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Assessing the introduction of Angolan indigenous languages in the educational system in Luanda: a language policy perspective

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Abstract

The aim of this study was to find out the agenda behind language policy in Angola, and in particular it assesses the introduction of the Angolan indigenous languages in the Angolan educational system in Luanda and why the chosen languages and not others, as well as providing my contribution as a teacher and researcher in the matters of educational language policy. To do so, it analysed two most relevant policy documents that provides legal support to the policy and three newspaper articles that reacted to this issue. A broad review of literature on the impact of colonial and post-colonial language ideologies in the country, including the historicity of the policy makers was done. Qualitative research tools were used to gather and analyse the data. Fifteen interviews and questionnaires were conducted to gather the views of grassroots and the policy implementers. This research was the first study in this field in Angola. The study found that Kimbundu is being also being used as a medium of instruction in Luanda where children have Portuguese as their first language which is the opposite of what the policy UNESCO's persuasive campaign for mother-tongue education and the government claims was happening. Furthermore, the research established that there is a parallel between the Angolan colonial and post-colonial language policies. Therefore, I conclude that by doing the inverse there is a government hidden agenda behind the policy which is to preserve Portuguese colonial language ideology and maintain social discrimination on the basis of language. Hence, I recommended that the government reviewed the whole set of strategies applied to implement the policy by using more inclusive practices.