Challenges Faced by Hambukushu Namibians in Speaking and Writing Thimbukushu.

Master’s Degree in Primary Education
University of Eastern Finland
Department of Applied Educational Science and Teacher Education
Spring 2018
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Challenges Faced by Hambukushu Namibians in Speaking and Writing Thimbukushu.

This research investigates challenges why most of the group of Hambukushu Namibians experiencing problems when using Thimbukushu as their Mother Tongue Language when communicating with someone from a different tribe with a different language. A group of Hambukushu people are found in Namibia at the North-Eastern part of the country starting from 160 km east of Rundu town especially in Kavango region. These people are the minority from others tribes comparing to the rest of the Namibian population. They speak a unique language which is Thimbukushu which is different from other languages in Kavango but more influential (De Jager, 1968).

Hambukushu people or learners tend to repeat their sentences, they unexpectedly stop where not necessary, and they are the ones that keep translating their words and sentences to others and them even stammering in their voices while they speak as if they don’t know what to say.

During the observation, the observer realized major problems in their oral language and pronunciations as most of the words were omitted as it was also observed in their writings. Most of the words were not correctly spelt and sentences were not arranged correctly. Grammar problems such as lack of proper sentences, linguistic in-proficiency, spelling and weak structuring of the essay were observed. These seem to be a problems and caused the observer to come up with a decision as to take up a research on these attitudes or ways of speaking to famous people. When they speak, learners feeling shy and do not look up into the eyes of their opponents. This study thus, seeks to provide proof and solutions why Hambukushu people are almost like that. The conclusion of this study wants to educate young Hambukushu about the speaking attitudes and to redress the notion of feeling inferiority to fellow human being and keep in minds that every person is equal to each.
ACKNOWLEDGEMENTS

I thank God for his divine mercy and strength and his inspiration throughout my study. I wish to acknowledge the effort of my supervisor, Sari Havu-Nuutinen for her timely response, guidance and advice during this study. I also acknowledge the directors of both Finland University for granting me this opportunity to study through their institutions. To all colleagues more especially those who participated together in the long journey to reach the end of the continent of my dream and most specially those who supported me throughout this study, I owe you my appreciation. I say Thank you.

My special appreciation to my family: My wife Mrs. Frankilde Katoyima for her understanding, care and support throughout the period of my study, my Children – Nancy, Fidi, Elina, Bonanka and Weddy for their understanding and cooperation. Thanks to my grandsons September and Julio and the granddaughter Miira for showing their love to their grandfather difficult and challenging period of this thesis.
DEDICATION

In the beginning, I dedicate this study to the Almighty God the Father, God the Son and God the Holy Spirit, my provider, protector and source of strength. To my dad Dikuua and my Mom Josephine Thimango, of blessed memory who their lives represent me in all dilemma, the two sisters and brother (Vena, Paula and Ludwig) and to my beloved daughters Nancy, Fidi, Elina St. Nadia and Bonanka and the only son Dikuua Weddy. Last and foremost to my two beloved grandsons September and Julio and their little sister Miira Celestine who were always there for me when I got stuck and was refreshed by their naughty.

“I wanted to celebrate the completion of this dissertation with both of you (dad and mom) here on earth but the Almighty God wanted you to celebrate it with us from heaven”.
(Kochung, 2000, p. ix)
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<td>Bachelor of Education</td>
</tr>
<tr>
<td>BETD</td>
<td>Basic Education Teacher Diploma</td>
</tr>
<tr>
<td>CBD</td>
<td>Central Business District</td>
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<tr>
<td>FDM</td>
<td>Further Diploma Management</td>
</tr>
<tr>
<td>HPEC</td>
<td>Higher Primary Education Certificate</td>
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<tr>
<td>MA</td>
<td>Master of Education</td>
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<td>NEC</td>
<td>National Education Certificate</td>
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<tr>
<td>PEC</td>
<td>Primary Education Certificate</td>
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<td>Post Graduate Diploma in Education</td>
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<td>SPD</td>
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CHAPTER ONE: THE MBUKUSHU ENVIRONMENT

1.1 Introduction

This chapter briefly explained about Map of Namibia especially the Kavango region where Thimbukushu language is spoken, and explores the contextual background of the problem, it includes the Genesis of the study, the Research questions that guided the research, the Significance of the study, the Limitation of the Study and the Delimitation of the Study.

This study investigated challenges that faced the group of Hambukushu speaking Namibians are experiencing Problems with Speaking and Writing in Thimbukushu language fluently. The area, where this language is used, is called Mbukushu. The Mbukushu area is situated between Gciriku and Wes-Caprivi on the map of Namibia in Kavango region.

1.2 Map of Namibia and Kavango

![Map of Namibia and Kavango](image)


De Jager, (1968) as compiled by Kloppers, and Thikusho, (1980). This part of the environment is where the group of Hambukushu speaking people are found and they all speak one language apart from other tribes. The Group of Hambukushu people are found in Namibia at the North-Eastern part of the country starting from 160 km east of Rundu town especially in Kavango region. These people are the minority from others tribes comparing to the rest of the Namibian population. They speak a unique language which is Thimbukushu which is different from other languages in Kavango but more influential.

1.3 The Contextual Background to the Study

This research study followed the academic issues that were related to the challenges facing the group of Hambukushu speaking Namibians experiencing problems when they speak their Mother Tongue to someone from different tribe with a different language or dialect. Where does the problem come from? The origin of the problem might come from as mentioned in the alias Kavango people are employed as contract and farm workers in the southern part of the country. Ministry of Education and Culture (M.E.C. 2006), stated that many Hambukushu speakers spread themselves to different towns in Namibia in search of the living standards. They are scattered into towns like Rundu, Windhoek, Okahandja, Noord-Oewer (Aussenkehr), Swakopmund and Walvis Bay. They have their children with them and these children cannot speak Thimbukushu language properly as they mixed it up with other languages from where they live. (M.E.C. 2006), stated that the people of the above mentioned towns have multicultural linguistics and speak multicultural languages, and when some of their children speak Thimbukushu language, it is a problem to themselves and to the listeners.

According to Ministry of Education (2006), these children believe that the language is spoken that way of mixing with other languages. To them, it is not of concern whether the language is spoken that way or other ways round as it does not matter them. It has been realized that many learners are having difficulties in speaking and writing their language Thimbukushu in classrooms as well as at home in their daily lives.

There are other languages found in Kavango like Rukwangali, Rumbunza, Rushamby and Rugciriku. People from other languages are hardly to understand and speak this language (Thimbukushu) due to environmental settings that prevailed. They regard Thimbukushu language as difficult and unique language among other languages in Kavango (Lusakalalu 2003), therefore, people fear this language as a difficult language by understanding as well as responding. On one hand, Rumbunza and Rukwangali languages were combined and they speak one language which is Rukwangali whereby Rushambyu and Rugciriku have also combined and people speak one language which is Rumanyo, (Lusakalalu 2003). On the other hand, Thimbukushu language is not a combined language to one of the other languages mentioned and is used as unique language spoken by unique people only. Thimbukushu language is also taught in schools. In addition, the language is also broadcast over the radio and is written on the media (in
newspapers). Hambukushu people live far from other tribes in Kavango and only Hambukushu inhabitants can speak the language fluently. Figures and diagrams 1 & 2 show how Hambukushu distinguished and separated themselves from other Kavango inhabitants as stated in the previous studies.

For this research; it is Diagram 1: Showing group of Kavango people as extracted from the Nordic Journal of African Studies.

For this research; it is Diagram 2: Showing Language spoken in Kavango as extracted from the Nordic Journal of African Studies.

The first diagram indicates that the Kavango people were living in one place before they moved into the place which is now north-eastern Namibia. They came from one place called Mashi and they called themselves Vamashi people and spoke Rumashi language as it is indicated the in diagram 2. They were one group but spoke differently their languages. Only here and there one could communicate to each other based on the dialects of some of the words. Only Hambukushu felt separated themselves from the start. Where others indicate themselves as (Va- for the groups), they used (Ha-) referring to a group of people. Where others used (Ru-), for the language, they used (Thi-). These differences indicate also indicate the distinction of Hambukushu from other Kavango groups which by their language also was difficult to understand by other groups.
The writer based his focus at Lower and Primary Education phase, even though the study touched a bit at a higher level since those learners who were completing their primary level still have the background of such pronunciation after completing grade 12. This was also observed from those that furthered their studies to the University level. Hambukushu learners at rural primary schools (have) involved themselves in problems of speaking fluently their mother tongue and as their medium of instructions. This type of problems made the writer to decide and take up a research to find out what make these speaking difficult among Hambukushu learners and teachers.

This study is very crucial even though the area is not researchable for the sake of learner’s speaking attitudes and mistakes that lead to more incorrect words than correct ones. For instance, when learners speak nowadays, one may pick up sentences that start with object pronouns that could states like: (‘ko nga ni korwa, yo nga ni dhiri kwiya’) which is totally wrong in Thimbukushu. It sounds like: (‘I am sick yesterday, that’s why am absent’), Instead of: (‘Ame nga ni korwa peghundha, yodigho nga ni dhirera kwiya’). (‘I was sick yesterday, that’s why I couldn’t come’). Another examples are: (‘A sentence always starts with a capital letter, but the rest appears in small letters’). (‘Roruheya kutanga kutjanga thighamba nothikurutjanga, yo kuthighara ko ne muyijanga yoyimbiru’). For this sentence, learners say it this way: (‘Thighamba roruheya kutanga nothikurutjanga oku yoyihe ya kona kukara muyimbirutjanga’).

Another example sound as follows: (‘Tamwa ame na tjir kudighumbo’). When interpreted, it sounds like: (‘Uncle, I was run home’). Simply it supposed to be: (‘Uncle, I ran home’). The fact that learners use too much simple past tense, these problems appear unknowingly in their speaking. That’s why sentences sound differently. Another example is: (‘Yidye ghana turu mambapira popa?’) to interpret this sentence, it could be like: (‘Who placed the books here?’) it sounds like a good sentence but in Thimbukushu the tenses were wrongly used. Sometimes you hear sentences that start with the ending which also are mixed up with tenses and end-up with a correct phrase. Such situation was realized as negative attitudes of speaking by Bamgbose (2011).

1.4 The Genesis of the Study

According to Bühmann and Trudell (2008), Mother Tongue refers to a child’s first language or also know as the language learned in home. Nordquist (2017) supports this idea by stating that Home Language is the language commonly used by members of a family during their daily interactions. Kerr (2015) indicated that in a multicultural setup, preference could also be given to the use of Own Language. According to Kerr the mother tongue or home language might not necessary be the preferred language used by the child to communicate with when at school. The importance of Mother tongue education in schools was identified and observed by Minister of Education just after Independence in 1993. Mother Tongue was introduced to become the Medium of Instruction to all Namibian languages including Afrikaans at Lower Primary phases starting from Grade 1 to Grade 3 Ministry of Education and Culture (2003). Therefore,
mother tongue education became more important to small learners in order to master the fundamental basic skills M.E.C. (2003). Furthermore, Tshotsho (2013, p.39) “The language policy aimed also to redress the injustice of Apartheid system where Afrikaans and English were given the first priorities among other Namibian languages and also to facilitate access to good services, knowledge and information in order to meet the expectation and needs of the country”. Tshotsho further explained that “Prior to 1994, Afrikaans and English were used as official languages throughout South Africa” (Tshotsho, 2013, p. 39). This situation happened in South Africa as well as in Namibia because Namibia was colonized by the former South African regime and was incorporated as a fifth province. Therefore, the education system was the same as it was in South Africa. After independence, the school Reform of 1993 recommended that the notions of the use of Mother Tongue language and culture in education, which was emphasized during the apartheid period, should be retained. This means that it was recommended that children should master their home languages before any other languages in order to attain their identity.

To the writer, it seems that group of Hambukushu learners have lost their identities for the other languages. Prior to those people who were living in towns like Rundu before, they were always accompanied by Rukwangali and Rumanyo speaking groups. They preferred to speak other languages like Rukwangali or Rumanyo above their home language Thimbukushu. One can hardly to identify them when found among groups of the Rukwangali or Rumanyo speaking groups. They spoke with good accents for this other languages after they have abandoned their language and take up their fellow’s languages, instead of each one to speak his/her own home language. This happened because when for instance a Mukwangali speaker say; “I don’t understand your language!” then a (Mumbukushu speaker) had to switch over quickly and they are also the ones that do the code-switching for better understanding. This notion unknowingly changed the Hambukushu speaking groups into other languages in Kavango. They rather could use the national language instead. I am not against other languages like Rukwangali and Rumanyo respectively, but would like to redress that notion of assimilation that our fore header has gone through. These issues were inherited by their children till now.

On education, the issues mentioned above have made schools in Rundu town to have Rukwangali language as the only Namibian language and they started implementing this service since 1976 as medium of instructions until now, because of the fact that other languages were hardly to be understood. After then Rumanyo languages was introduced just after the country has got independence in 1990. Thimbukushu language was not part of the development until in 2003 (M.E.C, 2003).

1.5 Research Questions

A study like this one may help in translating research findings more effectively into sound teaching and policy making and improves the delivery of courses such as Thimbukushu language. The
question of interest is interwoven here in the reasons why this research was carried out. To achieve this tasks, the following specific questions were set:

1. Do Hambukushu speaking Namibians face problem in speaking fluently their language?
2. How Hambukushu speaking Namibians pronouns their language differently than other Kavango speakers do?
3. What challenges do learners have in writing their Mother Tongue according to the stakeholders?

1.6 Significance of the Study

The purpose of this study was to investigate challenges that learners and teachers face in speaking Thimbukushu language. This is specifically the issue between the teachers and learners including the educational stakeholders and education policy makers on the importance of understanding the loss of valuable norms of the community. This study is directed to the curriculum developers and curriculum planner to plan well for the future of Namibia Primary Schools as the learners are in need of speaking to develop them in all areas of human endeavours. When people do not realize the importance of home language as an identity, they are lost and have low status in their home language, Bamgbose (2011).

This study is also directed to teachers, school heads, education officers including some community members those who will read these points at their self-enrichment. Also to many other researchers of academic questions for their benefit.

1.7 Limitation of the Study

The limitation of this study was that there were not many studies conducted in Kavango in Namibia especially in Thimbukushu language based on speaking and writing problems. This was a big limitation for the writer to get secondary data for the literature review. The study was limited to four schools in Kavango East region only and because of lack of funds schools were visited only in the morning for data collection. Secondly school rules differed from school to school depending on the administration of school in the region, therefore findings could not be generalized.

1.8 Delimitation of the Study

Following the ideas, the writer was so restricted that he was not allowed to do things beyond his capacity. Though there were many schools in the district, the research was conducted only at four schools. At some schools, participants were so restricted to target only those with behavioral attitudes if identified in classroom or outside, so that teachers may put their focus only on them after the observation.
The study was carried out in the Kavango East region at a distance of about 160 – 270 km permeable to focus only at primary schools in the Mbukushu area and in particular the Mukwe Constituency. The study focused only at pre-primary and primary levels, aiming at learners, teachers and school head including the education officers.

Primary schools are the mere existing schools that operate in that part of the region in Kavango East. All learners were required to partake in the research by being observed as for them to realize their educational goal since it is their right to be educated in such a way that teachers’ responsibilities are to be recognized through it.
CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter reviews relevant literature regarding speaking and writing in a first language such as Thimbukushu.

Literature review as defined by (Creswell, 2008) is a written summary of journal, articles, books and other documents that describe the past and current information. He further suggested that using literature review is very important to conduct in order to document how one study adds to the existing knowledge and to provide evidence that educators need in your study. The literature that was reviewed was divided into two sub-headings, namely: Background of teaching and learning, How Thimbukushu was taught in classrooms, Development of speaking Thimbukushu language, and Development of writing Thimbukushu language.

Previous studies have already classified the factors of students’ speaking and writing problems into categories for example, teachers’ incompetence, students’ lack of interest, (Harmer, 2008), methodological impropriety (Ahmad, Khan and Munir, 2013). There are still more factors to add on this, because the students’ need is more than expected. The current study where teachers and students mentioned the few, could not be enough to identify and examine the needs of students’ problem in writing the suggestions as how these problems could be improved and be solved. Therefore, these studies including the current only paved the way as to explore more into the issues for further enquiry and solutions.

2.2 Background of Teaching and Learning in Thimbukushu

The history of how Thimbukushu was taught and learned were not prescribed nor documented, in books and somewhere, and this made me to get difficulties in finding resources for the history of Thimbukushu while problems really existed. Speaking the language has got categories that may contribute to the status of either lowering the language, or for encouraging it. Categories like: age, identity and gender. These categories might reflect the status of young children and elder people in the environment. Young children and old age are often viewed as particularly problematic and vulnerable life stages, requiring special attention from the rest of the society. Identification of a language is easy, since what we have are not to be found from others, that is identity, thus identity is commonly thought of as one’s conception of self in the world, something solid, and relatively stable. Identity is a self-acquired notion inherited from the past and is just there, not something that we need to think or apply about. Speaking of gender, someone must know first about the relationship between language and gender, and after identifying the relationship, one can simply judge who among male and female as who make mistakes most. Since men and women are different in sexism, so as their use of language differ, and that this stems from innate characteristics because
it has cultural constructs looking at consumptions as which gender likes which colour most. From this statement, one can state that; comparing to the study, we can see that language represent gender, and how language is used by men and women alike. We may see that there is a slight difference in the use of language in terms of power and gender.

2.3 How Thimbukushu Was Taught in Classrooms

The introduction of the new methods for teaching in Thimbukushu language by the new system of education setting has histories of problems. Many of the problems associated with these conditions were discussed in accordance with the definitions of this subtopic. In the beginning, essay teaching in Thimbukushu was not observed in schools like nowadays. In the past just after schooling was introduced in the area until in the later stage, lessons and topics were determined and translated by the teacher himself to use in the class for the learners that have to do what the teacher commands or demands. This was there in the far past up to 1972 before the little changes was introduced. There were no literature stories written, they were only concentrating on storytelling and reading but later after some few years then short stories were introduced for children to exercise as how to read Ministry of Education (2006). This reference was extracted from the book written in Thimbukushu and was translated into English.

An important goal for writing this research is to locate recent language usage of learners as field of inquiry and in society. Few comments about theory in Language Policy for the research is that there are no issues found which involve language problems in society. As cited in Ricento (2006), he argued that “for the researchers and policy analysts to have basic information, people ask basic and varied questions about events in the world” but this did not happen with Thimbukushu language. Thimbukushu language was used with a lot of idiomatic expression that even if one is talking bad of you, you’ll be able to participate yourself in the discussion. To bring these expressions into the class, was totally different and difficult for others to understand. Ricento (2006) further stated that Language Policy is there to guide philosophical inquiry and to address the social problems encountered in the language and to find solutions to the said problems. In answering the research question, this research does not begin in a theoretical or methodological vacuum; a research began with assumptions about “whether how unseen things can work” that made the writer to engage himself reflexively with the topic he has chosen to investigate upon. As it is in that way, this research was chosen not just as an interesting topic, but also seen in that field of addressing the language and viewing the language policy though it was difficult to state which topic was so important and how to commence with it. The unavailability of documentation to rely on, made the writer to start the research with his own knowledge of himself and the way observations was conducted.

According to Magriby (2012), most researcher fear to take up speaking as a research topic, because very few have researched in speaking as it does not have much evidence as listening, reading and
writing do have. Some may have good writing skills but for speaking they seem to get no evidence and seem to have problems.

In English as a Foreign Language (EFL) as noted by Magriby (2012) says:

“Speaking is one of the important skills in English as a Foreign Language (EFL). English Language always shows the best influence in speaking goals for learning process and these goals are to make students able to communicate well”.

This is possible with English and not with other languages.

This can be seen in the internal and external factors that influence their behaviours beyond speaker’s control. The following factors or categories are observed and were listed below: The internal problems are native language, age, exposure, identity and language ego, and motivation and concern for good speaking, this followed by external factors. The writer put these challenges as summarized by Magriby (2012) under discussion as follows:

1. Native language, this factor affects Thimbukushu learners’ in speaking. Brown (2000) stated that when somebody is familiar with the sound system of native language, it could be easy to realize the difficulties and try to solve it. (Discussion section, para. 2). Brown (2000,) further stated that “Mother Tongue as a first language of students will be a problem in teaching speaking hence if the teacher cannot explain the fact and decides other way round to solve the condition moreover even if the linguistic aspect of the native language of students have is really different with the first language”. Therefore, native language is the language that can help learners to know their mistakes.

2. Age, this factor was directly meant to children under the age of puberty, will speak like adult, but what is realized is that therefore every growing step in human differs following the characteristic in life, that’s why there are problems in the learning and teaching of speaking.

3. Exposure, some children have more facts that they would want to express before other children and through that they want to become known by the teachers and other adults. Through this attitude some children feel shy to show off themselves as others do, as results these attitudes affect those that do not want to express themselves.

4. Identity and language ego, has to do with the attitudes of one speaker of the target language, the use of language by the speaker in a good manner and the extent to which other speaker perceive the messages of the said speaker. Attitudes play an important role in identifying children that have the confidence in speaking those languages no matter in which situation it may prevail. Brown, (2000), explained that the perspective of students is the one that shows how best a speaker can express in that language be it home or in speaking class. Identities are shown by those who speaks the language better, therefore children need to be encouraged to express and practice the native language by own more especially Thimbukushu. On the contrary, bad attitude, will also show bad manners, through this, if students are used to bad wording like insulting others, be it in private or in public, such students will be more difficult to reach the speaking class goal.
5. Motivation must therefore be a concern for good speaking; some children do not see speaking as an important goal for learning, therefore they have no concern about their speaking, only few. Motivation is therefore important in teaching speaking. Though motivation is divided into intrinsic and extrinsic motivation. Intrinsic to those who see learning to speak as important to themselves than others unless somebody from outside to motivate them, that is extrinsic.

The external factors indicate that teaching speaking is not the only factors that come from internal aspect, but also influenced by both the internal and external factors. Most of these factors were known by the teacher alone. Therefore, the literature review helped the writer to accomplish several important goals that needed to be explored. In Namibia, especially in Kavango, in the Mbugushu area and prior to independence in 1990, not many Hambukushu adults in general knew how to read and write, you can count them by fingers. Also few engaged in writing books for children to learn in schools. There were no story books written by individuals, only from those who were selected, as Tshotsho, (2013) argued. Therefore, many Hambukushu adult’s speakers, were not skilled writers in their mother tongue and do not have a mature sense of audience to transfer their writing into the mother tongues as explained by Bygate, (1991).

Speaking is always a problem to some speakers. Some may have good writing skills but coming to speaking, they lack vocabularies and might have problems. According to Alqahtani, M. (2015), “Vocabulary is an essential part in foreign language learning” it is also observed in our schools in Namibia. The fact that there were few skilled writers and story writers in Thimbukushu language, is because of there were no vocabularies nor dictionaries for this language to help them write proper sentences. Vocabulary can help much when children are looking for new words to replace the use of difficult one, as the meaning of new words are very often emphasized, whether in books or elsewhere.

Although all schools in Namibia nowadays are using mother tongue education at lower primary as a subject and as medium of instruction so as it happens in many countries, few or there is no materials or books written for them to use as resources for teaching. Tshotsho, (2013) stated in his article that “languages have very little use at school for communication purposes that is why students are not mastering their native language at all. He further stated that this might also be “one of the reasons that African parents were not convinced of the benefits of mother tongue education as they rightly believe that unless socio-economic conditions change, education through the mother tongue will not lead to socio-economic mobility for their children”. The situation in Namibia was the same as in South Africa, prior to 1990.

Rex (1989) and Banda (2004) cited in Tshotsho (2013, p.42), also stated that “although the National Department of Education is promoting multi/bilingualism, it has not developed programmes and
teaching materials to develop African languages”. Furthermore, they stated that “teachers are not trained for working in multilingual classrooms”. In Namibia, curriculum developers are the one responsible for promoting and change of the language use but are taking too long (too much time) to develop syllabuses. The ones that are currently being in used are outdated and were written in 1995 and 2000. Instead new changes should be made after every five years. Tshotsho, (2013) further stated that, “The National Curriculum Statement (2003) also does not put emphasis on academic writing. A further problem is that teachers resist change”. Being used with a particular syllabus, they do not want to change their teaching practices. This was the situation in Namibia as well, people were resistance to change until a programme of Basic Education Teacher Diploma (BETD) was introduced to upgrade teacher’s education with a better qualification and better salary in order for them to understand new system of education. Thanks to the independence of 1990, the country has gone through, because through independence many things have been changed otherwise teachers most could not accept change.

The factors mentioned above in this paragraph have put teachers and learners at risk and have left some of them without the knowledge of mastering teaching strategies. Some old teachers do not know how to guide learners as how to write facts for debate or discussion. How can (teachers) then expect learners to write fluently if teachers could not express themselves in starting words fluently?

2.4 Development of Speaking Thimbukushu Language

Hambukushu speaking Namibians were having those attitudes of not following what they learned at school and what to put for conversation. In schools, languages are generally taught and assessed in terms of the ‘four skills’: listening, speaking, reading and writing. Among the four, the first two listening and reading are known as ‘receptive ’skills while speaking and writing are known as ‘productive ’skills, Essential Skills in Language Learning in General (ESL, 2016).

Engaging in developing speaking skills will involve gaining fluency in spoken interaction with others, as well as practising the pronunciation. Learners should be exposed to new language skills as often as they can, as how to speak to people – this can be made by using other students from the language class, the native speakers that you might meet around town or using language partners in online exchange.

According to Bygate, (1991) speaking skills are skills in which learners might have platforms to engage themselves in simple communication exercises that are basically to improve their use and acquisition for the other languages more especially foreign languages. In Namibia nowadays, they have English as the medium of instruction in schools and in which the speaking skills help them prepare not only for speaking purposes in the classroom, but elsewhere in the community.

Our educational approach should act that way so that our learners may master those basic skills and competencies.
Dalby (2002), as cited by Sallabank, (2010), argued that throughout the history languages have died out and been replaced by others through language contact, or through divergence due to lack of communication over distance. URL: http://www.gla.ac.uk/esharp. This is one of the challenges our Thimbukushu speaking group is facing. To me; if this is the case, where is Thimbukushu language heading? Nevertheless, people who are not fluently in speaking the national or official languages need access to services such as education, the media and the justice system, and inadequate translation might deny them access to justice, such a language shall in future be denied their opportunity to participate in public life.

2.5 Development of Writing Thimbukushu language

Many people are known by their work of writing. When people write books, they are exposing themselves to the world out there and that are ways to become famous, as how to be known.

According to (Huy, 2015, p. 53, par 1), stated that “Writing is the most important skill for academic skill that translates into any career fields and is an extension of human language across time and space”.

English as a Second Language, (ESL, 2016) argued that when using the first language, it sometimes helps the writers to write well and their writing to be improved by the critical readers – a writer should think of the following: (e.g. introducing a topic, describing, comparing and contrasting, writing conclusion), these should be arranged logically for different purposes. Having these in mind, children can construct any sentences be it in their own or another language. This is what teachers not doing. They only start giving activity to children without telling them how to organize or structure their essays.

Bullock (1975), argued that children learn to speak before they learn to write and read. This can happen to the language beginners, because for them learning to speak appears to happen naturally within the home, whereas learning to write and read is associated with the beginning of formal schooling. Thus, written language assumed to be more difficult to learn than to write. For there are challenges learners face when they speak or either write texts.

According to Bullock (1975), some people see spoken language as different form written language, with different purposes because they noticed that written language is permanent and that the reader can trace it over and over again if the meaning is not clear, while with speech it is differently because it is having a direct interaction. Bullock, (1975) further explained that Children can speak the way they want because in the spoken language, there is possibility of direct speech that would be unusual in a written language. It is in that way that when we speak, we do not have time to plan; therefore, we only state words that may structure our discourse as we go along, repeating words and phrases and using the simpler constructions that we learn in life.

However, writing is so to say the most difficult and challenging activities in learning any language including Thimbukushu language. This depends on the strategy the teacher used with structural
communication. In the study of (Kellog & Raulerson, 2007) found that writing could be a process of cognitive behaviour that examines the thinking abilities and successfully ideas of student writers.

Learning how to write gained a considerable importance as factors indicate. It has to be used as a tool for effective communication of ideas including the research issues that examined by the challenges (Hyland, 2003), explained.

(Hyland, 2003) further explained that students face writing problems in their learning to write. At different stages, these problems show how it affect their writing as classified below, such as linguistic, psychological, cognitive and pedagogical categories. At some points one can see how students struggle as how to structure their English components by using inappropriate components the content can show. A reader can get confused if following the contents alone in the process. Students sometimes fail to communicate their achievements because of lacking the confidence in themselves, by mastering language syntactic, grammar and the use of lexical rules (Rico, 2014). This lacking of confidence in students are also caused by teachers who off course do not conform their learning styles and their backgrounds of cultures (Ahmad et al., 2013). Some writers argued that poor writing skills are caused by two factors, and that is the learners themselves and by the teachers. If teachers lack appropriate teaching style and do not provide feedback and motivation to students’ learning, these can hamper the students’ writing style and their thinking capacity. On contrary students or learners face other challenges like the effect of the use of home language, lacking of motivation, and the way of pronouncing it (Mahboob & Talaat, 2008).

Most factors and challenges that affect students' writing skills were identified and used as literature. Most has to do with motivation because they are sometimes unclear with their sentences and the aim of why they are asked to write (Pineteh, 2013).

All these challenges may be caused by a delay in essay writing instructions by teachers, students own negative attitudes towards learning the language, could also be the cause of outdated textbooks that does not include the writing skills of students and learners including the incompetent teachers that teach the language (Rahman, 2002).

As an improvement, writing ability must be made interested through motivation so that writing can be enjoyed. Technology on the other hand helps to achieve writing through metacognitive, cognitive and socio-affective strategies could be used in order students can practice writing. Furthermore, teacher must design tasks that can motivate students to choose for themselves topic of their interest. With these ideas in mind, this will reshape the writing patterns and involve skills that will give student control over specific knowledge (Pineteh, 2013). It will also be convenient for teachers that teaches language contents and to monitor the perspectives (Kellog & Raulerson, 2007).
CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers the research methodology consisting of the Research Design, the Target Group, Data Collection Method which include the sample and the sampling procedure, Data Collection Process and lastly the Data Analysis Process.

The method used in this research is a combination of processes, methods and tools for undertaking the research domain. In this, it involves the understanding after asking questions and the way it is applied in the questions, the outcome, however contributed to the body of knowledge and clear understanding in enhancing the knowledge in a given research domain as in Sekaran (2000).

In this study, classroom observations and interviews are the main data gathering methods in order to collect information based on the research questions formulated for this study.

3.2 Research Design

According to Apata, (2013, p. 50), “research design refers to a plan, a blueprint and a guide for data collection and interpretation”. Apata (2013), also explained that “it is a set of rules that enables the investigator to conceptualize and observe the problem under study”. Therefore, this study follows the rules and regulations as set up by the research design.

This study is a qualitative research. Interview and observation was used to share teachers’ views and experiences regarding the speaking and writing difficulties and challenges on their children as well as their teaching strategies towards speaking in Thimbukushu.

This allowed the writer to use logical analyses to control or account for alternative explanations, which simply means that data were analyzed in a logical and critical manner to have the correct information. The writer opted for this design because some of the information to the title was obtained by interpreting data that other researchers have already obtained.

3.3 Population (Target Group)

In this context the target group is the population for which the research is taking place. For this research, a target group in turns is the larger group of people that has common characteristics from which a sample is obtained (Fischer, 2005). The study consisted of 4 female teachers and one male teacher. But more especially those that teaches Namibian language at those particular schools in the Mukwe district in Kavango-East region. Two students that took Thimbukushu language as major subject. The writer also used
one (1) school head who also teaches Thimbukushu language as a subject at the school. Two officials from Ministry of Education, Sport, Arts and Culture,

In addition, the study also wished to add learners who were studying this language at higher level especially and the Grade 12 learners because them are completing their final grade at school level and furthering at tertiary level where the writer obtained some of the words used by student teachers taught by student educator, but were not included. This is important because these are the people affected by the problem being investigated.

The teachers involved in this study stay far from each other, but shared the same culture, and spoke the same language and off course they use to communicate at the same denomination or they have the same belief and services. In fact, qualitative studies describe the qualities or characteristics of the study that provides the details about human behavior, emotions and personality characteristics that quantitative studies cannot match.

### 3.3.1 Sample and Sampling procedure

Adopted by Creswell, (2007), a purposive sampling has been used whereby four schools have been selected for the research. Focused were put on these people because the I found certain attributes that was relevant to the phenomenon in that they were involved in the implementation of the subject area that was shown in different activities.

In both Kavango East and west regions, schools are carrying a village name except for few schools nowadays like Martin Ndumba and Dr. Joseph Diescho Senior Primary Schools are carrying the people’s names which (the later) was not part of the research. Four schools were chosen even though the area is not researchable. The reason for choosing the four schools are relevant because both schools have the same characteristics in common since all are situated at a distance of about 60-70 km away from Divundu town and also found in remote areas. From the four schools; two of them are located in the remote areas with low socio-economic status. Two are located at a district services center popularly known as central business district (CBD). Among the two schools one is located several meters behind the river bridge that cut the CBD halfway from the central area. The choice made for this sample was based on feasibility as the area covers the teachers in Mukwe district alone. Creswell, (2003) called the overall qualitative sampling as criterion-based selection. Therefore, in this research study, participants were selected using purposive sampling procedures whereby the writer selected teachers to be observed and interviewed as they were seen as credible source of data that discusses about speaking and writing of the language.
3.4 Data Collection Methods

For this study, observation and interview were employed in the collection of data required from teachers, students, school head and education officers. Interview is an effective method, and it can enquire many questions. However, superficial research data, respondents’ attitudes towards the study and lack of answers can be weaknesses of the interview. The writer aspired to approach the target group professional by telling them about the background and the aim of the interview and assuring the anonymity and reliability of the interview. Further, the respondents’ consent was obtained prior to the interviews; the respondents also were assured of complete confidentiality. Interview questions were designed and were checked for self and expert validity (Cohen, Manion, & Morrison, 2013). When the above-mentioned information was clearer among participants, ‘emphasized significance of target groups’ a notion of cooperation was taken care of (Punch, 2005), respondents tend to collaborate easily and quality of the interview improved. There was also classroom observation on which the writer observed the learning of learners in speaking skills they were involved on the method of data collection.

This study adopted a qualitative approach to explore the speaking and writing problems, challenges and factors that hamper the writing development, with suggestions made to improve the speaking and writing skills of Hambukushu group of learners.

It is to an advantage that at some points the respondents are having similar answers that sound the same information (Creswell, 2012). Nine people were selected as the sample of the focus group of interviews. Observation was only focused with four teachers whereby interviews dealt with all nine participants. They stated that for a research to be successful, an important requirement and touchstone is to validate both qualitative and quantitative research. In addition to the interviews from focus group, a writing sample during observation was collected, for (descriptive, narrative and argumentative essays) for learners of school 1 and school 3 respectively. Data were analyzed using thematic data analysis, because it identifies the patterns and the emerging themes in qualitative data (Cohen et al., 2013). Through this method, the writer immerses in the data by identifying the relationship between the ‘codes, concepts and themes’ (Savin-Baden & Major, 2013).

3.4.1 Classroom Observation

The data were collected using observation sheet and interview questions for teachers, students, school head and education officers were also collected (see attached appendices). This observation sheet was only applicable to use in the classroom during the observation process. Observation is a research instrument used to gather data by watching behaviour, events, or noting physical characteristics in the natural setting. It can be defined as a research data collection instrument in which the researchers watch and listens carefully
to the sample being studied to write down or record certain behaviour. This type of observation is where the researcher is open with the group of interest about their presence and the aims of their research.

Different questions were prepared for different groups and each group have to respond to their questions. Responses were summarised and were analyzed in the data analyses process.

Simpson and Tuson, (2005), defined observation as a method of taking note of people’s behaviour, events, settings, artifacts and routine. In addition, Cohen et al., (2011) mentioned that one of the distinct feature of observation is that it offered the writer the opportunity to gather first hand data from naturally occurring on social situation. In this way the writer could look directly at what is taking place in the classroom. The observation method was chosen as one of the data collection tools since it would allow the writer to observe teachers teaching in the classroom and take note of their behaviour, attitudes and interaction with learners, teaching methods, languages usage, disciplines and management strategies.

Observation means gathering of open-ended, first-hand information by observing people and places at a research site (Creswell, 2008) explained. The emphasis was on understanding the natural environment as lived by participants without changing or manipulating it as stated in (Gay, Mills, & Airasian, 2009). First observation was taken at school numbered one (1) located 160 km east of Rundu and 60 km west of the central business district (CBD) a day before the other schools were observed.

The writer observed the Grade five classrooms on speaking skills that learners were involved in telling stories about the way people lived during the cultural traditions. The main focus was to try to get information on the importance of how learners participate in the speaking attitudes and how learners were influenced by one who started simplifying the wording. The observation afforded to provide the writer the opportunity to view what occurs in the classroom and get first-hand information from verbal to non-verbal cues. The writer was also aware of the interaction between the learners and the teacher attitudes. The writer observed the teacher and learners learning how Thimbukushu language is taught in their classrooms. There were different methods of teaching and strategies used, because the teacher changed the topics from speaking to reading and writing.

3.4.2 Interview

According to Rossow, (2005), the fastest way of collecting information is to do interview. Interview is then “a conversation between the writer and his participant(s) with the specific objectives of gathering information about the topic”. Interview is an effective method, and it can enquire many questions. An interview is however, a data-collection method in which an interviewer asks questions to an interviewee, who provides the data.

The study conducted an interview, because they are useful in obtaining detailed information about personal feelings, perceptions and opinions. Therefore, a structured interview was used as the writer prepared a set of questions to be answered by the participants.
Interview responses were also collected separately from observation sheet as it had different question for different information needed. The data were collected via recording on the mobile phone and writings field notes during the teaching process. The writer then transcribed the data into his notice book confirming and comparing with what was written down on the observation field notes.

3.5 Data Collection Process

By carrying out the research, permission was sought from the Regional Director of Education in order to grant the permission to visit schools in Kavango east regions. Permission was obtained from the educational secretary, Ministry of Basic Education, Sport, Arts and Culture. The steps and procedures of research practices were administered in a sequential order. A letter requesting for permission to conduct an educational research at schools was submitted to the school heads. After the permission was granted, arrangements with the teachers were made so that they can schedule the date and time for the interview. That enabled teachers to choose a suitable time where interruptions of teaching and learning process were minimal. Some answers were taken in notes form. Otherwise the entire interviews were recorded to avoid missing information that might be relevant. Interviews were conducted in the offices of the participants. A period of one week was adequate for the interview to be completed.

3.6 Research Participants

Participants such as teachers that participated in the research were interviewed and their profiles were obtained. All the participants in this study formed the unit of analysis. They were given research names and were identified as teacher 1, 2, 3, 4 according to their school arrangement. This includes the profile of the following participants that are not part of the teaching professions. They are identified in Table 1 as follows:

Table 1: Codes used to represent research sites and participants

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Name of Teacher</th>
<th>Years in teaching/work Experience</th>
<th>Subject experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>School 1</td>
<td>Teacher 1</td>
<td>10</td>
<td>10 Years</td>
</tr>
<tr>
<td>School 2</td>
<td>Teacher 2</td>
<td>7</td>
<td>2 Years</td>
</tr>
<tr>
<td>School 3</td>
<td>Teacher 3</td>
<td>5</td>
<td>3 Years</td>
</tr>
<tr>
<td>School 4</td>
<td>Teacher 4</td>
<td>6 Months</td>
<td>6 Months</td>
</tr>
<tr>
<td>School head</td>
<td>1</td>
<td>38</td>
<td>9 Years</td>
</tr>
<tr>
<td>Student</td>
<td>Student 1</td>
<td>17</td>
<td>none</td>
</tr>
<tr>
<td>Student</td>
<td>Student 2</td>
<td>3 Months</td>
<td>none</td>
</tr>
<tr>
<td>Education Officer</td>
<td>1</td>
<td>21</td>
<td>17</td>
</tr>
<tr>
<td>Education Officer</td>
<td>2</td>
<td>14</td>
<td>N/A</td>
</tr>
</tbody>
</table>
The table above shows that one teacher had ten years of teaching experience and one had only six months of teaching experience. Other teachers range from five to seven years. These participants were trained in the former Rundu College of Education starting from 2003 – 2010 and they graduated with the Basic Education Teachers’ Diploma (BETD). Their qualifications were not placed here as it was not necessary for this research. Most of these participant’s majors in Upper Primary Education. Table 1 see p. 19), also shows that two students were also interviewed while they were still at study but for them there was no qualification indicated. The other participants in the interview were the school head, Education Officer 1 & Education Officer 2 whom one of them did not give his years of experiences as it was not necessarily for the interview.

3.7 Data Analysis Process

This section presents the primary data analysis that was coded from semi-structured interviews. The interview was conducted with nine participants who have the knowledge about the teaching of Thimbukushu language in the environment. For reliability of this study, the chapter also displays data obtained from the participants. The discussions and analysis of the data is made manifest through the research questions that served as the nature of inquiry. Its framework starts with the definitions of observation questions

Data collected was also presented using a sample, simply because a sample was easy to see. The sample consist of a marked scripture as for the reader to easily judge the outcomes. Participants as well as schools were categorised and kept anonymous and were given numbers for identification.

It is not well clear where to separate the two data such as data collection and data analysis as it is interwoven to each other. Meaning; where one data ends is not separated to where the other data begins, it faded into each other (Durrheim, & TerreBlanche, 1999). It is not clear where the borders cut or where the two differ. This allowed the writer to think of managing a style of analyzing and interpreting the data in the simplest way that one may find easy to understand. The purpose of conducting the qualitative exploratory instrument was to produce underlying meaning or findings. Therefore, the best way to conduct data analysis is by using qualitative research which will then transformed the data analysis into findings. As mentioned above that the two method do not have a clear cut, therefore, data collection, and analysis are related to one another as simultaneously procedures that are ongoing as viewed in Creswell (2007).

To analyze the responses from the participants, a detailed explanation must be discussed as for other readers to follow in order to understand it thoroughly. The data was analyzed in presentations in an attempt to answer the research questions using the findings and the existing literature on speaking to writing so that possible solutions to the problems is obtained.

Therefore, the classroom observations result and the interview responses was used with the related literature for the possible solutions of the research questions with the sub questions which are the
interview questions as the guideline questions for the study. The first thing the writer did was to read and re-read the observation field notes, the interview notes to become familiar with it. The data was then summarized and narrowed down into smaller groups in order to relate to the answers. Thereafter the data was examined in depth. This helped in categorizing the data to identify themes and patterns by looking at the relationship between literature review and the findings. Lastly the data was interpreted to give meaning to the findings. The responds from participants that spell out the nature of the study was indicated as Creswell, (2007) explained.

3.8 Validity and Ethical Consideration

3.8.1 Validity

Ensuring the truth; validity is a marking guide to which the research findings accurately represent what is really happening in the situation. As Merriam (2001;166) cited by Marshall & Rossman, 2011), indicated that “the truth value for both internal and external validity is the extent to which one use to come to the findings that match the reality”. Validity in the writer’s study was meant to refer to the trustworthy and interference, which was drawn from the data collected, it is there to rectify mistakes as the description, conclusion, explanation and interpretation of the data used was quite correct, as it was cited in (Maxwell, 1996). Therefore, it was critical to employ the approach so that anyone who will assess the investigation could find the evidence as the truth.

3.8.2 Ethical Consideration

For ethical issues, efforts were taken into consideration to build a mutual relationship and a friendly atmosphere with the teacher and to get a better environment before the interview process begins. The schools and participants were given names and assured anonymity to the highest degree. Teachers were categorized and were numbered as teacher 1 to teacher 4 instead of mentioning their names. So as the schools also were categorized as school 1, school 2, school 3, school 4. Individuals voluntarily participated in the study as they joined, but they were not invited to be part and no way they were included. No-one was forced to partake in the research. They were treated with dignity, respect and their rights were protected and credited to give moral principles as stated in Jarvis (1997). Throughout this study, there are ethical limits to the choice one can make in the pursuit of truth; therefore, the writer maintained high standards of professional conduct and intellectual honesty in the conduct of the research.

Confidentially was maintained by using false names such as numbers to refer to the names of teachers and the school. Permissions were so restricted that any unauthorized copy of the audio records of participants was to be considered illegal. Participants were also informed about the purpose of the research study.
CHAPTER FOUR: PRESENTATION OF FINDINGS, AND DISCUSSION OF RESULTS

4.1 Introduction

This chapter presents the findings from data collection as well as the discussion thereof. The classroom observation results will be presented and discussed first. Interviews with teachers, principal and Education Officers will then be followed. The observation as part of the research instrument was also used and notes were taken using a form. The main purpose of these two instrument opted by the writer was aimed at answering the questions formulated, mainly on the speaking attitudes and the challenges that learners have in writing essays.

4.2 Present Results from Observation (based on research questions)

Challenges were listed as follows and were presented accordingly: Code-switching, mixing words, feeling shy, stammering in their voices, fluency in speaking lack of vocabulary, omitting words, new technology and orthography (spelling mistakes).

This research was also carried out as to survey other challenges of speaking and writing attitudes of learners and teachers in the classroom and to find out the speaking difficulties of learners on the following areas: These points were related to the observation sheet as provided at appendix.

Based on what the writer observed, both teachers from different schools introduced their lessons by asking learners background knowledge based on the: Basic competency – with this aim in mind the writer observed that learners were asked to read and to re-tell the story in their own words based on traditional dances and songs. The teacher organized a play and all learners were participating in full. The play was fine as learners could understand what to do. The language proficiency; learners were not given that much time to exercise the speaking activities as all the time the teacher’s explanation was throughout the lesson. At the other school, the learners were given difficult words to explain in their own words, that seemed to some learners could not express as how to explain them as the words were beyond their knowledge. On fluency speaking, both teachers and learners at both schools could not finished sentences without using other languages from other tribes. Those that are behind with English, they mixed with other African languages, while those that can express themselves in English did so to show that they were better off with other languages. Some learners used to repeat wording twice or three times before proceeding with the other words or sentences. They could not speak loud and seem that they were shy. Sometimes learners do not feel free as if they were limited. The teacher did nothing to avoid this events of learners. On contrary this was not the case of the research. For freedom of movement in class, teachers both were having free of movement among chairs to reach to learners with writing and to guide them with speaking problems. On the written activities. During the observation, an observer observed an activity given to learners based on the conventional writing at school 1 and school 3 respectively. Before learners to start writing, a teacher explained the commencement of the story writing, children were asked to write a story of any kind that would become a narrative story, she further explained that a narrator should think of how to make stories
that become an interesting one. Telling a story about events in daily life and putting the events in time, order creates a narrative. A narrative paragraph usually gives one overall impression. It can be a true story or it can be imaginary. A narrative paragraph tells the reader what happened, when it happened, and to whom it happened. The details a writer chooses will affect how the reader feels about a narrative. Children were asked to write events in order which was important in writing a narrative paragraph. They practiced the skill by listing, in order, the things they did for the day from time they woke up until they ate lunch. They were asked to try to list the most important events of their day. A researcher also obtained a sample in order for the readers to testify themselves about the mistakes learners do.

Figure 1: A sample of an essay type writing by school learners 1 & 3.

It is not difficult to see how learners struggle with writing, having difficulty in generating text on their own. Thinking of new topics to discuss about, the new and exciting ways of expressing ideas, is not things the speaker should consider in mind first before they put a pen on paper (Bygate, 1987).

Ministry of Education (1996), stated that previous research indicated that in order for learners to master writing skills, and be on the path of doing right things, learners should be encouraged by all means, inside or outside the classroom to let them ‘think through’ what they want to write. The same apply as when they speak, they are producing the voice of interaction settings. Again, learners are to be
encouraged to understand that writing has more work of thinking than in speech. They also need to become familiar with the structures of written language as stated in (MoE, 1996).

4.3 The Interview Presentation and Results

A set of open-ended questions was prepared before the interviews. These questions were used during the interviews to gain clarity from all the participants depending on their responses. The writer collected data through purposeful interaction in which oral information was obtained. Questions for teachers and others were focused on the challenges which Hambukushu group of people experienced when speaking and writing the Thimbukushu language. The questions for teachers were focused to confirm from those who works with learners to assure themselves whether they have realized the problems mentioned by the writer before or not.

Some primary interview questions differed from each other for example questions to teachers, differed with those directed to the students, school head and to the education officers. In some cases, some questions have the same meaning as those of the teachers and the main research questions. However, one question was asked to all teachers and their different responses were summarized. The other questions were also focused on how the responding strategies have influenced the learners’ attitude towards an opponent. The writer ensured that the participants each had an opportunity to respond. Interview questions were so organized that they should support the research questions based on the speaking to writing in their Mother tongue. All questions were marked with a direction symbol while interview questions were starred. Clarification of interview questions were bolded and is in Italic form. All responses were written in Italics followed by a summary in blue color.

- Do Hambukushu speaking Namibians face problem in speaking fluently their language?

In order to answer the main research questions, secondary interview questions were generated and explored: six questions were directed to teachers and they all responded in a positive way. The writer combined the responses from the participants by summarizing the main ideas of the respondents.

- What is the cause of mixing-up another language into your home language?

This question is related from one of the main research question seeking to provide proof and solutions why Hambukushu people are mixing words when they speak. This question presents the main problem for the research. The intention is to know why group of the Hambukushu speaking people act the way they are now. Is it difficult or does Thimbukushu language not having enough vocabulary to use or do they know the language? With this question, an observation was
conducted in order to see where the problem really exists, is it in the class or do class teachers also having the same problems? Answers that are related to this question were put together in one opinion of the writer. Opinions from teachers of different schools indicated as follow:

This main research question together with the interview questions aimed at seeking to provide proof and solutions why Hambukushu people are acting this way. This study wants to educate young Hambukushu about the speaking attitudes and to redress the notion of feeling inferiority to fellow human being and keep in minds that every person is equal to each. This study also wants to get a better understanding of the relationship between the teaching methods or strategies that teachers use in their classroom and the ability of learners in learning the contents following their thinking capacity for their academic work.

In responding to the writer’s first question, the respondent stated that, “The classroom is made up of different learners from different background and languages”. The main problem I experienced amongst the Thimbukushu speaking people are:

- When speaking, they cannot complete a sentence without mixing in words from other language e.g. English or another African language.
- When they communicate with friends form different language, they tend to join in speaking their friend’s languages. Through these, they are losing appropriate vocabularies in their language (Thimbukushu). As a result, they cannot express themselves proper in their mother tongue.

From the above responses of teachers, it was clear that the problems were realized and were noticed, but did not take into consideration. The problems thus, were not improved; instead, they knew that learners have different backgrounds with different traditions at all four schools. Unless an experienced teacher at least one school should take over the subject and try to adhere to the new changes the education services require.

These mixing of languages, contributed to the repetition of wording when they are speaking, they are trying to do code-switching into their own languages.

According to Bygate (1987), in considering the compensation, the language is concerned with the way speakers find themselves repeating, in various ways, what they have already said. He explained that the fact that speakers find themselves ‘feeling out what they are going to say’ as they say it induces various kind of errors. As a result, it is quite common for speaker to find themselves correcting or improving what they have already said. In a sense what they are doing is compensating for the problem which arise out of the time pressure.

Nordquist (2017), stated that people do “code-switching” for better understanding in conversation. Where there are two languages or two dialects of the same language. Code-switching may occur (moving from
one’s own language to another to make the other one understand your language); but it is not mandatory”. Thimbukushu speaking people always opting to translate their wording to others for better understanding. They always do the code-switching to other languages.

- How Hambukushu speaking Namibians pronouns their language differently than other Kavango speakers do?

Focusing on this question, this is one of the main research question, the writer aimed at whether there are mechanisms of producing the way these people should change attitudes and behaviour of learners speaking the language

- What is the problem of learners not speaking fluently their Mother Tongue Thimbukushu?

This question related to one of the main research question. It was expected that speaking in the classroom to be fluently enough that one can see that learners have enough vocabulary, depending on the level of learners and also during the classroom discussion to show that learners know vocabulary and that there is no mixing-up with other languages except, it is allowed to do so. This exercise should put in place in all schools including those learners that left school.

Teacher 1: Indicated that: “Things can happen so because of the language error by the community, this is what caused the problems, if you want a learner to master the language at the beginning of the grades, you know that this school has introduced this language in very recent years ago”. “Thimbukushu at this school starts at grade five (5), they don’t have the foundation, and you expect them to speak fluency at these grades, it is impossible”. “They focus much on grammar”.

Teacher 4: Argued that: “Problem is preparation, if you don’t prepare well, you cannot deliver your speech well in a good manner. The language might be a problem, if you do not know the language well. Confidents also counts”.

This was a challenging question from one respondent to the other depending on the environment where they are. From the teachers’ perspective; Teacher 1, see fluency in speaking as a matter of learners not mastering the language while teacher 2 was talking about teachers that encouraging learners to use English during school hours and as an offence if learners are found speaking other languages during school hours. Teacher 3, talked about learners not having confidence in themselves to use the language on their own. Teacher 4
was talking about preparation that teachers do. Some feel like teaching home language needs not to be prepared as everything will be fine, that will end-up not teaching the way you supposed to.

Looking at the responses of teachers, it was clear that the problem was realized and was noticed, but did not take into consideration. The problem therefore was not improved; instead, they knew that learners have different backgrounds with different traditions at all four schools. Unless an experienced teacher should take over the subject and try to adhere to the new changes the education services require. These mixing of languages, contributed to the repetition of wording when they are speaking, they are trying to do code switching into their own languages.

Zhang (2013), suggested that in language learning, drilling should be used so that learners get used to the word, this are natural to everywhere. Different languages are taught in different classes in one school, but are not combined in one class for learning, it becomes difficult to let others understand in the specific word say. When teachers do not teach vocabularies to learners and despite the fact that learners at school comes from different background and traditions and once learners are at school (for example in the hostel, they need to communicate not always in English but trying their African languages, this may force them to try to use words that related to other languages. This off course needs vocabulary to be in place and the words to be drilled.

For someone to understand what pronunciation entails, one must know the function of pronunciation should be. In literature pronunciation is defined as “the act or result of producing the sound of speech, including articulation, stress and intonation, often with reference to some standard of correctness or acceptability”, (Dictionary.com).

This question aimed at Hambukushu speaking Namibians for metacognition of their language as important to signify possession or omitted letters and to know that for one not to understand someone’s language, is not a mistake nor does it become a sin. Other language speakers do not practice the language especially Thimbukushu for communication on their own, unless when they meet with a Mumbukushu speaker. Other language speakers also do not listen to Thimbukushu language even when it is broadcasted over the radio, they switch off their radios, as they regard Thimbukushu as difficult and won’t understand even a single word.

The study has realized that the other tribes and languages were distinguished from this language as indicated earlier in the diagram 2 (see p. 3), in Lusakalalu, (2003).

- What challenges do learners have in writing their Mother Tongue according to the stakeholders?
These questions were answered by the participants themselves. The responses for some of these questions listed above were noted in the presentations as demographic responses of the participants and are discussed in the findings. It is to the advantage when respondents are similar to their interaction in giving the best information (Creswell, 2012)

- What challenges do Hambukushu learners have, for why they cannot write for publications according to the stakeholders.

Following this question, the writer wanted more clarity as how learners be guided in order to combat these problems according to stakeholders. In response from teachers,

Teacher 2 stated that learners have to participate and exercise on how to write for every week, if they don’t do it, this, problems will continue. Orthography part must be practiced every day to help learners to get used to writing without mistakes.

The response from the Education Officer 1: Indicated that: “They still struggle with orthography, the rules on how to write in Thimbukushu language. I suggest of ways to assist the learners in this situation could be the same as I mentioned earlier; “The teacher educator should do more to assist the student teachers on orthography who in return will do the same with the learners, for example must be given more exercises on orthography”.

The Education Officer 2 suggested that Learners should be assisted throughout to understand the writing system of Thimbukushu. Knowing the standard orthography is a key issue in this regard. They should practice writing a lot. Teachers at school-level assessment (self or by peers) and to be assessed by teachers. Learners will correct their mistakes. It doesn’t help giving them a lot or writing assignments/homework when in the end it is not marked or evaluate progress in mastering the correct language/grammar, spelling and orthography.

Looking at the responses from the two officials above, each respondent has different views about this question. One was talking about the new technology, which helps mislead the learners in writing, while the other is blaming the teachers concerned.

For that reason, a summary of key elements in statements were made and thereinafter, comprehensive themes and categories emerging from data that were generated.

The writer combined the responses from the participants and summed up the main ideas of the respondents. For the following demographic respondents; all responses were written in Italics next to the respondent followed by a summary of responses which were indicated in color for a short analysis.

Below are the interview questions and demographic responses of the participants. The discussion of the primary and secondary research questions which underlined this research, will then be followed.
4.3.1 Interview Schedule with Teachers (see Appendix 2, p. 58)

The Interview questions generated from research questions that writer have addressed include:

Q1: What is the cause of mixing-up another language into your home language?

This question is related from one of the main research question seeking to provide proof and solutions why Hambukushu people are mixing words when they speak.

This question presents the main problem for the research. The intention is to know why group of the Hambukushu speaking people act the way they are now. Is it difficult or does Thimbukushu language not having enough vocabulary to use or do they know the language? For this question, an observation was conducted in order to see where the problem really exists, is it in the class or do class teachers also having the problem? Answers that are related to this question are put together in one opinion of the writer.

Opinions from teachers of different schools indicated as follow:

Teacher 1: Explained that “I have noticed the problems long time ago that learners are mixing languages for example the use of ‘mara’ from Afrikaans ‘maar’ which means ‘but’ in English but they mixed it when they speak in Thimbukushu language. This is not only the problem of the learners and teachers alone but parents also. They allow learners to do that without encouraging them to use one language instead”.

Teacher 2: Argued that: “The language usage of Thimbukushu has a mixed language because very less you will find a learner reading Thimbukushu text book. They are not proud of what they have and who they are”.

Teacher 3: Commented that: “Especially in the area where we are now, we have a multi-cultural and multi-lingual groups in the community. Learners speak different languages. The languages that are used here, are the ‘The Kwe-dam, the Kwanyama/Oshindonga language and Thimbukushu. There is some mixed language of Shinyemba too”.

Teacher 4: Argued that: “It is a challenge, because of our culture, even at home, our parents do not guide us learners in a proper way of how to speak. If parents speak in different languages, what can children do? At school teachers also do the same. Ignorance also contributes, because they do not respect our own language and go for other languages”.

From the above responses of teachers, it was clear that the problems were realized and were noticed, but did not take into consideration. The problems thus, were not improved; instead, they knew that learners have different backgrounds with different traditions at all four schools. Unless an experienced teacher at least one school should take over the subject and try to adhere to the new changes the education services require.
These mixing of languages, contributed to the repetition of wording when they are speaking, they are trying to do code switching into their own languages.

Q2: How long have you been teaching this subject?

The aim for this question is to suggest where the problem, really starts. Some teachers because of lack of experience, vocabularies are less and such problems exist.

From the question above, the ideas were to confirm about the experiences of the teachers teaching the subject, this might lead to the subject knowledge on the learners as how to speak and write about the language. The writer also wanted to emphasize that having the knowledge of how to teach a language, will lead to learners knowing how to constructing their essays. The reason behind is about the challenges that learners have in writing the language. Participants were asked to be more open and frank to speak out what they know and add more ideas to the questions. The responses from the participants are summarized and put together as content analysis.

Teacher 1: Indicated that: “I have taught the subject for ten years now”.

Teacher 2: Indicated that: “Two (2) years in teaching Thimbukushu since I started that means seven years now”.

Teacher 3: Said: “Three years”.

Teacher 4: Said: “I have only Six months now”.

Looking at the different answers generated from this one question, this indicated that some teachers have more experience than the others and due to inexperience’s of other teachers in teaching the subject, this may also indicate that lack of knowledge from teachers in teaching the language may result in poor speaking of the language by the learners that may resulted from one school to another.

Q3: How many times do you teach speaking in your classroom?

The ideas behind this question is meant for teachers to clarify whether enough exercise are given in class that make these learners not to speak fluently, or is it because of their vernacular languages and feel not necessary to exercise their language that make them to speak the way they like? The idea is also to know whether lack of classroom teaching exercise can lead this problem to happen.

Teacher 1: Indicated that that: “Once in a week, but it depends on what you want to teach, because speaking cannot be taught alone as it is, this is a skill that comes with other skills, and you cannot teach it separately”.

Teacher 2: Also indicated that: “Speaking is not a skill on its own that we should teach it separately, but it is included among other skills; that means every time when we teach grammar, speaking is also included”.
Teacher 3: Said that: “It happened to be one or twice in a week because speaking is an integrated skill and cannot be specific taught separately from other skills”.

Teacher 4: Says that: “Speaking alone cannot come as a subject, when you plan a lesson, speaking, is included as one of the skills like writing, listening and responding. Learners struggle with words and the teacher has to correct them in a better way.

From the above responses of teachers, it was clear that they teach speaking but, do not teach speaking it alone, as all of them knew that it is difficult and again difficult to teach a grown-up person as how to speak. Using strategies was the only mechanism all teachers lack in teaching speaking. It is clear that unless they include it in grammar.

Q4: What is the problem of learners not speaking fluently their Mother Tongue Thimbukushu?

This question related to one of the main research question. It was expected that speaking in the classroom to be fluently enough that one can see that learners have enough vocabulary, depending on the level of learners and also during the classroom discussion to show that learners know vocabulary and that there is no mixing-up with other languages except it is allowed to do so. This exercise should put in place in all schools including those learners that left school.

Teacher 2: Indicated that: “Sometimes it is an influence from us as teachers by prohibiting the learners to speak their vernacular language during school hours, we are discouraging the learners to use the language and not fluency in speaking is becoming a result”.

Teacher 3: Argued that: “Learner’s self-esteem, when a learner does not have confidence in him/herself, it is discouraged”. “Other reasons are about us the teachers ourselves”. “If we teachers are not putting our efforts in helping learners with their pronunciation, to pronouns words correctly, how can they expect that from the learners?”

From the responses above, this question was a challenging question from one respondent to another depending on the environment where they are. The writer saw to it that it was from the perspective of the
Q5. What is the reasons of feeling shy when speaking to famous person, that makes them not to look into the eyes of an opponent and even their pronunciation change? In your opinion, explain why?

This question, wants the respondents to clarify the views of teachers on why learners feeling shy when speaking. This question is part of the main research question too, identified by the writer as one of the main problems in one objectives on speaking attitudes.

Teacher 1: Commented that: “That is a challenging question, but I will respond it this way. Our people are not exposed themselves to other people in the region, therefore they lack confidence and feel shivering because of what they have and because of the position of the person they are talking to”.

Teacher 2: Commented that: “Lack of confidence in themselves, these attitudes let people feel inferiors to others”. “The language usage has two ways in action, like when you show respect to the person that you are speaking to, you receive a blessing from elders and that will show how people will respect you in future”.

Teacher 3: Argued that: “Like in the beginning, they feel that they are less educated and might feel they speak incorrect words because they lost self-esteem”.

Teacher 4: Said that: “They feel that they should respect the person they are speaking to, they think that they are to be charged, they have that fear of making mistakes in delivering their messages in such a way that the person is not understanding them well. They impress their person in interactive way”.

From the responses above, this was another challenging question as respondent claimed. Each participant saw the question from different perspectives as teacher 1 was talking about attitudes of not being used to talk to people and once they talk, they become shy because they lack confidence in themselves. Teacher 2 also said that their learners lack confidence in speaking to other people because they seek for respect. Teacher 3 stated that they feel uneducated and not in capable of talking to strangers. Teacher 4 claimed that learners are feeling the fear of making mistakes in delivering messages therefore they have to looking away and not in the eyes of the opponent.

Q6: What challenges do learners have in writing their Mother Tongue Thimbukushu?

This question, wanted suggestions from participants as how they should help learners write texts and to the public.

Teacher 1: Stated that: “The problem is teachers, they are keeping one method of teaching,
if teachers can change their strategies of language usage to essay, really learners can pick up how to construct a good sentence, not always grammar”. “Encouragement of how to write essays should be there and they must practice it for so much”.

Teacher 2: Argued that: “The problem is the fundament of learners, a learner without an orthographic principles do not master the language usage in writing”. “The use of cell phones also affect learner’s writing, because the cell phones require words to be shortened in order to fit on the cell phone screen, learners in this way, they shortened words in the same way as for speaking and that is not the right way with writing”.

Teacher 3: Commented that: “Those cases happen because, some teachers do not put more effort in giving learners the activities to test their knowledge”. “Feedback that comes from teachers, was that the work of the learners are not marked by teachers, how shall they improve?”

Teacher 4: Explained that: “Technology is one of the problem, since shortening messages like the way they write with cell phones and computers, giving them examples of shortening their words and this can contribute to learners not to know how to use the complete wording and the pronunciation also happened the same.

What the above indicate, is that teachers themselves are judging each other. It seems the question was misunderstood, and happens to feel that they were not part of the game to feel guilty for the misconduct. Teacher 1, was of the opinion that teachers should change strategies of teaching and not to keep to one method. Teachers 2, 3 and 4 gave encouragement to fellow teachers to give more work to the learners to practice essay writing, were claimed. Teachers 2 again suggested that orthographic principles must be applied in order learners to master the writing styles.

4.3.2 Interview Schedule with Students (see Appendix 3, p. 59)

The Interview questions generated from Research questions that the writer have addressed include:

Q7: What language do you speak at home?
    Having this question 7 and question 8 in mind, clarification from students were sought to distinguish between African languages and to show how they interact with each other.

This questions wanted clarity from students, because there are five (5) tribes in Kavango region; like HaMbukushu, Vagciriku, Vasambyu, Vambundza and Vakwangali, and other languages like Vanyemba and the Kwe community including other Namibian tribes that have joined them recently, each tribe has to show how they pronounces words through debate and show which tribe does not have problems of mixing words with other tribes.

Student 1: Indicated that: “Thimbukushu language”.
Student 2: Indicated that: “I speak Thimbukushu language at home”.

Q8: Do you join other or peer groups after school hours?
    Student 1: Confirmed that: “Yes, I have three friends of the same age”.
Q9: Conducting a debate competition for social evening with learners, explain why most Hambukushu learners do not speak Thimbukushu language fluently as expected on the stage?

**Having this question in mind, the writer wanted to find out from students whether they might realize the purpose of having a debate. The purpose is to see which language can mix-up with other languages, so that encouragement can take place.**

Student 1: Emphasized that: “In the first place we may call it there is no confidence in the speaker’s, voice, the shyness of a speaker by looking at the audience, sometimes they would want to change points of view after listening from the previous speaker”.

Student 2: Was of the opinion that: “They may be afraid when looking at the audience, because in debate they are taught what to say, but when looking at the audience, they might forget everything what was told to say. Sometimes the topic given was too wide and they have little knowledge about the topic”.

From the responses above, all students answered the question well. It was clear that the reason of becoming shy and do not look up into the opponents might be that students are forgetting what to say, and because of this, they become frightened and their voices change.

4.3.3 Interview Schedule with School Head (see Appendix 4, p. 60)

The Interview questions generated from Research questions that the writer have addressed include:

Q10: How does speaking fluently encourage learners during speaking lesson?

The school head commented that: “No, learners of nowadays, do not manage speaking Thimbukushu language in the right way, but when they speak the language, they mixed; even when they are alone, they cannot express to speak fluently.

From the question above it indicated that the school head did not understand the question in full. It indicated that part of the question was not answered.

Q11: Explain what have you realized concerning the usage of Thimbukushu language in the class?

*To clarify the first question to the school head above, a follow-up question was prepared because the first one was not well answered, therefore the interviewer tried to change the question in another form of questioning, in order for the respondent to think big.*

The respondent suggested that: “Yes, we have realized that before”. “The problem will be that the language will get lost”. “When we conduct a parent’s meeting, we use to inform the parents beforehand that parents should give examples to small children in speaking the proper language. Alone they cannot manage to speak without using another language”.
The above response was clearly summarised by the interviewer. In responding to the question, the speaker emphasized that speaking fluently means speaking without involving other languages from another tribe. Having these answers in mind, it was clear in explaining that involving another language is not clear language usage anymore but, a mixed language.

Q12: If speaking fluently affects your learners negatively, what should be done to improve their speaking attitudes?

Looking at the question above, speaking problems are not only happening at school, but everywhere. The writer wanted ideas of helping learners and students in order to avoid mixing-up of other languages.

The respondent suggested that: “Teachers that teach Thimbukushu language must call a meeting and invite parents to encourage learners to the way of language speaking”. “The language dialect must come from both sides, teachers and parents alike”. “There should be parental involvement in language speaking”.

The answer to this question was straight forward, the respondent suggested parent meeting that would discuss the decision to help inform learners about the way the language is spoken.

Q13: What is the cause of feeling inferior to professional people or to other members of the community by learners when speaking Thimbukushu language?

The question above is part of the objectives and the research question. The writer wanted the respondent to explain about the attitudes of Hambukushu speaking group have when speaking to someone famous or strangers.

The respondent admitted that: “Learners must feel ashamed when speaking to someone they don’t know”. “It is like a taboo to us, we normally speak with respect and fear of words, to prevent the opponent of noticing it”.

The response was clear and in line with other respondents. The tradition says that when speaking to someone, they should look away and do not look into the eyes of the opponent in order to show respect. It is like a contradiction to the statement of the previous speakers.

4.3.4 Interview schedule with Education Officers (see Appendix 5, p. 61)

The Interview questions generated from Research questions that I have addressed include:

Q14: What experience do you have in teaching Thimbukushu language?

This question was directed to the education officers for Thimbukushu in order to testify if they can comment about the language Thimbukushu; they must have knowledge about the language.

Education Officer 1: Indicated this way: “I have been teaching in the ordinary service for 21
years as a subject teacher. I have been an advisory teacher for 17 years in advising and guiding teachers on how to plan lessons and how to motivate learners and the way they should teach their subject. In Thimbukushu, I also advised teachers as how to involve proverbs when they write short pieces and long essays”.

**Education Officer 2:** Indicated that: “I have been an Education Officer for Thimbukushu for 14 years (1997-2011) developing curriculum and learning support materials (LSMs) at the Ministry’s Head Office. I did teacher in-service training for practicing teacher in the language on the subject matter within this timeframe as well (1997-2011). I have been an examiner, a marker and a chief marker at Grade12 level for 18 years (1997-2015) for Namibia Senior Secondary Certificate Ordinary level (NSSCO) external exams in this language”.

The two education officials both have experiences in teaching the language and their effort of developing the language was observed. They both have understanding, knowledge and skills of how to get involve in the teaching and learning and also to address the audience of the challenges facing Thimbukushu language.

Q15: You have been teaching Thimbukushu to learners that speak your language for years now, what might be the cause of stammering when speaking oral/aural or any discussions in the class?

This question was one of the main research questions addressed in the study. The question wanted to combat the speaking problems or attitudes of learners including ordinary people in the community.

**Education Officer 1:** Indicated that: “They still struggle with orthography, the rules on how to write in Thimbukushu language. Suggested way to assist the learners in this situation could be the same as I mentioned earlier.

“The teacher educator should do more to assist the student teachers on orthography who in return will do the same with the learners, e.g. give them more exercises on orthography”.

**Education Officer 2:** Stated that: “Stammering could be a result of many factors. A learner can be assessed/evaluated individually to establish the cause of stammering. Generalizing in this case is not possible. This could be a result of (1) lack of self-confidence when the learner is in front of the teacher or other learners in class or in front of an unknown audience (‘stage fright’) occurs; (ii) when the speech of the learner is not fully developed or resulting in a speech disability; and when a child lacks proper literacy skills (reading aloud and speaking skills), stammering occurs”.

The responses above indicated that Education Official 1 seems she had missed the question here, as she was still talking about orthography. Both officials see orthography as lacking in the teaching of Thimbukushu language. Orthography is playing an important role in both the speaking and writing of the language. If orthography is being identified in the writing problems of the learners and other community members, then the problem of speaking could be easily solved.
Q16: What challenges do Hambukushu learners have, for why they cannot write for publications according to the stakeholders.

For this question, the writer wanted more clarity as how learners be guided in order to combat these problems according to stakeholders.

Teacher 1: We should find strategy in changing the teaching method as mentioned previously.

Teacher 2: They should participate and exercise how to write for every week, if they do not do. This, problem will continue. Orthography part must be practiced every day to help learners to get used to writing without mistakes.

Teacher 3: It could be better to plan to use competition activities between schools’ like debate competition, give test, or do testing among learners after identifying and nominating to take part to compete with others for better writings.

Teacher 4: Change strategies in future. The mechanism is using the same way where they are going to. Using the same technology but telling them to use the long method like in Mathematics, can find right answers without mistakes. If we do the same with the language teaching like in writing sentences in full or in a formal way, spelling and pronunciation can be avoided.

According to the responses, it clearly indicates that this question was partly answered in question 7 by teacher 1 and 2. For this question, a better suggestion was made by teacher 3 that competitive activities should be organized including debated competition to give learners tests as to who can write for the better and for the public. Learners in that way can partake in order to be praised. Teacher 4’s response was just like a copy from teacher 3.

4.4 Synthesize the Results – Summary of the Main Message

Synthesizing is “putting together information from the text and from the reader’s own background knowledge in order to create new understanding. In this research all information the writer has used, be it his own ideas, or from old and new, from known and unknown has been summarised, put together to form a paragraph, a paragraph that describe the whole process for the whole settings.

This research has shown that the respondents were aware of the moral values of their home language Thimbukushu for educational activities. However, Asmal, (1994) explained the highest promotional venue for the African languages to be supported is in economic and private sector because it is there where people meet regularly and the language being exercised.
Language speakers realized many kinds of mistakes most children and adults do when speaking including their misconduct in the way of speaking. The writer once again wishes the publishers to speed up the publications to publish the expected changes that drive the language in the wrong direction.

4.5 Summary of Findings from Interview

Findings of this study reveals that it has been categorized into speaking problems of learners and adults alike, pronunciation problem of the elders in the past and the factors responsible that affect the writing problems and suggestions to improve these skills.

Research findings indicate that it is important that children have problems in the writing of Thimbukushu language and should learn to think and function in their home language. The findings are sure enough that children lack knowledge and vocabulary. Learners have also difficulties in learning grammar and syntax. They make a lot of mistakes when coming to subject-verb, pronouns and etc. The major problem lies within the use of tenses, articles, prepositions’ (FT5). On the other hand, looking at the different answers generated from interview, this indicated that some teachers have more experiences than the others and due to inexperience’s of other teachers in teaching the subject, this may also indicate that lack of knowledge from teachers in teaching the language may result in poor speaking of the language by the children that occurred from one school to another. One respondent verified as noted:

“I have noticed the problem long time ago that learners are mixing languages for example the use of “mara” from Afrikaans “maar” which means “but”. This is not only the problem of the learners and teachers alone, but including parents. They allow learners to do that without encouraging them to use one language instead. Especially in the area where we are now, we have a multi-cultural and multi-lingual in the community. Learners speak different languages. The languages that are used here are: the ‘The Kwe, the Kwanyama and Oshindonga language and Thimbukushu. There is some mixed language of Shinvemba also”. It was clear that the problem was realized and noticed, but did not take the matter seriously into consideration. The problem therefore was not improved; These mixing-up of languages, contributed to the repetition of wording in their speeches. Through this way, code-switching exist.

Bygate, M. (1987, p.11) explained that “The fact that words are being spoken as they are being decided affects the speaker’s ability to plan and organize the message, and to control the language being used. The speaker’s sentences cannot be as long or as complex as in writing, because the writer has more time to plan. In speech, we often make syntactic mistakes because we lose our place in the grammar of our utterances”.
It was also clear that they do not teach speaking alone, as all of them knew that it is difficult and again
difficult to teach a grown-up person how to speak. Using strategies was the only mechanisms all
teachers lack in teaching speaking. It is clear that unless they include this in grammar. Also due to multi-
cultural and multilingual area, one should expect a mixing-up of languages for this can happen because
of communication purposes.

The question of why learners not speaking fluently their mother tongue was challenging from respondent
to respondents depending on the environment where they are.

As Bygate, (1987) explained in the form of ellipsis that when time for a respondent is short, this
consist of the omission or leaving out of parts of a sentence, like syntactic abbreviation. In order to speak
economically, it is necessary and normal to exploit ellipsis that make people
not speak in complete sentences.

For understanding each other, pronunciation has to do with sound system of the language.
However, group of Hambukushu speaking Namibians have very little understanding of
applying the sound system to spelling rules. Campbell (1983), as cited by Cuetos (1993), found that
nonwords spelling could be lexically primed: she found, for example, that the nonwords/prein/
was often spelled as PRAIN following the presentation of the spoken word 'brain' and as
PRANE following 'crane'. More recently, Barry and Seymour (1988) have shown that nonword
spelling is sensitive to both lexical priming (as shown by Campbell, cited in Cuetos) and what they call
'sound-to-spelling contingency', which refers to the frequency of particular spelling patterns
in words.

So does Thimbukushu words exist. Many words in Thimbukushu are related to English words
which other tribes do not have. They claimed for example; ‘th’ in ‘thinu’ used in Thimbukushu
language as extracted from English language. In Thimbukushu language, there are words like
“dive po”, means press here on: “shofe!” - danger. When a word is spelt wrong, it does not
produces meaning, but anyone will try to Eurocentric or Afrocentric the word. Such a word
shall sound like it was pronounced in another language. Therefore, pronunciation
always has to do with spelling of a word, verbally that can also lead to wrong orthography.

Pronunciation thus, refers to the way in which we make the sound of words. Speakers of different
languages tend to develop different muscles of the mouth for pronunciation. English standards tend to
maintain old spellings that represent the original pronunciation of a word, even if the pronunciation has
changed. This is why we have a ‘gh’ in cough, though, bought, etc. Even worse, sometimes English
words are spelled in a way that's supposed to reflect etymology, even if the etymology is wrong. This is
why we have a b in debt. Words borrowed from other languages into English tend to keep their spelling
from the source language, even if the pronunciation goes against English rules. This is why we
have *rendezvous* pronounced, roughly, "ronday-voo", which is from French and follows the French spelling.

The writer noticed from the perspective of the teachers, some teachers regarded fluency in speaking as a matter of children not mastering the language, nor having the confidence in themselves. People noticed that speaking fluently means speaking without involving another language from different tribes.

*Namibia is a multi-cultural and multi-lingual nation. It is possible that learners and teachers as well as other community members of one language would ‘mix’ or come across other speakers of another language. Code-switching may occur (moving from one’s own language to another to make the other one understand your language); but it is not mandatory. You need to establish if that other person really does not know or understand your language, or is it just because he/she doesn’t want to be talked to in your language but his/her own. In such a case (= the later) you need to stand firm and speak your own language too in order to “teach” the other person to know and understand your language – i.e.; if you do understand his/ her language already. One doesn’t need to feel inferior in speaking your own language in public; neither do you have to shy away from teaching another person your language.*

*Teachers agreed that* problem existed, realized and noticed, but did not take into consideration. The problem therefore was not improved; instead, they knew that learners have different backgrounds with different traditions at all four schools. Unless an experienced teacher should take over the subject and try to adhere to the new changes the education services require. These mixing of languages, contributed to the repetition of wording when they are speaking, they are trying to do code switching into their own languages.

*Zhang, (2013) suggested that “drilling should be employed in order to make learners accustomed to the word form in order to know how to sound. To make them more familiar with the word, drilling should be clear and natural.” Despite the fact that languages are not combined in one class for learning, it becomes difficult to let others understand in the specific word say.*

*Some learners have that attitudes of not talking to people whom they don’t know, but as result when they talk, they become shy because of lack of confidence in themselves. Some learners feel uneducated to speak to someone they do not know, while others do it for respect and some do not want to talk to strangers. Learners are having the fear of making mistakes in delivering messages therefore they instead look away and do not look in the eyes of the opponent. Another reason for becoming shy and do not look up into the opponent’s eyes is the fact of forgetting what to say, and because of this, they become frightened and their voices change.*
People have different views and perspectives. Questions were answered in the way they felt. The respondents blamed teachers on the problems that teachers supposed to do this type of teaching in the first place.

According to Lusakalalu, (2003), he argued that despite the fact that diagram 2 (see p.3), suggested that the Vakwangali, the Vambundza, the Vagciriku and the Vasambyu were group at the same level in twos, they were close to each other through the reconstructed ethnonyms Vamashi, while the Hambukushu was not part and parcel of their stem, which make them to become different tribe in associating to the rest of the groups including their language.

People have the understanding of knowledge and skills of how to get involve in the teaching and learning and also to address the audience the problems that face Thimbukushu language.

Other different views were new technology, that misled children in writing, while on the others hand teachers were blamed concerning the effort of not helping learners in their capacity.

People outside the education preamble see orthography as lacking in the teaching of Thimbukushu language. Organizing writing skills are challenges to the learners in their writing because they lack coherence and consolidation of knowledge and use of formal transitional and cohesive devices. ‘Writing is different from speech, (students’) writing is actually speech put on the page.’ (MT4).

Orthography is lacking in the teaching of Thimbukushu language. Orthography play and important role in both the speaking and writing of the language. If orthography is being identified in the writing, problems of the learners and other community members, including the problem of speaking could easily be solved. The view of the respondent agreed on the problem as: I did come across with such problem without vowels. The common problem is that some learner use spoken language when they write, which means they omit some of the letters in words.

Respondents further argued that this type of writing is a problem, yes, but it is also an issue of not understanding or knowing the Standard Orthography of the language in question. Teachers who are supposed to be acknowledgeable about the correct standard orthography would be the first ones to “mislead” learners if they themselves do not have mastery of Thimbukushu orthography and grammar structures. Learners learn from what the teachers do!

In responding to the question, Alqahtani, (2015) argued about that the importance of vocabulary must be introduced as “vocabulary learning is so important to foreign language learners as the meaning of new words are very often emphasized whether in books or in classrooms”, this means that without
vocabulary it could be difficult for every person to understand the meanings of words from someone’s language. Learners in general must learn and know vocabulary.

*When teachers do not teach vocabularies to learners and despite the fact that learners at school comes from different background and traditions and once learners are at school (for example in the hostel, they need to communicate not always in English but trying their African languages, this may force them to try to use words that related to other languages. This off course needs vocabulary to be in place and the words to be drilled.*

To improve the pronunciation of children and learners at lower level’s writing skills, the respondents suggested several arguments to follow:

The first respondent commented that *‘the main problem I experienced amongst group of Hambukushu speaking people are:*  
- When speaking, they cannot complete a sentence without mixing in words of other language e.g. English and others.
- When they communicate with friends form different language, they tend to join Speaking their friend’s languages. Through these, they are losing appropriate vocabularies in their language (Thimbukushu). As a result, they cannot express themselves proper in their mother tongue’.

The second suggestion made was that *‘Learners should be assisted throughout to understand the writing system of Thimbukushu. Knowing the standard orthography is a key issue in this regard. They should practice writing a lot. Teachers at school-level assessment (self or by peers) and to be assessed by teachers. Learners will correct their mistakes. It doesn’t help giving them a lot or writing assignments/homework when in the end it is not marked or evaluate progress in mastering the correct language/grammar, spelling and orthography’.*

However, this is not going to be feasible in the near future because, as stated earlier, parents want to create easy vocabulary for their children to use in schools as language of the market and globalization.
CHAPTER FIVE: FINDINGS AND DISCUSSION

5.1 Introduction

This chapter presents the findings as well as the discussion thereof. Classroom observation results were presented and discussed first. Interviews with teachers, students, school head and Education Officers then followed in the discussion.

The following part is the findings in which I disclosed my data presentation that I have produced using the semi-structured interview, and the classroom observation. For that reason, a summary of key elements in statements were made and thereinafter, comprehensive themes and categories emerged from data that were generated.

The findings of this study was divided into two categories, first from the primary source that were directly obtained from the research respondents and secondly from the secondary sources, that means sources that derived from the previous research.

From the primary observational findings, both teachers from all four schools were using reading to support speaking lesson and the language usage throughout the lesson. In their reading, they read the words twice or three times as if it was written so. The observer noticed that during the observation. At all four schools they stop where there are no punctuations. Their voices were so soft that one could hardly hear what they are saying.

They do not look up into the teacher’s eyes but somewhere in the sky and speak as if they are stammering. They seem to look shy and afraid, their voices were too soft. These has become like a habit to all learners by showing respect when speaking to elder people.

5.2 Interpretation and Evaluation

Philosophers believe that theory without practice is not a theory at all, but knowledge can be gained from it (Christensen, 1985). To show that this statement has merit in this study, observation was made. It was observed that teachers put in practice what they shared with the writer in the interview. When the teacher presented the lesson on culture, one could observe that speaking and writing skills were used in order for the writer to obtain what was needed for his research.

In the study there was classroom observation on which the writer observed the classroom situation. The writer maintained the journal to record the personal observations, discussions and the reflections and noted the body language shown during the interactions between the teacher and learners. The writer was able to capture and keep field notes and reflected the activities which were directly observed in the school settings which yielded relevant information to the study. The writer expects the curriculum developers to implement the results in such a way that this problem mentioned in the beginning to be eliminated.
The research findings are reported in this section. In this section, the writer summarized the findings which emerged from the responses of respondents. Conclusion to this study was made and recommendation was set forth.

The findings were discussed according to the following main themes

5.3 Findings from Speaking Challenges

The findings of this study revealed that speaking and writing using teaching methods of teachers were more emphasized used by both teachers, learners, community members, as observed by the writer, whereby learners were regarded the most affected body in the process of speaking.

5.3.1 Code switching

Words system like letters, figures or symbols which are used to present others for secrecy or brevity; a system that are pre-arranged with signals that are used to ensure that secrecy in transmitting messages are received. Nordquist (2017), defines code switching as unstable movement of dialects between languages of the two speakers. Also called code-mixing and style shifting.

Code switching (CS) occurs far more often in conversation than in writing (Nordquist, 2017). It is possible that learners and teachers as well as other community members of one language would ‘mix’ or come across other speakers of another language. Code-switching may occur (moving from one’s own language to another to make the other one understand your language); but it is not mandatory. You need to establish if that other person really does not know or understand your language, or is it just because he/she doesn’t want to be talked to in your language but his/her own. One doesn’t need to feel inferior in speaking your own language in public; neither do you have to shy away from teaching another person your language.

5.3.2 Mixing Words with other Languages

According to Yih-Lin, Georgia, and Arlette, (2014, p. 311-326), Code-mixing was investigated on the fact of practicing the use of the second language of the speaker. “This is a study that investigated the code-mixing practices of languages from people who do mixing of other Kavango languages into Thimbukushu language. The findings of the study might have a benefit and or a negative impact because it indicated that the code-mixing forced by the teacher might serves on five pedagogical functions: (a) “to enhance students’ bilingualism and bilingual learning, (b) to review and consolidate content taught in the ESL and all-English classes, (c) to facilitate cross-linguistic transfer, (d) to increase understanding of home and U.S. cultures, and (e) to foster an understanding of cross-cultural differences. In particular, these functions encompass lexical, cross-cultural, and cross-linguistic dimensions. Findings suggest that strategic
use of code-mixing of bilinguals’ L1 and L2 in instruction may enhance students’ bilingual development and maximize their learning efficacy”.

5.3.3 Feeling Shy

Snyder, Timothy, and Smith, (1986), These authors, past some several years ago, they described that one of the authors who conducted a psychotherapy group consisting of women and men that have difficulties in involving themselves in social encounters and have discovered some outcomes. These authors discovered that some feeling may become as a matter of being nervousness and apprehensiveness when they meet new people or interview attempt for employment, or talking to people in a meeting and some other attempts. The outcome of being in that situation is that some are using their shyness as an excuse because they know they cannot succeed in that attempts they are trying but through shyness, they can be heard. It is true, for them they think that feeling shy can help in accepting their attitudes of knowing how to speak to people.

5.3.4 Stammering

Stammering could be a result of many factors. A learner can be assessed/evaluated individually to establish the cause of stammering. Stammering does not affect learners alone, but also adults alike. Generalizing in this case is not possible. This could be a result of (1) lack of self-confidence when the learner is in front of the teacher or other learners in class or in front of an unknown audience (“stage fright”); (ii) when the speech of the learner is not fully developed or resulting in a speech disability; and when a child lacks proper literacy skills (reading aloud and speaking skills) this sort of speech occurred. Other research throw a special explanation of what stammering is and how it affects people. “Stammering is typically recognised by a tense struggle to get words out. This makes it different from the normal non-fluency we all experience which includes hesitations and repetitions. Commonly it involves repeating or prolonging sounds or words, or getting stuck without any sound (silent blocking). Sometimes people put in extra sounds or words. Often people lose eye contact” (The British Stammering Association, n.d.).

Some people who stammer talk their way round difficult words so that you may not realise they stammer at all. This avoidance of words, and avoidance of speaking in some or many situations, is an important aspect of stammering (The British Stammering Association, n.d.).

Teachers should do enough presentation exercises that will increase the learner’s vocabularies in Thimbukushu; such as different types of speeches, dialogues, debates etc. These might reduce the problems of stammering, shyness or the fear to speak in public.
5.3.5 Fluency in Speaking

Soft speaking is a matter of becoming afraid towards the speaker. This may be observed when elders speak to the younger generations. The definition clarifies Fluency in a language means speaking easily, reasonably quickly and without having to stop and pause a lot. Becoming fluent in a language can take many years (British Council, n.d.). A village with a multicultural and multi-lingual community is difficult to use one language, as they practice all other languages in the community. Especially the area where multi-cultural and multi-lingual community live, learners speak different languages. The languages that are used here are the ‘The Kwe, the Kwanyama and Oshindonga language and Thimbukushu. There is some mixed language of Shinyemba language too. No, recent learners do not manage speaking Thimbukushu in the right way, but when they speak Thimbukushu they mixed; even being alone, they cannot express to speak fluently. People have realized that the language is getting lost. Parents are therefore encouraged to give examples to small children in speaking the language. Alone they cannot manage to speak without using another language.

5.4 Findings from Written Challenges

The analysis of the writing samples of the learners revealed problems of grammar, syntax, vocabulary, spelling, punctuation, word order and word formation, expressions and repetition of the same ideas. The highest era was arranged accordingly as listed above despite the absent of table and percentages. From the observation, learners are mostly mistaking in grammar in both speaking and written sentences. The written sentences include different word classes, subject-verb agreement, tenses in simple past tense and past participle including singular and plural form. The proper way of giving proper protocol in communication with others, where new technologies are included for shortening of words following the written format from the mobile communication. Syntactical errors across the paragraphs show learner’s lack of command over structure of a sentence like as in Chapter 1, 1.2 The Contextual background, paragraph 6 and 7; where words are spelt wrongly and incorrect formatting. Here vocabulary also plays an important role in the students’ writing error. Orthography (spelling and punctuation) errors are also found which form the backbone of the writing errors. (‘ko nga ni korwa, yo nga ni dhiri kwiya’) which is totally wrong in Thimbukushu. It sounds like: (‘I am sick yesterday, that’s why am absent’), Instead of: (‘Ame nga ni korwa peghundha, yodigho nga ni dhirera kwiya’). (‘I was sick yesterday, that’s why I couldn’t come’). Another examples are: (‘A sentence always starts with a capital letter, but the rest appears in small letters’). (‘Roruheya kutanga kutjanga thighbamba nothikurutjanga, yo kuthighara ko ne muyitjanga yoyimbiru’). For this sentence, learners say it this way: (‘Thighbamba roruheya kutanga nothikurutjanga oku yoyohe ya kona kukara muyimbirutjanga’).
Another example sound as follows: (‘Tamwa ame na tjir̄ kudighumbo’). When interpreted, it sounds like: (‘Uncle, I was run home’). Simply it supposed to be: (‘Uncle, I ran home’). The fact that learners use too much simple past tense, these problems appear unknowingly in their speaking. That’s why sentences sound differently. Another example is: (‘Yidye ghana turya mambapira popa?’) to interpret this sentence, it could be like: (‘Who placed the books here?’). It sounds a good sentence, but the word order is incorrect.

Some spelling errors were observed in those paragraph including in the sample attached. The usage of incorrect words is available in the form of word disorderness. Most of the words are inappropriate making meaning of words difficult to understand. Most of the words come from the respondents’ point of view esp. the use of spoken words and the style of writing words. Some examples might be difficult to explain: (‘mama kufa mwakumwa’, and ‘maghadhi ni pe ko name’. These words were used by learners in their writing. Repetition of ideas are also observed in learners’ writing and this mostly are present in their essay writing.

5.4.1. Lack of vocabulary

Hambukushu learners are using less vocabulary in their home language Thimbukushu due to using of other languages for translation. They know more words in other languages than in their home language. I see that only few know well how to spell their words in writing. Some studies described the spelling models of words as proposed to account for performance in languages with a deep orthography of English are applicable to a shallow orthography such as Thimbukushu. Some authors describe vocabulary as spelling of unfamiliar words. The same like in reading some authors such as (Glushko 1979; Kay & Marcel 1981) evaluated reading in many ways, some in writing, but other authors like (Campbell 1983) argued that by means of the lexical process as the orthography of new words and nonwords, all words can be written in order to obtain the difficult words using familiar words. Some authors like (Muhammad, Almas, Muhammad, 2016) see writing as an important skill in writing any texts. Though it is also considered a difficult skill, in the use of African languages like Thimbukushu, but this skill should be put in practice so that learners in the first place should know it. It is also emphasized that in terms of writing vocabulary play a very crucial role for the awareness of learners for the new or difficult words. It is also found in Haider (2012) such similar problems extracted from vocabulary in their studies.
5.4.2 Omitting words

Omitting of words is one of the challenges that learners have when they write tests, and essays. This are observed in the use of grammar e.g. spelling mistakes. The full forms of words should be written, even though elision occurs in the spoken language for e.g. Apa ame kuna kuninga eshi, and not Apa ‘me kuna kuninga. Which means if translated: “I say here thus” and e.g. Ha ningi eshi, and not Ha ningi’ishi. – Then he said. Word omission as stated by Free Dictionary means “in advertently leaving out a word, phrase or other language from a contract. I did come across learners with such problems of omitting words without vowels. The common problem is that some learner use spoken language when they write, which means they omit some of the letters within the words.

5.4.3 New technology

The use of new technology like cell phones has drastically influenced the writing of the languages among learners which have been developed into their languages. Technologies and Principles describe explain how technology contribute to the typos and spelling mistakes we all make when searching to help give quicker and more accurate search results. For example; if you type [grizzly pears] we can guess you probably meant [grizzly bears]. Using the same technology does not help, but telling them to use the long method like in Mathematics, can find right answers without mistakes. If we do the same with the language teaching like in writing sentences in full or in a formal way, spelling and pronunciation can be avoided (Thurairaj, Hoon, Roy & Fong, (2015).

5.4.4 Orthography (spelling mistakes)

Orthography was identified as part of the problem that causes Thimbukushu speaking learners to have problem when they write sentences. By explaining the word orthography, that does not hold water, as it should be put in practice for everyone to see how it is been used. Learners should be assisted throughout to understand the writing system of Thimbukushu. Knowing the standard orthography is a key issue in this regard. They should practice writing a lot.

As explained by Cuetos, (1993), orthography is a spelling of unfamiliar words. In reading some authors like (Glushko 1979; Kay & Marcel 1981) as cited by Cuetos, postulated orthography as reading by analogy in writing. Other authors like (Campbell 1983) also maintained that all words can be written by means of the lexical process as the orthography of new words and nonwords can be obtained by analogy with familiar words.

Orthography as explained by (Peereman, Dufour, Jennifer, Burt, 2009) has been repeatedly shown that, in the lexical decision task, words that include rimes with inconsistent spellings (e.g., /-ip/
spelled -eap or -eep) are disadvantaged, as compared with words with consistent rime spelling. This type of writing is a problem even in our language Thimbukushu, yes, but it is also an issue of not understanding or knowing the Standard Orthography of the language in question. Teachers who are supposed to be acknowledgeable about the correct standard orthography would be the first ones to “mislead” learners if they themselves do not have mastery of Thimbukushu orthography and grammar structures. Learners learn from what the teachers do! *Orthography part must be practiced every day to help learners to get used to writing without mistakes.*
CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.1 Interpretation of the Results of the Study

This study was conducted in order to investigating the factors why Hambukushu speaking Namibians are experiencing problems with speaking and writing in Thimbukushu fluently in order to enhance learners’ understanding of the value of speaking their own language. In line with the research findings, it has revealed that the participating agents and teachers attached significance importance to having the teaching of Thimbukushu to learners more seriously, lest they lack some strategies to be implemented.

Looking at all the participants ‘responses, the finding was obtained from the comments summarized up by the observer in his capacity as a researcher. From teacher’s interview questions these are the outcome of the problems. Findings also were summarized up from question to question. Examples of the findings are listed below:

6.2 Limitation of the Study

The limitation of this research was that, there were no studies conducted in Namibia for this language on speaking problems. Many colleagues whom the writer have approached came up with advises trying to change the idea and topic since it was difficult to find resources. This was a challenge and limitation for the writer specially to get secondary data for the literature review. Another possible limitation was that some people including teachers could not really see and admit that the problems existed and find it difficult to respond to the questions as it was challenges to them. Some teachers think that the writer is there to get information and perhaps expose them so they might not really feel free and answer questions with honesty.

The fact that speaking does not only happening in classrooms, this research could cover a wide range of speakers of the language in all various villages in the Mukwe district, but due to time consuming and finance he made use of selected schools and teachers involved in the study. One of the possible limitations of this study is that the writer was confronted with a lot of constraints such as workload, time, finance and personal problems. These time constraints made the writer to reduce the study population to a limited number of learners, teacher as well as factors that was investigated upon it.

Financial constraint was also another major problem because it hindered the writer from a wide range of information from the targeted population and there instead the writer carried out his research at four schools only. Fund was the backbone of all the areas to be covered as it required funding in items of transportation, stationary and materials. Personal problems such as family and extended family issues were also contributed to this study.

Time was a major barrier in this study, because time was limited and not sufficient enough to collect all the necessary data and also to conduct the interview.
6.3 Ideas for Future Study

Since there were no secondary data based on speaking and writing available, primary data from interview which was accumulated and collated from respondents in Mukwe Constituency was used for this research. A suggest avenue for future research is to develop data based on debate club in Namibia to permit a broader level of inquiry into the learner’s development growth. This also should include in-depth study on how to write books including non-fictions for learners to read so that they can broaden their thinking capacity. Fluency in speaking and accurate in writing for example should be located in the center of the schools Kavango-East Region in particular the Mukwe Constituency where most learners that are using the language are based. There is an apparent substantial gap in informatization between schools in town of Rundu and the rural or remote areas like that of Mukwe. Future studies should consider the regional differences when analyzing the impact of school, future and contributions made by stakeholders in Namibia.

Further research should also be directed on investigating the barriers, if there are, that hindering the story writing of learners in schools. Such research should explore the learning barriers and examination between the government ideas and the speakers.

6.4 Conclusion

Problem in speaking is complex. It is not only related with the students’ factors as listed, but also with the factors outside this context which is not mentioned here. With the internal aspects, the problem that have occurred were related with home language, the age, exposure, innate phonetic ability, identity and language ego, motivation and concern for good speaking. The points of those problems are related with condition of the learners.

In the external problem, activities in teaching speaking and writing have challenges to make a full classroom hour, because in primary school Thimbukushu lesson only have one or two hours a week, so they do limited time and they do not maximize in their ability in Thimbukushu as they do not have maximal time to practice in the outside of classroom because of the teaching following the syllabus from the government, considering the examination at the end of the year. They do not have ample time to do practical speaking and writing outside the classroom, unless in turn these activities are done by the learners themselves on their spare time.

Based from the problems mentioned above, it suggests that the teacher to choose themselves the methods that will suit them on the problems that they found during their teaching. There are many methods of teaching like, The Look and Say Methods, The Direct Methods, Community Language Teaching and Learning, The Silent Method and Communicative Language Teaching.
All these methods are considerable if teachers to be able to accept change for the delivery of good lessons.

6.5 Recommendation

Based on the findings of the study above, the following recommendations are proposed:
The secondary source findings include that: Arising from the findings of the research, the following recommendations were made:

- Several people I have interviewed suggested that it would be “more useful” to teach a major international language than a “useless” endangered language.
- The research recommended that speaking fluency does not have quality of speaking, nevertheless, people who are not fluent in national or official languages need access to services such as education, the media and the justice system, and inadequate translation might deny them access to justice. Hence, the vast majority of the population do not speak or read or write the official languages and are denied the opportunity to participate in public life.
- It is recommended that when you use other languages, your language is replaced by another, can lead to loss of self-confidence and lower achievement. Home languages should be supported; the majority population would also benefit from multilingual and cross-cultural education.
- The aim of demanding a language revival was that there has been little or no research conducted in Thimbukushu concerning the language usage. This study therefore became the focus of my own research into the indigenous language of Thimbukushu.
- The writer recommended further researchers to research more on the importance of using owns language in everyday life.
- Another recommendation goes to the teachers who are in the field to encourage themselves to participate into professional development service like debate, workshop and attending public lectures where they can raise their challenges concerning the use of fluent language speaking.
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*International Journal of Humanities and Social Science Vol. 3 No. 13: July 2013*
[www.ijhssnet.com](http://www.ijhssnet.com)


[http://bjsw.oxfordjournals.org/content/40/2/352.short](http://bjsw.oxfordjournals.org/content/40/2/352.short)


### Appendix 1: Classroom Observation Schedule

<table>
<thead>
<tr>
<th>School: __________________</th>
<th>Year: ________________</th>
<th>No. of children: ______</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher: _________________</td>
<td>Date: ________________</td>
<td>Duration: _____________</td>
</tr>
</tbody>
</table>

1. **Lesson topic and activities:** What is the lesson about and activities are learners involved in?

2. **Language use and skills development:** What language is used? What skills are emphasized?

3. **Interaction:** What kinds of interaction is used occur and how are groups organized?

4. **Teacher’s roles:** What roles does the teacher play?

5. **Children’s responses:** How do the children respond during the lesson? Do they appear to understand the lesson?

6. **Encourages accepts and make use of learner’s ideas:** Comments

7. **Uses English adequately:** Comments

8. **Resources:** What resources are used and how are they used?
Appendix 2: Interview Schedule with Teachers

1. How long have you been teaching this subject?

2. What is the cause of mixing-up another language into your home language?

3. How many times do you teach speaking in your classroom?

3. What is the problem of learners not speaking fluently their Mother Tongue Thimbukushu?

4. What is the reasons of feeling shy when speaking to famous people and do not look in the eyes? of an opponent?

5. What challenges do learners have in writing their Mother Tongue Thimbukushu?
Appendix 3: Interview Schedule with Students

11. What language do you speak at home?

12. Do you join other or peer groups after school hours?

13. Explain why most learners do not speak Thimbukushu language fluently as expected.
Appendix 4: Interview schedule with School Head

1. How does speaking fluently encourage learners during speaking lesson?

2. Explain what have you realized about the Thimbukushu language usage by learners in the class?

3. If speaking fluency affects your learners negatively, what should be done to improve this?

4. What is the cause of feeling inferior to professional people or to other members of the community when speaking Thimbukushu language?
Appendix 5: Interview schedule with Education Officers

13. What experience do you have in teaching Thimbukushu language?

14. You have been teaching Thimbukushu to learners that speak your language, what might be the cause of stammering when speaking oral/aural or any discussion in the class?

5. What problem do Hambukushu learners have, for why they cannot write for publication according to the stakeholders.
Appendix 6: A letter to the Director of Education

P. O. Box 88
University of Namibia
Rundu Campus
06 June 2016

The Director of Education
Kavango Region
Rundu

Dear Sir

Re: A request for a time interview

I Katoyima Eliphast Dikuaa from the University of Namibia would like to ask your good heart to grant me a permission to conduct interviews at the following schools such as: Shamangorwa, Mayara, Divundu, Martin Ndumba and Omega, as to accept my requisition based on a research that I am busy with.

I am currently studying with the University of Eastern Finland; a Master’s degree in Primary Education and is now busy on the part of collecting datas. This research investigates issues in our Namibian languages, more especially Thimbukushu language.

The reason I am writing this letter is in order for me to collect data that will help the researcher to find answers to the problems encountered for the research. My research topic is: “Investigating the factors why haMbukushu speaking Namibians are experiencing Problems with Speaking and Writing in Thimbukushu fluency.”

The researcher has realised from the previous examination marking scripts that, “Learners have writing problems, what about speaking?”

Therefore for the research to be successful, a researcher has to conduct an observation and an interview to students at schools where the language is spoken.

The date for the interview will be determined from the outcome of this letter. Preferably as from today on.

I hope that my request will be given your highest attention at your earliest convenience.

Yours in education

Katoyima Eliphast Dikuaa

Contact: +264 81 368 5600
Appendix 7: A Letter to the School Head

Dear Sir

Re: A request for a time interview

I Katoyima Eliphast Dikuua from the University of Namibia would like to ask your good heart to grant me a permission to conduct an interview at your school as to accept my requisition based on a research that I am busy with. I am currently studying with the University of Eastern Finland a Master’s degree in Primary Education and am now busy doing my Thesis. This research investigates issues in our Namibian languages, more especially Thimbukushu language.

The reason I am writing this letter is in order for me to collect data that will help the researcher to find answers to the problems encountered for the research. My research topic is: “Investigating the factors why haMbukushu speaking Namibians are experiencing problems with speaking and writing in Thimbukushu fluency.” Your school is one of the selected targets since the school has Thimbukushu as a subject taught from which the researcher has realized from the previous marking. The question that puzzled the researcher was that; “If learners have such writing problems, what about speaking?”

Therefore, for the research to be successful, a researcher has to conduct an interview and observe students at schools where the language is spoken.

The date for the interview is not determined yet, because of the recess we recently undergone, but preferably just after the holiday.

I hope that my request will be given your highest attention at your earliest convenience.

Kind regards

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Katoyima Eliphast Dikuua
Appendix 8: A Letter to the Teachers

P. O. Box 88
University of Namibia
Rundu Campus
11 May 2016

The Teacher
Primary /Combined School
Kavango-East Region
Rundu

Dear Sir

Re: A request for a time interview

I Katoyima Eliphast Dikuua from the University of Namibia request your good heart to assist me with the interview that I would like to conduct at your school based on a research that I am busy with. I am currently studying with the University of Eastern Finland a Master’s degree in Primary Education and am now busy doing my Thesis. This research investigates issues in our Namibian languages, more especially Thimbukushu language.

The reason I am writing this letter is in order for me to collect data that will help me to find answers to the problems encountered for the research. My research topic is: “Investigating the factors why HaMbukushu speaking Namibians are experiencing problems with speaking and writing Thimbukushu fluently”. You are one of the selected target since you are responsible for the teaching of Thimbukushu language at your school from which the researcher has realized problems and decided to conduct a research thereafter.

For the research to be successful, a researcher has to conduct an interview by observing teachers and students at schools where the language is spoken.

The date for the interview is not determined yet, because of the consent letter from the Director of Education which was not received yet.

I hope that you will enjoy the intention of this letter at your earliest convenience.

Kind regards

…………………………………………
Katoyima Eliphast Dikuua
Appendix 9: A Consent Letter from the Director of Education

REPUBLIC OF NAMIBIA
KAVANGO EAST REGIONAL COUNCIL

DIRECTORATE OF EDUCATION, ARTS AND CULTURE

Date: 08 June 2016

The University of Namibia
P.O. Box 88
Rundu Campus

FOR ATTENTION: Mr. Katoyima Eliphas Dikuua

RE: PERMISSION TO CARRY OUT AN EDUCATIONAL RESEARCH PROJECT
AT SCHOOLS IN KAVANGO EAST REGION

The Directorate of Education, Kavango East Region has received the request of Mr. Katoyima Eliphas Dikuua seeking permission to conduct a research at the following school: Shamangorwa, Mayara, Divundu, Martin Ndumba and Omega.

The main objective of the study is to investigate issues in Namibian languages, more especially Thimbukushu. The study is of utmost importance to the learners and the entire education fraternity. Therefore kindly accord him the necessary support during the time of conducting research.

NB: Official school program should not be interrupted in any way.

Yours sincerely,

[Signature]

M.H. Nauyoma
DIRECTOR OF EDUCATION, ARTS AND CULTURE
KAVANGO EAST AND WEST REGIONS