



LOCAL LANGUAGE AS A FACTOR IN THE PROMOTION OF CULTURE IN SELECTED SECONDARY SCHOOLS IN KITWE DISTRICT, ZAMBIA

Innocent Mutale Mulenga¹, Magdalene Mwila²

Innocent Mutale Mulenga
The University of Zambia¹
School of Education
Lusaka, Zambia

Magdalene Mwila
Mufulira College of Education²
Mufulira, Zambia

Abstract

This study focused on the assessment of the promotion of Zambian culture through local language teaching in selected five schools and two colleges of education in Zambia's Kitwe district. Participants included teachers in primary and secondary schools, lecturers from colleges of education, senior educational specialists, parents and traditional activists giving the study a total of forty-five participants. The research design was qualitative and a descriptive survey was used. Interviews, focus group discussions and document analysis were the modes of collecting data. Data was then analysed thematically and was presented in a descriptive manner. The findings established that culture was taught as an integrated subject in some subjects and also in co-curricular activities. Document analysis of the Zambian school syllabi revealed that there was content variation of cultural aspects across subjects, as some subjects had more or less content than the others. It was also established that a native language of a particular tribe was a factor for promotion of its culture, as language was an important aspect of culture itself. Local language users aimed at culture continuation and survival of the heritage. For this reason, in this study researchers advocates for the compulsory teaching of local languages as a way of promoting culture. English could still be used to teach about Zambia's multiple cultures in other subjects, as it serves as a unifying language among the 72 tribes of Zambia since it is an official language and medium of teaching from grade five to tertiary level. Despite the Zambian curriculum's inclusion of culture, it was lopsidedly promoted, as the teaching focused so much on theory rather than practical and so it was not being fully promoted. There were less cultural activities which provided the learners with a cultural enabling environment to tap from. In this paper researcher are recommending for a stand-alone and compulsory teaching of local languages and culture, so as to ensure every learners' participation into the actual promotion and maintenance of Zambia's culture and its heritage.

Keywords: Cultural Heritage, Local Language, Culture, Native language, Medium of instruction