

**LANGUAGE INTERFERENCE INVOLVING ISINDEBELE AND KALANGA IN A
SELECTED SECONDARY SCHOOL IN BULILIMA DISTRICT IN MATABELELAND
SOUTH PROVINCE IN ZIMBABWE**

BY

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DECLARATION

I, Bhebe Cordial, declare that **Language interference involving IsiNdebele and Kalanga in a selected secondary school in Bulilima District in Matabeleland South Province in Zimbabwe** is my own work and has not been previously submitted in any form whatsoever, by me or anyone else, to this university or to any other educational institution for any degree or examination purposes. All the sources used or quoted have been indicated and duly acknowledged by means of complete references.

Signature:



.Date: 13/09/22

DEDICATION

I dedicate this work to my wife, Mighty, and children whose support and encouragement inspired me to soldier on in pursuing this doctoral degree.

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Firstly, I direct my profound gratitude and appreciation to God, The Almighty for granting me the opportunity, wisdom and perseverance to complete a project of this magnitude. His presence and guidance throughout the study made this project a success.

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ABSTRACT

The study was undertaken to investigate the language interference involving IsiNdebele and Kalanga in a selected secondary school of Bulilima District in Matabeleland South Province in Zimbabwe. Language interference refers to the effect of the learners' mother tongue on their production of the target language. The population of Bulilima District is largely of Kalanga speakers, hence Kalanga is the indigenous and dominant language in the district. Although the dominant language spoken in Bulilima is Kalanga, learners in secondary schools learn IsiNdebele, which is their second indigenous language. It is in the light of this observation that this study examined the interference of Kalanga, as the mother-tongue, in the learning and teaching of IsiNdebele as a subject among learners from predominantly Kalanga-speaking communities. While it cannot be disputed that children may acquire a second language naturally or informally, the reality of the situation in Bulilima District is that IsiNdebele is not their first language. Thus, one way or the other, they experience problems and/or challenges in their teaching and learning processes. The study used a qualitative research paradigm and purposively selected a secondary school in a predominately Kalanga-speech community in Bulilima District. Data collection instruments used in this study included interviews, observations and document analysis. The collected data were qualitatively analysed and presented through descriptive and narratives, depending on the nature of the given responses. The study concluded with recommendations based on the research findings highlighted following the Zimbabwe language policy on teaching and learning of languages in multilingual communities.

Keywords: mother tongue; second language; language interference; code-switching; borrowing; literal translation; diglossia; bilingualism.

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ABBREVIATIONS

L1: First Language

L2: Second Language

MT: Mother Tongue

SLA: Second Language Acquisition

TL: Target Language

KLRA: Kalanga Language Research Assistant

DSI: District Schools Inspector

SI: Schools Inspector

ESL: English as a Second Language

EFL: English as a Foreign Language

ELT: English Language Teaching

MOPSE: Ministry of Primary and Secondary Education

VESOTOKA: Venda Sotho Tonga Kalanga Association

ZIMSEC: Zimbabwe School Examinations Council

CHAPTER 1

1. INTRODUCTION AND BACKGROUND OF THE STUDY

1.0 Overview of the study

The study sought to investigate language interference involving Kalanga and IsiNdebele in Bulilima District where Kalanga is the mother tongue while IsiNdebele is learnt as a subject in schools. These languages co-exist and the dominance of one language over the other and their interference may not be disputed. In view of the 1987 Education Act (amended in 2006), this mother tongue interference is alleged to be indispensable because it stipulates that children may be taught in the mother tongue up to the end of primary school (Grades 1-7).

1.1 Background of the study

Language and language interference was central to the problem under investigation. Hubbard (1978) in Kuhudzai (2002:13) defines “language as a culturally transmitted, productive system of arbitrary vocal sounds used for communication”. In fact, language as a means of communicating thoughts, ideas, feelings and desires is at the heart of both teachers and learners processes of teaching and learning. It is generally believed that for a learner’s second language learning/acquisition to be successful, his/her first language should be adequately developed in his/her early years (generally, starting before the age of three years). The fact that some children attend crèches/nursery schools earlier than three years it means they are forced to simultaneously become bilingual, where they acquire two languages; namely, their mother tongue and a second language. Mawasha (1996:23) also share the same sentiment when he alluded alludes to the fact that Black people in South Africa prefer English as a language of learning and teaching from the earliest years of primary schooling. Lekova (2010:320) posit that, “From a linguistic point of view, interference is an interaction or change in linguistic structures and structural elements. It appears to deviate from linguistic norms in the spoken and written language”. In this regard, in any situation where two or more languages are in contact, language interference is inevitable. For the purposes of this study, the interference of Kalanga in the learning of IsiNdebele in an area dominated by Kalanga learners may be a challenge.

Accordingly, IsiNdebele is taught as a subject and used as a medium of communication starting from Grade 4. The implication of using such a language is stated by Dowling (2000:1) who avers “...that when children are forced to learn in a language which they have not been immersed (non-mother tongue) they are bound to be at a substantial education disadvantage.” This is true of many African children in many parts of the continent, where some African languages are relegated to an inferior position while elevating other African languages or English.

1.1.1. Linguistic situation of Zimbabwe

The linguistic situation prevailing in Zimbabwe is that there are sixteen spoken languages namely English, IsiNdebele, Shona, Shangani, Venda, Kalanga, Nambya, Tonga, Chichewa, Sotho, Sena, Tshwawo, Barwe, Hwesa, Xhosa and Ndau. English is the official language while Shona and Ndebele are national languages spoken by 80% and 20% of the countrys population (Hachipola 1998; Peresuh and Masuku 2002; Ndlovu-Gatsheni 2009). The other thirteen languages are regarded as minority languages and comprise Shangani, Venda, Kalanga, Nambya, Tonga, Chichewa, Sotho, Sena, Tshwawo, Barwe, Hwesa, Xhosa and Ndau (Chimhundu 2002). Hence, Zimbabwe is a multilingual country characterised by certain areas which are diglossic such as Matabeleland South. In this area, IsiNdebele is a high variety and Kalanga a low variety. Despite being a multilingual country, Zimbabwe recognised the significant role played by the mother tongue in education as enunciated in the policy enshrined in the 1987 Education Act (Ndamba 2012). Due to the role played by the mother tongue, the Language-in-Education Policy was subsequently amended in 2006. According to Section 62 of the Amended policy,

Subject to this section, all the three main languages of Zimbabwe, namely Shona, Ndebele and English shall be taught on an equal-time basis in all schools up to form 2 level (Grade 9)

In areas where indigenous languages other than those mentioned in subsection (1) are spoken, the Minister may authorise the teaching of such languages in schools in addition to those specified in subsection (1).

The Minister may authorise the teaching of foreign languages in schools.

Prior to form one, any one of the languages referred to in subsections (1) and (2) may be used as the medium of instruction depending upon which language is more commonly spoken and better understood by pupils.

Sign Language should be the priority medium of instruction for the deaf and hard of hearing.

While the use of indigenous African languages as a medium of instruction before Form One is appreciated, they did not benefit much from this amendment compared to English in terms of their development. The Amended Education Act of 2006 stipulates that indigenous languages may be used as media of instruction throughout primary school while English becomes the sole medium of instruction from Form One (Mareva 2016). Besides these indigenous African languages being limited to primary school, their use is not compelling according to the statement that they “...may be used as a medium of instruction....” The Ministers discretion over their teaching in schools besides those specified in Sub-section (1) further weakens their recognition as national languages. However, many scholars such as Wenreich (1974), Beardsmore (1996), Grosjean (1982), Bamgbose (2000), Hamers & Blanc (2000), and Wardhaugh (2006) have confirmed that mother tongue has a bearing on the teaching and learning of second languages. This study focused on Language Interference involving IsiNdebele and Kalanga in a bilingual district of Bulilima. The Amended Education Act of 2006 was followed by the amendment of the Zimbabwean Constitution. The Amended Constitution of Zimbabwe (No.20) (2013:17) stipulates that all the sixteen languages used in the country are officially recognised, at all institutional levels and Government must ensure their equal treatment and their promotion including Sign language. This should be done by creating favourable conditions for their advancement and development. At the policy level, languages previously regarded as minority were granted the official status, treated equitably, considered as language preferences of affected people and have the state conditions for their development. While these clauses are progressive, indigenous languages like Kalanga may not be benefiting much from the amended Education Act. For instance, English has remained the international language and the medium of instruction in schools and public offices. This is so considering its global status because there has never been a language that has been so widely used as English. Shona and IsiNdebele have continued enjoying their national status while Kalanga and other previously marginalised minority

languages are still confined to their localities and struggling to go beyond primary education level in their teaching. The amendment of the Education Act and the Constitution pertaining to these languages has yielded little due to lack of implementation.

1.1.2. The geographical location of Bulilima District

This linguistic situation in Zimbabwe links the study to the research problem. Bulilima is a community predominantly populated by Kalanga-speakers situated in the western part of Matabeleland South Province. The district shares its southern boundary with Plumtree, Mangwe, Matobo, Nyamandlovu and Tsholotsho districts of Matabeleland South and Matabeleland North respectively. Kalanga is also spoken outside the border of Zimbabwe in Botswana in areas such as Moraka, Ramokgwebana, Habangana and Francistown. Although Kalanga is the first language of the learners in Bulilima, IsiNdebele is used as the medium of instruction in teaching and learning. Hachipola (1988pxvii) alludes that “a situation has been nurtured in Zimbabwe whereby officially, in academic, in the media and society as a whole, only two African languages namely Shona and Ndebele have been projected to the forefront”. Obviously, from this statement, Kalanga is downplayed or marginalised.

In tracing the origins of the Kalanga people, Moyo (2012) reveals that Kalanga originates in the North-East Africa region, specifically the Sudan-Egypt-Ethiopia region. Like many Bantu groups, they trekked from the North down South, finally settling in the region now called Southern Africa. Their origins from Leopards Kopje farmers are evidenced by Huffman (1974) in Moyo (2012) who states that these Leopards Kopje farmers spoke Proto Ikalanga language in this vast area

In south-western Zimbabwe (now Matabeleland) and adjacent parts of present day Botswana, Karanga/Kalanga states survived for over a century (Huffman 2009). Thus, Kalanga people are found in most of the present-day Matabeleland South Province in Zimbabwe. Bulilima District falls within this province and it is where this study was conducted.

The study advances that the origins and history of the Kalanga would be incomplete if there is no mention of its education and orthography. In expressing the origins of Kalanga writing, Evans in van Waarden and Campbell (1991:46) assert that:

The Kalanga language has a fairly long history of writing at least as far as African languages are concerned dating back at least to 1929

publication of Ndebombuya, which is the New Testament Gospels and the Acts of the Apostles. This translation was done in Zimbabwe in the Kalanga or TjiNnu dialect of the Kalanga language group.

This quotation alludes that the early translation of the Bible into local languages in Zimbabwe was in Kalanga. However, the orthography adopted then has gradually experienced changes. Besides, Hachipola (1998: 9) highlights the existence of Kalanga in the colonial education system by stating that:

Kalanga was one of the minority languages taught in schools during the colonial days especially in Bulilima-Mangwe district. According to informants language was taught up to standard 6 in this district. But it was removed from the education system during various stages in the colonial history of this country.

It is imperative to note that Kalanga education history is not new to Bulilima District as it was once given due recognition and taught up to the highest primary level for Africans during the colonial era. Unfortunately, the development of Kalanga suffered a severe setback as its teaching was not maintained but removed from the education system.

The situation of Kalanga in the late 1990s, is also highlighted by Hachipola (1998:9) who avers that:

In the present situation, Kalanga is taught at elementary level, from Grade 1 to Grade 3 in some of those areas of Bulilima Mangwe where the language is predominant. At present, 29 primary schools teach or use Kalanga as a medium of instruction at the elementary level, thereafter a switch is made to teaching Ndebele as taught in schools in the district.

Contrary to the situation before the country's independence when Kalanga was taught up to Grade 6, the language is now only taught up to Grade 3. Thus, from Grade 4, learners switched to IsiNdebele, which was then taught in the district as the national

language. However, due to the role played by the mother tongue, the language-in-education policy was subsequently amended in 2006, which brought back the teaching of indigenous languages, including Kalanga, throughout primary education.

1.2 Statement of the problem

It is of paramount concern that the problems that led to the undertaking of this study on the topic are highlighted. The debate on mother tongue influence and interference on the learning of a second language has necessitated the conduction of this study. The study sought to investigate language interference involving IsiNdebele and Kalanga. Although at a policy level, the Constitution of the Republic of Zimbabwe Amendment (No. 20) (2013) recognises Kalanga and other minority languages as official languages, yet the situation on the ground seem to suggest that they are not. The problem is that in Bulilima IsiNdebele enjoys the official and national status as it is taught up to secondary level and even beyond while Kalanga is not taught beyond primary level. Thus, the official status of Kalanga is questionable. In teaching and learning IsiNdebele, Kalanga learners encounter problems of their mother tongue interference since IsiNdebele is their second indigenous language. The other problem is that of socialisation. Learners in Bulilima speak Kalanga at home and learn IsiNdebele as a subject at school, which is a challenge in that they think in Kalanga, then convert those ideas into IsiNdebele. Another problem of interference is also realised in learners thinking processes. However, of interest to note is that this study entails language interference involving indigenous languages only, yet the norm has always been that of an indigenous language interfering with English as Second Language (L2).

1.3 Aim of the Study

This study aimed to investigate the language interference involving IsiNdebele and Kalanga in learning of IsiNdebele in a selected secondary school in Bulilima District in Matabeleland South in Zimbabwe.

1.4 Objectives of the study

The objectives of this study are to:

- explore Kalanga teachers and learners views on the teaching approach to minimise the Kalanga interference in the teaching and learning IsiNdebele;
- identify the language areas of Kalanga interference in the learning of IsiNdebele in Kalanga speech communities of Bulilima District;
- assess the impact of language interference in the learning of IsiNdebele in Kalanga speech communities.

1.5 Research Questions

The following are the research questions of the study.

- What are the teachers and learners views on the approach to minimise Kalanga interference in the teaching and learning of IsiNdebele?
- What are the types of Kalanga interference in the teaching and learning of IsiNdebele?
- What is the impact of Kalanga interference in the teaching and learning of IsiNdebele in the Kalanga speech communities?

1.6 Significance of the study

Research on this topic is very important and relevant in a country such as Zimbabwe, where multilingualism and multiculturalism are supposed to be practiced. This study hopes to add new knowledge in the field of both education and multilingualism, particularly in the language learning and teaching curriculum studied in the primary school education.

The study is significant for many stakeholders including curriculum planners, language specialists, teachers, learners and the Bulilima community. Furthermore, this study is important in that it endeavours to inform educators in multilingual societies on the need to vary their instruction strategies to cater for learners from multilingual and/or diversified speech communities. The study is also significant because it warns learners against transliteration and code-switching Kalanga vocabulary into IsiNdebele during teaching and learning processes. Consequently, the study is crucial because it shows the impact of Kalanga interference in the teaching and learning of IsiNdebele.

1.7. Delimitation of the study

The study focuses on identifying, analysing and assessing mother tongue interference in the learning of the second indigenous language in a bilingual environment. The study is confined to a selected rural secondary school in the Bulilima District of Matabeleland South Province in Zimbabwe. The selected secondary school is in a predominantly Kalanga-speaking community within the district. However, Bulilima is one of the ten districts of Matabeleland South and is in the western part of the province. The population of the study comprised school learners, IsiNdebele secondary school teachers, District Schools Inspector, IsiNdebele Subject Inspector and Kalanga language expert in Bulilima District. The research was restricted to the documentation of Kalanga interference in the learning of IsiNdebele through interviews, observations and written documents.

1.8 Limitation of the study

Data on language interference involving IsiNdebele and Kalanga were collected from junior learners, secondary school teachers, education officials and language experts. This study was limited to twenty Form One and eighteen Form Two learners respectively, four IsiNdebele secondary school teachers, one District Schools Inspector, one IsiNdebele Subject Inspector and one Kalanga Language Research Assistant. Although the study covered a wide district of Bulilima, it was specifically restricted to forty-five participants. While this could have been a limitation, the researcher employed purposive sampling to ensure that participants had specific characteristics, which could make the findings of the research more valid and credible (Magudu 2014). Except for education officials and the Language Research Assistant who were interviewed in their offices at districts centres and in Bulawayo and Gweru town, the selected secondary school where teachers and learners were selected is in the rural area. Hence, visiting one school as per planned visit was easily managed.

1.9 Assumptions of the Study

The following assumptions were made in the study

- Bulilima is a bilingual district whose indigenous African languages are Kalanga and IsiNdebele.

- Learners experience Kalanga interference in the learning of IsiNdebele as a subject at school in a predominantly Kalanga-speech community
- Most of the participants involved in the study are bilinguals whose mother tongue is Kalanga and IsiNdebele is their second indigenous African language.
- Participants are motivated and willing to participate in the study involving languages in contact.
- Code switching and code mixing are common features in bilingual communities.

1.10 Definition of Key concepts

This section deals with the definition of the key concepts frequently used in this study. Explaining key concepts is important because the meaning of concepts is embedded in the context in which they are used. Heisler (1994:106) is of the view that, “to clarify key concepts is used so that the readers can understand the context in which these concepts are used or their unusual restricted meaning”. This implies that each discipline has its definition of concepts that may be peculiar to it. Consequently, the researcher was obliged to accord cited terms contextual study meanings. The following key concepts were defined.

1.10.1. Mother tongue

The concept mother tongue refers to a language which the child acquires first or from birth before learning other languages. According to Sinhai et al (2009) in Derakhshan and Karim (2015: 1), “First, language has different names such as mother tongue, native language and primary language”. In the same vein, Ndamba (2013: 25) views it as, “the language which the child first, acquires”. Mother tongue, therefore, is widely perceived as a language that a child learns first from her/his mother. It also serves as the basis of ones thinking, reasoning, discussing and analysing issues. In this study, the term mother tongue will refer to Kalanga, the language of the inhabitants of Bulilima District in Matabeleland South Province in Zimbabwe.

1.10.2. Second Language

Second language is defined by Nutsukpo (1996) as the language learnt after the mother tongue or first language(s) has or have been acquired. Another definition is by David (1995) who explains it as a non-native language that is widely used for communication, usually as a medium of education, government or business. In fact, second language refers to an additional language to the mother tongue. In other words, it is the language that is learnt in addition to the mother tongue. In this study, IsiNdebele is the second language since it is learnt as a subject in Matabeleland where it is recognised as the national language ahead of Kalanga, which is regarded as a minority language.

1.10.3. Language interference

The definition of the concept language interference is sometimes problematic because it can have several meanings, depending on what we want it to mean. One of the complexities in defining this term might be due to the terminological confusion of this concept, with terms such as first language interference, language transference, transfer, linguistic interference, mistakes, and cross meaning are also used. In this study, the term language interference is used as a cover term to refer to a situation whereby speakers apply knowledge from their first language in the learning of a second language.

Ellis (1997: 51) refers to language interference as “transfer, which he says is ‘the influence that the learners L_1 exerts over the acquisition of an L_2 implying the deviation from the norms of one language because of the speaker’s knowledge of other languages”. In the related sentiment, Dulay et al. (1982) define interference as the automatic transfer due to habit of the surface structure of the first language onto the surface of the target language. In the same vein, Liu (2001) defines language interference or transfer as, a persistent term and has led to diverse interpretations and researches. According to Dwinastiti (2013), language interference is the effect of language learners on their production of the language they are learning. Thus, Jafarova (2017) asserts that language interference is first the effect of a language learner’s language on his/her production of the language he/she is learning. This means that the mother tongue has an impact on the learning of the second language due to habitual interference as it is rooted in the child from birth. That is, interference

can appear in phonology, grammar, word formation, word and sentence sequence and many other aspects of a language (Wahyumi Samad 2011). Hence, there is a deviation from the norms of one language because of the speakers' knowledge of other languages. In this study, language interference is treated as a phenomenon that occurs in bilingual communities of Bulilima District where IsiNdebele and Kalanga co-exist as languages in contact.

1.10.4 Code-switching

Myers-Scotton (2006) in Alenezi (2010; 3) defines the concept code switching as "the use of two language varieties in the same conversation". In a related definition, Jamshidi and Navehebraim (2008) define it as the alternation of two languages within a single discourse, sentence or constituent. Another definition is by Azlan and Narasuman (2013) who assert that code switching is naturally a shift that occurs "between more than two languages simultaneously, within one conversation". According to Bokamba (1989), code switching is the mixing of words, phrases and sentences from two distinct grammatical (sub) systems across boundaries within the same speech event. This concept has been viewed as a strategy used to compensate for a deficiency in language proficiency and indicating an inability to retrieve a word or phrase of target language, thereby substituting it with the word or phrase of the first language (Rabiat and Aspalila 2018). All the cited definitions show that code-switching occurs within the same communication or text situation demands due to inadequacy in handling the target language. In this study, therefore, code switching involves the use of IsiNdebele and Kalanga in Bulilima where learners and people in general, code-switch or mix in the same discourse since they are conversant in both varieties that are in contact.

1.10.5. Borrowing

The concept borrowing, which is also known as lexical borrowing, refers to the process by which a word from one language is adapted for use by another (Nordquist 2019). Borrowing can be direct or indirect. According to Akmajian et al. (2010), direct borrowing involves one language aggressively borrowing words from other languages while indirect occurs when an expression in one language is translated. Word-borrowing is unavoidable where cultures and languages are in contact. Therefore,

borrowed words are adapted and added into the lexicon of the borrowing language. In this study, this concept is crucial and interpreted in Kalanga interference with the use of borrowed words in the learning of IsiNdebele.

1.10.6 Literal translation

In literal translation, there is direct translation or word -for- word translation, which is the rendering of text from one language to another one word at a time with or without conveying the sense of the original whole (Multilingual Translation Dictionary 2022). According to Lu and Fang (2012), literal translation goes beyond one-to-one translation. It is particularly applicable to languages that do not have definite and/or indefinite articles. In this study, literal translation applies to the languages under study. Therefore, a literal translation is considered as the process in which learners translate language structures such as lexical items, phrases, sentences and metaphors from Kalanga into IsiNdebele due to mother tongue influence, which is rooted in individuals as it is the first language learnt.

1.10.7 Diglossia

The concept of diglossia was first introduced by Charles Ferguson in 1959. According to Ferguson (1959), the word diglossia refers to a situation “where two varieties of a language exist side by side throughout the community”. In the same vein, “when two languages or language varieties exist side by side in a community and each one used for different purposes, this is called diglossia” (Longman Dictionary of Applied Linguistics, 1985). Besides, Wardhaugh (2006) views diglossia as the society’s two distinct codes of speech that are employed in different situations. Therefore, diglossia is a concept that has been generalised to bilingual communities (Fishman 1967) just like Bulilima District where IsiNdebele and Kalanga exist as languages in contact but used in different situations

1.10.8. Bilingualism

The importance of bilingualism cannot be over emphasised as people converse in several languages other than their mother tongue. According to Harmers and Blanc (2000), somebody is bilingual if they can communicate in two linguistic codes. In the same vein, Buttler and Hakuta (2006) perceive bilinguals as individuals who have,

“native-like control of two languages”. Therefore, the concept of bilingualism refers to an individual’s ability to use two languages alternatively and automatically shifting from one language to another without hesitation. In this study, IsiNdebele and Kalanga were considered as languages spoken in Bulilima, especially by bilingual learners whose mother tongue is Kalanga but learn IsiNdebele as a subject at secondary school. Besides being taught as a subject, isiNdebele is the second indigenous language in the district. In this regard, these learners automatically become bilinguals because IsiNdebele and Kalanga co-exist as languages in contact in the Bulilima District where they are used for different purposes in a bilingual environment.

1.11 Chapter outline

Chapter 1

This chapter gives the overview of the study. It introduces and gives the background of the study, statement of the problem, aim and objectives, research questions, the significance of the study and definition of key terms and how they are used in this study.

Chapter 2

In this chapter, literature, which is related and relevant to the topic, is being reviewed. The literature provides different views of scholars and researchers on issues related to language interference, which is the main aim of the research.

Chapter 3

This chapter outlines the methodology used in carrying out this study. The research design is given. The sampling procedure for the data to be used for analysis and choosing participants is explained. Data collection techniques, namely observation, interviews and documentary analysis is discussed in this chapter.

Chapter 4

In this chapter, the focus is on the presentation, interpretation and analysis of the collected data. Data collected from interviews, observations and written documents are analysed per the research questions of the study.

Chapter 5

This chapter gives the summary of the study where the findings of the collected data are presented and discussed. The research findings are furnished descriptively while recommendations are presented.

1.12 Summary

In this introductory chapter, the overview and the background of the study were given. It was indicated that language interference is a situation where mother tongue interferes with the target language in the learning of a second language, and for this study, Kalanga and IsiNdebele are the languages to be investigated to determine whether there is any interference. It was significant for the researcher to identify the statement of the problem related to the topic. Objectives which were in line with the research questions were also stated. The chapter proceeded to give the significance of the study and definition of key concepts. Attention was also drawn to the limitation and delimitation of the study.

CHAPTER TWO

2. LITERATURE REVIEW

2.0. Introduction

This chapter reviews existing scholarly works relating to language interference. The chapter locates the study in a wider conceptual and theoretical framework. Although there is no specific literature about language interference involving IsiNdebele and Kalanga languages of Zimbabwe, extensive research has been conducted on language interference in general. The reason for conducting literature review is stated by Mabasa (2009:11) as follows, In literature review, the researcher investigates what other authors say about his/her topic of choice as it will help the researcher to understand his/her topic more clearly. Fisher (2010) shares the same sentiment regarding the, systematic, explicit and reproductive method for identifying, evaluating and synthesizing the existing body of completed and recorded knowledge produced by researchers, scholars and practitioners. The works of the following scholars are reviewed in relation to the title of this study.

2.1 Views of scholars on language interference

Empirical research has been extensively conducted in the sphere of native language interference with the target language. The study has attempted to explore issues related to mother tongue influence and/or interference in the learning of a second language. Hence, this section of the study focuses on previously carried out studies on language interference.

A study was conducted by Lekova (2010) titled *Language interference and methods of its overcoming in foreign language teaching*. The aim of this study was to investigate the variety of language interference with its typical influence on French learning by students. In this study, it was found that language interference is one of the current problems in the study of foreign language(s). The study further observed that interference occurs at different language levels. There is interference at different language levels such as phonetics, lexical and grammatical (Lekova 2010:321). Elaborating on the phonetic level of interference, Lekova (2010:321) asserts that “Phonetic interference affects the improper pronunciation of phonetic sounds in the second language caused by the existence of different phonetic structures from the

point of view of mother or first foreign language.” The study revealed that language interference also occurs at a lexical level. Lekova (2010: 321-322) stipulates that “Typical examples of lexical interference are: the wrong use of words, narrowing or expansion of words, word meaning, and formation of non-existing lexical items using foreign suffixes”. The study further alludes that lexical interference is inevitable as it is caused by the learners’ inadequacy in the target language. Hence, this study found the lexical interference of the mother tongue (Kalanga, in this case), on learning the second language, IsiNdebele, as a subject in the Bulilima District. The aim of this study is different from the current study since this one focuses on the interference of Kalanga on the learning of IsiNdebele.

Related to Lekovas research is a study conducted by Nordquist (2019) on *Phonology: Definitions and Observation*. The aim of this study was to discover the principles that govern the way sounds are organised in languages and to explain the variations that occur. In this study, phonology is revealed as the study of sound structures in language which is different from the study of sentence structures (syntax), word structures (morphology), or how languages change over time (historical linguistics). Furthermore, Nordquist (2019) asserts that an important feature of the structure of the sentence is how it is pronounced. In view of these observations, the importance of phonology with regards to how the structure of the sentence is pronounced cannot be overstated as it influences the meaning of articulated sentences. In a bilingual situation like in Bulilima, every language which is spoken as a mother tongue changes constantly in pronunciation, grammar and vocabulary due to elements taken from another language that is spoken in the same area. Therefore, linguistic issues to do with language interference pertaining to phonology and pronunciation, grammar and vocabulary are considered since they are critical in this study.

Another study on language interference was conducted by Beardsmore (1982) titled *Bilingualism: Basic Principles*. The aim of this research was to reveal the normality of speaking and using more than one language in everyday life and dispels of the myths and fears propagated too often by people who know only one language. From this study, Beardsmore found that due to language interference, a learner has difficulties in second language issues such as phonology, vocabulary and grammar due to the

interference of habits from L1 to L2. From the findings of this study, problems of mother tongue interference arise in the learning of the second language. Hence, in the current study involving IsiNdebele and Kalanga, those learner difficulties related to phonology, vocabulary and grammar will be either affirmed or disapproved.

Wahyumi and Samad (2019) conducted a study titled *Bugis Language Interference with the Use of Indonesian Language in Communicating Students at SMP Negeri 1 Pammana*. Their research was based on the processes that language learning must be carried out following the rules. The study established that interference is a result of mixing a second language rules that are mastered by someone. Considering this, the study further established that interference can appear in phonology, grammar, word formation, word and sentence sequence. However, it should be noted that a high frequency of errors occurs in L2 when the structures of two languages are different, so it indicates an interference of L1 on L2 (Dechert & Ellis, cited in Nemati & Taghizade 2013, p.2482). In concurrence, this study also examined the structural differences and similarities of IsiNdebele and Kalanga to recognise the frequency of interference of mother tongue on the second language learnt at school as a subject.

Wahyumi and Samad (2019) further reveal that language interference occurs at the grammatical level. In this context, grammatical interference concerns change in the structure and structural elements in the foreign language. The cause of the interference is also echoed by Veliyeva (2016) who argues that it is caused by semantical and formal resemblances and distinctions between the native language and the foreign language system. Furthermore, interference can be an effect on many aspects of language. It can be negative and positive depending on the features of both languages. Thus, the greater the differences between the two languages, the more the negative effects of interference are (Negeri 2011). Therefore, the structural relationship between the first and second language has a bearing on the linguistic interference in the learning of the target language. Regardless of its negative and positive effects, language interference is believed to be one of the major difficulties encountered in the learning of the second languages as is the case in the learning of IsiNdebele, which is also another indigenous language where Kalanga is the mother tongue. Consequently, the study involved Kalanga interference in the learning of IsiNdebele.

Another study was conducted by Idowu (2016) whose focus was on language contact and its influence on language interference. Idowu is of the view that language contact occurs where two or more languages co-exist in the same environment. Idowu (2016) in the study titled *The Dialect Interference in the study of English Language Among Secondary School Students in Owo Local Government in Owo Local Government Area, Ondo*, perceives language contact as a situation in which speakers of different languages have dealings with one another, in which the dealings are sufficiently intense and that features of vocabulary, pronunciation or grammar are taken over from one language into another.

The study by Idowu (2016) reveals that language contact is such a common phenomenon that would be tempting merely to illustrate its diversity in relation to lexis, phonology and syntax. Thus, where languages co-exist as the case is in Bulilima, language interference prevails in language aspects such as word structures (lexis), sound structures (phonology) and sentence structures (syntax). Of importance to note is that Owo dialect is an indigenous language that is mostly used in communication outside the classroom just like Kalanga in Bulilima, with IsiNdebele being taught as a subject. In this study, Idowu (2016) also affirms that languages in contact results in some effects such as bilingualism, multilingualism, code-mixing, code switching, diglossia, interference, and transfer.

Another study related to language interference, titled, *The Influence of Shona on the language of the Ndebele Speakers of ...Lower Gweru* was conducted by Kona (1995). The aim of the study was to identify the nature and the ways in which Shona has influenced the Ndebele community and schools in Lower Gweru. From this study, it emerged that language contact results in interference which may be either at the phonic, grammatical or lexical level. In concurrence, Bhebe (2013), in a related study on *Languages in Contact: A Case of ChiShona Influence on IsiNdebele* asserts that when languages are in contact new forms come into the language, become part of it to the extent that even speakers of the affected language may not be conscious of the original language. According to Kona (1995:22),

Phonic interference concerns the manner in which a bilingual perceives and reproduces the sounds of one language.

Grammatical interference involves all types of errors discussed by Nondo (1977). Among the errors discussed are those caused by literal translation and dislocation of words from normal order. Lexical interference involves forms of vocabulary like nouns, verbs and adjectives.

Although the above quotation highlights the other forms of interference in general, it is important to note that such interferences are also found in IsiNdebele and Kalanga since the two co-exist. However, in this study of language interference, it is relevant to compare them in terms of their resemblance which may be shown in both vocabulary and grammar, yet they have also differences (Greenberg 1963). In comparing IsiNdebele and Kalanga, the study focused on Kalanga words that are commonly used in IsiNdebele lessons, identical lexical items with common meanings to both IsiNdebele and Kalanga languages, identical lexis but with different meanings and words with similar pronunciation but with different orthography.

Sinha et al. (2009) did a related study, titled *Interference of first language acquisition in the acquisition of a second language*. In this study the researchers assert that various language variables are involved in the language process like phonology, vocabulary, morphology, syntax, paralinguistic, pragmatics and discourse. In their review of the function or the role that the first language (L1) plays on the functioning of a second language (L 2), they concluded that the first language interferes in the acquisition of the second language and it is applicable universally. Their study established that Asian students (Chinese, Indian and Korean) felt more difficulty in English phonological awareness tasks than native English-speaking students are:

- 1. While learning second language (L2) alphabetical shapes and structures of the first language (L1) would create interference;*
- 2. In schools, teachers might not appropriately make them do practices or exercises in the Acquiring (L2) language;*
- 3. Mediums of instruction and communication in schools or colleges are mostly held in the first language.*

From the reasons, for second language learners to be grounded in the target language, they need more exposure and regular practice in the second language. It

can, therefore, be emphasised that unless adequate exposure and practice are provided for second language learners, the experience or knowledge that a person has about his/her mother language (L1) would interfere in the learning of second language (L2). The study concluded that the early identification of difficulties and obstructions that an individual face while learning the second or a foreign language would help in coordinating appropriate intervention programmes in learning a second language with no errors.

A study titled *Mother tongue interference in the acquisition of English articles by L1 Arabic students* was conducted by Thyab (2016). Before focusing on the major thrust of the study, the concept of mother tongue interference was defined. This study found that there is Arabic language interferes with Arab learners of the English language especially when using English articles (Thyab 2016). The implication being that, the problem of mother tongue interference arises due to the differences between the Arabic and English article systems. Thyab (2016) further revealed that, “When teaching English as a Second Language, problems of mother-tongue interference arise. One of these problems is mother-tongue interference in Arabic-native speakers' acquisition of the English articles”. It is also pointed out from the study that the problem of mother tongue interference is explained through Contrastive Analysis, which is used to explain why certain features in second language acquisition are more difficult to learn than others. This method is because the more difference between the learners' other-tongue and the target language, the more difficulty the learner will face in acquiring these structures or items (Granger 2015). Of importance to note about Contrastive Analysis is that it is concerned with the study of a pair of languages to discover their structural similarities and differences.

However, Lado (1957) linguistics cross cultures states that those items of a target language that are like the learners first language will be easy for learners to learn. Also, those items of a target language that are different from the learners' first language will be difficult for the learner to acquire. Clearly, the view from this statement is that similarities and differences in the first and second languages show the importance of Contrastive Analysis in explaining second language learning under such circumstances. Thyab (2016) concludes by endorsing that Arabic L1 speakers

encounter difficulty in the attempt to use English language articles because of the difference between the Arabic article system and the English article system. Therefore, the study recommended that the teachers of English to native Arabic speakers should consider such issues and attempt to clarify areas of expected difficulty regarding the learners' mother tongue. Consequently, the implementation of this recommendation would lead the learners to better understand target language acquisition. However, this can be realised using Contrastive Analysis, which is concerned with discovering concerned languages structural similarities and differences.

Bhela (1999) conducted a study related to Language Interference titled: *Native language interference in learning a second language: Exploratory case studies of native language interference with target language usage*. Bhela (1999) argues that "Regardless of the learning environment, the learners' goal is mastery of the target language. Therefore, the learning environment is not as crucial as the mastery of the target language, which should be the learners' goal. Thus, the target language should be mastered at all costs if this goal is to be accomplished. In this study, Bhela (1999) observes that when writing or speaking the target language (L2), second language learners tend to rely on their native language (L1) structures to produce a response." Mother tongue impacts the learning of the second language as indicated. Furthermore, Dechert (1983 and Ellis (1997) cited in Bhela (1999) reveals that if the structures of the two languages are distinctly different, then, one could expect a relatively high frequency of errors to occur in L2, thus, indicating interference of L1 on L2. On the other hand, if the structures of the same languages are closely similar, a relatively low frequency of errors is expected to occur in second language acquisition. Therefore, matters of this nature should be taken into consideration if the native language interference in second language acquisition is to be minimised.

Furthermore, Bhela (1999:22) stresses the point that, The major concern of the study has been with the observable features of interference of L1 on L2 and what its effects are on the syntactic structure of a written task of a second language learner. The study, therefore, confirmed observable features of interference of mother tongue on the second language. For example, the learners have used some L1 structures to produce appropriate responses in L2, producing semantically acceptable texts. Subsequently, the learners have also used L1 structures interchangeably with L2 structures,

producing inappropriate L2 responses, indicating interference of L1 on L2. Of importance to highlight is that, As the structures of L1 and L2 have differences, there has been a relatively high frequency of errors occurring in the target language, thus indicating an interference of the native language on the target language, as expected” (Bhela 1999:31).

Interference habits from mother tongue are also an issue in the learning of the second language. This phenomenon is expressed by Beardsmore (1982) who argues that many of the difficulties a second language learner has with the phonology, vocabulary and grammar of L2 are due to the interference of habits from L1. For instance, the formal elements of L1 are used within the context of L2, resulting in errors in L2, as the structures of the languages, L1 and L2, are different (Liu 2008). That is, errors of this nature are unavoidable if structures of mother tongue and a second language are distinctly different. In concurrence, Dechert (1983) stresses that the further apart the two languages are, structurally, the higher the instances of errors made in L2, which bears traces of L1 structures. Hence, the relationship between the two languages must be then considered in second language learning.

Another study related to language interference was conducted by Derakhshan and Karimi (2015). Their study is titled *The Interference of First Language and Second Language Acquisition*. The study was concerned about difficulties that second language learners may face in learning English. In this research, Derakhshan and Karimi (2015) tried to find out factors that play an important role in the acquisition of a second language. Their study revealed that, “When learners of second language want to write or speak in the target language, they tend to rely on their first language structures.” In this regard, first language habits interfere with the learning of the second language. However, “If the structures are different, then a lot of errors occur in L2 thus, this indicates an interference of first language on second language” (Decherts & Dillis, as cited in Bhela, 1999; 22). Therefore, interference of mother tongue on the second language prevails as errors when structures of both languages are different as is the case with IsiNdebele and Kalanga in Bulilima District.

The review by Derakhshan and Karimi (2015) was done to reveal the role of second language acquisition and the role of the first language on it. It was found that first language interferes in the second language. The study found that some of the factors

that cause interference include the similarities and differences in the structures of two languages, background knowledge of the learner, proficiency of learners on second languages and the structures of consonant clusters in L1 and L2. However, where the structures of two languages are different, a negative transfer occurs and where the structures of two languages are similar, positive transfer occurs in which L1 facilitates the L2 acquisition. Lord (2008) states that the acquisition of L2 can affect L1. In this case, it is the second language that impacts the first language. In this regard, the assumption that language interference is always from the first language or mother tongue should be checked as it has been confirmed through research that the acquisition of the second language can affect the first language as well.

Furthermore, conducted studies have revealed that the relationship between L1 and L2 is in language interference, hence it must be considered. Albert and Obler (1978) whose study is related to that of Derakhshan and Karim (2015), claim that people show more lexical interference on similar items. So, it may follow that languages with more similar structures (e.g. English and French) are more susceptible to mutual interference than languages with fewer similar features (e.g. English and Japanese). On the other hand, Dechert (1983) suggests that the further apart the two languages are, structurally, the higher the instances of errors made in L2, which bears traces of L1 structures. In both cases, language interference prevails although in varying degrees and with different effects. Since IsiNdebele and Kalanga are characterised by more distant structures, difficulties are expected to occur in the learning of IsiNdebele as a subject for learners whose first language is Kalanga.

Furthermore, a related research on Language Transfer titled *Interlingual Errors in Spanish Students of English as a Foreign Language* was conducted by Alonso (1997). Although the purpose of the study was twofold, the main thrust was to discover the main types of interference errors that Spanish students make when learning English as a foreign language (Alonso, 1997). Apparent from this statement is that what was intended to be discovered involves the learning of English as a target language by Spanish students. In this scenario, Spanish is the students' mother tongue, which is part of them and is used as a basis for learning English as a foreign language, is characterised by interference errors. Alonso (1997:10) states that it seems that the linguistic structures of the mother tongue are the main cause of interference when writing in the L2 language when they do not know the rules of these. Students apply

the rules of their first language. In this regard, it can be argued that the mother tongue affects the learning of a second language. The application of their mother tongue rules, if they are not conversant with rules of the second language, is unavoidable as that is their starting point in the acquisition of the target language.

According to Lott (1993), three types of interference errors are distinguished. In their chronological order, these are over extension of analogy, transfer of structure deviant forms and interlingual/intralingual. Since none of these categories accounts for those errors produced by the literal use of the native language word instead of the foreign one, I have included them in a different group that I label as substitution errors (Lott 1993). The substitution errors are sometimes inevitable and usually employed in the absence of equivalent terms in the foreign language. Therefore, they are also an important type of interlingual errors revealed in this study involving Spanish as the mother tongue and English as the target language learnt by students in schools.

Linguistic researchers have also advanced some of the critical reasons why it is inevitable for learners to learn the second language in isolation from the first language. According to Cook (2001), the maximisation of L2 in the classroom should not be interpreted as meaning that the L1 should be avoided altogether and that, in fact, the long-held tradition of discouraging the integration of the L1 in the target language (TL) classroom has sharply limited the possibilities of language teaching. Important to observe from this citation is that in the use of the second language, the first language should not be completely abandoned and that the discouragement of using the first language affects the learning of the target language. Instead, Cook (2001) favours incorporating some form of code switching - because he believes code switching is a natural phenomenon and teachers should not discourage students from using it. In line with this opinion of Cook (2001), Macaro (2005) who is opposed to L2-only classes argues that the use of the L1 is a natural practice in L2 learning and teaching as well as being a more time efficient strategy than using only the target language, which is a point also stressed by Atkinson (1987). Therefore, it is apparent from these researchers that language interference is unavoidable, as code switching is a natural phenomenon or practice in the learning of the target language.

Bilgin (2016: 688) who researched on *Code switching in English language teaching (ELT) teaching practice in Turkey* which relates to language interference emphasises that, “my standpoint is closer to the researchers who are in favour of code switching in EFL classrooms and regard it as a natural phenomenon to be benefited from for the sake of quality in classroom and its potential implications to the teacher training curriculum”. Of significance in this observation is that code switching is indispensable because it is an inevitable natural phenomenon in the learning of the second language. The student teachers involved in Bilgin (2016) research recommended that, students should be allowed to use either the L1 or L2 until they feel comfortable using only the L2, which is the preferred output. This further reiterates the inevitability of mother tongue interference and the relevance of code switching and mixing in the learning of the second language.

The study concludes by stating that the most common type of interlingual errors is constituted by transfer of structure deviant forms while overextension of analogy errors forms the second most frequently occurring group. These are types of interlingual errors that were found to be featuring most in languages involving Spanish and English. The study further revealed that the structures of the mother tongue represent the main factor of interference in L2. Phonetic, orthographic, syntactic or semantic similarities to the items in the L1 are also problematic for Spanish students. Therefore, the fact that the structures of the mother tongue represent the main factor of interference in the second language confirms that linguistic structures are the main cause of interference in the learning of the second language. Thus, phonetic, orthographic, syntactic and semantic similarity to the first language will remain problematic if learners rely on their mother tongue in learning the target language.

In a related research titled, *The interference of first language in the teaching and learning English as a second language*, Ajoke (2018:1) intended to “find out the impact of the first language on second language teaching and learning, the effects on students’ performance in learning the four basic language skills, .” In articulating the importance of a child’s first language in the early stages of his/her development, Ajoke (2018:1) asserts that, “The normal development of a child is related to the continuous use of the language of the immediate environment, the mother tongue, the language

of his family and people used to from birth.” In this regard, the mother tongue is critical because it is the basis of all languages that may be added to it.

The importance of the first language in the education of a child is echoed by Ogbonna (2007) who states that L1 is the language acquired at the first experience of life, the language of dreams, thinking and the language used for easy and convenient expression of feelings and emotions. In this study, the first language is Kalanga, which is used by learners of Bulilima from birth whereas IsiNdebele is the second indigenous language learnt at secondary school as a subject. As expressed in the citation, Kalanga as the mother tongue is very useful in thinking and putting across feelings and emotions. Hence, its interference cannot be taken for granted as the first language is inherent in the development of human beings. Thus, the introduction of IsiNdebele at a later phase affects the participation of Kalanga learners in the classroom during IsiNdebele lessons.

Interference challenges caused by the first language in the learning of the second language highlighted by Ajoke (2018) are phonological, semantic, syntactical, code switching and code mixing. Every language has its distinct sounds segments different from another language. So, no two languages have the same sounds all through (Ajoke 2018). This observation is also true of IsiNdebele and Kalanga despite that they are languages in contact. Consequently, interference of Kalanga on the learning of IsiNdebele is realised through their different pronunciation of even identical lexical items. The misconception of meanings of words in different languages also occurs as a semantic interference challenge whereby Kalanga learners may bring about wrong meanings in IsiNdebele lessons. Although some certain IsiNdebele nouns and verbs are similar to Kalanga ones, the obvious difference is in their morphology as Kalanga items do not have initial vowels in their prefixes as is the case with some of IsiNdebele words shown as examples of the answer to Question 8 of the S Is Interview guide. Another distinction that is difficult to distinguish unless these terms are spoken is their pronunciation, which is a branch of phonology. For example, these lexical items like nouns and verbs cannot be conclusively said to be either IsiNdebele or Kalanga if they are in their written form. That is, terms like linda and lima cannot be easily distinguished as IsiNdebele or Kalanga except through pronunciation by their language speakers.

Although these lexical items are identical in structure and carry the common meaning, their difference is in pronunciation. Of interest to note is that although *lima* and *linda* are pronounced differently, they share the same semantics in IsiNdebele and Kalanga. Their common meaning in both languages is to plough (*lima*) and wait (*linda*) respectively. Furthermore, in this research by Ajoke (2018), it is shown that the speakers of the Arabic language are faced with difficulties in pronouncing some English consonant sounds, like /p/, /d/, /v/, /tʃ/, /ʒ/, and /ŋ/. This challenge is also experienced by Kalanga learners in their pronunciation of IsiNdebele consonant sounds like /d/, /ko/, /nd/ and /n/. In concluding his study, Ajoke (2018) asserts that, “language interference is a natural phenomenon especially in teaching and learning the English language.” As a natural phenomenon, language interference cannot be limited to English alone because it affects all target languages including IsiNdebele, which is taught as a subject in Bulilima where the mother tongue is Kalanga.

Oluwole (2008), in his research titled, *The Impact of Mother Tongue on Students Achievements in English in English Language in Junior Secondary Certificate Examination in Western Nigeria*, revealed that the mother tongue of the child is of utmost importance as it is viewed as the first language that is learnt by an individual. The study was designed to examine the influence of mother tongue on students’ performance in the English language in Junior School Certificate Examinations (Oluwole 2008). Important to note is that the findings of the study revealed that the mother tongue influences the students’ performance in Junior School Certificate Examination. Other additional factors to mother tongue influence stated in this article include poor teaching methods, language background and a lack of professional growth and development of teachers. Although this study researched English as a Second Language affected by mother tongue in Nigeria, the findings are also a reflection of the language situation in bilingual environments elsewhere in Zimbabwe and in the world. An appropriate example is in the Bulilima District where IsiNdebele and Kalanga are languages in contact. IsiNdebele is being taught as a subject at the expense of Kalanga, which is dominant as the mother tongue in the district. In its conclusion, the study recommended that both teachers and learners should

endeavour to improve their proficiency level in English language (Oluwole 2008). In the same vein, teachers and learners in Bulilima where this study is based need to improve their proficiency and mastery of both IsiNdebele and Kalanga if the teaching and learning of IsiNdebele as a subject is to yield better results at the secondary school level.

Tabaro (2013) in Tahir et al. (2006) explores the phenomenon of code-switching in Rwanda, a monolingual country where French is taught as a second language and Kinyarwanda is a mother tongue. According to Tahir et al. (2016:88), "In schools, both these languages were used for teaching and giving instructions as well as to communicate with students until 2009." However, it became a great challenge for learners to comprehend English when it was introduced as the medium of instruction in schools. Consequently, learners had to employ the code-switching strategy to overcome the hindrance in communication (Tahir 2006). In this context, the use of L1 was unavoidable in the learning of the target language, which was foreign to learners. In this regard, the usage of code switching helps those who do not understand the English language. This further concurs with the results of the research in that teachers responses reflect that they mostly code switch when students responses towards the comprehensibility is negative and they do not grasp the concepts easily in L2. Thus, code switching was used as a strategy of teaching and learning English in Rwanda when learners could not grasp concepts. In the same vein, learners in Bulilima are expected to find themselves code switching to Kalanga as they learn IsiNdebele as a subject in the Kalanga speech communities in the district. Of significance to note is that unconscious mother tongue interference is inevitable in learning the second language.

The study on, *Negative Transfer: Arabic Language Interference to learning English* was carried out by Sabbah (2015). This research explores the previous studies and researches conducted to investigate the negative effects of the Arabic language interference on learning English. The researcher elucidates the types of syntactic, lexical and phonological, morphological and orthographical errors made by the Arab learners of English as quoted from previous learners (Sabbah 2015:1). Language interferences highlighted in the study were those that feature as linguistic errors and

mistakes due to influence of mother tongue in the learning of the second language. In expressing what characterises errors, Ellis (1997) states that they reflect gaps in students' competence.

In another research linked to language interference titled, *Languages in Contact: A Case of ChiShona influence on IsiNdebele Speakers of Maboleni community and its schools in Lower Gweru*, Bhebe (2013) examined the extent to which ChiShona has affected Maboleni village and its schools in respect of IsiNdebele as the mother tongue of the local speakers. The critical concept in his study is language contact, which is defined as an occasion when two or more languages exert on one another. However, in some cases, one of the languages becomes dominant and the other subordinate.

The research also revealed that the worry about language dominance is unconfined to IsiNdebele speakers only (Bhebe 2013). That is, Kalanga speakers like other IsiNdebele speakers of Maboleni village are worried about the teaching and learning of IsiNdebele at the secondary school level at the expense of their dominant language. In conclusion, the study revealed that language influence or change cannot be stopped if two languages are in contact and co-exist. In this regard, language interference in the learning of the second language is inevitable as long as the two languages are in contact like IsiNdebele and Kalanga in Bulilima. The results of the study confirmed the interference of the Kalanga on the phonology, morphology, semantics and syntax of IsiNdebele language usage. Phonology and intonation were identified through the oral test while the written test was designed to test syntax, semantics and morphology. Findings from this study are critical in that they helped to enlighten the current study on how Kalanga interferes with the learning of IsiNdebele with regards to aspects of phonology, morphology, semantics and syntax of a language.

Code switching is another challenge in language interference and is generally perceived as substituting words from one language to another. Jafarova (2017) mentions code mixing as another problem in language interference, whereas Arthur and Martin (2006) and Mahadhir and Then (2007), contend that speakers of more than two languages are bound to code switch and code mix words of different languages in a speech. This observation is also likely to prevail in Bulilima where IsiNdebele and Kalanga are languages in contact where the former is being taught as a subject in secondary school. Revealed also is that the learning of the target language has a

bearing on the first language as the tendency is that they rely on the first language structures. However, where the structures are different, there are bound to be a lot of errors occurring in L2 as already alluded to above

A study on why teachers and students preferred to code switch in different classrooms was conducted by Johansson (2014). In this study, code switching involved Swedish as a native language and English is taught as the second language. The instruments used to collect data were the questionnaire for the learners and the interview for the teachers. From the study, it was revealed that most teachers believed that Swedish should not be allowed in English classrooms while the minority was of the view that English was neither their mother tongue nor of the students. According to their opinion, one can never clearly understand a concept in L2 as he/she can in L1 (Johansson 2014). In this regard, mother tongue has a bearing in understanding concepts of the second language resulting in code switching, which is unavoidable in a multilingual classroom.

The study further pointed out that while the majority of learners preferred the English language in class, twenty percent of the learners felt that the use of Swedish is only needed when they cannot understand repeated explanations of taught concepts. Implicit in this study is that code switching cannot be completely overlooked in a multilingual classroom as the learning of the L2 cannot occur in isolation of the L1.

Another study was carried out by Malekela (2004). Languages involved in this study were Kiswahili, the native language and English used as the medium of communication in teaching other subjects. According to Tahir et al. (2016: 86) who also reviewed the study, "Findings revealed that code-switching not only occurs at the school level but up to university level among the teachers and students for communication." In concurrence, Malekela (2004) cited in Tahir et al. (2016: 86) asserts that:

Experienced and realistic teachers often switch to Kiswahili if they realise that their students are not getting the message being conveyed in English and this happens despite the

directive that teachers should use English only when teaching subjects that require the use of English medium.

Of significance from this quotation is that code-switching is indispensable as it prevails from school up to tertiary level embracing colleges and universities. Thus, code-switching is employed as a technique meant to assist in putting across concepts that are difficult to grasp in English which is the medium of instruction. This scenario in Tanzania is also a replica of what mainly happens in Zimbabwean education in general and in Bulilima District in particular where teachers and learners code switch into Kalanga in the learning of IsiNdebele.

Ngara (1977), in his study, *The National Impact of Shona and English* cites Weinreich (1974) who uses the term interference to describe the influence which two languages in contact have on each other. He further argues that Weinreich (1974) is concerned with deviation from the norms of either language which occurs in the speech of the bilingual. Thus, such deviation cannot escape learners from Bulilima who are bilinguals. In highlighting the introduction of new lexical items into Shona, Ngara (1977) gives an example of cultural and linguistic change as follows:

English	Shona
<i>teacher</i>	<i>ticha</i>
<i>school</i>	<i>chikoro</i>
<i>firm</i>	<i>femu</i>
<i>fireman</i>	<i>fayameni</i>

This research contributes to the current study to realise that the contact of languages yields interference. That is, as long as two languages are in contact, there is a mutual interference between them. Mutual interference is indispensable in situations where two or more languages co-exist, meaning that interference of Kalanga in the teaching and learning of IsiNdebele might be inevitable. For instance, these two languages spoken in Bulilima may borrow lexical items from each other as some of their words are almost the same especially those without initial vowels such as lima (plough), linda (wait) and vula (open).

Nondo (1976), in his study, discusses problems encountered by learners whose mother tongues are Ndebele and Shona in learning English in the then Rhodesian secondary schools. Of importance to observe about his study is that IsiNdebele and

Shona were mother tongues while English was the official language taught and learnt in secondary schools. The current study, however, intended to focus on Kalanga interference in the learning of IsiNdebele, which is a national language in Bulilima District that is made up of Kalanga speaking communities. Kalanga, like Shona and IsiNdebele or any other indigenous languages, also has qualifications that follow substantives or nouns they qualify. In this case, the cited indigenous languages observe common grammatical rules in the construction of sentences as African languages

Another study related to language interference titled *The Use of First Language in the Second Language Classroom: A Support for Second Language Acquisition* was conducted by Madrianan (2014). This study was conducted to establish the role of first language in the learning of the second language in the classroom. The researcher's purpose was specifically to identify if the use of the mother tongue in the classroom increases comprehension and facilitates the second language acquisition process (Madrianan 2014). The findings of this study concurred with Cummins (2000) observation that in all learning situations, previous knowledge is a starting point for acquiring a new language. Consequently, this research revealed the significance of using and promoting L1 in the teaching of the TL. In relation to the current study, Kalanga language should be developed in the teaching of IsiNdebele which is taught as a subject. In concluding the research, Madrianan (2014) states that "The mother tongue could be used as a support for the second language acquisition process, which makes the learning easier for students and teachers". In this respect, the use of Kalanga might be inevitable in the learning of IsiNdebele in Bulilima as this strategy also promotes the cognitive development, which is vital in the learning of the target language. Hence, this suggestion will be possible and applicable where there are similarities in the structures of both languages involved as is the case with some of the IsiNdebele and Kalanga verbs as may be revealed in the current study.

Alkhateeb (2018) is another scholar who did a related research titled, *Dynamic Transfer and Relations between First Language (L1) Proficiency and Second Language (L2) Writing Skills Performance*. The study investigates the relationship between first (L1) and second language (L2) (English) performance in writing skills of Saudi bilingual graduate students. In expressing the thrust of the study, Alkhateeb

(2018:324) articulates that, “Regardless of the huge linguistic distinction between the English language and Arabic language, it is presumed that Arabic and English writing skills positively, negatively, and neutrally transferred in a dynamic relationship”. In light of this, the results of the conducted study reflects effects of L2 on L1 as a reverse or backwash transfer that is positive, negative and neutral as highlighted in the citation. This finding demonstrates that there is relationship between second language and first language proficiency in composition (Alkhateeb 2018). While the assumption was that the mother tongue influences the L2 more, interestingly, in this research this was proved otherwise as the findings of the text analysis illustrate that L2 influences the L1 in many ways related to reverse transfers. However, the issue of reversal transfer does not happen in the situation involving IsiNdebele and Kalanga as shown later in the section that deals with document analysis involving composition writing. Instead, the influence is one way, from L1 to the TL, probably due to that the dominant language is the L1.

The issue of Translation Errors is also linked to the topic under study on Language interference. Shamsan and Attayib (2016) carried out a study titled “Investigating Morpho-Syntactic Translation Errors made by Yemeri EFL Students”. The study hinges on Morpho-Syntactic Arabic-English and English- Arabic translation errors made. In this study, authors reflect that errors in question are classified into different categories, namely errors in the uses of tenses, pronoun, articles, prepositions, verbs, relative and conditional clauses, mood errors and word order errors as well. According to Shamsan and Attayib (2016), “The findings of this study reveal that the students make significantly tense, noun, verb, preposition, pronoun, relative, speech, article, and voice errors when they had to translate sentences from Arabic into English”. This implies that interference is more when people are translating from L1 to the TL. Contrary to the findings of the study conducted by Alkhateeb (2018) where L2 is concluded to be more influencing L1 in many ways. From this study, it can be observed that inadequate grammatical knowledge, mother tongue interference, differences between the two languages involved could be the main reasons for committing errors (Shansan and Attaib 2016). The teachers and students when dealing with translation should seriously observe the morpho-syntactic rules of the L1 and TL as recommended by this study. Thus, in the same vein, teachers and learners in Bulilima

where IsiNdebele is taught as a language in a Kalanga-speech community should not ignore the morpho-syntactic rules of both languages.

Another research on Mother tongue interference was carried out by Mamo (2016). The study is titled *Mother Tongue Interference into Learning English as a Foreign Language: Analysis of Afan Oromo Interference into Learning EFL, Orthography and pronunciation (A Case of Batu Secondary School)*. This study observes that Mother Tongue Interference manifests itself through language aspects such as grammar, vocabulary, spelling, tone, stress syllable and semantic in both pronunciation and orthography. However, how it manifests in the highlighted language aspects also applies to other languages if they co-exist like IsiNdebele and Kalanga as will be evidenced in Chapter Four of the current study.

According to Mamo (2016), “Afan Oromo interference came out to be the worst crunch ever into learning proper EFL orthography and pronunciation”. Thus, the students’ proficiency has been very low to the extent that most graduates and employees are seen to be struggling to be creative writers or speak fluently in EFL due to mother tongue interference which is overwhelming them. In other words, the rate at which elements from their mother tongue mix with the learning of ELF is high. Results from data analysis indicate that, the curriculum gave little emphasis to incorporate orthography and pronunciation essentials like stress, tone, accent, vocabulary, spelling, calligraphy, clarity, simplicity, relevance. (Mamo 2016). Indirectly, mother tongue interference shall continue to prevail, especially the negative transfer as long as the cited issues are not accorded adequate attention and emphasis. In conclusion of the study, Mamo (2016) recommends that, teachers should show language rules of different languages and their peculiarities like; in orthography and pronunciation voices like (), Phand dh in Afan Oromo. Interestingly, consonant dh is there in Kalanga and Ph is isiNdebele and each influences the other language in their pronunciation as shall be later reflected upon in Chapter Four.

Mohebbi and Alavi (2014) conducted a study titled “An investigation into Teachers First Language Learning Classroom Context: A Questionnaire- based Study”. The aim of the research was to explore teacher’s beliefs and perceptions about L1 use in English —as —a- foreign language learning (EFL). The research found that the L2

teachers used L1 mainly to provide feedback, teach new vocabulary, explain grammar, build rapport, manage the class, give individual learners and serve time in lengthy task explanations (Mohebbi and Alavi 2014). In this context, the use of L1 cannot be taken for granted as it performs several functions in the learning of a TL. However, and in contrast, the teachers expressed that they never fall back on learners L1 to explain instructions, assignments or projects (Mohebbi and Alavi 2014). Indeed, this is in contrast because recent findings agree with the use of L1 in the teaching or learning of the L2 as indicated by Mamo (2016) in the preceding paragraph where it is suggested that teachers should be exposed to rules of both languages. Contrary to the fact that teachers never lean on learners L1, Oguro (2011) in Mohebbi and Alavi (2014), asserts that while L2 teachers are in favour of minimal L1 use, in practice L1 teachers consider it ideal for prompting L2 learning. In this view, L2 teachers should be encouraged to maintain a balance between L1 and L2 in the teaching and learning of a target language. In conclusion, the research emphasises that L2 learners L1 is an invaluable asset just like “the L2 grammar, the textbooks ...exclusive use of L2 in the classroom context as a goal, without considering a key role for learners seems unattainable” (Mohebbi and Alavi 2014: 68). In this regard, Mohebbi recommends a balance between L1 and L2 in the teaching and learning of the foreign language. Based on this conclusion, a balance is therefore, expected even in the learning of IsiNdebele and Kalanga in the current research.

Budiharto (2018) carried out a research titled *Native Language Interference on Target Language Writings of Indonesian EEL students: An Exploratory Case Study*. Of importance to note is that the interference is inclined on writings, which is different from the usual researches that generalises. The study aimed at exploring native language influence on students’ documents written in English language as well as investigating the salient and common grammatical errors in their written work. The purpose was to find out whether or not Indonesian as learners L1 influences them in writing in English. The findings of the study revealed that learners commit a variety of errors due to Indonesian native language interference. The study also established that students rely on their L1 in expressing their thoughts and this is evidenced in their essay writing where grammatical errors were observed.

From the analysis, it is found that learners’ native language (Indonesian) interference is the main cause of their errors in English language essays (Budiharto 2018). The

study concluded by stating that it should be noticed that native language transfer causes numerous errors not only at the lexical level but at grammatical level as well, which has a negative effect on students English (Budiharto 2018). In this respect, mother tongue interference may be expected to happen in the learning of IsiNdebele in Bulilima where Kalanga is the native language.

It appears researches are continuously being done on native language interference on the target language. The fact that native language interference on the target language has been widely researched is an indication that it is an area of concern in the sphere of education and linguistics. In the researched areas, educationists and academics have raised scholarly issues about the aspect of mother language interference on the target language. One of the crucial research views relates to meanings that have a bearing on the learning of the target language. Typically, a person learns a second language partly in terms of the kinds of meanings already learnt in the first language (Carroll, 1964; Albert & Obler, 1978; Larsen-Freeman & Long, 1991). Implicit is that already learnt meanings affect the learning of the target language. In the same vein, Beebe (1988) suggests that in learning a second language, L1 responses are grafted onto L2 responses and both are made into a common set of meaning responses.

2.2 Local languages groups' feelings towards language policy

Literature on the Zimbabwean Language Policy from the so called minority languages groups and educationists has expressed bitter feelings about it. While expressing the feelings of minority languages communities, The Nziramasanga Education Report (1999: 164) asserts that:

The VESOTOKA Association comprising TshiVenda, SeSotho, ChiTonga, and TjiKalanga speakers has denounced the current language policy on other local languages as a half measure, which perpetuates the suppression of their languages. Instead, they advocate the full introduction of these languages throughout the school system.

This quotation expresses the concern that local (minority) language groups are unhappy with the language policy. Instead, they regard it as suppressive of their languages in the education system. According to them, the policy promotes furthering of IsiNdebele and Shona as they continue being taught in communities where minority languages, including Kalanga, are dominant as mother tongue. In concurrence, Mhindu (2016) expresses her bitterness over the policy by arguing that established national languages have been privileged and permitted in the classrooms as a medium of instruction for a long time although not on an equal footing with English. Unfortunately, this scenario of imposing national languages on indigenous languages communities persists regardless of continuous mother tongue interference on the learning of IsiNdebele in areas where a language such as Kalanga is spoken by most of the people.

In relation to the views of minority language speakers about the policy pertaining to the disadvantage of using a language at home different from the one used at school, Stolling (1977:10) states that “The use of a different language at home and at school is harmful on children on personal and intellectual grounds. It is believed to hinder their cognitive development, confuse them and isolate them socially from their peers”. In view of this quotation, it is correct to contend that in Bulilima District, learners come to school with limited IsiNdebele vocabulary but have to compete with IsiNdebele mother tongue speakers in class. Thus, Kalanga L₁ learning isiNdebele experience considerable difficulties as the two groups start off at different levels and operate at different wave lengths as well. In this context, Glyne (1977) observation indirectly advocates that the school should be a natural continuation and extension of home life as this enhances their cognitive development. This is not the case if different languages are used at both home and school.

Hachipola (1998:9) whose authorship reveals challenges related to the teaching of Kalanga in schools due to language policy states that:

The major complaint from both the local education officials and teachers is that the deployment of teachers to Kalanga-teaching schools disadvantages the development of Kalanga. For example, there are many cases where Shona and Ndebele teachers who do not speak Kalanga well are asked to teach Kalanga or Kalanga to infants.

From the above quotation, it may be deduced that the deployment of non-Kalanga teachers stifles the development of Kalanga language. This is, however, worsened by the fact that Shona and IsiNdebele teachers who are not conversant with Kalanga are asked even to teach it to infants. It is, therefore, against this background that local (minority) language groups have no choice but to condemn the language policy, as it does not promote minority languages with regards to recruitment of bilingual teachers in pre-dominant Kalanga areas like Bulilima where the school under study is situated. Basing on the presented literature about the attitude of minority languages groups towards the Zimbabwean language policy, it is vivid that the local language groups are unhappy because the policy does not fully promote the development of minority languages in their communities. This is evidenced by the teaching of IsiNdebele ahead of Kalanga at secondary school where the investigated problem of mother tongue interference was detected.

2.3 Summary

This chapter is divided into two sub-headings namely views of scholars on language interference and local languages groups' feelings towards language policy. The reviewed literature clearly reflects bitterness over the Zimbabwean language policy which they perceive as favouring national languages at the expense of the minority languages, also, reviewed literature is associated with researches specifically linked to language interference which is the topic under study. It is from the reviewed researches that different views on language interference were discussed. Of significance to note from the reviewed studies is that, if L1 and L2 have structural similarities; there are fewer interference problems whereas if there are structural differences between L1 and L2, the learner encounters with a lot of challenges in the acquisition of L2, which is IsiNdebele in this study.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

The aim of this chapter is to explain the methodology employed in this study. Sections discussed in this chapter include research design, research approach, data collection process, pilot study, problems encountered in the field, data presentation and analytical strategies and ethical considerations. In dealing with these topics, critical issues of reliability and validity were also taken into consideration as they directly or indirectly have a bearing on the conduct and outcome of the research. The study adopted and employed the thematic content approach in its presentation and analysis of collected data.

3.1. Theoretical Framework

Grant and Osanloo (2014 in Adom et Al. 2018) perceive a theoretical framework as a blue print or guide for research. The theoretical framework shapes your entire research project. It frames how the researcher/instrument will collect, analyse and discuss the findings, in addition to how you discuss the related literature (Adom et.al 2018). Thus, theoretical framework is embrative since it includes such critical aspects of research studies. In expressing the importance of theoretical framework, Ravitch and Carl (2016) emphasise that the concept assists researchers in situating and contextualising formal theories into their studies as a guide. Thus, in this study, theoretical framework for second language learning presents various perspectives or theories of second language learning (Ucheoma 2011). Some of the major theories that inform language interference include interlanguage theory, postmodern theory, cognitive theory and Krushens theory of second learning acquisition among several others. Despite that, the highlighted theories are critical in the interpretation of language interference related issues. This study was mainly informed and guided by interlanguage theory. The focus has been on this interlanguage theory because it was considered the most relevant to this study, which investigates language interference involving IsiNdebele and Kalanga in Bulilima district, which is pre-dominantly a Kalanga speaking area in Matabeleland South region in Zimbabwe.

3.1.1 Interlanguage Theory

The researcher considered the interlanguage theory among others stated above because it is instrumental and most relevant in the study of language interference. The notion of interlanguage is central to the explanation of bilingual learners' language or second language acquisition (Hamers and Blanc, 1990 cited in Mareva 2016). According to Ellis (1985), interlanguage refers to a series of developmental stages, which L1 learners pass on their way to the target language proficiency. Brown (1987:169) defines interlanguage as the separateness of a second language learners system, a system that has a structurally intermediate status between the native and the target languages. Thus, interlanguage refers to a separate linguistic system resulting from the learners attempt to speak the target language which is IsiNdebele in this study.

The term '*Interlanguage*' was first introduced by Selinker (1972) who referred to it as L2 systematic knowledge independent of both L1 and L2 (Al-khresheh et al. 2015). According to Richards et al. (1996), interlanguage is the type of language that can be produced by FL/L2 learners who are acquiring or learning a new language. In this context, interlanguage is independent of mother tongue and target language, hence it is a separate entity and yet, it is formed by first and second language learners as revealed by Al-khresheh et al. (2015). Interlanguage pragmatics is the study of how non-native speakers acquire, comprehend and use linguistic patterns (or speech acts) in a second language (Nordquist 2019). In this respect, interlanguage provides a useful theoretical framework in exploring how mother tongue interferes with the learning of the second language. The relevance and significance of the interlanguage theory also lies on the fact that it is the first attempt to take into account the possibility of a learner's conscious attempt to control their learning (Nordquist 2019). Selinker believes that the evidence for interlanguage can be found in what he calls "fossilisations", that is, phonological, morphological and syntactic features in the speech of L2 speakers that are different from the TL rules even after years of instruction in and exposure to the TL (Frith 1978). Furthermore, Veliyeva (2016:166) observes that this depends "on phonetic, morphological, grammatical, lexical and syntactical features of the interference are distinguished." For instance, when learners feel gaps in their L2 syntactical structures for writing in L2, they use syntactical

structures of their first language (Bhela 1999). Implicit from these citations is that language features in their different types have an effect on the second language learning. In this regard, language interference, which arises in various forms, cannot be avoided as long as the learning of the second language relies on first language in terms of phonological, morphological, lexical and syntactical features. Therefore, the interlanguage theory is most relevant to this research, which investigates language interference involving IsiNdebele and Kalanga in Bulilima District where these languages are in contact and used interchangeably in formal and informal situations, and yet are structurally unrelated.

Interlanguage is further perceived as a system employed by language learners in their process of learning a target language. According to Sercombe (2000), the importance of this approach in the field of SLA lies on the fact that it can be the first attempt which takes into consideration the possibility of L2 learners' conscious attempts to have control of their learning. Implicit in this statement is that interlanguage theory is a system that facilitates the conscious process of learning a second language as the learner actively participates because of his or her ability to form rules from the data he or she encounters. The theory is also critical in that it brought in the acknowledgement of fact that errors are part of the learning process, thus reducing the need for continuous supervision by teachers (Richards 1984, Rustipa 2011; Ellis in Al-khresheh 2015) In other words, without the provision of the interlanguage theoretical framework, a lot of time would be consumed in correcting errors, which are inevitable in the learning of the target language. Despite positive aspects of interlanguage highlighted above, the theory is criticised for its inability to determine how the position of FL learner in between MT and TL can be interpreted (Al-khresheh 2015). In exposing another weakness of the interlanguage theory, Kharma and Hajjaj (1989 in Al-khresheh 2015) state that IL is permeable as its rules are not fixed so they are open to modification as they are dynamic. Notwithstanding the raised weaknesses, an assessment of how Kalanga as the mother tongue interferes with the learning of isiNdebele in Bulilima was made in cognisance of the positive aspects of the interlanguage theory

Postmodernism theoretical framework is also crucial in the study of language interference in the learning processes. Postmodernism/Postmodernist is associated with an awareness of societal and cultural transitions after World War 11 and the rise of mass-mediated consumerist popular culture in the 1960s-1970s (Irvine 2021).

Implied in this citation is that the postmodern theory involves cultural changes that occurred after World War 11 thereby giving birth to the new and popular culture. Thus, postmodernism provides an appropriate theoretical framework for cultural and linguistic changes in society. Thus, postmodernism provides an appropriate theoretical framework for cultural and linguistic changes in society. In concurrence, Muchenje, Goringa and Bondai (2013) indicate that postmodern theoretical perspective celebrates diversity in society. They further reveal that many countries in Africa are characterised by linguistic diversity which makes these countries multilingual nations. Consequently, problems concerning which language or languages should be considered official and national arise. Zimbabwe, being a multilingual country is, therefore, directly or indirectly affected by linguistic diversity problems as it comprises official, national and minority languages. In this context, this study cannot down-play postmodern theory since Bulilima is a bilingual district where IsiNdebele is taught and learnt in secondary schools because of its national status while Kalanga is the indigenous and dominant language. Hence, the researcher felt that this theory should complement interlanguage theory in providing the framework.

Cognitive learning theoretical framework employed in this study due to its effectiveness in examining the role played by thinking processes in the learning of the second language. In this study, IsiNdebele is learnt as a second language in Bulilima where Kalanga is the mother tongue and a dominant indigenous language. This theory has been used to explain mental processes as they are influenced by both intrinsic and extrinsic factors, which eventually bring about learning in an individual (Sincero 2002). In this regard, the theoretical framework is useful in that it helps to explain how understanding of rules plays a crucial role in language acquisition. On the contrary, behaviourists strongly believe that the child needs to hear the language spoken to select the appropriate parameter for his or her language environment (Horwitz 2008). In comparison, the cognitive theory considers active mental participation to be one of the critical components of practice. That is, a learner is the subject of learning not the object. Hence, second language acquisition must consider understanding, thinking, remembering and producing language. Therefore, cognitive learning and postmodern theories were used to complement interlanguage theoretical framework in informing and guiding this study on language interference involving IsiNdebele and Kalanga in a bilingual district of Bulilima in Matabeleland South.

3.2 Research Design

Research design is defined by Punch (2005) and Okeke and Wyk (2015) as a detailed plan of how you are going to conduct your research. In any study, a research design is inevitable as it provides guidelines that are a pre-requisite to conducting research. Three types of research designs, which include quantitative, qualitative and mixed methods, are common in the field of research. The researcher, therefore, was expected to choose one that was relevant to the research topic. The study employed the qualitative approach. Tuckman (1994:192) states that, "Qualitative research refers to research that produces descriptive data such as persons written or spoken words and observable behaviour." In describing qualitative research, Creswell (2009: 39) also states that, Qualitative research is a type of educational research in which the researcher relies on the views of participants, asks broad, general questions, collects data consisting largely of words (or text) from participants, describes and analyses these words for themes and conducts the enquiry in a subjective, biased manner." The importance of the use of words in qualitative research is stated by Thus, the researcher adopted a qualitative research design that solicits views, insights and opinions from the participants and gathers data consisting of words from the participants in a case study on the language interference involving IsiNdebele and Kalanga in a selected secondary school in Bulilima District of Matabeleland Province. The use of the qualitative approach meant that the researcher largely relied on the views of participants about their thoughts, feelings, beliefs, values and assumptive worlds through face-to-face interaction" (Marshall & Rossman 2006:53). In this context, the qualitative research design was suitable for this study.

Some data collection tools used by the qualitative paradigm include interviews, observations, documentary analysis and field notes. For this study, the researcher used interviews, observations and documentary analysis techniques to obtain reliable and valid data on language interference involving IsiNdebele and Kalanga. In concurrence, Cresswell (2007) also states that the data gathered in qualitative research is in several forms such as documents, observations and interviews.

The design for the current study is a case study. It is a type of qualitative research and is prevalent in social science (Starman 2013). As a case study, the research was conducted within the qualitative research tradition. Punch (2005: 14) articulates that, a case study is a qualitative research design. According to Narasuman et al. (2019:

140), “A case study is utilised by researchers to scrutinise a problem, issue or an event” Yin (2009:12) in Mhundu (2016) defines a case study as, “...an empirical inquiry that investigates a contemporary phenomenon within its real life context.” Given these definitions, a case study has its focus on a phenomenon in its typical life setting. Thus, in this study, the researcher obtained and scrutinised data on language interference involving IsiNdebele and Kalanga languages from a selected secondary school in Bulilima District.

3.2.1. Population

In research, the concept of population generally, include all members or elements, be they human beings, animals, trees, objects, events, etc. of a well-defined group.” (Nworgu, 1996:94). Ary et al. (1996) perceive population as made up of all members of the defined class of people, events or objects of interest to the researcher. According to Fraenkel and Wallen (1996:92), “A population is a group of interest to the researcher, the group to whom the researcher would like to generalise the results of the study.” In defining it, Salkind (2010:69) states that, “A population is known as a well-defined collection of objects to have similar characteristics. All individuals of a certain population usually have a common binding characteristic”. In this study, the population consisted of the Ministry of Education officials, Kalanga Language Specialist, IsiNdebele Subject Teachers and Secondary school learners. The reason why Form One and Form Two were the only forms included in the population was because these classes would be coming from primary school where Kalanga is supposed to be taught as the mother tongue. The assumption is that the effect of their Kalanga influence as lower forms of secondary education is higher and more pronounced than those in upper forms who would have been in the system and already initiated into IsiNdebele.

3.2.2 Sampling and Sampling procedures

Sampling generally refers to a small portion derived from the whole population to conduct a research study as it is practically impossible to include the entire population in the study. According to Harper (2001:30), “Sampling is the selection of a given number of persons from a defined population as a representation of that population from which research is being carried.” A sample is a group of people selected in

research to give ideas on a research topic (Tichapondwa 2013). Therefore, a sample is extracted from a larger population specifically for the reason of conducting research. However, there are several challenges in securing the right sample for your research study (Okeke & Wyk 2015: 252). Some challenges relate to the willingness of the participants to be part of the sample and whether the sample is representative of the larger population (Okeke & Wyk 2015). In this regard, such challenges should be considered if the sample size is to be arrived at since the sample size is an important research process. In this study, it was taken into consideration that, the sample should be representative of the population to ensure that findings are generalised from research sample to the population as a whole” (Okeke & Van Wyk 2015: 226).

In this study, purposive sampling was employed to select appropriate and suitable research participants. According to McMillan and Schumacher (2010:197), “In purposeful sampling, sometimes called (purposive sampling) the researcher sometimes selects particular elements from the population that will be representative or informative about the topic of interest, on the basis of the researchers knowledge of the population, a judgment is made about which subjects should be involved to provide the best information to address the purpose of the research”. Purposive sampling was, therefore, used as a sampling procedure because the researcher had an intention in mind of selecting appropriate and relevant data rich cases for in-depth study. Thus, the researcher deliberately chose who to include in the research based on their potential to supply necessary data. Hence, it should be noted that while purposive sampling may satisfy the studys needs, the researcher may, unconsciously miss out on important traits or be biased in choosing a sample (Gray 2009; Cohen et al. 2007 cited in Magudu 2014: 74). However, this significant limitation of purposive sampling did not affect the study in any way as its strengths were overwhelming. Therefore, purposive sampling enabled the researcher to select participants with the knowledge and experiences of language interference involving IsiNdebele and Kalanga in Bulilima District.

The chosen sample comprised forty-five participants who included one District Schools Inspector (DSI), one isiNdebele Subject Inspector (SI), one Kalanga Language Research Assistant, four IsiNdebele secondary school teachers, twenty Form One learners and eighteen Form Two learners from a selected Bulilima

secondary school. The DSI was pivotal in that the study was conducted in a selected secondary school within his district and the assumption is that he/she was conscious of Kalanga's influence on the learning of IsiNdebele in a Kalanga speaking environment. IsiNdebele SI was appropriate in that by his/her responsibility as a subject inspector, he/she is exposed to teaching and learning of IsiNdebele in Bulilima since it is his/her area of supervising the teaching and learning of IsiNdebele where Kalanga interference is inherent in the learning of IsiNdebele in Matabeleland South. The conducted purposive sampling also considered the involvement of Kalanga language specialists, hence the incorporation of the Kalanga Language Research Assistant at the university level to obtain informed data on language interference involving IsiNdebele and Kalanga. His/her inclusion in this sample was positive as the research assistant was a Kalanga who also studied IsiNdebele as a subject at the Master of African Languages level. IsiNdebele secondary school teachers were included since they are directly involved in the teaching of IsiNdebele to Kalanga speaking learners. Finally, including learners at lower forms of secondary education as part of the sample was inevitable as these learn IsiNdebele and yet their mother tongue is Kalanga. Thus, it was unavoidable to incorporate the stated participants as directly or indirectly. They were relevant as sources of language interference involving the two languages because of their different capacities.

3.2.3 Gaining entry

Before the commencement of this study activity, the researcher sought permission from the University of Venda's Research Ethics Committee to embark on the study which was granted (see Appendix K). After receiving this permission, the researcher proceeded to secure permission from relevant authorities such as the Ministry of Primary and Secondary Education in Zimbabwe. Consequently, written permission was obtained from the Ministry of Primary and Secondary Education through the Provincial Education Director for Matabeleland South Office (see Appendix B). With this letter from the Provincial Education Office, the researcher got entry into the selected secondary school. The head of the selected school gave permission to conduct both the pilot study and the main research.

3.2.3.1 Conducting the interviews

A research interview is a survey technique that is based on a universal human activity: conversation between the interviewer and the interviewee to obtain relevant information to be used in research (Cohen & Manion, 1989). According to Okeke and Wyk Van (2015:297), "An interview is a face-to-face conversational engagement between two people where questions are asked by the interviewer in order to elicit responses that can be analysed within qualitative research situations". In addition to eliciting responses from respondents, an interview should be a systematic oral communication between an interviewer and interviewee or interviewees. The use of this data collection tool enabled the researcher to have a direct verbal interaction with the participants. Blanche et al (2006) assert that, Interview schedules or guides produce data that are superior because they reflect the reality of the participants. Most importantly, they allow the researcher to have a greater depth of information from the participants. This is also confirmed by Saunders et al. (2009:44) who emphasise that, "It allows the researcher to rephrase the questions in many ways he feels is possible to get the required information.

In this study, the researcher used the semi-structured interview. According to Denscombe (2010:175), "Semi-structured interviews are significant as they allow the interview to develop ideas and speak more widely on the issue raised by the researcher. Hence, semi-structured interviews were employed because they were compatible with the qualitative paradigm in that participants were accorded the opportunity to speak out on crucial issues regarding language interference involving languages in contact in Bulilima District. In making appointments with the interviewees, the researcher phoned and booked them in terms of specific dates and times for interview sessions. Additionally, a week before the interview dates, the researcher reminded each interviewee to confirm the booked interview sessions.

Data collection consisted of face-to-face interviewing of one District Schools Inspector, one IsiNdebele Subject Inspector, one Kalanga Language Research Assistant, and two IsiNdebele Subject Teachers. Each interview lasted about twenty to thirty minutes with participants being given ample time to respond to different questions and issues.

These interviews were conducted within a duration of twenty-five days. A Marantz PMD-661 field recorder with a WH-30 Shure head-worn microphone and a smart phone voice recorder was used to preserve data.

Gilbert (2008) states that the interviewer can record responses directly into an interview schedule or use a tape recorder to record the interview for later transcription. All interviews were arranged and conducted at the convenience of the interviewees. The language that was used in conducting the interview was IsiNdebele. The researcher used IsiNdebele because he wanted to check if Kalanga interfered with IsiNdebele. In other words, it was going to be impossible to determine Kalanga's influence if the interview had been conducted in Kalanga or English. After the interviews, transcription and translation from Kalanga to English was done by a professional translator.

3.2.3.2 The Observation

Observation is one of the primary and critical ways of collecting research data, which is employed in qualitative research. Observations are highly favoured in research because they allow researchers to access authentic information through the observation of situations as they transpire (Mhundu 2016:50). Sidhu (1984:158) views observation as an instrument that “seeks to ascertain what people think and do by watching them in action as they express themselves in various situations and activities.” According to Marshall and Rossman (1989: 79), observation is, “the systematic description of events, behaviours and artefacts in social setting chosen for study”. In the same vein, Okeke and Van Wyk (2015:277) assert that, the chief purpose of qualitative observations is to examine the patterns of behaviours or actions.” In fact, observation involves careful attention to some activity or events to obtain required data. Since this is a qualitative research study, the observation environment in which the research was conducted was a naturalistic observation. Therefore, in this study, the observation took place in the setting where the phenomenon of interest naturally occurs instead of a location designed for interviewing (Merriam 2009:119).

In this study, before the commencement of the classroom observations, teachers whose classes formed part of the observation were approached to obtain their

consent. Those who consented provided their timetables to allow the researcher to identify dates for visits. It is also important to note that observation could either be participant or non-participant. According to Gay (1987), in participant observation, the observer becomes part of the group while in non-participant observation the researcher remains aloof and is uninvolved in the observational situation. Despite that critic of participant observation as a data gathering technique points to it being highly subjective and therefore, unreliable nature of human perception (Merriam 2009), the researcher, in this study remained a non-participant observer due to lack of time involved in being part of the classroom groups. Instead, the researcher remained a complete observer who was aloof and just watched without interfering with the proceedings of the conducted lessons in a natural classroom environment. On the date of the visit, the teachers were only informed upon arrival, which was timed to allow for an arrangement for the actual observation. In the classrooms, the observer was introduced as a learner teacher intending to acquire experience in language teaching. This made the learners free to participate in the learning process without feeling intimidated. During observation, special attention was paid to code switching, code mixing, pronunciation, reiteration and clarification among others.

The researcher's role as a non-participant observer was to pay attention through listening and smart phone recording the proceedings of the lessons. These observations were recorded and transcribed verbatim to accurately capture the most needed data. According to Wagner et al. (2012), observation may enable you to access those aspects of a social setting that may be invisible to the general public. The researcher, therefore, felt it was appropriate to take the role of non-participant observer to access the data that was not obvious to everyone but required observational skills to source it. In this study, therefore, the focus of the researcher as non-participant observer was specifically on issues related to Kalanga language interference in the learning of IsiNdebele in Bulilima.

3.2.3.3 Written Documents

Document analysis is one of the qualitative research instruments in which documents are interpreted by the researcher to give voice and meaning around a topic under study. Documents are, in fact, a ready-made source of data easily accessible to the

imaginative and resourceful investigator (Merriam 2009:139). In this regard, this research technique is different from the interviews and observations which are designed to collect data specifically focusing on the research question. As a ready-made source of data made before research, it is considered original since it would have been prepared without the knowledge of the study to be conducted later. This observation is also stated by Bowen (2009:27) who asserts that, “Documents contain texts (words) and images that have been recorded without a researcher’s intervention.” The purpose of document analysis in a study is highlighted by Nyawaranda (2003) who posits that documents are useful for corroborating and augmenting evidence from other sources as is the case in this study where interviews and observations are used as alternative sources. In concurrence, “Document analysis is often used in combination with other qualitative research methods as a means of triangulation—the combination of methodologies in the study of the same phenomenon” (Denzin 1970: 291). Thus, the researcher is looked upon to draw from multiple sources of evidence to seek convergence and corroboration using varied data sources to minimise biases that can exist in the carried-out study.

Document analysis in this study involved secondary sources that were used to supplement the information obtained through observations and interviews. In analysing documents for this study, the researcher was guided by Patton (1990) work. According to Patton (1990:10), documentary analysis in qualitative research includes “...quotations or entire passages from organisational, clinical or programme records, memoranda and correspondences, official publications and reports, personal diaries...” In the same vein, Labuschagne (2003) in Bowen (2009) states that document analysis yields data excerpts, quotations or entire passages and case examples specifically through content analysis. Consequently, in this study, document analysis is related to language interference involving IsiNdebele and Kalanga languages in Bulilima where IsiNdebele is taught as a subject in schools while Kalanga is the mother tongue. Therefore, in this study, the researcher analysed learners IsiNdebele language and composition exercise books for Forms 1 and 2 classes respectively. Through this analytical research approach, the researcher was expected to gain insights into Kalanga interference in the learning of IsiNdebele in Bulilima.

3.3 Rationale for the Choice of Techniques in the Current Study

In this study, data collection tools used to gather data were interviews, observations and written documents. The choice of these instruments in conducting research depended on their strengths, which outweighed their weaknesses. The effectiveness of an interview as one of the most powerful ways of understanding phenomena in contemporary research (Punch 2005) influenced the researcher to employ this data collection technique. According to Blanche, Durkheim and Painter (2006:297), Conducting an interview is a more natural form of interacting with people than making them fill out a questionnaire, do a test or perform some experimental task and therefore, it fits well with interpretive approach to research". In this regard, interviews are not only natural but more appropriate as they allow free participation compared to other techniques that are too formal in their proceedings. Furthermore, this instrument was chosen due to its contribution as, "a powerful tool for eliciting rich data on people's views, attitudes and the meanings that underpin their lives and behaviours" (Gray 2009:370). Since this study sought to investigate the language interference involving IsiNdebele and Kalanga in the learning of IsiNdebele, the interview approach was justified for use because it assisted the researcher to access and gain insights into participants opinions, feelings, emotions and experiences (Denscombe 2010:173).

The observation technique was also employed to collect qualitative data in the current study. Like the interview instrument, the rationale behind its selection was based on its strength and effectiveness in the collection of research data. In this study, observation prevailed in a classroom environment where the phenomenon of interest naturally occurs instead of a location designed for interviewing (Merriam 2009: 119). The rationale for the inclusion of the observation technique is supported by Adler and Adler (1994, in Denzin and Lincoln 2011: 467) who state that observation has been characterised as, the fundamental base of all research methods". Since this technique provides a base for other data collection methods, the researcher felt justified to select and employ it in conjunction with other data collection instruments, that is, interviews and written documents.

Document analysis was also used alongside interviews and observation techniques. The rationale for the choice of this method was because this instrument is different from the interviews and observations which are designed to collect data specifically

focusing on the research question. For the researcher to come up with balanced findings, he had to employ this technique that provided data that could not be accessed through interviews and observation used in this study. The rationale behind the choice of this data collection technique is supported by Marshall and Rossman (2003: 8) who assert that, “the use of documents often include an analytical approach called content analysis whose major advantage is that it is unobtrusive and non-reactive in that it can be conducted without in any way disturbing the setting”.

The highlighted data collection techniques confirm that they are characterised by different strengths in research, a phenomenon that justifies their selection for this study. In expressing the rationale of using different but complementary sources of data collection, Okeke and Wyk (2015: 292) emphasise that, It is desirable in research to use multiple methods of data collection so that findings from one approach can be corroborated using another approach. For instance, observation is not only a basic form of research but it is also the one that is most likely used for data triangulation (Adler & Adler 1998). Therefore, the rationale behind the use of multiple techniques of data collection, in this case, interviews, observation and written documents was to achieve triangulation of results for the sake of reliability and validity.

3.4 Pilot Study

A pilot study in research is perceived as a critical element of a good research design. According to Okeke and Wyk (2015:371), “Pilot study involves running a trial of the main study in order to ensure the study's feasibility and validity”. In other words, a pilot study is a useful instrument developed to “test it out” before administering it to the actual sample (Welman et al. 2005). In this context, a pilot study was a preliminary small scale study carried out to decide on how best to conduct the research. For instance, with the help of a pilot study, the researcher may refine the research topic and study methods. Therefore, in this study, the researcher conducted a pilot study at one conveniently and purposively selected secondary school in the same district where participants in the pilot study had similar characteristics to the target population. It was at this stage that the researcher improved the clarity, appropriateness and suitability of his designed research instruments, that is, the interview, observation and

document analysis. A pilot interview was conducted with the school headmaster and observations of live lessons were made with both Form One and Two classes.

The researcher concluded the pilot study by scrutinising written work in both IsiNdebele language and composition exercise books. It was through piloting that the researcher managed to identify the strengths and weaknesses of the research tools leading to adjustments where necessary. Consequently, it became apparent to the researcher that, although a pilot study cannot eliminate all systematic errors or unexpected problems, it helps to identify and reduce unclear or ambiguously formulated items before the actual research was conducted.

3.5 Problems encountered in the fieldwork

In this study, encountering different problems was inevitable. Experienced problems were related to interviews, observations and document analysis employed during the study. Details of encountered problems and/or challenges are presented below.

3.5.1 Problems relating to interviews

The problem encountered by the researcher in this study had to do with face-to-face interviews. The use of smart phone-recorder during the interviews somehow created an artificial scenario. Despite that the interviewees were professionals and had been assured of the confidentiality and privacy that goes with the interview, they still felt uneasy and uncomfortable when the process was audio-recorded. However, this was unavoidable as the success of the qualitative interview depended on the accuracy of capturing data. This is articulated by Patton (2002, cited in Gray 2009:193) who states that, “No matter what kind of interviewing style is used and no matter how carefully interview questions are worded, all is wasted unless the words of the interviewee are captured accurately.”

The study further encountered the problem of bias in interviews. Human beings are prone to certain biases; hence biases are inevitable as they are inherent in people. In this study, since most of the interviewees were of Kalanga origin, there was tendency to be dishonest, something that resulted in them hiding useful information regarding Kalanga language interference in the learning of IsiNdebele. For instance, most of

their responses throughout the interview were biased in favour of Kalanga, their mother tongue, against IsiNdebele, which they did not appreciate its teaching and learning in a pre-dominantly Kalanga speaking district.

3.5.2 Problems relating to observations

The researcher encountered a few problems using the observation technique in this study. One of the major problems experienced relates to the change of behaviours of people being observed. In fact, those observed automatically changed their behaviour and acted artificially to impress the observer. This concurs with what transpired as the researcher observed live lessons to detect Kalanga interference in the learning of IsiNdebele. For instance, as soon as the researcher was introduced as somebody who would be part of the lesson, students changed their behaviour and became artificial. Their change of behaviour and attitudes somehow compromised the results of the conducted study because their participation became unnatural since they intended to impress the researcher.

Researcher bias was also a problem that also affected the observation technique in this study. As an observer, the researcher had his prejudices, that is, subjectivity or strong views about language interference involving IsiNdebele and Kalanga languages. Due to preconceived ideas, the researcher seemed to be overwhelmed by his expectations regarding pronunciation, code switching and code mixing during lesson observations. Therefore, the observer bias of this nature, one way or the other, undermined the trustworthiness of the data that were gathered. In fact, it was impossible for the researcher not to see what he wanted to see. As such, biases were inevitable in this study.

3.5.3 Problems relating to Written Documents

Written documents are important in that they contain original and independent texts, which are not influenced in any way by the researcher since they are produced before this research. Despite its critical contributions in research, documents have certain problems that are inherent in them as a data collection technique. In this study, inspected composition and language exercise books had inadequate learners written work, yet the researcher expected more and specific evidence with regards to Kalanga

interference in the learning of IsiNdebele. A document will not perfectly provide all the necessary information required to answer ones research questions. Some documents may only provide a small amount of useful data or sometimes none (Triad 3 2016). In this study, the inspected composition and language exercise books had inadequate data while other language exercise books did not have anticipated data in them, yet the researcher had expected adequate and specific evidence with regards to Kalanga interference in the learning of IsiNdebele.

3.5.4 Controlling problems encountered in the field

In response to the encountered problems stated above, the researcher attempted to contain them as they arose. Concerning the change of behaviour by learners upon seeing the researcher who was a stranger, an effort to make them relax was made by their teachers who introduced the visitor as somebody interested in IsiNdebele lessons. In greeting the class after being introduced, the researcher used both languages and that excited them; they accepted him as part of them and this was confirmed by their active participation as everything was normal while the researcher as an observer quietly audio tapped and noted down the lesson activities.

The problem of researcher bias which prevailed during the observation was difficult to contain as the observer was a victim of preconceived ideas. In controlling the temptation of observing what he wanted to see, the researcher had to ensure that the smart phone was on and properly tuned to accurately record reality as it was obtained. Data captured through the smart phone and audio recording were meant to be compared with the researchers field notes during the validation process. Consequently, through this strategy, the researcher could counter and minimise researcher bias as a problem in qualitative studies.

The researcher also managed to contain the problem of biases and dishonesty that occurred during the interview. During the interview, interviewees whose mother tongue was Kalanga tended to be biased in favour of their mother tongue while those whose mother tongue was IsiNdebele, were also in favour of IsiNdebele. For instance, those who were of Kalanga origin perceived Kalanga interference as justified since IsiNdebele was taught in a pre-dominantly Kalanga environment. On the other hand, those who did not appreciate the Kalanga interference justified the teaching of

IsiNdebele as a subject and not as a language. Although it was difficult to contain this aspect of bias in interviews, the researcher tactfully reminded interviewees to address the demands of interview questions objectively as professionals and without being preconceived as this would, one way or the other, compromise results of the study.

Inadequate and a lack of specific written documents also posed as a problem that needed the researcher's attention. Although the researcher had anticipated examples of Kalanga interference in abundance, this was not the case as composition and language exercises had inadequate evidence regarding the expected Kalanga words in IsiNdebele written work. Since it was impossible to increase the amount of expected data of anticipated examples, the researcher had no choice except to rely on already available written work in both composition and language exercises books. Unspecific examples were not considered as using them would have distorted results of the study and this, controlled this problem.

3.6 Data analysis strategies

Data presentation and analysis form an integral part of all academic and professional studies. Thus, data presentation and analysis are important in a research as the process brings about order and meaning to a mass of collected data (Marshall & Rossman 1990:111). In this regard, data analysis plays an essential role in every field as was the case in this study. However, data analysis strategies depend on the data that was gathered. Punch (2005:194) asserts that, "The variety and diversity in approaches underline the point that there is no single right way to do qualitative data analysis- no single methodological framework". Thus, qualitative researchers might use different approaches or methods to analyse data (Glesne 2015). In concurrence, Okeke and Van Wyk (2015) state that approaches in qualitative research use similar methods to collect data such as interviews, participant observations and focus groups, etc., including an overlap in both analysis and data collection.

This study employed the Thematic Content Analysis (TCA) for analysis. According to Zhang et al. (1966: 2), "Qualitative content analysis involves a process designed to condense raw data into categories or themes based on valid interference and interpretation. This process uses inductive reasoning by which themes and categories emerge from the data through the researcher's careful examination and constant

comparison". Bryman and Burgess (2002) argue that analysis of qualitative data is generally problematic because the data is bulky and unstructured, hence the need to organise and prioritise the data. Obviously, the raw data is meaningless if it is in its bulk state and not analysed and interpreted so as to derive sense from it. In this regard, the researcher also employed analytical strategies involving the interpretation of data by sorting out, organising and reducing it into manageable pieces to deduce meaning. Through careful examination and comparison of data as indicated, individual themes emerged from the data that included words, phrases, sentences and paragraphs during interviews, observations and written work analysis. One analytic strategy would be to identify issues within each case and then look for common themes that transcend the cases (Yin 2009, in Creswell 2013). Consequently, the researcher focused on major issues to understand the complexity of the case instead of having a generalised perception of it.

The emergence of these themes was then followed by the process of coding, which is also unavoidable in data analysis. According to Creswell (2013), "The process of coding involves aggregating the text or visual data into small categories of information, seeking evidence for the code from different data bases being used in a study, and then assigning a label to the code." In expressing the significance of coding, Bryman and Burgess (2002) emphasise that the coding process is an important aspect of the analysis of qualitative data as it assists in managing and giving shape to the large volumes of collected data and marks the beginning of the conceptualisation of the data. Thus, the researcher read over and again notes, recordings and transcripts to identify trends and patterns in data before deciding on coding. Analysis of data was, therefore, done after each data gathering around and was repeated throughout the data gathering process as highlighted by (Magudu 2014). In the process, core themes were identified and discrepancies examined during the process of coding and categorising data.

In this study, a simplified version of Hycners (1985: 280-294) framework for phenomenological explication of interview data proposed by Groenewald (2003) was employed. Bracketing and phenomenological reduction was the critical initial phase of data analysis which demanded the management of the data. In this respect, Bryman and Burgess (2002) argue that the analysis of qualitative data is generally problematic

because the data is bulky and unstructured, hence the need to organise and prioritise the data. Consequently, the researcher closely read through interview transcripts several times to derive sense and familiarise with the interviews as proposed by Creswell (1998). The researcher also wrote memos or recorded reflective notes on what was being learnt from the gathered data. According to Rubin and Babbie (2009: 307), memoing is perceived as, “a qualitative data analysis technique used at several stages of data processing to capture code meanings, theoretical ideas, preliminary conclusions and other thoughts that will be useful during analysis.” In this context, memos are critical and indispensable in the data analysis process, hence they were written in this study.

The second phase of data analysis process in Hycners (1985) framework was delineating units of meaning. This stage involved identifying and isolating those statements that were significant to the phenomenon being studied (Hycner, 1985; Creswell, 2009). According to Groenewald, (2004), the criteria used to isolate the unit of relevant meaning included the literal content, the number of times a meaning was mentioned (Groenewald, 2004). This occurred during lesson observations where the researcher attentively listened to learners orally participate while noting down Kalanga words and sentences about Kalanga interference in the IsiNdebele lesson. The researcher also used the smart phone recorder to capture the actual words, phrases and sentences spoken and written by learners during the observed lessons. Thus, units of meaning, which were relevant to the research questions, were identified and redundant units were discarded. Precisely, in this phase, sorted materials are examined to isolate meaningful patterns and processes.

The next stage of data presentation and analysis involves clustering units of relevant meaning to form themes. Units of relevant meaning were examined to establish their essence (Magudu 2014). The researcher, therefore, clustered related units of meaning into major evidence categories or themes, abbreviating the units into codes that represented commonalities within the grouped units of meaning (Bogdan & Biklen, 1998). Through content analysis, it is possible to distil words into fewer content related categories. It is assumed that when classified into the same categories, words, phrases and the like share the same meaning (Cavanagh 1997, cited in Elo and Kyngas 2008). In coming up with the themes for data analysis, the researcher was

guided by the common meanings of words and phrases, which allowed them to be classified into the same category.

The fourth phase of data presentation and analysis involved summarising each interview, validating it and where necessary, modifying it. In this stage, the identified clusters of units of meaning were summarised into a simple and coherent format as suggested by Hycner (1985). To validate and verify the essence of the experience as well as the emerging themes, the researcher made units available to the participants at the beginning of the interviews. This process, however, uses inductive reasoning by which themes and categories emerge from the data through the researcher's careful examination and constant comparison (Patton 2002). In this regard, this phase is crucial in that it summarises, validates and modifies gathered data, something that the researcher could not avoid in the conducted study on language interference involving IsiNdebele and Kalanga in the learning of the former in Bulilima, a pre-dominantly Kalanga speaking district.

Extracting general and unique themes from all interviews and making a composite summary was the fifth and final phase of the data analysis process in Hycners (1985) framework for phenomenological explication of interviews. As pointed out by Groenewald (2004) and Hycner (1999), a combined list of themes that were common across the participant's experiences was developed by the researcher. After summarising all the themes, the researcher further synthesised them into a composite description of the experiences of the participants (Moustakas 1994), which is a critical aspect of data analysis in qualitative research.

This section focused on the presentation and analysis of the data collected. Data were collected using a multi-method approach, utilising observations, semi-structured interviews and document analysis of the research questions. However, the entire process was thematically and systematically conducted as the data for each research question was presented and analysed separately. To minimise the intrusion of researcher bias during data analysis, efforts were made to maintain the literal data as closely as possible in the creation and development of categories (Strauss & Corbin, 1998).

3.7 Ethical considerations

Ethics are a crucial component of any research study. Regardless of the approach to qualitative inquiry, a qualitative researcher faces many ethical issues that surface during data collection in the field, analysis and dissemination of qualitative reports (Creswell 2013:174). Ethical issues are inevitable in research regardless of data collection instruments employed as these directly or indirectly feature in the process of data analysis. Babbie and Mouton (2010:14) emphasise that, Ethics are about conforming to the standards of conduct of a given profession or group or individuals". Concerning this, Cohen, Manion and Morrison (2013) point out that researchers should be guided by the following principles: informed consent, respect of privacy and confidentiality, non-maleficence (non-evil) to research participants and no deception of research participants. Owing to these requirements, it was made clear to the participants that participating was not forced but voluntary as they were at liberty to withdraw at any stage of the research. Therefore, critical issues that were considered by the researcher about ethics are highlighted below.

3.7.1 Informed consent

According to Kumar (2014:285), "In every discipline, it is considered unethical to collect information without the knowledge of participants and their expressed willingness and informed consent." In this respect, the consent of the participants is important in research. Moreover, Kumar (2014) reveals that in an informed consent participants are made adequately aware of the type of information one wants to collect from them, why the information is being sought, what purpose it will be put to, how they are expected to participate in the study and how it will directly or indirectly affect them. Since the study touches on views, feelings and attitudinal matters to do with language interference involving IsiNdebele and Kalanga, the researcher was compelled to seek informed consent from all the participants beforehand. Furthermore, the produced consent form vividly stated the rationale of the study that their participation was voluntary and that they were free to withdraw if need be. By explaining the purpose, the relevance and usefulness of the study undertaken, the researcher convinced the participants on the importance of the study, hence, they willingly consented and participated in the research.

3.7.2 Voluntary participation

For ethical reasons, the researcher advised the participants to read and sign the consent form as a way of guaranteeing their willingness to freely participate in interviews (Frankfort-Nachmias 1996). As the consent was voluntary and without pressure of any kind (Kumar 2014), the used consent form clearly spelt out the purpose of the study and that their participation was voluntary (Gray 2009; Silverman 2010). After it was clear that the participants were ready to freely participate in the study, the researcher conducted the study based on the clearance granted by the Ministry of Education through the Matabeleland Provincial Office. Despite being told that participation is voluntary, participants in research might still think that they are obliged to participate. In other words, voluntary participation can never be hundred percent in research, hence the researcher should take cognisance of that issue which is inherent in social research. In this study, participants involved included the District Schools Inspector, IsiNdebele Subject Inspector, Kalanga Language Research Assistant, IsiNdebele Subject teachers and learners on issues related to language interference involving IsiNdebele and Kalanga where IsiNdebele is taught as a subject in Bulilima, a Kalanga speaking district. All these participants voluntarily participated to give information in this study.

3.7.3 Privacy and confidentiality

The concepts of privacy and confidentiality are critical in qualitative research as the concern is on treating research data privately and confidentially. Confidentiality is an obligation arising from participants trust in the researcher. Participants trust would restrict any disclosure of information about clients for any other purpose other than that which was originally disclosed by the interviewer (Okeke & Van Wyk 2015:306). In fact, it is unethical to divulge gathered information since this compromises the trust placed on the researcher by participants. Kumar (2014:286) asserts that, It is unethical to be negligent in not protecting the confidentiality and anonymity of the information gathered from your respondents.” In the same vein, Okeke and Van Wyk (2014) emphasise that it is advisable to use pseudonyms to protect the identity of clients when recording information from your participants. The researcher, therefore, should ensure that the source from whom the information was collected should be kept private or unknown throughout the research. In this study, the researcher assured the

participants that their identities would be protected using pseudonyms throughout the current research and that all the gathered confidential data would be securely locked as expressed by Magudu (2014). Furthermore, participants were informed that the information would be used entirely for this research and for the related article for publication.

3.7.4 No harm to participants

Harm includes not only hazardous medical experiments but also any social research that might involve such things as discomfort, anxiety, harassment, invasion of privacy, or demeaning or dehumanising procedures (Bailey 1978: 384 cited in Kumar 2014: 28). This citation categorically states that harm is not a restricted phenomenon that is only associated with physical danger. Instead, harm features in various forms that one way or the other impact on participants while research is conducted. For instance, Subjects can be harmed in a physical and/or emotional manner” (Delport et al. 2011:115). Thus, necessary precautionary measures ought to be taken as pointed out by Babbie (2007:27) in Delport et al. (2011:115) who asserts that, “The fundamental ethical rule of social research is that it must bring no harm to participants.” Therefore, avoidance of harm is crucial and should be prioritised in social research at all costs. In this study, the researcher, therefore, assessed all the possible risks that could harm the participants during the the research process (Ritchie & Lewis 2003). It was in the consent form that the researcher advised the prospective participants that they were at liberty to withdraw if they felt emotionally, socially or physically harmed by the proceedings of the study. All this was done to protect participants from any form of discomfort they might experience as the study was underway.

3.7.5 Trustworthiness

In quantitative studies, the terms reliability and validity are used while in qualitative studies, the term trustworthiness of data is used (Wagner et al. 2012). In this respect, qualitative researchers are more concerned with trustworthiness than reliability and validity checks. Trustworthiness in qualitative research refers to the extent to which qualitative data is dependable, consistent, stable, predictable and reliable so that whenever it is put to test, it produces the same data (Delport & Roestenburg 2011). Therefore, trustworthiness is important as it confirms the authenticity of collected data

in any research. Lincon and Guba (1985 cited in Cohen et al. 2011: 181) suggest four criteria used to ensure the trustworthiness of data in qualitative research.

- a) *Credibility (replacing the quantitative concepts of internal validity).*
- b) *Transferability (replacing the quantitative concepts of external validity).*
- c) *Dependability (replacing the quantitative concepts of reliability).*
- d) *Confirmability (replacing the quantitative concepts of objectivity).*

To ensure trustworthiness, the researcher took cognisance of the above criteria and employed them in the study. For most qualitative approaches, reliability is improved and even guaranteed by triangulation where information is gathered, for example, from multiple sources or by using multiple tools for gathering the data (Gray, 2009:195). With regards to validity, Stokrocki (1997) argues that triangulation enhances validity by incorporating different viewpoints and methods. In the same vein, Flick, et al. (2004:178) state that triangulation of data as a validation strategy, “combines data drawn from different sources and at different times, in different places or from different people.” Besides enhancing validity and reliability in qualitative research, rich and thick data is acquired through triangulation. Therefore, as a way of achieving triangulation of data sources, the researcher collected data from secondary school learners, IsiNdebele Language Specialist Teachers, District Schools Inspector, IsiNdebele Subject Inspector and Kalanga Language Expert. Besides triangulation of data sources, the researcher also employed methodological triangulation where multiple methods to study the research problem were applied. Furthermore, the concept of triangulation by different methods, thus can imply either different data collection modes (interview, questionnaire, observation, testing) or different design” (Lincoln & Guba 1985: 30). In this study, triangulation was achieved using interviews, observations and written records as data collection techniques in the investigation of language interference involving IsiNdebele and Kalanga. The researcher also built rapport with the participants throughout the study to access detailed and honest data. It was through such processes that the researcher ensured the trustworthiness of obtained data for this study. Hence, “The aspect of trustworthiness is the qualitative equivalent of validity in quantitative research” (Mhindu 2016: 57). In consolidating the

indispensability of trustworthiness in a qualitative study like the undertaken one, Magudu (2014:92) argues that, “There was a need, therefore, to ensure the trustworthiness of the study and the key criteria usually employed to establish validity in qualitative research are credibility, transferability, dependability and conformability.”

3.7.6 Dependability

Lincoln and Guba (1985 cited in Wagner et al 2012) prefer replacing reliability with the notion of dependability since they believe reliability and validity are associated with quantitative studies. Thus, the concept of dependability is perceived as, “a reliability measure achieved by triangulation of methods and providing an audit trail; this audit trail attests to the accuracy of translations of information from various data sources and provides the means for ensuring the confirmability of the findings, allowing for reconstruction of events and processes that led to the conclusions in the research” (Lincoln & Guba cited in Wagner et al 2012: 243). Clearly, dependability can be realised through properly managed audit trails of evidence by participant confirmation. Since dependability can be achieved using audio trails (Gray 2009), the researcher provided evidence of data by keeping audio data from recorded interviews and observations conducted during the study. The dependability of a qualitative study can also be enhanced if an in-depth methodological description is given so that other researchers could repeat it (Shenton, 2004). Therefore, this issue of in-depth and detailed methodology was highly considered in the study. Furthermore, member check is an issue involved in dependability, the researcher also went back to the participants to conduct a member check as a way of heightening the dependability of and confirmability of the study on language interference involving IsiNdebele and Kalanga.

3.7.7 Confirmability

According to Trochim and Donnelly (2007: 149), confirmability refers “to the degree to which the results could be confirmed or corroborated by others.” Shenton (2004) also notes that the conception of confirmability is the qualitative researchers’ equivalent to objectivity in quantitative research. It is the extent to which the obtained findings can be reliable in terms of their authenticity and that confirmability is equivalent to objectivity, which is critical in qualitative research like this one. Confirmability is also perceived as, “ensuring that the findings are grounded in the data and gauging the

degree of biases present to demonstrate that the data and findings were derived from events rather than being solely from researcher construction (Lincoln & Guba 1985 cited in Wagner et al. (2012). Therefore, confirmation checks on biases and that findings are authentic and can be proven if the study is repeated. In other words, it is through confirmation that data and findings are not obtained from events but researcher fabrications are exposed. Gray (2009) indicates that, confirmability can be strengthened “with audit showing connections between data and researchers interpretations.” To strengthen confirmability as expressed, the researcher kept specific description processes followed in conducting the study and interpretations of data for the sake of replication if need be. The researcher also sent back the transcript analyses to the participants so that they confirm if what had been finally captured was exactly what they had furnished in their responses. All this was done to confirm the authenticity of the study on language interference involving IsiNdebele and Kalanga languages.

3.8 Summary

The focus of this chapter was on research design and methodological issues in qualitative research. Methodological considerations regarding data collection procedures, pilot study, data analysis strategies and ethics were discussed. The study represents a qualitative case study design where individual interviews, observations and written records were used to collect data. The population of the study comprised the District Schools Inspector, IsiNdebele Subject Inspector, Kalanga Language Research Assistant, IsiNdebele Subject Teachers, Form One and Two learners from a selected secondary school. During the research process, sampled participants were expected to respond to questions and issues about language interference involving IsiNdebele and Kalanga. The same participants were further expected to express their views regarding their concerns, attitudes and experiences about factors that influence Kalanga interference in the learning of IsiNdebele.

CHAPTER FOUR

4. DATA PRESENTATION AND ANALYSIS

4.0 Introduction

The aim of the study was to investigate the language interference involving IsiNdebele and Kalanga in a selected secondary school in Bulilima District in Matabeleland South in Zimbabwe. The specific aim of this chapter is data presentation, analysis, interpretation and discussion of the collected data. The data presented, therefore, represent the opinions of the participants and the researchers' observations and reactions to descriptions of what participants said about the language interference involving IsiNdebele and Kalanga languages. The study sought to answer the following research questions.

What are the teachers and learners views on the approach to minimise Kalanga interference in the teaching and learning of IsiNdebele?

What are the types of Kalanga interference in the teaching and learning of IsiNdebele?

What is the impact of Kalanga interference in the teaching and learning of IsiNdebele in the Kalanga speech communities?

The presented and analysed data were collected during field work at a selected secondary school in Bulilima District, District Education Offices, Provincial Education Offices and State University. As indicated in Chapter 3, data were supposed to have been collected through sets of interviews, observations and document analysis. However, observations were limited to one Form One class and one Form Two class instead of two classes per Grade as initially intended. This unexpected change was due to the spread of Covid-19 pandemic which forced the closure of schools and public institutions throughout the country, and the world at large. However, the reduction of observed lessons from four to two did not affect the research findings. Instead, interviewed teachers had to be increased from two to four in order to cater for the data that could have been collected from the two observation lessons affected by Covid-19.

Harvey (2011) posits that, the data, which are mainly aural, are usually gathered through semi-or unstructured interviews and participant observation. In this chapter,

the first presented and analysed was data collected through interviews. Then followed data collected through lesson observations. Finally, is the presentation and analysis of data obtained from documents. All issues of the study were described, analysed and discussed where necessary, illustrated through tables. To maintain anonymity for research participants, professional and/or employment titles like District Schools Inspector (DSI), Schools Inspector (SI), Subject Teacher (ST) and Language Research Assistant (LRA) are used. The SI and STs were IsiNdebele Subject specialists at provincial and school levels respectively. The LRA was specifically Kalanga language specialist at a state university while the DSI was Kalanga, but a bilingual as he studied IsiNdebele up to university level. The interviews involved the District Schools Inspector, Schools Inspector/ IsiNdebele Subject Specialist, Kalanga Language Research Assistant and four IsiNdebele Subject Teachers. IsiNdebele Subject Teachers were captured as Teacher A, Teacher B, Teacher C and Teacher D for anonymity and ethical reasons. However, the entire purpose of presenting and analysing qualitative data was to produce findings as articulated by Patton (2002:432) who states that “qualitative analysis transforms data into findings”

Table 4.1: Interviews for participants

CODE	MEANING
DSI	District Schools Inspector (Bulilima District)
SI	Schools Inspector (IsiNdebele Subject Specialist)
STs (A,B,C&D)	Subject Teachers (IsiNdebele)
KLRA	Kalanga Language Research Assistant (Kalanga Language Specialist)

4.1 Responses to the interviews

One DSI, one SI and four STs from Bulilima District and one LRA from a State University participated in the study. Chosen teachers were teaching IsiNdebele at a selected secondary located in a community dominated by Kalanga-speaking people. DSI and SI were Education Officers at district and provincial levels in the Ministry of

Primary and Secondary Education. The interview tool was employed because of its various advantages in qualitative research. According to Denzin and Lincoln (1994), the most favoured method for data gathering in Qualitative research is the interview. In this study the researcher interviewed six participants in order to establish whether or not there is Kalanga interference on the learning of IsiNdebele in the area of study. Shank (2003: 33) asserts that “We interview people to find out from them those things we cannot directly observe”. It was in this regard that the interviewer sought to acquire data related to people’s experiences, knowledge, opinions and attitudes regarding Kalanga interference on the learning of IsiNdebele in Bulilima, a predominantly Kalanga- speaking district.

4.1.1 Responses of the DSI to interview questions

The reason for involving this stakeholder in this study was to determine his role in managing the Language Policy and Implementation related issues. Avoiding language interference if it were possible, could only be done through the role of the DSI whose level of understanding and interpretation of the subject curriculum is high. Such stakeholders are inevitable in the study that hinges on language interference involving the L2 and L1. Thus, in this study, involved languages are IsiNdebele and Kalanga where IsiNdebele is taught as subject while Kalanga which is the mother tongue in the area may interfere with the learning of the target language.

The DSI’s response to Question 1 in relationship to his duration as an officer in Bulilima was that he had served in the office for ten years. This long experience meant that he was fully aware if there was language interference involving IsiNdebele and Kalanga in schools in the district. In other words, this duration gave him adequate exposure relating to language teaching and learning processes in the district.

Question 2 of the interview asked for his area of specialization as a teacher. In his response, he indicated that his area of specialisation was IsiNdebele. Apparently, this was a coincidence as IsiNdebele was one of the two languages involved in this study. Hence, the researcher felt he was appropriate and would adequately tackle issues related to both Kalanga and IsiNdebele indigenous languages since in Question 3 he gave Kalanga as his home language. His competence in both IsiNdebele and Kalanga

was enhanced by his response to Question 4, which comprised Kalanga, IsiNdebele and Shona in order of proficiency as requested. The response to Question 5 on the indigenous languages spoken in Bulilima, he cited Kalanga as one of those spoken in the district as a mother tongue by the population. Deduced from answers to Questions 3 to 5 is that the the questions obtained a common response in which Kalanga was cited across the three questions. This confirmed that Kalanga is the dominant language of Bulilima District where IsiNdebele is learnt as a subject ahead of Kalanga. In response to Question 6 on the implementation of the indigenous languages policy in the district regarding their teaching and learning at secondary school level, the officer pointed out that:

Despite the Amendment of the 2006 Education Act, which advocates the teaching of minority languages up to university level, the implementation of the policy was affected by several challenges. For instance, lack of supportive material resources and qualified manpower to teach Kalanga at secondary school level can be singled out.

Implied from this statement is that Kalanga is not taught beyond primary level due to lack of qualified teachers and other indispensable material resources. However, Mhundu (2016) argues that the experiences of teachers on the use of Shangani as a medium of instruction in Zimbabwe sees it differently as she blames government for the lack of commitment on seeing to it that the policy is implemented. Thus, the same lack of government commitment could be applicable in the enhancement of the teaching of Kalanga.

Question 7 asked for the interviewee's perception of the concept mother tongue interference. The DSI stated that, it refers to ones L1 which frustrates or enhances the learning of foreign languages. He gave an example of Kalanga terms like kwanisa (enable), zwangu (mine), dhombo (marriage negotiator) and tate (father) which are common in IsiNdebele lessons and in conversations. Frustration is, however, confirmed by Bhebe (2013) who states that interference is negative when borrowing and phonologising are penalised in written exercises, tests and examinations. The inspector further clarified that such interference frustrates learners whose mother tongue is IsiNdebele but enhances those learners whose mother language is Kalanga.

It was therefore, apparent from this explanation of the concept that mother tongue interference could be either positive or negative.

Responding to Question 8 on whether Kalanga interferes with spoken and written IsiNdebele during lessons, his answer was 'Yes'. In elaborating this response, the DSI stated that:

Kalanga interference appears in both spoken and written work especially when learners fail to get equivalent IsiNdebele words. It also interferes in the event of consolidating and clarifying learnt concepts.

From this response Kalanga interference is positive in that it facilitates continuity which is normally affected by lack of equivalent terms during IsiNdebele lessons. Indirectly, the DSI's response hinges on code switching.

Question 9 was intended to solicit for views pertaining to Kalanga interference on the learning of IsiNdebele. His response to the question was that interference is obviously unavoidable in a bilingual environment. In other words, he concurs by saying that interference is obliged to occur where languages are in contact. This response agrees with conducted researches that state that language influence or change cannot be stopped if two languages are in contact and co-exist (Bhebe 2013). Since interference is something which cannot be avoided or stopped where two languages exist, the suggestion could then be accommodating of L1 and use it as a base for learning the target language like IsiNdebele.

In response to Question 10 on how effective are non- Kalanga speaking teachers in handling Kalanga interference on the learning of IsiNdebele especially in secondary schools, the DSI asserted that:

They cannot be effective. The fact that they are not bilinguals and cannot converse in Kalanga makes them inadequate and incompetent in handling Kalanga interference. Their effectiveness may also be compromised by their negative attitudes towards IsiNdebele since it is not their mother tongue.

This quotation by the DSI attest that if these teachers are not bilinguals, they cannot be effective because bilinguals are individuals who have “native-like control of two languages” as confirmed by Chimbganda and Mokgwathi (2012:30).

Question 11 expected the DSI to state some of the effects of Kalanga interference on the learning of IsiNdebele. The positive effects from his response were that:

It helps learners to observe the relationship between the L1 and L2 in terms of morphology, phonology, syntax and semantics. In addition to these language structures, he pointed out that Kalanga interference consolidates learnt concepts as its interference is unavoidable.

Pertaining to the negative effects of Kalanga interference, the DSI pointed out that:

Learners’ performance in written work is compromised as they are penalised for spelling, word order and expressions among Structurally related aspects.

This point is later confirmed under document analysis where grammatical and orthographic errors are penalised.

Responding to Question 12 on recommendations he would make as a DSI on how teachers could tackle challenges related to Kalanga interference on the learning of IsiNdebele, the DSI made the following observations.

Deployment of bilingual teachers who would appreciate and accommodate Kalanga interference on the learning of IsiNdebele in a pre-dominantly Kalanga-speech community.

Introduction of in-service and staff-development programs meant to equip teachers with basic language skills on handling Kalanga interference in the event of spontaneous code-switching occurrences.

Encouragement of both teachers and learners to realise that languages are not static but dynamic in that they develop through borrowing and adopting from other languages they get in contact with.

Production of more reading and learning materials that will assist non-Kalanga teachers in accommodating Kalanga interference on the learning of IsiNdebele.

Of importance to note from the given recommendations is that they can facilitate the solution to Kalanga interference if implemented. In other words, Kalanga interference cannot be easily tackled by non-Kalanga speakers as its handling might be difficult without the basic knowledge of Kalanga. Hence, the use of bilinguals in the teaching of IsiNdebele by teachers who understand Kalanga and IsiNdebele will help them to deal with Kalanga interference and thereby facilitating the teaching of IsiNdebele as a subject. In concurrence, Mhindu (2016) asserts that colleges should also be given the task to conduct training workshops for teachers already in the system.

.4.1.2 Responses of the SI to the interview questions

In response to Question 1 about the number of years she has as IsiNdebele subject specialist, she said eighteen. Drawing from the experience and exposure of her working in the office, certainly, she has the ability to offer advice that could guide subject teachers on language related issues. She identified Kalanga as her home language in response to Question 2. For Question 3 she listed IsiNdebele, English, Tonga, ChiShona and Nambya as other languages she understands in addition to Kalanga. In respect of indigenous languages spoken in Bulilima in response to Question 4, she identified Kalanga, IsiNdebele, Khoisan, Tonga and ChiShona. From the stated languages, Kalanga is spoken by most of the population. Apparent from these responses is that Kalanga is common as it featured as the answer to most of the questions. Hence, it was affirmed that it is the dominant language in Bulilima District.

Responding to Question 6 regarding indigenous languages policy implementation at secondary school level, the subject specialist pointed out that:

Although in theory the policy exist, in practice it was not effective due to lack of teaching and learning materials to facilitate the teaching of L2 in a bilingual environment while the lack of specialist and/or bilingual teachers competent to handle Kalanga interference on the learning of IsiNdebele is

a challenge in the implementation of the policy as also expressed in DSIs response

The SI believed that the challenge of language interference could only be delt with effectively if and only if what is stated in the policy is adheared to, and resources are also provided to schools.

Question 7 asked for the SIs understanding of the concept mother tongue interference. The response of the SI to Question 7 was:

The concept mother tongue interference refers to the effect of the first language on the learning of other languages which are learnt at a later stage in one's development.

In the same vein Dwinastiti (2013) refers to it as effect of language learners L1 on their production of the language they are learning. However, this interference can either enhance or frustrate learners in the learning of the target language. On the other hand, it enhances learners whose mother tongue is Kalanga because interferences of this nature save as a basis in the learning of a second language. The same sentiment is shared by Bhela (1999: 23), who asserts that, "when writing or speaking the target language (L2), second language learners tend to rely on their native language (L1) structures to produce a response". Therefore, this understanding of the concept mother tongue empowers instuctors with the knowledge of handling interferences in the learning of the second language.

In response to Question 8, the participant demonstrated the similarities and differences between Kalanga and IsiNdebele, the following examples were highlighted:

Table 4.2: Lexical items in IsiNdebele and Kalanga languages

IsiNdebele	Kalanga	English
Linda	Linda	Wait
Lima	Lima	Plough
Bumba	Bumba	Mould
Buya	Buya	Come
Banjani?	Banjani?	How are they?

Although these lexical items are identical in structure and meaning, their difference is in pronunciation. In affirming this observation, Saheed (2018) who, however, studied English, states that many students from different tribes cannot pronounce many words correctly as an English speaker. This scenario is also experienced within Kalanga speakers who have difficulties in pronouncing IsiNdebele words with click sounds as they are not closely related to Kalanga phonology. The following are given as examples.

Table 4.3: Identical lexis but with different meanings

Word	Kalanga meaning	IsiNdebele meaning
Vula	Water	Open
Gola	Wild cat	Form of catching
Igoba	Beat	Gone a long time
Linga	Look	Tempt
Lamba	Refuse	Refuse
Mama	Tight not fitting well	Stand

From the above table, it could be revealed that these terms are morphologically identical and orthographically the same, but they have different meanings. Using such words in a bilingual environment like Bulilima therefore, affects comprehension and pronunciation during IsiNdebele lessons. Linguistically, issues of identical items with common and different meanings relates to semantic interference in the pronunciation and comprehension of language. Thus, semantic interference is associated with wrong meanings of words in one language in comparison to another language. For instance, the meaning of the word linga in Kalanga means to look, yet it has a totally different meaning altogether in IsiNdebele in which it means to tempt as reflected in Table 4.3. The study found that semantic interference occurs with the L1 Kalanga learners of IsiNdebele language whereby they misuse certain words while speaking and writing in IsiNdebele. This is as a result of misconceptions of meanings of some words. The following table illustrates IsiNdebele phonologised words to fit into Kalanga language as revealed by the current study. Table 4.4 tabulates examples to clarify the issue.

Table 4.4: Phonologised IsiNdebele words

Kalanga	IsiNdebele (common)	IsiNdebele (proper)	English
Tulo	Isitulo	Isihlalo	Chair
Nhopi	Inopi	Isijeza	Pumpkin porridge
Hotji	Ihotshi	Ingulube	Pig
Bende	Ibende	Isikhewu	Lost tooth
Dhombo	Usodombo	Umkhongi	Marriage mediator
Kwanisa	Kwanisa	Yenelisa	Able to do
Swanja	Umswanja	Umthunduluka	Wild fruit

The study found that the above are some of the Kalanga words that have been phonologised into IsiNdebele at the expense of IsiNdebele proper terms. Phonologised terms are structurally different in terms of morphology and orthography. The findings show that most of these common IsiNdebele words are pre-fixed with an initial vowel or prefix proper while Kalanga terms are independent suffixes without initial vowels. The SI argues that:

Those that are original IsiNdebele or IsiNdebele proper are completely different words altogether which makes them appear strange to learners.

In fact, proper IsiNdebele words seem to have been forgotten because they have been overshadowed by those phonologised terms from Kalanga due to mother tongue interference on learning IsiNdebele in a dominant Kalanga-speaking environment. Consequently, the phonologised words have been adopted and accepted into IsiNdebele vocabulary because they are often used in and outside the classroom. Their acceptance into IsiNdebele vocabulary is appreciated by Bhebe (2013), who posits that language as a vehicle of culture cannot remain static as long as it is spoken in a multilingual society. However, this is contrary to the SIs feeling who seem to be advocating for the closed-door policy of guarding jealously against the extinction of original IsiNdebele words.

The study further demonstrated that the SI also reflected on orthography as a major difference between IsiNdebele and Kalanga languages. She stated that:

Consonants ‘tsh’ in IsiNdebele and ‘tj’ in Kalanga, though pronounced the same, their orthography in terms of spelling is different.

Ultimately, learners are penalised for incorrect spelling, a practice that contradicts the principle of language dynamism as expressed in the preceding paragraph. The following in Table 4.5 are some of the examples given and meant to reflect on the impact of Kalanga interference in the learning of IsiNdebele in terms of orthography.

Table 4.5: Impact of Kalanga interference in terms of orthography

Consonant	Kalanga	IsiNdebele	English
tj/tsh	Tjingwa	Isinkwa	Bread
tj/tsh	Tjilengwe	Ikhuba	Hoe
tj/tsh	Kutjolutjo	Etsholotsho	Place
tj/tsh	Kujotjolo	Ejotsholo	Place
tj/tsh	Kutjangwe	Etshangwe	Place
Tj/tsh	Kumatjinge	Ematshinge	Place

The above examples clearly show that in the first two examples, IsiNdebele words are without ‘tsh’ consonant version like the rest but are different except for ‘wa’ appendaged in the suffixes of tjingwa and isinkwa respectively. In the remaining examples, Kalanga consonant tj replaces the Ndebele tsh which indicates a difference in their spelling. Furthermore, the phonologised IsiNdebele words have a prefix of IsiNdebele locative e denoting names of places. Hence, the SI stated that “consonant tj regularly occurs in written work as an indication of Kalanga interference in IsiNdebele orthography”. This observation is later confirmed in the next section on document analysis where consonant tj appears in errors found in learners’ written work.

The aim for asking Questions 9 and 10 was to elicit for information on advantages and disadvantages of Kalanga speakers in learning IsiNdebele. Table 4.2 below reflects advantages and disadvantages as furnished by the S I.

Table 4.6: Advantages and disadvantages of interference for Kalanga speakers in learning IsiNdebele as a second language

Advantages

Disadvantages

Makes them effective bilinguals who can converse in both languages in their district	Lack proficiency in either language
Makes them employable as broadcasters, translators, teachers, interpreters, authors, etc.	Distortion of meanings
Makes them appreciate being part of the majority population of Matabeleland region	Kalanga interference which is inherent affects the learning of L2
Makes them exposed to cultures of different people in the district.	Lack of development of Kalanga

In relation to her responses to Questions 9 and 10, the SI acknowledged that both advantages and disadvantages were sound and realistic. She contended that:

The advantages are benefits that can only materialise through learning of IsiNdebele in Bulilima. That is, being effective bilinguals creates their opportunities in the employment spheres where IsiNdebele is currently respected and more recognised as a national Language than Kalanga. However, disadvantages cannot be ignored as they have a bearing on the development of Kalanga as a language and on speakers' proficiency in either of the two languages.

Considering her responses, it could be argued that teachers and learners should be advised to take cognisance of both advantages and disadvantages during the teaching and learning of IsiNdebele as they have a bearing on the L1 and TL in a pre-dominantly Kalanga- speaking environment.

Question 11 intended to find out on the SIs views regarding code-switching and code-mixing in IsiNdebele lessons. In this regards the SI is of the view that:

Merits comprise functions to do with understanding, clarification, emphasis, exemplification and explanation influencing participation and providing instruction while demerits include lack of development of Kalanga, decay of Kalanga as a dominated variety and penalisation of Kalanga interference in IsiNdebele written work.

Highlighted functions of code-switching expressed by the SI confirm Chimbganda and Mokgwathi (2012: 230) observation that:

Code-switching cannot be wished away. If learners and teachers live in a community which is bi-lingual or multilingual, there will be need to use alternate language codes, which can best express their ideas.

In sharing the related sentiments on the issue of language decay, Moyo (2002) asserts that when lexical items are from one language they can dominate another language, resulting maybe in the decay of the dominated language.

Question 12 inquired for data to answer to how effective are non-Kalanga speaking teachers in handling Kalanga interference on learning IsiNdebele at secondary school level. In view of the information provided by the SI,

If teachers are non-Kalanga speakers, they would be a hindrance and therefore, cannot handle Kalanga interference.

Therefore, from this response understanding Kalanga is a requisite if Kalanga interference is to be adequately handled. The SI further gave an illustration of the positive and negative effects caused by Kalanga interference in the learning of IsiNdebele.

Table 4.7 shows some of the positive and negative effects of Kalanga interference on the learning of IsiNdebele.

Table 4.7: Positive and negative effects of Kalanga interference

Positive Effects	Negative Effects
Enhances understanding of taught IsiNdebele concepts	Lack of preservation of cultural linguistic related issues
Promotion of bilingualism due to languages in contact	Decay of the dominated language variety
Development or expansion of language vocabularies through adopting and borrowing	Lack of proficiency in either language
Establishment of cultural relationships between speakers of IsiNdebele and Kalanga	Inevitable code-switching and mixing in the course of a discourse
Creation of diverse employment opportunities	Poor performance in examinations

The information provided on the above table shows that both the positive and the negative effects ought to be considered as they have a bearing on the teaching and learning an L2 since they directly or indirectly affect both IsiNdebele and Kalanga languages. What is most worrisome regarding the effects is the decay of the dominated language. Related to this concern is what has been observed and affirmed by France Channel 24 cited in Bhebe (2013), where the Culture Ministry is reported to be concerned about the number of English words from internet that are threatening to overrun French in this sphere. Through its channel, the Culture Ministry consequently organised a competition to replace English words with French ones. Another effect of concern is that of poor performance in examinations. Hence, the current researcher is of the view that a solution to this challenge should be considered as poor performance inspite of that mother tongue interference is not appreciated.

Table 4.8 indicates Schools Inspectors response to Question 14.

Table 4.8: Kalanga interference pertaining to words, pronunciation, orthography and expressions

Form of interference	Frequency
Words	Often
Pronunciation	Often
Orthography	Regularly
Expressions	Regularly

The aim of question 14 as directed to the SI was to find out as to how often in her lesson observations she detects Kalanga interference at words, pronunciation, orthography and expressions level. The evidence in the above table clearly shows that Kalanga interference in the form of words and pronunciation occurs more often while Kalanga interference in the areas of orthography and expressions prevail on a regular basis. In view of such diverse forms of Kalanga interferences in IsiNdebele lessons, the SI argued that:

it was necessary for the district to have bilingual teachers adequately trained in order to deal with challenges of Kalanga interference.

The preceding quotation concurs with Mhindu (2016) recommendation that, the colleges should also be given the task to conduct in-service training workshops to make teachers already in the system compatible with the language policy.

The aim of Question 15 was to know from the SI, who is also a National Examiner, as to whether there was a difference in performance in IsiNdebele Examinations by learners from Kalanga speech communities as compared to those whose language is IsiNdebele. In responding to this question, the SI stated that:

the difference in their performance will be in language sections where they will be penalised for grammatical errors and language expressions. But in areas of literature where grammar related issues are down played, their performance is equal to that of IsiNdebele speaking learners. The gifted

ones normally perform well as if they were IsiNdebele speakers from birth.

It is clear from these sentiments that, mother tongue interference is not an issue to gifted learners as it does not affect their performance especially in examinations which count most at the end and not course work exercises.

4.1.3 Responses of KLRA to interview questions

The researcher further had interview with the Kalanga Language Research Assistant (KLRA). The response to Question 1 which asked on the period she has served as a KLRA was two years. Question 2 asked her to explain how she studied Kalanga as a language. Her response revealed that previously Kalanga was not learnt formally at secondary and tertiary levels. However, she ultimately studied for a Master of African Languages and Culture Degree. She argued that her qualification has a bias in Kalanga hence she is employed at Midlands State University as a KLRA by being a Kalanga speaker. The fact that she was born and bred as Kalanga and studied Kalanga at Master of Arts Degree level, made her the appropriate KLRA suitable to be interviewed in this research.

Question 3 asked for other languages the interviewee understands apart from Kalanga. She mentioned IsiNdebele, English, ChiShona, ChiVenda and Nambya. In response to Question 4 that requested all indigenous languages spoken in Bulilima District, she listed Kalanga, IsiNdebele, Khoisan, Tonga and ChiShona while Kalanga in Question 5 was singled out as the mother tongue of most of the people in the district. As reflected in the previous interviewees involving the DSI and SI, Kalanga features distinctly as answers to Questions 4 and 5 while IsiNdebele is captured in Questions 3 and 4 which confirms that it co-exists with Kalanga in Bulilima District.

Question 6 intended to establish language areas where Kalanga may have interference in the learning of IsiNdebele. The KLRA responded by agreeing that Kalanga interferes with the learning of IsiNdebele as evidenced in words, pronunciation, orthography and expressions. Examples of some of the words that she gave to confirm Kalanga interference are reflected in Table 4.5

Table 4.9: Kalanga words frequently used in IsiNdebele lessons

Kalanga	Ndebelerised	IsiNdebele
Dombo	Usodombo	Umkhongji/Marriage mediator
Kwanisa	Ukukwanisa	Ukwenelisa /to be able
Bende	Ibende	Izikhewu /teeth gaps
Nhopi	Inopi	Isijeza /Pumpkin porridge
Hotji	Ihotshi	Ingulube /Pig

In view of the example above, the KLRA rightly argues that the use of the stated words repeatedly, has resulted in some of them being adopted and used as if they are part of the IsiNdebele vocabulary. This finding concurs with Bhebe's (2013: 14) observation stating:

that when languages are in contact new forms come into another language, become part and parcel of it to the extent that even the speakers of the language are not conscious that the terms were never part of their language originally.

In other words, their regular use to the extent of being adapted into IsiNdebele vocabulary confirms Kalanga interference in IsiNdebele

The study further reveals that on the aspect of pronunciation, the KLRA acknowledged that interference is also realised. In illustrating this point, she gave examples of terms such as lima, linda and buya which are spelt the same but pronounced differently in Kalanga and IsiNdebele. In fact, their pronunciation in Kalanga is characterised by low, heavy and aspirated tones while IsiNdebele pronunciation is moderate and natural in sound production. This issue of pronunciation confirms Ajokes (2018) observation which states that every language has distinct sound segments different from another language. Therefore, no two languages have the same sounds all through. Of interesting to note is that despite being pronounced differently in IsiNdebele and Kalanga, their meanings are the same and not affected by pronunciation in either language. Collected data also found that Kalanga interference with regards to pronunciation is also realised in Kalanga words that have been phonologised into IsiNdebele. Words given as examples included nhopi (inopi), hotji

(ihotji) and tulo (isitulo). Those that are without initial vowels are Kalanga which have been changed into IsiNdebele since they are now prefixed with initial vowels. The pronunciation interferes in that the Kalanga low and heavy tones in the initial syllables are experienced in IsiNdebele oral grammar lessons whereas IsiNdebele sounds should be moderately aspirated.

In response to question 7 relating to orthographic interference, the KLRA stated that “there are Kalanga terms that are spelt differently but pronounced the same”. An example of Kalanga consonant is ‘tj’ which is brought into IsiNdebele orthography as tjebetjebe instead of using ‘tsh’ for ‘itshebetshebe’ (river sand). Another example of orthographic Kalanga interference is in the consonant ndh which is usually confused with IsiNdebele consonant nd. In writing the word indumba due to interference, Kalanga learners spell it as ndhumba (traditional beans). The KLRA further revealed that such orthographic spelling mistakes are penalised or marked down in IsiNdebele written work, something that ultimately affects learners’ performance in examinations. In the same sentiment, Oluwole (2008) research findings reveal that mother tongue influences the students’ performance in Junior School Certificate Examination. However, it is not clear whether the interference referred to here is positive or negative. In this study, these orthographic errors are later confirmed in the learners’ written composition under document analysis.

The findings of the response to another item under Question 6 that pertained to expressions shows that the KLRA acknowledge that Kalanga interference also prevails through expressions. The KLRA argued by positing that:

An example of expression said to occur as Kalanga interference in IsiNdebele lessons is imate nolilimi (Kalanga) instead of ngamathe lolimi (IsiNdebele) which means that they are inseparable, Ingwe nembgwa (Kalanga) instead of the IsiNdebele idiom Ingwe lenja meaning to hate each other like a dog and the leopard that do not want to see each other eye to eye.

The KLRA’s explanation provided insight that revealed that these idiomatic expressions are related in terms of phrase structure but differ in spelling, pronunciation

and in that the first IsiNdebele word of the second expression is characterised by the initial vowel which does not exist in Kalanga language. Hence, Kalanga expressions spontaneously interfere in the learning of IsiNdebele in both oral and written communication.

In responding to Question 7 that elicited for data on how one would cope with Kalanga interference on the learning of IsiNdebele, the KLRA pointed out that:

The teacher should be a competent bilingual who is conversant in IsiNdebele and Kalanga on an equal footing. Moreover, teaching should start from the known language which is Kalanga to the unknown which is IsiNdebele. Again terms and expressions which occur in the form of interference should be accepted and then corrected as this will enable learners to avoid such interferences in future lessons.

On the part of learners, the KLRA stated that:

Learners will cope with Kalanga interferences provided they are taught IsiNdebele from informal to formal language. They should be exposed to both Kalanga and IsiNdebele basic literature that will be used as a stepping stone as they progress to more challenging concepts.

The researchers view on these suggestions is that if these suggestions will help both teachers and learners to cope with Kalanga interferences, it should be noted that their implementation should be a process to be realised.

The importance of learning and teaching a mother tongue through a non-speaker of the language is something which has been debated in the past. Question 8 of the interview schedule asked on the effect of the deployment of non-Kalanga speaking teachers regarding the promotion of mother tongue and its development as a language and subject in the district. In response to this question, the KLRA asserted that:

It does not promote growth of Kalanga as mother tongue because learners are compelled to converse in IsiNdebele to

accommodate teachers who are non-Kalanga speakers. Instead of Kalanga being used as the basis in learning IsiNdebele which is taught as a subject, there is direct learning and teaching which is a challenge to most average learners.

Regarding the second part of the question, the KLRA stated that, Kalanga is not developing both as a language and subject. The point of its failure to develop is because it is not taught at secondary school level. Hence, its failure to formally develop, ultimately results in its disintegration and decay as language entity.

The issue of failure to develop and decay is confirmed by Moyo (2002) who articulates that, when lexical items from one language can dominate another language, the result may be the decay of the dominated language. In this situation, it is Kalanga that is dominated so it cannot be said to be developing as its teaching and learning does not proceed beyond primary school level.

The aim of question 9 was to find out on the views of the KLRA on the issues of some of the major effects caused by Kalanga interference on the learning of IsiNdebele. Table 5.0 reflects the KLRA's responses to Question 9

Table 5.0: Positive and negative effects of Kalanga interference on the learning of IsiNdebele

Positives

Negatives

Exposure to different cultural linguistic issues	Lack of development of Kalanga vocabulary
Promotion of bilingualism among learners and in the district	Disruption of the smooth flow of conversations and discourses.
Appreciation of being identified with the High variety of Matabeleland region	Proficiency in both languages is compromised
Employment opportunities as authors, translators, teachers and interpreters after school	Lack of clarity in expressions and utterances.

In response to Question 10 that solicited for views regarding code-switching and code-mixing when teaching IsiNdebele in a predominantly Kalanga area, the KLRA reported that:

They are unavoidable in areas where languages are in contact. These are critical concepts and some of the given major functions of code-switching include giving instruction, clarifying, emphasising, explaining, showing understanding and exemplifying.

This participant reported that lack of equivalent words in the target language and the need to expand Kalanga and IsiNdebele vocabularies were cited as some of the reasons for code-switching and code-mixing. Relevant from these functions and reasons for code-switching and code-mixing is that they are unavoidable in the learning of the target language where two languages co-exist. Cook (2001) concurs by indicating that code switching in classrooms is a natural response in a bilingual situation while Bhebe and Thwala (2019:7) observe that these phenomena are inevitable since learners unconsciously and spontaneously shift from either Kalanga to IsiNdebele or from IsiNdebele to Kalanga as these languages co-exist in Bulilima District. In view of these highlighted observations, it can be inferred that code-

switching and code-mixing are unavoidable in the learning of the target language where languages are in contact.

The preceding information illustrates how the KLRA felt in responding to Question 11. The question intended to elicit data on recommendations made by the participant on how teachers can handle challenges regarding Kalanga interference on IsiNdebele learning. The following were recommended.

Teachers ought to adopt a positive attitude towards IsiNdebele and Kalanga as languages in contact in the district.

Teachers should use code-switching and code-mixing in the learning of IsiNdebele in bilingual situations.

Teachers should be bilinguals or conversant in both languages so that they can handle issues and challenges from either language.

Teachers should observe the principle of teaching from the known to the unknown in handling challenges involving Kalanga interference on the learning of IsiNdebele.

The data provided show that the given strategies are bilingual in approach. In other words, bilingual methods will accommodate both languages in the teaching of the target language which, in this case, is IsiNdebele in the community dominated by Kalanga L1 speakers. Therefore, it is imperative for teachers to converse competently in the two languages as this would enable them to handle challenges of interference on the learning of IsiNdebele. These recommendations concur in conjunction with those from the SI in that they recommend teachers who are bilingual and use of code-switching and bilingual strategies in a multilingual environment.

Question 12 asked for insights that are emerging from the KLRAs ongoing research. The response was in two parts. The emerging insights about learning of a second language where there is a dominant mother tongue were expressed as follows.

It is not feasible for learners to be perfect bilinguals when exposed to both languages at the same time.

Research has revealed that mother tongue interference is inevitable if the second language is learnt at a later stage.

Carried out studies have also shown that proficiency is greatly compromised in the dominated language where languages are in contact.

Secondly, the emerging insights on how teachers can be effectively equipped to handle mother tongue interference on the learning of IsiNdebele as the second indigenous language taught as a subject in schools. In equipping teachers to handle mother tongue interference, the KLRA suggested the following.

Employment of staff-development sessions intended to empower teachers with knowledge and skills of managing mother tongue interference on the learning of the second language.

Equipping of non-Kalanga speaking teachers with basic knowledge of Kalanga in areas of vocabulary, pronunciation, expression and grammar where mostly interference prevails.

Provision of more reading and learning materials that will assist non- Kalanga teachers in dealing with Kalanga interference on the teaching of IsiNdebele.

Considering the above, it was clear that mother tongue interference is inevitable if the target language is learnt at a later stage and that proficiency is compromised especially in the dominated language. In this case, the dominated language was Kalanga which is discouraged from interfering with the learning of IsiNdebele and yet it is the mother tongue of most of the speakers in the communities. On the question as to how teachers can be affectively equipped, KLRA recommended the empowering of teachers with basic knowledge of Kalanga and the provision of learning and reading materials as strategies meant to equip teachers with requisite skills of handling mother tongue interference. Therefore, these insights are meant to assist teachers with the basic skills of managing Kalanga interference on the learning of IsiNdebele.

4.1.4 Responses of Teachers to the Interview Questions

The study further interviewed four teachers as they were part of the population under study. Teachers are the core implementors of the curriculum hence their inclusion in the study was unavoidable. They could not have been left out because they are directly involved in the teaching of the languages under investigation. Interviewed IsiNdebele subject teachers were identified as Teachers A, B, C and D for anonymity and ethical reasons. Other than these reasons, “Codes are labels or tags used to allocate units of meaning to the collected data.” (William 2011:217). Hence, the rationale behind coding is to facilitate a systematic way of analysing data in order to transform it into research findings.

4.1.4.1 Responses of Teacher A to the Interview Questions

In response to Question 1 which asked for the participant's home language, Kalanga was given as an answer. Question 2 asked for other languages spoken by the teachers apart from Kalanga. This was done in the order of proficiency of the languages to which the answer was provided as IsiNdebele, ChiShona and Tswana. Furthermore, the participant identified Kalanga, IsiNdebele, Tswana and Tonga as languages spoken in the Bulilima District as Question 3 requested. In the light of the given responses to these questions it was noted that Kalanga and IsiNdebele are languages in contact as they were highlighted as answers to all the three above questions.

A follow up question to question 3 was Question 4 where the participant was asked about the mother tongue of most of the speakers in the district, and the answer was Kalanga. Interestingly, responses to Questions 1, 3 and 4 identified Kalanga, which is an indication that it is both the mother tongue and dominant language in the district.

Responding to Question 5, which asked for Teacher As experience in teaching IsiNdebele to learners, the teacher asserted stated that:

Experience has shown that attitude prevailed during the lessons as both the teacher and learners had an attitude towards either IsiNdebele or Kalanga depending on the language one speaks. Another example from experience is that interference of Kalanga language in IsiNdebele occurs throughout the lesson and this transpires through code-switching and code-mixing meant to clarify, emphasise, exemplify, illustration and giving instruction.

Issues of attitude and code-switching and code-mixing are critical and of relevance to the investigation underway.

Question 6 asked Teacher A if he sometimes finds Kalanga interfering with the learning of IsiNdebele in this multilingual community in terms of words, pronunciation, orthography and expressions. According to the participants, its interference regarding some of the words is reflected in Table 5.1.

Table 5.1: Kalanga words that sometimes interfere with IsiNdebele

Kalanga	Ndebelerised	IsiNdebele
Ndiko	Ngiko	Ngiza (will)
Kwanisa	Ukukwanisa	Ukwenelisa (able to)
Dhombo	Usodombo	Umkhongi(marriage mediator)
Mbudzi	Imbudzi	Imbuzi (goat)
Ndolebesa	Ngiyalebesa	Ngiqinisile (I am earnest)

The table above reveals that the Kalanga words that sometimes interfere in IsiNdebele lessons occur as phonologised or Ndebelerised which make them sound as IsiNdebele and yet, they are not. Accordingly, some of them such as usodombo and ukukwanisa have been adopted and adapted into IsiNdebele vocabulary as if they are part of the original IsiNdebele lexical items. The cited phonologised words are almost a replica of those given as examples by the DSI, SI and KLRA confirming as authentic the claim of Kalanga interference in the learning of IsiNdebele.

Moreover, in expressing the issue of pronunciation as interference, Teacher A pointed out that Kalanga terms, whether phonologised or not, they are characterised by low and heavy intonation of consonants and words. Consonants dh and nd of words such as dhombo and ndolebesa were said to be pronounced with a low and heavy sounds which are easily recognised despite being phonologised. “Consonant ko in the last syllable of the word ndiko is produced with an aspirated sound which makes its pronunciation different if the same syllable is spoken in IsiNdebele where it is moderately articulated.” Coincidentally, stated examples are some of the Kalanga pronunciation interferences realised in IsiNdebele lessons and confirming those given by the DSI, SI and KLRA in the preceding interviews.

Teacher A further highlighted Kalanga interference with regards to orthography. He argued that, “Consonants tsh (IsiNdebele) and tj (Kalanga) have the same pronunciation but with different orthography. The final syllable of the word mbudzi in Kalanga (goat) and imbuzi in IsiNdebele is an example of Kalanga interference in IsiNdebele writing system.” According to Teacher A, learners do not have difficulties

in prefixing the initial vowel which is a morphological feature of IsiNdebele orthography. They seem not to realise that IsiNdebele orthography is without *ad* in the last syllable. However, its correct orthography has *imbuzi* and not *imbudzi* which is neither Kalanga nor IsiNdebele. Therefore, it should be noted that orthographic interference may result in words that are neither Kalanga nor IsiNdebele as evidenced by the word *imbudzi*.

Relating to Kalanga expressions as another form of interference, Teacher A pointed out that:

Where the two languages are in contact, common expressions that occur mostly are *ngokovukela* (Kalanga) instead of *ngizavukela* (IsiNdebele), *ndolebelesa* (Kalanga) rather than *ngiqinisile* (IsiNdebele) and *topela towona* (Kalanga) instead of *sizaphela sibone* among others.

Although the preceding quotation sheds more light on the issue of Kalanga interference in IsiNdebele learning, this study observed that although these expressions are correct in Kalanga language, learners are penalised as incorrect if used in IsiNdebele lessons. Thus, Kalanga interference in terms of expressions is not only intolerated but is discouraged especially in written work and this in turn compromises learners' performance in national examinations.

The purpose of Question 7 was to establish if learners from Kalanga — speaking communities bring Kalanga terms into IsiNdebele lessons. The participant's response was Yes. Table 4.6 presented earlier substantiates the given answer by reflecting on terms that are brought into IsiNdebele lessons by Kalanga-speaking learners.

Table 5.2: Kalanga words brought by learners into IsiNdebele lessons

Kalanga	Ndebele equivalent	English version
Ndiko	Ngiza	Will
Kwanisa	Ukukwanisa	able to
Zwangu	Okwami	Mine
tjose	ngeqiniso	for sure
Ndolebesa	Ngiqinisile	I am sincere

In light of the words highlighted above, Teacher A expressed that:

Among the terms given on the table, words like ndiko and zwangu are over-used and seem like mannerisms as they feature in whatever discourses. Terms such as tjose and ndolebesa are associated with emphasis and occur frequently in IsiNdebele lessons because they are loosely employed and are irresistible in spoken Kalanga.

The researcher is of the view that the over-use of the word kwanisa and several others have made them to be adapted into IsiNdebele vocabulary to the extent that the young generation believe it is original IsiNdebele and yet it never was. Hence, the over use of the stated terms and others confirm the existence of Kalanga interference in IsiNdebele lessons. This observation also concurs with the DSI, SI and KLRA in their different interviews. The question was asked in order to establish the performance of the learners in exercise, tests and examinations which may be a result of Kalanga interference in the learning of IsiNdebele.

Table 5.3 indicates the performance of the learners in different assessment instruments.

Table 5.3: Performance of learners in written work

Written work	Performance
Exercise	Fair
Tests	Fair
Examinations	Good

In response to this question, Teacher A indicated that:

Performance ranges from fair to good because learners are penalised for spelling, grammar and expressions. However, their performance in examinations is impressive as it is rated Good, implying that candidates are adequately prepared for examinations.

In the quotation above, Teacher A demonstrated his confidence in the way learners perform in the examinations that Kalanga interference has no effect as learners do well. In other words, if it was a factor, their results would be below average if not bad. In response to Question 9 on the extent their performance may be explained by the interference of their mother tongue in exercises and tests in IsiNdebele lessons, Teacher A reported that they were moderate. This response concurs with the performance ratings captured in Question 8 which ranged from fair to good performance. Strangely, learners better manage Kalanga interference in examinations than in exercises and tests. This response reveals that learners do not worry themselves much about exercises and tests but are more concerned about national examinations. Therefore, if that is the case, this finding refutes the assumption that mother tongue interference has a negative impact on learners' performance in a bilingual environment.

In response to question 10 on whether IsiNdebele enhances the aspirations of the learners from Kalanga speech communities, Teacher A asserted that:

It does enhance their aspirations. For instance, learning of IsiNdebele is associated with job opportunities such as teaching, translation, broadcasting and editing.

The preceding statement illustrates that IsiNdebele is a resource for Kalanga learners due to its numerous benefits in the job market compared to Kalanga. Hence, its teaching should be effective so that learners pass their examinations and therefore get employment in the stated careers.

Question 11 intended to establish whether learning of IsiNdebele in Kalanga-speaking areas frustrate or enhance learners. The following was mentioned by Teacher A as a response.

Learners have an attitudinal challenge which is negative because they feel their mother tongue is marginalized, and yet it should be their mark of identity. Learners are frustrated by lack of resource materials that should enhance the learning of the IsiNdebele in pre-dominantly Kalanga- speech communities.

The point highlighted in the quotation shows that learners are torn apart owing to attitudinal challenges. They appreciate IsiNdebele for its career opportunities while at

the same time they love their mother tongue as it is their form of their identity. However, it is commendable that despite these frustrations, learners remain focused as they perform well in examinations.

Table 5.4: Positive and negative effects of Kalanga interference on the learning of IsiNdebele

Positives

Negatives

Expansion of language through borrowing and phonologising of words	Decay of Kalanga language
Promotion of bilingualism among learners and teachers in the district.	Disruption of the smooth flow of conversations and discourses.
Integration of cultural linguistic issues.	Proficiency in both languages is compromised.
Employment opportunities as authors, translators, teachers and interpreters.	Corruption of IsiNdebele language.

According to the results displayed in the table above, Teacher A mentioned the following:

The effects brought about by Kalanga interference on the learning of IsiNdebele are both positive and negative.

From the highlighted negative effects, both IsiNdebele and Kalanga are affected by the teaching and learning processes as they are languages in contact. For instance, proficiency in IsiNdebele is compromised due to mother tongue interference while the learning of IsiNdebele is a benefit in that it exposes learners to some of the stated benefits.

Question 13 elicited for information on how teachers could overcome challenges encountered by learners from Kalanga-speaking communities on the learning of IsiNdebele. In response to this question, Teacher A suggested and/or recommended the following.

- Encouragement of the implementation of language policy pertaining to teaching of IsiNdebele as a subject in bilingual areas in Matabeleland.
- Deployment of bilingual teachers who will code-switch and code-mix in their teaching of IsiNdebele in Kalanga — speaking communities.
- Conducting of refresher and/or in-service seminars in order to equip teachers with the basic knowledge of Kalanga vocabulary as this will enhance them in handling its interference on the learning of IsiNdebele.
- Adoption of a positive attitude by learners towards the learning of IsiNdebele since it is their second Indigenous language but taught as a subject.
- Exposure of learners to traditional and cultural practices involving Ndebele and Kalanga people as they co-exist in Bulilima, a Kalanga- speaking district.
- Provision of varied and diverse teaching and learning resource materials that will aid learners in learning of IsiNdebele in a Kalanga- speaking district of Bulilima.

Looking at these results, they seem to be proving and projecting that in future the issue of the language policy, provision of resources and attitudinal issues as well as the support from the Ministry of Primary and Secondary Education should be attended to. On the other side, exposure of learners to cultural practices and conduction of seminars to in-service teachers can be implemented. The researcher is of the view that this terrible language situation calls for serious attention to all the stakeholders if Kalanga is to remain an important language like other languages in Zimbabwe. This is so because the neglect of mother tongue such as Kalanga is an unfortunate impediment to its development and it affects the learners' cultural and linguistic rights. To this effect, Richards (1984:73) says "cultural deprivation was seen as key to poor language development".

4.1.4.2 Responses of Teacher B to the Interview Questions

In responding to Question 1, Teacher B mentioned Kalanga as the home language. Question 2 requested the participant to state other Indigenous languages which are spoken by the teacher in order of proficiency. The response to this question was IsiNdebele and ChiShona. Kalanga and IsiNdebele were also given as responses to Question 3 that required the teacher to mention all the indigenous languages spoken

in Bulilima. Furthermore, Teacher B also gave Kalanga as the mother tongue for most of the population in the district as a response to Question 4. The results from Question 1 to 4 reveal that Kalanga was the dominant mother tongue in Bulilima District.

Question 5 asked for the teachers experience in teaching IsiNdebele to learners from pre-dominantly Kalanga-speaking community. In responding, Teacher B said his experience has shown that IsiNdebele is not spoken at home by the learners he teaches. Instead, learners only use the language in IsiNdebele lesson after which they revert to Kalanga. Obviously, from this response is that, Kalanga interference becomes inevitable on the learning of IsiNdebele at secondary school level because the time allocated to IsiNdebele lessons for learning was insignificant compared to that associated with their socialisation while speaking Kalanga.

In response to Question 6 that asked if as IsiNdebele teacher in multilingual Bulilima he sometimes find Kalanga interfering with the learning of IsiNdebele in terms of words, pronunciation, orthography and expressions. In his response he answered Yes across all stated items. Table 5.5 shows some Kalanga words that Teacher B confirmed as sometimes interfering with the learning of IsiNdebele.

Table 5.5 Some Kalanga words that sometimes interfere with the learning of IsiNdebele

Kalanga	Ndebelerised	IsiNdebele / English
Kwanisa	Ukukwanisa	Yenelisa /able to
Dhombo	Usodombo	Umkhongi/Marriage mediator
Ndiko	Ngiko	Ngiza / I will
Nhopi	Inopi	Isijeza / Pumpkin porridge

The above table indicates that words such as ukukwanisa and usodombo have been adopted and incorporated into IsiNdebele vocabulary to the extent that they are assumed to be part of the vocabulary. Furthermore, Nhopi and Ndiko have been accepted as IsiNdebele terms because of the process of phonologisation which makes them sound as IsiNdebele yet the original IsiNdebele registers are Ngiza and Isijeza. This influence of mother tongue on the target language affirms Sinha et al. (2009) findings who concluded that the first language interferes in the acquisition of the TL

and it is applicable universally. Thus, results of this study cannot be exceptional but to confirm that interference affects all languages in contact. It is therefore, important to note that learners constantly used the quoted words unconscious of their interference during the learning of IsiNdebele.

When elaborating on the issue of pronunciation, Teacher B posits that Kalanga tone which is different from the IsiNdebele one is felt when learners pronounce IsiNdebele words like Usodombo, Inopi and Ngiko. Though phonologised as IsiNdebele, the words are pronounced with a Kalanga accent which is characterised by a low but heavy tone. Teacher B argues that this Kalanga accent is inevitable as these are not originally IsiNdebele words. Furthermore, Teacher B revealed that the prevailing of Kalanga tone in pronouncing IsiNdebele words may continue to interfere because learners spend more time socialising in Kalanga since the time allocated for IsiNdebele lessons is insufficient.

According to the results, Teacher B also substantiated on the aspect of orthography. He elaborated by indicating that consonant tsh (IsiNdebele) and tj (Kalanga), are pronounced the same. However, the two languages differ on orthography as can be seen above. For example, jotsholo (IsiNdebele) and jotjolo (Kalanga) refer to a place in Matabeleland North that is pronounced the same in both languages but orthographically spelt differently. In his further explanation on this issue of orthography, Teacher B pointed out that IsiNdebele consonant nd is orthographically confused with Kalanga consonant ndh. This was evidenced in IsiNdebele words such as induku for knobkerrie, which is written as ndhuku in Kalanga, is spelt as indhuku which is marked down in written work due to Kalanga orthographic interference in the learning of IsiNdebele. Contrary to this, Teacher A stated that orthographic errors do not affect learners performance in national examinations. In support of her statement, Teacher A asserted that:

Learners performance ranges from fair to good in written work despite mother tongue interference which is penalised in exercises and tests.

In other words, these orthographic errors are minor since learners proceed to do well in examinations, thus rendering them insignificant.

It was established through Teacher B's response that expressions were another example of Kalanga interference on the learning of IsiNdebele. The participant gave an examples of Kalanga expressions such as ...ngikohamba instead of ngizahamba and ...buya lapha ka! for ...buya lapha bo!. In this connection, Teacher B said:

Such expressions can only be detected by competent bilingual teachers as they may sound as related to IsiNdebele vocabulary to an average teacher.

The researcher believes if uncorrected until examination, interference of this nature may compromise the performance of learners in their final examinations where essays and comprehension works are involved. Therefore, teachers ought to be thorough in their marking if orthographic errors of this nature are to be minimised in preparing learners for final examinations and for language purity.

In Question 7, the researcher wanted some indication as to whether or not Kalanga learners bring Kalanga terms into IsiNdebele lessons. The response to this question as provide by Teacher B was yes. In substantiating this response the participant mentioned terms such as dhombo (Kalanga) instead of umkhongi (IsiNdebele), kwanisa (Kalanga) instead of yenelisa (IsiNdebele), ndolebesa (Kalanga) for ngiqinisile (IsiNdebele) and bende (Kalanga) instead of isikhewu (IsiNdebele). Moreover, Teacher B emphasised that terms such as ndolebesa and kwanisa occur often and have been incorporated to the extent of being perceived as original IsiNdebele terms. While according to Moyo (2002), the incorporation of words into another language may result in the decay of the dominated language, Bhebe (2013) observes that, linguistically, it cannot be disputed that languages are not static but dynamic. In light of these observations, IsiNdebele is gaining through borrowing and phonologising while Kalanga is not decaying as it maintains its vocabulary such as the very borrowed and phonologised words.

In response to Question 8 which was intended to find out on the performance of learners in IsiNdebele exercises, tests and examinations, Teacher B stated that: They perform from below average to average. This performance is a result of failure to use IsiNdebele language effectively with proficiency and lack of adequate time allocated to IsiNdebele lessons as already pointed out.

This participant argues that learners' performance cannot be proficient in the second language due to their strong Kalanga background and limited time allocated to IsiNdebele lessons. In other words, more time is needed in the classroom for them to be proficient as attaining it is a process.

Responding to Question 9 on the extent learners' performance may be explained by the interference of their mother tongue in exercises and tests in IsiNdebele lessons, Teacher B indicated that it was. It was discovered that the reason for his response was that:

Learners learn IsiNdebele in pre-dominantly Kalanga speaking environment where Kalanga interference in the form of expressions and spellings which is unavoidable. Kalanga is the most dominant language which always occur in their attempt to use IsiNdebele.

Teacher B further argues that mother tongue interference is realised in tests and exercises, and there is an indication that it affects the learning of IsiNdebele to a greater extent. These views are contrary to the points mentioned by Teacher A who indicated that mother tongue influence is not a big issue as learners finally perform well in examinations.

Question 10 was particularly asked to find out if the learning of IsiNdebele enhances the aspirations of learners from Kalanga-speech communities. Teacher B responded as follows:

Not at all because most of the learners hardly dream of taking careers that require proficiency in IsiNdebele. While it is true that learners who would pursue science related careers may not need proficiency in IsiNdebele, those in humanities would certainly need proficiency in this language if they are to become interpreters, prosecutors, translators, editors, authors and broadcasters.

It is crucial from the above quotation to observe that, IsiNdebele is better placed as a national language and in career opportunities than Kalanga despite that not all learners will pursue humanities where IsiNdebele is housed.

In response to Question 11, Teacher B felt that the learning of IsiNdebele in Kalanga-speaking areas was frustrating learners. In his response he indicated that the frustration was too much. In elaborating this response, he pointed out that it is because on average their best result would be a C grade which cannot compete with better grades attained by those who are IsiNdebele-speakers. If on average C is their grade, it follows that it is possible to have outstanding performers who may attain B to A grades although it is rare. Of importance to note from his response, is that those few outstanding Kalanga learners' proficiency in IsiNdebele may proceed to do critical careers like translation, law and journalism which require intelligent learners in Arts and Humanities where IsiNdebele is housed.

Table 5.6 was in response to Question 12 which asked for some of the effects brought about by Kalanga interference on the learning of IsiNdebele.

Table 5.6: Positive and negative effects brought about by Kalanga interference on the learning of IsiNdebele

Positives	Negatives
Expansion of language through borrowing	Dilution of the target language
Promotion of bilingualism among learners	Lack of proficiency in the target language
	Extinction of some of IsiNdebele words

It was established through this table that positives are less than negatives in numbers. In explaining the expansion of language, Teacher B revealed that:

Kalanga words and expressions are adopted and adapted into IsiNdebele as borrowed words. For example, amalaja for isitshwala esiseleyo in IsiNdebele corrupted from maladzwa in Kalanga (sadza remains). Consequently, IsiNdebele language adds to its vocabulary through borrowing from Kalanga language.

From the above quotation, the participant further elaborated by pointing out that IsiNdebele is diluted with borrowed words gained through phonologising. An example of a Kalanga word hotji has been phonologised to read as hotshi in IsiNdebele, yet IsiNdebele proper word is ingulube meaning a pig. Teacher B also alluded to the fact that, “some of IsiNdebele words become extinct and get replaced by Kalanga words.” The following are some of the examples usodombo and inopi phonologised from Kalanga dhombo and nhopi yet IsiNdebele proper words are umkhongi and isijeza respectively. In his view, words such as umkhongi and isijeza are gradually becoming extinct as they have been replaced by usodombo and inopi which are not IsiNdebele but phonologised from Kalanga. Teacher A further argues that learners are penalised for using these phonologised words because they are not standardised.

Question 13 intended to get data relating to suggestions the teachers would make on how to overcome challenges encountered by learners from Kalanga-speaking communities on the learning of IsiNdebele. Thus, Teacher B stated the following suggestions:

- Teaching of IsiNdebele by bilingual teachers who would strive to code-switch to accommodate learners from Kalanga-speaking communities.
- Provision of varied reading and learning resource materials that will aid learners in learning of IsiNdebele in a Kalanga-speaking district of Bulilima.
- Encouragement of in-service seminars to equip teachers with the basic knowledge of Kalanga vocabulary that will enable them to manage its interference on the learning of IsiNdebele.

These suggestions concur with those given by teacher A, in the preceding interview. The researcher is of the view that while theoretically these suggestions are good, what remains a challenge may be their implementation.

4.1.4.3 Responses by Teacher C to the Interview Questions

In responding to Question 1, Teacher C gave IsiNdebele as her home language. Apart from the stated home language, she mentioned Shona and Kalanga in order of proficiency as other indigenous languages she could speak in response to Question 2. In response to Question 3 Kalanga and IsiNdebele were mentioned as indigenous languages spoken in Bulilima.

Question 4 required the participant to give the mother tongue spoken by most people in the communities, and her answer to this question was not different from the ones given by Teacher A and B, which is Kalanga. Against expectation, it is worth mentioning that Kalanga is not the home language of Teacher C. The fact that IsiNdebele is the home language of Teacher C makes the research interesting in view of the fact that Teacher A and Teacher B indicated Kalanga as their home language. In response to Question 5 on the teachers' experience of teaching IsiNdebele to learners from a pre-dominantly Kalanga-speaking community, the participant highlighted two major experiences. Teacher C stated that:

Most of the learners generally find IsiNdebele lessons challenging, hence they perform poorly in written work. Chronic errors by learners in all the four macro skills were difficult to correct.

According to these results, the highlighted experiences show that they have a negative impact on the learning of IsiNdebele in Kalanga-speaking communities. Contrary to what was revealed by Teacher A and B, Teacher C posits that learners perform poorly in written work and this could be a result of chronic errors associated with their written work.

Question 6 was asked to establish whether, as IsiNdebele teacher in the multilingual Bulilima District, the teacher finds Kalanga interfering with the learning of IsiNdebele pertaining to words, pronunciation, orthography and expressions. The response to this question are presented in Table 5.7 below:

Table 5.7: Kalanga words that sometimes interfere with the learning of IsiNdebele

Kalanga	Ndebelerised	IsiNdebele
Nhopi	Inopi	Isijeza /Pumkin Porridge
Kwanisa	Kwanisa	Yenelisa /Able to
Dhombo	Usodombo	Umkhongi/Marriage mediator
Ndolebelesa	Ngiyalebesa	Ngiqinisile /I am earnest
Ndiko	Ngiko	Ngiza/ I will
Ntate	Tata	Ubaba/ Father
Mbudzi	Imbudzi	Imbuzi/ Goat

In analysing the examples in the above table, phonologised words such as usodombo, inopi, and kwanisa have been adopted and adapted into IsiNdebele vocabulary to the extent that it is not easy to believe that they have been phonologised from Kalanga. Consequently, these words have been accepted as if they are originally IsiNdebele and yet they are not. For instance, terms such as isijeza and umkhongi sound new and foreign, yet they are IsiNdebele proper nouns although they are rarely or not used at all. Teacher C also reveals that the frequent use of phonologised Kalanga words is a clear testimony of effective mother tongue interference on the learning of IsiNdebele. In substantiating the issue of pronunciation, Teacher C revealed that, Consonant k in Kalanga is pronounced without a voiced accent which is not the case in IsiNdebele. The production of consonant was also cited as an example by the participant. Furthermore, Teacher C posits that,

The pronunciation of 'd' is characterised by a heavy tone. For example, Kalanga learners accentuate consonant in words such as dhadha (Kalanga) for idada (IsiNdebele) and dholobho instead of idolobho in IsiNdebele.

In the quotation above, Teacher C demonstrated from the given example that among Kalanga learners, the use of a heavy accent prevails and interferes with the learning of IsiNdebele.

Teacher Cs position regarding the of orthography as asked in Question 6 indicated that Kalanga consonant tj is given as an example of orthographic interference on the learning of IsiNdebele. In elaboration this issue, she argued that Kalanga learners are regularly penalised for using 'tj' instead of 'tsh' when writing IsiNdebele words like umtshado, itshabela and umtshonkela. Ultimately, these words will be wrongly spelt as umtjado for umtshado, itjabela for itshabela and umtjonkela for umtshonkela due to a Kalanga orthographic interference in the learning of IsiNdebele.

Moreover, Teacher C points out that Kalanga expression also prevail as a form of interference on the learning of IsiNdebele in Kalanga-speaking communities. An example of Kalanga expression that interferes is 'kohamba njani?' with a heavy stress on the syllable 'ko'. The correct IsiNdebele expression should be kuzahamba njani? Furthermore, she mentioned another common Kalanga expression experienced in both written and oral work, that is, ndhiko... instead of IsiNdebele word 'ngiza...' In

addition, Teacher C explained that the use of Kalanga expressions in written work is marked down and this results in poor performance of Kalanga learners in IsiNdebele lessons. The position of poor performance noted here is reiterated by Teacher C, yet in the preceding interviews with Teacher A and Teacher B, no expressional errors were mentioned as affecting learners' performance in examinations.

In response to Question 7 which asked if learners from Kalanga-speaking communities bring Kalanga terms into IsiNdebele lessons, Teacher C said yes. In substantiating this response, the participant stated that,

when learners are given questions and fail to identify
IsiNdebele terms for particular concepts, they use Kalanga
equivalent terms.

The preceding statement illustrates how learners code-switch from Kalanga to IsiNdebele due to lack of relevant words in whatever they may be discussing. As indicated in the preceding interviews, this response is confirmed by Eldridge (1996) who states that code-switching has four main functions and the first one is equivalence which operates as defensive when the speaker gets stuck during a discourse. Hence, learners switch over to Kalanga as a defensive mechanism.

Question 8 was specifically to solicit for data pertaining to the performance of learners in IsiNdebele exercises, tests and examinations. Teacher C concurs with Teacher B in that learners perform below average in exercises and examinations but differ from Teacher A who ranked learners performance from fair to good. The participant further revealed that they have challenges in reading IsiNdebele, something that compromises their performance in written work. Hence, there is no way they can perform above average if they cannot use IsiNdebele language with proficiency. Those with deficiencies in IsiNdebele affirm Teacher Cs rating of learners as below average. Responding to Question 9 that asked on the extent learners performance may be explained by the interference of their mother tongue in exercises and tests in IsiNdebele lessons, the participant responded by indicating that this was to a large extent. Teacher C asserted that:

Writing emphasises grammar, spellings and expressions.
Mostly these are found erroneously done and traceable to the
Kalanga interference on the learning of IsiNdebele.

The point highlighted by Teacher C shows that the prevalence of these errors further confirms their low performance, an issue raised in the previous questions where it was said to be below average.

Question 10 wanted to establish whether the learning of IsiNdebele enhances the aspirations of the learners from Kalanga-speech communities. In her response, Teacher C doubted that, and in support of that, she mentioned that IsiNdebele is a lingua franca to most of the learners as it is used by people whose main languages are different. The literature part of IsiNdebele literature was said to be more divorced from Kalanga learners' aspirations since it reflects on IsiNdebele people and their language. In this regard, the position of Teacher C, confirms that the learning of IsiNdebele does not enhance the aspirations of learners from Kalanga-speech communities.

In response to Question 11, Teacher C expressed that the learning of IsiNdebele in Kalanga-speaking areas does frustrate Kalanga learners in most cases. She argued that low performance on the part of Kalanga learners frustrate them. This is worsened by the fact that composition writing is characterised by using proverbs, idioms, figurative language and expressions which Kalanga learners do not have as part of their vocabulary. Consequently, their performance is generally low which, in turn, results in frustration.

Table 5.8 was in response to Question 12.

Table 5.8 Positive and negative effects of Kalanga interference on the learning of IsiNdebele

Positives	Negatives
Expansion of the target language through phonologising	Decay of the dominated language
Promotion of bilingualism among learners	Disruption of smooth conversations
Orthographic and/or grammatical transfer assist learners	Lack of interest in the language
	Poor overall performance in macro language skills.

The results for Question 13 are teacher's responses to what suggestions they can make for Kalanga L1 learners learning IsiNdebele in a Kalanga speaking community. In response, Teacher C presented the following suggestions.

- Exposure of learners to a variety of reading materials with specific language structures to be learnt.
- Teaching of IsiNdebele by bilingual teachers who would accommodate Kalanga interference in IsiNdebele lessons.
- Conducting refresher seminars in order to equip teachers with skills of teaching IsiNdebele phonology and morphology for better pronunciation and spelling.
- Developing positive interest among learners in IsiNdebele as a subject despite that it is not their home language.

It seems that these suggestions concur with those by Teacher A and B respectively. Like the preceding ones, they hinge on the need for bilingual teachers, refresher workshops and provision of material resources to handle mother tongue interference in bilingual environments.

4.1.4.4 Responses of Teacher D to the Interview Questions

The study established that the answer to Question 1 as provided by Teacher D regarding the home language of the participant was IsiNdebele. Other languages that the participant is cable of speaking included Kalanga and Shona. These languages were given in response to Question 2. For question 3, the participant gave Kalanga, IsiNdebele and Shona as indigenous languages spoken in Bulilima. The teacher expressed the same sentiments by Teacher A, Teacher B and Teacher C, in responding to question 4 regarding Kalanga as the mother tongue for most of the people in the district. Teacher D, agreed with Teacher C in that she home language is IsiNdebele.

Question 5 elicited for data regarding Teacher Ds experience of teaching IsiNdebele to learners from a pre-dominantly Kalanga-speaking community. Teacher D revealed that she experienced challenges to do with attitude, performance and socialisation. The participant posited that Kalanga speaking learners seem to have a negative attitude towards IsiNdebele since it was taught as a subject ahead of their mother tongue. Coupled with this attitude, she indicated that in relation to issues of

performance, learners find IsiNdebele challenging because they perform poorly in written work where they are penalised for spelling, expressions and grammatical errors. She further revealed that learners socialisation in a Kalanga environment does not prepare them for learning IsiNdebele at secondary school level. The argument made here is that these learners develop a negative attitude that, in turn, results in their poor performance in both oral and written work.

Question 6 asked Teacher D if she sometimes found Kalanga interfering with the learning of IsiNdebele in this multilingual community in terms of words, pronunciation, orthography and expressions. Table 5.9 below shows some of the Kalanga words that were identified as often occurring as interference on the learning of IsiNdebele.

Table 5.9: Kalanga words that sometimes interfere with the learning of IsiNdebele

Kalanga	Ndebelerised	IsiNdebele
Dhombo	Usodombo	Umkhongi/Marriage mediator
Nhopi	Inopi	Isijesa /Pumpkin porridge
Kwanisa	Kwanisa	Yanelisa/able to
Ndolebesa	Ngiyalebesa	Ngiqinisile /I am earnest
Ndiko	Ngiko	Ngiza /I will

The above table shows that Teacher D confirmed that these cited Ndebelerised words have become part and parcel of IsiNdebele vocabulary. For instance, usodombo and kwanisa phonologised from Kalanga have been adapted into IsiNdebele vocabulary to the extent that the original words umkhongi and yanelisa sound strange to some speakers of the language who are not particular about their language. It can be noticed from these examples that these were identified by Teacher A, Teacher B, Teacher C and Teacher D as an indication of their authenticity, hence their regular use in IsiNdebele lessons. Teacher D further stressed that the Ndebelerised words often prevail as interference during IsiNdebele lessons. This is in concurrence with Sinha et al.s (2009) findings in their study where they concluded that the first language

interferes in the acquisition of the second language and it is applicable to the learning of IsiNdebele in a Kalanga speaking community.

In expressing interference in terms of pronunciation, Teacher D revealed that most Kalanga learners accentuate consonant d in words such as dhadha (Kalanga) for idada (IsiNdebele) and dholobho (Kalanga) instead of idolobho in IsiNdebele. Teacher D reiterated that this heavy accent associated with d sound affects the pronunciation of IsiNdebele words in oral lessons. However, the teacher felt that Kalanga learners ought to improve in this sphere of pronunciation since such interference ultimately affects their written work in terms of spelling errors which in turn result in low performance. Contrary to Heine and Kutewa's (2005) assertion that every language which is spoken as a mother tongue changes in pronunciation, due to elements taken from another language that is spoken in the same area, in this study it is the mother tongue Kalanga whose heavy accent affects the pronunciation of the L2 IsiNdebele words in oral lessons and not vice-versa. In other words, the findings are that pronunciation of IsiNdebele words is heavily influenced by Kalanga intonation of consonants and words. For instance, consonants dh and nho of words like dhombo and nhopi were said to be pronounced with a low and deep sounds whose pronunciation impact is felt despite being phonologised.

In response to the aspect of orthographic interference, Teacher D revealed that she observed it in words characterised by consonants 'tj' and 'dh'. For example, IsiNdebele terms such as isitshebo for relish is written like 'isitjebo' with a Kalanga consonant 'tj' while duduza for comfort is spelt like dhudhuza in Kalanga with a heavy accent dh. Thus, spellings with Kalanga orthography as shown in these examples dilute IsiNdebele words in terms of their proper morphological structures.

Regarding interference in the form of expressions, Teacher D stated that Kalanga terms often creep into IsiNdebele compositions where creative written work is encouraged. A Kalanga proverb umwana wenyoka inyoka almost identical to that of IsiNdebele umtanenyoka yinyoka was given as an example of an expression that is sometimes used in creative writing. Teacher D, however, emphasised that the difference may be over looked by an average teacher who is not particular and conscientious in marking written work. Another example of a Kalanga expression that regularly occurs in IsiNdebele lessons is ndiko instead of ngiza. According to the

participant, this expression has been adapted to the extent of being an unavoidable interference in IsiNdebele lessons.

Regarding the question asked on learners from Kalanga speaking communities bringing in some terms into IsiNdebele lessons, the answer was yes they do. The respondent then proceeded to substantiate with words such as mayinini (Kalanga) for mamomncane in IsiNdebele, inhopi (Kalanga) for isijeza in IsiNdebele and kukwanisa (Kalanga) for ukwenelisa (IsiNdebele) as commonly found interfering in written work. Findings from question 7 in all four participating teachers about Kalanga learners bringing Kalanga words into IsiNdebele lessons, confirm Browns (2008) findings on the role of L1 in the L2 classroom pointing out that the first language can be a facilitating factor and not an interfering factor. Implicit from this observation is that the issue of mother tongue interference should not always be perceived as negative since positive benefits are also inherent in it.

Pertaining to performance of learners in IsiNdebele exercises, tests and examinations as asked in Question 8, Teacher D said learners' performance was depressed. The reason for this is that learners do not use standard IsiNdebele expressions like figurative language, proverbs, idioms, idiophones and exclamations. Instead, learners tend to phonologise and translate directly from Kalanga into IsiNdebele as stressed by Teacher D in justifying the depressed performance.

Question 9 solicited for data about the extent learners performance may be explained by the interference of their mother tongue in exercises and tests in IsiNdebele lessons. Teacher D openly acknowledged that Kalanga expressions and/or terms often feature in IsiNdebele exercises and tests. In this regard, their performance in written work was greatly compromised by Kalanga interference on the learning of IsiNdebele in Bulilima. In response to Question 10 which asked if the learning of IsiNdebele enhances the aspirations of learners from Kalanga communities, Teacher D indicated that in a way it does as IsiNdebele is more marketable compared to Kalanga. The participant substantiated his response by indicating that there are more job opportunities for graduands with IsiNdebele than with Kalanga. She further pointed out that pursuing IsiNdebele in their tertiary studies will allow them to become teachers, lawyers, translators and broadcasters where IsiNdebele is better considered as a national

language than Kalanga. Therefore, learning of IsiNdebele in Bulilima should be taken seriously as it offers more opportunities than mother tongue Kalanga.

Responding to Question 11, Teacher D stated that learning of IsiNdebele in Kalanga-speaking areas does frustrate Kalanga learners. In elaborating her response, the participant asserted that its teaching thwarts current attempts of reviving Kalanga language. Teacher D further asserts that some of the Kalanga learners love their mother tongue sincerely. Hence, learning of another indigenous language at the expense of theirs totally frustrates them. Teacher D stressed the point as follows:

Kalanga learners are also frustrated by lack of resources supporting the revival of Kalanga, thus, they are forced to continue learning IsiNdebele which they do not enjoy at all.

In short, Teacher Ds response entirely confirm that learning of IsiNdebele as a subject ahead of Kalanga frustrates learners who are patriotic about their home language as they feel it should be developed.

Question 12 elicited for some of the effects of Kalanga interference on the learning of IsiNdebele. Table 5.10 below is a response to this question.

Table 5.10: Positive and negative effects of Kalanga interference on the learning of IsiNdebele

Positives	Negatives
Growth of IsiNdebele from borrowing and phonologising	Dilution of IsiNdebele language due to interference
Promotion of bilingualism among learners from both languages	Proficiency in IsiNdebele is compromised and yet it is examinable
Exposure to different cultural-linguistic issues involving IsiNdebele and Kalanga languages	Disruption of discourse because of code-switching and code- mixing
Career opportunities as broadcasters, translators, teachers, lawyers and interpreters	Decay of Kalanga language as it is dominated

Findings pertaining to positive and negative effects from the four teachers endorse Jafarovas (2017) observation that interference can be negative and positive

depending on the features of both languages. In this study, Question 12 of the interview schedule cited positives and negatives which have nothing to do with the structure of the affected languages. Instead, the cited effects are all elaborate narratives of negatives and positives.

In response to Question 13, Teacher D stated the following suggestions to overcome challenges encountered by learners from Kalanga speaking community learning IsiNdebele.

- Provision of conducive learning environments rich with IsiNdebele materials such as charts and artefacts.
- Exposure of learners to bilingual reading materials, dictionaries and study aids for learners to acquire the correct vocabulary.
- Deployment of bilingual teachers who should be patient with Kalanga learners while they cope with the challenge of abandoning their own language for another Indigenous language so that they do not generate a negative attitude towards IsiNdebele.
- Implementation in full of language policy regarding teaching of IsiNdebele as a subject in bilingual areas of Matabeleland.

4.2 Findings from Lesson Observations

In this study the observation schedule was used to gather information about the interference of Kalanga in the learning of IsiNdebele. Lesson observations were conducted with Form One and Form Two classes. This data collection technique was used in this study due to its effectiveness as direct means of studying human behaviour. According to Mhundu (2016:50), "Observations are highly favoured in research because they allow researchers to access authentic information through the observation of situations as they transpire" Therefore, in the current study, teachers and learners were observed as they interacted during teaching and learning of IsiNdebele, with a view of determining whether or not there is Kalanga interference on the learning of IsiNdebele in Bulilima.

4.2.1 Findings from Lesson Observation (Form 1A)

The researcher observed that in a Form 1 class, Teacher A taught IsiNdebele lesson on Imuli lezihlobo (Family and relatives). In his lesson presentation, the teacher used

IsiNdebele as the medium of instruction. From this lesson, the researcher observed that the learners had challenges in grasping the intended concepts. This was evidenced when the teacher switched to Kalanga to assist the learners by using their mother tongue. Below are findings evidenced in the recorded data from Lesson Observation.

Kalanga used as the medium of instruction during the lesson

The researcher observed that prior to introducing the lesson, Teacher A used Kalanga language to greet the class saying, Mamuka which translates to Morning. This was followed by the use of IsiNdebele as a medium of instruction. The researcher observed that the teacher would, however, occasionally allow the use of Kalanga depending on encountered challenges in the lesson. For instance, one learner could not remember IsiNdebele word for paternal uncle until the teacher allowed her to give the Kalanga equivalent so that she could be assisted by other fellow learners. Consequently, she gave basekulu instead of umalume for paternal uncle in English. In this regard, the use of Kalanga served as an aid for the learner to be reminded of IsiNdebele equivalent which she is unlikely to forget.

Kalanga words mostly used by both the teacher and learners during the lesson

a) Teacher: mamuka for livukile in IsiNdebele which means morning in English.

: ndolebesa for ngiqinisile in IsiNdebele meaning I mean it in English

: lebeleka for khuluma in IsiNdebele which means speak in English

b) Learners: tamuka for sivukile in IsiNdebele which is a response equivalent to Morning.

: totjila for siyaphila in IsiNdebele meaning we are well in English

: nyalala for thula in IsiNdebele meaning to be quiet in English.

The highlighted terms were used by both the teacher and learners during IsiNdebele lesson as indicated above. In greeting the class, the teacher was conscious that he was using Kalanga Mamuka and the learners were fully aware that they were responding in Kalanga Tamuka. That is why they spontaneously responded in Kalanga yet they were about to learn IsiNdebele. Furthermore, the study observed that in

response to the teacher's greetings, munjani for linjani in IsiNdebele, learners consciously responded in Kalanga totjila for siyaphila in IsiNdebele which translates to we are well in English. It was also observed that Teacher A consciously used the Kalanga term lebeleka instead of khuluma IsiNdebele word when referring to Kalanga-speaking learners. This seemed a deliberate and intentional strategy for probing them to keep on trying as the class discussed the relationship involving family members in Ndebele families. Moreover, the teacher consciously shouted nyalala for thula in IsiNdebele after realising that Kalanga learners were somehow making noise while IsiNdebele term thula was directed to IsiNdebele learners when they objected to wrong contributions by the Kalanga learners.

Kalanga words used by both the teacher and learners during the lesson

a) Teacher: basekulu for umalume in IsiNdebele and maternal uncle in English

: kwanisa for yenelisa in IsiNdebele and enable in English

: lebeleka for khuluma in IsiNdebele and speak in English

: dhombo for umkhongi in IsiNdebele and marriage negotiator in English

b) Learners: kwanisa for yenelisa in IsiNdebele and to enable in English

: basekulu for umalume in IsiNdebele and maternal uncle in English

: dhombo for umkhongi in IsiNdebele and marriage negotiator in English

: mayinini for umamomncane in IsiNdebele and maternal aunt in English

: ndiko for ngiza in IsiNdebele and I will in English

The above lists consist of Kalanga words unconsciously used by both the teacher and learners in the observed lesson. From the reflected concepts, learners have used slightly more words than their teacher. However, words like basekulu, kwanisa and dhombo are common to both lists which imply that they have been adopted and incorporated into IsiNdebele vocabulary as if they are original IsiNdebele. From the observed lesson, Teacher A would always be observed encouraging both Kalanga and IsiNdebele learners to speak by saying lebeleka (speak) during IsiNdebele lesson. As the lesson hinged on the family and relatives, Kalanga learners were observed unconsciously and persistently referring to umamomncane (maternal aunt) as mayinini which is not IsiNdebele but a Kalanga word. The expression ndiko which is Kalanga but with its IsiNdebele equivalent as ngiza, also occurred repeatedly in the observed lesson uttered by Kalanga learners. Its frequent use by learners during the lesson was more of a habit hence it was unavoidable in IsiNdebele lessons.

Teachers' reaction to Kalanga interference during the lesson

The researcher observed that during the lesson presentation, Teacher A accommodated Kalanga interference where he felt it was conducive for the lesson and for the benefit of the learners in understanding concepts. For instance, learners had challenges in giving the correct IsiNdebele concept for a marriage negotiator umkhongi. Instead, they were adamant on their Kalanga term dhombo which has been phonologised to read as usodombo. To both Kalanga and IsiNdebele speakers, the phonologised usodombo was correct because it has been corrupted, adopted and adapted into IsiNdebele vocabulary. Another instance was where a Kalanga expression like ndiko... for ngiza... in IsiNdebele translated to I will... in English was unnecessarily used. The teacher discouraged its use. However, this was done diplomatically by reminding the learners to remember that they were in IsiNdebele lesson where communication should be in IsiNdebele throughout. From this observation, the analysis to be made is that Teacher A reacted professionally and in accordance with the kind of interference as the two words differed in nature.

Learners' reaction to the use of Kalanga by fellow learners during IsiNdebele lesson

Although in the beginning of the lesson it was not clear for the researcher as an observer to distinguish Kalanga learners from IsiNdebele learners, however, as learners participated and responded progressed, it was then clear. For example, Kalanga speakers were fond of the term ndolebesa for ngiqinisile in IsiNdebele which translates to I mean it in English. Another common expression that was frequently used during lesson observation was ndiko... for ngiza... in IsiNdebele for I will in English. Such habits involving Kalanga interference were accommodated by non-Kalanga learners if Kalanga L1 speakers assisted in clarifying, confirming, reiterating and illustrating learnt concepts. However, the researcher noted that IsiNdebele learners would express displeasure if Kalanga was unnecessarily used during the lesson. When Kalanga and IsiNdebele learners didn't agree on whether the term usodombo was IsiNdebele or Kalanga, the teacher sensitively intervened. In his

endeavour to clear the confusion surrounding this term, he elaborated that usodombo is a phonologised term from a Kalanga word dhombo and has been corrupted and incorporated into IsiNdebele to the extent that young people did not know the proper IsiNdebele word umkhongi which means a marriage negotiator between families of the lady and gentleman who intend marrying each other.

Teachers' frequency of code-switching and code-mixing

From the observed language lesson, it was apparent that Teacher As frequency of code-switching and code-mixing was moderate. That is, the teacher reflected that he accommodated and encouraged Kalanga learners to code-switch for purposes of emphasis. This confirms Jacobsons (1990) findings that code switching prevail when it is critical to do so. Furthermore, Teacher A asked the learners to repeat his code-switched responses as a strategy to consolidate learnt concepts. The researcher further observed that in concluding the lesson, the teacher code-switched and even asked learners to repeat his code-switched answers in order to concretise concepts for the benefit of some of the Kalanga speakers whose IsiNdebele vocabulary is weak. This approach concurs with Tahir et al. (2016) who reveals that teachers in Rwanda mostly code switch when students response towards the comprehensibility which is negative and when learners do not grasp the concepts easily in L2. Hence, code switching should be used as strategy when learners fail to comprehend concepts. Of significance to note from this lesson observation is that the frequency of code-switching and mixing, moderate as it was, it did not disrupt the flow of the lesson but was for the benefit of all learners. Thus, code-switching was used for the creation of good rapport with learners which led to effective teaching and learning in the classroom.

Learners' frequency of code- switching and code- mixing

In the observed lesson, learners frequency of code-switching and code- mixing was regular and would have been very often if it were not checked. In the average occasions where his learners code-switched, Teacher A allowed the learners to freely code-switch during the lesson without interruption. For instance, the teacher sought confirmation of a learner's code-switched utterance. In another instance, he asked the learners if they were satisfied with a learner's code-switched and code-mixed

explanation. Their response was Yes, implying that the use of code-switching and mixing is effective in consolidating learnt concepts. In this regard, learners' frequency of code-switching and code-mixing should not only be tolerated but encouraged as it is a beneficial and effective teaching strategy in dealing with low proficiency learners in bilingual or multilingual classrooms.

Learners' appreciation of Kalanga concepts

The study further observed the learners appreciation of Kalanga concepts where it was found that they showed interest and appreciation of Kalanga concepts. This was evidenced by their liveliness and participation when the teacher code-switched into Kalanga language. For instance, when they had challenges in identifying family relatives using IsiNdebele words as expected, learners swiftly code-switched to Kalanga. Some of them failed to name family members like the paternal aunt, maternal uncle and grandfather in their IsiNdebele names. IsiNdebele names are *malume* for maternal uncle, *babakazi* for paternal aunt and *babamkhulu* for grandfather. However, Kalanga learners were excited when Teacher A asked them to match IsiNdebele names with Kalanga words which they correctly paired as shown on Table 6.0 below.

Table 6.0: IsiNdebele names matched with Kalanga words

IsiNdebele	Kalanga	English
Umalume	Basekulu	Maternal uncle
Ubabakazi	Bamhadzi	Paternal aunt
Ubabamkhulu	Batetegulu	Grand father

While the last two pairs of words in the above except are somehow related morphologically and phonologically, the first pair of *malume* and *basekulu* is characterised by different words which is an indication that these terms are from different languages, IsiNdebele and Kalanga respectively. However, some of Kalanga learners assumed *basekulu* in Kalanga had *sekuru* as its IsiNdebele equivalent. To them this sounded correct in that if the word *sekuru* is without the prefix *ba-* is not Kalanga but automatically IsiNdebele. If it is written and spoken with prefix *u*, it becomes *usekuru*. This analysis to some extent makes sense in that the word *sekuru*

with the prefix u has been incorporated into IsiNdebele vocabulary, yet sekuru is a Shona word. Thus, umalume is IsiNdebele proper word for maternal uncle.

4.2.2 Findings from Lesson Observation (Form 2A)

The researcher further observed IsiNdebele Form 2 A class lesson on Ingqubo yesiko lokuthatha lokwenda (Process of the marriage custom). The teacher used IsiNdebele as the medium of instruction in his lesson presentation. The researcher, however, observed that in cases where there were challenges, Teacher B code-switched to Kalanga to clarify learnt concepts. Below is the evidence of recorded data as per the Lesson Observation Guide.

Kalanga used as the medium of instruction during the lesson

The researcher observed that in the beginning of the lesson, Teacher B greeted the class in Kalanga saying, Mahwa tjini bana while writing IsiNdebele lesson topic on the chalk board. The phrase mahwa tjini bana is the Kalanga greeting that translates to Afternoon children in English. In response to the greeting, the class replied in the same Kalanga language saying Tahwa meaning we are fine. In probing learners to explain what the topic of the day was all about, the teacher alternated IsiNdebele and Kalanga varieties. This strategy motivated participation among learners as it adequately geared them for learning since most of them, including Kalanga learners, were accommodated from the onset. Although the medium of instruction in the observed lesson was IsiNdebele, Teacher B would here and there code-switch and code-mixed during his lesson presentation to clarify, emphasise and illustrate certain issues depending on the prevailing challenge. This affirmed research findings by Madrianan (2014), who expresses the importance of L1 in the acquisition of the L2 in that it helps students to make connections with their knowledge of the mother tongue, thus facilitating the process of understanding.

Kalanga words consciously used by the teacher and learners during the lesson

- a) Teacher** : batategulu for ubabamkhulu in IsiNdebele and grandfather in English
: bamhadzi for ubabakazi in IsiNdebele and paternal aunt in English
: dhombo for umkhongi in IsiNdebele and marriage negotiator in English
- b) Learners:** basekulu for umalume in IsiNdebele and maternal uncle in English

: dhombo for umkhongi in IsiNdebele and marriage negotiator in English

: mayinini for umamomncane in IsiNdebele and maternal aunt in English

From the words reflected in the above except, the researcher observed that they were consciously used by both the teacher and learners during the lesson because they were key and inevitable terms in discussing the process of traditional marriage custom in IsiNdebele community. Teacher B used Kalanga terms batategulu, bamhadzi and dhombo for IsiNdebele equivalents ubabamkhulu, ubabakazi and umkhongi because they were crucial in the discussion of the traditional marriage custom. Coincidentally, the Kalanga word dhombo for umkhongi in IsiNdebele, was consciously used by both the teacher and learners because it was common to both Kalanga and IsiNdebele vocabularies. However, in IsiNdebele, it has been corrupted to read as usodombo with the prefix u which is accompanied by the concordial agreement so of nouns in class 1a according to Meinhoffs classification of nouns. Thus, the Ndebelerised usodombo has been ultimately accepted as part of the language vocabulary while the original IsiNdebele word umkhongi is greatly threatened by extinction due to fact that it is not regularly used. Of importance to note from the observed lesson was that, key terms of the lesson were consciously used for the benefit of the learners and the concretisation of learnt concepts.

Kalanga words unconsciously used by both the teacher and learners during the lesson

a) Teacher: kukwanisa for ukwenelisa in IsiNdebele and to enable in English

: lebeleka for khuluma in IsiNdebele and speak in English

: ndizo mwana for yikho mntwana in IsiNdebele and its correct child in

:English

b) Learners: kukwanisa for ukwenelisa in IsiNdebele and to enable in English

: ndiko for ngiza in IsiNdebele and I will in English

: ndolebesa for ngiqinsile in IsiNdebele and I mean it in English

The above list of words indicate that the teacher and Kalanga learners spontaneously used Kalanga words listed in the given except. In several instances, he would unexpectedly say lebeleka (talk) each time learners struggled to come up with anticipated responses in IsiNdebele. Besides this utterance, the researcher also observed that Teacher B was also fond of acknowledging correct responses by saying

ndizo mwana which was unconsciously uttered and it seems it has developed into some mannerism. The appropriate thing is that it has a motivational impact even though the term is unconsciously expressed in Kalanga language. It was also observed that some of the learners unavoidably used the Kalanga expression ndiko... which is ngiza... in IsiNdebele and I will in English. To most of Kalanga learners, they would hardly say something without ndiko, an indication that it is now more of an inevitable habit. However, during the lesson Teacher B would discourage its use. This was an indication that it was not tolerated since it was not linked to expected responses. In justifying and/or confirming that they are certain with their answers, learners expressed that in Kalanga saying ndolebesa for ngiqinisile in IsiNdebele and I mean it in English. This Kalanga term ndolebesa was expressed as some form of emphasis over learnt concepts.

Despite the fact that lesson observations were done in different forms, most of the words that were unconsciously used were similar. For instance, terms like kwanisa/kukwanisa for yenelisa in IsiNdebele and enable in English, lebeleka for khuluma in IsiNdebele and speak in English and ndiko for ngiza in IsiNdebele and I will in English featured regularly in the observed lessons. This therefore confirms the findings on the Kalanga words unconsciously used during lessons as authentic.

Teachers' reaction to Kalanga interference during the lesson

It was observed during the lesson that Teacher B reacted positively to Kalanga during lesson presentation. This was evidenced in that he accepted and tolerated Kalanga interference if it enhanced learnt concepts. That is, learners would use Kalanga to clarify, illustrate and even to reinforce critical issues during the lesson. However, the teacher would not take kindly to interference for its own sake. Instead, he would constantly remind learners to try and maintain IsiNdebele and only apply Kalanga if there happened to be a need to do so. For example, Kalanga learners did not know umkhongi as IsiNdebele equivalent for dhombo (marriage negotiator). To most of them, the equivalent word was usodombo which is phonologised from Kalanga. As learners interrogated such linguistic issues, Teacher B allowed the use of Kalanga as this helped to consolidate their understanding.

Learners' reaction to use of Kalanga by fellow learners during IsiNdebele lesson

The researcher observed that learners' reaction to use of Kalanga was positive in that they tolerated the use of Kalanga during the lesson. It was noticed during the observation that IsiNdebele speakers, especially those who are bilinguals used Kalanga in an attempt to convince Kalanga learners that the word *usodombo* (marriage negotiator) is not an IsiNdebele word but is phonologised from Kalanga. Consequently, through toleration of use of Kalanga in the lesson, learners realised that the adoption of phonologised Kalanga words into IsiNdebele vocabulary does not make them original IsiNdebele but remain borrowed terms. On the other hand, IsiNdebele learners, did not appreciate instances where Kalanga speakers would unnecessarily use expressions like *ndiko* for *ngiza* in IsiNdebele for *I will* in English. IsiNdebele speakers felt over doing it interfered with the smooth flow of the lessons.

Teachers' frequency of code-switching and code-mixing

It needs to be emphasised that it was apparent from the observed lesson that Teacher B's frequency of code-switching and code-mixing was moderate. The code-switching and code-mixing that prevailed indicated that it was meant to encourage participation among Kalanga learners. The analysis made here is that the teacher would not hesitate to code-switch each time learners struggled to express themselves in IsiNdebele as it was not their mother tongue. In other words, his frequency of code-switching fluctuated depending on the challenges that occurred. That is, difficult IsiNdebele words such as *umkhongi* for *dhombo* in Kalanga, *ukangaziwe* for *ngandizikamwe* in Kalanga and *ubabakazi* for *mhakadzi* in Kalanga could not be successfully taught without code-switching and code-mixing. Thus, the frequency depended on the nature of challenges. The findings from the observed IsiNdebele lessons regarding teacher's frequency of code switching and mixing collaborate with the study conducted by Tahir et al. (2016). The results of their findings were that teachers in Rwanda mostly code switched when students responses towards the comprehensibility is negative and learners would not have grasped the concepts easily in the L2. Thus, the concurrence is in that code-switching and code mixing should only prevail when it is critical to do so as also affirmed by Jacobson (1990).

Learners' frequency of code-switching and code-mixing

From the observed lesson, learners' frequency of code-switching and mixing occurred regularly and would have been increased if it was not controlled by Teacher B. As the lesson progressed, the teacher allowed the learners to code-switch and code-mix, especially in interrogating issues which were to do with the role of marriage negotiator, umkhongi in IsiNdebele and dhombo in Kalanga. The researcher further observed that during the class discussion, Kalanga learners got carried away and ended up using their language continuously at the expense of IsiNdebele which was the medium of instruction for the subject. In certain instances Teacher B had to interrupt the discussions and reminded the learners that Kalanga could only be used to illustrate and clarify concepts when necessary and not always. The reason being that IsiNdebele was an examinable subject. Hence, they were to be acquainted with the appropriate register specific to the IsiNdebele marriage custom (Isiko lesiNdebele lokuthathana lokwenda). Precisely, the frequency of code-switching and code-mixing was regular but checked when it repeatedly prevailed since the teacher expected them to have the correct grasp of the relevant IsiNdebele register for the topic under discussion. In agreement, Cooks (2001) findings favours incorporating some form of code-switching because he believes code-switching is a natural phenomenon and teachers should not discourage students from using it.

Learners' appreciation of Kalanga concepts

The researcher further observed that learners reflected excitement and appreciation of Kalanga concepts. Kalanga learners actively participated each time the teacher code-switched from IsiNdebele to their language. For instance, when they had challenges in explaining the roles of traditional elders like grandfather ubabamkhulu in IsiNdebele and batategulu in Kalanga, paternal aunt ubabakazi in IsiNdebele and bamhadzi in Kalanga and marriage negotiator umkhongi in IsiNdebele and dhombo in Kalanga using IsiNdebele words as expected, learners automatically code-switched to Kalanga. To demonstrate their appreciation of Kalanga, they would continue using Kalanga until Teacher B interrupted and advised them to stick to IsiNdebele which is the official language of the subject.

Of interest to note in the observed lesson was that IsiNdebele word such as umkhongi for dhombo in Kalanga and marriage negotiator in English is not known even by most

of IsiNdebele learners. To them the popularly used one is usodombo which the teacher said was a word borrowed from Kalanga through phonologisation and thereby being incorporated into IsiNdebele vocabulary. The point to be emphasised here is that the word umkhongi is hardly used as it has been overtaken by usodombo which is not an IsiNdebele word. Among the Kalanga learners, the phonologised usodombo was assumed to be IsiNdebele and not related to the Kalanga word dhombo because the two are morphologically and phonologically different. That is, usodombo is characterised by the initial vowel and a prefix proper (so-) which are non-existent in the Kalanga suffix dhombo. Teacher B in trying to clarify the confusion over acceptance of usodombo in IsiNdebele vocabulary revealed that it was because the two languages co-exist and thus phonologising and borrowing are inevitable in such a situation. Teacher B summed the issue by saying learners should know that umkhongi is the true original IsiNdebele word but usodombo is borrowed and/or phonologised. Hence, it is penalised in written work, though orally accepted in informal conversations.

4.3 Analysis of data from documents

The specific aim of this section is the presentation and analysis of the data from documents involving Form One and Form Two exercise books for language exercises and composition written work. The analysis of written documents could not be left out as stressed by William (2011:25) who asserts, “Sources in the form of texts and documents provide a great deal of data about society, both historically and in the present”. Thus, they are critical in that they are not restricted to a particular period. Analysis of Form One written documents centred on general language exercises while that of Form Twos focused on written compositions. In expressing the rationale for document analysis, Denzin (1970 cited in Bowen, 2009: 28) asserts that:

Document analysis is often used in combination with other qualitative research methods as a means of triangulating the combination of methodologies in the study of the same phenomenon.

In expressing rationale behind triangulation, Eisner (1991:110) asserts that by triangulating data, “the researcher attempts to provide a confluence of confidence that breeds credibility” Therefore, the study comprised various critical research tools to

counter possible biases that would compromise its credibility if a single instrument would have been used. In this respect, the researcher felt it was prudent to triangulate research tools as this is inevitable in yielding credible data.

Thus, in this study, documents were analysed to verify findings or corroborate evidence from interviews and observation employed in the study. The intention of exercise books analysis was to investigate the extent to which Kalanga may interfere with the learning of IsiNdebele in written work, something that was unanticipated during the activity at that time. To get credible data, the researcher randomly sampled ten language exercise books from a Form One class of forty learners and five composition exercise books from thirty-five Form Two learners. However, the researcher did not check all the two piles of exercise books per form as initially intended due to Covid-19 situation. Hence, the study was restricted to one pile of each set per form where samples were randomly obtained. From the collected exercise books, the researcher looked for a language exercise that comprised aspects of culture, tenses, relationships and factual issues. The following sub-section presents an analysis of the data.

4.3.1 Kalanga interference in learners written exercises

From the inspected exercise books, the researcher looked for an exercise that comprised a variety of language aspects such as tenses, relationships, cultural and factual issues. Table 6.1 below is a reflection on how Kalanga interferes with IsiNdebele in written work.

Table 6.1 Kalanga Interference in language exercises

Question	Kalanga Source	Error made in IsiNdebele	Correct IsiNdebele Expression	English Translation
1.....kaNolizwe abamamkelanga ngoba engelamali yesivulamlo.	Dhombo	Usodombo	Umkhonggi	go between
2.Umfanaukugijima ngoba ulimele.	Kakwanisi	Kakwanisi	Kenelisi	Unable
3.....ngumuntu owesilisa ozalwa lomama	Basekulu	Usekulu	Umalume	paternal uncle
4.....juba bazakucutha phambili.	Nda	Yenda	Hamba	Go
5.Ukudla kwesiNtu okuphekwa ngokuphehlwa kwejodo lempuphu....	Nhopi	Inopi	Isijeza	pumkin porridge
6.....kaNdebele izala amazinyani amasikazi wodwa.	Mbudzi	imbudzi	Imbuzi	Goat
7.UThemba usegcwelengenxa yokukhunyulwa amazinyo esilwa.	Mabende	amabende	Izikhewu	gaps of removed teeth
8. ... ngekhaya kukhuleka isethekeli phakathi kobusuku.	Tapinda	thaphinda	Ekuhle	anyone present
9.....ekufeni koNdlovu bengangilanda ngenqola.	Ndiko yenda	ngikohamba	Ngizahamba	will go

The above table indicates that of the ten sampled language exercise books, only three had Question 1 correct while seven had incorrect answers of usodhombo/ usodombo and umnyayi. The word usodombo was phonologised from Kalanga whereas umnyayi is coined from Shona. The correct IsiNdebele expression as expected was umkhongi. These high statistical data are evidence that most of the learners reflect Kalanga interference in IsiNdebele written work. Consequently, the term though Kalanga has been adopted as the correct one in place of the original IsiNdebele term umkhongi, which is not publicised for it to be known.

It is worth mentioning that none of the shown answers for Question 2 from ten inspected language exercise books were correct. Coincidentally, all ten exercise books recorded a wrong Kalanga expression kakwanisi. The expected IsiNdebele expression was kenelisi with the English translation unable. In other words, kenelisi does not exist in their IsiNdebele vocabulary. If it does, it is rarely used at school. Thus, it has been surpassed by the phonologised or Ndebelerised kakwanisi which is in their daily conversations. However, of interest to note is that the teacher marked it wrong. This is an indication that the correct IsiNdebele term kenelisi does exist though not frequently utilised verbally. In this regard, Kalanga interference has an effective impact on the learning of IsiNdebele in a predominantly Kalanga-speaking area.

Looking at the data as it appears in Table 6.1, one clearly sees that of the ten inspected exercise books, three got the response wrong as basekulu or sekuru which is phonologised from Kalanga and Shona respectively. From the three incorrect responses, the two of them are written in Kalanga orthography basekulu, which is a direct Kalanga interference on the learning of IsiNdebele. Seven recorded the correct IsiNdebele expression umalume. Although most of the exercise books had the correct IsiNdebele word, the influence of Kalanga in the learning of IsiNdebele could be observed. Hence, Kalanga interference is not only felt but is unavoidable in IsiNdebele lessons.

The expected correct IsiNdebele answer for Question 4 in the written exercise was Hamba which is the initial word of the proverb Hamba juba bazakucutha phambili literally translated in English to Go dove they will pluck off your feathers along the way which is a strong warning to somebody who does not take advice. The statistics show that eight of the recorded answers were correct IsiNdebele expressions while the remaining two were incorrect as they reflected Yenda a Kalanga term equivalent to Hamba. An analysis of these responses was that the majority got it correctly because they know the wording of the proverb in its totality and that it should not be diluted with words from other languages. Also, the expected correct IsiNdebele expression could have been given by IsiNdebele learners and/or Kalanga learners who are conversant in with IsiNdebele language. On the other hand, those who substituted Hamba with Yenda could have been exposed to Kalanga as mother tongue from birth. Therefore, it could be rightly argued that this answer confirms Kalanga interference in IsiNdebele lessons.

Another analysis was that sampled and inspected ten exercise books indicated that seven of them got it wrong as they had inopi/inhopi which is Kalanga while the remaining three wrote the correct IsiNdebele word isijeza for Question 5. The incorrect answers of the Kalanga term, reflected different spellings for the same word. The correct spelling of the Kalanga version is nhopi with a heavy accent due to the consonant h whereas the other one spelt as nopi is phonologised since IsiNdebele does not have a syllable nho in its vocabulary. Despite the differences in its spelling, the reality is that the Kalanga word completely overshadows IsiNdebele term isijeza since, according to the written exercise, it is known by a few learners. The researcher is of the opinion that probably the reason could be that learners only meet the IsiNdebele word at school during lessons, thereby creating a possibility of being forgotten. In this case, it was obvious that Kalanga interference influences the learning of IsiNdebele.

Moreover, it was noticed from the selected exercise books that eight reflected the correct IsiNdebele word imbuzi, which means a goat on Question 6. However, of the remaining exercise books, two had an incorrect response as imbudzi which is not a Kalanga word as it is prefixed by an initial vowel i. The only part of the word which is Kalanga is the last syllable dzi. Therefore, the correct IsiNdebele expression is without the consonant z in its last syllable. Despite this, a thin line of differences between imbuzi in IsiNdebele and mbudzi in Kalanga, most answers revealed that Kalanga interference is less effective compared to terms which are not related at all like inopi and isijeza highlighted in the preceding paragraph. Thus, it was confirmed that evidence regarding this question reveals that Kalanga interference on the learning of IsiNdebele is not pronounced but prevails on a small scale as confirmed by wrong answers in twenty percent of the exercise books.

The distribution of the interference was also revealed in the case where seven exercise books had Question 7 correct as izikhewu while three gave an incorrect answer in amabende, a term corrupted from Kalanga term mabende referring to gaps of removed teeth. Inferred in this situation was that the correct IsiNdebele expression izikhewu is known by the majority according to the inspected exercise books. However, this does not mean that the three who got it wrong have not heard of the correct IsiNdebele word izikhewu, but may not have remembered it at the time of writing as it is over shadowed by amabende. Ultimately, learners had to write its

equivalent in Kalanga amabende which is an indication that Kalanga interference was inherent in IsiNdebele lessons. In this regard, it was found that some of these rarely used IsiNdebele terms, may gradually go into extinction if their use is not revived through schools.

The expected correct IsiNdebele expression for Question 8 was the alerting phrase *ekuhle ngekhaya* upon entering someone's home. Eight of the inspected exercises reflected *ekuhle ngekhaya* and the remaining two wrote *thapinda/tapinda ngekhaya*. The one with an h is phonologised from the Kalanga term *tapinda* while the Kalanga one *tapinda* is spelt without the consonant h whose aspiration is associated with IsiNdebele spoken language. With or without this consonant, the fact remains that the use of the Kalanga term was an evidence of Kalanga interference on the learning of IsiNdebele. Nevertheless, findings on this question points out that most learners, as shown in their answers, are aware that *ekuhle ngekhaya* is the correct IsiNdebele expression.

The statistical analysis further shows that ten exercise books indicated that six of them got it wrong as they reflected *ngikohamba* which is Kalanga while the remaining four indicated the correct IsiNdebele expression *ngizahamba* translated to I will go in English for Question 9 of the written language exercise. These findings clearly reveal that Kalanga interference on the learning of IsiNdebele is higher as many of the responses indicated *ngizokuhamba* which is prefixed with a Kalanga expression 'ngiko...' instead of 'ngiza...' the expected IsiNdebele prefix expression for the future tense.

On Question 10 the overwhelming responses that gave *babamkhulu* were correct IsiNdebele expression. In English, the term grandfather is IsiNdebele equivalent of *babamkhulu*. Of importance to note about Question 10 was that it was the only question that got all the correct responses across all the ten inspected exercise books. The fact that all the responses across the ten inspected exercise books reflected the correct expression is evidence enough to confirm that *babamkhulu* has not been affected by Kalanga interference as in other IsiNdebele expressions highlighted and discussed earlier.

Of significance to note from answers given in the inspected exercise was that Kalanga language has a bearing on the learning of IsiNdebele. This was evidenced from some of the Kalanga terms such as dhombo (go between), kakwanisi (unable), nhopi (pumpkin porridge) and ngikohamba (I will go) which were written as correct answers instead of IsiNdebele equivalents that Kalanga L1 speakers have adopted and adapted into IsiNdebele vocabulary. For instance, seventy percent of learners indicated dhombo, for question 1, hundred percent answered kakwanisi for question 2, seventy percent gave nhopi for question 5 and sixty percent wrote ngikohamba for question 9. Revealed by incorrect answers phonologised from Kalanga is that these Kalanga terms have been incorporated and accepted into IsiNdebele vocabulary as if they are IsiNdebele words. In other words, the real IsiNdebele terms which include, umkhongi for question 1, kenelisi for question 2, isijeza for question 5 and ngizahamba for 9, may eventually become extinct as they are no longer known or used in daily conversations. This assumption of original terms decaying is in agreement with Moyos (2002) findings that when lexical items from one language dominate another language, the result may be the decay of the dominant language. However, in this case study, findings reveal that it is the national language IsiNdebele that is decaying as it is dominated by Kalanga.

4.3.2 Kalanga interference in learners written compositions

The study further investigated the interference of Kalanga in the learning of IsiNdebele in written compositions. This was done in thirty-five composition exercise books, from which the researcher only randomly sampled five of them. From the sampled exercise books, the researcher further focused on one narrative titled 'Umtshado engawukholisayo' translated to A wedding feast that I enjoyed in English. The following aspects were analysed.

4.3.2.1 Lexical interference in written compositions

Looking at the data of the written compositions, the analysis indicates that the lexical interference is one of the major aspects to taken into consideration. The following are some of the examples noted during the documentary analysis of the written compositions.

a) Khonokho kweza ubatategulu. (ubabamkhulu)

- b) Sengigqokile ngahlala phandle ngilindele usekulu esasizahamba laye ngemota. (Umalume)
- c) Umakoti wayephelekezelwa ngutata omncane wakhe uGatsheni. (ngubabomncane)
- d) Yaqhubeka inkonzo yomtshado njalo bagqokiswa amaringi. (izindandatho)
- e) Wamemezela njalo udhombo wejaha esebizela abantu ukudla. (umkhongi)
- f) Ukudla kwakuhlabusa okwamagama futhi sakwana sonke. (senela)
- g) Ngangimanzi te! yikuthaba ngoba ngikohamba emtshadweni. (ngizahamba)
- h) Izalukazi lamabende azo zayikholisa inyama ngoba ibusuka ngokuvuthwa (lezikhewu)
- i) Ekufikeni kwakhe egedini wamamkela umalukazana. (entubeni)
- j) Saphakulelwa inyama yembudzi leyenkomo kanye leyenkukhu. (yembuzi).
- k) Londolozela londolozela, kukhalela umayinini wejaha uMaDube. (umamomcane)

Looking at the above underlined words in the extract, they indicate Kalanga interference in IsiNdebele learning. According to the results, the correct terms are those in brackets and they are originally IsiNdebele words. However, the underlined words were observed across the five inspected compositions which confirms the prevalence of Kalanga interference even in written work. Thus, it was easy to detect the errors since they were common across the written composition from different learners. These findings affirm those of by Alonso (1997), which state that linguistic structures of mother tongue are main cause of interference when writing in the L2 language when learners do not know the rules of their first language. Use of words in the cited examples also confirms Lekovas (2010) assertion that language interference also occurs at lexical level.

4.3.2.2 Orthographic errors in written compositions

Inspected written composition exercise books largely reflect orthographic errors in learners' work. Shown in the cited examples is the effect of phonologisation which also affects written work.

- a) Umlobokadzi (wrong)
Umlobokazi (correct)
Bride
- b) Isitja (wrong)

Isitsha (correct)

Bowel

c) Abomdheni (wrong)

Abomdeni (correct)

Family members

d) Umngqutju (wrong)

Umgqutshu (correct)

Maize samp

e) Itjebetjebe (wrong)

Itshebetshebe (correct)

River sand

f) Engavhuka (wrong)

Engavuka (correct)

When I woke up

g) Ekutjoneni (wrong)

Ekutshoneni (correct)

At sunset

h) Ngokudhuma (wrong)

Ngokuduma (correct)

By sound

i) Sesitjitja (wrong)

Sesitshitsha (correct)

Moving fast

j) Waqhutjelwa (wrong)

Waqhutshelwa (correct)

Was handed

k) Ngokutjiyaniswa (wrong)

Ngokutshiyaniwa (correct)

In turns

l) Emakomitjini (wrong)

Emankomitshini (correct)

In cups

m) Labatja (wrong)

Labatsha (correct)

And the young

n) Ngitjibilike (wrong)

Ngitshibilike (correct)

Will turn around

o) Esasidhobhisa (wrong)

Esasidobhisa (correct)

As distributing

p) Abadhala (wrong)

Abadala (correct)

Elders

The above listed incorrect words reflect orthographic errors observed in the inspected composition written work. The researcher noted that orthographic errors were made across all the five written compositions. Analysis from these errors was that most of them emanated from Kalanga interference in the learning of IsiNdebele. Interestingly, stated errors were mainly characterised by consonants tj and dh as these were common in most of the penalised words in different exercise books. Thus, the list shows words with similar pronunciation but with different orthography. Hence, these results concur with Greenberg's (1963) findings which state that when studying languages, it is relevant to compare them in terms of their resemblance in both vocabulary and grammar. It was also revealed that most of the words that learners used due to interference from Kalanga are nouns and verbs. Indicated from the listed orthographic errors is the interference of the first language in writing the second language which confirms Bhelas (1999) observation that, when writing or speaking the target language, second language learners tend to rely on their native language (L1) structures to produce a response. Furthermore, orthographic errors highlighted above affirm Alonsos (1997) finding that linguistic structures of mother tongue are the main cause of interference when writing in the L2. This is evidenced by incorrect words due to Kalanga orthography in an IsiNdebele lesson.

4.4 Syntactic Interference

An analysis of findings from interviews, observations and written documents revealed that language interference involving IsiNdebele and Kalanga is at the syntactic level. As a way of definition, syntactic interference is an error that happens when the learners

attempt to translate a narrative text into the target language. For instance, Kalanga being translated into IsiNdebele which is learnt as a target language in a Kalanga speech communities. Some of the linguistic categories in this syntactic interference included verbs, word order, prepositions, adjectives, adverbs, pronouns and agreement rules which differ from one language to another. The nouns are not included in these categories because they are not affected by syntactic interference as they remain unchanged whether used in IsiNdebele or Kalanga.

Table 6.2: Examples of nouns that remain the same even when used in these languages

Noun

IsiNdebele	Kalanga	English
UJabulani ubiya ingadi yakhe	Jabulani unohoha nghadi iye.	Jabulani is fencing his garden.
Omama benza umsebenzi oqakathekileyo ezimulini	Bome banothama mihingo inomilidzika kwazo mumiha	Mothers do a critical role in families.

On the above table language categories of examples, nouns are written in red and all of them irrespective of the languages used are at the beginning of each sentence. The message is the same even when translated from English to IsiNdebele and from English to Kalanga respectively. The only structural difference in the reflected nouns used as subjects is that IsiNdebele nouns are prefixed with initial vowels. This, however, does not change its role of being a subject and noun despite their differences in the language patterns and grammar of both languages. Considering this analysis regarding nouns in the above sentences, there is no syntactic interference as the noun maintains its structural position.

Verb

Table 6.3: Syntactical interference involving Kalanga verbs

IsiNdebele	Kalanga	English	Syntactic interference
Ugogo ugudula isiphala ngenhlabathi ebomvu	Kuku banodzulula dula labo nevu haba.	Grandmother is plastering her granary with red soil	Ugogo unodzulula siphala ngenhlabathi ebomvu
Indoda endala igade ithole.	Nhuntana wakatana mhulu	The old man is riding on a calf.	Indoda ndala yakatana thole

On the first example, syntactical interference is realised on the Kalanga verb (banodzulula) whereas in the second example it is on the Kalanga verb (yakatana instead of wakatana) in both of IsiNdebele sentences. The object (ithole) at the end has its initial vowel removed in order to fit in the Kalanga grammatical pattern. While the order of words is syntactically correct, there is syntactical interference in that isiNdebele verbs have been substituted by Kalanga ones. This is an indication that language interference occurs in verbs as well. Although relationships between words does not change the structure and meaning of the sentences, syntactical interference prevails due to mix up of Kalanga verbs with IsiNdebele words in respective sentences.

Word order (s-v-o)

Below in Table 6.4 are sentences comprising of the correct word order in the three used languages. However, the last sentence reflects the syntactical interference of Kalanga word order in IsiNdebele sentences.

Table 6.4: Word order (s-v-o)

Subject / Usobizo	Verb / Isenzo	Object / Umenziwa
IsiNdebele > Imbuzi	Zidle	Amazambane
Kalanga > Mbudzi	Dzadla	Mandongo
English > Goats	Ate	Groundnuts

Syntactic Interference > Zidle mbudzi amazambane

The word order of the sentence highlighted in red reflects syntactical interference as it does not follow the normal word order of subject-verb-object (s v o) as expected. Instead, the word order has been completely changed. Besides this syntactical interference, IsiNdebele word imbuzi which should have been the subject of the sentence has been written as mbudzi which is Kalanga orthography as it is without the initial vowel i inherent in IsiNdebele writing. Furthermore, the same noun has been moved to replace amazambane as an object which changed its position due to syntactical interference involving IsiNdebele and Kalanga languages. Important to note is that this interference occurs unconsciously as expressed by Tarukallo et Al. (2017: 46) who assert that, “Most of mistakes are the result of unconscious literal translation which occurs because of the influence of our mother tongue”. In this study, it is the Kalanga influence on the learning of IsiNdebele.

Agreement rules

In the sphere of linguistics, agreement rules are important and indispensable. However, findings from this study on language interference involving IsiNdebele and Kalanga have shown that agreement rules are violated due to syntactic interference from the first language. Below are some examples of Kalanga syntactical interference of agreement rules in IsiNdebele discourse shown in Table 6.5.

Table 6.5: Subject - verb agreement

IsiNdebele	Kalanga	English	Syntactic interference
UCollen uyecaweni nsukuzonke	Collen unoyenda kutshipi misiyose	Collen goes to church every day.	UCollen unoyenda ecaweni nsukuzonke
Emnyama inkabi yeqe uthango lwesikolo	Nkabi nhema yatjuluka lukuta gwekwele.	A black ox jumped over the school fence.	Nhema nkabi yeqe uthango lwesikolo

From the given examples, it is clear that because of the sentences translated from IsiNdebele to Kalanga and English respectively, subjects and verbs do agree as linguistically expected. IsiNdebele and English sentences begin with relative qualificatives which are followed by verbs which agree with the subjects of the sentences. On the contrary, the Kalanga starts with the noun Nkabi which is followed by a relative qualificative mhema before the verb yatjuluka. In this context, the Kalanga sentence does not observe the word order that is in IsiNdebele and English where the relative qualification precedes the noun as indicated in the examples.

Syntactical interference >Nkabi nhema yeqile uthango lwesikolo. In this respect, IsiNdebele word order is affected syntactically as the Kalanga noun phrase (Nkabi nhema) is maintained in the expression of IsiNdebele statement due to Kalanga interference that unconsciously rejects any form of word order other than that of Kalanga. Hence, “Mistakes and errors can happen because of the unconscious literal translation” (Tarukallo, et al., 2017: 45).

Prepositions

The study further found that prepositions are one of the aspects of grammar that link the following noun phrase to the rest of a clause. Table 6.6 below reflects examples of syntactic interference of Kalanga prepositions in IsiNdebele sentences.

Table 6.6: Syntactical interference involving Kalanga prepositions in IsiNdebele sentences.

IsiNdebele	Kalanga	English	Syntactic interference
ULeonard uyavuna yedwa emasimini duze lomfula	Leonard unokowha/ unovuna yega kuminda ihunde negwizi.	Leonard is harvesting alone in the fields near the river.	ULeonard uyavuna yedwa kumasimini duze lomfula
Inja ilele ngaphansi kwenqola.	Mbgwa ilele kusi kwekotjikara	A dog is sleeping under the scotchcart	Inja ilele kusi kwenqola
Indlela eyedolobheni indlula phakathi kwentaba lomfula	Zila inoyenda kudoropo inopalama pakati kwedombo negwizi.	The road to town passes in between the mountain and the river.	Indlela eyedolobheni idlula pakati kwentaba lomfula

It was established through the indicated examples that syntactic interference is experienced in the aspects of prepositions used by learners in IsiNdebele sentences. In the first example, the interference prevails in the preposition under in English and ngaphansi in IsiNdebele. Instead of using the correct IsiNdebele preposition learners use kusi which is the result of Kalanga interference in the learning of IsiNdebele. In the second example, the syntactic interference of the preposition is phakathi in IsiNdebele. This interference is realised because learners tend to use the preposition pakati which is Kalanga and is pronounced differently since it is without aspirated consonants as in the IsiNdebele preposition. Thus, in these examples, syntactic interference is experienced in both written and oral work in the learning of IsiNdebele in Kalanga speech communities.

Adverb

These are words that add more information about time, space, manner or cause to a verb, an adjective or to another adverb. Table 6.7 below reflects syntactic interference involving Kalanga adverbs in IsiNdebele discourse.

Table 6.7: Syntactical interference involving Kalanga adverbs

IsiNdebele	Kalanga	English
Umalume wahamba kancane esiya engcwabeni	Basekulu bakayenda katununu bakananga kuthuna	Uncle slowly moved to towards the grave
UJefred ngokuthula waqonda umuntu okungaziwayo.	Jefred nekunyalala wakananga nhu usingazibgwe.	Jefred quietly approached a stranger.

Interference on the first set: Umalume uhambe **katununu** esiya engcabeneni.

Interference on the second set: UJefred ngokunyalala wananga nhu ongaziwayo.

In the first syntactic example, Kalanga adverb katukununu gives more information about the way he walked towards the stranger. Thus, the substitution of IsiNdebele adverb kancane by katukununu is evidence of syntactical interference involving the two languages. The second example punctuated with the Kalanga adverb ngokunyalala and wananga nhu further confirms syntactic interference involving

adverbs experienced in IsiNdebele lessons due to mother tongue that is inherent in Kalanga L1 speakers learning IsiNdebele.

Adjective

These are aspects of grammar whose function is to qualify words or provide information about the qualities of something that describes a noun, noun phrase, or clause in linguistics. Presented below are examples of sentences expressed in IsiNdebele, Kalanga and English. The forth sentences in the given examples are characterised by syntactical interference of Kalanga adjectives in IsiNdebele discourse as shown on Table 6.8 below.

Table 6.8: Syntactical interference involving Kalanga adjectives

IsiNdebele	Kalanga	English
UJanet yinkazana enhle	Jenet unsikana wakanaka	Janet is a beautiful girl
Indlu yotshani iyatsha	Numba yebuhwa inotshwa	The hut of grass is burning
Umfundisi webandla lethu ngumuntu oqotho	Ndiyi wegubungano letshipi yedu unhu wakalulwama	Pastor of our church is honest.

Interference in the first set: UJaneth yinkazana **yakhanakha**

Interference in the second set: Indlu **yobuhwa** iyatsha

Interference in the third set: Umfundisi webandla lethu ngumuntu **wakhalulama**

Shown in the given examples in the table is that across the three languages adjectives follow and describe nouns. In the first set, the interference is noticed when IsiNdebele adjective (**enhle**) is substituted by the Kalanga adjective (**yakhanakha**) which is Ndebelised as its spelling is characterised by aspirated kh which is incorrect in Kalanga orthography. Hence, this is a syntactic interference as the Kalanga adjective is pronounced as an IsiNdebele word. On the second set of an example, IsiNdebele possessive (**yotshani**) is replaced by the Kalanga possessive (**yobuhwa**), one which is not related to IsiNdebele learnt at school. In this respect, syntactic interference in IsiNdebele discourse cannot be doubted. The last interference example is of a relative where IsiNdebele (**oqotho**) is pushed out by a Kalanga one (**wakhalulama**). In this interference, it is not only punctuated by an aspirated kh which is not Kalanga writing but its spelling is different since consonant w in the third syllable -lwa- is omitted, an

indication of a mixture of Kalanga and IsiNdebele due to syntactic interference by Kalanga learners in IsiNdebele lessons and discourse. This linguistic scenario shows that syntactic interference prevails in Kalanga where IsiNdebele is learnt as a second language in secondary schools.

Pronouns

Table 6.9 reflects pronouns as part of grammar defined as words used instead of a noun or subject phrase.

Table 6.9: Pronouns as words used instead of nouns

IsiNdebele / Isabizwana	Kalanga /Tjizinana	English / Pronouns
Soqobo (zona /lona)	Tjimantja (idzo, igo)	Absolute
Senani (zonke / bobane)	Tjebungana (dzose/ belibana)	Enumerative
Sokukhomba (lesi, leso, lesiyana)	Tjetondekwa (yetji, yetjo, yetjiya)	Demonstrative
Sokuchasisa (Oqatha umfana)	Tjethaluso (mbisana nkobvu)	Tjethaluso (mbisana nkobvu)

Shown in the above table are examples of syntactical interference involving Kalanga pronouns in IsiNdebele sentences and conversations during lessons

Absolute

Table 6.10: Syntactical interference involving absolute pronouns

IsiNdebele	Kalanga	English	Syntactic Interference
Zona zeqele ensimini ebusuku.	Idzo dzakatjulikila muminda busiku	Them, they jumped into the field at night	Idzo zeqele ensimini ebusuku
Thina sigade umkhumbi	Iswi takatanha kepe	We climbed on a ship	Iswi sigade isikepe

In the first set of examples in the above table, IsiNdebele absolute pronoun (Zona) at the beginning of the statement is the only lexical item that is substituted by the Kalanga one (Idzo) while the rest remain unmoved. On the second example, the absolute (Thina) and the object (umkhumbi) are replaced by the Kalanga ones (Iswi and isikepe) and what remains unchanged is the middle verb (sigade). Therefore, syntactic interference involving Kalanga absolute pronouns in IsiNdebele written and oral work is confirmed in the given examples.

Enumerative

Table 7.0: Syntactic interference involving enumerative pronouns

IsiNdebele	Kalanga	English	Syntactic Interference
Bobane babotshiwe izolo	Belibana bakasungiwa hhulo	The four were arrested yesterday	Belibane babotshiwe izolo
Sonke sivuke sidiniwe.	Tose tamuka takanyala	We all woke up tired	Tose sivuke sidiniwe

In the cited examples of enumerative pronouns, IsiNdebele ones (bobane and sonke) are substituted by Kalanga pronouns (belibane and tose) respectively. In the first set, learners who use Kalanga as their mother tongue somehow confuse (belibane) with (bobane) which is learnt at school because of Kalanga language which is their home language. Also, replacement of tose seems inevitable due to Kalanga which is rooted in them as they are socialized into life through it from birth. In this regard, syntactic interference in enumerative pronouns cannot be avoided among Kalanga learners in the learning of IsiNdebele as their mother tongue would somehow interfere with the learning of the target language.

Demonstrative

Table 7.1: Syntactical interference involving demonstrative pronoun

IsiNdebele	Kalanga	English	Syntactic Interference
Leli liyasinda kakhulu	Ileli lolema kwazo	This one is very heavy	Ileli liyasinda kwazo
Lelo libuthundu kakhulu	Ilelo lakapumha kwazo	That one is very blunt	Ilelo libuthundu kakhulu
Leliya liloliwe libukhali	Ileliya lakakuswiwa lopiza	That one over there is sharpened, it is sharp	Ileliya liloliwe libukhali

The study reveals that syntactic interference also prevails in demonstrative pronouns as reflected in the three set of examples. In the first set of demonstrative pronouns, IsiNdebele pronoun (leli) referring to a close-by phenomenon, is usually substituted by the Kalanga one (Ileli). Hence in the quoted example, Kalanga learners find themselves substituting IsiNdebele pronoun with that of their mother tongue which has a prefix (i) because of mother tongue interference. That is, the structural patterns of the Kalanga demonstratives are prefixed with initial vowel i in contrast with the norm in Kalanga lexical items. In IsiNdebele, cited examples are correct as they are not names which are characterised by initial vowels as a norm. As indicated in the syntactic interference, Kalanga pronouns (ileli and ilelo) are unconsciously used instead of IsiNdebele demonstrative pronoun (leli and lelo) which further confirms that interference in demonstrative pronouns is unavoidable in the learning of IsiNdebele as a second language for Kalanga L1 speakers.

The third set of demonstrative pronouns is that which locates something that is beyond yonder or may not be easily seen. Examples of Kalanga and IsiNdebele demonstrative pronouns are suffixed with the determiner (ya) associated with something beyond yonder or there. While the suffix is the same in both languages, the Kalanga demonstrative pronoun (ileliya) maintains its prefix with an initial vowel which is not the case with IsiNdebele demonstrative pronoun. In the given syntactic interference example, Kalanga learners substitute IsiNdebele demonstrative pronoun (Leliya) with

Kalanga demonstrative pronoun (ileliya) in the learning of IsiNdebele in predominantly Kalanga speech communities. What is deduced from the highlighted examples of syntactic interferences across pronouns is that they are spontaneously uttered due to learners' mother tongue interference. In other words, syntactic interference in the use of Kalanga demonstrative pronouns is inevitable in the learning of IsiNdebele as a second language by Kalanga L1 in Kalanga speaking communities.

Descriptive Pronoun

Table 7.2: Syntactical interference involving descriptive pronoun

IsiNdebele	Kalanga	English	Syntactic Interference
Bobane abafana sebelele	Belibana bayisana batjilala (Bayisana belibana batjilala)	The four boys are asleep	Belibana bafana sebelele
Zonke izimvu ziyadla.	Dzose mwizi dzodla	All the sheep are feeding.	Dzose zimvu ziyadla

The last category in the above table is that of pronouns where syntactic interference in the learning of IsiNdebele occurs in the descriptive pronoun. Descriptive pronouns usually have pronouns preceding nouns that they are supposed to follow in a normal grammatical situation. This is expressed in the given set of examples where pronouns have taken the place of nouns they should refer to. In the first example, IsiNdebele descriptive pronoun (Bobane abafana) is substituted by the Kalanga descriptive pronoun (Belibana bafana). Instead of maintaining the initial vowel a of the prefix, the interference removes it as Kalanga words are without initial vowels in their prefixes. Consequently, the syntactic interference results in a grammatically incorrect expression of IsiNdebele descriptive pronoun. In the second example, IsiNdebele descriptive pronoun (Zonke izimvu) is removed and replaced by Kalanga descriptive pronoun (Dzose zimvu) due to syntactic interference which is unavoidable for Kalanga L1 speakers learning speakers learning IsiNdebele. As highlighted in the earlier example, the initial vowel i of the prefix izi is dropped for the word to sound Kalanga which has no initial vowels. Implicit in the above analysed pronouns is that syntactic interference involving Kalanga in the learning of IsiNdebele in a predominantly

Kalanga speech community is inevitable due to mother tongue influence in the learning of IsiNdebele.

The analysis of data in this research revealed that there are numerous syntactic interferences occurring in the learning of IsiNdebele as a target language by Kalanga learners in Kalanga speech communities. Deduced from the analysis is that learning a second language, IsiNdebele in this case, is completely different from the way mother tongue is learnt. This is evidenced by Kalanga interference in the form of pronunciation, word formation, meanings, orthography and expressions all which were revealed while positive and negative effects of Kalanga interference on IsiNdebele lessons were identified. The chapter presented and analysed the teachers and learners frequency of code-switching and mixing during IsiNdebele lessons as these concepts are prudent and inevitable where two or more languages are ever in contact. Lastly, it was noted from the results of the study that the mother tongue Kalanga interferes in the learning and development of proficiency in IsiNdebele language by the learners.

4.5 Summary

The chapter highlighted data presentation and analysis based on interviews with Education Officials and Kalanga Language Research Assistant, lesson observations and document analysis involving learners' written work on language exercises and composition writing. The chapter focused on the why, how and the extent to which Kalanga language interferes with the learning of IsiNdebele. Findings from data analysis yielded categories of interferences such as phonological interference, morphological interference and semantical interference. Thus, in simple terms, evidence of Kalanga interference in the form of pronunciation, word formation, meanings, orthography and expressions was revealed while positive and negative effects of Kalanga interference on IsiNdebele lessons were identified. The chapter presented and analysed the teachers and learners frequency of code-switching and mixing during IsiNdebele lessons as these concepts are further evidence of interference where two or more languages are ever in contact. Lastly, it was found from the results of the study that the mother tongue, Kalanga in this case, interferes positively and negatively with the learning of IsiNdebele language.

CHAPTER FIVE

5. SUMMARY, FINDINGS AND RECOMMENDATIONS

5.0 Introduction

The main objective of this study was to investigate the language interference involving Kalanga and IsiNdebele secondary school learners. Therefore, this chapter presents the summary, findings and recommendations to various linguists and education stakeholders. The conclusions and recommendations that are deliberated on in this chapter stem from the preceding chapters. The aim of this chapter is to give a brief overview of the study. Recommendations are to be directed to the Ministry of Primary and Secondary Education, language policy planners, language specialists, indigenous language teachers and bilingual education teachers. Recommendations are also offered for further studies in relation to language interference issues.

5.1 Summary of the study

The study was conducted in Bulilima District of Matabeleland South in Zimbabwe. It mainly focused on the investigation of the language interference involving IsiNdebele and Kalanga in the learning of IsiNdebele in a selected secondary school in Bulilima District. The study was guided by three research questions. The first question intended to establish why there is language interference in Kalanga speech communities where IsiNdebele is taught and learnt as a subject. The second research question focused on how Kalanga interferes with the learning of IsiNdebele in Kalanga speech communities of Bulilima District. The third research question sought to establish the extent to which Kalanga interference affects the learning of IsiNdebele which is taught as a subject in Kalanga speech communities.

While theories like postmodern theory, cognitive theory and Krashen's theory of second language learning acquisition among several others were mentioned and crucial in language interference, interlanguage theory was instrumental in informing and guiding the research study on language interference involving IsiNdebele and Kalanga. The significance and relevance of this theory lies in that it provides useful

theoretical framework in exploring how mother tongue interferes with the learning of the second language in multilingual or bilingual settings.

Data were collected through interviews, lesson observations and document analysis. Interviews were conducted with one District Inspector, one Subject Inspector, four IsiNdebele Subject Teachers and one Kalanga Language Research Assistant. Observations involved two lessons from Forms One and Two classes respectively, whereas document analysis included written work such as language exercises and compositions. From these diverse instruments, evidence of Kalanga interference in the form of words, pronunciation, orthography and expressions was revealed. Positive and negative effects of Kalanga interference on IsiNdebele were identified while inevitability of code-switching and code-mixing where languages are in contact was highlighted. The data gathered through interviews, observations and documents were compared in relation to the objectives of the study. The research findings in some cases confirmed the researcher's assumptions and disproving them in others.

5.2. Findings of the study

In this section, the major findings of this study are discussed in relation to the research questions as stated in Chapters One and Four.

5.2.1 Indigenous languages spoken in Bulilima District

The study revealed that there are six indigenous languages spoken in Bulilima District. These indigenous languages are Kalanga, IsiNdebele, Shona, Tswana, Tonga and Khoisan. From this list, it was found that Kalanga was the language spoken by most of the population in the district. All the participants concurred in that Kalanga is the mother tongue and dominant language spoken by many people in Bulilima District. The study further found that most of the participants were born and bred Kalanga speakers, except for two teachers who were Ndebele but coincidentally bilingual as they partly grew up in Kalanga speaking communities within Matabeleland South Province. The regular use of Kalanga during the IsiNdebele interview by all the participants further confirmed its interference and dominance as the mother tongue spoken by most of the people in the district. Therefore, the singling out of Kalanga as the indigenous language of most of the population in Bulilima confirmed its interference on the learning of IsiNdebele.

5.2.2 Kalanga interference on the learning of IsiNdebele

The study found that there is Kalanga interference as revealed by data collected through all the research instruments used. Different participants revealed that interference was unavoidable in a bilingual environment such as Bulilima. They further expressed their views by stating that interference should not be perceived as a negative phenomenon as it is obliged to occur where languages co-exist. That is, Kalanga interference is inevitable as it co-exists with IsiNdebele which is taught as a subject at secondary level. The participants further perceived the learning of IsiNdebele as enhancing the aspirations of learners because of its association with job opportunities such as teaching, translation, broadcasting and editing. On the contrary, the study also established that learners have a negative attitudinal challenge because they feel their mother tongue is marginalized and yet it is their form of identity. Implicit from most of their views was that Kalanga interference should be accommodated and used as platform for learning IsiNdebele in the Kalanga speech community like Bulilima. Thus, these views concur with Browns (2000) assertion that the first language can be a facilitating factor and not just an interfering factor.

5.2.3 Effectiveness of non-Kalanga teachers in handling Kalanga interference on IsiNdebele

All the participants asserted that non-Kalanga speakers are not effective in handling Kalanga interference on the learning of IsiNdebele. It emerged from the findings of the study that failure of non-Kalanga teachers to converse in Kalanga makes them inadequate and incompetent in handling Kalanga interference. It was further found that their effectiveness may be compromised by their negative attitudes towards Kalanga since it is not their mother tongue. It emerged also from the findings that if the teacher is a non-Kalanga speaker, he/she would be a hindrance in teaching Kalanga L1 learners and therefore, cannot handle Kalanga interference effectively and efficiently. What can be unearthed from these findings is that for non-Kalanga teachers to be effective in accommodating Kalanga interference on the learning of IsiNdebele, they should be speakers of Kalanga if they cannot be full bilinguals. Coincidentally, all the four interviewed teachers from the selected secondary school were bilingual, an indication that they were competent in handling challenges of Kalanga interference on IsiNdebele.

5.2.4 Occurrence of Kalanga interference on the learning of IsiNdebele

The study revealed that Kalanga interference in the learning of IsiNdebele occurs through words, pronunciation, orthography and expressions. The study revealed that some of the words which are regularly cited, have resulted in them being adopted and used as if they are part of the IsiNdebele vocabulary. Consequently, the original IsiNdebele terms are threatened by extinction due to Kalanga interference occurring through phonologization of some of these Kalanga words. This issue of language extinction affirms Bhebe's (2013) observation that when languages are in contact new forms come into the target language and become part and parcel of it.

The study further found that Kalanga interference on the learning of IsiNdebele occurs through pronunciation which impacts on IsiNdebele words and expressions. Participants expressed that Kalanga terms whether phonologised or not, are characterised by low and heavy intonation. That is, words like Usombo, Inopi and Ngiko though phonologised as IsiNdebele are pronounced with a Kalanga accent of a low but heavy tone. It was also established that the Kalanga accent is inevitable as these words are not originally IsiNdebele but derived from Kalanga. All participants, especially teachers, concurred in that most Kalanga learners accentuate consonant d in words such as dhadha (Kalanga) for idada (IsiNdebele) (duck) and dholobho instead of idolobho in IsiNdebele which means town in English. Moreover, it was revealed from this study that the prevailing Kalanga tone in pronouncing IsiNdebele words may continue to interfere because most of the time learners socialise in Kalanga but have inadequate time allocated for IsiNdebele lessons at secondary school level.

The study also found that Kalanga orthographic interference occurred during IsiNdebele lessons. It also emerged that orthographic spelling mistakes are penalised or marked down in IsiNdebele written work, something that affects learners' performance in examinations. It has been established that Kalanga interference on the learning of IsiNdebele was in the form of expressions. The researcher further found that the use of these expressions compromises learners' performance in IsiNdebele written work as they are penalised for their use.

5.2.5 Lack of commitment in the implementation of language policy

The lack of commitment towards the implementation of language policy was raised during the interviews. All the participants felt that this impacted negatively on the learning of indigenous languages, especially L2 such as IsiNdebele in Bulilima where Kalanga is the mother tongue. The study found that despite the Amendment of the 2006 Education Act, which advocates the teaching and learning of minority languages up to university level, the implementation of the policy is affected by several challenges. The findings also revealed that although in theory the policy exists, in practice it is not effective due to lack of teaching and learning materials to facilitate the learning of an L2 in a bilingual environment. It emerged that the Ministry of Primary and Secondary Education (MOPSE) had not taken the initiative of either training or inservicing teachers as bilinguals capable of handling Kalanga interference on IsiNdebele in a pre-dominantly Kalanga environment. The findings further revealed that MOPSE lacked commitment towards the implementation of the policy because it never made follow-ups to check on whether or not the teachers teaching IsiNdebele in Bulilima were competent bilinguals to handle Kalanga interference on the learning of IsiNdebele. Thus, lack of specialists and/or bilingual teachers competent to handle Kalanga interference was another challenge in the implementation of the language policy. Furthermore, participants felt that the policy was rather suppressive and unfair since it did not promote the development of minority languages and their cultures to their fullest. These languages rightfully deserve recognition in a multi-lingual and multicultural society.

5.2.6 The extent to which learners' performance can be explained by Kalanga interference in exercises, tests and examinations.

The study established that Kalanga interference contribute to the learners performance in written work in IsiNdebele lessons. It emerged from the study that learners' performance can be explained by Kalanga interference in exercises and tests as concurred by the participants who confirm Oluwole's (2008) findings revealing that mother tongue influences the performance in Junior Certificate Examination in Western Nigeria. In substantiating this finding, the researcher observed that their writing emphasises mainly on grammar, spellings and expressions. The study further found that errors related to grammar, spellings and expressions are traceable to the Kalanga interference on the learning of IsiNdebele. In this regard, learners cannot be

proficient in the second language due to their strong Kalanga background as they only interact in IsiNdebele for a limited time during their IsiNdebele lessons at school. Participants confirmed that performance in written work was greatly compromised by Kalanga interference as reflected in the exercises and compositions randomly selected from exercise books.

5.2.7 Views on code-switching and code-mixing in IsiNdebele lessons

The study further found that the teachers who participated in the study code-switched and code-mixed during IsiNdebele lessons. This was noted from lesson observations and further confirmed by the participating teachers as well as by other participants. The study established that the major reason for the teachers code-switching and code-mixing was to enhance learners understanding of concepts. Both merits and demerits were revealed. Highlighted merits comprised functions to do with understanding, clarification, emphasis, illustrations, explanation, all influencing participation and providing instruction which is critical in the learning of IsiNdebele. Lack of equivalent words in the target language and the need to expand both Kalanga and IsiNdebele vocabularies were also cited as some of the major reasons for code-switching and code-mixing. On the negative side, proficiency in IsiNdebele is compromised and there is serious disruption of discourse in its use as the target language due to code-switching and code-mixing in the classroom.

From the lesson observations and interviews with the four teachers, DSI, SI and KLRA, the researcher found that the teachers were tolerant of their learners code-switching as it consolidated learner understanding and made expression of ideas and thoughts easier. This is also echoed by Tahir et al. (2016) who reveals that teachers mostly code-switch when students responses towards the comprehensibility is negative and they do not grasp the concepts easily in L2. In this regard, code-switching and code-mixing reveal the positive impact of mother tongue in L2 learning. What can be deduced from these results is that code-switching and code-mixing are unavoidable in areas where languages are in contact. That is, most of the learners whose mother tongue is Kalanga sometimes code-switched when they express themselves in IsiNdebele.

5.2.8 Frequency of Code-switching and Code-mixing during Lesson Observations

Although teachers and learners differed in terms of frequency, the reality is that they code-switched and code-mixed as evidenced in lesson observations. The study revealed that teachers' frequency of code-switching and code-mixing was moderate while that of learners regularly occurred. It was also found that teachers accommodated and encouraged Kalanga learners to code-switch for purposes of emphasis and consolidation of learnt concepts in IsiNdebele language. Thus, teachers asked the learners to repeat code-switched responses as a strategy to consolidate learnt concepts. However, frequency of code-switching and code-mixing fluctuated depending on the challenges that prevailed. The researcher further established that in some instances, Kalanga learners got carried away and ended up using their language continuously at the expense of IsiNdebele. In response to this, teachers had to interrupt, reminding them that Kalanga could only be used to illustrate and clarify concepts when necessary and not always as they would be examined in IsiNdebele.

5.2.9 Identical lexical items in IsiNdebele and Kalanga languages

The findings of this study revealed that there are identical items between these two languages as they are languages in contact. It emerged, however, that these identical lexical items have similar and different meanings despite that they co-exist in the same district. That is, terms like bumba and lima were cited as common to IsiNdebele and Kalanga languages. In both languages, the cited lexical examples mean to mould and plough respectively. The study furthermore found that, although these lexical items are identical in structure and carrying the common meaning, their difference is in pronunciation which distinguishes them as IsiNdebele and Kalanga terms.

Moreover, the study established that there are identical terms in both indigenous languages but with different meanings as already indicated. Lexical terms like linga and lamba were given as common examples. Linga, though common to both languages in contact it has different meaning in the two languages. In IsiNdebele, it means to tempt while in Kalanga it means to look whereas lamba means hunger in IsiNdebele and to refuse in Kalanga. Thus, it was revealed from the study that despite

that these terms are structurally identical and spelt the same way, they have different meanings in the two languages. Thus, their use in bilingual situations affects their comprehension and pronunciation respectively. Also established from the issue of identical items with common and different meanings is that there is semantic interference in pronunciation and comprehension of the language. In this regard, it can be ascertained that semantic interference is associated with the wrong use of meaning of words from one language into another.

5.2.10 Enhancement of aspirations of learners in the learning of IsiNdebele

The study revealed that the learning of IsiNdebele by Kalanga learners enhances their aspirations. The reasons included the fact that IsiNdebele is associated with job opportunities for graduates in the form of lawyers, teachers, translators, authors and radio and television broadcasters. However, of significance to note from what emerged regarding the issue of aspirations is that learning of IsiNdebele is unavoidable if learners intend pursuing the stated careers above.

5.2.11 Frustration of Kalanga learners in learning IsiNdebele

It was apparent from the findings that Kalanga learners experienced frustrations in the learning of IsiNdebele. Some of the expressed reasons were attitudinal challenges, lack of material resources, low performance, lack of IsiNdebele vocabulary and thwarting of attempts to revive Kalanga language. In elaborating these frustrations, it emerged that Kalanga learners felt demotivated as there are no meaningful resources meant to enhance their learning of IsiNdebele. The other indicated frustration is that of low performance due to lack of proficiency in IsiNdebele that makes them fail to proceed to do careers such as translation, journalism and law which require Arts and Humanities subjects where IsiNdebele is housed. Another finding was that Kalanga learners are frustrated by learning IsiNdebele instead of their mother tongue which they love and wish to see revived as failure to learn it thwarts such attempts.

5.2.12 Advantages and Disadvantages of learning IsiNdebele by Kalanga learners

The study identified both advantages and disadvantages of learning IsiNdebele for Kalanga learners. The findings revealed that the advantages were benefits that could

only materialise through learning of IsiNdebele by Kalanga learners. Some of the advantages are the following:

- speakers become effective bilinguals who can easily converse in both languages;
- it makes school leavers employable as radio and television broadcasters, journalists, translators, interpreters, teachers and authors;
- the speakers are exposed to cultures of different people.

On the other hand, research findings also revealed the disadvantages for Kalanga learners learning IsiNdebele such as:

- lack of proficiency on the part of speakers in either IsiNdebele or Kalanga;
- distortion of meanings in IsiNdebele and Kalanga languages;
- lack of development of the Kalanga language.

From the highlighted findings on advantages and disadvantages is that these should be considered as they have a bearing on use for both languages. While advantages are appreciated as they are directly in favour of speakers and learners, disadvantages cannot be ignored on the development of Kalanga as a language and on learners' proficiency in either IsiNdebele or Kalanga.

5.2.13 Effects of Kalanga interference on the learning of IsiNdebele

The study revealed that Kalanga interference on the learning of IsiNdebele has yielded both positive and negative effects. Although participants presented them in different expressions, they all concurred in that they highlighted common and/or related effects. Consequently, this confirmed the authenticity of the research findings. Some of the positive effects brought about by Kalanga interference on the learning of IsiNdebele are:

- promotion of bilingualism among learners due to languages in contact;
- development of language vocabulary through phonologising, borrowing and adoption of words;
- enhancement and/or understanding of taught IsiNdebele concepts;
- creation of diverse career opportunities as authors, translators, interpreters, radio and/or television broadcasters;
- establishment of cultural-linguistic relationship between IsiNdebele and Kalanga.

Besides the above stated positive effects, the study further revealed the negative effects which include the following.

- decay of the dominated Kalanga as it is not taught at secondary school level.
- proficiency in both IsiNdebele and Kalanga is compromised.
- inherent code-switching and code-mixing during a discourse.
- lack of clarity in expressions and utterances due to alternate use of IsiNdebele and Kalanga.
- poor performance in national examinations due to negative attitudes towards IsiNdebele by Kalanga learners.
- dilution and corruption of IsiNdebele because of Kalanga interference and influence.

The study further found that despite the fact that these negative effects are unavoidable, learning of IsiNdebele should not be compromised as this affects the performance of learners in examinations. In this regard, Kalanga learners cannot avoid learning IsiNdebele regardless of Kalanga interference during lessons because IsiNdebele is an examinable subject which should be taken seriously if learners are to pass it.

5.3. Recommendations

The data presented and analysed, and the findings made in this study have yielded many recommendations for improving the language interference of Kalanga in the learning of IsiNdebele in Bululima District. A number of problem areas that need attention and improvement have been identified. Consequently, the following recommendations are made.

5.3.1 Ministry of Primary and Secondary Education

After the findings of this study we would like to recommend that for the interference of Kalanga in the learning of IsiNdebele to be minimal, the office of the Ministry of Primary and Secondary Education should ensure that indigenous languages policy issues are fully implemented rather than remain at theoretical level as is the case now. This can materialise through deployment of bilingual teachers and provision of diverse material resources as these are critical in effectively handling Kalanga interference on the learning of IsiNdebele. In fact, bilingualism on the part of teachers would help make

both teachers and learners appreciate the interference of Kalanga in the learning of IsiNdebele.

Another recommendation is that the Ministry of Primary and Secondary Education in collaboration with curriculum developers, authors and well-wishers need to provide more reading and learning materials in Kalanga to encourage and facilitate their development. The production of such resources will also enhance non- Kalanga teachers to adequately accommodate Kalanga interference in the learning of IsiNdebele.

5.3.2. Ministry of Higher and Tertiary Education Science and Technology Development

It is thus recommended that the Ministry of Higher and Tertiary Education, Science and Technology should embark on in-service training and staff-development programmes in minority language communities meant to equip teachers with basic language skills of handling Kalanga interference in the learning of IsiNdebele. This can be achieved through District Education Officials in conjunction with IsiNdebele Subject Association and/or Language Research Assistants who, in turn, should organise and mobilise teachers for these staff development initiatives.

5.3.3. Teachers

According to the existing literature on language interference (for the purpose of this study, Kalanga and IsiNdebele) it is recommended that language teachers need to evaluate the impact of language interference on the teaching and learning of the L2 or foreign language so that they will be able to avoid its negative effects in their classes. By and large, the limited research on the interference of Kalanga in the learning of IsiNdebele that is currently available suggests that further research is urgently needed in this area of inquiry.

5.4. Conclusion

In conclusion, this study managed to answer all the research questions stated in Chapter One of this thesis. The main problem investigated in this study is the interference of Kalanga in the learning of IsiNdebele in a selected secondary school in Bulilima District. The interference is both positive and negative and is found in

different language areas such as prepositions, verbs, phonology, phonetics, syntax, semantics and morphology.

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APPENDICES

APPENDIX A: Permission to conduct research in Matabeleland South Province

.

Great Zimbabwe University

P.O. Box 1235

Masvingo

20 February 2021

The Permanent Secretary

Ministry of Primary and Secondary Education

P.O. Box 121

Causeway

Harare

Zimbabwe.

Dear Sir/Madam

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am a Doctoral student with the University of Venda in South Africa. I would like to request for permission to conduct research in one of your secondary schools in Matabeleland South Province to collect data for my studies.

The title of my thesis is: Language interference involving IsiNdebele and Kalanga in a selected secondary school in Bulilima district in Matabeleland South Province in Zimbabwe. The information gathered will be treated with confidentiality and used solely for the purpose of the study. Prior to embarking on data collection, I intend to make a preliminary visit to the school to explain to prospective participants the nature of the study and their involvement. The participants, however, have the right to withdraw from the research processes at any given phase of the research.

It is hoped that the information collected from the study will raise awareness among educators and researchers on the nature and effects of first language interference in the learning of the second Indigenous language.

Yours Faithfully

Cordial Bhebe (Mr.)

I can be contacted at:

Email; cordbhebe@gmail.com



Cell: +263 (0)773 901 558

My promoter is Dr. J.J. Thwala who is located at University of Mpumalanga in South Africa.

Cell: +27 73 187 5298

Email:Thwala@ump.ac.za

My Co- promoter is Dr. M.T. Babane who is located at University of Venda in South Africa.

Cell: +27 82 757 5277

Email: babane@univen.ac.za

APPENDIX B: Permission to conduct research in Matabeleland South region.

Great Zimbabwe University
P. O. Box 1235
Masvingo.
20 February 2021

The Provincial Education Director
Ministry of Primary and Secondary Education
Matabeleland South Regional Office
P. Bag 5824
Gwanda
Zimbabwe
Dear Sir/ Madam

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am a Doctoral student with the University of Venda in South Africa. I write to request for permission to conduct research in one of your secondary schools in Bulilima district to collect data for my studies.

The title of my thesis is: Language interference involving IsiNdebele and Kalanga in a selected secondary school in Bulilima district Matabeleland South Province in Zimbabwe. The information gathered will be treated with confidentiality and only used for the purpose of the study. Before the onset of data collection, I intend to make a preliminary visit to explain prospective participants the nature of the study and their involvement. The participants, however, have the right to withdraw from the research activities at any given stage of the research.

It is hoped that the information gathered from the study will provide some insight on the nature and effects of first language interference in the learning of the second language in bilingual communities. Individual face-to-face interviews will be held with IsiNdebele Subject Teachers, IsiNdebele Subject Specialists and District Schools Inspector.

Thank you in advance for your assistance and support in my research endeavours.

Yours Faithfully

Cordial Bhebe (Mr.)

I can be contacted at:

Email; cordbhebe@gmail.com

Cell: +263 (0)773 901 558

My promoter is Dr. J.J. Thwala who is located at University of Mpumalanga in South Africa.

Cell: +27 73 187 5298

Email: Email:Thwala@ump.ac.za

My Co- promoter is Dr. M. Babane who is located at University of Venda, in South Africa.

Cell: +27 82 757 5277

Email: babane@univen.ac.za

All communications should be addressed to "The Provincial Education Director, Ministry of Primary and Secondary Education "
Telephone: 0284/23009/11
Fax: 0284/23383



The Provincial Education Director
Ministry of Primary and Secondary
Education
P. Bag 5824
Gwanda
Zimbabwe

22 November 2021

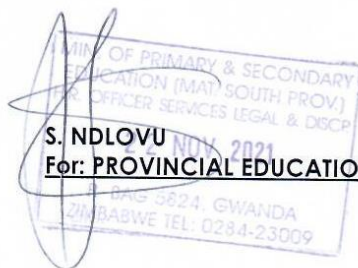
**BHEBE CORDIAL
UNIVERSITY OF VENDA**

RE: PERMISSION TO CONDUCT A RESEARCH ON THE TITLE: "AN INVESTIGATION INTO LANGUAGE INTERFERENCE INVOLVING ISINDEBELE AND KALANGA IN A SELECTED SECONDARY SCHOOL IN BULILIMA DISTRICT": MATABELELAND SOUTH PROVINCE: ZIMBABWE.

The above mater refers:

You have been granted authority to conduct a research on the title, **"AN INVESTIGATION INTO LANGUAGE INTERFERENCE INVOLVING ISINDEBELE AND KALANGA IN A SELECTED SECONDARY SCHOOL IN BULILIMA DISTRICT", MATABELELAND SOUTH PROVINCE IN ZIMBABWE.**

At the end of your research you will be requested to submit a copy of your findings to the Ministry of Primary and Secondary Education (Bulilima District) so that it can be useful and of benefit to the Ministry.



S. NDLOVU
For: PROVINCIAL EDUCATION DIRECTOR- MATABELELAND SOUTH

APPENDIX C: Permission to conduct research at a secondary school

Great Zimbabwe University

P. O. Box 1235

Masvingo

20 February 2021

The School Head

Dear Sir/Madam

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is Cordial Bhebe. I am a PhD student studying at the University of Venda, Thohoyandou in South Africa.

I would like to request your permission to conduct my research in your school titled, Language interference involving IsiNdebele and Kalanga in a selected secondary school in Bulilima district in Matabeleland South Province in Zimbabwe.

The purpose of the study is to explore the nature and effects of first language interference in the learning of the second language in a bilingual environment like Bulilima district where IsiNdebele and Kalanga are languages in contact. In gathering data, there will be live IsiNdebele lesson observations for Form One and Two learners. After lesson observations, a one on one interview session with selected teachers will be conducted in thirty minutes per teacher.

Please note that:

- Your privacy will be protected by use of fictitious names throughout the study.
- The collected data will be used strictly for this academic research only.
- Your involvement is solely for academic purposes and there are no financial benefits involved.
- Participation in this research is voluntary, there are no risks involved and participants can withdraw at any point during the research process.
- With your permission, lesson observations and the interviews will be video/audio-recorded for the purpose of post transcription.

Yours Faithfully

Cordial Bhebe (Mr.)

I can be contacted at:

Email; cordbhebe@gmail.com

Cell: +263 (0)773 901 558

My promoter is Dr. J.J. Thwala who is located at University of Mpumalanga, South Africa.

Cell: +27 73 187 5298

Email: Thwala@ump.ac.za

My Co- promoter is Dr. M. Babane who is located at University of Venda, South Africa.

Cell: +27 827 57 5277

Email: babane@univen.ac.za

Statement of Consent

I have read and understood the contents of this document and everything has been cleared. I therefore, consent to participate in this study.

I,.....consent to have my individual and focus group taped.

Signature of participant.....Date.....

Signature of researcher.....Date.....

APPENDIX D: Informed consent for participants.

Great Zimbabwe University
P.O. Box 1235
Masvingo
Zimbabwe.
20 February 2021

Dear Participant

My name is Cordial Bhebe. I am a PhD candidate with the University of Venda, Thohoyandou in South Africa. I am conducting a study entitled “An investigation into language interference involving IsiNdebele and Kalanga in a selected secondary school in Bulilima district of Matabeleland South Province in Zimbabwe.

The aim of the study is to explore how language interference involving IsiNdebele and Kalanga in Bulilima district affects the learning of IsiNdebele as the second language in pre-dominantly Kalanga- speech communities. Precisely, it is hoped that the study will raise awareness among educators, researchers and linguists on the nature and effects of language interference in the learning of the second Indigenous language. Individual face- to-face interviews will be held with IsiNdebele Teachers, IsiNdebele Subject Specialist, Kalanga Language Research Assistant and District Schools Inspector. These interviews will be scheduled for one hour.

Please note that:

- Your privacy will be guaranteed by the use of pseudonyms throughout the study.
- The collected data will be solely used for this academic research.
- Your involvement in this research is only for academic purposes and there are no financial benefits involved.
- Participation in this research is voluntary, there are no risks anticipated and participants can withdraw at any point during the research process.
- With your permission, lesson interviews will be video/audio- recorded for the purpose of transcription.

Yours Faithfully

C. Bhebe (Mr.).

I can be contacted at:

Email; cordbhebe@gmail.com

Cell: +263 (0)773 901 558

My promoter is Dr. J.J. Thwala who is located at University of Mpumalanga, South Africa.

Cell: +27 73 187 5298

Email: Thwala@ump.ac.za

My Co- promoter is Dr. M. Babane who is located at University of Venda, South Africa.

Cell: +27 82 757 5277

Email: babane@univen.ac.za

STATEMENT OF CONSENT

I have read and understood the contents of this document and everything has been clarified. I therefore, consent to participate in this study.

Please tick and sign in the spaces provided.

I,..... consent to have my individual and focus group discussion taped

Signature of participant.....Date.....

Signature of researcher.....Date.....

APPENDIX E (1A): Lesson observation Schedule

School :

Date :

Time :

Class : Form 1A

Teacher :

Subject : IsiNdebele

Lesson Topic

-Kalanga used as the medium of instruction during the lesson.

.....

-Kalanga words consciously used by

Teachers:

.....

.....

.....

Learners:

.....

.....

.....

-Kalanga words unconsciously used by-

a) Teachers:

.....

.....

Learners

.....

.....

-Teachers reaction to Kalanga interference during the lesson.

.....

.....

.....

-Learners reaction to use of Kalanga by fellow learners during IsiNdebele lesson

.....

.....

.....

-Learners frequency of code- switching and code- mixing.

.....

.....

.....

-Teachers frequency of code- switching and code- mixing.

.....

.....

.....

-Learners appreciation of concepts.

.....

.....

.....

APPENDIX E (2A): Lesson observation Schedule

School :
Date :
Time :
Class : Form 2A
Teacher :
Subject : IsiNdebele
Lesson Topic : Ingqubo yesiko lokuthatha lokwenda
Kalanga used as the medium of instruction during the lesson.

.....
Kalanga words consciously used by-

Teachers:

.....
.....

Learners:

.....
.....

-Kalanga words unconsciously used by-

a) Teachers

.....
.....

b) Learners

.....
.....

Teachers' reaction to Kalanga interference during the lesson.

.....
.....

-Learners reaction to use of Kalanga by fellow learners during IsiNdebele lesson

.....
.....

-Teachers frequency of code- switching and code- mixing.

.....

.....

- Learners frequency of code- switching and code- mixing.

.....

.....

- Learners appreciation of concepts.

.....

.....

.....

APPENDIX F: Interview schedule for IsiNdebele Teachers

What is your home language?

.....

Apart from your home language, state in order of proficiency other Indigenous languages you are able to speak.

.....

.....

.....

Kindly, state all the indigenous languages spoken in Bulilima district.

.....

.....

.....

Of the given Indigenous languages, which one is the mother tongue of most of the population in the district?

.....

.....

Briefly highlight your experience of teaching IsiNdebele to learners from a predominantly Kalanga- speaking community.

.....

.....

.....

As an IsiNdebele teacher in this multilingual community, do you sometimes find Kalanga interfering with the learning of IsiNdebele in terms of -

Words;.....

.....

Pronunciation:.....

.....

Orthography.....

.....

Expressions:.....

Do learners from Kalanga- speaking communities in class bring Kalanga terms into IsiNdebele lessons? Substantiate your response.

Generally, what is the performance of learners in IsiNdebele exercises, tests and examinations?

To what extent may their performance be explained by the interference of their mother tongue in exercises and tests in IsiNdebele lessons?

Does the learning of IsiNdebele enhance the aspirations of learners from Kalanga- speech communities? Substantiate your response.

On the other hand do you see the learning of IsiNdebele in Kalanga- speaking areas frustrating learners? Elaborate your response.

What are some of the effects that are brought about by Kalanga interference on the learning of IsiNdebele?

Positive.....

Negative:.....

What suggestions would you make on how teachers could overcome challenges encountered by learners from Kalanga- speaking communities on the learning of IsiNdebele?

.....

.....

APPENDIX G: Interview Schedule for District Schools Inspector (DSI)

For how many years have you been a DSI in Bulilima?

.....

What is your subject area of specialization as teacher?

.....

What is your home language?

.....

In order of proficiency, state Indigenous languages that you can speak?

.....

.....

Of the stated Indigenous languages spoken in Bulilima, which one is the mother tongue of most of the population in the district?

.....

How are you implementing Indigenous languages policy in your district regarding teaching and learning them at secondary level?

.....

.....

.....

What is your understanding of the concept mother tongue interference?

.....

.....

.....

Does Kalanga interfere with spoken and written IsiNdebele during lessons in Bulilima district schools? Elaborate your answer.

.....

.....

.....

.....

What are your views pertaining to Kalanga interference on the learning of IsiNdebele in Bulilima?

.....

.....

.....

How effective are teachers who are non- Kalanga speakers in handling Kalanga interference on the learning of IsiNdebele in the district?

.....

.....

.....

State some of the major effects caused by Kalanga interference on the learning of IsiNdebele in Kalanga- speech communities.

-Positive:

.....

.....

.....

-Negative:

.....

.....

.....

What recommendations would you make as a DSI on how teachers could tackle challenges related to Kalanga interference on the learning of IsiNdebele in the district?

.....

.....

.....

.....

APPENDIX H: Interview Schedule for Schools Inspector (SI)/ Subject Specialist

For how long have you been an SI or IsiNdebele Subject Specialist?

.....

What is your home language?

.....

.....

Apart from your home language, which other languages do you understand?

.....

.....

.....

State all Indigenous languages that are spoken in Bulilima district.

.....

.....

Of the stated languages, which one is the mother tongue of most of the population in Bulilima?

.....

What is your view regarding Indigenous languages policy implementation at secondary school level?

.....

.....

What is your understanding of the concept mother tongue interference?

.....

.....

As a native speaker of Kalanga and IsiNdebele Subject Specialist what would say are similarities and differences between the two languages?

-Similarities:

.....

.....

-Differences:

.....

.....

.....

State advantages of Kalanga speakers in learning IsiNdebele as a second language

.....

.....

.....

What are disadvantages of Kalanga speakers in learning IsiNdebele as a second language?

.....

.....

.....

What are your views regarding code- switching and code- mixing in IsiNdebele lessons in a Kalanga- speaking community?

.....

.....

How effective are teachers who are non- Kalanga speakers in handling Kalanga interference on the learning of IsiNdebele at secondary level?

.....

.....

.....

Highlight some of the major effects caused by Kalanga interference on the learning of IsiNdebele at school.

-Positive:

.....

.....

.....

-Negative

.....

.....

.....

In IsiNdebele lesson observations, how often do you detect Kalanga interference in connection with....?

Words.....

.....

.....

Pronunciation.....

.....

Orthography.....

.....

.....

Expressions.....

.....

.....

As a seasoned IsiNdebele National Examiner, would you say there is a difference in performance in IsiNdebele Examinations by learners from pre- dominantly Kalanga-speech communities. Please elaborate.

.....

.....

.....

APPENDIX I: Interview Schedule for Kalanga Language Research Assistant (KLRA)

For how long have been a Kalanga Language Research Fellow?

.....

Briefly, explain how you have studied Kalanga as a language.

.....

.....

.....

What is your home language?

.....

.....

State other Indigenous languages that you are able to speak.

.....

.....

Of the given Indigenous languages, which one is the mother tongue of most of the population in Bulilima district?

.....

As a Kalanga Language Research Fellow and IsiNdebele Subject Specialist, would you say Kalanga interferes with the learning of IsiNdebele regards to- words:.....

.....

.....

pronunciation:.....

.....

.....

orthography:.....

.....

.....

expressions:.....

.....

.....
.....
How would one cope with Kalanga interference on the learning of IsiNdebele?

Teacher:.....
.....
.....

Learner:.....
.....
.....

What effect does the deployment of teachers who are non- Kalanga speakers have on the promotion of Kalanga as-

Mother tongue:
.....
.....

Its development as a language and subject in the district.
.....
.....
.....
.....

What are of some of the major effects caused by Kalanga interference on the learning of IsiNdebele?

Positive.....
.....
.....

Negative.....
.....
.....

What are your views regarding code- switching and code- mixing when teaching IsiNdebele in a pre- dominantly Kalanga speaking community?
.....
.....

.....

.....

What recommendations would you make on how teachers could tackle challenges regarding Kalanga interference on the learning of IsiNdebele in the district?

.....

.....

.....

From your own going research what insights are emerging about -learning of a second Indigenous language where there is a dominant mother tongue.

.....

.....

.....

Explain how teachers can be effectively equipped to handle mother tongue interference on the learning of IsiNdebele as the second Indigenous language?

.....

.....

.....

APPENDIX J: Confirmation of employment and researcher status

Great Zimbabwe University
School of Education
P.O. Box 1235
Masvingo.
20 February 2021

The Permanent Secretary
Ministry of Primary and Secondary Education
Ambassador House
Kwame Nkrumah Avenue
P. O. Box CY 121
Causeway
Harare
Zimbabwe.

Dear Sir/ Madam

RE: CONFIRMATION OF MR. C BHEBES EMPLOYMENT AND RESEARCHER
STATUS: E.C. No. 0050

This letter serves to confirm that Mr. C Bhebe is a permanent lecturer at Great Zimbabwe University in the School of Education. He is currently pursuing Doctoral Studies with the University of Venda (UNIVEN) in South Africa. Hence, he requires permission to conduct research in a selected secondary school in Bulilima district in Matabeleland South Province in Zimbabwe.

Kindly assist him in securing permission to research.

Yours Faithfully

Dean of Education

APPENDIX K: Request for Ethical Clearance Certificate

Dear Drs. Thwala, J.J. and Babane, M.T.

Find attached Appendences in the form of letters and consent forms for your consideration. Precisely, for these documents to be processed and permission to conduct research granted, an Ethical Clearance Certificate from UNIVEN is required to accompany them. Therefore, I request your offices to assist by furnishing me with an Ethical Clearance Certificate.

Thank you in advance for your continuous assistance in my research endeavors.

Yours Sincerely

Bhebe, C. (Mr.) *C Bhebe*

PhD Student.

ETHICS APPROVAL CERTIFICATE

RESEARCH AND INNOVATION
OFFICE OF THE DIRECTOR

NAME OF RESEARCHER/INVESTIGATOR:

Mr. C Bhebe

STUDENT NO:

16023622

PROJECT TITLE: **An investigation into Language Interference Involving IsiNdebele and Kalanga in a Selected Secondary School in Bulilima District in Matabeleland South Province in Zimbabwe.**

ETHICAL CLEARANCE NO: FHSSE/21/AL/02/1111

SUPERVISORS/ CO-RESEARCHERS/ CO-INVESTIGATORS

NAME	INSTITUTION & DEPARTMENT	ROLE
Dr JJ Thwala	University of Venda	Supervisor
Dr MT Babane	University of Venda	Co - Supervisor
Mr C Bhebe	University of Venda	Investigator – Student

Type: Doctoral Research

Risk: Minimal risk to humans, animals or environment (Category 2)

Approval Period: November 2021 – November 2024

The Research Ethics Social Sciences Committee (RESSC) hereby approves your project as indicated above.

General Conditions

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following:

- The project leader (principal investigator) must report in the prescribed format to the REC:
 - Annually (or as otherwise requested) on the progress of the project, and upon completion of the project
 - Within 48hrs in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.
 - Annually a number of projects may be randomly selected for an external audit.
- The approval applies strictly to the protocol as stipulated in the application form. Would any changes to the protocol be deemed necessary during the course of the project, the project leader must apply for approval of these changes at the REC. Would there be deviation from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.
- The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date; a new application must be made to the REC and new approval received before or on the expiry date.
- In the interest of ethical responsibility, the REC retains the right to:
 - Request access to any information or data at any time during the course or after completion of the project.
 - To ask further questions; Seek additional information; Require further modification or monitor the conduct of your research or the informed consent process.
 - Withdraw or postpone approval if:
 - Any unethical principles or practices of the project are revealed or suspected.
 - It becomes apparent that any relevant information was withheld from the REC or that information has been false or misrepresented.
 - The required annual report and reporting of adverse events was not done timely and accurately.
 - New institutional rules, national legislation or international conventions deem it necessary

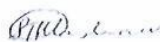
ISSUED BY:

UNIVERSITY OF VENDA, RESEARCH ETHICS COMMITTEE

Date Considered: September 2021

Name of the RESSC Chairperson of the Committee: Prof Takalani Mashau

Signature:



UNIVERSITY OF VENDA OFFICE OF THE DIRECTOR RESEARCH AND INNOVATION 2021-11-16 Private Bag X5050 Thohoyandou 0950
