



## The Multilingual Dilemma: Overcoming Language-Related Drawbacks in Implementing Education 5.0 in Matabeleland South Province-Zimbabwe

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DOI : <https://doi.org/10.55248/gengpi.5.1124.3333>

### ABSTRACT

Matabeleland South Province's linguistic diversity poses significant challenges to effective implementation of education 5.0 in schools as well as in higher and tertiary institutions. With over five languages spoken across the province, multilingualism often leads to language barriers, hindering students' understanding and teachers' instruction. This paper explores the language-related drawbacks in implementing education 5.0 in Zimbabwe especially in Matabeleland South where the dominant languages are formerly marginalised languages such as Tjikalanga, Venda and Sotho among others. The study aims at exploring issues such as language of instruction vs. students' mother tongues; limited educational resources in local languages;- Teacher training and language proficiency such as curriculum content and cultural relevance. A survey was conducted gathering data through questionnaires, observations and focus group discussions on 200 participants who were purposively and randomly sampled including learners (primary and secondary), student teachers, qualified teachers and lecturers from teachers' colleges in Matabeleland South province. The study findings revealed significant challenges in the implementation of Education 5.0 such as resource allocation, teacher training, and student assessment among others. Moreover, the study highlights the tension between major languages (e.g., English, Ndebele, Shona) and minor languages with implications for language policy and practice. The findings also underscore the need for context-specific solutions, resource investment, and policy reforms to harness the potential of multilingualism in Zimbabwean education. The research contributes to the on-going debate on language and education, emphasizing the importance of inclusive and culturally responsive education systems that value linguistic diversity.

**Keywords:** Multilingualism, Education 5.0, Language of Instruction, Mother Tongue-Based Education. Xangani- is officially known as Xitsonga

### Introduction

The government of Zimbabwe with its thrust for the nation to become an upper middle-income economy by 2030, it influenced the Ministry of Higher and Tertiary Education to avoid dwelling only on Education 3.0 which comprised of teaching, research and community service. That gave birth to education 5.0 which added innovation and industrialisation to the three already based on pillars. This system of education is driven by a heritage based philosophy which seeks higher and tertiary institutions to produce students that are able to produce goods and services that contribute to national industry and commerce using locally based resources. Having such skills, student teachers can be in a position to solve real problems faced in schools and communities in which they will do their teaching practice and work after being qualified through integrating entrepreneurship, innovation and industrialisation likewise incorporating digital skills and literacy into the curriculum; working on projects that solve real world problems as well as ensuring inclusivity for all students involving those with disabilities, different cultural and linguistic backgrounds.

Language should not be relegated as one of the important vehicle to the success of implementation of such a programme. According to Kumar and Khare (2023) man creates new knowledge through language. All instructions and communications in implementation of education 5.0 are done through languages. Given the multilingual status in Matabeleland South province of Zimbabwe where several languages such as Ndebele, Venda, Sotho, Kalanga, Xitsonga, Shona and Tonga among others are spoken; significant language-related challenges to effective implementation of education 5.0 might be faced. UNESCO (2011) argues that multiplicity of languages in the community may exacerbate the challenge of providing mother tongue education for all children. Multilingualism is defined by Nakara (2011) cited by Matsa, Moyo and Sibanda (2018) as the act of using numerous languages either by an individual speaker or by a community of speakers. She further states that multilingualism is a linguistic society or country where more than two languages are spoken by people. This study dealt with a multilingual society of Matabeleland South province which involves lecturers, student teachers, qualified teachers and primary and secondary school learners who belong to different language speaking communities. Magwa (2010)

propounds that policy on language in schools and tertiary institutions successfully relegated African languages in the whole system that is why in the multilingual situation, English is considered a prominent language enjoying higher status whereas Ndebele and Shona have low status with other languages having the lowest status. This reflects an unfair treatment of languages in education in a multilingual society. Despite the government of Zimbabwe's effort to ensure that indigenous languages are developed and promoted through the 2013 Constitution which made 16 languages official and mandates the state and all institutions and all agencies of government at all levels to ensure that all officially recognised languages are treated equitably, languages discrepancies in implementation are still existing. Mawarire and Tanyanyiwa (2023)'s study discloses that the policy is not effectively implemented thereby perpetuating the dominance of English language. The use of other languages in multilingual societies therefore is denigrated. Given, that state of affairs, it was found necessary to study on multilingual related challenges that affect implementation of Education 5.0 in Matabeleland South province with the intention of getting strategies to overcome such drawbacks and promote effective implementation of such a significant education program.

Several studies have reflected that there are many benefits that emanate from the use of the mother tongue in instruction, thereby side-lining other languages in a multilingual society might pose a lot of challenges on implementation of education 5.0 in educational institutions. UNESCO (2011) cites Kosonen (2005) who opines that when children are offered opportunities to learn in their mother tongue, they are more likely to enrol and succeed in school. However, this benefit cannot be accrued when challenges that exist in multilingual societies are not mitigated. Whilst Benson (2002) in UNESCO (2011) insists that multilingual education can promote great social tolerance among linguistic groups, it is saddening to realise from Mufanechiya and Mufanechiya (2018) that for a long time minority languages have played second fiddle to the main indigenous languages namely ChiShona and IsiNdebele in the Zimbabwean Education system. This diglossic situation according to Mufanechiya and Mufanechiya (2018) has seen children from minority language communities and backgrounds being grossly disadvantaged when it came to schooling. Thus why this study aimed to explore issues to do with the language of instruction versus mother tongue and more inclined to formerly marginalised languages such as Kalanga, Venda and Sotho among others to have a clear understanding of the challenges faced in implementing Education 5.0 in Matabeleland South province and to come up with the way forward towards overcoming such drawbacks.

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## Review of related literature

### Use of local languages in implementing Education 5.0 in multilingual institutions

**The Language Policy in the Constitution of Zimbabwe Amendment (No. 20) Act 2013, Chapter 1; Section 6; page 17 states that:**

“(1) The following languages namely Chewa, Chibarwe, English, Kalanga, Koisian, Nambya, Ndau, Ndebele, Shangani, Shona, Sign language, Sotho, Tonga, Tswana, Venda and Xhosa, are the officially recognized languages of Zimbabwe.

(2) An Act of Parliament may prescribe other languages as officially recognized languages and may prescribe languages of record.

(3) The State and all institutions and all agencies of government at every level must-

(a) ensure that all officially recognized languages are treated equitably; and

(b) take into account the language preferences of people affected by governmental measures or communications.

(4) The State must promote and advance the use of all languages used in Zimbabwe, including sign languages, and must create conditions for the development of those languages.”

This policy sounds an intend to promote the use of all officialised languages including indigenous languages in important sectors such as education, however, Mufanechiya and Mufanechiya (2018) argue that, despite efforts to develop and use minority languages, teachers' colleges and universities remained seized with the traditional languages ChiShona and IsiNdebele leaving no space for minority languages. This resonates with Muchenje, Gongora and Bondai (2013)'s observation that it is only Shona and Ndebele that became native languages which gain advantage in education system while the rest such as Sotho, Nyanja and Kalanga suffer a calculated negligence. It was therefore, necessary to find out languages used to implement education 5.0 in institutions with diverse languages to explore its impact on implementation of such a program and to establish ways to mollify the drawbacks on implementation.

Mwanza (2020) cited by Nyimbili and Mwanza (2021) holds that regional languages do not represent the actual languages of play and community languages available in the Zambian communities. This is against the status quo that Shona and Ndebele can represent other languages in education if the same scenario is applied in Zimbabwe.

Magwa (2010) in a clear elaboration, postulates that policy on language in schools and tertiary institutions successfully relegated African languages in the whole system that is why in the multilingual situation, English is considered a prominent language enjoying higher status whereas Ndebele and Shona have low status with other languages having the lowest status. The effects of the dominance of English language in implementation of education 5.0 as well as ways to promote the use of local indigenous languages were therefore, intended to be disclosed by this study.

### Language-related drawbacks in the implementation of education 5.0 in multilingual institutions

According to UNESCO (2011) many of the world's languages and cultures are endangered by historical incursions, mostly associated with colonialism and a host of political, economic and social processes. It further elaborates that political, social and technical considerations often collide in policy

makers' decisions on language medium, schooling and curriculum. Therefore, literature on language-related drawbacks in the implementation of education 5.0 in multilingual institutions was given in three categories which included political, social and economic drawbacks.

#### **Political drawbacks**

Desai (2012) argues that if the policy makers lack a political will or commitment, it becomes a state barrier to the implementation of the mother tongue policy in African countries in general. This is in line with Sproud (2002)'s view that linguistic marginalisation of minority language groups and their political marginalisation go hand in hand. Thus, the political effect on use of languages in important sectors like education. In addition, Gora (2013) and Chivhanga and Chimhenga (2013) propound that there is lack of a clear language policy in Zimbabwe. This concurs with Mawarire and Tanyanyiwa (2023)'s discovery that what stipulates how languages are to be used in education have been some ministerial circulars, education acts and the National Constitution that guide the use of languages in Zimbabwe. Magwa (2008) cited by Mawarire and Tanyanyiwa (2023) discloses that even though the policies like Nziramasanga Commission's recommendations were put in place, there is still no a policy which pressurises for implementation. These views are centred on the influence of lack of political intention on making of a clear language policy which promotes the use of mother tongue including marginalised languages, but the view should be aligned to language-related drawbacks on implementation of education 5.0 in multilingual institutions.

#### **Economic drawbacks**

Matsa et al (2018)'s study revealed that teachers lack culturally rich instructional media to conduct effective language lessons in multicultural classrooms. This matches UNESCO (2011)'s discovery that educational resources in a language might be lacking. This study therefore, wanted to find out whether lack of instructional resources was one of the language-related drawbacks that affect implementation of education 5.0 in a multilingual institution.

Mavesera (2009) argues that for as long as indigenous languages are not directly linked to benefits that accrue at the ending of educational experiences, the Zimbabwean society is likely to continue clinging to the prejudices that English is a gateway to success. This is supported by Nhongo (2013) who postulates that English language is useful in finding employment and furthering education in Zimbabwe. Another drawback to the provision of mother tongue to all children in multilingual classrooms is seen by UNESCO (2011) as lack of incentives for teachers. However, it was not clear on how implementation of education 5.0 is affected by lack of economic benefits attained through the use of mother tongue in multilingual educational institutions, hence, the reason behind carrying out this study.

#### **Social drawbacks**

According to Kumar and Khare (2023) students' weak linguistic background in language makes it even more challenging for the teacher to cope with the situation because of continuous code-switching from Hindi to English or sometimes in the learners' local languages. They further allude that there are lack of update teacher trainings for the teachers to learn the new teaching strategies and methodologies to make more effective and interesting learning. In the same line of thought, Mufanechiya and Mufanechiya (2018) reveal that teachers without minority language background were and are deployed to those areas where minority languages are mostly spoken in Zimbabwe making it very difficult for them to champion the cause of these languages. Moreover, Nyimbili and Mwanza (2021) also found that the teaching of literacy in a multilingual class was associated with challenges like the mismatch between the language of instruction and dominant learners' familiar languages that exist in the classroom. This study therefore, wanted to explore the link between children and teachers' linguistic background and the implementation of education 5.0 in multilingual institutions of Matabeleland South province.

Another scholarly view has pointed out negative attitude as a drawback to the implementation of mother tongue education in multilingual institutions. Brocke-Utne and Skattum (2009) cited by Mawarire and Tanyanyiwa (2023) indicate that the people of Uganda resisted the promotion of indigenous languages like KiSiwahili in education. In the same wave length, Magwa (2009)'s study revealed that people from Kenya, Namibia and Malawi confessed that they look down upon their languages. This study, however aimed to explore people's attitudes towards implementing education 5.0 in multilingual institutions of Matabeleland South province.

#### **Strategies to promote effective implementation of education 5.0 in multilingual institutions**

UNESCO (2011) recommends recruiting of teachers who are fluent in the language of instruction with language proficiency in reading, writing and speaking as well as providing pre-service and in-service teacher education to ensure that teachers can engage in effective pedagogy and be culturally competent. Furthermore, UNESCO (2011) encourages doing awareness campaigns on the importance of the development and use of mother tongue based instruction and support the critical role of governments in promoting effective mother-tongue based multilingual education programs.

According to Nyimbili and Mwanza (2021) the Ministry of Education and stakeholders should work together and revise provisions of the language policy guidelines so that it reflects the current linguistic composition of the language zones. In complementary, Mawarire and Tanyanyiwa (2023) recommends that a clear language policy which enhances equitable treatment of all indigenous languages should be put in place to enable implementation of the policy and development of minority languages. UNESCO (2011) shows the same sentiments by recommending that there should be promotion of clear, sustained political commitments to multilingual education in policy frameworks and administrative contexts at national and local levels.

Kumar and Khare (2023) advocate that teachers have to translate for students in their local languages and code-switch as an aid for learners in a multilingual classroom to understand. According to UNESCO (2011) new terminology for modern academic discourse may need to be developed. It

further elaborates that, to meet needs of curriculum and resource development, translation of already approved learning materials for various subjects is one approach that has been effectively used in some places like in Kenya where the Institute of Education produced one book and had it translated into the various languages, surmounting the economic obstacle of producing different books in every language of the students and satisfying the need for teaching and learning resources in a centralised curriculum.

It is encouraged by Mufanechiya and Mufanechiya (2018) to establish a journal in indigenous languages, specifically on minority languages to contribute and further develop knowledge in those languages, as well as in ensuring the availability of relevant literature. This study therefore, was intended to find out whether suggested strategies can help to enhance effective implementation of education 5.0 in institutions of diverse languages.

## Methodology

A survey design was adopted so as to enable the researchers to generalize the study results to all institutions in the province. The design was chosen so that data can be generated from a bigger sample size within a short period of time.

**Sampling:** The population was stratified first according to category (lecturers, qualified teachers, student teachers, learners). Within the strata, the participants were also grouped according to their mother tongue. Random sampling was then used to select participants from their L1 group. A total of 200 participants were selected comprising of (21 lecturers, 50 qualified teachers, 50 student teachers, 79 learners). The participants belonged to 1 teachers' college, 5 primary schools and 5 secondary schools from various districts of Matabeleland South to attain valid and reliable data. Student teachers involved those on teaching practice and those that are at college after completion of teaching practice with the practical experiences of implementing education 5.0 principles and skills in schools.

**Instruments:** Questionnaires, observations and Focus group discussions (FGD) were used. Questionnaires were administered to teachers (both qualified and students), Focus group discussions were conducted to learners and lecturers (they were grouped according to their L1). Lecturers were divided into 7 groups (Shona, Ndebele, Tonga, Tshivenda, Xangani, Tjikalanga, and Sesotho) and learners were grouped according to the 7 languages. Observations were done to see how lessons are being carried out by a teacher deployed where they are not fluent in L1 of that place and where a learner from another L1 is taught by a teacher using another language or where learners from different L1 are mixed in one classroom.

**Validity and Reliability:** Triangulation of data collection instruments was used to verify the authenticity of results whereby consistency of responses was checked.

**Ethics considered:** Members were informed about the purpose and aims of the study; their participation was voluntary after signing the informed consent form. The participants were told that their responses will be used for this study purposes only and they are also free to withdraw from the study anytime without infringing the relationship with the researchers.

## Key results

Data collected was presented and analysed through the use of both diagrammatic and descriptive statistics. Tables, pie charts and graphs were used to present data collected through questionnaires from both student and qualified teachers followed by description and analysis of the data. Data collected through observations and focus group discussions was embedded on and corroborated with data obtained from questionnaires in analysis.

## DEMOGRAPHIC DATA OF PARTICIPANTS

A total of 100 teachers participated in this study.

**Table 1:** Demographic Data of participants (n=100)

Demographic characteristics		Number of participants
Gender	Female	53
	Male	47
Age in years	Below 20	0
	20-29	10
	30-39	40

	40-49	45
	50+	5
Teaching experience in years for 50 qualified teachers only	Below 10	16
	10+	34
Mother tongue	Ndebele	38
	Shona	27
	Venda	8
	Sotho	11
	Kalanga	10
	Tonga	4
	Xangani	2
	Others	0
Level taught	ECD	20
	General-primary	45
	Secondary	35
Status	Qualified teacher	50
	Student teacher	50

Results obtained revealed that 53 females and 47 male teachers participated in this study. The data also shows that 10 teachers of the age group 20-29; 40 teachers of the age group 30-39; 45 teachers of the age group 40-49 years and 5 teachers of 50 years and above old participated in this study. There was no teacher of the age group below 20 years old participated in this research study. The table reflects that 16 qualified teachers had below 10 years teaching experience while 34 qualified teachers were in the teaching field for 10 years and above. It is shown again that teachers' mother tongues were as follows; 38 Ndebeles, 27 Shonas, 8 Vendas, 11 Sothos, 10 Kalangas, 4 Tongas, 2 Xitsongas and no one had the other mother tongue besides the mentioned ones. In addition to that, 20 respondents disclosed that they were ECD teachers, 45 indicated that they were General primary school teachers while 35 were secondary school teachers. Findings also revealed that 50 teachers were qualified while 50 were still student teachers.

The results reflected that more female respondents than male respondents were incorporated in this study. That was not intentionally determined but that happened through random sampling whereby more females were by chance selected than males. That was regarded as a fair number since the population number of females from which the sample was taken was bigger than that of males. The difference was also not much big likewise the sample for learners and lecturers who were fairly represented by reasonable numbers of females against males hence, results were not gender biased. Among teachers who participated in this study no one was below 20 years old and most of them were even above 30 years old, hence mature participants were incorporated in this study. That promoted credibility of results obtained. Furthermore, more teachers who participated in this study had 10 years and above teaching experience. This indicated that more participants had been in the teaching field for a long period of time; hence their views came from their experiences and could be considered as valid and reliable.

Results also showed that the sample of teachers comprised of teachers with 7 different mother tongues though Ndebeles and Shonas were more than others. Even the sample for learners and lecturers comprised of multilingual participants. This reflects that there are diverse languages in Matabeleland South province educational institutions and also responses from participants with different mother tongues could bring a lot of ideas which could enrich the study. In addition, data also showed that participants included ECD, General-primary and secondary education teachers. Learners were also selected

from those three major levels of education, hence results were generalised across primary and secondary education levels. Also the number of qualified teachers compared to student teachers was the same so that results could be neutralised by varying experiences between the two groups.

## USE OF LOCAL LANGUAGES IN IMPLEMENTING EDUCATION 5.0 IN MULTILINGUAL INSTITUTIONS

### Learners' mother tongues

When teachers were asked about the learners' languages they frequently use when communicating, showed that various languages including Ndebele, Shona, Sotho, Venda, Kalanga and Tonga were spoken. The learners also indicated that they use various languages in communication. This proves Matabeleland South province to be a multilingual society where equitable treatment of languages should be done in implementation of education 5.0.

### Language mostly used in teaching and learning or implementing education 5.0

Data from 20 ECD, 45 General-primary and 35 secondary school teachers

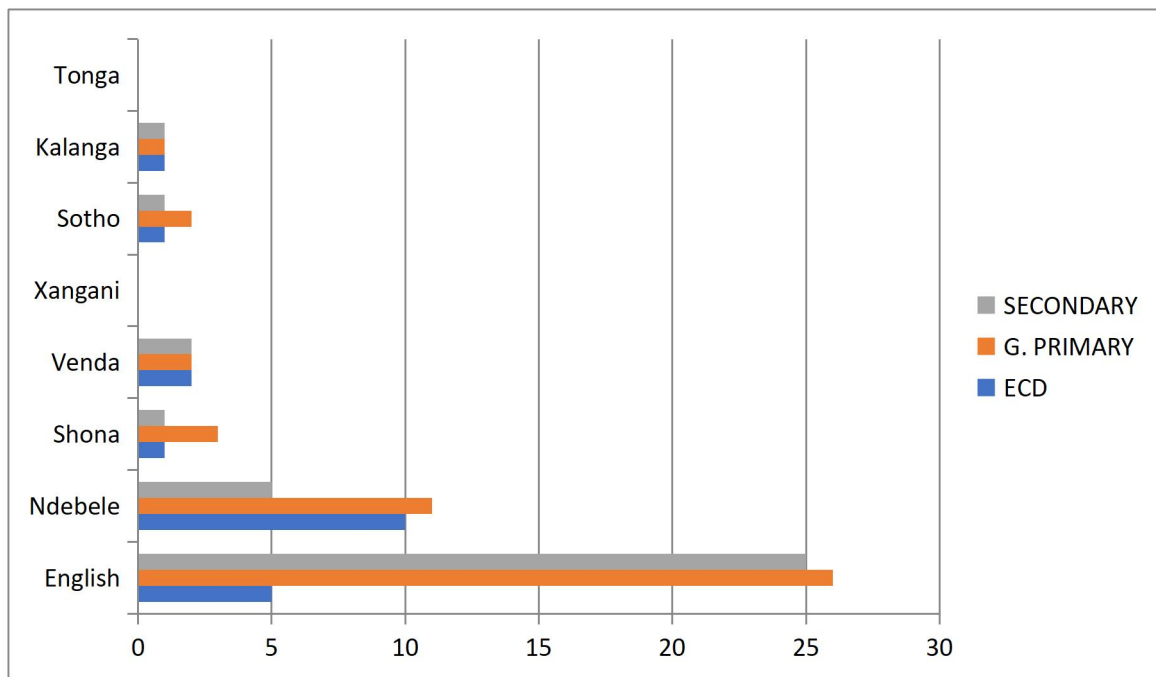


Fig 1: Language mostly used in teaching and learning or implementing education 5.0

Data collected and presented showed that out of 20 ECD teachers, 5 indicated that they mainly use English language, 10 mainly use Ndebele, 1 use Shona likewise the number of teachers who use Sotho and Kalanga while no one indicated that he or she uses Xangani or Tonga in the teaching and learning process or in implementing education 5.0.

The General primary school teachers' responses reflected that 26 mainly use English language, 11 Ndebele, 3 Shona, 2 Venda, 2 Sotho, 0 Xangani, 1 Kalanga and 0 Tonga in the teaching and learning process or in implementing education 5.0.

Results from secondary school teachers revealed that 25 mainly use English, 5 Ndebele, 1 Shona, 2 Venda, 0 Xangani, 0 Tonga and 1 per language for Sotho and Kalanga languages in implementation of education 5.0 in schools.

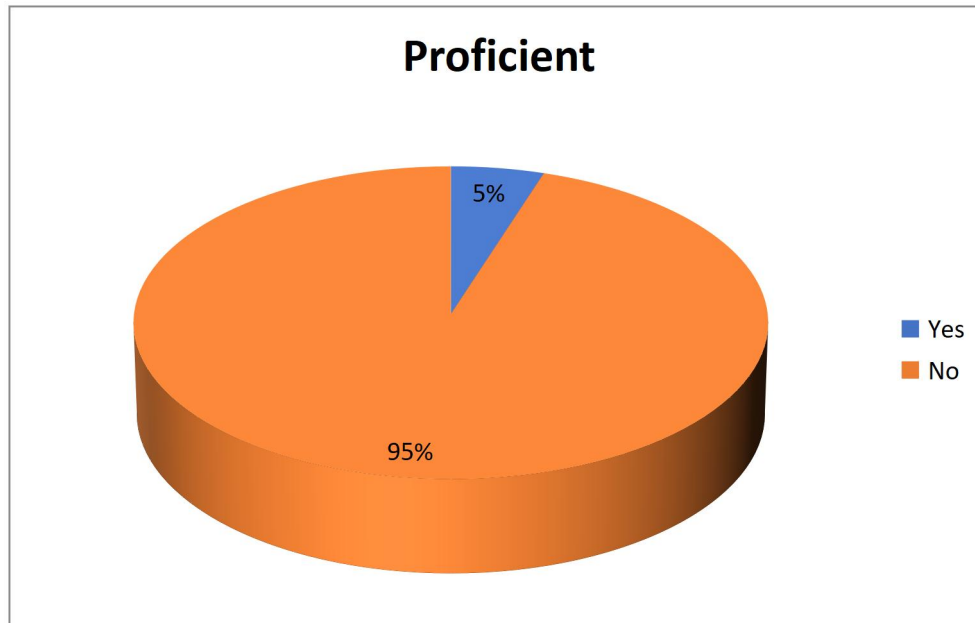
Results presented reflect that the languages that enjoy the dominance of use in schools of Matabeleland South are Ndebele and English, thereby denigrates the use of other languages which are spoken by learners as mother tongues. Muchenje et al (2013) unpacks that it is only Shona and Ndebele that became native languages which gain advantage in education system while the rest such as Sotho, Nyanja and Kalanga suffer a calculated negligence. This implies that other languages from the minority groups are not equitably treated in use as Shona and Ndebele. Through observation, it was also discovered that English and Ndebele are mostly used languages in the teaching and learning process whereby sometimes teachers code-switch and code-mix the languages. Through discussions with learners they revealed the same sentiments. Lecturers also through discussions indicated that the language mostly used in tertiary education is English. However, one of the lecturers said that, "We expect our ECD student teachers to teach learners in their mother tongues while junior primary and secondary school student teachers are expected to use English language in subjects which are not indigenous languages." This compromises effective implementation of education 5.0 in those multilingual institutions.

## LANGUAGE-RELATED DRAWBACKS IN THE IMPLEMENTATION OF EDUCATION 5.0 IN MULTILINGUAL INSTITUTIONS

### Language-related drawbacks that teachers face

### Lack of knowledge and proficiency in some languages

A total of 100 teachers' responses on whether they are proficient in learners' mother tongues



**Fig 2: Lack of knowledge and proficiency in some languages**

The data above shows that 95% of the teachers indicated that they were not proficient while 5% agreed that they were proficient in mother tongues of all learners they teach. This resembles that other languages were side-lined during the implementation of education 5.0 in multilingual institutions since most of the teachers could not speak learners' mother tongues. This fits in with Mufanechiya and Mufanechiya (2018)'s observation that teachers without minority language background were and are deployed to those areas where minority languages are mostly spoken making it very difficult for them to champion the cause of these languages.

### Other drawbacks

When asked about other language-related drawbacks they face in implementing education 5.0 in multilingual schools teachers stated challenges that include lack of resources such as media and textbooks, lack of support from the school administrators and government, lack of adequate training on how to implement both education 5.0 and the mother tongue teaching, failure to engage parents who speak different languages from them and demotivation from other staff members and learners who have negative attitude towards other languages. The same challenges were also highlighted by lecturers through discussions as challenges that affect their student teachers in implementing education 5.0 in multilingual institutions.

### Language-related drawbacks that learners face

Data from 100 teachers on language related drawbacks that learners in multilingual institutions face in implementation of education 5.0

**Table 2: Language-related drawbacks that learners face**

Teachers' responses	Frequency
1. Limited access to resources in their languages	95%
2. Failure to understand assessment questions and tasks in another language	55%
3. Failure to manage multiple languages and avoiding language interference	55%
4. Having anxiety when speaking in a new language	60%
5. Struggle to express themselves in a new language	90%
6. Difficulty in comprehending instruction in a non-native language	75%
7. Failure to share ideas with others	80%

Data obtained shows that most of the teachers 95% identified limited access to resources for learners' languages as one of the major drawbacks that learners in multilingual institutions face in implementation of education 5.0. This challenge is followed by learners' struggle to express themselves through a new language as 90% of the teachers showed. It was indicated by 80% of the teachers that learners in multilingual institutions fail to share ideas; 70% showed that they face difficulties in comprehending instructions given in a non-native language while 60% highlighted that learners develop

anxiety when speaking in a new language. It was revealed by 55% of teachers that learners fail to understand assessment questions and tasks in another language as well as failing to manage multiple languages.

The findings showed the chief challenge as learners' limited access to resources in their languages; hence effective implementation of education 5.0 cannot be achieved without enough resources. Matsa et al (2018)'s study revealed that teachers lack culturally rich instructional media to conduct effective language lessons in multicultural classrooms. This has link with UNESCO (2011)'s discovery that educational resources in a language might be lacking. Through focus group discussions with learners and lecturers, lack of resources for other languages especially textbooks for the formerly marginalised languages was pointed as one of the major drawbacks to the implementation of education 5.0 through mother tongues in multilingual institutions. However, not only lack of resources is a major challenge but also other drawbacks indicated are cause of concern since all of them were identified by more than 50% of teachers each.

Through lesson observation, it was also discovered that communication challenges in languages used by teachers which the learner might not be proficient in, results to non-participation thereby compromising effective implementation of education 5.0. This implies that they should be taught using their mother tongues. The findings brought out that learners' lack of proficiency in any used language scare them from sharing ideas with others.

One of the lecturers during focus group discussions alluded that, "Given the multilingual situation at our college, students are affected by communication difficulties to express themselves and share ideas with those that come from a different linguistic group causing them to choose to use English language which does not help them to well understand culture- bound concepts." This implies that even tertiary institutions are affected by multilingual situations in their institutions to effectively implement education 5.0.

### STRATEGIES TO PROMOTE EFFECTIVE IMPLEMENTATION OF EDUCATION 5.0 IN MULTILINGUAL INSTITUTIONS

#### Strategies used by teachers to solve challenges they face to enhance effective implementation of education 5.0 in multilingual institutions

Data from 100 teachers on the strategies they use

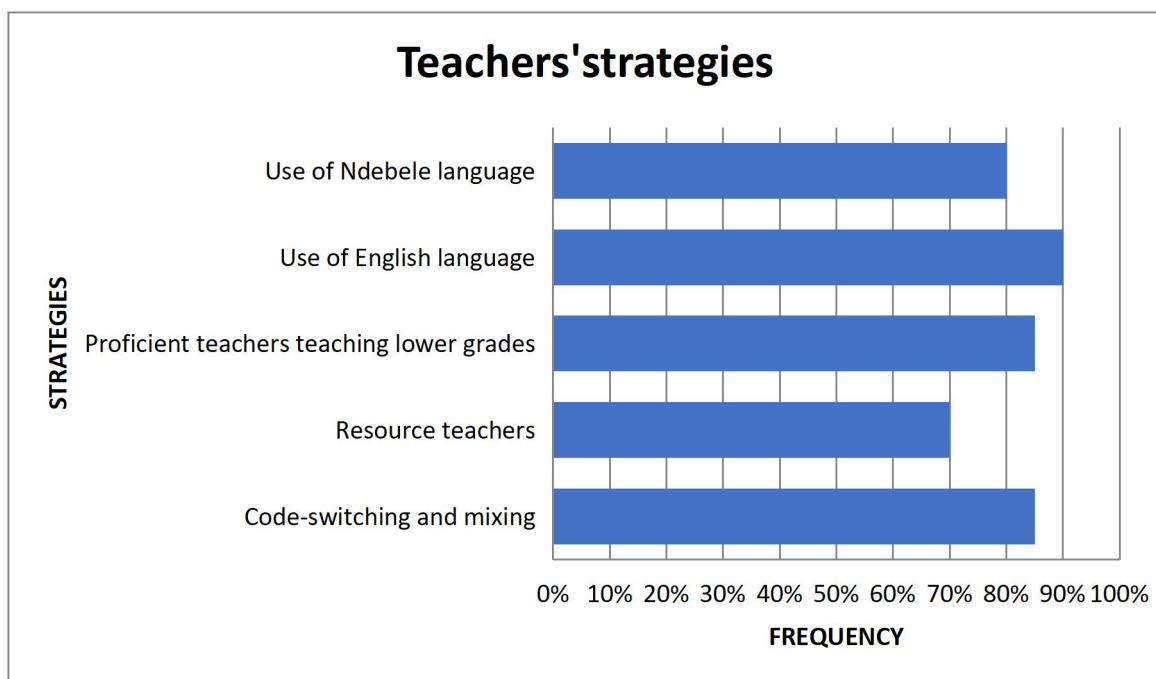


Fig 3: Strategies used by teachers

The above findings reflect that 85% of the respondents code-switch and code-mix as they interact with learners during the implementation of education 5.0 so that learners can understand what they say. 65% of the teachers indicated that they make use of resource teachers to teach through the language they are not proficient in while 85% of them highlighted that schools make local arrangements for teachers with proficiency in learners' mother tongues to teach lower grades which cannot understand English language while those teachers that cannot speak learners' languages teach upper grades at primary school level where they mostly use English language. 90% of the teachers disclosed that they resort to the use of English language which caters for learners with diverse languages. 80% of them showed that they use Ndebele instead of other minority languages since Ndebele is spoken and understood by many people in Matabeleland South province.

Results indicated that most of the teachers use English and Ndebele languages as well as code-switching and mixing as strategies to solve multilingual challenges in schools. Through observation, it was discovered that most of the teachers resort to English or Ndebele languages or code-switching and code-mixing the two languages, thereby compromising the use of other local languages which might be understood by learners in implementation of education 5.0. Through discussions with lecturers, it was found that some student teachers use English language and code-switch to a local language



which they are able to speak during their teaching practice as they offer lessons and implementing education 5.0. However, this is not doing justice to multilingual learners that might not understand English language and the teacher's language.

### Suggestions on what can be done by different stakeholders to ensure effective implementation of education 5.0 in multilingual institutions

#### Data from 100 teachers on what can be done by various stakeholders

**Table 3: Suggestions on the effective implementation of education 5.0 in multilingual institutions**

Suggested strategies
1. Recruiting multilingual teachers to teach in the area
2. Offering in-service training of teachers to teach in multilingual institutions
3. Translation of existing literature to other languages
4. Provision of multilingual teaching and learning resources
5. Ensuring reduction of teacher-pupil ratio in schools by employing more teachers
6. Teachers' training institutions should offer multilingual training modules
7. Teachers who lack proficiency in other languages should seek help from workmates
8. Forming language clubs and celebrations on linguistic and cultural diversity
9. Awareness campaigns to promote formerly marginalised languages
10. The government to make policy that enhances appreciation and respect of all languages

Data obtained revealed that to ensure effective implementation of education 5.0 in multilingual institutions, multilingual teachers should be recruited to teach in multilingual areas like Matabeleland South province. UNESCO (2011) recommends recruiting of teachers who are fluent in the language of instruction with language proficiency in reading, writing and speaking as well as providing pre-service and in-service teacher education to ensure that teachers can engage in effective pedagogy and be culturally competent. In-service and at college or university trainings of qualified and student teachers for teaching in multilingual institutions were revealed as necessary to equip teachers with necessary skills and methodology to implement education 5.0 in multilingual institutions. Results reflects that multilingual teaching and learning resources should be provided to schools and existing literature of already established languages like Shona and Ndebele should be translated to other languages which were formerly marginalised to improve the challenge of shortage of textbooks and promote the use of those languages in implementation of education 5.0.

Respondents proposed that for effective implementation of education 5.0 in multilingual institutions to be realised, teacher pupil ratio should be reduced for teachers to be able to cater for learners' individual linguistic and cultural differences. The findings also encourage teachers who lack proficiency in other languages to make use of workmates as resource teachers. For the promotion of all local languages, the findings uncover that awareness campaigns to promote formerly marginalised languages should be done; schools should form language clubs and celebrations on linguistic and cultural diversity. The government is also encouraged to make policy that enhances appreciation and respect of all languages. This indicates that educational systems are lacking in terms of implementing policies that promote equitable treatment of all languages.

Through discussions with learners, it was found that, they are keen to get reading materials in their languages. That can promote the use of mother tongue for learners in instruction. One of the learners from secondary school propounds that, "*Only books written in Ndebele are there, so we need also books written in our language-Venda.*" This implies that provision of resources in schools is necessary to enhance effective implementation of education 5.0 in multilingual institutions. A discussion by lecturers showed that, many teachers for formerly marginalised languages should be trained, a clear language policy should be in place to guide implementation, and provision of adequate resources for various languages is necessary including translation of already existing texts and community engagement.

### Conclusion and recommendations

From the data obtained, it is concluded that implementation of education 5.0 in multilingual institutions in Matabeleland South province is affected by several language-related drawbacks which include; teachers' lack of knowledge, language proficiency and training, lack of multilingual resources such as textbooks for minority languages, negative attitude and bias towards other languages, learners' communication difficulties in other languages, high teacher-pupil ratios, lack of clear language policy that directs implementation and failure to engage parents in the multilingual communities.

For effective implementation of education 5.0 in multilingual institutions, it is recommended that;

- There should be a clear language policy that guides the use of all indigenous languages equitably in multilingual communities.
- The Ministry of Primary and Secondary Education in collaboration with the Ministry of Higher and Tertiary Education, Science, Innovation and Technology should offer training services to teachers that prepare them to teach in multilingual societies competently.
- Schools should be provided with adequate multilingual resources by the government and school administrators or donor funding.
- Translation of existing literature to formerly marginalised local languages should be done by experts in universities and colleges.
- The government through the Ministry of Primary and Secondary Education should reduce teacher-pupil ratios by recruiting more teachers for teachers to be able to attend to every learner's individual linguistic challenges.
- All indigenous languages should be promoted to deal with the negative attitude towards other languages and cultures through thorough teaching of language appreciation in tertiary institutions, awareness campaigns, formation of language clubs and celebrations on linguistic and cultural diversity, cultural sensitivity training and community engagement.
- More researches on educational challenges and opportunities as well as language policy planning and implementation in multilingual communities should be conducted to have more solutions to challenges that are posed in education due to diverse languages in some of the places in the country.

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### Limitations of the study

One of the major limitations that could affect credibility of this study was participants' negative attitude towards the use of local languages being influenced by the supreme role already given to English language in the country. Tribal conflicts which cause people to have negative attitude towards other local languages could also affect participants' participation. However, the researchers clearly explained their agenda and encouraged participants to honestly give their responses to questions.

Researchers could also be affected by failing to communicate with participants due to lack of proficiency in their local languages. This was however, solved by use of English language when speaking to teachers and lecturers. When speaking to learners especially primary school learners, the researchers asked for assistance from teachers who were proficient in learners' languages to intermediate as translators.

The other limitation that could have compromised this study was lack of enough time to carry out the study since the study covered a large area and researchers were occupied by their work. To overcome that challenge, the study was done by four researchers who helped each other to collect data. That is why the survey was used to help researchers to collect a large volume of data in a short period of time.

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