African languages as instructional media
AFRICAN LANGUAGES
AS INSTRUCTIONAL MEDIA

A Final Report of the Regional Workshop on Curriculum and Methods in the Use of African Languages as Instructional Media

Monrovia, Liberia 16 - 21 October 1983

UNESCO Regional Office for Education in Africa
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A. BACKGROUND AND ORGANISATION

1. Background

1. The UNESCO Regional Workshop on Curriculum and Methods in the Use of African Languages as Media of Instruction was held in the meeting rooms of the West African Rice Development Association (WARRDA) at the E.J.A. Rolfe Building, Monrovia, Liberia, from 17 to 21 October, 1983. It was organized by the Network of Educational Innovations for Development in Africa (NEIDA), and was hosted by the Department of Instruction of the Ministry of Education, Monrovia, on behalf of the Government of Liberia.

2. The Workshop was attended by 25 participants from 19 countries. Five of these participants were from the host country, Liberia; two were from the Gambia; and there were one each from Benin, the Central African Republic, Ethiopia, Ghana, Guinea, Kenya, Madagascar, Mali, Mauritania, Niger, Nigeria, Rwanda, Senegal, Sierra Leone, Tanzania, Upper Volta and Zambia. They were all senior personnel involved in African language teaching/teacher training/supervision, and came from Ministry of Education supervisory staff and institutions or projects concerned with national languages or education. In addition, there were a number of Liberian observers.

3. The workshop was a follow-up of two earlier seminars on national languages and teacher training in Africa, namely the 1976 Kaduna Seminar, which had examined and made recommendations regarding the role of teacher training colleges in the promotion of national languages as languages of instruction and communication; and the 1979 Dar es Salaam Seminar, which had dealt more specifically with the content and methodology of African language teacher training. The present Workshop, however, was planned to deal with the content and methodology of the teaching itself. The purpose was described as follows:

(a) to develop an awareness of the full scope of the concerns regarding curriculum and methodology in the use of African languages in education;

(b) through the sharing of experiences and the consideration of common problems, to develop guidelines and regulate practices in the determination of curricula and their use, for the benefit of both teacher trainers and curriculum developers as well as teachers themselves, in countries engaged in or moving towards the use of one or more of their African languages for instructional purposes.

Consequently, the agenda themes were planned to include a consideration of the necessary language development and pedagogical factors; the teaching of the African language firstly as subject and also as instructional medium; teacher preparation; and also the writing, production and use of educational materials.

2. Official Opening

4. The official opening of the workshop took place at the Auditorium of the University of Liberia on the afternoon of Sunday 16 October, 1983. The Minister of Education declared the workshop open. In his address, the Minister expressed his delight that Liberia had been chosen as the host country for the workshop.
for the workshop. Liberia's cooperation in this regard was an index of the country's support for Unesco, and also for Neida, in the efforts to contribute towards bridging the wide gap between the use of foreign speech media and their own national languages within the African nations, by underlining through planned activities, including meetings such as the present one, the need for training in one's own mother tongue. Liberia itself is no exception among countries needing increased African language action. However, thanks to the efforts of the Ministry of Education and the country's university institutions, since 1980, there has been an upsurge of interest in national language use and development, and the Liberian National Languages Program has been established within the Ministry. In this connection, there are many problems to be faced, in Liberia as elsewhere, but the presence of the workshop in the country should be a positive influence, both directly through the deliberations of participants, and also by way of promoting increased national awareness. He wished the participants success in facing the challenges of African language promotion.

In his speech, the representative of Neida and of Unesco, Mr. Clifford Fyle, welcomed participants on behalf of the Director General, Mr. Ahmadu Mahtar Mbow. He extended also the greetings of the Director of the Unesco Regional Office for Education in Africa, Mr. Baba Akhib Haidara. On behalf of the Director-General, he thanked the Government and People of Liberia for hosting the workshop. He stated that, within the last decade, the movement towards the use of African languages in education has gained great momentum. This is because it is being increasingly recognised that such a use of the languages is essential for the relevance of education to the needs of African socio-economic development, and therefore the development of suitable curricula and methods for teaching in these languages becomes a national concern of the highest order. He outlined the purposes of the workshop and the scope of its deliberations, which were within the scope and functions of Neida, the Network of Educational Innovations for Development in Africa. Neida itself, he said, is an organ created by the African States with Unesco assistance, for their own development, offering information on the innovative experiences of other States; the sharing of relevant skills and expertise; and joint participation in the continent-wide activity of developing other skills and new innovations for the improvement of education. The present workshop, he said, is being held in the context of urgent African needs for development using these modalities. He wished the participants success in their deliberations.

3. **Election of Officers**

6. The following were elected as the Officers of the workshop:

   - **Mr. G. S. Mwale** (Zambia)  
   - **Mr. E. Rakotozanani** (Madagascar)  
   - **Mr. D. H. Ly** (Mauritania)  
   - **Mr. B. Katigula** (Tanzania)  
   - **Mrs. B. Sanou** (Upper Volta)  
   - **Mr. M. Sonko** (Gambia)

The rapporteurs were to be responsible each for recording the proceedings of one day of the workshop.
4. **Agenda and Workshop Procedures**

7. The main agenda items adopted for the workshop were as follows:
   
   **Item 1** Language development factors and pedagogical factors necessary for the use of African languages as instructional media
   
   **Item 2** The teaching of the African language as subject
   
   **Item 3** The African languages as instructional media
   
   **Item 4** Teacher preparation and the effective adoption of African languages as media of instruction
   
   **Item 5** The writing and production of African language educational materials
   
   **Item 6** Principles of teaching and the use of teaching aids.

8. Workshop morning and afternoon sessions were arranged for Monday 17, Wednesday 19, Thursday 20 and Friday 21 October. Tuesday 18 was devoted to an educational visit to the Toyota Language Training Centre and also to Curtin University College in Gbarnga County, Liberia.

9. The consultant, Professor A. Afolayan, was in charge of the professional conduct of the workshop. He presented the agenda items, and each presentation was followed by discussions, exchange of experiences and problem solving.

10. For reasons of lack of committee room space, but also to provide for a richer exchange of views and fuller collective thinking, it was agreed that all the workshop sessions would be plenary sessions.

11. Country reports were presented before the agenda items were discussed. The reports were discussed separately but were referred to as relevant during the discussion of the agenda items.

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**B. PRESENTATION OF DOCUMENTS**

1. **The Working Document**

12. The working document, prepared by the Nile Coordinating Unit of the Unesco Regional Office for Education in Africa, had been circulated prior to the meeting. The document began by outlining the current situation as regards the use of African languages in education, according to a 1982 survey, for the forty-four States of the African region. In pre-school education, at least eight States were using their languages as instructional media and three others had pilot projects. At the primary level, 26 States were using one or more of their languages as instructional media (throughout this level in twenty cases), ten had pilot projects for such usage; two others were teaching the languages as subject. At the secondary level, four States used African languages as media, and another 15 States
taught them as subjects, usually obligatorily. A comparison with figures for six years earlier revealed quite a marked regional trend in the educational use of these languages.

13. However in this respect many of the languages in use were new and untried. Usually also, they existed side by side with the more established usage of usually English or French as subject and medium. Also there were practical development problems in policy and implementation such as those regarding language/dialect choice, orographies, linguistic and educational materials, and teacher preparation. There were also problems regarding national motivation.

14. As regards the curriculum for African languages and its teaching, the document attempted to outline the language skills in speaking, reading and writing which need to be developed in language teaching, both the mechanical as well as, very importantly, the mental and creative skills. These skills have been traditionally taught through a country's adopted foreign language (English or French or Portuguese); but the new challenge is to work out achievement targets for their teaching in African languages instead, and to ensure their mastery so that the skills can be carried over to the learning of other languages, including the adopted foreign language itself.

15. As regards the use of the languages for the teaching of other subjects, the document referred to Mathematics and Science and Technology teaching, where the languages are needed to ensure an orientation towards everyday activities and to solving the problems of daily living; and to the teaching of the social studies and cultural subjects, where the concern is for personality development and for the function of man as a society being. Perhaps the greatest difficulty in the teaching of these subject areas, involving as they do man's development as a responsible community activist and agent of change, has been the failure to take the communication factor into account - for success, the language of teaching has to be the language of society, and it has to be used by trained and sensitive teachers. The need for teacher sensitivity is particularly acute for cultural education, because the application of the cultural education methodology of exposure, appreciation, reproduction and creation, can be as disastrous in the hands of an insensitive teacher with poor language communication, as it can be successful in the hands of the teacher who has been prepared to use the language with expertise. The document invited participants to consider the implications of the above matters, and to give practical solutions to the problems that arise, either from their own experiences or developed in discussions. It ended by giving examples of African language in education projects in three countries - Nigeria, Lesotho and Senegal.

2. The Country Papers

16. Fifteen participants from Benin, Central African Republic, Ethiopia, the Gambia, Guinea, Kenya, Liberia, Madagascar, Mali, Niger, Sierra Leone, Tanzania, Upper Volta and Zambia presented written papers. The participants from the remaining four countries made oral presentations. The major points arising from these country presentations were as follows:
(a) Language development factors

Goals, Attitudes:

17. The need was expressed by many participants to base African language usage in education on the development plans of the countries concerned. They referred to the goals of African language education, in the context of the goals of their educational reforms in general. For example, Guinea, Madagascar and Upper Volta aimed at linking education with life, for the purpose of training responsible citizens, able and determined to cooperate with the people in the building of a new society. This necessitates at least speaking, reading and writing in the language of the people — the use of the foreign language of the country's adoption is impossible because so few people usually speak this language — in Liberia, for example only some one-third of the population speak English at all and less than 20 per cent can read or write it. For this reason, Upper Volta has divided itself into linguistic zones — the language to be used in education in any such zone being the community language, meaning the dominant language for general communication within the zone.

18. However, there are problems of attitudes as regards African language adoption for education. Ghana referred to the poor socio-economic attitudes at the national level that continue to be accorded to African languages. This usually contributes towards inadequate government and other public funding for their development and use. However, some change in national attitudes may be brought about by direct action. For example, Sierra Leone reports that its indigenous languages Education Project, though still at the pilot stage, has become very popular among rural peoples so that there are constant requests from them for more schools to be added to the project.

Policy and Policy Actions

19. Some of the States, especially some engaged in pilot projects, were at the stage where necessary policy decisions still have to be taken. The first problem, in view of the heavy multilingualism of many of these States, is that of language choice — for example Tanzania has declared for only one national language, Kiswahili; this is also the national language of Kenya, but Kenya has additionally decided that another forty of its languages should be used in education. Guinea has declared for six of its languages; Mauritania for three, Niger for four and Nigeria also for three. This last country has added that students taught in any one of these languages should learn at least one of the other two as secondary level subject. But many of the States are still some way from achieving such policy decisions and this is a great impediment to the use of their languages in education.

20. Participants stated that in some of their multilingual countries, a difficulty has been the worry that the choice of one or a few of their languages as opposed to the others would work against national unity. However, the indications are that this has not happened in many of the states which have had some definite policy. The primary considerations would seem to be those of national economic and socio-cultural development. And a language policy need not neglect minority languages or dialects. For example, work on the harmonisation of dialects of its national language is still going on in Madagascar, in spite of that country's relatively long tradition of African language usage in education.
21. A policy decision regarding language choice should be followed by firm government commitment to development of especially the chosen languages, and the creation of the necessary infrastructures for their development. Mauritania's Institute of National Languages, Gambia's Curriculum Development Centre, and the Liberian National Languages Programme were mentioned as single institutions that have been created by African Governments in each country for their language development. Some other countries however, such as Benin, Ghana, Niger, Guinea and Ethiopia, have set up a multiple number of institutions each. These institutions, in line with government wishes, plan and execute the language development programmes of the country, including those for their use in education. The use of private institutions, such as linguistic groups sponsored by churches and working in many of the states, may also be encouraged. But there is a big problem of funding the work of the national institutions. Many participants suggested that their governments should increase their budget allocations for African language educational programmes, and make more provisions for the training of linguists and language education specialists and also teachers.

22. The cost factor, however, may be the biggest problem for governments in their attempts at full scale adoption of African language education programmes, as many participants saw it. Certain policy decisions, however, may contribute to the reduction of costs. For example, with this in mind, Madagascar has reduced the duration of its primary education from six years to five years.

23. Other factors mentioned as militating against African language adoption were those of the urban mix, i.e. too many African languages being in use in an urban area; social mobility and the movement of peoples, also marked in urban areas; teacher mobility, i.e. their transfer from one linguistic zone to another; and the lack of teacher training and of educational materials. However the adoption of linguistic zones such as in Upper Volta and also Guinea, Ghana, Kenya, Niger, Liberia and other states has tended to reduce the significance of the urban mix and mobility problems. Also a number of states have set up special centres for the production and publication at relatively low cost of their own African language educational materials.

Research

24. Participants considered research as an essential component of the African language educational action. Linguistic research is often a necessary preliminary for language choice decisions, because it is needed to establish both dialect and language preferences, and also to establish degrees of pluralism and vehicularity of languages. Such research is now going on in Benin and Cameroon, for example. Linguistic research is also needed for overcoming problems of orthography and pronunciation; for establishing new and needed terminologies, and for the production of basic reference works such as grammars and dictionaries. The absence of such research can be a severe handicap in African language teaching. Pedagogical research is also necessary, for the provision of needed new curricula and of suitable methods for teaching this curricula.

(b) African languages as subject and media

25. Participants observed that since a human being learns best if educated in this mother tongue, it follows that the languages of Africa are the best
media for the education of the African peoples. However for such use as educational media there should be defined clear educational goals and curricula, which take into account the development needs of the countries.

26. For reasons of the cost of language development, both in terms of human resources and funding, and also in view of the necessity for continued use of adopted foreign languages, the use of African languages as media for all primary and secondary education is an ideal that has not been achieved. Even the few states who were now using their national languages as secondary level educational media sometimes find it necessary, because of lack of suitable text materials and also specialist teachers in the African languages, to conduct some of their teaching in their adopted foreign languages.

27. A number of countries, in fact, gave a description of how, in their primary education at least, teaching was divided between African language teaching medium and adopted foreign language teaching medium. For example, in the Central African Republic, for the first two years of primary cycle, the national language Sango, as well as the adopted foreign language (French) are both used as instructional media and the division of time is as follows: (S= Sango; F= French):

<table>
<thead>
<tr>
<th></th>
<th>First Trimester</th>
<th>Second Trimester</th>
<th>Third Trimester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>S</td>
<td>S</td>
<td>S + F</td>
</tr>
<tr>
<td>Year 2</td>
<td>S + F</td>
<td>S + F</td>
<td>F</td>
</tr>
</tbody>
</table>

In Upper Volta, three community languages (Fulfulde, Jula, More), as well as the adopted French, are used for teaching purposes. The arrangement during the primary years is as follows:

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Community Language</th>
<th>19 hours</th>
<th>5 hours (oral only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 2</td>
<td>Community Language</td>
<td>19 hours</td>
<td>4½·1½ hours (oral only)</td>
</tr>
<tr>
<td>Year 3</td>
<td>Community Language</td>
<td>10 ½ hours</td>
<td>9·3/4 hours (oral + reading)</td>
</tr>
<tr>
<td>Year 4</td>
<td>Community Language</td>
<td>8 1/4 hours</td>
<td>17 3/4 hours (oral + reading)</td>
</tr>
<tr>
<td>Year 5</td>
<td>Community Language</td>
<td>7 1/4 hours</td>
<td>18 3/4 hours (oral + reading)</td>
</tr>
</tbody>
</table>

In Ghana, some 12 community languages were used as medium each within its geographical area of dominance, and the adopted foreign language (English) is taught as subject during the first three primary years. Thereafter, the foreign language takes over as medium until the end of secondary school. By way of contrast, in Tanzania, the national language Kiswahili is medium and the adopted English is taught as subject throughout primary education.

28. Kenya presents a different picture, because there not only one but two of the country's languages were taught in each school, the first being one of some 20 to 40 community languages and the second being the common national language, Kiswahili. In addition, English is also used as medium. The situation is as follows:
<table>
<thead>
<tr>
<th></th>
<th>Community</th>
<th>Kiswahili</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Years 1-3</td>
<td>Medium</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Primary Years 4-7</td>
<td>-</td>
<td>Subject</td>
<td>Medium</td>
</tr>
<tr>
<td>Secondary</td>
<td>-</td>
<td>Subject</td>
<td>Medium</td>
</tr>
</tbody>
</table>

29. Three points arose in connection with these time allocations. The first concerned that of language zoning in African education. In all the countries of multiple language adoption, the principle seems to be that the African languages to be used as educational media should be the community languages, each within the zone of its dominance. Experience seems to have established this as the best method of language choice for education.

30. Secondly, there was a question raised by at least two country representatives, as "Why use this community language at all, or any African language for that matter, if the teaching is to be drastically reduced and even completely discontinued after the first three years of primary school?" This practice is seen as tending to encourage nothing better than a relapse into African language illiteracy. It was felt that every effort needs to be made to extend the use of the languages beyond these early primary years.

31. The third point, also of considerable interest to especially the many states of multiple African language adoption in education, was the question concerning how many African languages should be used in any one school in both the primary and secondary systems, especially in view of the need commonly felt to use the adopted foreign language as well, and also how the language usage is to be planned. Some examples available at the workshop were: Kenya (one of 40 community languages = medium early primary, national African language = subject and adopted foreign language; English = medium upper primary and secondary); Nigeria (one of 12 community languages = medium lower primary and subject upper primary, one of three national languages = subject secondary; English = medium upper primary and all secondary); VARIANT - the Ife Six Year Primary Project (also Nigeria - Community language = medium all primary, one of 5 national languages = subject secondary, English = medium all secondary).

32. It was noted that, even in the most heavily multilingual states, the number of community languages adopted for any educational use at all is relatively small. For example, Nigeria, in spite of its size and its very heavy multilingualism (well over 200 distinct mother tongues) had only adopted 12 community languages for educational use. This had to be the case for practical reasons. It was further noted however that, even in countries with such multiple adoption for education, not more than two African languages were anywhere used either as subject or medium or both for any group of children in the educational system from beginning primary to end secondary. Except that in some cases mother tongue languages (which are not necessarily community languages) are used in preschool education and perhaps also as medium in the first two or three primary years. The experience of the States seems to be that two or at most three African languages per child throughout schooling should be the most that the educational system should try to cope with, given the practical problems of human and financial resour-
33. However, it was implied in all the papers that, no matter which or how many of a country’s African languages are adopted, every effort should be made to use each one not merely as subject, but also as medium of instruction. The Ife Six Year Primary Project has shown that this can be done without detriment to the teaching of the adopted foreign language, and even to its advantage.

34. A few countries have opted to introduce the teaching of their African languages as subjects before proceeding, progressively, to use them as media of instruction. The majority however have opted for instructional media usage right from the start, if only in pilot projects. At least five of the countries were still at this pilot project stage, full implementation within two years being expected for at least one of them. The experiences of the countries who have been successfully through the pilot project or who were near implementation, could serve as pointers to those whose pilot projects were very recent or who were about to start such projects.

35. Special reference was made in some of the presentations to the use of African languages in pre-school education. It was felt that at this level, the mother tongue languages themselves, in preference even to community languages, were to be used in education.

(c) The Language Skills

36. The paper of Ethiopia included a complete description of curricula as used in that country, including the curriculum for the teaching of Amharic, the national language, as a subject, according to objectives/activities stated for various levels of education. The Tanzanian and Malagasy papers also outlined these concerns for Kiswahili and Malegasy respectively for both the primary and secondary levels, though in less detail.

37. The teaching of Speech was generally not considered a major problem, since children had already acquired some fluency in speaking in the African language before entering school. The teaching of Reading, on the other hand, was given much attention. Reading was seen not only as a useful activity itself, but also as the key to all other curriculum learnings. Achievement in reading was also considered to have the additional advantage of enabling children to motivate even their parents and other out-of-school language users to literacy, thus having desirable effects beyond the walls of the classroom. Achievement goals in reading for the various levels of the curriculum varied from country to country according to pupils’ age and maturity, but the general objective was to make reading a tool of knowledge, skills acquisition, entertainment and reflection.

38. The methods outlined for the teaching of reading did not vary greatly from methods universally used. However, there was much emphasis on the fact that the material for pre-reading and even for the reading activity itself should spring from the child himself under teacher guidance - a "semi-"
directive pedagogy", as one paper described it. Here, for a start, the teacher exchanges views with pupils on matters of interest to them. The subject of the lesson thus having been chosen, discussion on this subject proceeds, the teacher writing down sentences which arise from the information and ideas put forward by the pupils. The collection of such sentences becomes the reading matter of the lesson—a reader thus put together by the pupils themselves with the help of the teacher.

39. As usual in language skills teaching, writing activities follow. Participants emphasized that these writing activities are facilitated not only by the reading activities preceding them, but also by the familiarity of pupils with the structures and vocabulary of the African language.

(d) The teaching of Mathematics, Science and Technology

40. In summary, the goals of Mathematics education was described by participants as that of making Mathematics an efficient tool for the development of the individual through the development of his reasoning abilities, and also preparing him for the mastery of science and technologies, which mastery depends substantially on an understanding of Mathematics and mathematical principles. Science and technology were seen also as encouraging the development of observation and reasoning, but in addition they contribute to the development of fundamental health and environmental habits and to acquiring the knowledge, skills and techniques for living in the modern technological society. For these reasons, it is necessary that Mathematics and Science and Technology should be taught with reference to the local milieu; and, consequently, that the language of the community is used in their teaching. This way, the language becomes a powerful means for teaching complex social values and for avoiding deculturation.

41. As regards the teaching methods, some countries recommended theme teaching. The teacher chooses the theme; he examines pupils' previous knowledge of this theme and by this means and otherwise, secures pupils' motivation; then comes the teaching of the mathematical skills as they arise from the theme, followed by practice in their applications. In general, however, it was expected that the teaching of notions of quantity should precede the actual teaching of number.

42. Two major difficulties were stated in connection with the teaching of these subjects. The first is the lack of educational materials for teaching them, a lack which is much more acute here than for the teaching of other curriculum subjects. The second is the lack of adequate terminology for expressing mathematical and scientific words and concepts, because often the words and concepts were not readily available in the languages before their adoption as educational media. Two methods were suggested for overcoming this problem—firstly that of borrowing these words and concepts from other languages. But even this has problems, because a straightforward borrowing into the African language has sometimes been found to be quite unsatisfactory. Such borrowing could be coupled with intensive research into the language itself and into cognate languages, because sometimes the words and concepts do exist although, being special items, they have never been widely known or commonly used. This method has been attempted in
Tanzania with some success. A combination of both methods was necessary, but often this means research, research not only with classroom teachers, but also in special language research centres, which would identify and thoroughly investigate the concept and terminological problems and propose solutions.

43. As regards the teaching of these subjects, a number of countries indicated the availability of teachers methodological guides. There was a criticism however that these guides, though meant to aid teaching in African languages, are sometimes written not in these languages but in the country's adopted foreign language. The guides would be much more effective if written in the African language of teaching, as for example in Madagasgar.

(e) The Social Sciences, cultural and paracultural subjects

44. The general feeling was that the problems to be encountered here as regards concepts and terminology were generally the same as those in Mathematics and Science and Technology teaching and that the same solutions as recommended, namely: research with teachers and through language research centres, are necessary. However, the problems were seen to be less acute here, because these subjects are more closely bound to the local culture and therefore the community or mother tongue language was a much more fitted tool for teaching. In fact, it was felt that, even more than Mathematics or Science and Technology, the socio-cultural subjects had priority claim in the use of African languages as teaching media. Such teaching enables the African child to verbalize in his own language his own ways of reasoning; it also dynamises and improves the language, since this language will be constantly used to build up concepts leading to "African" types of reasoning. In no case is this more pronounced than in preschool education, where the curriculum is almost wholly socio-cultural. All material for pre-school education, participants indicated, should be in the African language.

45. The socio-cultural subjects were said to be sometimes taught separately, and sometimes integrated into the teaching of other subjects. Whichever is the case, the use of the African language strongly enhances the teaching. As regards their content, participants indicated the use inter alia of oral traditions, music, and traditional literary genres. Research would be needed also in identifying these and making specifications for their use in education.

(f) Teacher training

46. Some of the participants indicated the institutions in their countries which were responsible for African language teacher training. For example in the Central African Republic, there were two colleges (écoles normales) which train for African language teaching for the first cycle, and in-service training is the responsibility of the National Pedagogical Institute. Niger has a three year programme, followed by examination, for the training of teachers for African language teaching, and also a Pedagogical College which trains teacher trainers.

47. The training programme in Upper Volta includes a regular in-service training course for teachers for two or three weeks every year. It include...
also an Introduction to Linguistics course for inspectors, supervisors and also teachers; training in contrastive language analysis using a specially prepared manual; and regular visits by trainees to African language classes. Madagascar also provides teachers manuals for African language teaching; it uses also for training purposes Techeing Leadership Meetings of Masters; Teaching Commissions for Secondary level schools; and the Service de la Logistique Pedagogique, which is responsible for curriculum materials. As regards methods, this country reported that balanced bilingual training of teachers, in French and the national language Malagasy, seems to have stood the test of experience.

48. In connection with problems relating to training of teachers for African language teaching, participants mentioned the general lack of teacher competence, and the unsatisfactory nature of some of the training programmes. The reasons were firstly a lack in some cases of enough national commitment, which led to inadequate provisions for the training of African language teachers and also their trainers. It led also to a lack of commitment and poor attitudes of teachers towards African language teaching programmes. Also the teacher training programmes themselves were often of poor quality, not giving the teachers enough linguistic competence. In addition, training institutions were often not careful enough to enforce regulations laid down for African language teacher training. Finally there was the problem of teacher mobility, of teachers trained in one language being moved to another zone with a different African educational language in which they have no competence. Sometimes as well school inspectors and supervisors themselves have no competence in the educational language of the area of the country where they are expected to inspect and supervise. In general, the needs are for more national and government awareness and support, better training and supervision, and a deliberate effort to keep serving teachers in the school areas of their language competence.

(g) Educational Materials

Pupils and Teachers Materials

49. Nearly all the countries represented at the workshop were now producing their own written materials for pupils, either wholly or partly, for African language teaching. Some participants gave descriptions of the many materials their countries thus produced, even the smallest countries and those with new pilot projects. In some cases, special institutions have been created for the preparation and distribution of these materials. All this local production was seen as an absolute necessity for African language teaching.

50. It was necessary also, participants indicated, that the materials produced should be conceived in the languages themselves, especially since even for subjects such as Mathematics and Science and Technology, the teaching in African languages needs to be locally oriented. Particularly was this felt to be true in the case of materials for young children at the preschool or primary level. Translations of already published materials were to be avoided as far as possible. Ghana was one country which had tried using translated materials, particularly for the teaching of Mathematics and Science, and had found the experience to be unsuccessful.
51. The conception and production of pupils materials should go hand in hand with the conception and production of manuals, methodology guides and other instructional materials for teachers, as is actually the case in some of the states. However the teachers' materials thus produced were written not in the African language of teaching but in the country's adopted foreign language. This receipt of information by teachers in one language, for teaching in another, creates very serious classroom pedagogical problems.

52. In some countries, however, efforts have been concentrated on producing pupils and teachers materials for first level teaching, somewhat to the neglect of materials for second level teaching. This helps to explain why a number of African states have not yet been able to proceed to the use of their languages as teaching media in secondary education.

Support materials:

53. A large number of countries, even some at the pilot project stage, reported considerable activity in production of support materials such as newspapers and journals and readers which could be used as follow-up materials for both school and literacy teaching. However the availability of such materials was reportedly inadequate in nearly all the states, particularly in the smaller states of multiple language adoption. The problem here is firstly that of commitment - greater government budget would help towards more materials. But a more serious problem was that of inadequate print runs - the printing of especially support materials for small languages was generally not viable, because the number of copies to be printed is usually too small.

54. Yet another problem concerned the availability of popular reference works in the languages. Standard grammars and dictionaries, which were necessary for the use of the languages, were few enough; but even fewer and less available were simpler reference materials of this nature which could be used by pupils, teachers and now literates. A determined effort needs to be made to produce these materials and to make them, as well as other supporting materials, easily accessible to pupils and teachers and to the community at large.

(h) Evaluation

Evaluation of pilot projects:

55. Here participants were concerned with two kinds of evaluation. The first was popular evaluation, publicising the activities of the pilot projects nationwide so as to achieve a general awareness of the advantages to be derived from African language medium teaching. Such evaluation is useful in winning national support and enthusiasm and encouraging funding. The second kind of evaluation occurs when a country, committed to the use of African languages as teaching media, has the desire to implement this nationwide. A team of experts some at least from outside the country, would assess the strengths and weaknesses of the teaching and teaching materials, so as to provide guidelines for a successful implementation.
Mauritania was mentioned as one country about to evaluate in this manner for its three national languages, pulaar, soninke and wolof; but many of the states currently with nationwide programmes have undergone such evaluation.

**Evaluation of nationwide programmes.**

56. Regular and systematic evaluation of African language teaching programmes was considered by participants to be a necessity. However it was noted that logistic problems and the often limited financial means of the institutions responsible for African language teaching slow down considerably the action of monitoring and evaluation and sometimes even stop it altogether. Often also the institutions do not always have trained evaluators, and inspectors do not possess a profile allowing for anything more than simple class observation and subjective appreciation.

57. Two kinds of evaluation mentioned in the participants' presentations had to do with matters of policy. The policy of using the African language as teaching medium at primary level and subject at secondary level, plus the adopted foreign language as primary subject and secondary medium, has been found, in the Ife Six-Year Primary Project, to make for better primary teaching and even for better mastery of the adopted foreign language itself. However there was need for evaluation of this policy for a country such as Tanzania, which has for a number of years implemented such a policy nationwide. How does this compare for example with the policy of a country such as Madagascar, where for a number of years African language teaching has been taken right to the end of the secondary level? Many African states have deliberately restricted such teaching to primary education, and while funding has been a major factor in such decisions it has by no means been the only one. A scientific evaluation, even if only in selected African states, should reveal whether such decisions should be considered lasting or whether it is best for the primary medium countries to immediately initiate actions towards African language medium secondary education.

3. **Consultant's introductory presentation.**

58. The consultant's opening presentation was an attempt to explain in some detail the entire concerns of curriculum and methodology in African language teaching. He observed that curriculum is conceived in terms of all aspects of the life of the individual and the community, and for this reason it has to take fully into account all the socio-economic and scientific disciplines as well as the cultural disciplines. A total curriculum should therefore have an adequate ideology; effective policies for education as well as language usage; and a strategy for the implementation of these policies in this case in respect of the roles of African languages in African education. Following the lead of the working document, he proceeded to outline the concerns as follows:

**Language development and pedagogical factors**

- Basic general factors - an adequate ideology; effective educational policies; effective language policies.
- Language development factors - choice of standard dialect; and adequate orthography; technical terminologies and expansion of vocabulary metalanguage; adequate grammars and dictionaries.

- Pedagogical factors - training for adequate provision of skilled teachers; development of learners' linguistic, cognitive and overall learning abilities; development of effective programmes for each subject to be taught in African Languages; production of adequate instructional materials; provision of support facilities, a positive environment; incentives, and employment and vocational opportunities.

The Language skills and other components of an African language as a subject:

- Listening - Standard versus dialectal features; oral comprehension; oral evaluation.

- Speaking - proper articulation of vowel and consonant sounds; proper pronunciation of syllables and words (including tones in tonal languages); proper intonation; mastering the grammar of speech; fluency in speech; self-expression.

- Reading - reading aloud and proper speech features; silent reading habits; vocabulary acquisition; mastery of the grammar of the written language; reading comprehension skills; evaluation of reading skills; rapid reading skills - skimming and scanning; extensive reading and reading for enjoyment.

- Writing - Mechanical aspects - letter shapes, sizes and spacing, spacing of words, sentences and paragraphs; structural aspects - relationship between writing and speech; proper orthographic features; writing and ideas - having something worthwhile to say; saying it well-grammar, tense, usage and metalanguage; outlining; note taking; summarising and reporting; original composition - descriptions, narratives, expositions, arguments; letters and speeches; creative writing; the academic and research paper - footnoting and bibliography.

- Language study - Phonetics and phonology - analysing the sounds and prosodies of the language, weighting of the various elements in respect of mutual intelligibility of speakers; lexis - Analysis of lexical structure and patterns, expansion of lexical items; Grammar - the sentence and its parts, the text and the discourse; Usage - Registers, technical terms, metalanguage.

- Literary and cultural studies - The concept of literature, oral and written; literary genres of traditional Africa - Modern cultures; consideration of African literary texts and the past, present and future development of african cultures; developing literary talents in African literature - creative compositions, oral and written.
African Languages as instructional media for African Languages

- The development of necessary technical terms for teaching African languages - the practice of language use; language study; literary and cultural studies; applied linguistics - the teaching of African languages.

- The development of necessary metalanguage for teaching African languages - the practice of language use; language study; literary and cultural studies; applied linguistics - the teaching of African languages.

- The evolution/development of effective teaching methodologies - applied linguistics as the integrated discipline relating language factors to the various educational factors necessary for teaching subject matter effectively; development of effective methodologies for the recognised components of African languages as school subjects.

African Languages as instructional media for Mathematics, Science and Technology

- The problem of relating African languages to basic mathematical, scientific and technological concepts.

- The development of necessary technical terminologies and metalanguage for the effective teaching of Mathematics, sciences and technology.

- The development of applied linguistics - effective teaching of Mathematics, sciences and technology in the African language (integrating technical terms, metalanguage and methodology).

African Languages as instructional media for Social and Cultural Studies

- The prominence of African languages as the effective media for teaching African social and cultural studies.

- The development of technical terms and metalanguage necessary for the effective teaching of social and cultural studies.

- The development of applied linguistics - effective teaching of social and cultural studies (integrating technical terms, metalanguage and methodology).

The consultant posed three questions which in his opinion were fundamental to the workshop discussions. The first question concerned how far the concerns regarding African language teaching as described above apply at the various levels of education in the various countries, and in each case to what degree? In other words, from among the above 'global concerns', what are those that are pertinent for each particular country? The second question concerned the teaching of the African language as a subject - is this merely to maximise effect as medium of instruction, or is it a necessity that an African language should be taught as a subject before being used effectively as a medium of instruction? The third question, implying the linguistically accepted fact that any language is a perfect means of
communication and can be used to teach any thing, was a demand to consider what the practical constraints are that prevent some African languages from being used as medium of instruction for certain or all levels of education. Such questions, he concluded, needed to be constantly at the back of the minds of participants when they are discussing the theme of the workshop.

**Presentation by UNESCO staff member**

60. This paper dealt with some language development factors, and it was based on personal observation within the national context of Uganda. The paper made the point that the use of languages for instructional purposes has to go hand in hand with their general development. One of the most important factors for the development of a language is the extent to which it is being used by a given cultural-social-economic group of people; and at the same time as the language is being developed for instruction, it must be developed generally at least for the users of this group.

61. There is thus need for some mechanisms, instruments or machinery to guide, monitor and offer organised encouragement to language development at the national level. Some countries for this purpose, have set up national language academies or institutes. Such an institution within a country is a government financed and controlled body, staffed by government employed scholars and civil servants and objectively responsible for development, research and coordination activities, and for advising the government, concerning all the languages of a country. Their functions are necessary; but their work needs to be complemented by voluntary bodies each devoted to a single language - we may call such bodies national language associations.

62. One such association, in Uganda, is the Luganda Language Society. Composed of voluntary language authors, students, teachers, etc., funded from member's contributions and its own activities, the Society organises reading and creative writing competitions in the language for schools and colleges; theatre and music shows, weekly radio programmes and other talks dealing with different aspects of the language in use including its history and cultural background; the publication of a Luganda-Luganda dictionary; and the writing and staging of a major historical play on marriage procedures and ceremonies. The society has won national recognition and its members are used as consultants for Luganda Education by the Ministry of Education and the University and also by publishers. The society has become accepted by both government and people alike as the arbiter whenever difficulties arise with regard to Luganda language usage.

**The discussions**

**Language development and pedagogical factors**

63. The consultant led the discussion on this theme by elaborating on two preliminary matters he had mentioned in his opening address; those regarding an adequate ideology and effective policies. He gave the pre-requisites for an adequate ideology as a well articulated and strongly held ideological position by government for the directed development of the nation; mass acceptance and support for this ideology; and a political will to pursue the ideology single-mindedly. An effective policy must serve this ideology. Such a policy would list all the languages of a country, assign roles to them and prescribe ways of fulfilling these roles, particularly through education, giving necessary commitment and support in the face of competing government priorities.
64. In the discussion which ensued, participants amplified on these matters, and on the totality of the language development and pedagogical factors as outlined by the consultant in his opening presentation. While they agreed in this respect with the consultant’s presentation as a whole they made it clear that the various factors indicated would have different weightings from country to country, since by dint of being a prime cultural instrument and also one of national development, language is also a political matter and national political considerations have to be taken into account. Language workers in each country would have to sort out their own priorities for action from among the various factors mentioned, according to the economic, socio-cultural and developmental needs of their peoples and governments. In this connection, however, they also agreed with the main point of the paper by the UNESCO staff member, that a voluntary and non-government association for a language can be a very useful means of promoting its development.

65. An immediate problem arises: as participants saw it, in connection with the requirements for a strong government ideological position and support for this ideology. The ideological position of a government is usually guaranteed as such; almost every African country, whether in its national educational use of these languages. The political will to implement these policies, however, is sometimes not fully assured or not assured at all. This curious situation arises because of poor popular attitudes to these languages brought over from the pre-independence era when education was thought to be possible only in European languages such as English, French or Portuguese. Language attitudes such as these are hard to erase. The effect is that usually mass support for the use of African languages cannot be always guaranteed, even where there is some political will. Also communities are keenly aware of the increased status and economic benefits which education in the European language can bring to the individual, and they look upon African language education as detrimental to this European language education. Teachers in the schools, according to participants, are just as affected as anyone else by these poor community attitudes.

66. Largely as a result, one finds that some African countries have still not made clear policy statements about the use of even their major languages; that in a few others the pilot projects for the educational use of these languages are private ones with little or no government backing; that even in those countries where pilot projects are government backed or where African language medium teaching has been nationally implemented, there is usually a cry concerning inadequate provision for teacher training and for suitable materials; that training institutions are lax in enforcing government regulations concerning training for African language medium teaching; that even classroom teachers themselves often display a lack of commitment to such teaching in English, French or Portuguese. One finds also that many countries have been unable to take African language medium education beyond the middle or at most the end of the primary level, partly because of the fear that this will work against the mastery of the adopted foreign language at the higher levels of education. The poor community attitudes referred to are of course not the only factors responsible for provoking these results, but they are certainly one of the most powerful of the factors.
Participants were of the opinion that, in order to replace these poor community attitudes with government and popular enthusiasm and support, linguists and educationists need to conduct mass campaigns using the press, radio, television and all other available means of communication, with the aim of convincing everyone of the advantage of using their own languages. Some of the arguments that could be used were given as follows:

- the developmental argument - All African countries need to increase their productivity for greater wealth, and to provide the skilled manpower which they often crucially lack, particularly skilled middle level manpower. Mass training for agriculture and other productive occupations, and also in middle level skills, is only possible at a quick enough rate if such training is given, either directly or in books, in a language in which those to be trained and also their teachers are very familiar, so that the time needed for acquiring the skills is not wasted in imperfect learning of a foreign language. It has to be remembered that only a small fraction of the population of the African countries has ever been able to acquire fluency and comprehension in the adopted English, French or Portuguese.

- The educational use of the African languages will enable children to learn quicker and faster at school. Statistics could be used again to show that the alarming failure rate prevalent in most African countries including the country of concern, is caused largely because of insufficient mastery of the official language of European origin which is used as the educational language. Children educated in the language of their community would tend to be rooted in the culture of the community, and would have a greater interest in remaining within it and developing it. The rural depopulation, which is a sad feature of life in much of Africa, will thus tend to be avoided. Education in the African community language, even if initially a little more expensive, will turn out quickly to be much cheaper than education in the European language, if any would be needed, educational books can be produced locally more cheaply and readily available and would not need to be imported at high costs.

- The use of the African language for teaching will not mean that a child will not learn his English, or French or Portuguese properly. The example of a project such as the Nigerian Ife Yoruba Project can be quoted to show that, on the contrary, the child would learn the foreign language even better than before.

68. In addition to such campaigns and as a further action, communities become aware of the results of teaching in their languages in pilot schools around them, where such pilot schools do exist. The examples of Sierra Leone was again referred to the success so far of the African language medium teaching pilot projects has resulted in a greatly increase demand for such teaching.
69. The next problem considered was that of the multiplicity of languages within a single country. Since most of the participants came from countries which were heavily multilingual, this also was a problem of considerable interest. Not all of the countries had made clear pronouncements regarding their African languages to be used for teaching purposes. Yet a number of them were already running pilot projects using up to three or four of their African languages for teaching. This posed a big problem for the development of these projects - the communities tend not to take them seriously, and those responsible for the projects tend to be only half-hearted in pursuing them.

70. But even in those countries which had officially adopted one or a number of their languages, no official statement has been made as to what should be done about the minority languages, of which usually there are large numbers. As a result, not only is a country neglecting a large part of its cultural heritage, but also often much antagonism is bred among the minority language speakers who, put together, usually form a very considerable percentage of the population.

71. Within the classroom, this antagonism is sometimes felt particularly in urban areas where, within a single classroom, and because of population mix, children speaking up to ten different mother tongue languages have out of practical necessity to be taught in one single African language. Such multilingualism within the classroom can have serious consequences for class discipline and for the teaching itself, if it is not handled carefully by the teacher.

72. As regards the problem of language choice, participants gave the following suggestions as follows:

- A country may have only one language or may have decided on the use of only one of its languages as the national language, such as Kisahili in Tanzania or Malagasy in Madagascar. In this case there is no problem. This language would be the language to be used for education.

- A country may have several languages of equal prominence, in which case a deliberate choice of educational languages will have to be made and the geographical areas for the use of each language will have to be defined.

- For each country, all the languages in use should be identified, with at least working estimates of the numbers of speakers of each, and its role or roles in communication. For some heavily multilingual countries this may be quite a substantial undertaking, but it is essential if proper language actions are to be taken. A national socio-linguistic study would be needed for the purpose.

Each language should be assigned one or more definite roles, depending not only on its size, and current use within the country, but also on national needs. The point however is to ensure that no language is neglected. Necessary support should be given for each language to carry out its assigned role or roles.
73. Again, it was recognised that assigning roles for each language is not easy to implement in heavily multilingual situations, let alone giving each language the necessary support especially where this support is to be financial. In practice, the role of many small languages would have to be restricted to not much more than communication between its own mother tongue speakers, and giving an alphabet that those speakers can use in writing to each other. Such minimalisation may entail much expenditure but even so it would do a long way in ensuring minority groups of officials and national recognition of their language.

74. Participants next considered the question of the necessity or otherwise of teaching the African language as subject before it is adopted as medium of instruction. There was near consensus that there should be a coordination between both kinds of language educational usage. Teaching the languages as subject, according to guidelines such as presented in the working document and listed under language skills and other components in the consultant's introduction, constituted a very desirable component to its use as a teaching medium. The subject - medium debate they felt was related in kind to the other question, previously often asked, as to the reason for teaching African languages at all. There was a suggestion that the seminar should move away from these questions.

75. As regards multilingualism within the classroom, syllabuses and educational materials can be drawn up and written, and the teaching conducted in such a way that constant reference is made to minority cultures within the country, their customs, traditions, etc., and their cultural and other contributions to the nation. Such teaching would help to promote respect for these languages and their peoples among both pupils and teachers. If possible, teachers in mixed classes should also learn the alphabets of the languages of those their pupils whose mother tongues are different from the language of instruction they could teach these these alphabets to the pupils so that at least each pupil read and write in his own mother tongue. Such teaching could be undertaken at upper primary or early secondary levels, and a little time would need to be spent preparing teachers for it during their training.

76. There followed the question of when to change over, within the educational system, from African language medium teaching to a foreign or international language medium teaching. The practice in some of the countries of changing after the second, third, or fourth year of primary education was lengthily discussed. The focal question for discussion was, why change over at that grade or at any grade at all? Or for that matter, why change over at secondary school?

77. The question was seen to be very important. After much debate, the following guidelines were arrived at for recommendation to the African states:

- Countries having just one national language should use it as medium right from the beginning of primary school to the end of a particular educational cycle, for example to the end of primary or of secondary education, or even to the end of university education.
- For countries where primary education is not terminal but which countries operate a basic education system extending to the eight or ninth year of schooling (i.e., around the middle of the second level), the use of African language as medium should extend up to the end of this second level, so as to ensure permanent literacy.

2. The African Language as a Subject

78. The consultant referred to the various language skills and other learnings which should feature in the curriculum of a language subject teaching programme. The list of learnings he gave was a slightly expanded version of that contained in the working document prepared by UNESCO. It was emphasised that language teaching is language teaching, whether the language be African or European language or any other. Often African language subject teaching programmes tended to concentrate on the mechanics of reading and writing, with little or no attention paid to such aspects as self-expression, comprehension, judgment/evaluation/reasoning, and creativity, which are just as important, or even more so, for the individuals development and his function in society. But if language teaching is to be in an African language, then these skills have to be developed through the African languages.

79. Participants accepted that the presentation was useful, ensuring that all those engaged in African language teaching have a full perception of the totality of their task. They accepted the list, with the amendment that "reading readiness" should be added as one of the curriculum concerns.

80. They observed that the list did not specify the various levels at which the components indicated should be taught. It was noted however that such specification of levels, as well as of the degree of concentration on particular items at any given level, would vary not only with the children's age, maturity and previous learning but also according to school and class organisation, availability of teachers, and other local matters. Such specifications therefore are best regarded as national matters to be left to individual countries to take care of in the preparation of their national curricula.

81. Participants observed also that the fact that the concerns for African language subject teaching are basically the same as those for any other language subject teaching, is one that has far-reaching implications in practice, not only for the preparation of national school curricula, but also for the organisation and curricula of teacher training, as well as for the provision of pupils and teachers books and manuals and other written materials. However, since the skills which are taught in subject language, those of speaking, reading and writing particularly, are the tools required for the teaching of other subjects, these implications have to be faced squarely by educationists and teachers.

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3. The African language as instructional medium

(a) A case in point - The Ife Six-year Primary Project

82. The Nigerian participants, Professor A.B. Fafunwa, gave a description of this project which he initiated and continued to direct. The points of the description relevant for the workshop were as follows:

- The project ran two parallel programmes. In the main programme, the Yoruba language was used as the teaching medium, and the English language was taught as a subject by specialist teachers. In the other programme, which was the control programme, English was the teaching medium, as traditionally in the country. The teaching programmes were otherwise identical. Evaluations conducted periodically over since the start of the project had proved that the children taught in Yoruba learnt better and faster than those of the control group; they even had a better mastery of the English language, which not they but the control group were using as medium.

- There was substantial input into the project curricula through feedback from the teachers in the programme, who were the curriculum users. The project conclusion was that in an African-language teaching situation, such feedback is necessary for the proper shaping of curricula and teaching methods, and that it should be regularly provided for especially in pilot projects.

- Unpublished books in mimeograph form were used in the project schools for a number of years before these books were put in printed form. The advantage of this in a project situation, as was discovered, was that it enabled the regular feedback from teachers and others to be taken quickly into account, and changes to be made even while the books were actually in use, often by simply extracting some pages and replacing them with newly written material. In other words, this procedure makes it possible for manuals to be constantly revised, even when in use, to ensure maximum suitability. This would not have been possible if the books had been printed right from the start of the project.

- The problem of the coinage of terminology was tackled by the following means:
  borrowing from other Nigerian languages as well as from foreign languages;
  inventing terminologies, based on local language usage;
  putting words together into phrases, and using these phrases as new words to describe what is meant.

83. Participants expressed their appreciation of this presentation as containing very useful practical suggestions. During discussions following it was agreed that:

- While writing curriculum materials it is best to write straight into the target African language instead of translating into it, so that the thinking is done in the language;

.../...
It would be useful for every country to have a national language committee to deal with or liaise with concerning the coinage of terminologies.

4. Teaching methods in African language instruction

General principles

Two general methodological principles were presented to the meeting and were discussed at length. These were the use of the discovery method, which helps to inculcate originality; and the project method, which helps to ensure full understanding. Participants noted that these methods were basic to teaching universally, including African language teaching. The methods would apply equally to the scientific and technical subjects, for which skills such as those of observation, scrutiny/description/analysis, and conceptualisation were important; as well as to the socio-cultural subjects, which are concerned with man and his interaction with community, nation and world.

85. Whatever is taught, however it was important that the teaching should be linked as closely as possible to the environment, to which also the teaching materials used should be related. This principle also is universally applicable; but it applies most forcefully to Africa, in view of Africa's needs to free itself from its traditional dependence on non-African curricula and teaching materials and for its education to be both culturally and developmentally oriented.

86. Reading: Discussion then turned on various methods for the teaching of reading. In the opinion of participants, reading was the most important of the language skills, because it is so vital for successful teaching of other subjects. Various participants elaborated on methods which their various countries have used in their approach to the teaching of reading, particularly beginning reading, and which they have found more or less successful. These included such methods as the picture method, the phonic, the syllabic method, the 'look and say' method, and the 'sentence method.' Education through play, which employs both the discovery and the project principles, was also considered as suitable for young children.

87. Participants decided not to pontificate regarding the use of methods such as these. Countries may continue to use whatever methods they have found successful, being in mind the need for the project and discovery approach and the close orientation to the environment. Usually, in their experience, the use of a mixture of methods was much to be preferred to adherence to a single method. Over-emphasis on a single method has been found by them to be dangerous.

88. The whole question of determining suitable methodologies and the manner of their use, however, is one for which research is needed by national institutions concerned with applied linguistics, curriculum development and teacher training.
The Grading of Materials - Readability:

39. In the experience of participants this was a continuing problem in the teaching of their African languages. Vocabularies, sentence patterns and structures, and even subject matter of reading itself, needs to be graded to the level of language competence and the maturity of the pupils. This is necessary even when the language of teaching is the mother tongue. It is even more so when for practical reasons the African language of teaching is a community of 'national language which may be very different from the pupils' home language.

40. Participants were aware of vocabulary counts grading words according to simplicity, commonness and frequency in usage, and also of readability formulas for grading sentences and paragraphs according to their difficulty, such as have been worked out for their adopted foreign languages, English for example. Some participants even had experience in their use. But these vocabulary counts and formulas, because they were prepared for children in their countries of origin, have proved inadequate for teaching even the adopted foreign languages in Africa. They become quite unusable when the language of teaching is an African language. Yet as far as is known, there are no African language vocabulary counts or readability formulas in existence.

41. Participants described the various devices some of them have used in their attempts to overcome this problem. Some of them have relied on the use of African folk tales, since folk tales are usually written in simple and familiar language and also have the advantage of containing much repetition of words, phrases and sentence patterns, which repetition makes for easy reading and helps fix patterns of words and sentences in the mind of the learner. Others have relied on informed institution i.e. on their own awareness of the problem as educationists coupled with their native speaker competence in the languages themselves, to pitch both subject-matter and phrasing of reading materials to the level of maturity and comprehension of pupils.

42. In at least one case target group studies of children have been made, and conversations of children within these groups have been taped, in order to discover levels of vocabulary and the complexity of sentence patterns in usage among the groups. This last case represents a scientific approach to the problem; however the work here is reported to be far from completed, for lack of human and other resources including computers and computer personnel, to ensure a rapid and adequate collection of words and sentences and their accurate classification.

43. Participants recommended that for the meantime use might continue to be made of ad hoc methods such as the reliance on informed intuition and on folk tales. However they stressed that these methods were subjective and otherwise unscientific, and thus susceptible to a large mountain of error. Every effort needs to be made with help of outside assistance if necessary to ensure the proper grading of vocabulary and sentence patterns and structures for their African language teaching.

Rapid reading, extensive reading - reading for content development

44. Especially where the African language is used in upper primary classes or at the secondary level, wide and extensive reading by pupils should be encouraged in order to promote the acquisition of knowledge. Both in curriculum subject areas as well as in subject areas outside the formal
curriculum. In this connection as well, upper primary and secondary children should be led to develop the language skills of rapid reading, skimming and study reading. There is however a problem of great proportions in this connection, and it is the problem of providing enough reading materials. So far countries engaged in African language medium teaching, taking into account their resources, have concentrated on the provision of textbooks and teaching manuals, aiming, as regards other reading, at just enough material to keep alive their pupils' interest in the language and even at this not very successfully. The provision of material such as is needed for extensive and rapid reading as envisaged here, would amount at some conservative estimate to a minimum of some 50 titles per class or some three hundred titles for a six-year primary level system, or about 450 if one adds the first three years of the secondary level. If rapid reading is to be seriously encouraged, the number of separate titles may have to be doubled to some 900, and many of these will be substantial books. The provision of such quantities of materials, quickly enough to meet the demands, is currently beyond the resources of many of the African countries.

It was stressed, however, that this is a matter that should not be neglected. Countries who already are embarked on the production of materials for extensive/rapid reading should be encouraged to step up their production. Other countries should be encouraged to make a start, as far as their resources may allow. Also ways could be found of reducing labour and costs, for example centralised planning of reading materials, provision, class libraries and mobile libraries, and exchange of materials among countries which use the same languages in education.

The African Language as a second language

Participants noted that when an African language has been taught as a second language, this has usually been through university or other special courses, of a semi-professional or non-professional nature, and for the benefit of adult foreigners only. Yet there is a serious problem regarding the educational use of the languages in the schools themselves. The problem is twofold. Firstly, the African language is taught in a uniform manner to all children, regardless of whether this language is their mother tongue or whether it is for them a second or even a third language. By and large, even where a conscious effort is made at using a specific methodology, the methodology employed is that for first language teaching. Also, teachers usually take little notice of both the linguistic and the non-linguistic problems of pupils for whom the teaching language is not the mother tongue, and who may be subject to hardships and even ridicule for this reason. The problem can be more acute in urban centres, but it occurs, though to a less degree, in rural communities also.

To make matters worse, the school inspectors and supervisors, whose duty it is to evaluate the work of these teachers and guide them as regards their use of content and methodology, sometimes themselves have an inadequate knowledge or even no knowledge at all of the language of instruction. But even when they do have this knowledge, they have the same problem as the classroom teachers, in that they too have not been trained in second language teaching for the African languages.
98. A mitigating factor is that, even where the instructional language and the mother tongue are different, they are usually linguistically related and they have some vocabulary in common by virtue of this and because they are both used within the same country. Even so, however, in the experience of participants it is wrong to assume ready comprehension of the instructional language by non-mother tongue speakers. Deliberate efforts need to be made to ensure this comprehension, and the methodology for the use of the instructional language must take this into account.

99. Solutions that were offered included the following:

- two kinds of methodologies need to be developed for the use of African languages in education:

  a methodology for first language teaching, and a methodology for second language teaching. Teachers need to be trained in the use of both methodologies. The first language methodology is what they would normally use; but they should also know when and how to use the second language methodology, additionally or in preference as the case may be.

- Urgent research must be undertaken to develop these methodologies, and the results should quickly be applied to classroom teaching. A worry expressed by some participants is that, even where some such research has been undertaken in their countries, the results have not been applied in the classroom, in the way that similar research is applied in the case of English or French or similar languages.

- While urgent research and its application is recommended, the training of teachers particularly in second language teaching, methodology need not wait for complete results of such research. There is much knowledge available on first and second language teaching methodologies for non-African languages, and this could be used as far as it can be applied until the results of further research are available.

- Care should be taken to ensure that all school inspectors and supervisors have an adequate knowledge of the instructional languages of the area of the country in which they function, and they too should receive training in first and second language teaching methodologies and their applications for the teaching of these languages.

Coordination of teaching, interdisciplinarity

100. One of the advantages of teaching in an African language is that it can facilitate the coordination of all learning, both within the school, and between school and community. However, in the experience of participants this coordination has not usually been achieved. Often the teaching of the African language as subject is pursued almost as a purely academic exercise, and the learnings here are not related to those for example in Mathematics, in Science and technology, or in social and cultural studies even where these are taught in the same African Language. Also the opportunity which the use of the
common language gives for involving the school in community affairs and vice versa is often missed, and as a result there is not that integration of the school into the life of the community, which is one of the objectives of African educational reforms.

101. This, in the opinion of participants, was largely a matter for curriculum planning. Care should be taken by curriculum planning authorities to ensure interdisciplinarity and coordination in the African language medium teaching situation, and to ensure community-school participation. This matter also needs to be taken into account in the conduct of teacher training programmes.

5. The availability of terminologies for African language medium teaching

102. The problem of providing adequate terminologies in the African languages, particularly for teaching Mathematics and Science and Technology, was highlighted by almost all participants. The problem arises because as a rule the languages do not contain the terms needed for the expression of technical words and concepts in these subject areas. The same difficulty occurs as regards the teaching of social science and cultural subjects, although to a lesser degree.

103. This had led to the mistaken belief, still prevalent in some circles, that African languages are incapable of being used for the teaching of particularly mathematic and Scientific and Technological subjects. Indeed, when taken in conjunction with the fact that most African languages can never be international languages in the sense of English and French, it is often used as an argument against any use of African languages in teaching at all.

104. Participants drew attention to the incorrectness of citing these difficulties as arguments against the use of African languages as teaching media. They noted that given vocabulary development, any language can in fact be used to teach anything. They noted that modern technical terminology is in fact universal, and that the modern European and other languages have themselves borrowed their technical terminologies from other languages.

105. In addition, African experiences such as those with the Yoruba language in Nigeria, Malagasy in Madagascar and Kiswahili in Tanzania, have proved the viability of African languages for scientific and technical teaching. In Madagascar, for example, the Malagasy language has for a number of years been successfully used for the teaching of Mathematics, Science and other subjects up to the end of the secondary level.

106. As regards the development of modern technical terminology for the African languages, experiences both within the continent and elsewhere have shown that this can be done in four ways: by direct borrowing from another language, for example the borrowing into Yoruba of the English "Mathematics" and "Science" as "Itantiki" and "Sayensi" by the coinage or invention of a completely new word, by expansion or change of meaning (an existing word whose meaning is not enough is adopted as the name for the new term or concept), and by translation (the use of a short phrase or sentence in the African languages as the name).
107. Success in the development of terminologies, using the above, is best achieved through the collaboration of four kinds of personnel, namely the mathematical or scientific or technological specialist, who explains the full meaning of the concept and who will ensure that this meaning is preserved; the linguistic specialist, who suggests alternative words to express the concept and ensures conformity with the linguistic patterns of the African language; the education specialist, who decides on adopting one of the suggestions and ensures that the adopted word would not create confusion in the context of others already in use; and the classroom teacher, who assists in the choice of the education specialist and ensures that the new word is in line with the practical needs of classroom pupils.

108. Collaboration as indicated above has been proved successful for example in Nigeria in the preparation of a glossary of technical terminologies in nine Nigerian languages; and also in Ethiopia and Tanzania, where similar glossaries of scientific and technical terms have been produced.

109. Participants were of the opinion however that before thinking of new borrowings, a search must be made for existing terms in the African language, even though these terms may not be commonly known. Failing this, a search must also be made in other local languages of the country for equivalent terms which, if found, could then be immediately adopted.

110. They recommended also that, whatever the method employed to arrive at the new term, care must be taken to see that it renders the needed concept clearly and accurately in the African language.

6. Teacher training

111. Participants observed that teacher training for African languages has been the subject of two previous seminars, one on national languages and teacher training in Africa (Kaduna, 1976) and the other on the Content and Methodology of African Language Teacher Training (Dar-es-Salaam, 1979). Their reasons for bringing up the subject at the workshop was first of all that the chronic shortage of trained and competent teachers still continues in Africa; and also that the topic cannot be left out entirely in a consideration of how to adopt and use effectively an African language as a medium of instruction.

112. In order to guarantee effective African language instructional medium usage all types of teacher training were necessary, pre-service and in-service training, and retraining. Participants stated that all the recommendations regarding teacher training that were made during their consideration of methodology should apply equally to all three kinds of training. Training curricula should be reconstructed to take these recommendations fully into account.

113. Participants noted with pleasure that the recommendation of the Dar-es-Salaam seminar, for a special approach to training for African languages medium teaching, had been taken up by some countries. Tanzania for example, has worked out special arrangements for primary level teacher training in the national language Kiswahili, which is the medium of instruction in all primary schools. It was necessary, participants felt, for teachers who teach through an African language medium, to be trained separately from specialist and other teachers who teach through the medium of the adopted foreign language medium. This should apply to all cases where both languages continue to be used as media of instruction in the schools, as is currently more the...
rule than the exception. In this connection, participants made the following recommendations:

- In situations where African languages are the instructional media in primary school, train all African language medium teachers as generalist teachers in a special programme or institution. Provide for separate teachers to teach the country's official international language (English, French, etc.), and train these as specialist teachers in a separate institution or programme. Where the African language is the medium throughout, the proportion of generalist teachers to specialist teachers may be about one to three.

- Secondary school teachers are usually specialist teachers, and need to be trained as such. Where an African language is a secondary teaching medium however, care should be taken to see that they are trained in the use of this language as a medium.

114. The essential point on which there was most insistence was that the training for African language teaching must be assured in specialist African language training centres. Different participants gave the experiences of their countries in this matter. It was agreed that where there is more than one African language of education in a country there needs to be a regionalisation in training - in other words, an African language training centre is best located in the geographical area of the country where this language is the language of education. It was also agreed:

- that care should be taken to prepare the pedagogical materials to be used for the training of teachers in advance;

- that adequate training should also be provided for teacher trainers for African language education

- that there should be collaboration and interdisciplinarity in all the training.

5. Preparation and production of African language educational materials

(a) Inadequacy in the provision of materials

Participants had earlier noted that, if only for educational reasons and also to reduce costs, African countries needed to free themselves from importation of foreign educational materials. Further, for teaching in African languages, this was very necessary, since most African languages are small and therefore publishing in them is uneconomic for foreign publishers.

.../...
116. Generally however, Africa experiences a severe lack of African language educational materials. Even countries comparatively well provided with their own publishing facilities experience this inadequacy. For example, in Kenya, materials of any kind are available in only twenty of the forty languages identified for primary level African language teaching. Funds are inadequate everywhere for production. Also there is a shortage of personnel to prepare the materials.

117. The states engaged in African language teaching are all making efforts towards adequate production, but the demands are comparatively vast and nowhere has it been possible to reach adequacy. The lack of materials thus continues to be a bottleneck in African language medium teaching, and certainly a major factor in the inability or unwillingness to take this teaching beyond the primary school level at least for the time being.

118. It was recommended that African countries should be urged to step up as far as possible their efforts in this direction, and to obtain all assistance that they could for the purpose. Donor agencies were also urged to give financial and other support to African educational publishing activities, including those for the production of materials for African language medium teaching. Another way of increasing the provision of African language materials, participants observed, is by the exchange of such materials especially among neighbouring countries using the same educational languages.

(b) Kinds of materials

The kinds of materials that are needed were seen to be as follows:

- **pupils' materials**: language primers and course books; textbooks in Mathematics, science and other subjects; children's books, both informative and fictional, for extensive or rapid reading;

- **teachers' materials**: content and methodology guides, to go hand in hand with pupils' primers and course books; works on the alphabets, simple linguistics, and terminologies of the African languages in educational use; e.g. the volume on the orthography of the seven Zambian educational languages (1977); the Glossary of *Technical Terminologies for Primary schools in nine Nigerian languages*; works on language teaching;

- **support materials**, such as are needed for older pupils, adult literates and the general public — popular dictionaries and grammars; fictional and informative books for extensive rapid reading; newspapers and journals.

.../...

- 31 -
(c) Some considerations in the preparation of materials

120. Discussion then turned on professional matters relating to the preparation of African language materials, especially textbooks. The consultant presented a list of points, which, from his experience, need to be taken into consideration in the preparation of such materials. These were as follows:

- there must be strong educational reasons for preparing the books and for the methodology to be employed in them. For example, where children know the language already, a textbook may use the discovery method, giving children the opportunity to find out things for themselves alone or in small groups.

- several small and inexpensive books are preferable to large volumes, because smaller books are easier to handle and also to test and revise.

- instructional materials are usually most adequate when they are the result of cooperative efforts of classroom teachers, teacher trainers, professional Ministry of Education officials, and university teachers. These cooperative efforts are best pooled together through writers workshops.

- materials need to be experimental in nature and tested for adequacy and revised before they are put in printed form.

- however, whether experimental or printed, materials must always be as attractive and appealing to children as possible.

- a production team is necessary for regular and adequate supply of the materials.

121. Participants noted that these are considerations which can be universally applied. By way of confirmation, some of them related their countries' experiences in educational materials production. An exchange of views resulted in the conclusions immediately following.

(d) Establishing the need for materials

122. Activities towards establishing the need for specific educational materials usually presuppose firstly, that there is available an accepted orthography of the language, or that the government, usually through the Ministry of Education, has agreed upon and approved an orthography, such as has been recommended by a specially appointed language standardisation or orthography committee composed of linguists, language educators, Ministry of Education officers and representatives of the general public. Such activities presuppose, secondly, that there are approved curricula for teaching the language and in the language. Where these are not yet available the Ministry of Education may require its Institute of Education or Curriculum Development Centre or some such national body to set up special curriculum committees, which committees prepare the necessary curricula.
123. A national textbook Committee or similar body may also be set up to establish the book needs, following the curricula. This body is usually composed of Ministry of Education officials, university personnel, classroom teachers and representatives of the public. The Committee decides on what textbooks, teachers guides and other educational materials are to be produced and in what numbers, taking into consideration not only curriculum and teacher training demands but also the suitability of existing materials if there are any; the size of the relevant school and teaching population; and government regulations and other national considerations relating to the sale and distribution of textbooks. This Committee, which is an educational materials planning committee, is thus of extreme importance, not only in helping to guarantee the relevance of the materials, but also in ensuring that the available resources for materials preparation and production, which are everywhere inadequate, are used to maximum effect.

(e) Conception and authorship of the materials

124. In this connection it was stressed by participants that African language educational materials, whether for pupils or for teachers, should be conceived in the African languages themselves. As regards textbooks and primers, where a country uses two or more languages in different geographical regions, the content of a textbook for the same level of pupils in the different languages may be identical, since these books are expected to follow the same national curricula; however the writing needs to be done by different authors for each language, preferably by native speaker authors with the necessary background. Translations of imported materials are to be avoided altogether — such translations have been tried in some countries but the resultant materials have never been found suitable.

125. In some countries also, educational materials for teachers in African languages have been produced not in the languages themselves but in the adopted foreign language. Participants agreed that this practice also needs to be abandoned. It is best for African language teacher materials to be produced in the African languages themselves.

126. The steps to be followed in the conception and authorship of materials were itemised as firstly, a detailed and complete definition of the general objectives to be followed in the syllabus; secondly, a definition of the teaching and lesson objectives; thirdly, a determination of the chapters of the text; and fourthly, the writing of the text in accordance with the syllabus, starting either with the pupil's book or teachers guide as convenient.

127. Participants were agreed that the writing of a textbook is best done in writers workshop composed of classroom teachers, teacher trainers, professional Ministry of Education officials, art illustrators and university teachers. Such a writing team is usually put together by an Institute of Education or some such curriculum and text materials development body, to whom the preparation of texts has been decentralised. Such a writing team should be kept small, basically with one person from each category. However, members of the team should also have the ability to write, and for this purpose one or two other members with writing ability, usually classroom teachers, may be added to the team. At its initial meeting the team would discuss the work to be produced and plan it in detail, assigning
particular chapters to be written by different members and illustrations to be produced by the artist, and setting time limits for completion of these assignments. On completion, the team would collectively criticise the written chapters and the illustrations, these criticisms leading to a finished manuscript, which is then put in mimeograph form.

128. The collective criticism is the first evaluation of the manuscript. Evaluation also takes place, as has been indicated, when the finished mimeographed manuscript is used experimentally in the classroom. However, some flexibility is needed in this matter of evaluation. It may be necessary for some sections of a text to be finished and tested early, since this would clear doubts and provide indications as to how best to approach the writing of other sections. In such cases, both kinds of evaluation can go on at the same time.

(f) Preparation of teachers guides

The question in this connection was whether it was necessary to make teachers guides very detailed, so that the teachers are told what and how to teach lesson by lesson; or whether to decide on guides which merely give brief indications to the teacher and thus leave a large margin for the exercise of initiative in the classroom. A prevailing point of view was that the decision would depend on the competence of the teachers. If they have been well trained, there is no need for extremely detailed teachers guides - such guides can even be frustrating. However if as in many cases it has not been possible to train teachers to a high level of academic and professional competence, then detailed guides are necessary to make up for the deficiencies of training.

134. It was felt also that the choice would depend to a large extent on economic and manpower considerations. In other words, the extent of the resources available for teacher training needs to be taken into account. Admittedly it is best always to aim at thorough academic and professional teacher competence so as to avoid the necessity for detailed teachers guides. But often countries face the problems of inadequate financial resources, lack of enough candidates with superior entry profiles for training, and also of competent trainer personnel. In such cases properly qualified teaching personnel cannot be generally guaranteed, and it is best to give the available teachers detailed guides so as to help them to execute their tasks with the maximum possible efficiency.

D. RECOMMENDATIONS

The workshop recommends as follows:

To African Governments and their Ministries of Education

1. That they work out clear policies leading to the use of their African languages not only as vehicles for teaching but also in all sectors of national life, since this is a necessity for national socio-economic and cultural development; that these policies identify all the languages of a country, both the major as well as the minority languages, assign functional roles to each of them, and prescribe the means of enabling each one to perform its roles effectively;

.../...
2. That they take immediate action to standardise and systematise the alphabets of all their languages, wherever such standardisation and systematisation has not yet taken place; that in this connection, in cases where some of their languages are also used in other countries, that they collaborate with these countries to ensure that the same alphabet and writing system issued everywhere for the same language.

3. That they make clear decisions as to which of their languages should be taught as school subjects or used as vehicles of teaching. That where a multilingual state decides on adopting more than one language, each language thus adopted should be a community language - in other words, the dominant language within a well-marked geographical area of the country, the area in which it is to be used for teaching.

4. That they take action to ensure community involvement, support and enthusiasm for the use of their African languages. Such action may include the promotion of voluntary language associations devoted to the development of each of a particular language; the organisation of literary competitions for creative writing and other works in the languages; the use of the languages for middle and lower level manpower training leading to employment opportunities for citizens who are educated in their African languages;

5. That because primary education is terminal for many children in Africa, and in order to achieve permanent literacy and numeracy, African languages be used as instructional media, and the country's adopted foreign language be taught only as a subject, throughout primary education. That for secondary education, where countries prefer to continue the use of the adopted foreign language as the teaching medium, the African languages be at least taught as subjects throughout.

6. That they take action to create all the officials, organs and institutions needed to promote the use of their African languages in education as well as in national life. That such institutions should include a national language academy and/or institute; organs such as rural presses for the publication of African language newspapers and other periodicals; national language committees for standardising and systematising orthographies; university departments of national language or equivalent bodies for research leading to the identification and linguistic description of the languages, their vocabularies and social functions; institutes of education, curriculum development centres or equivalent bodies for the preparation of teaching curricula and the development of educational materials; special African languages teacher training institutions or programmes, separated from those for training teachers who teach in the adopted foreign language, and facilities for the publication and distribution of African language educational and other materials. That they endeavour to give these institutions all the support and funding necessary for them to carry out their functions effectively.

7. That they collaborate in setting up a Regional Centre or sub-regional centres, or make use of existing subregional centres, for coordinating the work of their African language national institutions, such a regional centre or such a subregional centre be concerned inter alia with pedagogical research and training; the development of orthographies and common technical terminologies for countries using the same educational language; readability research; and the development, exchange and use of common African language educational materials.
To the African language institutions as existing in or set up by the various states:

8. That each institution carries out faithfully the tasks with which it has been entrusted. In particular:

(a) That they conduct the research necessary for identification and description of the languages and produce the standard grammars, dictionaries, socio-linguistic descriptions and terminologies which are necessary for the use of African languages in modern society;

(b) That they ensure the use of the languages in the press, radio and other mass communication and for the general public, in this respect working with Government ministries and other bodies which need to use the languages for purposes of national development.

9. That those institutions concerned with language educational development seriously undertake research leading to the provision of readability criteria for their languages, in cooperation with their regional or subregional centre; research is also needed to determine suitable methodologies for African language teaching;

10. That the training institutions endeavour to provide thorough and effective training for teachers in African languages and not in a country's language of foreign adoption, even if initially in only some of the disciplines;

11. That they also make adequate provision for the training of teacher trainers; that courses for these trainers include training in evaluation with a view to ensuring that in the near future not only they but all teachers are able to use evaluation techniques for the improvement of teaching;

12. That the curriculum and publishing institutions involve teachers in the preparation and publishing of teaching materials, using their expertise to dynamise this production;

13. That the various national institutions cooperate with each other so that their efforts in research, training, production etc., may permit a more rapid development and use of a country's African languages;

14. That the institutions also cooperate with their counterparts in other countries, preferably through their regional or subregional centre, for the coordination of research and research results; the exchange of expertise; and for the organisation of meetings and workshops for the adoption of common alphabets if necessary and of common terminologies; and for the harmonisation of manuals and guides for countries possessing common national languages.

.../...
To UNESCO and the Network of Educational Innovations for Development in Africa (NEIDA)

15. That they give the African states all professional and technical assistance and support in carrying out the above recommendations. In particular, that they:

(a) continue to promote linguistic research and publications for the mapping and description of the African languages so as to facilitate the educational use of these languages;

(b) support pedagogical research, particularly research leading to vocabulary grading and the provision of readability criteria for African languages and their use in education;

(c) promote training in evaluation for African language teachers and teacher trainers;

(d) assist in the organisation of workshops for the preparation and harmonisation of teaching manuals and guides for countries using the same African languages as languages of education; and also for the provision and coordination of technical terminologies for their use;

16. That they assist in the setting-up of a Regional Centre or subregional centres as necessary, and in promoting the work of these centres, as in recommendation 7 above.

17. That they continue to promote the exchange of information and documentation for the use of African languages in education;

(a) by the establishment of a journal devoting itself to the exchange of information, ideas and experiences;

(b) by sending their publications not only to Ministries of Education and UNESCO national commissions but also directly to the university departments, teachers colleges and other institutions in the various countries concerned with African languages and their use, which institutions are the intended users of these publications.

To other international organisations and funding agencies

18. That they cooperate fully with UNESCO and the various African countries, by giving full financial and technical support for the use of African languages in education.
E. Guidelines for the use of African Languages in Education

A. Language Development factors

(a) Ideology

- A strongly held ideological position by the Government for the directed economic and socio-economic development of the nation;
- Mass national acceptance and support for this ideology;
- The political will to pursue this ideology single-mindedly.

(b) Policy and planning

A Government policy such as would serve the needs of this ideology. The policy would, among other things:

i. identify all the languages of a country, both major and minority languages, assign functional roles to them, and prescribe the means of enabling each language to perform its function effectively;

ii. make sure that there is a standardised alphabet and writing system for all the languages. Where such are not available, prescribe immediate action to be pursued towards this end. Such action should be taken in collaboration with other countries, in cases where some of the languages in question are shared with these other countries;

iii. encourage the creation and functioning of voluntary associations devoted to the promotion of particular languages;

iv. Prescribe which languages should be taught as school subjects only and which should be used as instructional media, and in each case at what levels of education (primary, secondary or higher) and in what geographical area of the country, bearing in mind that, because of the country’s commitment also to a foreign European language also to be taught as subject and or used as medium, it is not usually practicable to use more than two of the country’s languages in education, or at most three if actual mother tongue education is included.

v. Prescribe that African languages to be used as in (c) above should be:

- The national language of the country, if there is only one such African-national language

- The community languages, i.e. those languages which are dominant in well defined geographical areas of the country, each in its own area of dominance;

- As far as possible also the mother tongue language of the pupils at least for the first two or three years of primary education, in cases where these mother tongues are different from the single national language or from the community language in use within a specified geographical area.
vi- Prescribe a plan of language usage in education. For example:

Language A - Mother tongue Language - Medium of instruction for pre-school education, possibly also for first two years of primary. Teach at least the writing system of these languages to their mother tongue speakers during the later primary years.

Language B - Community Language or single national language - Medium of instruction throughout primary years or up to end of basic education cycle, except where mother tongue is medium during first two primary years. Also teach as subject in secondary school.

Language C - Adopted foreign language - Teach as subject during second half of primary education. Use as medium for secondary education.

This plan would admit of variations. For example, where as is desirable, a country wishes to use its single national language throughout primary and/or secondary as medium, teaching the adopted language (foreign) as subject only throughout; or where a country has decided on not a single national language but two or even three or more such languages, in which case one of these languages may be used as medium throughout primary and/or secondary, and another taught as subject at secondary level.

vii- Ensure the availability or the creation of the national organs and institutions needed to implement the above policies, e.g., the rural press, national language committees, university departments or institutes of African languages, curriculum development bodies, special training institutions or programmes and facilities for African language teachers and teacher trainers, publishing institutions and facilities for the production of African language educational materials. Ensure for these bodies maximum support and funding.

viii- Collaborate with other countries in the setting up/functioning of a regional centre or subregional centres for the coordination of the work of their national African language bodies or institutions.

2. The function of African language research, development and educational institutions

(a) These institutions need to carry out the following tasks:

i- Engage in research necessary for the identification and the description of all a country's languages; produce the standard alphabet and the grammars, dictionaries, sociolinguistic descriptions and terminologies necessary for the use of these languages in modern life and in education.

ii- Cooperate with Government ministries, industry, commerce etc., in ensuring the use of the languages for national development in press, radio and other mass communication; ensure the provision and availability of popular reference works and general reading materials for schools and for the general public;
iii- Engage in research leading to the availability of graded vocabularies and readability criteria for the languages, particularly for those languages used in education, and the development methodologies for teaching the languages.

iv- Provide separate training programmes and if necessary separate institutions for teachers and teacher trainers in African languages, ensuring that such training includes an evaluation component, that for teachers at least it is given through the medium of the African language of teaching, and that the teacher training materials, as well as curriculum and methodology guides for classroom teachers, are also written in this African language.

The institutions will need to cooperate fully with other national institutions both within and outside the country, in the latter case through a regional or subregional African Language Centre, for the conduct of these activities. This cooperation is especially necessary when the same languages are shared between two or more countries; as it facilitates the standardisation of alphabets and terminologies; the coordination of research and exchange of educational and other materials.

5. The teaching of the African language as a subject

(a) Wherever an African language is used as a teaching medium in primary or secondary education, the same language should also be taught as a subject. The subject teaching is vital as a complement to the usage as a medium.

(b) Curriculum developers, teachers and other educationists need to be aware that the concerns in the teaching of an African language as subject are just as demanding as the concerns in the teaching of any other language. The scope of these concerns is as follows:

i- Listening: - standard versus dialectal features, aural comprehension, aural evaluation.

ii- Speaking: Proper articulation of vowel and consonant sounds, proper pronunciation of syllables and words (including tones in a tonal language), proper intonation, mastering the grammar of speech, self-expression.

iii- Reading: - reading readiness, eye-hand-coordination exercises, reading aloud and proper speech features, silent reading habits, vocabulary acquisition, mastery of the grammar of the written language, reading comprehension skills, evaluation reading skills, skimming and scanning, intensive or study reading skills, extensive reading and reading for enjoyment.
iv- Writing: Mechanical aspects - letter shapes, sizes and spacing of words, sentences and paragraphs;
structural aspects: - relationship between writing and speech, orthographic features;
writing and ideas - having something worthwhile to say and saying it well; grammar, tense, usage and metalanguage;
outlining; note-taking; summarising and reporting;
Original composition - descriptions; narratives; expositions, arguments; letters and speeches; creative writing; the academic and research paper - footnoting and bibliography.

v- Language study: Phonetics and phonology: analysing the sounds and prosodies of the language, weighting of the various elements in respect of mutual intelligibility of speakers;
lexis: - analysis of lexical structure and patterns; expansion of lexical items;
grammar: The sentence and its parts, the text and the discourse
Usage: - Registers, technical terms, metalanguage.

vi- Literary and cultural studies: - The concept of literature, oral and written; literary genres of traditional Africa - modern African cultures; consideration of African literary texts and the past, present and future development of Africa and African Cultures developing literary talent in African literature - creative compositions, oral and written.

(c) The various levels at which each item above is to be taught, and the concentration on particular items and the degree of teaching, would vary according to the age, maturity and previous learnings of pupils; school and class organisation; the availability and training of teachers, and other such factors. Since these factors would differ from country to country, it is best for each country to make its own curriculum specifications, using the above guidelines.

(d) The following factors need to be guaranteed for the development of African languages as teaching subjects:

i- The development of the technical vocabulary and special idioms and expressions, for the practice of language use, for language study, for literary and cultural studies, for applied linguistics and the teaching of African languages;

ii- The evolution of development of effective teaching methods for the teaching of African languages as school subjects.

These are matters, as indicated earlier, for which research needs to be undertaken by the relevant national institutions concerned with curriculum development and teaching.
4. African Languages as Instructional Media

(a) Confidence needs to be built up among teachers and educators and indeed the general public that African languages, like all other languages, are capable for use as media for the teaching of all curricula subjects; and that the use of an African language is such is not detrimental to, but may even lead to improvement in, the teaching of the country's adopted foreign language. The results of projects such as the Six-year Primary Project and the Rivers Readers Mother Tongue Teaching Project, among others, both from Nigeria, can be publicised in this connection. If other African languages pilot projects are known which have been likewise carefully evaluated and found successful, their results can equally be used.

(b) There is always need, however, to develop technical terminologies for African language teaching, particularly for teaching Mathematics, and science and technology but also for teaching the social sciences and cultural subjects. Such terminologies for African languages as well as for other languages, are usually obtained by the following means:

i- Direct borrowing of words from a foreign language, sometimes with slight changes in word forms so that the borrowed words conform to the patterns of the language.

ii- Adoption from another local language: When a suitable word does not exist in the African language of concern, a search may be made among other languages local to the country for a word existing in any of these languages. This word, if considered suitable enough, is then adopted.

iii- Coinage or invention of complete new word in the African language, to express the new idea or concept.

iv- Expansion or change of meaning - an existing word in the African language, whose meaning is near enough to that of the new idea or concept to be expressed, although not quite the same, is in fact adopted as the word to express this idea or concept.

v- Translation: The new idea or concept is translated into a short phrase or sentence in the African language. This short phrase or sentence is then adopted as the term for expressing the idea or concept.

(e) The development of such new terminologies is most quickly and effectively done by a small team consisting of subject specialists (e.g. Mathematics or Science specialists); linguistics specialists; education specialists; and classroom teachers. The subject specialist explains the concept or idea, the linguistic specialist suggests a number of alternative terms using one or other of the methods indicated, and the education specialist and classroom teacher choose the one from among these suggestions which is likely to be most clear in educational contexts and which conforms to the practical needs of classroom pupils.
When a language for which such terminology is needed is also used educationally in other countries, it is best for collaboration to be arranged with these countries so as to ensure that everywhere the same terminology is used for the same language.

(c) Methodologies - Because the African languages used as media are often not the mother tongue of some of the pupils, it is necessary to develop two kinds of methodologies for the use of such languages, namely methodologies for first language teaching, as well as methodologies for second language teaching. Teachers need to be trained in the use of both methodologies, so that they can use them in the classroom as needed.

(f) School inspectors and supervisors should have an adequate knowledge of the instructional language of the area of the country in which they function. They also should receive training in first and second language teaching methods and their application to teaching.

(g) The curricula and the teaching of the various school disciplines should be coordinated. Teachers should be trained to achieve interdisciplinarity and school-community involvement in all their teaching.

5. TEACHER TRAINING

(a) Teacher training is a vital component of an African language education programme and it needs to be seriously pursued. All forms of teacher training, pre-service and retraining, are necessary for the use of African languages in education.

(b) Training for African language teaching needs to be undertaken in separate African language training centres or programmes. In countries where more than one African language is used in education, it is best that there should be a separate training centre for each language, located within the geographical area in which this language is used as the educational medium.

(c) It is necessary to prepare in advance the training curricula and the pedagogical materials to be used for African language teacher training.

(d) Collaboration and interdisciplinarity, and also the use of evaluation techniques, should also be assured in such training.

6. The preparation and production of educational materials

(a) The kinds of materials needed may be specified as follows:

- Pupil materials, including language primers and coursebooks; textbooks in mathematics, science and other subjects, and children's readers, both informative and fictional, for extensive and rapid reading;

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(ii) **Teachers materials**, including coursebooks for teachers in training curriculum and methodology guides, to go hand in hand with pupils textbooks and readers; simply written works on the linguistics of the relevant languages; glossaries of technical terms both for teaching the languages themselves and also for teaching mathematics, science and other subjects through the languages.

(iii) **Support materials**, such as are needed for older pupils, adult literates as well as the general public - popular grammars and dictionaries, fictional and informative books for extensive/rapid reading, newspapers and journals.

(b) Not only pupils materials and support materials, but also teachers materials, should as far as possible be conceived and written in the African languages themselves, preferably by native speaker authors translations of imported materials should be avoided.

(c) Several small and inexpensive books are preferable to large volumes, because smaller books are easier to handle and also to test and revise.

(d) The first kind of the materials that need to be prepared and published are the school curricula for African language subject and medium teaching. Like other curricula, these may be prepared by subject specialists, but their work needs approval by a team of Ministry of Education officials, high level subject specialists and educationists, classroom teachers and also representatives of the general public, working under the umbrella of the Ministry of Education, either directly or through a curriculum development centre, Institute of Education or some such national body.

(e) A National textbook Committee is usually needed to establish book needs, in line with the curricula and also in line with Government regulations and other national and educational...
considerations governing the production, supply and distribution of books, including African language books. The committee is usually composed of Ministry of education officials, university and other high level education personnel, classroom teachers, representatives of the book producer or producers, and members of the public.

Steps to be followed in the conception and authorship of text materials - These are as follows:

(i) a detailed and complete definition of the general objectives to be followed according to the curriculum
(ii) definition of the teaching and lesson objectives.
(iii) determination of the chapters of the text
(iv) the writing of the text in accordance with the curriculum, starting either with the teacher's book or the teacher's guide, as the case may be.

(g) Methodology in writing - In writing the text, careful consideration should be given to the methodology employed. For example, where children are familiar already with the African language of instruction, a textbook may use the discovery method, thus giving the children the opportunity to find out things for themselves alone or in small groups.

(h) Writers' workshops - From experience, a textbook and accompanying teaching guide are best produced by a small team of teacher writers, teacher trainer, linguistic specialist, subject specialist, Ministry of Education official, and art illustrator. As well as the teachers, other members of the team with the necessary aptitude may also write. The team would plan the work in detail and assign particular chapters to be written by different members within a specified time limit. It would also decide on illustrations to be produced by the art specialist. On completion of the assignments the team will meet and collectively criticise each others' work, the amendments resulting from this criticism leading to the final manuscript.

.../...
This procedure will vary when parts of a text are to be tested and evaluated before others are completed. In such a case the text would be written in stages, the complete procedure being followed for every stage.

(i) All materials need to be experimental in nature, preferably in mimeographed form, and tested for adequacy and revised before being put into print.

(j) However, whether experimental or printed, materials must at every stage be made as attractive and appealing to children as possible.

(k) A national publisher or some other production team is necessary to guarantee the regular and adequate supply of the materials.
APPENDIX I

PROGRAM OF THE FORMAL OPENING CEREMONY OF THE
UNESCO/MEIDA WORKSHOP

Auditorium of the University of Liberia
Sunday, October 16, 1983 - 6.00 P.M.

Theme: - Curriculum and Methods in the Use of African Languages
as Media of Instruction.

Invocation
The Venerable A. Bani Collins
Vicar General, the Episcopal Diocese

Introductory Statement
Mr. Sylvanus N. Tucker
Coordinator, Liberian Languages Program

Welcome on behalf of:
- UNESCO
  Mr. Clifford N. Fyle
  Representative, UNESCO/MEIDA
  Dakar, Senegal

- UNDP/LIBERIA
  Mrs. Norma Walker
  Acting Resident Representative

- UNIVERSITY OF LIBERIA
  Dr. Mary Antoinette Brown Sherman
  President of the University

- MINISTRY OF EDUCATION
  The Honourable Etmonia D. Tarpeh
  Assistant Minister for Instruction

Presentation of Participants
Mr. Clifford N. Fyle

.../...
INTRODUCTION OF THE MINISTER OF EDUCATION
The Honourable Dr. M. Rosalita Roberts
Deputy Minister for Instruction

OPENING ADDRESS
The Honourable Dr. George E. Saigbe Doley
Minister of Education

VOTE OF THANKS
The Honourable Dr. M. Rosalita Roberts

ANNOUNCEMENT
Dr. William A. Brown
Program Officer and National NEIDA Coordinator
Ministry of Education

BENEDICTION
The Venerable A. Bani Collins.
APPENDIX II

OPENING SPEECH BY THE HONOURABLE DR. GEORGES E. SAIGBE BOLEY
MINISTER OF EDUCATION OF THE REPUBLIC OF LIBERIA
______________________________

- Mr. Representative of UNESCO/HEIDA and Honourable members of your delegation
- Hadam President and members of the University of Liberia's faculty
- Doyen and members of the Diplomatic Corps here present
- Members of the People's Redemption Council here present
- The United Nations Development Program Representative in Liberia
- Fellow citizens and distinguished Ladies and Gentlemen.

Please let me begin by first of all expressing the delight and pleasure of the Government and People's Redemption Council for Liberia having been chosen to be the venue of such a significant international conference. The Ministry of Education is highly honored and is very pleased to host such a relevant and timely conference. It seems to me that all of Africa is awakening to the realization that a great language abyss separates people in one nation from effective communication with one another. Then how much greater is the language abyss between African nations? This is the legacy that was bequeathed to the continent by its former métropoles. African educators, psychologists, sociologists, anthropologists and politicians have awakened to the need to overcome this problem.

Many countries started out on their own in the formulation of either a program of the teaching of a national language where such a situation obtained, or, in the absence of a national language, to offer instruction in some of the various languages of a country. Due to the initiative of these innovative persons, I want to believe that the message of the urgency for the need for training in one's own mother tongue was effectively transmitted that UNESCO planned and effected two international seminars on some aspects of African language teaching.

.../...
The first of such seminars was held at Kaduna, Nigeria, January 19 - 24, 1976 on the theme of "National Languages and Teacher training".

The Kaduna Seminar was essentially concerned with an examination of the role of teacher training colleges in the promotion of national languages as languages of instruction and communication in Africa. In addition to the former, the Seminar was mandated to identify and establish a typology of situations, and common problems.

Three years later, November 12 - 16, 1979, a similar seminar was held at the Goethe Institute, JPS Building, Dar-es-Salaam. The theme was: "Content and Methodology of African Language Teacher Training".

Four years (minus one month) later, UNESCO/HEIDA has planned another in a series of such conferences, October 16 - 21, 1983 that is hosted by the Department of Instruction of the Ministry of Education. The theme of this Conference is "Curriculum and Methods on the use of African Languages as Media of Instruction".

It is significant to note that several conclusions can be drawn from these exercises. They are viz:

(a) The African languages Conferences are continental in scope, which fact will inevitably result in cultural and academic cross-fertilization; the participants will become au courant with whatever innovations, successes and failures are taking place in other African countries.

(b) The futility of belaboring the negative historical events and the need to get on with the process of promoting African Languages Teacher Training; Content and Teaching of African Languages; and, Curriculum Development and Modalities in African Language instruction;

(c) The change of the Regional venues of the Conferences. This important for the geographical and cultural intercourse of the programme and participation.

.../...
(d) The promotion of regional, continental, UNESCO/NEIDA and other agency cooperation.

(e) The implicit influence such conferences can have on those countries that have not formulated a national position or policy on an African language instruction program.

Mr. Coordinator and UNESCO/NEIDA participants, I want to make it abundantly clear to this august body that the hosting of this Conference in Liberia is representative of this country’s moral obligation and support to UNESCO/NEIDA, of which it is one of the founding members and in respect of which the Program Officer of this Ministry was elected as one of the Vice Presidents of the First NEIDA Consultative Conference. Liberia attaches a great deal of importance to the hosting of this international conference of experts because we are cognizant of the need for and the role of Liberian language study as an instrument for national development.

... Permit me to put in historical perspective, the dilemma this country has faced in developing a program of Liberian languages. The settlers who came and settled on these shores came with their American experience, one of which was speaking and writing in English. At the same time, there came personnel from the American Colonization Society, followed by missionaries all with the same language background. It is no wonder then, with the polyglot of tongues all around and with neither group being able to communicate with the other, that the Lingua Franca became English, Western style education, as well as commerce, government, religious services, etc., were done in the English language. Those who were engaged in these things became members of the "new" churches, entered schools and worked in the homes of these English speaking people. Historically, English has been a second language for most of the people of the newly emerged elite class. The training given in English in Liberia was of such good quality as to cause the American University system to waive the stipulation that Liberians going for graduate and post graduate studies should take the TOEFL Test, normally a prerequisite for all foreign students. In the past, many students of good connections received scholarships for undergraduate, graduate and post graduate degrees. Added to this sovereign from their mother tongue, through...
being abroad for many years was their migration to Monrovia elsewere
along the coast or from the interior, to be placed in homes of "higher ups"
and to make use of English speaking facilities in the capital of the nation.
In many of the "respectable" schools, i.e., mission schools, they were prohibited
from using at any time, what was referred to as "dialects" during school
hours. Thus, a young person not knowing his mother tongue too well would come
to Monrovia and shortly after graduation from secondary school would be off
to the U.S.A., in most cases, and/or to the U.K. Added to this group were the
very young who were sent away to English Boarding Schools and were away
for an eternity. When both groups returned, they had no national identity;
in many cases there was no communication between the returnee and his own
family because the former had never learned well his own mother tongue.

The Ministry of Education, and also the University of Liberia and the
Cuttington University College, for the past decade have been trying to motivate
and persuade teachers, school officials, parents and politicians to include
the teaching of Liberian languages in the curriculum of our school system
because it would be a near-to-impossible task to have a national language due
to the country's multi-lingual complex of some sixteen various languages.

There has been an uphill battle to have the proposal accepted and strangely
enough, the most vocal and articulate opposition comes from the "newly created
elite class" who do not wish to have any identification with the "uncivilized"
people whom they claim inferior and illiterate.

There is the opposition from many of the parents that since they are
sending their children to school to be "somebody", they do not want their
children wasting their time in language learning that will not contribute
to the English speaking proficiency needed for them to become that "somebody".

Since 1980, there has been an upsurge in the desire to learn to speak
a Liberian language. The quality of this upsurge is probably questionable, but
nevertheless, an awareness and an identification have surfaced and may lead
to the formulation of a national policy and program. It was a very timely
decision to bring this conference to Monrovia so that we can become aware of
how our sister and brothers in Africa feel about the use of their languages
and how they bring that "feeling" to a reality or partial reality.
The Ministry of Education is experimenting with the teaching of a Liberian language in homogenous school areas, in which an outside language is not enforced on any school child. Presently, there are several such languages being taught. We are receiving tremendous help from the Lutheran Church; the United Methodist Church; the Institute of Liberian Languages; in the production of materials, in training programs, etc... In the languages that are being taught in the public schools, orthographies have been prepared as well, as some reading materials and instructional aids. At another level, there are courses in Liberian languages that are offered and are termed "electives" in the institutions of higher learning.

In spite of our conscious efforts to experiment in the teaching of Liberian languages, we are faced with the universal problem of untrained personnel for language teaching; a lack of a national policy on the teaching of a Liberian language; and due to the lack of a defined course of study and/or curriculum, we are more or less operating on an ad hoc basis. We feel confident that the presence of this Conference in our country is a good omen and that by the time you will have left our shores, the decision and policy makers will have been motivated to immediately take a position on this important issue.

Finally, dear Coordinator and Participants, I wish, in this public manner, to express on behalf of the People's Redemption Council Government; the Department of Instruction of the Ministry of Education; the host of this high level Conference; and on my own personal behalf, thanks and appreciation to the organizers of the Conference and the attenders of the International Conference and Liberian participants for all that you will do in an in-depth study in your professional discussions, conclusions and recommendations. I pray that each of you individually and collectively, will continue to promote the program of African Languages, in spite of the obstacles that may detain and detract you momentarily; there still remains the challenge to propel you on towards the goal. My final word to you is in the words of a famous Victorian English Poet, Robert Browning, in his poem "Andrea Del Sarto" who has the artist to say:

.../...
"Speak as they please, what does the mountain care?"
Ah! but a man's reach should exceed his grasp,
Or but what's a heaven for?"

It is in this spirit that I wish for you a pleasant stay in our midst and a successful series of deliberations; and now in my own name, I do declare this Conference open.
APPENDIX III

ADDRESS
DELIVERED BY THE REPRESENTATIVE OF UNESCO/NEIDA
(MR. CLIFFORD N. FYLE)
AT THE OPENING CEREMONY OF THE NEIDA REGIONAL WORKSHOP
ON CURRICULUM AND METHODS IN THE USE OF AFRICAN LANGUAGES
AS MEDIA OF INSTRUCTION
Monrovia, Liberia, October 16 - 21, 1983

Mr. Minister,
Your Excellencies,
Members of the Ministry of Education,
Distinguished Participants,
Ladies and Gentlemen.

This address is described on the programme for this opening ceremony
as a response. It is in fact more than a response. It is firstly a message
of greetings, then one of thanks, and also an invitation to examine the
issues for the consideration of which this meeting has been organized here
in Monrovia, Liberia.

First of all, in the name of the Director-General of UNESCO, Mr.
Ahmadu-Bahtara Nbow, I bid you welcome to this NEIDA Regional Workshop on
Curriculum and Methods in the Use of African Languages as Media of Instruction.
I bid you welcome also in the name of Mr. Baba Aliko Naidara, Director of the
UNESCO Regional Office for Education in Africa, a part of which is the
Regional Coordinating Unit of the Network of Educational Innovations for
Development in Africa, more commonly known as NEIDA. I welcome you again,
and in the name of the Regional NEIDA Coordinator. Both the Regional Office
Director and the NEIDA Coordinator would have been here in person, had not
other pressing officials demands, connected with the General Conference of
UNESCO, made it impossible for them to come. I bring you however their
warm greetings, indeed the greetings of the whole of UNESCO, and best
wishes for the success of this regional activity.

.../...
I would like to thank you, Honourable Minister, and you also, our distinguished guests, for your presence here at this opening ceremony. Not all UNESCO meetings have an opening ceremony planned on such a scale; and your presence here, and that of so many other distinguished Liberians, is regarded by us not only as a sign of the importance which you attach to the theme and purposes of workshop, but also as an index of the longstanding cooperation of this country with UNESCO. In this connection, permit me to express the delight of the Organization that Liberia has not only accepted to host this meeting and receive us in the capital city, but that also the Liberian authorities have gone to a great deal of trouble to provide and put at our disposal the facilities that we need for its success.

Mr. Minister, sir, permit me to express through you the thanks of UNESCO first of all to the Head of State, Dr. Samuel Kanyon Doe; to his entire Cabinet and Members of his Government, and indeed to the People of Liberia as a whole, for confidence in and continued Liberian support for the Organization in the years to come.

I need also to offer a word of thanks to our participants, who have come to this meeting from all over the continent of Africa. They are all very busy people in their own right; performing expert and often almost irreplaceable functions in their own countries; and the fact that they have been able to free themselves from their various commitments, and brave the difficulties, uncertainties and even hazards of African travel, some of them at short notice, to come to this meeting, this fact says a great deal for their belief in the importance of the duties we have called upon them to perform here, and also of their willingness to put their knowledge and expertise to work conjointly in the service not only of their own countries but indeed of the whole Africa region. We are very glad to have them here in Liberia. We hope that, at the end of the meeting, they will conclude that the time they have spent here has been well worthwhile.

Honourable Minister, Ladies and Gentlemen,

African languages have long been, from sheer necessity, the media of instruction in adult literacy and other non-formal education all over the continent. Quite recently, the trend towards their systematic introduction
as instructional media in formal education has gathered greatly increased momentum. To quote just one statistic, the UNESCO Regional Office Survey of African Community Languages and their Use in Education, soon to be published, indicates that in 1982, of the 44 states of the UNESCO Africa Region, no less than forty-one were taking some action in this regard, and four of these were using their languages as instructional media in secondary education; two of them throughout. This is a far cry from the position in 1976, only six years earlier, when only twenty-three states could even boast of more or less clear policies regarding their African Languages, and fewer still were using them as tools for teaching in the schools.

But, one may ask, why this great movement towards the use of these languages as media of instruction? Without prejudice to a country's prerogative to choose only one or a number of its languages as instructional media, one may give three reasons. The first reason is of the community kind—the language of a community is its strongest and its obvious means of identification, and the school or other educational institution can be said to belong most truly to a community when it uses the language of that community. This is not merely because the fact of using the community languages pleases the community members, the usage is important for the the quality of education that is given in the educational institution, because it facilitates the interaction of the school or institution with the community in general, and vice versa.

To an audience such as this, I need not belabour the necessity for school community interaction. But this leads directly to the second reason, which is a more patent educational one. The second reason is the need to base the school syllabuses and curricula and methods of teaching them, and in these respects therefore, the whole education of the child, most genuinely on the environment, firmly rooting them on all aspects of the social, cultural and linguistic realities of the country in question. The need to do this has become most apparent and pressing. Firstly it is necessary to avoid the alarming failure rate, particularly in primary schools, which has become a bugbear of education in most African countries, leading to a tremendous but quite unnecessary wastage of the educational effort—unnecessary because it is caused mainly by the student's

.../...
inadequate mastery of the foreign language in which instructions is given. And developments in the study of linguistics have shown that there are no real obstacles to a scientific description and understanding of any African language (or of any language for that matter), and therefore no inherent difficulties regarding their use as instructional media. Secondly, we all know, as educationists, that a child learns best when he is taught through the medium of his own language. And present day psychology has developed to the point where we now understand the vital role that is played by the home language of the child in his emotional, his moral, his cognitive and even his physical development.

But there is yet the third reason, which is that the use of a country's language or languages as media of instruction is of extreme importance for reasons of social and economic development. To quote from the UNESCO publication on National Languages and Teachers training in Africa, "it is organically related to the socio-economic development of the country and is a national concern of the highest order. The language of instruction does in fact make a decisive contribution towards the different stages of planned development for it determines various means of access to theoretical knowledge while at the same time making general the mastery of basic practical techniques. Most educational reforms which seek, precisely, to harness the school as the driving force in development, insist on the interdependence of the factors involved. Hence the attention accorded to the conceptual pairs, "language and development", "language and environment", "language and techniques". In planning, it would be mistaken to separate cultural development from socio-economic development, since the latter naturally acquires its drive and capacity for self-renewal from the former".

The use of African languages as media of instruction is thus seen to be important not only for reasons of community self-respect and community interaction, not only even for important educational reasons, but also for crucial reasons of national socio-economic development. For such reasons, as has been recognised by many African States, the use of such languages as instructional media becomes a top priority in national economic planning. This seems to be true of Liberia as for other States. For too long have the languages here been regarded as dialects, or worse still as negligible means of expression, to be pushed to the backwaters of the mind and accorded...
no place in national plans at all. For too long has there been a lack of recognition of their unique importance in the life of a nation and in its march towards true social well-being and economic independence. In this respect, it is heartening to note that the Liberian languages are now beginning to be accorded their true status as developmental tools. Not only is their use in adult education and communication on the increase; also the Ministry of Education has set up the Liberian Languages Program, which aims at the introduction of these languages as media of instruction in the schools. One of necessity looks forward to these actions gathering momentum; to their being backed up, motivated and generalized by a concentration of effort on Liberian language teaching in the country’s teacher training colleges; to the training of a large number of Liberian citizens up to doctoral and post-doctoral level in Grebo, Kpelle, Krahn, Vai and other Liberian languages, who would conduct the necessary scientific native speaker research and produce the materials needed for their use in education and national communication—a Department of Liberian Languages and Linguistics at the national University should be of immense value in this regard. All these are quite achievable, given the necessary national momentum and goodwill. And these actions should give education and economic development in Liberia a boost in a way that perhaps nothing else can.

The present meeting has been called to examine the most important factors in the educational use of African Languages, those of the curriculum and the methodology to be employed in teaching. Participants will begin by examining the language and pedagogical factors that are necessary for these purposes. They will then discuss the links between the use of African languages in both formal and non-formal education. The development of African language usage in these respects is at different stages in various countries of Africa; also, while there is some similarity in problems that have been encountered and are to be encountered, it is true that various and different means have been employed for their solution. The meeting will attempt to pinpoint these problems in some detail, to examine and evaluate the known solutions, and, through the collective thinking of the participants, to provide new and practical solutions where that will assist in the shaping or reshaping of curricula and in the adoption of proper methodologies for the use of African languages as media of instruction by all the African States.

.../...
Mr. Minister, Ladies and Gentlemen,

I have said that this meeting is being organised under the auspices of NEIDA, the Network of Educational Innovation for Development in Africa. Established by UNESCO as a result of a recommendation of the 1976 Conference of Ministers of Education of the African Member States, the NEIDA Network now comprises thirty countries of the African Continent, among them Liberia. The circumstances that called it forth are the fact that Africa contains more least developed countries than any other region of the world, and for this reason needs to develop faster than any other region of the world, with a rapidity that knows no parallels, no exact precedents. There is thus a constant need for innovations in African developments, and the purpose of NEIDA is to promote educational innovations for development in the fields of Education and Productive Work; Education for Development in Rural Areas; the Administration and Supervision of Educational systems; the Training and Retraining of Educational personnel; the Production and Distribution of Educational Materials; the Use of National Languages in Education; and Science and Technology Education. NEIDA attempts to promote the exchange of information and the sharing of skills and innovative experiences in these fields among the various Member States of the continent; and also through exchange and collective thinking, to develop innovative solutions to practical common problems. The present meeting is one such collective thinking activity relating to the Use of National Languages in Education.

NEIDA works by way of projects within a country which are associated with the Network. There are some six such projects in Liberia, two of which are the Liberian Guidance and Counselling Program and the Community Schools Project. I mention these two projects particularly, not because the others are unimportant, but because Guidance and Counselling, and the organisation of the community schools, are two areas in which this country has perhaps most significantly demonstrated its capacity to contribute by way of innovative ideas in practice to the educational development of Africa. The organization of the community schools, most particularly, is an innovative idea that is truly Liberian. The project of course is not without its difficulties, but it offers at the very least a quite workable solution to the problems of rural education in the continent.

.../...
In addition to trying to solve important language education problems, this present workshop is being used as an occasion to increase the awareness of the Liberian public to NEIDA and Liberian involvement in the Network, and also as to what NEIDA offers and can offer Liberia. The Network offers information on the experience of other African States for the purpose of improving Liberian education; it offers possibilities for Liberians to improve their own skills and expertise and in the fields of NEIDA concern by sharing the skills and expertise of other African States, it offers Liberia joint participation in the continent-wide activity of developing other skills and new innovations in the improvement of education in its vital contribution to socio-economic development. The NEIDA Network needs Liberia; but also Liberia needs the NEIDA Network. This country needs the Network to the same extent that it needs all tools that will contribute to her rapid educational and socio-economic development.

Honourable Minister, Ladies and Gentlemen

It is in this context of need, of urgent African need, that this African Language workshop is being held. In the name of UNESCO, I wish the participants every success in their deliberations.
APPENDIX IV

Schedule of Work

Sunday 16 October
P.M. Official opening

Monday 17 October
A.M.  • Presentation of NEIDA
       • Election of officers
       • Adopting of Agenda and Schedule of Work
          Other Workshop arrangements
       • Presentation of Country reports

P.M.  • Presentation of country reports (continued)
       • Presentation of working documents and Consultant's
          guidelines - Discussions.

Tuesday 18 October
A.M./P.M.
       • Educational visit to Cuttington University College and
          Totota Language Training Centre

Wednesday 19 October
A.M.  • Presentation of paper by UNESCO staff member
       • Agenda Item 1 • Language Development Factors
          and Pedagogical Factors
       • Agenda Item 2 • The Teaching of the African Language as subject
       • Agenda Item 3 • The African Language as Instructional Media
          (a) Initial problems
          (b) Technical terminologies, metalanguage and
          the development of applied linguistic methodology.

.../...
Thursday 20 October
A.M. Agenda Item 4 - Teacher preparation

P.M. Agenda Item 5 - Writing and production of African Language Educational Materials

Friday 21 October
A.M. Agenda Item 6 - Principles of Teaching and the Use of Teaching Aids

P.M. Rapporteur's Reports
    - Recommendations
    - Closing of Workshop

.../...

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LIST OF PARTICIPANTS/LISTE DES PARTICIPANTS

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# APPENDIX VI

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