



**USAID**  
FROM THE AMERICAN PEOPLE



# Report on Operations Research for ACCELERE! I: Sociolinguistic Mapping and Teacher Language Ability

Accès, Lecture, Redevabilité et Réention! (ACCELERE!) Activity I

This publication was produced at the request of the United States Agency for International Development. It was prepared independently by Chemonics International Inc. and SIL LEAD, Inc.

# **REPORT ON OPERATIONS RESEARCH FOR ACCELERE! I: SOCIOLINGUISTIC MAPPING AND TEACHER LANGUAGE ABILITY**

**ACCES, LECTURE, REDEVABILITE ET RETENTION! (ACCELERE!)  
ACTIVITY I**

July 28, 2018

Submitted by Maik Gibson, PhD with input by Bagamba Bukpa Araali, PhD

Under SUB-300

with Chemonics International Inc.

## **DISCLAIMER**

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.



# Acknowledgments

Sonia Arias, Technical Director	(Chemonics International)
Souleymane Kante, Chief of Party	(Chemonics International)
Serge Funga, Monitoring and Evaluation Data Entry Specialist	(Chemonics International)
Gamou Mbodj, Monitoring and Evaluation Director	(Chemonics International)
Provincial Team Leaders	(Chemonics International)
Mark Lynd, EdD, President and Co-founder	(School-to-School International)
Willy Mwpate, Senior Research Manager, DRC	(School-to-School International)
Maik Gibson, PhD, Technical Advisor, Research and Evaluation	(SIL LEAD, Inc.)
Bagamba Bukpa Araali, PhD, Technical Advisor, Research and Evaluation	(SIL LEAD, Inc.)

# CONTENTS

- Acknowledgments .....1
- Abbreviations.....3
- Executive Summary .....4
  - Summary of Main Issues for Each Province .....6
- Introduction.....6
- Methodology .....7
  - Sample.....7
  - Development of the Assessment .....7
  - Data Collection and Analysis .....8
- Results .....9
  - Research Questions.....9
  - Overview of Results.....9
  - Province of Sud Ubangi .....18
  - Province of Equateur.....22
  - Province of Kasai Orientale .....24
  - Province of Lualaba .....26
  - Province of Haut Katanga.....29
- Annexes .....32
  - Annex A: Quelques différences entre le Swahili du Katanga et le Swahili Standard.....32
  - Annex B: Training Event .....34
  - Annex C: The paper version questionnaire (with repeated questions omitted).....35
  - Annex D: Data for first three figures .....39

# Abbreviations

ACCELERE! I	Accelerating Equitable Access to School, Reading, Student Retention, and Accountability
ACOTBA-SUBO	Association Congolaise Traduction de la Bible et Alphabétisation – Sukisa Boyinga
DRC	Democratic Republic of the Congo
EGRA	Early Grade Reading Assessment
SIL LEAD	SIL Language, Education, and Development
USAID	United States Agency for International Development

# Executive Summary

As a part of ACCELERE! Activity 1, this report has been prepared to measure children's and teachers' linguistic skills in Lingala, Swahili and Ciluba (*langues nationales* – national languages) in the provinces of Sud Ubangi, Equateur, Lualaba, Haut-Katanga, and Kasai Oriental, in the Democratic Republic of Congo (DRC). These are the languages being used as primary media of instruction in early grades as part of ACCELERE!, in order to improve early grade educational outcomes. As such it is important to know how well understood each one is in the relevant province(s) by both children and teachers, and what other barriers there may exist in their implementation in the classroom.

In every province we found that the *langue nationale* is much more widely spoken and understood than French, and as such serves better as the initial language of instruction in early grades.

Overall teachers speak the *langue nationale* fluently, and the vast majority of early-grade teachers have positive attitudes to its use in education – these are not major challenges for continued implementation of a policy based on *langue nationale*. The main challenge that teachers face is in Swahili-speaking areas, where the level of difference between the local form of the language and the standard variety used in school is vast.

Children's competence in the local variety of the *langue nationale* in urban contexts is practically universal, but varies widely in rural contexts both between and within provinces. The biggest challenge lies in Sud Ubangi, the only province of the five where the majority of rural children do not adequately speak or understand the *langue nationale* (in this case Lingala). The one province with next to no linguistic or sociolinguistic challenges to the implementation of the policy is Kasai Oriental. There are also some significant issues with some children's understanding of the *langue nationale* in rural Lualaba and rural Equateur.

And for all children (both rural and urban) in Swahili-speaking Lualaba and Haut-Katanga, the variety of Swahili used in school presents significant problems of understanding. Two solutions present themselves – 1) adapting the school materials to the linguistic background of the children, while maintaining the standard form, or 2) teaching in a variety closer to the local variety, which could be controversial, but if attitudes could be effectively managed, would probably more successful.

The two main recommendations coming from this analysis are as follows:

- 1) Consider moving towards using Ngbaka as a medium of instruction in most rural schools in Sud Ubangi where ACCELERE! is active, as most of the children in this part of the province do not come to school with sufficient Lingala to follow what is happening in school in the early grades. Similar challenges are found in the provinces of Lualaba, Equateur and Haut Katanga, but for a minority, rather than a majority, of children in those cases.
- 2) Develop appropriate learning materials and resources for the Swahili-speaking teachers and pupils in the provinces of Lualaba and Haut-Katanga, because of the big difference between the local varieties of Swahili, and the variety taught in school. This should involve the development of materials which both leverage the similarities that do exist, and also enable the children to learn the distinctive forms found in school materials in a structured way. Some consideration could also be given to some level of use of local linguistic forms, should this be deemed appropriate.





## SUMMARY OF MAIN ISSUES FOR EACH PROVINCE

**Sud Ubangi:** The majority of rural children arrive at school without enough knowledge of Lingala to make instruction in Lingala a good pedagogical strategy, though levels of knowledge of Lingala still are much greater than in French. In all of the study area, the rural children all speak Ngbaka, a language with over one million speakers, which has no effective relationship to Lingala. Ngbaka has some educational materials, and over fifty schools (both Protestant and Catholic) use the language as the initial language of instruction, before introducing Lingala and French, with support from the local Congolese organization ACOTBA-SUBO. We might expect to see lower EGRA scores in rural schools where this is little knowledge of Lingala.

**Equateur:** Many parts of the province were not surveyed due to the Ebola outbreak, but in the rural area that was studied, most children did arrive at school with some Lingala, and also speak a related language to Lingala, which should make learning it, and learning through it, less of a challenge. Optimal pedagogical materials should take the linguistic differences into account for children from the Lokondo-speaking background.

**Kasai Oriental:** There are no significant challenges, either in children's competence, nor in that of the teachers, towards the continued implementation of the use of Ciluba as a language of instruction.

**Lualaba:** Swahili pedagogical materials need to take account of the big difference between the standard and the local form of Swahili; many teachers requested further training and materials in the standard variety. There is also a significant rural minority (nearly 30%) of first-grade children who do not control Swahili, where there will be some challenges in using Swahili in the classroom. They do however come from a variety of linguistic backgrounds, which would make the development of materials in other languages more challenging.

**Haut-Katanga:** Swahili pedagogical materials need to take account of the big difference between the standard and the local form of Swahili; many teachers requested further training and materials in the standard variety. There is also a small rural minority (nearly 10%) of children who do not control Swahili, where there will be some challenges in using Swahili in the classroom. They do however come from a variety of linguistic backgrounds, which would make the development of materials in other languages more challenging.

## Introduction

The Accelerating Equitable Access to School, Reading, Student Retention, and Accountability (ACCELERE!!) project (Activity I) aims to improve educational outcomes for girls and boys in select provinces of the Democratic Republic of Congo (DRC) and supports the Government of the DRC's goals for the education sector: access, quality, and governance.

This report has been prepared as a part of ACCELERE! Activity I. We look specifically at children's and teachers' linguistic skills in DRC's *langues nationales*; the relevant ones for this report are Lingala, Swahili and Ciluba. These languages are being used as the primary medium of instruction in the first two years of primary education in schools where ACCELERE!! is active. As such, the overall goal is checking the appropriateness of this choice, primarily in the level of understanding and usage of these languages by both children and teachers, but also considering what attitudes there are towards the use of these languages in schools.

Research has been carried out in five provinces, with a total of 185 schools visited - in Sud Ubangi, Equateur, Kasai Oriental, Lualaba, and Haut-Katanga. The project also aimed to look at the situation in Kasai Central, but civil conflict made it unsafe to do the research, so is not included in this summary report. The outbreak of Ebola fever in Equateur province stopped the ongoing research in that province, so the results cover only the town of Mbandaka and one rural area of that province.

We will start by giving general answers to the research questions for the five provinces studied, and then in more detail by province. For more detailed methodology, see Annex B.

# Methodology

## SAMPLE

In each province the aim was to select and research the linguistic situation in forty schools, in the search of balance between good coverage of the various linguistic environments, and an efficient process of data collection. The sample was not fully random, but reflected a deliberate choice to represent the wide diversity of geographical and population variables such as level of urbanization, population movement, population size of ethnic vernaculars, presence of other languages spoken beyond their community (languages of wider communication), and effect of linguistic classification on levels of difference between the vernacular and the *langue nationale*.

Such a sample size is not statistically significant to be fully representative at the 5% level, but that was not the goal – we are looking at the extensibility of the policy of using the *langue nationale*. As such, we cannot claim that a certain percentage of children in province x speak y language at level z, but we nonetheless see what overall trends there are, sufficiently accurately to be able to make recommendations for policy. If this research will be used to develop recommendations for changing language policy in each school, some level of further research will need to be done in each school not covered in the data collection for this report.

## DEVELOPMENT OF THE ASSESSMENT

The assessment was developed specifically in order to test knowledge of the *langue nationale* in each province, along with any other barriers to the implementation of the policy of instruction in the *langue nationale*, such as negative attitudes, and large dialectal differences between the locally spoken variety and that used in education. As such we collected data primarily on:

- Language preference among children,
- Children's levels of understanding of both
  - the local variety of the *langue nationale*,
  - and of the variety used in education (the 'standard')
- Ability of teachers in the *langue nationale* (both local and standard varieties)
- Teacher's attitudes towards the policy of using *langue nationale* in the classroom

Other questions were also asked, for example about children's language choices at home, but these were not the main topic under investigation – it is perfectly possible for children to be fully bilingual, and just one language as dominant is not always helpful. So we were more interested in whether a child could speak, for example, Lingala well, rather than whether they also used it in the family home. Schools are communities, and as such tend to have a dominant communal language, which those from other communities will tend to learn well, at least in the DRC.

## DATA COLLECTION AND ANALYSIS

Enumerators in each province were trained at a 4-day training event before being sent to do the research. More details of the event are available in Annex B. They were trained to fill in the questionnaire first on paper (for speed, and avoiding over reliance on technology), and also to enter the data on a Samsung T285 tablet, which also automatically recorded location, and once connected to the internet, uploaded the results to a database.

Before the enumerators went to the field, ACCELERE! staff informed the schools to be visited and other relevant local authorities of the research and its goals.

The goal of the research is to measure the children's competence in the *langue nationale*, while also understanding which languages they use in everyday life. To do this, children's language behaviors were directly observed in both controlled and uncontrolled environments. Enumerators noted what language(s) children were using between themselves in play, primarily outside the school gates (which represents the children's dominant play language better without interference from the school context), but also, to a lesser extent, inside the school. At each school the enumerators made six observations of different groups of children at play, listing which languages are used in each interaction, and noting what language mixing is observed. The observation was intended to be unobtrusive, just detecting the dominant language(s) used in communication, to minimize the observer's paradox, where the presence of an observer changes the subjects' behavior. As older children may have different language practices from younger children, it was important to observe both groups.

After this the enumerators randomly selected children from both the early and later grades in groups of five – four groups in all, two from the early grades, two from the later ones, testing them on the children's competence in the designated *langue nationale*. Enumerators made judgements as to the adequacy of the children's level of the *langue nationale* in this context, on a scale judging both active (speaking) and passive knowledge (understanding). Towards the end of the session, enumerators told the children a story in the standard variety of the *langue nationale*, to establish their understanding of the variety used in classroom materials. Children were also be asked to report on their language preferences, to enrich the conclusions drawn from direct observations. Furthermore, in the interviews with teachers, questions about children's language behavior were also posed.

At each school the enumerators interviewed three teachers, from different levels of the school. These interviews were conducted outside the classroom, following the questionnaire provided, but leaving room for other comments that arose in the interview. One enumerator in each pair focused on asking questions, the other on recording the data - it made sense for the enumerators to change roles from one interview to the other. The questions also covered teacher's awareness of the pupils' language behavior in and outside the classroom, and the teacher's own language competence and practice in the *langue nationale*. When the teacher consented, the interview was done in the *langue nationale* to assess the teacher's competence in this language, as well as to note what attitudes the teachers had towards the use of the *langue nationale* in school.

The teachers were also asked to reflect on the variety of the language that both they and the children speak, and what issues exist with using a standardized version.

# Results

## RESEARCH QUESTIONS

- How widespread is pupils' use of Lingala, Ciluba and Kiswahili in the relevant provinces, and how well it is known?
- Which language or languages are used in pupils' interactions outside the classroom, and which language(s) dominate in this context? Questions of what language(s) pupils use at home are interesting, but are not the subject of this school-focused study.
- How widespread is teachers' use of Lingala, Ciluba and Kiswahili in the relevant provinces, and how well do the teachers speak and understand it?
- What barriers exist to implementing the use of a *langue nationale* with respect to teachers' attitudes and control of the standard version of this language?

## OVERVIEW OF RESULTS

### *Observation of Spontaneous Conversation among Children*

In each province one of the *langues nationales* has been selected to be the primary medium of instruction for the first two grades of primary education. In Equateur and Sud Ubangi this is Lingala, in Kasai Oriental (and Kasai Central, where the study has yet to be undertaken) it is Ciluba, with Swahili being used in Lualaba and Haut-Katanga. We can confirm that these were the most appropriate of the *langues nationales* in each province.

While the central question of the study, when considering primary school children, is their ability in the *langue nationale*, it is important to understand where this language fits within their overall language repertoire. In some cases, the *langue nationale* is also the language spoken at home in the family. And in others, even where there may be other languages spoken at home, the *langue nationale* can also function as the language of the school community – in this case we look at the language(s) that children speak with each other when coming to school, which gives a good idea of which language dominates in the community around them, and which they are therefore likely to learn to a reasonably high level even in cases where it is not spoken at home. So alongside seeing a school as a place where people from different language communities meet and negotiate which language(s) to use, we also need to see it as a speech community where there are norms about which language(s) is/are used in each context. These norms tend not be formalized or written down (and cases of a written language policy tend to be found in cases where the desired outcome is not what people are currently doing), but govern everyday interaction. Where children play in Lingala, for example, other children moving into the area from outside will tend to pick up the language quite quickly. The use of a language in the classroom by teachers does not however spread to children automatically – this is determined more by its use in the community.

So, in cases where children are observed chatting in the *langue nationale*, we can be reasonably sure that their level of that language is sufficient for effective instruction in that language. Where they are observed chatting in another language, we cannot make that judgement – they may also speak the *langue nationale* to a high level, or may not speak it all (both scenarios were observed in the research).

In order to observe the dominant language in the school community, the enumerators were trained to

observe the language(s) being spoken by children outside the school gates, with some enumerators also making observations within the school gates. At each school six groups of children were observed – these groups were not interviewed as such.

We here present a brief summary of observed language dominance over the five provinces – more detail can be found with the relevant subsections.

**Table A: Observed Use of *Langue Nationale* by children in groups (rounded)**

Province	% of children observed speaking <i>Langue Nationale</i> among themselves
Sud Ubangi: Urban (Lingala)	99
Sud Ubangi: Rural (Lingala)	2
Equateur: Urban (Lingala)	98
South-East (SE) Equateur: Rural (Lingala)	8
Kasai Oriental: Urban (Ciluba)	95
Kasai Oriental: Rural (Ciluba)	100
Haut-Katanga: Urban (Swahili)	82
Haut-Katanga: Rural (Swahili)	84
Lualaba: Urban (Swahili)	83
Lualaba: Rural (Swahili)	65

The children were observed speaking in a variety of languages – more than ten different ones overall. We may categorize them as:

- **French**, the official language.
- **Langues Nationales**. This category, for our purposes, means Lingala, Ciluba and Swahili, but also includes Kikongo, not spoken in any of the provinces studied. These are languages which are used as interethnic languages over large parts of the territory of the DRC, and are officially recognized as *langues nationales* by the government, and are the languages being used for instruction in early grades in the ACCELERE! project. They often predominate in urban contexts too, and have spread to become the home language in many of these places. Lingala and Swahili are not associated with any particular ethnic identity.
- **Vernaculars**. These are the languages with which ethnic identity is often associated, and according to *Ethnologue*<sup>1</sup>, DRC has more than 200 of them. In general, they have little level of official recognition, and tend not to be used in education. Ciluba is recognized as a *langue nationale*, but is also can be considered a vernacular in this sense, as it is the language of an ethnic community too.

In all of the urban contexts, the other language observed is primarily French, mainly within rather than outside the school gates. In rural contexts it is almost always a vernacular language. Our observations overall are that children who are speaking French with each other are just as competent in speaking the relevant *langue nationale*; this, however, does not apply to reading and writing. This was tested in the interviews with the children, where we did not find any cases of children who spoke French who could not also speak the *langue nationale*.

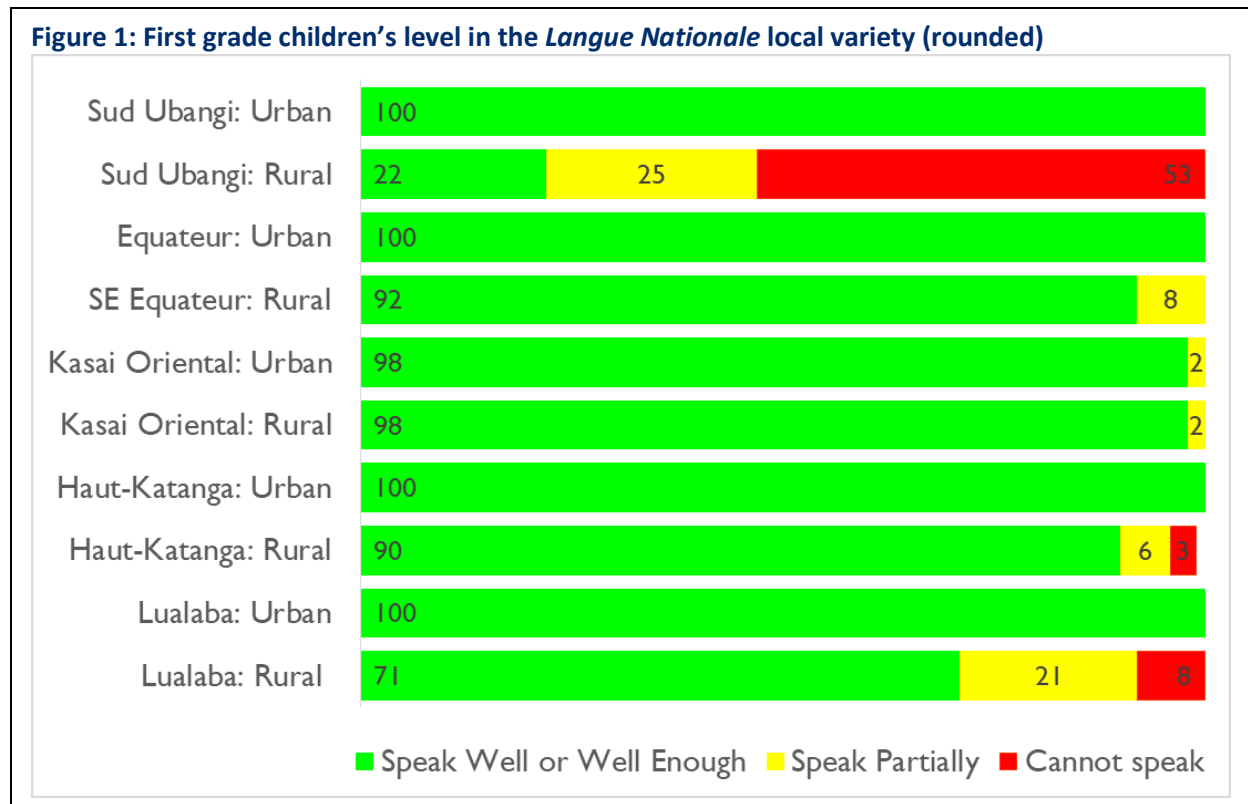
The difference between urban and rural contexts is most marked in the provinces where Lingala is used.

<sup>1</sup> Simons, G & C. Fenning (eds.). 2018. *Ethnologue: Languages of the World*, Twenty-first edition. Dallas, TX: SIL International. Online version <http://www.ethnologue.com>

Here, in rural contexts vernaculars predominate. In Kasai Oriental the sociolinguistic situation is quite different, given that Ciluba is also the vernacular language of the dominant local ethnic group, the Luba, which explains its prevalence in rural as well as urban contexts. In the provinces of Haut-Katanga and Lualaba, we see that Swahili is not only the language of the city, but also of a majority of rural contexts too – to a greater extent in Haut-Katanga than in Lualaba, but in both cases the majority.

*Understanding of langue nationale*

Now, of course, the fact that we hear children speaking languages other than the *langue nationale* does not necessarily mean that they do not also speak Swahili or Lingala well, to a level where it may be usefully used in early grade education. To test this, the enumerators interviewed four groups of five children at each school, using the relevant *langue nationale*, primarily in order to be able to assess their level of understanding and speaking. The judgements of levels in these languages are based on this interview. The enumerators, being from the areas in which they were working, used their local variety of the *langue nationale*, rather than attempting to speak the variety used in learning materials. We will henceforth refer to the variety in the learning materials as the standard variety. Ability in the local variety of Lingala, Ciluba or Swahili is what was judged on this exercise. Understanding of the standard variety is considered in the next section.

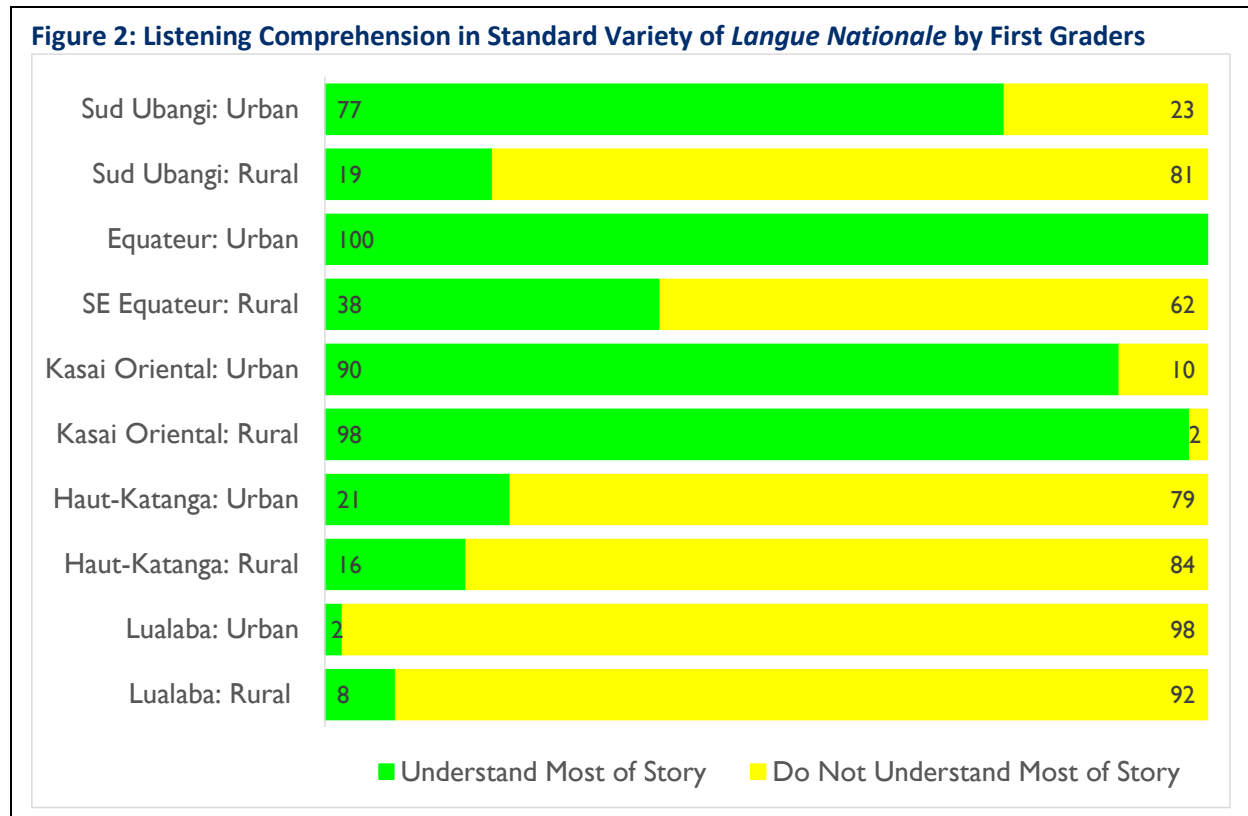


We see that there are two provinces where more than 25% of the rural children (rural children constitute the majority of the school population) struggle to operate in the *langue nationale* being used as the medium of instruction, and are less likely to progress well in the classroom. The issue is the most acute in Sud Ubangi, where the majority of rural children are in this situation, but also widespread in Lualaba. Furthermore, having looked at only one rural area, of Equateur province, due to the Ebola outbreak, we cannot generalize to other parts of that province.

Issues of linguistic similarity may be part of the reason for some of the patterns we see here. In the part of Sud Ubangi covered by this study (and the schools touched by ACCELERE!), the vernacular language is Ngbaka, which has over a million speakers, and is an Ubangian rather than Bantu language, with no structural or lexical similarity to Lingala – there is therefore neither any need to learn another language to speak with people from other villages, given the large number of speakers, and Lingala is also harder to learn. In Equateur however, the vernacular spoken in the area studied, Lokondo, is closely related to Lingala, both being part of the Bantu C group. In Lualaba and Haut-Katanga, while the vernacular languages are all Bantu, they are not from the same subgroup, as Swahili is a member of Bantu Group G, while the major vernaculars of the south such as Sanga and Katanga Luba belong to Bantu Group L, and Bemba and Lamba to Bantu Group M, so the relationship between Swahili and the vernaculars of Haut-Katanga and Lualaba is much closer than that of Ngbaka to Lingala, but not as close as that of Lokondo to Lingala.

*Narrated Text in Standard Variety of the Langue Nationale*

In order to test the children’s understanding of the variety used in school materials (henceforth the ‘standard’), the enumerators were trained to tell a story in an animated fashion, taken from school materials. Afterwards the children were asked to answer some questions about the story, to test their comprehension. The results for those who were judged to have understood at least 50% of the story in each context are as follows:



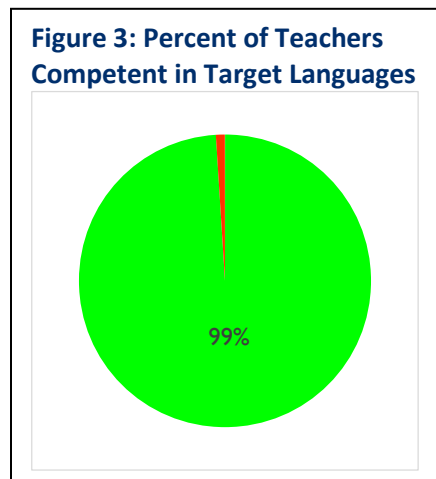
We note that in urban contexts in Sud Ubangi, Equateur, and Kasai Oriental, more than 75% of the children achieved this level of understanding, which is not surprising as the children were all found to have a good understanding of the local variety of the language. It is likely that some children had a lapse in concentration, and other reasons might have distracted them, but overall it seems that most children

can understand the standard variety. However we notice that in Swahili-speaking Haut-Katanga and Lualaba, that even in urban areas, where there is high proficiency in local Swahili, the understanding of the standard variety was drastically lower. This may be explained by the fact that the local variety of Swahili is drastically different to the Standard form, to a much greater extent than is found for Ciluba and Lingala. Some differences are documented in Annex A. This level of difference presents a challenge for pedagogical use of Swahili, meaning that materials will need much more careful planning. It is surprising to note a slightly higher rate of understanding in Lualaba in rural contexts – however the figures in both cases are very low, which shows a problem with understanding for the vast majority of children in this province.

Again we see the widespread use of Ciluba in the countryside reflected in high levels of understanding, while the lower levels of understanding of the text in rural Sud Ubangi and Equateur reflect lower levels of knowledge of the *langue nationale* in general, rather than being intrinsically related to issues of differences in dialects of Lingala.

### *Teacher Language Ability*

Out of over 500 interviews with teachers in the five provinces, only 6 teachers were judged to have difficulties speaking a variety of the language in question. This in part reflects the fact that the vast majority of primary teachers are teaching in the province of their upbringing. All but one of the teachers judged to struggle were in Sud Ubangi – these teachers were also local, but had grown up in parts of the province where the use of Lingala was not widespread. They all did speak some Lingala – enough to be interviewed in it – but were judged to have difficulty in mastering it. The only other exception to competence in the *langue nationale* was one teacher in Kasai Oriental who had grown-up in Swahili-speaking Katanga. In sum, 99% of teachers were competent speakers of the target language, so the issue of language mismatch between teachers and students is not in itself a major concern in these provinces – this may be due to the fact that we are looking at the *langues nationales*, rather than the vernacular languages of an area, in which case we may expect a greater proportion of the teachers to have a language mismatch with the children being taught.



### *Teacher's Control of the Standard Version of the Langue Nationale.*

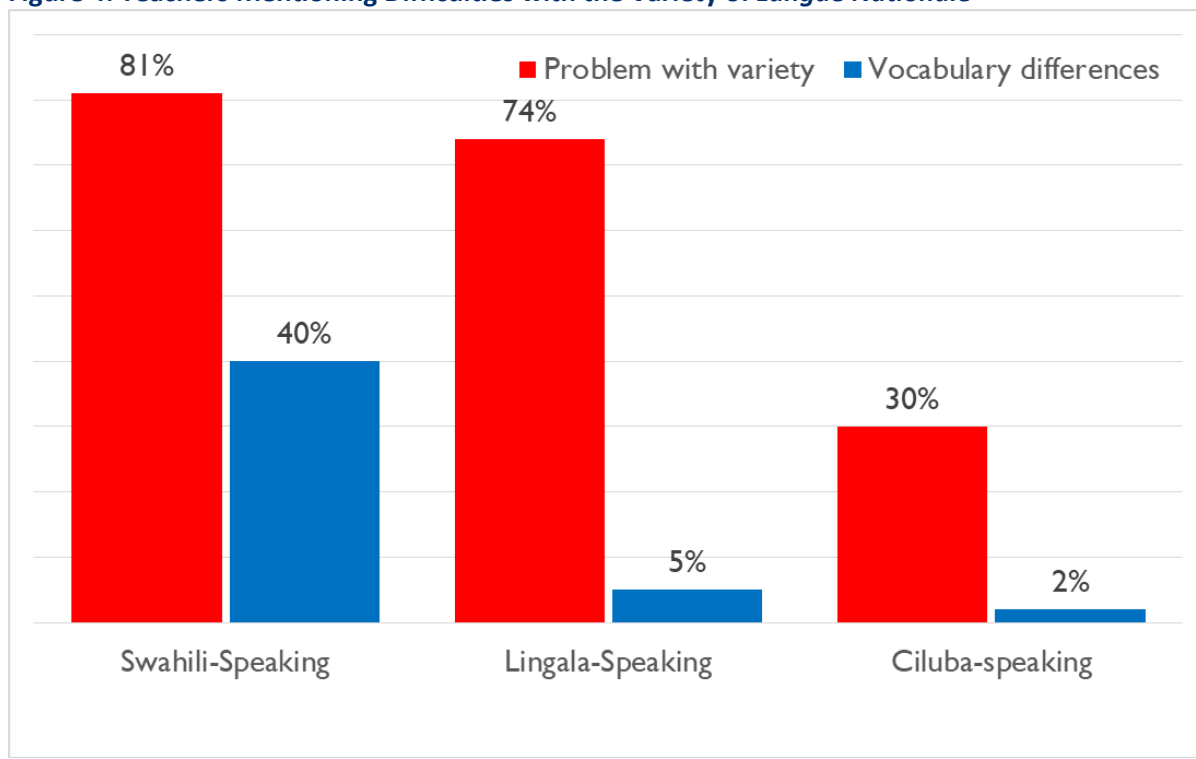
In all five provinces, differences were found between the local variety used in the community, and the standard variety used in textbooks. Most teachers were noted to use the local variety more, but in the Lingala-speaking provinces of Sud Ubangi and Equateur, and in Ciluba-speaking Kasai Oriental, the differences between the local variety were not of an order likely to cause problems of comprehension, mainly being limited to differences in vocabulary – we also saw that dialect differences within the *langues nationales* did not seem to have major impact on understanding in these provinces when looking at the data for children.

However, in Swahili-speaking Lualaba and Haut-Katanga, the differences between the standard variety used in textbooks, and the local variety, are substantial; we saw the great difficulty that children in those provinces had in understanding a story in standard. As mentioned, there are both significant differences in vocabulary and grammatical structure (more details in Annex A). A majority of the teachers



interviewed in these two provinces admitted to difficulties in the mastery of standard Swahili.

**Figure 4: Teachers Mentioning Difficulties with the Variety of *Langue Nationale***



The bars shaded in red represent the proportion of first-grade teachers who claimed to face some difficulties with language varieties in the classroom – whether their own, or the children’s. In blue is the proportion of teachers who specifically mentioned problems with different vocabulary between the local version and the variety meant to be used at school – this was not primed by a question specifically about vocabulary – the teachers mentioned it when asked about the broader issue. The comparative lack of a problem in Kasai Oriental reflects a simpler linguistic situation, and it is interesting to note how much of a bigger problem differences in vocabulary are for Swahili than the other two languages.

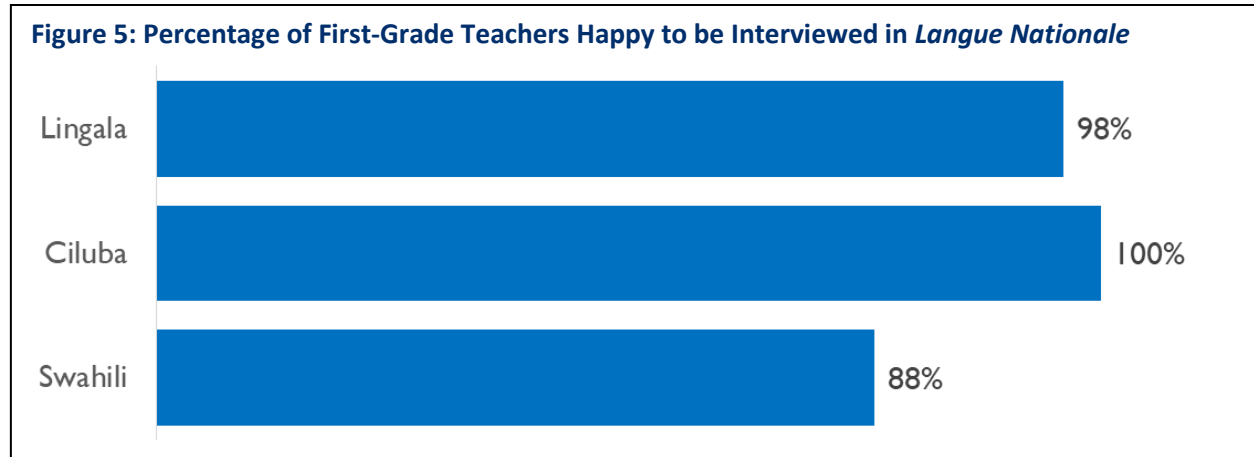
As illustrated above, 81% of first grade teachers mentioned personal challenges in speaking or teaching in Standard Swahili – in all 40% mentioned there being problems with knowing the correct vocabulary either on their own or the children’s behalf. The particular difficulties varied widely, and we find a similar figure for first-grade teachers in the Lingala areas – 74% said there were some difficulties, but only 5% mentioned issues with vocabulary. In Kasai Oriental only 30% of first-grade teachers mentioned a problem at this level, with only one first grade teacher (2%) mentioning issues with vocabulary perhaps a reflection of the simpler linguistic situation in this area.

#### *Teachers’ Attitudes*

Attitudes towards language are quite difficult to uncover, so we took two approaches to look at teachers’ attitudes towards using *langue nationale* as a medium of instruction in school. The first was an indirect approach, by giving the teacher the chance to respond to the suggestion of undertaking the interview in the *langue nationale* of the area. A negative response could be understood as coming from one of three reasons, or a combination of them. The first would be a low level of the required language, the second that the use of a language other than French would be inappropriate for a formal context,

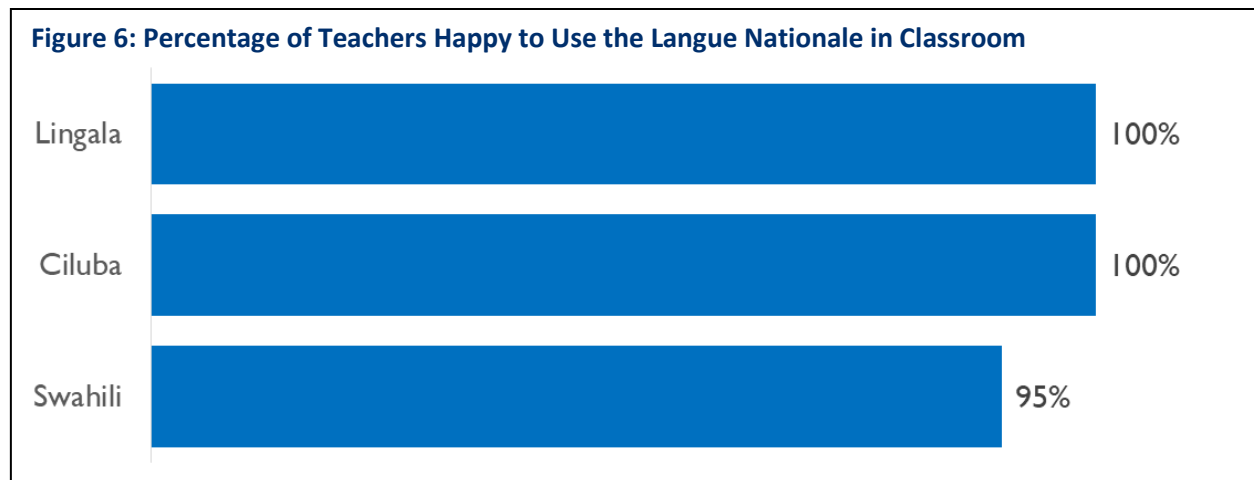
and the third that the local form of the *langue nationale* spoken by the teacher was not the appropriate variety for such an interview. We are unable to analyze the precise reasons for refusals, but the differences that show up are consistent with other factors.

The proportion of first-grade teachers who were happy to continue the interview in the *langue nationale* are as follows:



Again, we see a slightly greater level of discomfort with using Swahili in this domain, despite that fact that most of the teachers had grown up speaking Swahili – this seems to be another example of the impact of the great difference between spoken Swahili and the standard variety, used for instruction. When interviewing teachers teaching further up in the school, the comfort with continuing in the *langue nationale* decreased, but still the majority accepted to do so.

We also asked each teacher about their own attitude to using the *langue nationale* in the classroom. The proportions of first-grade teachers who claimed to be happy to use this in the classroom, by language area, are:



The only teachers at this level who did not want to use the *langue nationale* were in Swahili-speaking provinces, but this is still a small percentage.

In conclusion, it seems that teachers' attitudes towards the use of the *langues nationales* are overwhelmingly positive, meaning that addressing these attitudes, while still worthwhile, is not the priority that it would be where teachers are vehemently opposed to or otherwise uncomfortable with such a language policy.

## PROVINCE OF SUD UBANGI

Sud Ubangi represents the context where there are the biggest issues with the implementation of the *langue nationale* policy, in that in many rural areas the children do not control Lingala to a degree where they benefit from instruction which is clearly understood. Lingala is however better placed than French, which is even less widely understood. While the whole province has many languages, and from different language families, the biggest language is Ngbaka, which is the ethnic language which predominates in the whole area where ACCELERE! is active, apart from the towns of Gemena and Bwamanda, where Lingala is more commonly used. Ngbaka is from the Ubanguian language family, rather than Bantu (a family to which all the *langues nationales* belong, along with all the vernaculars in the other four provinces). It has no linguistic similarities with Lingala that children could draw on. We see a big (almost categorical) difference between urban and rural contexts.

### *Language Dominance*

All children in the ten schools visited in Gemena, the main city, primarily use Lingala between themselves in observed interaction, apart from one group (of 60 observed) conversing in French.

In the 42 schools visited outside Gemena, children were observed to be exclusively dominant in Ngbaka in all but four – two in the town of Bwamanda, exclusively Lingala, and two others where both Lingala and Ngbaka were used (3:3 and 5:1, in favour of Ngbaka). Bwamanda is 75 km to the West of Gemena on the road to the river Congo, the chief town in the rural district of the same name. The rural schools where some children played in Lingala were in Bozagba, a market town 27 km south of Gemena, on the N6 main road, in the village of Bodongodale, where just one group was observed speaking in Lingala.

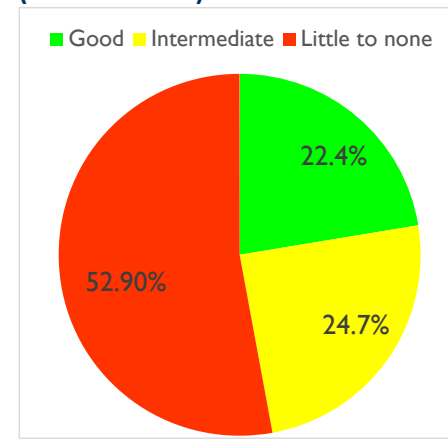
### *Understanding of Lingala*

There is a big difference in the understanding of Lingala both by location and between children of different ages. We have noted that the dominant pattern in both Gemena and Bwamanda was of Lingala usage between children in informal interaction, so it is no surprise that understanding and speaking ability in Lingala was high in these urban contexts. Rural schools saw a great deal of variation.

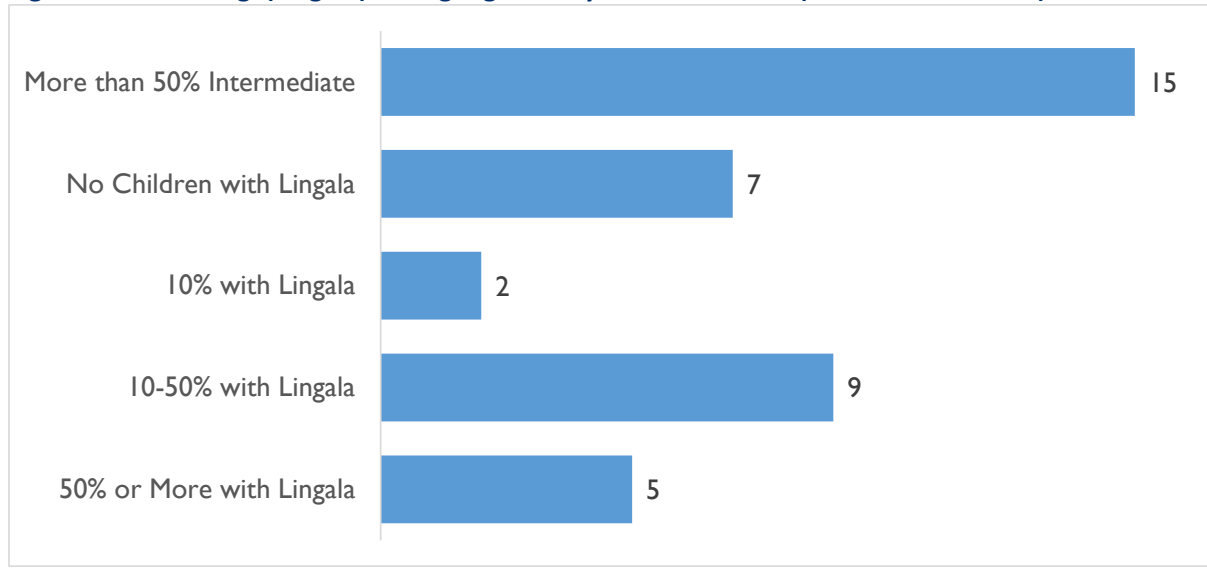
Overall 22.4% of first graders in rural schools were judged to have a good level of Lingala, of the sort that could be used in education. 52.9% were judged to have next to no Lingala. The remaining 24.7% had an intermediate level, knowing a few expressions and phrases, but not a suitable level for learning through the medium of this language (see Figure 7).

In only 5 out of 38 rural schools surveyed did more than 50% of first graders have a good level of Lingala – the highest level of any rural school was 70%. In 18 of the schools more than 50% of the children were judged to have no or next to no Lingala – 9 schools had at least 90% of pupils of this age with no Lingala – of these, in 7 did no child show any evidence of knowledge of Lingala. In many of these schools the researchers had to resort to using Ngbaka to recover any information from the children (see Figure 8).

**Figure 7: Sud Ubangi (Lingala)  
– Language Ability of First Graders  
(% of Students)**

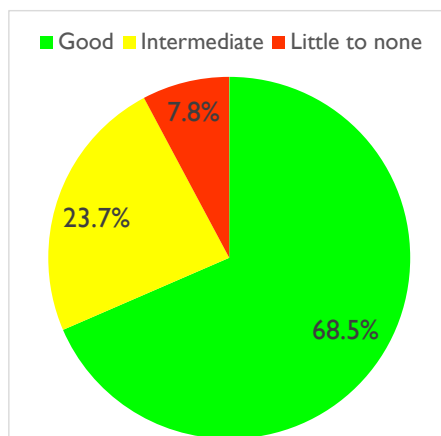


**Figure 8: Sud Ubangi (Lingala) – Language Ability of First Graders (Number of Schools)**

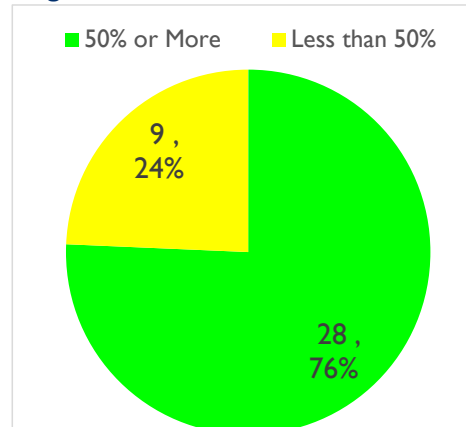


The picture among those in sixth grade is radically different however. Here 68.5% of the rural pupils surveyed were judged to have good Lingala, against 7.8% with next to no Lingala, and 23.7% with an intermediate level (see Figure 9). Here 28 of the 37<sup>2</sup> schools had more than 50% of children of this age who had good Lingala (see Figure 10). The highest level of no Lingala at this age in any school was 50%. This does demonstrate that many children do learn some Lingala at primary school, but does not indicate that they acquired other skills early on in their time at school.

**Figure 9: Sud Ubangi (Lingala) – Language Ability of Sixth Graders (% of Students)**

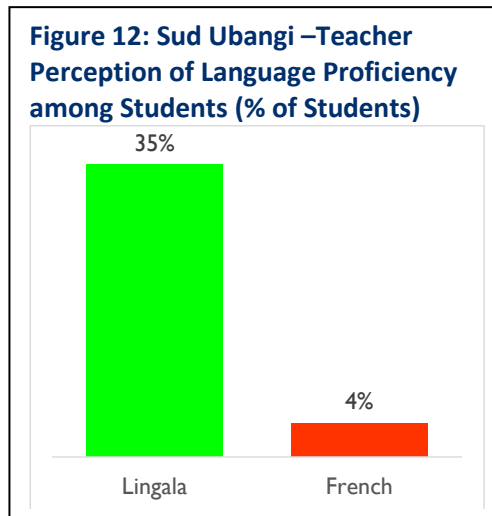
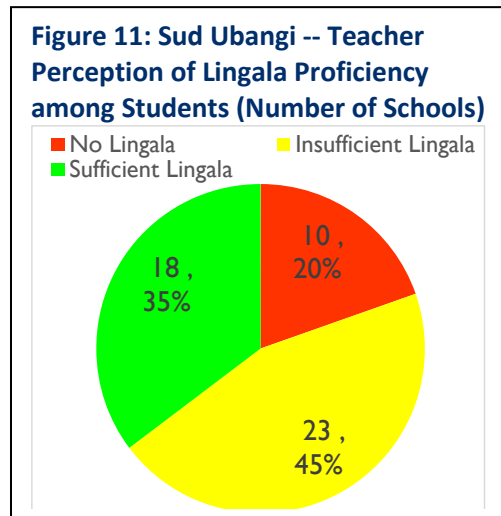


**Figure 10: Sud Ubangi (Lingala) – Number of Schools with more than 50% of 6th Graders with Good Lingala**



<sup>2</sup> In one school the interview was not done with the older children.

While there is some correlation between what was observed by the researchers and what the teachers said of children’s Lingala proficiency (especially where this was of a high level), the responses were not well matched with the observations. However we can note that out of 51 first-grade teachers in different schools, ten (20%) said that their children did not speak any Lingala, and 23 (45%) said that their children only spoke a little, or that it was only some children who could speak – so according to them, Lingala worked as a well understood medium of instruction in only 18 out of 51 schools (35%). This is still a much better rate than for French, which only two (4%) of these teachers said the children could speak well.

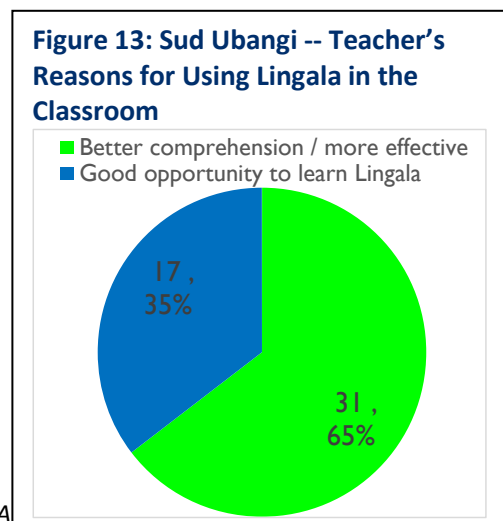


*Teachers*

Of the 153 teachers interviewed in Sud Ubangi, five were judged to be deficient in the *langue nationale* by the enumerators – though all of these were happy to conduct the interview in Lingala, so these judgements cannot reflect a basic inability to speak the language. However during the enumerators’ training event, one group of enumerators mentioned that in certain schools, when the reading monitors arrived, some teachers would be embarrassed about their level of Lingala and leave the premises, so we cannot guarantee that an acceptable rate of Lingala is in fact found in all teachers.

Out of 153 teachers interviewed, only three did not want to carry on the interview in Lingala, so 98% were happy to speak the language. However, all of those who expressed a desire to continue in French were judged competent in the language from other criteria.

Every first grade teacher claimed to be positive about using Lingala in the classroom. The reasons for using Lingala varied – 31 out of 48 (65%) who gave a clear answer either said that it helped with the children understanding the lesson, or that it was more effective than using French. The other 17 (35%), mainly in areas where the children’s Lingala was poor or non-existent, said it was a good opportunity for the children to learn Lingala (rather than focusing on understanding the content of the lessons). The latter purpose is in fact better fulfilled by teaching the language as a subject rather than using it as the medium of instruction. The latter reason only really makes sense if the children do not already speak Lingala, which further demonstrates the



lack of Lingala knowledge among the children.

All were happy to be teaching in Lingala, but 74% of first grade teachers did recognize some challenges with teaching in Lingala, noting some differences between the local variety and the standard. Also many teachers mentioned the lack of Lingala teaching materials such as textbooks and dictionaries as a challenge. Fewer teachers mentioned their need for further training.



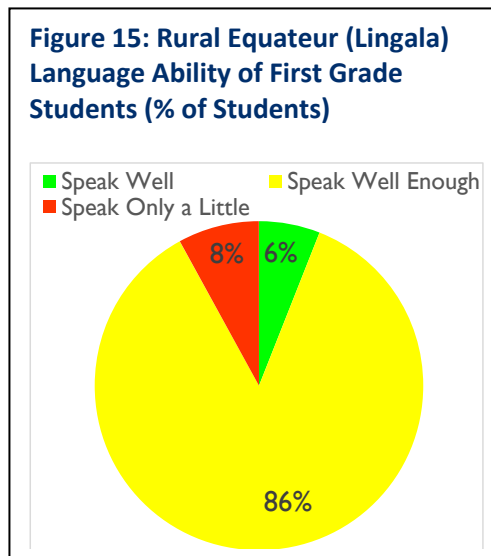
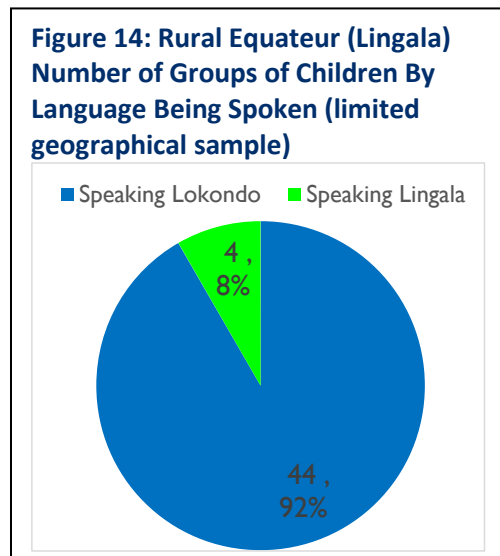
## PROVINCE OF EQUATEUR

Due to the Ebola outbreak, there is limited data from Equateur province, from two locations. Hence we cannot make any comment about the Lingala level in other parts of the province. The two locations are the main city of Mbandaka (from the end of the training week), and the South-East of the province, in the Lokonda-speaking area near the settlements of Iboko and Mbondongo. Lokondo is considered by *Ethnologue* to be a variety of the Mongo-Nkundu language, but in each case was referred to as Lokondo. Again, we find big linguistic differences between urban and rural areas.

### Language Dominance

In Mbandaka, all but one of the 54 observed interactions between children were in Lingala – the exception being one in French. All the children were able to speak in Lingala and understand it well, and understood the story well, showing that the local form is not a barrier to understanding Lingala materials.

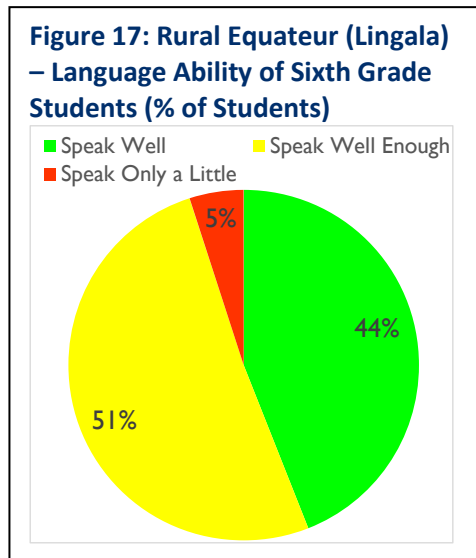
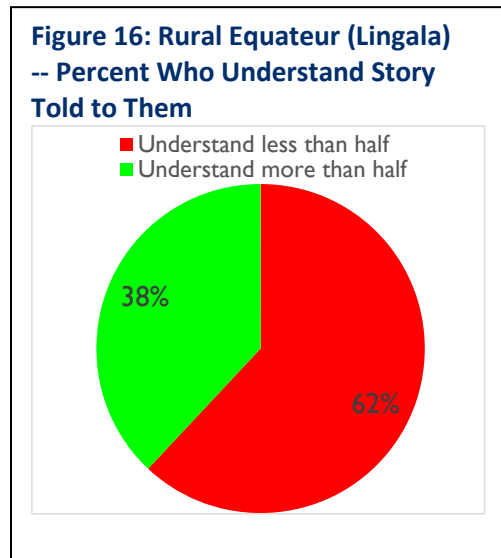
Of the eight rural schools, in six all the children were observed speaking the local vernacular Lokondo, a variety of Mongo-Nkundu. In one school, in Iboko, half the children were observed speaking in Lingala, and half in Lokondo. In nearby Bondongo, one out of six groups of children were speaking Lingala – the rest were speaking Lokondo.



### Level of Lingala

In the rural South-East, the results concerning understanding of Lingala are much more complex than in Mbandaka. As shown in Figure 15 above, only 6% of the first-grade children are judged to speak Lingala well, but another 86% are judged to speak it 'well enough' (*assez bien*) – this is a lower level than that seen in Mbandaka, and indicates that Lingala, while present in the community, is not known at as high a level. The remaining 8% of rural first graders are judged to only speak a little Lingala – there are no children that are judged to have no Lingala. In terms of understanding, 39% were judged to understand Lingala well, and the remaining 61% to understand it sometimes.

When it came to the text, 62% of rural children were judged to understand less than half of the story told to them (see Figure 16). This presents a situation where most children would profit from being taught in the communal variety Lokondo, but unlike in parts of Sud Ubangi, Lingala is not an unknown language for any of the children, so Lingala materials may be effective, if adapted to local language conditions. Note that Lokondo and Lingala are related languages, both belonging to the Group C of Bantu languages, which should make learning Lingala much easier for speakers of Lokondo, unlike speakers of Ngbaka in Equateur, which is not closely related to Lingala, and has a very different grammatical structure.



As in Sud Ubangi, the rural sixth graders have better Lingala than the first graders (see Figure 17 above). 44% are judged to speak it well, and 51% ‘well enough’. The remaining 5% are judged not to speak it well. 73% are judged to understand it well, and 27% to understand sometimes. All were judged to understand most of the story told to them, unlike the first graders.

*Teachers*

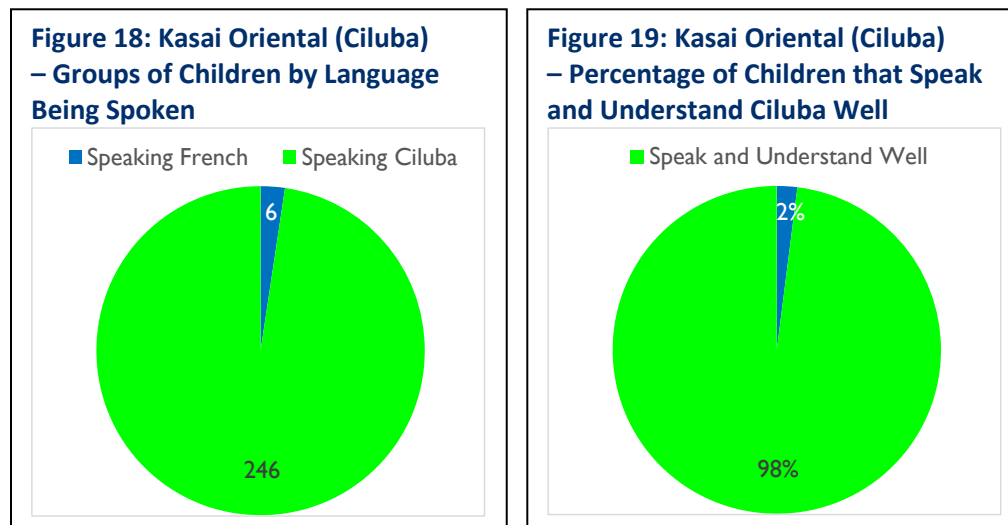
Only one out 39 teachers was not happy to continue the interview in Lingala (acceptance rate of 97%), and all first-grade teachers said they are content, and able, to teach in that language. All teachers said they needed more Lingala materials to be able to do this job effectively. Many teachers in rural areas identified the dominance in another language (Lokondo) as being a challenge. All teachers in the rural context said that parents were happy about the use of Lingala, but the majority in Mbandaka mentioned at least some parents preferring French as the medium of instruction. Some teachers in Mbandaka mentioned some children speaking French at home as a challenge to using Lingala, but all but one group of children were observed speaking Lingala with each other – while some families might not be using it home, Lingala seems to have fully established as the primary language of communication between children, so the use of French in some family homes does not seem to be a genuine pedagogical barrier to the use of Lingala in the schools. Some teachers were concerned that the use of Lingala in school would deemphasize the importance of French.

Teacher’s reports of parent’s attitudes also showed a great difference between Mbandaka and the rural area studied, with many parents in Mbandaka said to prefer the use of French, while no teachers in the rural areas mentioned this, claiming that all parents were positive about the use of Lingala, even where the children were stronger in Lokonda.

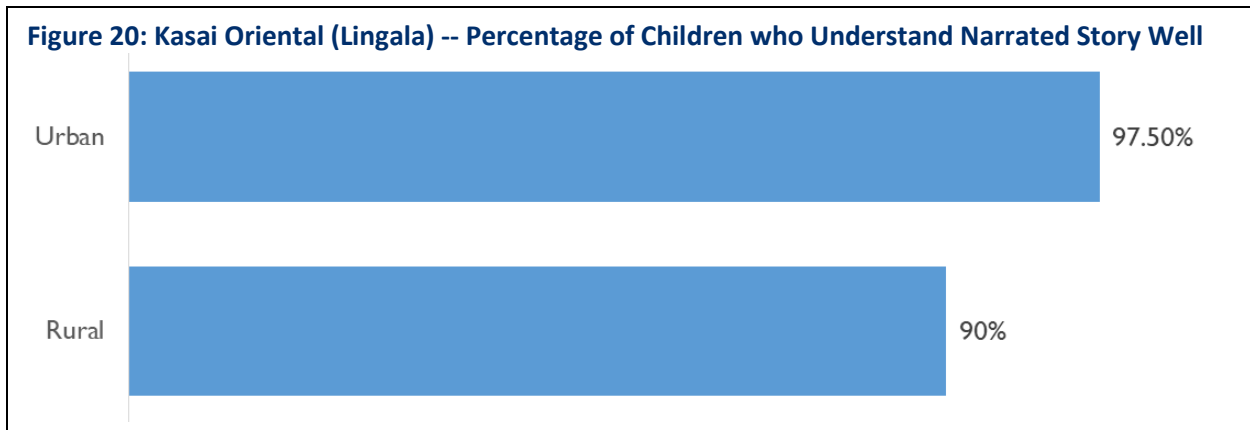
## PROVINCE OF KASAI ORIENTAL

In Kasai Oriental the *langue nationale* is Ciluba, which unlike Lingala, is the language of an ethnic group, the Luba, who dominate the whole province. So, excluding those who have moved in from elsewhere, Ciluba is the home language as well as being recognized at the national level. This less complex linguistic situation results in less complexity in implementing the use of Ciluba in the education system.

All the groups of children observed outside the school gates were speaking in Ciluba. Six groups of children observed within three schools were observed speaking French – this most likely reflects both a policy of using French, along with an ability to do so among these children, but is still a minority trend among the 252 groups of children observed.



It is little surprise then that over 98% of the children are judged to speak Ciluba well, and over 98% also understand it well. There are some inconsistencies in the data that may indicate that at least some of data of the children not speaking well is mistaken, so the real rate is probably higher. Comments from the enumerators were that the only children that did not speak Ciluba were recent arrivals from other parts of the country, and that they learnt the language quickly. 90% of the urban children were judged to have understood the narrated story well, and 97.5% of rural ones, so there do not appear to be dialect differences which are a barrier to understanding. While there does look to be a difference in comprehension rates, the main conclusion to be drawn is that barriers to understanding are low.



### Teachers

No teachers appeared to have any difficulty in speaking Ciluba, apart from one who had grown up in Katanga, speaking Swahili. All first-grade teachers were happy to carry on the interview in Ciluba. Only six teachers from other grades (out of 75) did not want to carry on the interview in Ciluba – an acceptance rate of 92%. There is no suggestion that this was due to a lack of ability, but looks more likely to be related to issues of status. It is notable, as in other provinces, that the vast majority of primary school teachers come from the province that they teach in. All first grade teachers said they were happy to teach in Ciluba – against six out of 35 (17%) at 5<sup>th</sup> and 6<sup>th</sup> grade who said they would not be happy to teach in Ciluba – this would appear to have more to do with attitudes of appropriateness rather than ability in Ciluba. While we need to be the most concerned about early grade teachers' attitudes towards instruction in the *langue nationale*, seeing that most teachers further up the school are also positive about using their language means that this is not a major barrier to the implementation of a curriculum in *langue nationale*.

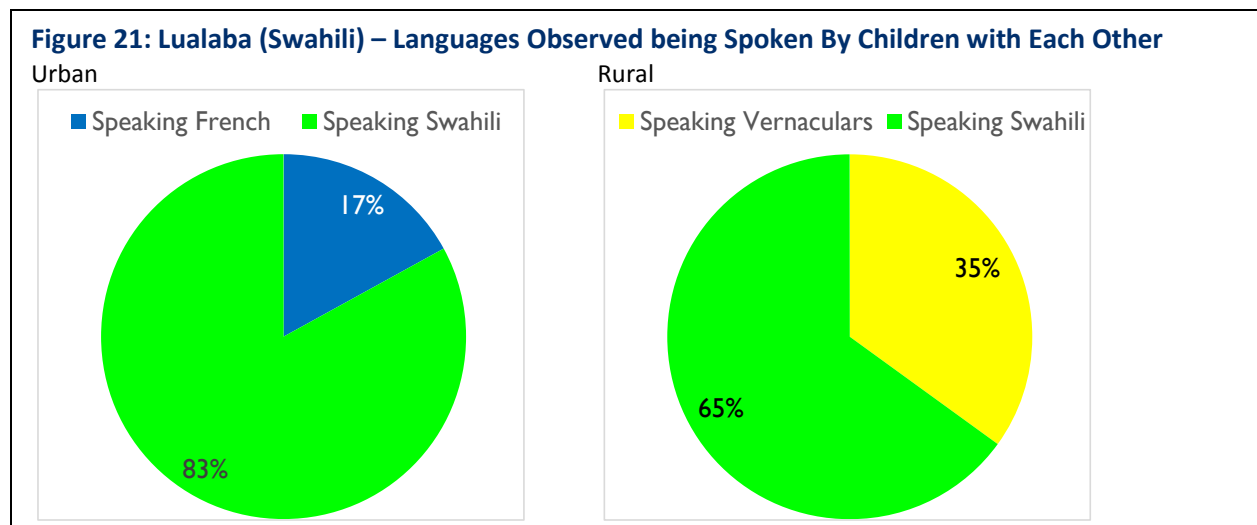
As in other locations, the main request from teachers in order to teach more effectively in the language was more materials, in particular manuals and textbooks.

## PROVINCE OF LUALABA

Lualaba is one of the two provinces where the *langue nationale* is Swahili. There is much mining in the province, which has involved significant movement of people, which may explain the wide usage of Swahili in both urban and rural contexts. There is also a substantial minority of rural locations using the traditional vernaculars, such as Luba, Lunda, Kaonde and Sanga – to a much greater extent than in Haut-Katanga, where the spread of Swahili has gone even further. In common with Haut-Katanga, we see that the local form of Swahili is widely divergent from the standard variety used in schools, to a greater extent than the differences found in the Lingala- and Ciluba-speaking areas.

### *Language Dominance*

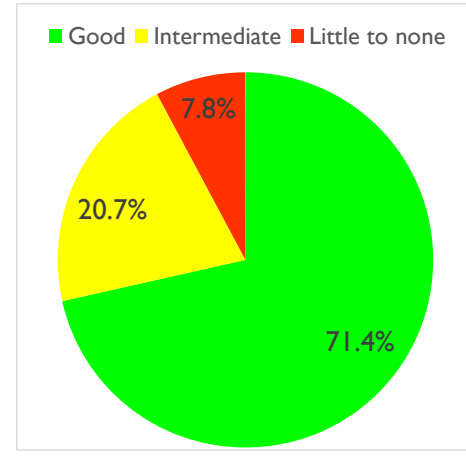
In urban contexts most children (83%) were observed speaking Swahili with each other. The remainder were mainly speaking French, and generally within the school gates, as some schools discourage the use of anything but French on the school premises. In rural contexts the percentage of groups speaking Swahili was at 65%, but here the remainder were observed to be speaking one of the vernaculars mentioned above. This is dramatically different from our data in Sud Ubangi and Equateur provinces, where the *langue nationale* had not become the language of play and chatting for many rural children. But we also have a significant minority here that have not made this shift either.



## Understanding of Swahili

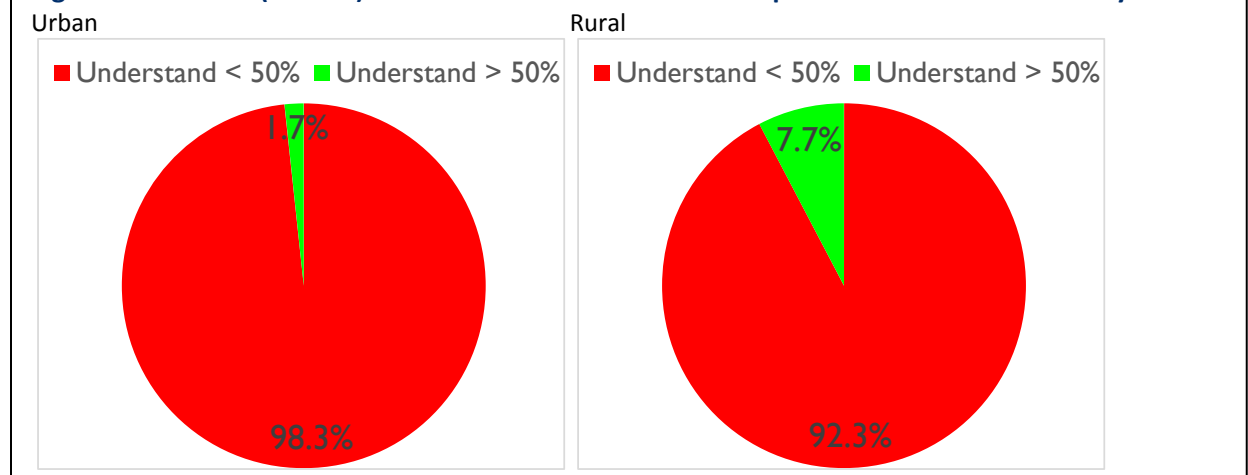
In urban contexts, all the first grade children were judged to be able to understand and use the local Swahili well. In rural contexts, the figure was 71.4% understanding well, (a little higher than the proportion observed speaking Swahili among themselves), 20.7% with an intermediate level, and 7.8% who had no functional control of Swahili. This latter figure drops to nearly zero when sixth graders were tested. So we see that most of those who have no Swahili when they arrive at school, do end up learning it while at primary school. But as mentioned before, learning a language is not the purpose of instruction in that language.

**Figure 22: Rural Lualaba (Swahili) – Language Ability of First Grade Students**



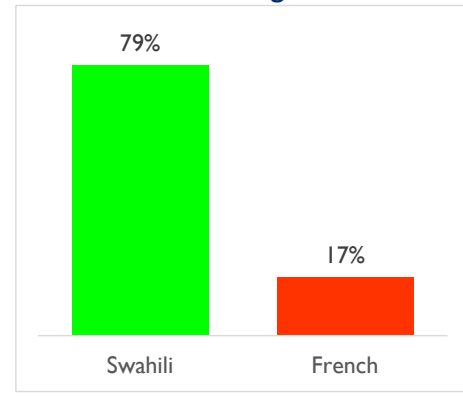
When it came to the understanding of a text in the standard variety, narrated in a lively way by the enumerators, the comprehension levels were lower than in any other province, with 1.7% of urban children and 7.7% of rural ones being judged to have attained at least 50% comprehension (see Figure 23). The most likely explanation for this finding is the level of difference between local and Standard Swahili, especially given that overall 100% and 71% of urban and rural children respectively were found to understand the local Swahili well. This is therefore a significant challenge to the implementation of a successful Swahili-medium education.

**Figure 23: Lualaba (Swahili) – Children with at least 50% Comprehension of Narrated Story**



It is however worth noting, that first grade teacher's assessment of good Swahili understanding among the first grade was at 79% (a little higher than our observation), as against 17% for French, so the Swahili medium education is more certainly more comprehensible than French medium education for children in the early grades. ‘

**Figure 24: Lualaba – Teacher Assessment of Children with Good Swahili Understanding vs Good French Understanding**



### Teachers

No teachers appeared to have any difficulty in speaking the local variety of Swahili, which as has often been noted, is substantially different from the standard.

Only five of the first grade teachers (out of 46) did not want to carry on the interview exclusively in Swahili, though all but one said they would rather continue in a mix of French and Swahili. This figure (though a little lower than that found in Haut-Katanga below) is a little higher than that found in other parts of the country. The most reasonable explanation for this is due their awareness of some lack in their own competence in Swahili at a professional level. There is no suggestion that this was due to a lack of ability in Swahili overall – as noted, all were judged to be competent speakers of local Swahili.

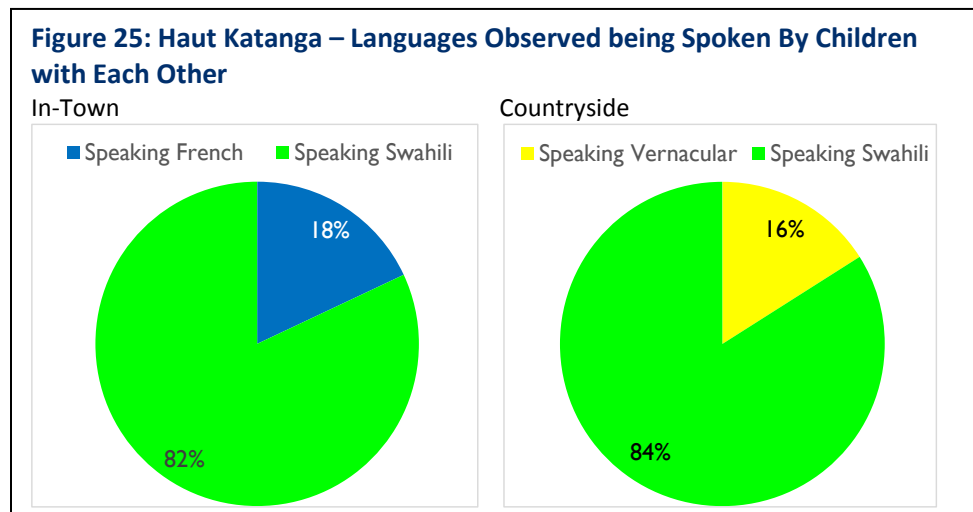
Only two first grade teachers said they were not happy to teach in Swahili – there were more who were against doing this in higher grade levels. As in other locations, the main request to be able to teach better in the language was more materials, in particular dictionaries (a bigger request in Swahili-speaking areas than others, consistent with the bigger differences in vocabulary than in other parts of the country), manuals and textbooks.

## PROVINCE OF HAUT KATANGA

Haut-Katanga is, along with Lualaba, the other province where the *langue nationale* is Swahili; while we see broadly similar trends in linguistic pattern with Lualaba, there seems to have been further spread of Swahili, and also the presence of French seems to be elevated compared to Lualaba (and indeed, compared to the other provinces studied). This may be to some extent because it contains DRC's second city of Lubumbashi. Like Lualaba, there is much mining in the province, which may explain the wide usage of Swahili in both urban and rural contexts, existing alongside a minority of rural locations using the traditional vernaculars, such as Lamba, Bemba and Sanga (which is also found in Lualaba). However vernacular languages are much less used than in Lualaba, where the spread of Swahili, while substantial, is less advanced. In common with Lualaba, we see that the local form of Swahili is widely divergent from the standard variety used in schools, to a greater extent than the differences found in the Lingala- and Ciluba-speaking areas.

### Language Dominance

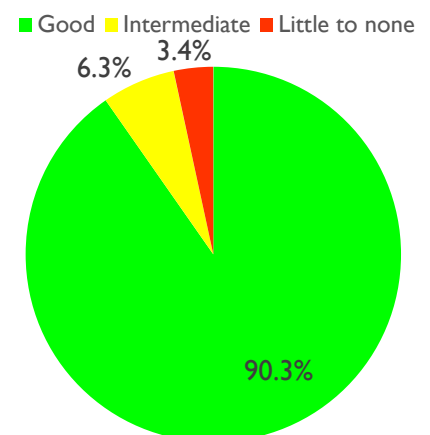
In urban contexts most children (82%) were observed speaking Swahili with each other. The remainder were mainly speaking French, and generally within the school gates, as some schools discourage the use of anything but French on the school premises. In rural context the figure of groups speaking Swahili was at 84% - a strikingly similar figure to the urban contexts, but here the remainder were observed to be speaking one of the vernaculars mentioned above. This is dramatically different from our data in Sud Ubangi and Equateur provinces, where the *langue nationale* had not become the language of play and chatting for many rural children. But we also have a minority that have not made this shift either; notably smaller than in Lualaba, at least in the areas where ACCELERE! is active.



### Understanding of Swahili

In urban contexts, all the first grade children were judged to be able to understand and use the local Swahili well. In rural contexts, the figure was 90.3% understanding well, (a little higher than the proportion observed speaking Swahili among themselves), 6.3% with an intermediate level, and 3.4% who had not functional control of Swahili. This latter figure drops to nearly zero when sixth graders were tested. So we see that most of those who have no Swahili when they arrive at school, do end up learning it while at primary school, but as mentioned before, learning a language is not the

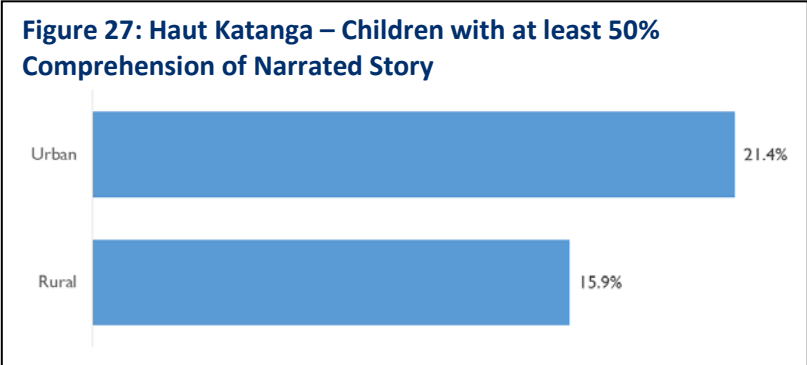
**Figure 26: Rural First Grade Comprehension of Local Swahili**



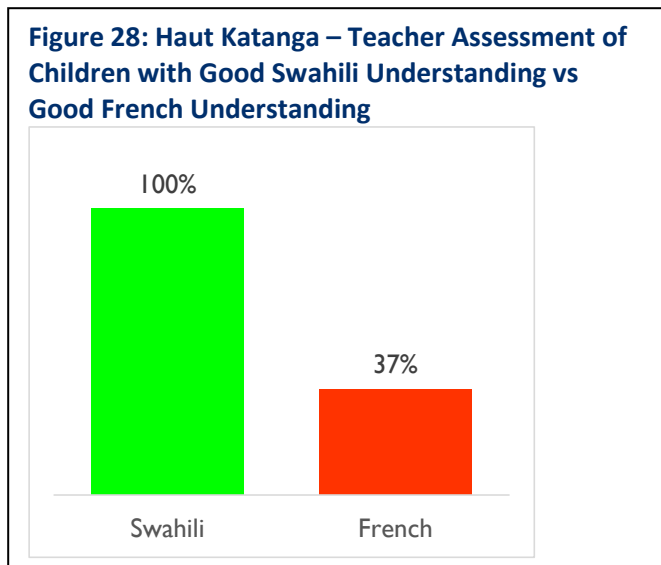


purpose of instruction in that language.

When it came to the understanding of a text in the standard variety, narrated in a lively way by the enumerators, the comprehension levels were lower than in any other province apart from Lualaba, with 21.4% of urban children and 15.9% of rural ones being judged to have attained at least 50% comprehension. The most likely explanation for this finding (as in Lualaba) is the level of difference between local and Standard Swahili, especially given that overall 100% and 90% of urban and rural children respectively were found to understand the local Swahili well. This is therefore a significant challenge in the implementation of a successful Swahili-medium education.



It is however worth noting, that first grade teacher’s assessment of good Swahili understanding among the first grade was categorical at 100% (higher than our finding of 90%), as against 37% for French – the highest figure for French in any of the provinces, so Swahili medium education is more comprehensible than French medium.



## *Teachers*

No teachers appeared to have any difficulty in speaking the local variety of Swahili, which has often been noted, is substantially different from the standard.

Only five of the first grade teachers (out of 35) did not want to carry on the interview exclusively in Swahili – four of these communicated that they wanted to carry on exclusively in French. This figure is a higher than that found in other parts of the country, and may be due to the presence of Lubumbashi in the province, with higher levels of understanding (and accessible prestige) of French than in the other provinces, along with the awareness of some lack in their own competence in Swahili at a professional level. There is no suggestion that this was due to a lack of ability in Swahili overall – as noted, all were judged to be competent speakers of local Swahili.

Only one first grade teacher said they were not happy to teach in Swahili – there were more who were against doing this at higher grade levels. As in other locations, the main request to be able to teach better in the language was more materials, in particular dictionaries (a bigger request in Swahili speaking areas than others, consistent with the bigger differences in vocabulary than in other parts of the country), manuals and textbooks.

# Annexes

## ANNEX A: QUELQUES DIFFÉRENCES ENTRE LE SWAHILI DU KATANGA ET LE SWAHILI STANDARD

Dr Maik Gibson

Le 6 avril 2018

*Notez que les différences décrites ne sont pas forcément trouvées seulement dans le swahili du Katanga, mais peuvent se trouver dans d'autres variétés du swahili congolais. Et ce n'est pas une liste complète qu'on présente ici.*

### **Phonologie (Prononciation)**

Le 'h' ne se prononce pas.

Le 'j' du swahili (ex. *moja, kuja*) se prononce quelquefois comme 'y', et pas comme un 'dj' en français ou un 'j' anglais.

Souvent le 'g' se prononce comme 'k'. *gani* devient *kani*, et *piga* devient *pika*.

Le 'gh' (> k, g), 'dh' (> z) et 'th' (> s) tous se prononcent de différentes manières.

Devant un 'i' 's', 'z' et 't' peuvent devenir 'sh', 'zh' (un 'j' français) et 'tsh'.

Le 'l' et le 'r' sont quelquefois confondus.

Entre voyelles consécutives on ajoute souvent une autre lettre – par exemple *tembea* (marche) se prononce *tembeya*, et *kondoo* (mouton) comme *kondolo*.

Quand on trouve les deux mêmes voyelles en swahili standard, on ne prononce qu'une ; *jogoo* se prononce *jogo*.

### **Morphologie verbale (Structure du verbe)**

La conjugaison du premier personne ('je') c'est souvent 'mi' au lieu du 'ni' standard

Avec ces deux différences, on trouve 'minenda' je vais au lieu de 'ninaenda' (changement aussi de racine pour 'aller', *nenda* au lieu de *enda*).

Le forme *niko* etc. pour 'je suis' est différent du standard *ni*. Et pour *avoir*, on utilise *niko na*, au lieu de *nina*.

### **Morphologie Nominale (Structure du nom)**

Le préfixe 'm' devient 'mu', comme *mtoto* devient *mutoto* (enfant).

Le préfixe pluriel 'wa' et plutôt prononcé 'ba'. *Batoto* (enfants)

## **Syntaxe**

La clause relative est formée avec ou bien *ile* ou *mwenye/yenye* etc, qui sont différents des structures utilisées en swahili standard, qui peut utiliser *amba-* ou bien un préfixe dans le verbe, comme *Ni mimi niliyesoma kitabu* 'c'est moi qui ai lu le livre'. Cette dernière structure peut être difficile à apprendre.

Pour parler de la direction, on utilise 'ku' (ou pour lieu 'mu') *minenda ku reunion* 'je vais au reunion', qui n'existe pas dans le standard, ou on comprend la direction du contexte, ou met le suffixe *-ni*.

L'accord du l'adjectif avec le nom n'est pas toujours suivi comme au standard, exemple *mutoto yangu* au lieu de *mtoto wangu* 'mon enfant'.

## **Lexique (Vocabulaire)**

Les chiffres au-delà de 20 se forment comme *makumi mbili*, au lieu des chiffres standards.

On trouve beaucoup d'emprunts au français.

## **Conclusions**

Il faut prendre conscience de ces différences quand on produit les matériaux pour les enfants de Haut Katanga et Lualaba. En général, il ne faut pas rendre les choses trop difficiles d'abord, mais aussi les introduire les formes du standard dans une manière claire. Les formes qui sont différents prendront plus de temps à apprendre.

## ANNEX B: TRAINING EVENT

The training for both the Sociolinguistic Mapping (Deliverable 3) and the Teacher Language Ability (Deliverable 4) was done with the same groups of enumerators, and at the same time, as was the field research.

At each training location (Kolwezi, Mbuji-Mayi, Mbandaka and Gemena), a group of enumerators was trained. In total 73 enumerators were trained across the four locations (enumerators for Huat-Katanga and Lualaba were trained together in Kolwezi). They then worked in pairs in the field. Each training event lasted for four days:

**Day one** covered the basics of what needs to be done; what pitfalls are to be avoided; and how the data is to be collected, including growing accustomed to the technological tools (Samsung tablet) to be used in the data collection.

**Day two** consisted of the enumerators going out to local schools to get some practice in collecting data from children and teachers.

**Day three** involved an assessment of the previous day's fieldwork, with further training on the issues that arose in this practice run.

**Day four** involved going to a different school to perform the research and upload the results, with a review together in the afternoon.

The training covered all aspects of the task: the rationale; a detailed methodology; and the use of both the questionnaire installed on a Samsung T285 tablet and its paper equivalent.

Enumerators had an opportunity to use the tools, both at the training location and in a local school during the time allotted to the training event, in order to establish good practice before they headed out into the field. Relevant linguistic concepts were covered:

- Language and dialect. Both Lingala and Kiswahili exhibit substantial dialectal variation;
- Language mixing and perceptions of purity. Respondents at times mix languages or borrow words from other languages. It was important for the enumerators to understand this in order that the filling in of the tools be as consistent as possible, and not depend on different understandings of these issues;
- The advantages of children being taught in a language which is used in the community.

### **Research team**

The trainers for the first three training events were Dr. Maik Gibson, the Technical Lead for Components 3 and 4, and Dr. Bagamba Araali, a DRC resident and national, who holds a PhD in Sociolinguistics from the University of Essex, UK, and who has done substantial research on language use in the DRC. Dr. Bagamba led the final workshop, in Mbandaka, on his own, with support from Dr. Gibson at a distance.

## **ANNEX C: THE PAPER VERSION QUESTIONNAIRE (WITH REPEATED QUESTIONS OMITTED)<sup>3</sup>**

Noms des chercheurs – essai ou recherche - province

Nom et adresse de l'école, avec son code, si possible

Rural ou urbain, distance de la ville plus proche (kilomètres et heures pour le déplacement)

### **6ème groupe d'enfants (observation discrète)**

1. Où observez-vous les enfants ?
2. Quels âges ont-ils ?
3. Quelle est la langue qu'ils utilisent le plus fréquemment ?
4. Quelle est le pourcentage de cette langue dans leurs conversations ?
5. Quelles autres langues utilisent-ils ?
6. Citez des exemples de leur langage
7. Pour chaque autre langue, s'agit-il seulement des mots, des expressions, ou des phrases complètes ?

### **Photo de l'école**

### **4ème groupe d'enfants pris de la classe (degré terminale)**

Age des enfants

Comment est-ce qu'on cuit le [repas local] ? C'était quand la dernière fois que tu l'as vu cuisiné ?

Est-ce que tu as aidé dans sa cuisson ?

Quelles langues les parents ont-ils parlé avec leurs enfants au foyer ce matin ? (Avec chiffres)

En quelles langues ont-ils répondu aux parents ? (Avec chiffres)

En quelles langues leurs parents se parlent-ils ? (Avec chiffres)

Quelles langues les élèves parlent-ils avec autres enfants dans la rue ? (Tous) (Avec chiffres)

Leur attitude envers l'utilisation du ciluba dans à l'école ? Et envers autres langues ?

---

<sup>3</sup> This version from Kasai Oriental, with Ciluba mentioned specifically rather than *langue nationale*

Comment ont-ils parlé ciluba local ? (Chiffres pour chaque catégorie)

- ne parle pas
- parle un petit peu
- parle assez bien
- parle bien

Comprennent-ils bien le ciluba local ? (Chiffres pour chaque catégorie)

- ne comprend pas grande chose
- comprend quelquefois
- comprend sans problème

A quel niveau (moins de 20%; entre 20%-50%, plus que 50%) était la compréhension de l'histoire ?  
Donnez une liste de niveaux avec chiffres si les réponses diffèrent

Quelle est sa compétence de lecture en ciluba ? (Chiffres pour chaque catégorie)

- n'arrive pas à lire
- lit avec hésitation
- lit couramment
- lit couramment et d'une manière expressive

Combien de mots CORRECTES dans la dictée, pour chacun des élèves, sur combien de mots écrits

Est-ce qu'ils ont remarqué des différences entre leur ciluba et ce du texte ? Lesquels ?

### **3ème entrevue avec enseignant (3ème degré)**

Enseignant de quelle année ?

1. Est-ce que vous parlez bien le ciluba ?

2. Seriez-vous content de continuer l'entrevue en ciluba ? (Si oui, continuez en ciluba)

3. Où l'avez-vous appris ? L'avez-vous étudié à l'école ? Autre part ?

Où avez-vous grandi (avec province) ?

4. Les enfants dans votre classe, maîtrisent-ils bien le français ?

5. Les enfants dans votre classe, maîtrisent-ils bien le ciluba ?

6. Quelles langues parlent-ils les élèves quand ils jouent hors de l'école ?

7. Seriez-vous/Etes-vous content d'enseigner en ciluba ?

8. Seriez-vous/Etes-vous capable d'enseigner en ciluba ?

9. Qu'est-ce qu'il vous faudrait pour pouvoir enseigner en ciluba ?

10. Quels avantages voyez-vous dans l'utilisation du ciluba dans la salle de classe ?
11. Quels défis voyez-vous dans l'utilisation du ciluba dans la salle de classe ?
12. Selon vous, quelles sont les attitudes, envers le ciluba chez les élèves ?
13. Les attitudes de leurs parents envers le ciluba ?
14. Le ciluba que vous parlez, est-ce un ciluba standard ou localisé ?
- 14b. Vous, les enquêteurs, ajoutez vos jugements du ciluba de l'enseignant.
15. Trouvez-vous problématique de parler ou enseigner en ciluba standard ?
16. Donnez des exemples du ciluba local

### **Entrevue avec directeur**

Nombre d'élèves

Âges d'élèves

Nombre d'enseignants

1. Qu'est-ce qu'il vous faut pour améliorer l'enseignement en ciluba ?
2. Quels avantages voyez-vous dans l'utilisation du ciluba dans la salle de classe ?
3. Quels défis voyez-vous dans l'utilisation du ciluba dans la salle de classe ?
4. Selon vous, quelles sont les attitudes, envers le ciluba chez les élèves ?
5. Les attitudes de leurs parents envers le ciluba ?
6. Les attitudes des enseignants dans votre école envers le ciluba ?
7. Pour le directeur, votre propre attitude envers l'utilisation du Ciluba à l'école

### **Observation de la salle classe No 3. Deuxième Degré**

Age des enfants

La matière enseignée

L'enseignant utilise quelles langues dans la classe ?

Est-ce que les élèves s'expriment en français pendant la classe ? En ciluba ? En autre langue ? En quelle



mélange ?

Avez-vous pris les autres photos, et les avez-vous envoyées ?

Autre commentaire de votre part.

## ANNEX D: DATA FOR FIRST THREE FIGURES

**Table 1: First grade children’s level in the *Langue Nationale* local variety (rounded)**

Province	Speak Well or Well Enough	Speak Partially	Cannot speak
Sud Ubangi: Urban	100	-	-
Sud Ubangi: Rural	22	25	53
Equateur: Urban	100	-	-
SE Equateur: Rural	92	8	-
Kasai Oriental: Urban	98	2	-
Kasai Oriental: Rural	98	2	-
Haut-Katanga: Urban	100	-	-
Haut-Katanga: Rural	90	6	3
Lualaba: Urban	100	-	-
Lualaba: Rural	71	21	8

**Table 2: Listening Comprehension in Standard Variety of *Langue Nationale* by First Graders**

Province	% of children who understood who understood at least 50% of text narrated to them in standard version
Sud Ubangi: Urban	77
Sud Ubangi: Rural	19
Equateur: Urban	100
SE Equateur: Rural	38
Kasai Oriental: Urban	90
Kasai Oriental: Rural	98
Haut-Katanga: Urban	21
Haut-Katanga: Rural	16
Lualaba: Urban	2
Lualaba: Rural	8

**Table 3: Teachers Mentioning Difficulties with the Variety of *Langue Nationale***

Linguistic Area	Problem with variety %	Vocabulary differences %
Swahili-Speaking	81	40
Lingala-Speaking	74	5
Ciluba-speaking	30	2