents whereby two interviews were done at their places because that was the only day teachers were available since they were busy with their school work. Only in the following day whereby one participant was interviewed, otherwise two participants were interviewed in a day at school after classes. As per arrangement with the participants, they all showed up, no withdrawals. The atmosphere was friendly and acceptable because both the researcher and the participants were friendly and polite towards each other. Only one minor interruption that happened during the interview with the fourth interviewee (Feni) as the automated school bell rang. The researcher could not stop the audio recorder but stopped for a while for the bell to end ringing and continue later.

In the interview, the interviewer asked the teachers (interviewees) to answer demographical questions regarding the age, teaching experiences, educational background as well as the information concerning their grades they are teaching. They were further asked about their experience of teaching through mother tongue as well their views on both English and mother tongue instruction in their classrooms. Lastly, questions regarding their perceptions on the completed pre-service training that they have completed in English and its contribution toward teaching through mother tongue were asked. A total number of guiding questions in the interview were 13 (see appendix A) and follow up questions were asked for clarity. The same series of pre-established questions were asked to all ten participants in the same order. The researcher attempts to make sure that neutral and unbiased approach is maintained, and a good rapport with each interviewee. All the interviews were conducted in English, however one participant (Inda) switched from English to native language to express herself well when asked question number nine (see Appendix A). The researcher could not take notes during interview because she was afraid to cause distractions and breaking the flow of the session. Therefore, the researcher used an audio recorder during interviews, because it is believed by Gay, Mills, and Airsian (2011) to be convenient and reliable. The interviewees are referred here using pseudonyms as Hela (interviewee 1), Dila (interviewee 2), Lia (interviewee 3), Feni (interviewee 4), Leni (interviewee 5), Choo (interviewee 6), Gose (interviewee 7), Ina (interviewee 8), Ilja (interviewee 9) as well as Visa (interviewee 10).
5.3.3 Procedures

I. Piloting

Apart from data collection in literature, data were collected in the following manner in order to answer the three research questions of this study.

At first, an approval letter (see appendix B) to conduct a data collection was given from the University of Eastern Finland. Before conducting a data collection, a pilot interview was done with one student at University of Eastern Finland that previously graduated with BETD in primary education in Namibia. The former teacher of lower primary who is not part of the sample of this study shares similar characteristics with those of the research participants.

Doing so, the researcher followed the recommendation of Gay, Mills, and Airasian (2011) as they point out that testing the questions helps in revising questions before the actual interview with the target participants. In addition, it promotes other methodological issues. A pilot interview was held on the 10th December 2017, six weeks before the first interview to make sure that the questions are appropriately set and to consider the length of interviews, and this increases the validity of this study. The researcher followed the benefits of piloting as stipulated by Gillham (2008) that it help at testing the recording device to see if it could work properly as well as to make sure that the data could be analysed and answer the research questions. In this study, piloting was done to improve results by making changes were needed. The subject of pilot interviewee and the researcher’s supervisor have given some suggestions starting from the topic and the formulation of few questions. For example, question 3 was corrected to start with the word ‘based’ on the language... instead of starting with the word ‘since’, because this is poorly worded. Additionally, the researcher was advised to avoid using the word feelings, instead experience should be used in question 8, this is because one can get more explanation when asked to tell how something is experienced. After the piloting, some minor changes have been done with questions during that pilot, therefore, three questions were rephrased based on the pilot results and comments from the supervisor.

II. Field work

Given that a go ahead, the researcher sent application letters (see appendix C) through e-mail to school principals in Oshana and Oshikoto region to request permission to interview target teachers at their schools.
Among all the applications, only two principals that managed to respond to the e-mail during December 2017. In January 2018, the researcher went to the schools and enquired about the e-mail sent previously, and that time, one principal in Oshana enquired the approval from the regional director of education. The researcher wrote a letter (see Appendix D) to Oshana regional director of education to ask for permission to interview the teachers. The current research was approved by the education director of Oshana because an acceptance letter (see Appendix E) was provided to the researchers. The participants accepted to participate in this study voluntarily by signing in the consent form (see Appendix F). All the three above-mentioned letters explained the purpose of the research, emphasising the participation in the interviews.

Arrangement with the participants was done in advance from the 9th January to 16th January 2018. Interviews were held from 16th January to 24th January 2018 at eight schools in Oshikoto and Oshana region, Namibia. All the interview sessions were held after classes, of which two interviews were held at the participants’ places because it was convenient to them. Among all the teachers only one male teacher was interviewed because he is only the one that meet the criteria to be a participant, in fact there were only three male junior primary teachers at the eight schools that the researcher visited. Although the researcher recognised sampling method as purposive sampling, the subjects were conveniently selected by limiting pre- and junior primary teachers in nearest schools in Oshikoto and Oshana region.

A number of items were ready when collecting data. For instance, a set of specific questions (see appendix A) to elicit the desired information, audio recorder for those that accepted to be recorded, paper and a pen for field notes and keeping record of everyday activity. The audios were saved in one folder in different devices and also on online folder (one drive).

5.3.4 Data recording and transcribing

Table 2. Shows the overview of the field notes regarding the appointment and interview dated as well as the duration of each interview. Appointment dates for interviews started from 9th to 16th January 2018, while the interviews began on 16th to 24th January 2018.
From this information (table 2), appointments and interview sessions with teachers were made in four different dates. Audio recorder as a data collection tool was used during interview while Samsung cell phone supplemented it for reliability and technical purposes. Table 2 indicates that the total recordings of the interview duration were 160 minutes, which is about three hours.

The estimated time for describing one audio took four or five hours to finish it, which is time-consuming but Gay, Mills, and Arsian (2011) emphasise that it is very useful to transcribe the audio recordings. The researcher recorded the interviews and transcribed the interview herself, to avoid additional costs for hiring someone. Each interview was typed on a separate sheet of paper, the description information to indicate relevant features of how the talk transpired were indicated in brackets in the transcripts. For instance, non-verbal behaviour and action like nodding of head, surprise the researcher indicated. These were used to support the interpretation of the interaction. Collected data (audio records) in this study were copied to other devices to keep and protect them before they were transcribed. In the case of one participant that switched in her native language during the interview with the reason of expressing herself well, researcher has translated that little content with a help of the fellow students. It took the author approximately 30 hours to finish transcribing. The transcripts were uploaded on one drive for safety reason and easily accessible.

### 5.4 Analysis of data

Analysing interviews data is done in phases of data reduction, data reorganisation, and data representation (Roulston, 2013). In order to analyse the data, the researcher adopted content analysis steps (see Figure 7) which allow the researcher to analyse interview transcripts.
The researcher grouped the guiding questions according to the research questions for it to be easier to begin with coding. Different highlighters were used for both important and repeated ideas. The margin notes and the highlighted ideas were brought together, and the researcher began with the coding. During coding, the researcher used numbers to the ideas that go along with each other to make core meaning as said by Patton (2002) that patterns or themes are the most core meanings found through content analysis. The researcher has used the inductive qualitative analysis which Patton (2002) describe as a way of "discovering patterns, themes, and categories in ones´ data", (p. 453). In doing so, a number of themes via coding that are supported by quotations from interviews’ transcripts and through categorization of data emerged out. In the first step (see Figure), the researcher printed out the original ten transcripts and started to read the original text them while making some notes at the margins of the same prints. In the process, the researcher gives codes for instance number one to the ideas that go along with each other, and number two to the ideas that go along with each other. These codes were then collapsed to make categories. The researcher connected the emerged categories to make patterns as represented in the research question and then represent the findings.

![Diagram of Data analysis steps](image)

*Figure 7: The process of content analysis*

The researcher used both non-computer-aided phase of coding which is hand coding and computer-aided phase, however, the interview texts data were analysed manually. The researcher marks interview transcripts with a pen (marker pens), make notes and then compile results manually. Being aware of the risk of using content analysis method as indicated by Martin (2015) that one can lose a sense of the whole content, the researcher was more reliable
on hand coding, because it allowed the researcher to be close to the original text, and importantly, hand coding enhance the validity of the final results. The researcher came up with the hierarchical coding of the results in which the categories that emerged from the interviews were organized as per research questions (see Figure 8). The extensiveness of the codes was grouped depending on the verbatim responses for each research question.

Figure 8: Categories, themes & sub-categories/codes of content analysis

Figure 8 shows some concrete examples to illustrate how this process progressed with the data. It shows categories, themes and subcategories/codes for three patterns that were initially created from the research questions which are: teachers’ perceptions on the pre-service training, views on mother tongue instruction, and experiences of teaching through mother tongue.
5.5 The role of the researcher

Since the researcher is the data gathering instrument, she participated in the research by using her ability and skills to ask the right questions. The researcher was physically involved in conducting all the interviews as well as with the reading of the field notes and interviews as well as during hand coding because of paperwork by sorting sheets of transcripts, grouping notes and connecting ideas. During data collection, the researcher formed the relationship with the participants and serves as a sole contact person in setting up and conducting interview sessions. At the same time, the researcher was responsible for analysing the obtained results. Two or more listening to the audio enhanced reliability in this study.

5.6 Trustworthy, validity and ethical issues in research methodology

Historically, reliability and validity are key terms that define the quality in quantitative paradigm, but as time change these terms are partially used in qualitative research. According to Gay, Mills, and Arsian (2011), reliability in qualitative research is a degree at which a test or research data consistently measures whatever it measures, while validity is the degree to which qualitative data accurately reflect what the researcher is trying to measure. Instead of using reliability, trustworthy is used. To ensure reliability and validity in this study, the researcher made appropriate and accurate quotations from other researchers and the interviewers. Additionally, piloting in this study was meant to increase the validity of the study. The researcher tried to interpret the words of the participants in a way that what is portrayed remains accurate. Apart from that, a record of daily activities and reflections during data collection was kept on a daily basis as one the techniques to keep a journal that Gay, Mills and Airsian (2011) proposed to practice reflexivity. There is accuracy in this study because there is no fabrication of information, data collection was done. The participants were treated with respect as autonomous agents. Sources of information that addressed research questions were gathered from different mentioned participants and not just one to gain trustworthiness in this study. The researcher has tried to recover the deficiency of validity.

In conducting the research, the professional conduct was maintained. Code of ethics started before fieldwork. With the approval letter from the University of Eastern Finland, it was attached to a letter for asking permission from schools to interview the teachers. The work of Christians (2005) indicates that the duration, method of collecting data and the purpose of the study should be explained in the consent form that participants have signed.
As a procedure for the protection of human participants, a consent form was given to the respondents before the day of the interview. The researcher had carefully and truthfully informed the respondents about the purpose and the consequences of the interview they were involved in. The interview was on the voluntary based, thus the participants were not forced to take part, and therefore they had the right to withdraw. Thereafter, the respondents signed an agreement to be interviewed and for their information to be used in the study. Participants’ rights were respected, and their identities were protected as pseudonyms were used instead. Information revealed remains anonymous throughout the study. A permission letter from UEF and the Oshana Director of Education attached as well as the consent form in the appendices indicate that the researcher has followed the procedure of data collection. This study is not connected to any project, but the researcher has done it solely with the assistance and guidance from the supervisor.

5.7 Summary of the methodological decision

This chapter described the methodology and provided justification of every method chosen. It outlined the research paradigm, research design, and research strategies which is including the data collection procedures, sampling, research instrument, analysis methods, and ethical consideration. The research design for this study is qualitative of which a case study approach is chosen. The sample of the study consists of 10 pre- and junior primary teachers from 8 schools within Oshikoto and Oshana region. Criteria were set to purposefully select all the participants interviewed on different dates at different setting. A pilot study was carried out with one former BETD graduate in lower primary education. This chapter briefly described several stages involved in generating data and then the development processes of the data analysis. The researcher maintained the rules and regulations of ethical aspects in the research. The next chapter will demonstrate how these methods have generated the results.
Chapter 6: Results of the study

This chapter aims to present the data collected through interviews. The study aimed to investigate the perceptions of the pre and junior primary teachers toward the teacher training that is in English while teaching in the medium of a mother tongue. The study also investigated the experiences of novice teachers regarding teaching through mother tongue. This section of the research was conducted through interviews consisting of ten participants. The collected information was presented in a dialogue form and analysed using content analysis. Data will be presented in three categories based on the research questions as shown in figure 8. In each category, a summary will be written first followed by the subcategories with the participants’ comments that are referred to the quotation of their speech.

Figure 8 on previous pages presents the hierarchical relationship between the codes and categories found through the analysis of interviews. From the top, the first text box indicates the three research questions of which three patterns were drawn out. These patterns: teachers’ perceptions of pre-service training, teachers’ views on MT instruction, and teachers’ experiences through teaching in MT are bolded. Phrases in the grey coloured boxes indicate the categories, while the other text boxes show the sub-categories and data pieces.

6.1 Teachers’ perceptions on the pre-service training regarding teaching through mother

Teachers have different views on the preservice teacher training that they have gone through some years back. As seen in figure 8, training mechanisms, policy guidelines and teachers’ attitudes toward the training were the three themes that emerged from the research question one. Some participants have given positive thoughts while some have given general views of what think of the preservice teacher training regarding teaching through mother while trained in the medium of English. A further point indicates that participants have attitudes towards the preparation of which some perceive the teacher training to be effective one while some participants see it to be inadequate. Participants responded to the questions of how the training has helped the teachers to teach or transfer the knowledge and skill of teaching in the medium of Oshindonga, as well as to express if the training has prepared the teachers with the needed expertise and experiences for the demand of teaching through mother tongue.
6.1.1 Training mechanisms

One of the main topics that the participants highlighted was the training mechanisms that have provided them with the knowledge and skills to teach through the medium of the mother tongue. Few teachers mentioned that, after the training, they are able to convey knowledge and skills to the learners in the way that they can understand. In other words, pedagogical knowledge and skills were captured. These teachers are modelling similar ways of teaching through mother tongue as they were trained at the university. One participant said:

“… as we were trained in English but now, we are teaching our kids our native language we just get used yeah most of the times we are speaking Oshindonga so yeah you get used” (Choo).

The re-occurring focus on training mechanisms continues as the participants mentioned that student teachers are trained in the way that they have one mother tongue as a subject in which lecturers give training in how to teach in the mother tongue. Although this first language course is offered at the tertiary institution, on participant expressed to face challenges of teaching all the subjects like Arts, Mathematics and Environmental studies, RME, and Physical education in the medium of vernacular language.
It seems that student teachers are exposed to teaching through mother tongue before they enter the teaching practice, because of the first language course that is offered during the pre-service training. At the same point, one participant said the taught strategies at the university are being applied in the classroom when start teaching. For instance, language approach is one of the methods in reading that the participant applies in the class during the reading lesson.

In addition, one participant claimed to have been taught many things that include the teaching methods and how to make it work in the classroom, therefore what was educated at the tertiary institution was not complicated, but easy to be modelled and easily transferred. The same participant, however, felt there is a difference in the training of teachers that were trained during colleges of education and those that were trained at the university after the merger between the two institutions. The participant expressed that it is seen in the way these two group of teachers teach. For example, the participant said:

“I feel there is a difference when our university before our university merge with the colleges because there is a difference between teachers from the university and the teachers were trained in colleges. There is a big gap if you are to observe there is a difference because the way the college people deliver is not the same way we university students deliver because it is too much theory and less practical. We need more practice than theory” (Lena).

From the above quotation, both practice and theory are needed during the pre-service, but the participant suggested that more practical are more valuable than theoretical. Although the participant has observed the differences in the way the two group of teachers deliver their lessons, it is not clear to what could be the contributing factors.

6.1.2 Policy guidelines

It appears that the participants understand the language policy of both the schools and for the institution. Two of these participants think that a change is needed to be made at the university. For example, one teacher expressed that two languages need to be used when training the teachers. Lower primary, student teachers can choose whether they want the training in mother tongue or English. If there is a choice of the medium of instruction at schools, why not at the institution especially at the professional subjects such as Mathematics, Environmental Studies and Religious and Moral Education (RME)? One participant expressed that:
“I think they need to improve at the university because teachers are teaching in lower primary need to be taught through two languages either in English or mother tongue so that they can be able to teach at their school. When they start their work because they are just taught in English, they find themselves teaching Oshiwambo as another language it is always hard for them, some also did not do well in their matric results for that language, so it is best when they are taught at the university in those two languages, and when it comes to work, and then they implement now both of those two languages in the teaching profession” (Feni).

Looking into the situations of the children that migrate with their parents from one place to another for a better living, the teacher feels that this affects the way they teach because they are only trained to teach either in English or Oshindonga. These teachers find themselves with children from a different region that do not speak the language of instruction, Oshindonga for example. In this case, the teacher said that one way to tackle this situation is the government to look at the issue of teachers from different cultural background to be at each school at least to accommodate learners from different tribes, and not only junior primary teachers from one ethnic group. The participant expressed that:

“Now I just feel that we should, the government should prioritise that in each school, there should be at least the teachers from another tribe to accommodate the learners that are coming in through migration” (Dila).

The three participants appealed for a change in the policy guideline concerning the language of instruction at the university and also the recruitment of junior primary teachers from different cultural background to accommodate learners of different ethnic and regional context.

6.1.3 Teachers’ attitudes toward the training

Regarding the quality of the training that the teachers have received, the following responses revealed that teachers perceived the training differently. All ten teachers were asked to express their perceptions of them teaching all the subjects in the medium of Oshindonga language while instructed in the English language. The data revealed that these participants differ widely in their attitudes towards being trained in English while teaching in the medium of mother tongue. Almost half of the participants were positive, and they regard the training as an effective one. These four participants (Hela, Ina, Ilja and Lia) possessed the same view regarding the offered training in English while teaching in mother’s tongue. Some teachers state that the pre-service training itself is adequate, while the other group expressed that the training is inadequate.
a) Effectiveness of the training

For the teachers witnessed the training as an effective one, one participant described it to be helpful as there were Oshindonga lecturers that assisted in planning the lessons for all the subjects as well as how to make appropriate teaching and learning materials. Similarly, two teachers agreed that the training is preparing the teachers with the needed expertise and experiences for the demand of teaching through mother tongue, because student teachers are given one course in mother tongue, the language that they are going to use when start teaching. One participant indicated that there is no any problem at the institution because at the institution one must specialise by having one mother tongue and given training in that specific mother tongue in a way that one is going to teach. If there are problems, the participant insisted that it lies with the new curriculum of education which is saying that learners from pre to grade three should be taught in the mother tongue. When the teacher was asked whether the pre-service teacher training prepares teachers with the expertise and knowledge or not to teach in the medium of the mother tongue, the response was:

“Yes, they do. Because once you learn there even if you come here, you just have to stress everything that you have learned” (Ilja).

However, one teacher has two ideas regarding whether the training is preparing the teachers with the needed expertise and knowledge or not. In the responses, it is agreed that the training prepares teachers; however, it could be more natural to the teachers if the training could be conducted in the medium mother so that when teachers move to the schools from the institution, they will use the same language. The teachers specified that it becomes a challenge especially in the first year of teaching when there two different languages are being used as it appears to be different from school, for instance, teaching in the medium of Oshindonga while trained in the medium of English language. The teacher tends to struggle here and there when employed at a school that use mother tongue instruction unlike when employed at the school that use English, the same language that is used at the university.

b) Inadequate training

However more than half of the participants (6 teachers) disagreed with their colleagues’ point of views. They thought that the training had not provided them with the necessary training to teach in the medium of mother tongues because they were trained in English. These teachers believed that the training does not benefit all teachers especially the pre and junior primary
teachers who convey all the subjects in the medium of Oshindonga language. Few teachers expressed that the training is inadequate. They said that those teachers are not prepared with the needed expertise and experiences for the demand of teaching through mother tongue. One participant disagrees that received training is inadequate because it does not prepare teachers since one is lectured in English and finding himself/herself teaching in another language, which is mother tongue that was done some years back. It is signal that the teachers are forced to teach that language in a way that it might be not be given in a way it supposed to be said, and this led to seeking for assistance all the times from others and source, which is also a wastes time. On the same point, another participant responded as follows:

“They are not really prepared. They are not, they don’t really have that experience as when they are at their tertiary education they are, they get their training in English and then when they come to school to teach, they have to teach in the medium of the mother tongue. So, I think it is more difficult for them” (Ina).

Alternative comment that one teacher made is that the training is not sufficient because two different languages are being used, and thus make it difficult to teachers to teach in the medium of mother tongue at the beginning. The participant showed that when teachers are sent to go work, teaching in the medium of the mother tongue, it is a bit challenging to new teachers to them because they are just used to English but then they have to teach in their mother tongue.

The needed training is not captured by these teachers, only if the student teachers could be taught in the same language that they are going to use in their classrooms that will be better. The findings revealed that the participant feels to be insufficiently trained because of the language of instruction that is different from the language that is being used in the classroom. The participant expressed that if one is expected to teach in Oshindonga or Oshikwanyama for example while trained in English, there is a contradiction between the two. Using the first language at both university and school as a language of instruction will help the teachers because not all teachers have that knowledge and deep in-depth understanding of the language although is their first language. Another teacher indicated the same idea of being taught in English while teaching all the subjects in mother tongue by saying:

*I don’t think that is the case, because, we are only taught that specific tongue in Oshindonga, and then when you are going to teach all the subjects; Mathematics, environmental studies, RME, arts, physical education you are...*
teaching all those subjects in the vernacular language, which becomes very difficult” (Dila).

The perceptions of the teachers on the pre-service training resulted that the training mechanisms have helped the teachers cope with their teaching practice at the same time following the policy guidelines at school. The teachers perceive the training differently as adequate to some, and inadequate to others and they have given reasons for that.

6.2 Teachers’ view Mother tongue (MT) instruction

The second question of this study tried to understand how the teachers view the need of mother tongue as medium of instruction in the classroom. Figure 9 indicates the teachers’ supporting views of individual languages appeared first then the opposing views.

![Coding hierarchy for research question two](Image)

Teachers have about five reasons as supporting views of mother tongue instruction while having two reasons for opposing views (see Figure 10). This is an indication that teachers have different views and thoughts about mother tongue instruction. Those teachers who use both English and Oshindonga and those that use Oshindonga only in the classroom of mother tongue instruction cited grounds for their positions.
6.2.1 Supporting views about the use of MT and English instruction

Teachers that have definite views on the use of mother tongue instruction in their classes indicated the benefits of teaching and learning in the mother tongue. The most notable among the reasons cited for using mother tongue as a medium of instructions is that teachers would like to contribute to learners’ learning by clarifying and give a comprehensive content to them, as well as to embrace their culture.

a) The purpose of clarity and comprehensibility of the content

Some participants prefer to use mother tongue as a medium of instruction while other prefer English. Understanding shows that English is essential to the teacher herself because it makes it easier for her to explain better for learners to understand more especially those that do not speak Oshindonga but learning Oshindonga. Learners understand English because they speak English when they are playing with others that are not a native speaker of Oshindonga, for instance, Angolans and kids from Caprivi, so using English in the class is not a problem. Furthermore, since learners at their school can understand and speak English when they are playing, it is just important to use mother tongue make them understand more, then using English as a medium of instruction.

What is more, one participant thinks that the importance of the mother tongue is just that, children can relate things easier. If young learners are told something in mother tongue, and again in English, these learners can always compare things and see what, they see at home and what they see at school as well. In the long run, this will increase the thinking capability of the learners since they dream in their mother tongue. The participant has given an example of telling a learner what bread it is in Oshiwambo mother tongue and then what it is in English. Another participant was reasonably positive to having mother tongue as a medium of instruction because:

“It is easier for learner to learn and understand when using mother tongue (Oshindonga). So, they will acquire their own language...” (Ina).

Saying this, she was expressing the functionality of mother tongue as it is used to make explanations clearer and more understood by the learners.
b) Accommodation purposes

It is noticed from the results that two participants have a common understanding of using English in the classroom to accommodate all diverse learners in the class and satisfy their needs. The interview with a teacher at an urban school revealed that there are multicultural learners at that school, therefore the teacher switches from mother tongue to English language to accommodate all learners. The participant has respect for mother tongue instruction; however, she further explained that code-switching is needed for the learners to catch up. When the teacher was asked to tell the importance of mother tongue instruction, she responded that it is for accommodating purposes, however:

“... at the school where I am teaching right now, there are different kids from different background, there are oshiwambo there are Herero, there are Damara kids, now you cannot just be teaching Oshindonga, you need to switch in the other language for them to catch up, even though the policy is saying we should teach in Oshindonga at a school as a first language” (Hela).

From the participant’s, it is indicated that she is being forced to switch between languages to satisfy the needs of the learners.

c) Embracement of culture

Two teachers think that one way to express the learners’ culture is to use their mother tongue. One teacher said that teaching in the mother tongue is a way of preserving culture; therefore, she expressed that this is one way to avoid neglecting languages of the learners. Moreover, the school play a role to embrace the culture of the children through teaching their languages. The teacher expresses that if they are not teaching mother tongue at school, it will not make sense because kids speak English both at home and school while they are the native speaker of Oshindonga. She argued that:

“...if we are teaching English in the classroom, and then at home is English that is being spoken, and the kid is Oshiwambo speaking by birth it does not make sense” (Dila).

Similarly, another participant thinks that new technology that has emerged is causing the future generation to neglect their language, culture to say. Mother's tongue is essential, however, some community members that have televisions (TVs) which are broadcasted in English, so children
tend to be speaking English because they are influenced by the TV programs of cartoons that they watch most of the time. In this way, this affects the mother tongue usage in children as some will not even know what something is in their language while they know it in English. If this is a situation, how is the culture going to be embraced? The participant added that it is vital that the teachers teach mother tongue itself as well as teaching through mother tongue so that learners will know their language which will reflect their cultural identity. In other words of a different participant, mother tongue instruction is essential to learners because it is the language of their background and roots; thus they have to know it. Learners have to understand their language to be rich in their language. Another participant highlighted that using mother tongue instruction build learners’ awareness in their own culture and appreciate it. When Visa was asked to tell how she view mother tongue instruction, she explained that:

“Since mother tongue is the inborn language, one should know it” (Visa).

Language and culture are important two concepts that are attached to each other, therefore these participants have made it clear that it that when you embrace culture, and you embrace the language as well.

d) Political reason

Getting informed about English background in Namibia, it generally appears to be quite significant and its policy is implemented. Yes, it is a political reason for English and mother tongue or local language to be the languages of instructions, but teacher have views on how the choice of each language serve them and the learners. Other teachers have considered the important of mother tongue instruction but there were also those are in favor of English as a language of instruction and as a communicative language in different context. Four teachers currently teaching in the medium of mother tongue highlighted the importance of English in the context of Namibia. It resulted in the supporting views of mother tongue instruction that English is also importance to individual teachers as well as the learners. One teacher said that:

“The importance of using English is, it is just because it is now our profession language, it is the language that we use in our country, and everything is written in English” (Feni).

The interviewee five (Lena) view mother tongue and English as imperative languages. English is important because it is the official language of the country, but mother tongue is used as a
medium of instruction in the first three grade of school in Namibia while in other countries it is used until higher education. For different reasons, the participant thought that the Namibian language policy needs to be amended and let English be a form of communication as in other countries. The participant understood that English is used worldwide as the standard language in the universe, but she calls policy maker to re-look at this matter of English as a language of instruction at higher education. The other participant complemented the idea of the fellow interviewee by indicating that English is being used in the governmental offices and at institutions, therefore it is vital for everyone to know the language. Everyone includes the children that are coming from grade three, transiting to grade four where English is used as a medium of instruction.

Moreover, one teacher went so far as to say that since English is the official language, it should be used as a medium of instruction from pre-grade regardless of being exposed to it or not. Young learners will catch up easily with language acquisition unlike when they are in grade four where they start with English as a medium of instruction as they will struggle to acquire it. The participant clearly explains that when learners in pre-grade start being taught in English, by the second term of the school, they will be able to communicate in that language.

e) Better understanding of English from early age

A better understanding of English from an early age was a focal point for three of ten participants as they supported English instruction instead of mother tongue instruction for the reason that it enhance better understanding of English from an early age. One participant pinpoint that it is necessary for the learners to be taught in English because she believes that being taught in the medium of mother tongue cause high failure rate of grade ten and grade 12 in English. One participant also indicated that as teachers, they must start teaching all subjects in the medium of English from pre-grade in as it will help all learners to acquire while they’re still young. This idea is similar to Lena (the interviewee) as they all suggest English instruction from basic education. Another participant responded that:

“We have to prepare learners to speak English or to read in English because when they go to grade 12 English is one of the requirements for them to go to the university or go to abroad to study, I think it is important” (Ilja).

For participants that support both English and mother tongue instruction, they indicated that if learners are to perform better in the grade ten and grade twelve English examinations, the
medium of instruction from first grade should be made compulsory to all schools. If there is nothing to be done about this issue, then the junior primary education that is given in mother should not be the cause of English failure. This has raised the importance of considering the consequences of any action taken regarding the choice language of instructions since there is already a guiding policy for that.

6.2.2 Opposing views on the use of mother tongue

a) Presence of non-native speaker of Oshindonga in the class

A teacher who pointed out the presence of non-native speakers of Oshindonga in the classrooms was opposing the use of mother tongue instruction, because it does not do justice to other learners in the same classes. Otherwise, switching to English in lessons will do justice to all learners because most of them can understand and speak English when they are playing. After asking one teacher if there are pupils in her classroom that do not speak Oshindonga, she responded that there are Angolans, Caprivians and the Hereros learners. She added that Oshindonga is not relevant to be used as a medium of instruction at her school because of the variety of learners with different languages.

Dila (interviewee two) explained further by saying that the presence of non-native speakers of Oshindonga in their classroom forces them to switch to another language. In her words:

“At the school where I am teaching right now, there are different kids from different background, there are oshiwambo, there are Herero, there are Damara kids, now you cannot just be teaching Oshindonga, you need to switch in the other language for them to catch up, even though the policy is saying we should teach in Oshindonga at a school as a first language. The need of the kid is the one that is forcing use to switch to other languages because we might fail the kid” (Dila).

b) Difficulty to express themselves in English in the near future

From the interviews with the teachers, some teachers think that if they keep on teaching through the medium of Oshindonga which mother tongue is, learners will have trouble to express themselves in English shortly. Although English is important to learners, the use of it as a medium of instruction from grade four make it difficult for children since it is a transitional phase from mother tongue instruction to English instruction. With this concern, teachers expressed that:
“…you teach in, you are taught in your mother tongue but then when you reach grade four to the higher level you are taught in English, which is now becoming harder for the kids because now they are, they have to translate what they were taught last year in Oshiwambo and they have to put in English and it is a bit tough. So, it is a bit complicating also” (Feni).

The results tell us that this transition phase contributes to poor performance among grade ten and twelve results because the all the subjects at lower grades are taught in the medium of the mother tongue. Following this thought, the teacher that if learners are taught in mother tongue:

“I think that is even the cause of the high rate of failure to grade ten and grade 12 in English because the basic is given in mother tongue and just English at the upper grades” (Gose).

Few teachers have a feeling that the basic education that is given in mother influences the grade ten and twelve learners’ results. They said that is good that learners are educated in English right away from pre-primary phase throughout secondary education.

6.3 Experiences of teachers on the use mother tongue (Oshindonga) instruction

According to the respondents, their experiences resulted into two categories which are positive experience and challenges as seen from Figure 10. Referring to the same figure, we can see that only two main categories emerged, followed by the two sub-categories of which teaching, and learning is collapsed into two groups as units from the data. The units from data illustrate both positive experiences and challenges of the teachers during teaching and learning through mother tongue.

![Figure 11: Coding hierarchy for research question three](image)

Page 52
Figure 10 shows the results of the research question three in which positive experience will be the presented first then the challenges that teachers experience during the teaching practice. Teachers’ external support was one the positive experience of the teachers. Therefore, it is shown as a separate code from what the teachers experience when teaching in the medium of the mother tongue.

6.3.1 Positive experiences

a) Teaching and learning

Teaching and learning enlighten the experiences of the teachers in the curriculum practice. It includes the language of instruction and the resources in the classroom. Among the teachers who teach in the medium of the mother tongue, some have good experiences in delivering their lessons through the medium of Oshindonga. Other teachers express that they experience the same when teaching other subjects like Mathematics and Environmental studies in the medium of Oshindonga compare to teaching Oshindonga itself. Besides, some teachers mentioned that they get external support from fellow teachers and advisory teachers when experiencing difficulty in teaching in the medium of the mother tongue.

Half of the participants have positive experiences in teaching through mother tongue. They have indicated that it is quite more comfortable to teach in the medium of mother tongue which is Oshindonga because learners are already familiar with the language. Another comment that three participants made is that they do not see any difference in teaching Oshindonga itself as a subject as well as teaching other subjects through Oshindonga as a language of instruction, however vocabulary or correct concepts in mother tongue may be lacking. After being asked to tell how teachers experience teaching mother tongue, one teacher responded:

“It is quite easy because it is the language that I am already familiar with and it is also the language maybe, 80 percent of thee learners also speak Oshindonga. It is more or less easy for them to picture what you are talking like in class comparing it to real life things that they already know” (Feni).

This participant's view is quite interesting. The participant added that it is the same language that children use at home when counting something at home for example hence it should not be different in the classroom when teaching Mathematics through mother tongue. These teachers would prefer to be teaching in the medium of mother tongue because of the familiar language as it does not influence their ways of teaching.
The 80 percentage of the learners that understood the language of instruction that the teacher mentioned is reflecting that both the teacher and the learners are comfortable with the language that they are using. According to the one participant’s response, it is a good experience to teach in the medium of mother tongue because the teacher is the native speaker of the Oshindonga language that is used as a medium of instruction. However, the participant expressed that there are some challenges to not finding the right word in Oshindonga from English.

b) External support

Most of the teachers reported to experienced external support from the senior teachers, fellow teachers and the advisory teachers when they seek for that support, for example when they need a translation of words from English into Oshindonga. In the own words of the participant:

“I always ask my seniors at work. If I find something difficult that I do not understand, I go them and ask how to go about this that, they give advice how to do it, or I conduct (contact maybe) internet, when I have clarity on that, I translate again” (Lia).

These findings show that there is teamwork at schools where these teachers are working because of the assistance that is given when asked. Apart from teamwork and collaboration, it is indicated that some teachers get assisted by the head of the phase when experience challenging topic that is taught in the medium of the mother tongue. This is not only the assistance that is given, but the phase head also recommended the teachers to make of technology like using the internet to search for related information that the teacher is looking for. The positive experiences of teachers included the gratefulness of the school libraries and teamwork from teachers in the nearby schools. From the interviews with the participants, the researcher can deduce that the advisory teachers for primary teachers give support to the teachers especially when invited to school. Additionally, teachers in different circuits conduct meetings whereby teachers from different schools come together, having pointed out their difficulties, and then we tackle the problem as a group as well as a team that is when they know how to go about their challenges. One participant expressed it that:

“We get support from the circuit at circuit level because for example when I get stuck at teaching some things, we just call Mr Nakale, and he comes and facilitates or tells us or educate us on or show us of that topic or the key that you are struggling with teach” (Choo).
6.3.2 Challenges

According to some teachers, there are challenges that they encounter while teaching in the medium of Oshindonga. They reported that because of the choice of mother tongue that lies at the core of language policy of the schools, preference for English to accommodate non-native speakers of that mother tongue causes teachers to switch between languages while their proficiency in such languages is lacking. Some teachers believe that teaching in the medium of mother tongue is quite a challenging task because some of them lack vocabulary, at the same time there are limited teaching resources mainly for mother tongue instruction. However, teachers were not clear on which type of Oshindonga materials that they are lacking. Some teachers find it challenging at some point when teaching in the medium of the mother tongue because they were trained in English and therefore, they have to translate from English to Oshindonga. A teacher that is teaching at a school located in the urban area indicated that most of her learners in the classroom find it hard to speak the language of instruction which is Oshindonga; therefore, she switches between languages. The problem comes when she shifted into English and there still learners that do not understand the language. It is interesting to hear that the teacher creates own teaching materials like flashcards, posters, word wheels because there are no specific materials created for native language. An innovative teacher symbolises the characteristics of a good teacher as being innovative and creative.

Due to the educational background of the one participant regarding the languages studied at schools, the teacher expressed that she has been shifting from one language to the next; thus, she does not have excellent proficiency in Oshindonga language. This makes her experience challenges when teaching through mother tongue. During the interview session, she explained that she was educated in Afrikaans from grade one to grade four. She moved to another school where she was taught Oshikwanyama and then English which is a compulsory subject from grade one to grade 12. Accordingly, the teacher went further to explain that when she went to the university, she did Oshindonga course and now she is currently teaching through Oshindonga. The participant indicated that she is faced with the challenge of not finding a suitable word from English into Oshindonga or sometimes she runs out of Oshindonga vocabulary. She is in fear that her difficult situation can lead learners into confusion as she tends to mix languages while teaching because she doesn’t know if what she is teaching is the right thing. In other words of the different participant, she expressed that it is difficult to teach in the medium of Oshindonga language because most of the books that available are in English,
and it is not always to translate all the words. When the teacher was asked to tell whether she experience the same on not when teaching all the subjects in Oshindonga, she said:

“I experience different. If I teach Oshindonga, it's a medium of instruction and we use to teach in Oshindonga in all subjects that (stammering) subject it is easy but when it comes to mathematic it is more challenging, because some words for example subsidizing, I fail to get or to translate that word in Oshiwambo” (Ina).

It is noted that among all interviewed teachers, only one expressed being faced with a challenge of dealing with learners in their classrooms that need special attention when teaching in the medium of the mother tongue. The respondent is experiencing difficulties in teaching learners in the medium of mother tongue because she undermines learners’ thinking of the right words that are exactly equivalent of the source language. This finding appeared when the teacher said that:

“I just find myself having special learners, learners that does (do) not know how to speak their own languages, and they are still learning how to speak while they are in grade two. I have learners that are struggling to, just to read and to write” (Hela).

The problem of having learners that struggle to read while in grade two brings a question of what the teachers should do so that he/she will be able to assist such learners to be at a similar pace if not the same pace as other learners in the class.

6.4 Summary of discussion chapter

This chapter provided the results on teachers’ perceptions of their teacher training, views on the mother tongue instruction as well as their experiences of teaching through the medium of the mother tongue. It appears that teachers have so much to tell about their experiences and knowledge of mother tongue instruction. The data were presented according to the themes of each research question. These themes were teachers’ perceptions toward teacher training; teachers’ views on the use of mother tongue in the classroom; teachers’ experience of teaching in the mother tongue. The results of the study will be discussed according to these themes in chapter seven.
Chapter 7: Discussion and conclusions

Now that the results described in the previous chapter, this chapter aims to analysis and interpretation of the results. In other words, the chapter will give a connection between the results and what has been previously researched. Chapter 7 begins with the discussion of the results (7.1 to 7.3), followed by a summary of the study and then the recommendations for three categories that precedes the limitations of the study. The structure of the discussion heading will flow according to the research questions as presented in the data presentation chapter. At the beginning of the discussion, Namibian language policy is described in relation with how the teachers have understood it and how they have implemented it during their years of teaching. In the second place, the results of each question will be discussed separately from each other with subheadings. Connections will be made with the previous research in chapter one, two and three. Furthermore, recommendations to the teacher training institutions, a ministry of education and for further research are presented. The trustworthiness, ethics and limitations of the thesis are considered as the last part of this chapter.

7.1 Language policy and junior primary education in Namibia

The overall aim of this study was to explore the perceptions of pre-primary and junior primary teachers towards the pre-service training that is in English while teaching in the medium of a mother tongue. As noted in the literature reviewed, research has been carried out about the importance of language policy, the importance of teacher training as well as the role of mother tongue instruction. The findings of this study are broadly in line with the literature as mentioned that teachers at some Namibian schools use mother tongue as a medium of instruction as a choice of that school. All teachers that were interviewed are native speakers of Oshindonga which is the medium of instruction at schools where they are currently teaching. They are aware of the language policy for Namibian schools because they were able to explain the pedagogical advantages of using mother tongue (Oshindonga) as the medium of instruction at their schools. The findings revealed that learners should be taught in the medium of mother tongue at junior primary phase as per language policy of the school of 1992-1996 and beyond. However, three teachers that teach at urban schools in Oshana region felt that using both languages which are Oshindonga and English in their classroom will help them to accommodate diverse learners in their class. Most of pre-primary and junior primary teachers’ knowledge of their language is limited.
7.2 Discussion of the finding with regards to research questions

7.2.1 Research question 1: The perceptions of pre- and junior primary teachers of pre-service teacher training that is conducted in English while teaching through the medium of mother tongue

The findings to this research question seem to build on the work of some of the researchers reviewed in chapter 2 in which the theme of teachers’ perceptions towards the training was discussed.

The findings of this research show that some teachers can convey the knowledge gained from the pre-service teacher training. It is along with the faculty of education at the University of Namibia as it mentioned that students receive pedagogical training and subject knowledge. It is an indication that pre- and junior primary teachers receive adequate training because they can model similar methods of teaching as their lecturers were doing during their studies. However, the training was inadequate to some teachers as one teacher mentioned that more theory is given at university compared to more practice that is offered during colleges of education. Differences between the given training affect the way these two graduates teach in their classrooms. In agreement with this view, the Ministry of Education (2012) reported from teachers’ perspective that their programme did not equip them with the knowledge of phonics, vocabulary and mother tongue teaching skills. Therefore, it was more theoretical and not practical. Indeed, the teaching methods and strategies that teachers were taught from the university are not the only appropriate ones, but these teachers can find their ways that fit their contexts and be able to convey all the subjects in the medium of a mother tongue.

The findings from the analysis of the teachers’ transcripts revealed that the policy guidelines at the university need to be amended or changed to offering professional subjects of a junior primary in both English and first language. The conclusion based on this finding was that whatever method of instruction or the approach, the teachers will always have learners that will be exposed to the medium of instruction for the first time. For example, whether a teacher is trained in Oshindonga, it is not guaranteed that learners of different tribes will not be in the same class with those of Oshindonga, but to some extent it is a challenge. Teachers have to think of the strategies that they can use to cope with change of teaching in mother tongue instruction while trained in English. The researcher believes that the challenges of lack of vocabulary will be minimised if language of instruction is somehow changed.
As one participant indicates, the government should prioritize each school to have teachers from other tribes if not all in order to accommodate learners that moved because of migration, the researcher’s argument is that, even if the government does that, will this really make a difference to challenges faced by the teachers? There will be a quite number of the medium of instruction at school, and again for the fact that Namibia is a multilingual country this idea might not work.

Teachers have both positive attitudes and negative attitudes toward the training regarding teaching through mother tongue. According to Famita (2015), one of the teachers’ positive attitudes toward teacher education was that it develops their proficiency and competencies. This corresponds with the findings as four participants mentioned the effectiveness of the training in which they articulate that the practice was helpful since they had Oshindonga lecturers that assisted them to plan lessons of the grades they were to teach. This idea is supported by Ojo, Akintomide, and Ehindero (2012) when they said that primary teachers claimed to be well prepared to teach all major subjects in their classroom. This study found that to some teachers, it sounded un-understandable to teach in the medium of mother tongue while trained in English. One participant felt that there is a contradiction somewhere; otherwise, teachers could be prepared in the same language that they are going to use in their classroom, for example, Oshindonga, Oshikwanyama or English. The other participants indicated the training did not provide them with expertise and knowledge to teach in the medium of the mother tongue; thus, it becomes difficult for them to teach junior primary subjects in the mother tongue. Current teachers have also observed the same problem with the new teachers.

7.2.2 Research question 2: Teachers’ thoughts of mother tongue instruction in a classroom

Teachers’ thoughts of mother tongue instruction go in hand with Wright, Boun, and Garcia (2015) idea when they mentioned about multilingual education, since two or more languages are used in teaching the content. In this case, Oshindonga as the most home language of the students is used while English as a dominant international language is used to supplement mother tongue. As the participant mentioned of the Angolans and Caprivians in the classroom, this shows that there are three cultures including the culture of the teacher. This statement is in support of the explanation that Khatoon, Rehman, and Almal (2001) gave when they define the multilingual classroom as diverse of cultures in a class. It means that the teachers have to integrate these cultures in the teaching through the medium of Oshindonga.
By doing so, the teacher uses English to explain instructions and making learners to understand the content, especially those that do not understand the language of instruction very well. Contrarily, Llurda (2005) argued that teachers’ explanation in English is not so good in English. The researcher agrees with one teacher that said the use of two languages in the classroom could help learners to relate things easier. The results confirmed that some teachers use more than two languages in class because of the diverse cultures, especially in urban schools.

Although multilingual education is there to embrace the educational policies and practice, one teacher felt that this policy needs to be contravened to benefit other children that are learning in the medium of Oshindonga for the first time. Even if the language policy for Namibian schools is saying that learners should be taught in mother tongue, there are times where a teacher needs to switch into English with a purpose of accommodating all learners and satisfy their needs. Code-switching as the primary strategy used for communication in the multilingual classroom, it is noticed that sometimes it comes naturally, (Arocena & Gorte, 2013). However, for this study, participants explain that they purposefully code switch to accommodate all learners that do not have proficiency in the language of the medium of instruction.

The thoughts of the teachers of seeing mother tongue instruction as a way to express the learners’ culture is a fact that is supported by Khejeri (2014) as he mentioned that mother tongue serves a tool that helps learners to appreciate their cultures. The researcher doubts if language can be separated from culture. Therefore, the statement of Effiong (2013) about mother tongue playing a role portraying learners’ identities and culture is indeed correct. As the participant mentioned that it would not make sense if children are being taught English and going home is again in English while that particular child is Oshiwambo speaking by birth, it creates a question of when is the culture going to be embraced? In this case, the schools in Namibia with regards to the language policy have made a move to fight the embracement of a culture of the learners.

The constitution and the language policy of the Namibian schools have clearly stated why English shall be the official language as well as when to be used as a medium of instruction at schools. The results show that teachers are clear about this. In responding to the question of the importance of English, some teachers indicated that English is used in the country like in the government offices, institutions, schools and other official and public gathering. Teachers were general in answering this question although they were asked to relate it in their classroom situations.
One teacher mentioned that as a country (Namibia), it needs to re-look the language policy and start using one medium of instruction throughout like in the other countries. This quite a deep thought because many issues have been considered in declaring English to be an official language and again there are still issues need to be considered in amending the policy. In other words, this a positive thought, but still the consequences of being taught in the medium of mother tongues should be considered since learners struggle already at the transitional phase. The researcher is of the opinion that if teachers think that there is a need for one medium of instruction throughout from primary to higher education, which language in a multilingual Namibia will be chosen to benefit all citizens if not English? The move that the government has made after independence (March 1990) to have 13 languages as medium of instruction is still serving the country.

From the perspective of the teachers, there is a view that if they teach in the medium of English, their learners will be performing good and high failure at the grade ten and twelve will be minimised. Interestingly, these teachers think that the primary education that is given in the medium of mother tongue affect the performance of the learners at the next grades. Malone (2007) noted that children that enter a school where the language of instruction is unfamiliar, language skill from home language does not benefit them. A contradiction of what teachers are saying especially those that wish English to be the medium of instruction from pre-grade to high school appeared. However, a teacher reasoned that young children acquire language skills quickly. Most of the countries that have mother tongue as a medium of instruction throughout the basic education and higher education are the monoculture countries like Finland. It appears that this issue is not explicitly explained in the literature reviewed, however, multilingualism was discussed in chapter three. Because of multilingualism in Namibia, non-native speakers of the medium of instructions are found in the classrooms. The number of diverse learners in the classroom as indicated in the results show that these teachers and the learners engage with each other on a daily basis by using multiple languages as Franceschini (2009) defined multilingualism. The presence of other learners that are non-native speakers of Oshindonga in the classroom caused the learners and teachers to code switch between Oshindonga and English, and this is a way to communicate.

Another opposing view from the teachers about the use of mother tongue instruction addressed the risk of using Oshindonga only shortly. This study found that learners face a challenge at the transitional phase where they change from mother tongue instruction to English.
Therefore, teachers expressed that most of these learners have a problem of expressing themselves in English. This might be true, but difficult to express oneself is also influenced by many factors like confidence and knowledge of something. The findings, however, agree with the reviewed literature regarding mother tongue instruction. In chapter three, Nyika (2015) indicated that being taught in the medium of mother tongue benefit students especially those whose same mother tongue is used, rather than those that use a different language at home. Many researches supports the idea of laying the foundation in the first language as this allows learners to understand things concretely and with ease. This opposing view of using mother tongue is condemned in the previous research as Llurda (2005) state that teachers’ explanations in English are not clear compared to those in the mother tongue of the learners in the classroom.

7.2.3 Research question 3: Teachers’ experiences of using mother tongue instruction

It is evident that most teachers have positive experiences in teaching through the medium of mother tongue although they were trained in English. Teaching all the subjects in the medium of Oshindonga does not make a difference compared to teaching Oshindonga itself as a subject. The findings of this study indicate that teaching in the medium of mother tongue is something beneficial to both teachers and the learners. To the learners, it is easier for them to picture what the teacher is talking or teaching. This statement is following Begi’s (2014) study in which teachers said that mother tongue instruction helps children to improve their understanding of the concepts taught. The findings of Alidou and Brock-Utne (2006) are in contrast with the results of this study as they disagree that teaching other subjects like Mathematics and Arts in the medium of mother tongue does not make a difference compared to teaching to mother tongue itself. However, there are those participants that find it different because of some concepts in those subjects that cannot be translated. For those that have the same feeling expressed that it is the same language being used, thus no difference. Learners understand the instruction due to the familiar language; therefore, it makes the work of the teacher easier (Kafata, 2016).

Teachers in this study revealed that they seek assistance from their fellow teachers, advisory teachers and other educational officers when experiencing difficulties and challenges in teaching through mother tongue. These difficulties and problems are lack of vocabulary, translation of words, dealing with learners with poor language skills as well as any difficulty experienced in the process of teaching and learning. Although only one teacher indicated to get help from the circuit level, the practice of teamwork is observed from the school level.
Very few teachers make use of the internet to google useful information. Besides, these teachers seek external support within the school and outside the school. One teacher explains that she seeks help from the senior teachers on how to go about something in her class, while some teachers consult the head of departments at their school in which a teacher is referred to use technology such as internet. As such, these findings support Uushona’s (2018) idea that novice teachers are given moral support as they are encouraged to work hard. Regarding the external support from outside the school, only one teacher indicated to have gone to the nearby library as well as seeking help from the circuit by inviting the advisory teacher for junior primary teachers to come and enlighten on what is challenging. The researcher can conclude that asking the advisory teacher is more beneficial than being visited without prior notice since mistakes are not corrected during teaching. In reflecting this in the theory of transition, these teachers are at the stage of moving through because they trying to balance their working by seeking help from experienced ones.

Beside the positive experiences, teachers in this study revealed some negative experiences that the researcher named the challenges and the difficulties during teaching through mother tongue. Teaching in the medium of mother tongue is a challenge to almost half of the teachers in this study for some reasons. To one teacher, it is challenging because the participant knows only some concepts in the first language. It is true that teachers may lack own language terminology or not remembering the correct words of their language that are needed in teaching, (Malone & Malone, 2011). This participant thought that if the professional subjects at the university could be taught in the medium of the mother tongue, the vocabulary in the first language could not be lacking. The other reason is that one teacher in this study find it challenging to teach in the medium of mother tongue because of own educational background. The participant felt that she has done different first languages and has been taught in three mediums of instruction at different schools, so her language proficiency is not enough in each language. Hence, she experiences the same problem as the for the abovementioned participant who is finding it hard to get Oshiwambo words that suit English words or vice versa. These findings are supported by the Alidou and Brock-Utne (2006) who indicated that teachers might struggle with the correct vocabulary. This problem leads learners into confusion if the teachers do not know what to say, thus, teachers need to be well prepared to avoid this kind of confusion and makes effective teaching possible.
Uushona’s (2018) findings are corresponding with the results of this study regarding the lack of teaching materials in the mother tongue. This lack of materials hinders the teaching as it takes time to translate reading and writing materials into Oshindonga as a medium of instruction. It is extra work for the teachers. Lack of teaching materials in the mother tongue is not only a challenge to Namibians teachers but also to the Zambian teachers as there are no readily materials in local languages. One participant expressed that having learners from different cultural background is quite challenging because not all of them can understand the language of the medium instruction, and the teachers have to satisfy their needs. This challenge is reflected in the study of Begi (2014) that teachers who have children from different ethnic groups, they will have difficulty in translating certain words into mother tongue of each child, difficulty at understanding all words as well as difficulty to do correct pronunciation at the same time lacking culturally relevant materials. Malone and Malone (2011) concur this by saying that learners do not speak or understand neither the official language of the country nor the official language of the school can be found in the classroom.

The theory of transition that was adopted in this study reflects how teachers have moved from the university to classroom teaching as well as transiting from English language of instruction to mother tongue instruction. As teachers are expected to teach in the medium of the mother tongue, it brings out the concept of anticipated transition. According to this theory, teachers find work more naturally with the help of the experienced teachers as veterans, but the support decreases as they acquire more skill to become confident in doing things. These teachers get to the point where they have to tackle more demanding tasks on their own, for example translating English words into Oshindonga. Teachers expressed their views in which their attitudes were distinguished. This indicate the self-system as a factor that influences the ability individual to cope during transition (Anderson, Goodman, & Schlossberg, 2012). It appears that teachers were not fully oriented to get to know what is expected of them. Regularly academic support language advisory teachers and language expertise is required by the teachers in order to function well in their teaching profession.
7.3 Summary, conclusion and recommendations

This part will present a summary of the study, relate the findings to prior research. Recommendations for further research as well as those to teachers’ institutions and ministry of education will be made which are aimed at promoting effective ways of training teachers to teach in the medium of mother tongue in schools to satisfy students’ needs and to enhance students’ understanding.

7.3.1 Summary and general remarks

Teachers’ pre-service training in Namibia continues to train teachers in the same language (English) which is the official language of the country. Namibia being a multilingual country introduced the language policy of schools in which English, mother tongue or the local language is declared to be used as a language of instruction. Most pre-primary and junior primary teachers find themselves working at school public schools that offer education in the medium of a mother tongue. However, teachers get into confusions when they start working because of the transition that occurs when moving from English medium of instruction at institutions to mother tongue instruction in the classroom. This study had the aim of examining the perceptions held by pre and junior teachers toward the pre-service teacher training that is conducted in English while teaching in the medium of a mother tongue. The study was conducted using a qualitative method. The researcher used semi-structured interviews to gather the needed information for the study. Ten participants comprising of pre and junior primary teachers at schools in Oshana and Oshikoto region were sampled for the study. Participants were asked questions relating to their background, relating to teaching in the medium of Oshindonga and the training received. Simple tables and figures were used in the analysis of the information. The literature addressed teachers’ perceptions, thoughts, experiences and recommendations for changes in higher education, particularly in teacher institutions were organised in three main themes drawn from the research questions. Schlossberg’s theory of transition presented in this study enlightened both the uniqueness of teachers’ transition from higher institution to teaching practice and also their change from lectured in English medium to teaching through mother tongue.
The reviewed literature revealed that the expectations for the future classroom are not always met, thus teachers experienced consequences of mother tongue instruction in the multilingual class. Considering the increasingly diverse learners in the classrooms and the challenges of the poor language skills of learners, actions need to be taken. In order to minimise the challenges in the multilingual classroom, the number of learners needs to be in a small amount so that the teachers will be able to do more with individual learners. Schlossberg’s transition theory in this study brings about the transition from teacher training to a classroom as a new phase in teacherhood. Teachers moved to schools and familiarised themselves with the school, learners, policy guidelines and what is expected of them. In the process, teachers look back to their training and compare it to what they are doing in the classroom. The results show that teacher also experience teaching through mother tongue and balance their school work with social life. One of the themes that were addressed during the analysis of data was the teachers’ perceptions of the pre-service teacher training. The participants showed different opinions toward the pre-service training. Their perceptions included the training mechanisms, policy guidelines as well as their attitudes towards the pre-service teacher training. Reference to the results of this study, teachers need a proper teacher training to be able to model a good teaching practice in the medium of the mother tongue, following what they were taught at the university. This modelling may indicate the situation factor that influences the ability of the teacher during the transition. The study concluded that pre-service teacher training should make sure that the teachers are well prepared with all the type of knowledge and skills of teaching through mother tongue so that they will able to demonstrate what they are competent at and implement the curriculum meaningfully.

Views on mother tongue instruction resulted in two ways; the supporting views and opposing views. The supporting opinions on mother tongue instruction from teachers’ point of view reveals that the first language serves as a pedagogical device for clarification and it helps in establishing the rapport between the teachers and the learners. On the other hand, the first language does not cater to the presence of non-native speaker of Oshindonga especially those learners that move from one place where Oshindonga is not spoken. Instead, English is being used to solve the problem, but sometimes learners are not also good at English. Teachers supported both mother tongue instruction and English in one way or the other way to be used in the classroom. However, the study concluded that teachers that are teaching at rural schools are more in favour of teaching through mother tongue because almost their learners speak the same language which is the medium of instruction.
Moreover, a pre-primary and junior primary that are teaching in urban experience more diverse of learners from different cultural background than those teaching in the rural areas, and this affect the way teachers teach.

Teachers lack teaching materials in the mother tongue. However, some teachers improvise learning materials for instance writing reading cards in the mother tongue. In other cases, teachers translate words and print materials from English into Oshindonga language to use them in daily teaching although it is time-consuming and sometimes a right word is not captured. The years of teaching experience matters in teaching. In this regard, the study concluded that these teachers are new to the teaching profession, it might be that they are still gaining pedagogical skills of teaching in the medium of the mother tongue; therefore, they are faced with some challenges, for instance, the one of dealing with learners that have poor language skill. Apart from this, teachers need to be adequately trained and provided with teaching and learning materials that will help them to teach effectively.

In addition, restriction during admission of junior primary learners needs to be strengthened, admitting learners that can understand the medium of instruction at that particular school as this will minimise the challenges of the teachers since they will be focusing on one language of instruction. Yes, changes in any institution have various impacts on its’ organisation. Teachers’ opinions and views should be taken into consideration as this increases the understanding of higher education and ministry of education to assist the implementers of the language policy adequately.

7.3.2 Implications of the study

The purpose of the study was to examine the perceptions of teachers on how they perceive the pre-service teacher training that is conducted in English while teaching in the medium of Oshindonga as a mother tongue. Interviews were done with ten junior primary teachers with attention to their perceptions, thoughts on mother tongue instruction and experiences of teaching through mother tongue while trained in English. Findings from the analysis responded to the three research questions and helped to achieve its goals. These findings have several significant implications for potential positive social change on the individual level, organisational level and the societal level. Policies at various levels in this study can help to inform effective practice and to promote quality teaching. The first significant practical contribution of the present research, it would be valuable to examine further how the pre-
service teacher training in Mother tongue instruction affect the teaching and learning in the medium of mother will tongue. This study suggests that teachers as individuals desire to be trained in the same language that they are going to use in their classrooms. However, it is difficult to ascertain the reason for their desire at the same time it is noteworthy that their voices are heard, and action is taken upon them.

The second important implication that is drawn from the findings of the study suggests an entry test to student teachers especially for early childhood and lower primary to select the dedicated candidates, those that are literate and proficiency in at least one Namibian language. It seems that the teaching profession in Namibia is the option for individuals who do not make it to what they desire because the results revealed that some teachers do not have good points in the language of instruction. The result will inform policymakers at teaching institutions in ways that will allow the admission of junior primary teacher applicants to be distinctive from ordinal teacher applicants. Establishment of support systems to overcome the challenges faced by teachers is another implication that this study drew out. Pre-primary and junior primary in different circuits should continue being connected and their advisory teachers through collaboration.

7.3.3 Recommendations of the study

This study offers several future research possibilities and recommendations for three categories namely: teacher training institutions, the ministry of education and further research.

(I) Recommendations to the teacher training institutions

Teachers in higher education who scaffold teaching practice and supervise students’ School-Based Studies, need to know and to be aware of the challenges that teachers may face regarding teaching in the medium of mother tongue and address them during the training. University trainees may benefit from visiting schools that teach in the medium of mother tongue during SBS and attending teacher development sessions before real classroom situations for the purpose to familiarise themselves with the new teaching and learning situations. The study recommends that teacher training institutions should maintain the professional subjects as courses, but there should be options on the medium of instruction, not only in English because it becomes a challenge to some teachers that are going to teach in the medium of a mother tongue. At the same point, it is recommended to have two groups of junior primary student teachers, those that wish to take professional subjects as courses in English and those want it
in the mother tongue. Teacher training institutions should ensure that their products are capable of teaching through the medium of their language. Teachers themselves should continue to support each other through study circles and union activities. Initial teacher training needs to be strengthened as a way to raise quality education and be fruitful in the whole education system.

Recommendations to the ministry of education

There is a need for the local authors to be encouraged and motivated to write reading material for learners in the mother tongue. Therefore, the ministry of education should introduce a programme of individuals that are willing to create teaching and learning materials suitable for mother tongue instruction, provided that they are in line with junior primary syllabuses. The study recommends that the ministry of education should make sure that teachers are provided with instructional materials in Namibian languages, including translated syllabuses and textbooks. The ministry of education should give workshops and training to teachers in the same language that teachers are using in their daily teaching for them to understand better and grow professionally. Again, at this point, the regional educational officers should be ready to conduct the workshops in the same language that the teachers used in the classroom. At least the workshops should be provided termly or yearly from the subject teachers on especially the language expertise. The seminars and pieces of training should also include the strategies that teachers can use to deal with learners with multiple educational needs. For teachers to be able to strengthen their knowledge of the correct orthographies for example, in-service teacher training should be encouraged.

Recommendations for further research

For this thesis, the researcher interviewed one pre-primary teacher and nine junior primary teachers to gain insight on preservice training that is in English while teaching in mother tongue from teachers that teach in the medium of Oshindonga. In future, it would be more beneficial to widen the search to visit schools that use English as a medium of instruction at junior to gain a new perspective from such a group of teachers. This study is one that can be of assistance when improving Namibian quality education regarding the process and the output, starting from universities’ instructional methods, support is given to teachers to teach effectively in the medium of a mother tongue.
7.4 Trustworthiness, validity and limitations of the study

This study has followed the outline of the research report that consists of the introduction, review of related literature, methodologies, results, discussion and conclusion as well as the abstract as articulated by Gay, Mills, and Airasian (2011). In the introduction of this study, the researcher introduced the topic by giving its background and indicating the problem statement. Beside the purpose as well as the educational significance of the research that was described, the researcher wrote summaries for every chapter. As far as the methodology concern, each method used need to be justified, the researcher explained the qualitative approaches and the context of it concerning the study. A similar study with different subjects may be conducted in similar context and different results may be expected because of changes continuously depend on various factors. As for qualitative research, there is no standardised instruments unlike for quantitative research that is known for ensuring reliability because of the differences in sample size. Assessing own work is not easy, however, possible strategies and criteria for assessing qualitative accuracy are provided. To determine the quality of this research, trustworthiness is being used to understand the extent at which the data and data analysis are believable. Cresswell (2003) mentioned the four strategies: dependability, comfortability, credibility, and transferability that are used as well in both qualitative and quantitative research.

Participants were selected based on the set characteristics to represent the size of the population. In other words, a sampling method which is purposive weaken the unbiased selection of the participants. Data collection strategy which includes an interview as a research instrument used in this study was described and used appropriately to generate the needed results. The collected data were handled with care by storing them in different files on different information storages for easily accessible and this enhanced the confirmability of the results. The results can be triangulated against each other when different data collection methods are used. Triangulation is about comparing data and validate research finding (Creswell, 2003; Patton, 2002). The triangulation of the results could not be done in this study, instead, same series of interview questions were asked to ten teachers which generated necessary results. The researchers’ roles involve collecting data by having sought out permissions from research sites and interviewed the selected participants. Audio recorder and a smartphone as media were used to facilitate cross-validation in this study. Pilot interview held to strengthen the validity of the data.
The analysis method used in this study was able to inductively produce results that were described according to themes and categories that emerged from the content analysis. In addition, the researcher explained the coding strategy and provided an example of coded data (see Figure 7). Data were organised in tables and figures for the reader to easily understand and make a connection with what is written in the text. For the most part, discussion and conclusion chapter address the agreement and the disagreement in relation with the other research. Possible recommendations and suggestions for future actions are written in this study as this explain the meaning of the study in the context it is carried out. After the rest of the report was written and read, an abstract of the study was drafted to give an overview of the whole report. The researcher acknowledged the work of other researchers’ work in the entire report by paraphrasing and quoting where necessary, and then do both in-text referencing and list of references correctly, as this increases the ethical aspect of the study. Taking everything into account, ethical consideration in this study caused this whole report to be successful. Participants were informed about the purpose, nature and the collection methods of the study. There was no any risk or harm to the participants, thus honesty and trust were preserved. The researcher assured privacy, confidentiality, and anonymity in the informed consent form given to the participants.

The results of this study should be considered in light of substantial strengths and limitations. For instance, the researcher managed to find materials to build the background and theoretical framework of the study. These sources were used to validate and back up the collected data. Although the researcher used an interview as the only method for gathering data, the results from using this tool were enough to be analysed. The results of this study were manageable although some participants had long explanations that led to a repetition of ideas. In other words, it was time-consuming to re-read the same paper. There were no major problems during data collection and the whole process of this research, because of the ethical aspects that have been considered. Problems arose at the minimal level when there some misapprehensions of the two guiding questions by the three participants. In this case, the researcher rephrased the questions to sound simpler. The study looked at the teachers that teach in the medium of Oshindonga. Nevertheless, these findings may not translate to the teachers that use different languages as the medium of instruction. In this case, the results cannot be generalised due to the small area covered as well as the group of teachers selected, but the results may be particularly important in educational fields.
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Appendices

Appendix A: Pre- and junior primary teachers’ interview questions

1. May you please tell me:
   a. your age
   b. tertiary educational background
   c. your teaching experiences?
2. Pre and junior primary student teachers have to do English as a second language and other language as a first language as courses at the teacher training program. Which first language were you doing? Is this home language/regional language or?
3. Based on the National language policy for schools, mother tongue or English can be used as a medium of instruction at the pre and junior primary level, which language do you use when teaching? Why this language is chosen?
4. How is your native language related to the medium of instruction? Is it the same language of instruction or a dialect?
5. Now that you are a class teacher for grade…… teaching all the subjects through mother tongue, how do you go about it, or how do you experience it? Do you experience the same or different when teaching math comparing to Oshindonga for example? Why
6. There are many educational institutions in our country, and I know you received your teaching training from one of them. How do you transfer your skills to the school if language is not same?
7. How are you supported in your teaching practice especially when it comes to teaching through mother tongue?
8. What kind material/resources you have in your use?
9. In your opinion, do teacher education programs currently offered in Namibia prepare teachers with expertise and experience for the demand of teaching through the mother tongue? Why do you think like so?
10. Why using English is significant?
11. Why using Mother tongue is significant?
12. Have you faced any challenges?
13. Do you have any suggestions for future developments?
Appendix B: Approval letter from University of Eastern Finland to conduct a research study

To Whom It May Concern

Namibian teachers, who are participating in Master’s Degree Programme in Primary Education as a part of their studies, are conducting dissertation research. These studies consist of three different parts: a) planning seminar, b) working seminar and c) research report. To be able to complete the dissertation, they have to conduct empirical data collection, which is recommended to be carried out in Namibia. As a supervisor of their master’s thesis, I ask for Your kind support for their data collection under all necessary ethical requirements.

In Joensuu, 15th November, 2017

Sari Havu-Nuutinen
Professor
Academic head of the Master’s Degree Programme in Primary Education
Supervisor of Thesis
Appendix C: Permission letter to the school principals to interview teachers

Enquiries: Anna Krista Ankonga
Contact number: +264816420969/ +358414788178
Email: annakra@uef.fi
5 December 2017

To: The principal

Dear Sir/ Madam

RE: PERMISSION TO INTERVIEW TEACHERS AT YOUR SCHOOL

I Anna Krista Ankonga, a student at the University of Eastern Finland in the program for Masters’ Degree in Primary Education would like to conduct research at your school.

I am currently working on qualitative research titled: Perceptions of teachers toward training through the medium of English while going to teach through mother tongue: A case study for Pre- & Lower primary teachers with one to five years of teaching experience in Oshikoto and Oshana context. The attached approval letter from the University of Eastern Finland allows me to conduct empirical data collection in Namibia.

I am writing to you to grant me a permission to come and interview teachers that meet the criteria of the study. As stated in the thesis topic, I would like to interview pre and lower primary teachers graduated from former colleges of education and also from University of Namibia, specifically that have taught for 1-5 years.

It will be good to conduct research at your school as the results of the study might benefit the current and future teachers in their everyday teaching practice. Moreover, the results might inform what needs to be strengthen and what needs to be changes in the teacher education training curriculum or the schools’ curriculum where it is possible as this will benefit the schools, teacher education institution and the entire ministry of education.

I am requesting your good office to confirm me with the number of teachers at your school that meet the criteria of the study and available for the interview. Further arrangements will be when

Page 82
the researcher comes to Namibia. The collection of data is scheduling to place from 10 January 2018- 25 January 2018.

This letter is accompanied by the approval letter and also teachers’ permission form.

Kind regards,

__________________

Anna Krista Ankonga

The researcher (Namibian student at the University of Eastern Finland)
Appendix D: Permission letter to Oshana director of education to interview teachers from the region

Permission letter to Oshana director of Education to interview teachers from the region

Enq: Anna Krista Ankonga
Email: annakra@uef.fi
Contact No: 0816420969/ 0818244298

10 January 2018

To: The Director of Education
Mrs. H. Amukana
Oshana Region

Dear Mrs. Amukana

RE: APPLICATION FOR TO CARRY OUT RESEARCH IN OSHANA REGION SCHOOLS

Anna Krista Ankonga and Wisillyzeonlika Mlunga are students, doing Masters’ Degree Program in Primary education at the University of Eastern Finland (UEF) and currently carrying a qualitative research studies which are titled: 1. ‘Teachers’ perceptions on their training that is in English while teaching through the medium of Mother tongue: A case study for pre and junior primary teachers in Oshana and Oshikoto’, 2. ‘In search of quality Namibian pre-primary schools’.

We would like to ask permission from your good office to interview teachers, learners and parents that suit our studies in Oshana region. Data collection process is scheduled to take place from the 15th to 26th January 2018 at the following respective schools: Olukolo Primary school, Oluno Primary school and Shinime Primary School.

We wish to assure you that the information that will be collected will remain confidential and will be treated in a professional manner. There are no foreseeable risks to the participants. Attached is the approval letter from the University of Eastern Finland.

Your approval to conduct this study will be greatly appreciated. Thanking you in advance for your assistance in this research.

Yours Faithfully

----------------------------------------
----------------------------------------
Anna Krista Ankonga                     Wisillyzeonlika Mlunga
(Student at UEF)                        (Student at UEF)
Appendix E: Acceptance letter from Oshana educational director to interview teachers

REPUBLIC OF NAMIBIA

OSHANA REGIONAL COUNCIL
DIRECTORATE OF EDUCATION, ARTS AND CULTURE
Aspiring to excellence in Education for All

Tel: 065 229800
Fax: 065 229833
Enquiries: Gerhard S. Ndafenongo
E-mail: ndafenongo@gmail.com
Ref no: 11/1/1

906 Sam Nujoma Road
Private Bag 5518
Oshakati, Namibia

MS ANNA-KRISTA ANKONGA AND MS WISILLYZEONLIKA MLUNGA
UNIVERSITY OF EASTERN FINLAND
CELL: 0816420969/0818244298
Email: annakra@uef.fi

RE: PERMISSION TO CONDUCT RESEARCH STUDY AT THREE SCHOOLS IN OSHANA REGION

1. I acknowledge receipt of your letter dated 10th January 2018 and therefore it bears reference;

2. Kindly be informed that permission is hereby granted to conduct the study entitled: 1. Teachers’ perceptions on their training that is in English while teaching through mother tongue: A case study for Pre & Junior Primary teachers in Oshikoto and Oshana Regions, and 2. In search of quality Namibia Pre-primary schools in Namibia. You are hereby requested to represent this letter of approval to the principals of selected schools namely; Olukolo, Oluno and Shinime Shivula Primary Schools to ensure that the research is authorised, authentic and procedures are adhered to.

3. This permission is subject to the following strict conditions; (i) There should be minimal or no interruption on normal teaching and learning, during a class or scheduled afternoon session, (ii) Ethical issues of confidentiality and anonymity should be respected and retained throughout this activity i.e. voluntary participation, and consent from participants, and (iii) the permission is valid only for the academic year 2018.

4. Both parties should understand that this permission could be revoked without explanation at any time.

5. Furthermore, we humbly request you to share with us your research findings with the Directorate of Education, Arts and Culture, Oshana Region. You may contact Mr GS Ndafenongo, the Deputy Director: Programs and Quality Assurance (PQA) for the provision of summary of your research findings.

6. I wish you the best in conducting your study.

Yours Sincerely

HILEN M. AMUKANA
REGIONAL DIRECTOR

All correspondence should be addressed to the Director of Education, Arts & Culture
Appendix: F: Authorization to participate in the research project

CONSENT FORM FOR PARTICIPATING IN A RESEARCH STUDY

Descriptive of the research

Respective teacher, you are requested to participate in a research study as an interviewee, that is conducted under the topic ‘Perceptions of teachers toward training through the medium of English while going to teach through mother tongue: A case study for pre & Lower primary teachers with one to five years of teaching experience in Oshikoto and Oshana context’. The interview is scheduled from 10 January 2018 - 25 January 2018.

The purpose of this study is to investigate teachers’ perceptions toward their training that is offered in the medium of English, from the pre and lower primary teachers’ perspective with one to five years of experience in teaching through mother tongue as a medium of instruction. It is relevant to conduct this research because the results might be used to strengthen what is in place and also to do changes in the teacher education training curriculum or the schools’ curriculum where it is possible. The findings or the research outcomes might be shared with you, thus your voice will be heard when it comes to teachers’ training in Namibia.

I wish to assure you that the information I receive will remain confidential and will be treated in a professional manner. There are foreseeable risks to the teachers. No name will attend to any data and will only schedule session if you find it convenient.

If you have additional questions or concerns regarding this study, please contact the researcher: Anna Krista Ankonga (student at the University of Eastern Finland) at +264816420969/+358414788178 or via email: annakra@uef.fi.

Consent

I have read this consent form and have understood what all about the target research study is. I agree to participate in this study. I also agree to this interview being taped.

Participant’s signature __________________________ Date: __________________

Thank you for participating in this study.

Yours Faithfully

__________________________
Anna Krista Ankonga

Researcher participating in Masters’ Degree Program in Primary Education