

**TRANSLANGUAGING PRACTICES USED BY LECTURERS IN FIRST
YEAR CLASSROOMS AT A PUBLIC UNIVERSITY IN ZAMBIA.**

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DECLARATION

I **Mungala Ruth**, declare that the ‘the translanguaging practices used by lecturers in first year classrooms at a public university in Zambia’ is my own work, and it has not been submitted for any degree or examination in any other university. All the sources I have used or quoted have been indicated and acknowledged in the reference section.

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APPROVAL

This dissertation by Mungala Ruth is approved as a fulfilment of the requirements for award of a degree of Master of Education in Literacy, Language and Applied Linguistics.

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DEDICATION

I dedicate this work to my children, Geoffrey, Racheal and Joshua.

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I would like to appreciate my supervisor, Prof. David Sani Mwanza for the academic guidance which has changed my perceptions on research and knowledge generation. I believe I am not the last to be guided better until I am able to see the light at the end of the tunnel. To my colleagues who were able to smile, laugh and share knowledge with me, I am grateful. The TTE team and entire management, you made me realise how we should provide education to meet the needs and aspirations of our children in school and beyond through teacher training. May the program make more teacher educators have more knowledge on how to handle multilingual children in zambian schools. To my children who encouraged me even after I started spending sleepless nights, you are wonderful. To my friend and son, Dr Nyimbili Friday, you are kind. The unmentioned, kindly be considerate to others as this world changes with time.

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ABSTRACT

The purpose of the study was to analyse the translanguaging practices used by lecturers in first year classrooms at a public university in Zambia. The study was guided by three objectives as follows : to analyse the translanguaging practices lecturers use in their lectures at a selected public university in Zambia, to establish the students' perceptions towards translanguaging practices lecturers use in their lectures at a selected public university in Zambia and to determine the challenges lecturers face when using translanguaging practices in their lectures at a selected public university in Zambia. The study used qualitative descriptive research design and the population was drawn from all first year students who were attending lectures in literacy and language at a public university and all the lecturers. The study sample included three classes of literacy and language education. This catered for 20 students who were in the first year and 5 lecturers were also sampled from the literacy and language department at the university totalling to 25 participants. Data was collected using interview guide, a focus group discussion guide and observation checklist. Data was analysed thematically. The study found that the translanguaging practices included code switching between English and the Zambian local languages, content translation between English and the Zambian languages, giving examples using the local languages, code mixing when explaining concepts in the lecture rooms and allowing students to use their local languages when explaining some content in lecture room. However, some lecturers believed that students should only use English because that is what the government policy states hence they did not allow translanguaging in their lessons. The second objective found that students appreciated the lectures being delivered in the local language, they also appreciated the practice of allowing students to explain concepts in the local languages, code switching and code mixing. In short, both students and lecturers had positive perceptions towards the use of translanguaging practices at a public university. Lastly, the challenges included a complex multilingual environment in classrooms where students came from more than 20 different languages, some students did not understand the university community language, Nyanja, effectively, translation was involving two or more languages which became time consuming and code mixed and

code-switched languages did not make meaning to few students who did not have the knowledge of such languages. It can be recommended that universities should come up with flexible language policies which will facilitate content understanding in the multilingual lecture rooms since the students are multilingual. This will help the students find their learning flexible and interesting since the knowledge barrier will be broken as well as the language barriers.

Key words: *translanguaging practices, literacy and language lecturers, public university in Zambia.*

CHAPTER ONE

BACKGROUND OF THE STUDY

1.1 Overview

This chapter will present the background to the study on the Translanguaging practices lecturers use in their lectures at one selected public university in Zambia, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, theoretical framework and a chapter summary.

1.2 Background of the study

By definition, Baker (2011:39) defined translanguaging as *‘the process of making meaning, shaping experiences, gaining understanding and knowledge through the use of two languages.’* Hornberger and Link, (2012:262) also defined as, *‘the purposeful pedagogical alternation of language in spoken and written, receptive and productive modes.’* Translanguaging is also defined as the process performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximize communicative potential (Garcia, 2009:140). Hesson, Seltzer and Woodley (2014) state translanguaging as pedagogical practice refers to any instance in which the students’ home language practices are used to influence learning in multilingual classrooms. From the foregoing, translanguaging is not limited to one language and classroom but also includes the practices which teachers and students are engaged into in order for them to learn.

According to Nyimbili, (2021:227) translanguaging can be viewed from two perspectives. Firstly, as “the teacher’s pedagogical knowledge to utilise the learners’ emergent literacies (community languages) to support content/knowledge acquisition in a multilingual classroom in order to promote multiliteracy development in every learner’s language.” Secondly, as “the teacher’s ability to recognise the learners’ linguistic rights, accept multilingualism and use its advantages as a resource to multiliteracy development while not ignoring the target language developed for unification and classroom prescribed language of instruction (regional languages) in

the Zambian context.” From this, it can be argued that translanguaging is dependent on the classroom and its learners. To this, the lecturers have to ensure that they pay particular attention to the classroom needs if they are to implement translanguaging in a particular prescribed linguistic community.

Weihong and Xiao (2019) states that translanguaging practices used in universities can be largely grouped into four categories: bilingual label quest, simultaneous code-mixing, cross-language recapping, and dual-language substantiation. By definition, Bilingual label quest refers to the teaching of terminologies, concepts or fixed expressions in one language by eliciting corresponding labels from another, allowing “the teaching to be accomplished bilingually” (Martin 2005, 83). This is very common in the teaching of new concepts and only when the lecturer democratizes the classroom. The second type of translanguaging practices is simultaneous code-mixing, which refers to the simultaneous need for and use of both English and Chinese in the process of meaning-making. In Creese and Blackledge’s (2010, 108) words, “each language is used to convey a different informational message, but it is in the bilingualism of the text that the full message is conveyed. The third type of translanguaging practices is cross-language recapping, which involves teaching the same course content in one language, and then repeating it in another. The contents taught in both languages were sometimes identical, and at other times more specific in one language than in the other. This type is different from the Bilingual Label Quest as it involves repetitions of entire sentences while the latter involves only concepts, phrases and terminologies.

The fourth type of translanguaging practices is dual-language substantiation, which refers to the co-construction of disciplinary knowledge with contributions or insights from both languages. These practices were often revealed in teachers’ efforts to localize (contextualize) the disciplinary knowledge, originally in English, with concrete examples or cases from a Chinese context. The four types of translanguaging are only possible through supportiveness and freedom of context which act as two major forces that spur the practices of translanguaging in the

programme. This breaks the cultural barriers and make students interact in the learning environment using different languages as they acquire knowledge.

The Zambian policy on university education is clear as it stated that all public universities shall use English as a medium of instruction (MOE, 1965; 1996). In the recent past, scholars have stated that some students in colleges and universities do not have the mastery of English language both in writing and speaking due to their different linguistic background (Chewe, 2012 and Mwale, 2015). Some students have the better spoken language while their written language is not standard and vice versa. This makes them translanguage in their spoken and writing in many aspects of their academic lives. The Zambian universities are not isolated from having such students hence it is important for lecturers and students to realise the power of translanguaging for them to make meaning in their multilingual classrooms.

On the other hand, there is a wider assumption that all students in universities are fluent in English because they have learnt it for 12 years from primary to secondary schools. But as Mwanza (2016) showed, even second language teachers of English who are university graduates struggle to use the English language fluently. For instance, Mwanza (2016) documented a teacher of English who could not differentiate an acronym from an abbreviation and was observed code switching without realising that she was doing so. This has many implications. Firstly, it means that even in Universities, there are students who struggle to speak and understand English. Secondly, it implies that there is need for translanguaging in university teaching. This is crucial considering that Mubita (2019) also reported that secinour secondary school pupils had problems to read and and understand literary text. He also reported that lack of English proficiency among senior secondary school pupils was one of the major reasons why most learners performed poorly in grade 12 examination. By implications, this means that some students may be entering university without adequate English proficiency to receive instruction exclusively in English thereby requiring translanguaging. It is from this background that this study was conducted to analyse the translanguaging practices which are used in a particular public university in Zambia.

1.3 Statement of the problem

Zambian universities and colleges train students using English language as per policy (MOE, 1996). Some students do not have the fluency and linguistic abilities to effectively understand the training content the official language while they have the meaning of the concepts in their languages which are not part of the classroom language of instruction in the university (Weihong and Xiao, 2019) and this leads to lecturers and teachers to engage into different translanguaging practices in the universities so as to bridge the knowledge gap. The university under study is a multilingual space which extends to the classroom. Most students who enter the university are ordinary Zambians who come from different parts of the countries with different language backgrounds. Most of the students only learnt English in school because it was not a commonly spoken language in the community. Since lecturers have to provide learner centred teaching which should aim at promoting understanding and classroom participation. This study was undertaken to analyse how lecturers negotiated the university classroom multilingualism through translanguaging practices. Therefore, the research problem in this study is that it was not known what translanguaging practices lecturers used in first year university classrooms and how they did so. As a question, the research problem is: what translanguaging practices are used in first year university classrooms and how do lecturers apply translanguaging in their first year university classrooms?

1.4 Purpose of the study

The purpose of the study was to analyse the translanguaging practices used by lecturers in first year classrooms at a public university in Zambia.

1.5 Research objectives

The study sought to address the following research objectives:

- i. To analyse the translanguaging practices lecturers use in their lectures at one selected public university in Zambia,

- ii. To establish the students' perceptions towards translanguaging practices lecturers use in their lectures at one selected public university in Zambia, and
- iii. To determine the challenges lecturers face when using translanguaging practices in their lectures at one selected public university in Zambia.

1.6 Research questions

The study sought to answer the following research questions:

- i. What translanguaging practices do lecturers use in their lectures at one selected public university in Zambia?
- ii. How are the students' perceptions towards translanguaging practices lecturers use in their lectures at one selected public university in Zambia?
- iii. What challenges do lecturers face when using translanguaging practices in their lectures at one selected public university in Zambia?

1.7 Significance of the study

The study was important in the sense that it might bring about the translanguaging practices lecturers use in their lectures at one selected public university in Zambia. This might enable lecturers and students understand how they have to engage when making decisions regarding their teaching and learning in the university. The study was also important because it might bring about the challenges which lecturers face when using translanguaging practices in their lectures and how the students perceive these practices. The study findings might provide an understanding of how pedagogical practices have evolved in the multilingual universities of Zambia and how these practices were being viewed to influence policy direction. The study might also bring about new knowledge regarding the teaching practices which lecturers should be using in the multilingual lectures in Zambian universities.

1.8 Delimitations of the study

The study was limited to one institution of higher learning in Lusaka province of Zambia and the sample was limited to students and lecturers of the chosen institution.

1.9 Limitations of the study

The study was conducted in one public university hence the findings maybe generalised with caution to other universities. The sample also was limited to the students in the school of education doing primary degree which is a section of the entire university. Therefore, the findings are not a true reflection of the entire university teaching staff hence the generalisation of the findings should be done with caution. One lecturer was not willing to take part in the study and was not persuaded to do so. To cover this, the other lecturers in the department volunteered to be part of the study and this lapse was covered.

1.10 Operational definition of terms

Translanguaging	Pedagogical alternation of languages in amultilingual class aimed at helping all learners to have access to knowledge in class.
Public University	A university funded and run by the Government of the Republic of Zambia
First year students	Students who are in their first year of study in a university according to the Zambian university curriculum.
Learners	learners are the same as students in this study.
Lecturer	lecturers are the academic staff teaching in the sampled public university where this study was conducted from.

1.11 Chapter summary

This chapter has presented the background to the study on the Translanguaging practices lecturers use in their lectures at one selected public university in Zambia, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, theoretical framework and a chapter summary. The next chapter will present a review of literature review.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter will present literature review on the translanguaging practices used by lecturers in first year classrooms at a public university in Zambia. Different studies will be reviewed from different continents and Zambian studies will be explored. In each study, a research gap will be identified to ground the study.

2.2 The translanguaging practices lecturers use in universities.

A study by Hillman, Graham & Eslami (2019) examines teachers' translanguaging ideologies and practices at an American International Branch Campus (IBC) in Qatar. Twenty-two bi- and multi/plurilingual faculty members and lab instructors completed a survey about translanguaging practices and a purposeful sampling of these instructors were video-recorded teaching their courses and then interviewed using stimulated-recall techniques. The results show that while instructors may report minimal mixing of languages in classrooms at the IBC due to different ideological tensions, in practice instructors still engage in translanguaging for various pedagogical purposes, both inside and outside of the classroom space. The study additionally sheds light on the complexities of the linguistic ecology of internationalized universities when it comes to translanguaging practices. The study under review was conducted in an International Branch Campus while this study will be conducted in a Zambian public university with students coming from different ethnic groupings.

Another study by Abu & Anne-Marie (2022) explored the promise of translanguaging pedagogies at two public and two private universities in Bangladesh. Four language learning and four content acquisition courses offered in the first year of undergraduate programmes were observed. A 'Russian doll approach' was employed to analyse the macro, meso and micro levels of policy decisions and implementation to build two robust case-studies on public and private universities. The study demonstrates varying degrees of translanguaging practices in the

classrooms of both public and private universities. This study recommends promoting translanguaging pedagogies in higher education to enhance language and content learning of Bangladeshi students while also developing bilingual identities through such practices. The study was conducted in a university which is different from the Zambian universities and the sample is not the same as for this study hence the two are different. Therefore, this study will explore the translanguaging practices used by lecturers in first year classrooms at a public university in Zambia.

A study conducted by Shifidi (2014) looked at the integration of translanguaging in lessons as an approach to teaching and learning in Namibian junior secondary schools. Three schools were picked from three regions of Khomas, Oshikoto and Ohangwena respectively. There were 30 participants consisting of 6 learners, 3 teachers, 1 Head of department from each of the three schools. The results from these three schools reveal that the teachers were not really familiar with the concept of translanguaging, but they were more familiar with code switching, thus the two terms were used synonymously. The results indicated that this phenomenon is really an issue of concern in Namibian schools and needs to be looked into by policy makers in the Ministry of Education from a policy point of view and from the reality on the ground. Teachers acknowledged the necessity of translanguaging and cited the potential of translanguaging in enhancing learning and understanding, participation, socialization in multicultural or lingual classrooms. Further, the study found that there are certain schools with internal policies that prohibit learners from speaking their local languages in the school premises even to the extent of charging them to pay a certain amount as a punishment. It was evident that translanguaging when well utilised by the teachers was able to enhance learner understanding. The study under review was conducted in Namibian schools while this study will be conducted in a public university.

Another similar study by Shank-Lauwo (2020) investigates how language ideologies of parents in Tanzania inform their decision to enrol their children in Kiswahili-medium public school and in English medium private school. Using interview, the results in the study revealed that parents in Tanzania prefer to enrol their children in

Kiswahili- and English-medium school because Kiswahili is a national language and enables learners to become member of national community while English is gatekeeper to employment opportunities. The classroom discussions coupled with the teaching and learning materials are in local languages hence the students cannot avoid using the local language in class for their classroom understanding. In doing so, the use of Kiswahili is used strategically to explain the concepts which learners do not understand in English so that they know them in a particular classroom and lesson. Mazunya (2016) calls functional multilingualism. He believes that learning or having competence in English and French, which are imported languages, is similar to building a bridge to reach an elite, educated and global community. They also believe that Kirundi language, a national language of Burundi, should be a medium of education alongside English and French. The study under review was conducted in Tanzania while this study was conducted in Zambia.

The qualitative study by Genc, Yuksel and Curle (2023) investigated lecturers' translanguaging practices in English medium instruction (EMI) courses in a Turkish higher education setting. Specifically, a comprehensive investigation of the functions of translanguaging used by lecturers was conducted following Lo's and Sahan and Rose's frameworks, which propose pedagogical and social and affective functions. Eighteen hours of EMI lectures from eight different classes were video recorded. The findings demonstrate that lecturers and students used translanguaging mainly for content transmission (a pedagogical function subcategory) by translating technical terminology, presenting new content, and asking and/or answering content-related questions. The lecturers also used translanguaging to encourage student participation and for social and affective functions, such as establishing rapport. These functions have also been observed in previous studies in various EMI settings; however, our analyses highlighted new context-specific differences. The study was not conducted in the Zambian context hence this study filled this gap in Zambia.

Berlianti and Pradita (2021) investigated the implementation of translanguaging in classroom, especially in higher education. By using qualitative method, the data were collected by recording two credits full face-to-face classroom interaction. One lecturer and her forty-five students voluntarily became the research participants. The

data were then analysed by using thematic analysis. The findings showed that the practices were helpful in a way that the tutors could build an engaging dialogue for the students, enabling them to understand the complex learning materials. These findings then implied that in the teaching and learning process, EFL lecturers tend to be more attentive as they prefer to have their students understanding on complex subject to build English proficiency of their students'. The study under review did not specify the students under which the findings were based while this study was conducted amongst the primary school teachers being trained at A public university.

A case study by Holmström and Schönström (2018) examined the use of different languages and modalities by three deaf lecturers when teaching deaf and hearing (signing) students in theoretic subjects. The analysis is based on video-recordings of the deaf lecturers during classroom activities at a basic university level in which Swedish Sign Language (SSL) is used as the primary language. The results illustrate how these deaf lecturers creatively use diverse semiotic resources in several modes when teaching deaf and hearing (signing) students, which creates practices of translanguaging. This is illustrated by classroom activities in which the deaf lecturers use different language and modal varieties, including sign languages SSL and ASL as well as Swedish, and English, along with PowerPoint and whiteboard notes. The study by Holmström and Schönström was conducted amongst the blind and deaf while this study was conducted amongst the normal students in the Zambian higher education system.

Translanguaging as a pedagogical practice where multilingualism is the norm, Li (2014) claims that in bilingual and multilingual educational settings, translanguaging is an effective pedagogical practice, because it has a crucial impact upon student development in social relationships and identity. For example, in the classroom, translanguaging has been described as a process in which two languages are used together for meaning-making, experience-shaping, understanding, and knowledge. Teachers and learners constantly engage into translanguaging practices like translation of concepts from one language to the other so as to make meaning of the learning situation in a classroom. Through this, better conceptual understanding is arrived at by both the teachers and the learners in a learning environment.

Other scholars have studied multimodal communication have primarily focused on monolingual interaction, while others have been interested in translanguaging primarily have focused on bilingual/multilingual communication without taking modality into account (Kusters, et al., 2017). They argue that it is time to put the different perspectives together, as they believe that the concept of semiotic resources allows for a fresh perspective on the multimodal and multilingual aspects of communication and a more nuanced understanding of translanguaging, that recognises the different ways in which individuals draw on their multimodal linguistic resources to make meaning. In this article, we aim to conduct such a merging between the study of multimodality and multilingualism, because the data in our study clearly show that translanguaging with both a signed language and a written language is not possible without the interplay of several modes at once.

Spoken and signed language can either be mixed sequentially or blended simultaneously. Swanwick (2016) argues that translanguaging theory can help to create an understanding of how teachers and students mix and blend their languages in the classroom, using their entire repertoire with the goal of creating meaning and developing new knowledge. Through translanguaging theory, we can arrive at a better understanding of what adults and children already do in the classrooms, because translanguaging is not only concerned with what language repertoires are in play but with how individuals creatively draw on their language repertoires to scaffold learning, as Swanwick contends. These views are supportive where language learning is concerned and should be appreciated.

2.3 Students' perceptions towards translanguaging practices in universities.

The study found that translanguaging goes beyond just codeswitching from Ariza (2019) established translanguaging and the benefits of going beyond codeswitching words, thoughts, and phrases from one language to another. It refers to the idea of allowing second or additional language learners to use any language skills they possess, in any way they can, to prepare for academic or linguistic activities in the target language. Reading, writing, speaking, and thinking in the multiple native (or acquired) languages provide a strong knowledge base, which offers a bridge that can

help to transfer knowledge to the additional languages being learned. She added that by allowing language learners to utilize their existing language knowledge for pre- thinking skills in order to perform academically in an additional language, students will have a richer comprehension of the academic tasks and provide bi and multiliteracy in learners and the teacher at the same time. The study under review did not specify on whose perceptions it was concluded upon while this study focuses on the students' perceptions in a Zambian public university.

A study by Nyimbili (2021) assessed the impact of translanguaging as pedagogical practice on literacy levels among Grade One learners in multilingual classrooms of Lundazi District of Zambia. The study involved two classes and one teacher. An experimental class was treated with translanguaging practices while the second class was a control class. One teacher taught literacy in the two classes and the sample was 83 participants broken down as 41 pupils per class who wrote the pre and post-tests as well as one teacher. The study found that the performance of learners in the experimental group was significantly different from the control group [$t(52.960) = 4.454, p < 0.001$]. Thus, the difference in literacy performance can be attributed to the translanguaging practices which were used to teach literacy in the experimental class. This means that translanguaging led to increased learner performance while monolingual language practices negatively affected learner's literacy performance. Additional results showed that as a result of translanguaging, there was increased learner classroom participation, multiliteracy development, cultural preservation and learners' identity affirmation. Translanguaging practices used included translation, code mixing and multimodal learning materials increased learner participation. The study under review provide insight that teachers had some knowledge on translanguaging which might have come from the teacher training institutions where they trained from. By them translanguaging in their classes, it means that they have realised its potential to solve their linguistic and knowledge problems hence they have a positive perception towards it. The study by Nyimbili was conducted in a primary school while this study will be conducted in a public university in Zambia.

Mazak and Herbas-Donoso (2014) conducted a study on the Translanguaging Practices and Language Ideologies in Puerto Rican University Science Education. The study used classroom observation and interviews to examine the use of Spanish and English in college science classrooms at a land-grant university in Puerto Rico. Using an ecology of languages framework, and particularly drawing on Hornberger's Continua of Biliteracy for the study of learning in bilingual contexts, analysis of 15 class observations and interviews showed that professors used multiple classroom translanguaging practices to teach science. At the same time, they held strongly to the ideology of English as "the language of science" and believed it was important for all science students to use English regularly as much as they engage in translanguaging practices to bridge the language barriers which might exist between the professor and other students since universities are multilingual communities. At times, Chinese students were allowed to explain some concepts in Chinese and ask others to translate into English so that everyone can understand what is being talked about in a neutral language. Thus, professors' practices and their ideologies rested on opposing ends of the context continua of biliteracy. The study under review was conducted amongst the Chinese students while this study will be conducted amongst the Zambian students.

A study by Yasemin, Vildan, Ali and Sonia (2023) explored the functions and effects of the linguistic practices emerging from situated interactions in Turkish EMI settings and contributes to our understanding of L1 use in EMI. The data obtained through audio-recordings and classroom observations were analysed via Conversation Analysis with a focus on disciplinary interaction-design mechanics. The study evinces that, although there are both similarities and differences in the programmes studied, translanguaging is a critical part of classroom practices and that most students and lecturers use them strategically to varying degrees and for various functions based on the nature of the disciplinary needs. Code switching was very common in lecture rooms and both lecturers and students liked the practice as it enabled them to facilitate learning in such complex classrooms and it also facilitated learning in the classroom of many languages and cultures. The study was conducted in Turkish universities while this study was conducted in a Zambian public university.

A study by Nyimbili (2021) further found that the teacher code switched amongst three languages to enable clarify concepts and cater for the learners with language deficiencies in Cinyanja. From the way the teacher was able to translanguage in a classroom, she was able to break the classroom language barriers and enabled the teacher to move from one language to the other in order to facilitate classroom learning. Also, Shifidi (2014) advises that teachers should acknowledge the necessity of translanguaging and in enhancing learning and understanding, participation, socialization in multicultural/lingual classrooms when a free atmosphere is developed. Nyimbili (2021) adds that the teacher's role is to engage learners and extensively exploit the available linguistic resources in the classroom and school to facilitate learning and teaching. These studies were conducted amongst the school going children while this study was conducted amongst university students in Zambia.

2.4 Challenges lecturers face when using translanguaging practices in universities.

A study by Lopez, Turkan and Guzman-Orth (2017) in the USA was on conceptualising the use of translanguaging in initial content assessment for newly arrived emergent bilingual students presented its unique challenges amongst the immigrants. The study established that one of the biggest challenges when incorporating translanguaging in assessment contexts is that it requires teachers to be bilingual or multilingual themselves. Even if teachers share the same home language as their students, they need to be biliterate with regard to the subject area they are teaching. To complicate matters further, teachers will also be challenged when there are many home languages, either standard or vernacular varieties, represented in their classrooms. Therefore, the teacher's linguistic knowledge should be above the demands of the curriculum. From the study under review, it was not known if the Zambian lecturers were facing challenges in the multilingual classes they lectured if they used translanguaging practices hence this study.

The aim of the study by Nyimbili and Mwanza (2020) was to establish challenges teachers and pupils faced as a result of teaching and learning using the translanguaging pedagogical practices in a multilingual grade 1 class of Lundazi District. A phenomenological design was used in one class for one term on a sample of 41 pupils and 1 teacher of literacy. Classroom observations and interviews were used to collect data that was analysed thematically. The study found that the teaching of literacy using translanguaging practices in a grade 1 multilingual class was associated with challenges like the mismatch between the language of instruction and dominant learner's familiar languages that existed in the classroom: rigidity of the language policy which was based on monolingualism throughout the learner's learning process: strict monolingual based assessment which only tested skills in the regional language and: inadequate teaching and learning materials which supported monolingual language learning. These challenges resulted into learning not taking place effectively in the primary schools. the study review was conducted in the primary schools while this study was conducted in a public university in Zambia.

Studies conducted by Banda and Mwanza (2017) on language in education policy and linguistic diversity in Zambia noted that the whole policies on language favoured the teaching of literacy in a monolingual to the learners whose mother tongue was not among the seven zonal languages. He further argued that language teaching experiments like for NBTL were conducted in monolingual environment, yet the implementation was generalized to the multilingual learners. Not so soon, the policy and its practices were abandoned due to difficulties in teaching and learning abilities of literacy. The study by Banda and Mwanza was not based on the university lecturers and the challenges they faced in class which this study is based on in a public Zambian university.

This study by Back (2020) examined the role of sustained professional development PD in shaping the beliefs and practices regarding EMLLs of educators in a rural school district. Three focal participants engaged in PD sessions on translanguaging pedagogies. Data from interviews, instructional observations, and focus groups showed articulation of a translanguaging stance. The study revealed that teachers

were not happy when students used languages which they did not know as they felt that they were being exposed to other learners when they asked for a translation into the target language. Through the content translation, it was noted that students spent more time looking for appropriate words to be used to translate the needed content in a given language so that the teacher should understand the concepts as appropriate as possible.

De Los Ríos and Seltzer (2017) looked at translanguaging, coloniality, and English classrooms: An exploration of two bicoastal urban classrooms. Data was collected from five classrooms which had multicultural students who were interviewed and also attended focus group discussions. The study found that most lecturers did not allow students to mix languages when they communicated to the lecturers because the lecturers did not understand some of the student's languages which created a communication barrier between them. Other lecturers felt offended when students used a language which they did not understand and failed to hold their anger on the students. In doing so, translanguaging practices like code switching was not cherished by most lecturers in science lectures in the university. The results were based on the science lecturers while this study was conducted amongst literacy lecturers in Zambia.

Using a qualitative research method based on an open-ended questionnaire and semi-structured interviews, the study by Kiyu & Ryo (2023) explored how multilingual university students use translanguaging to conduct their academic learning in EMI courses. By applying the concepts of translanguaging and social categorisation to analyse the data, the study found that students could only code switch between the classroom language and the university community languages when they were asked to do that and not when they felt they can speak better when they used their language to give an answer in a lecture. The classroom was intimidating to the students who were not fluent in the use of English language, and they were suppressed to that effect since their lack of linguistic fluency resulted into them failing to communicate effectively. Ideally, pedagogical translanguaging in EMI courses should involve careful consideration of students' linguistic and cultural backgrounds.

A study by Li and Qin (2022) examines how three U.S. urban school teachers attended to the systemic inequalities and unique challenges confronting immigrant and refugee students both inside their classrooms and outside the school. Interviews and classroom observations were used as data collection tools in the classrooms. The study found that teacher and learner translanguaging practices like translation did not help the learning situation so much because the learners took much time to translate from one language to the other concepts which were presented in minor languages not common to the learners. This made three to four students to be involved for a concept to be clear in a known classroom language resulting into time wasting in a lesson. The teachers' agentic practices have important implications for teacher education and professional development for immigrant and refugee learners in urban settings.

2.5 Theoretical Framework

The study will be guided by the three language orientations and planning theory by Ruiz in 1984. In formulating the orientations, Ruiz sought to draw attention to the values about language underlying policymaking. Specifically, he was concerned about the prevailing deficit perspective on linguistic minorities and sought to offer an alternative and empowering perspective that could draw attention to the positive aspects of individual and societal multilingualism (Hornberger, 1990 and Ruiz, 2010). He proposed that language can be viewed in three perspectives: as a problem, as a right and as a resource to the education and school system. It was these three aspects which was discussed in relation to the translanguaging practices lecturers use in their lectures at one selected university in Zambia.

2.5.1 Language as a Problem

The concept of language as a problem sets around the ideas that language is the centre of discussion in the curriculum planning hence it has to be taken as a problem. Scholars use LPP oftenly to refer to language problems that policy and planning are meant to address (Hult, 2016). Language as a problem mean that the learner's languages are not valued in the learning process because they are perceived to be an

interference to the teaching and learning of the content in such classrooms. Therefore, this study will explore the lecturer's views and application of such understanding and then analyse their language practices in the Zambian universities. If the lecturers will be avoiding the local languages to teach content, then they will be seeing language as a problem in their lecturers.

2.5.2 Language as a Right

Hult (2016) contends that whereas the language as problem orientation rests on the idea of compensating for a linguistic deficit by focusing on assimilation and transition to a dominant majority language, the language as right orientation seeks to address linguistically based inequities using compensatory legal mechanisms. Although Ruiz (1984) took into account the international scope of language rights in his original formulation of this orientation, it is worth noting that his perspective was particularly informed by the US policy context where language-related rights have been advanced with respect to civil rights rather than language rights *per se*. Although fundamental principles of language rights may transfer globally, how they take shape in practice will vary based on the legal system in which they are implemented (Kontra, Phillipson and Skutnabb-Kangas, 1999).

With countries which have implemented language as a right have made progress in making use of the community language for the learners in class. In Finland, Keskitalo and Paksuniemi (2018) mentioned that in the 20th century, decision-making powers related to the school system were transferred to the municipalities, largely because it was felt that the municipalities would be able to make the best decisions on matters concerning their inhabitants' language of instruction. In the Zambian universities, it should be noted that students should have the rights to access knowledge in their local language because this is the language they are to use when they go to teach in the Zambian schools. therefore, the lecturers should demonstrate the use of translanguaging practices which gives learners the right to learn in their languages.

2.5.3 Language as a Resource

Hult (2016) mentions that in viewing language as resource orientation, Ruiz envisioned it as both descriptive and aspirational (Ruiz, 1984). He outlined several ways in which linguistic diversity could be viewed as a resource rather than as a problem. He added that heightened awareness of language as a resource could be used to draw attention to places in policies, what Hornberger (2005) refers to as “ideological and implementational spaces,” that can be used to influence multilingual education. Similarly, it could be used to identify schools and programs making use of such implementational spaces. In addition, Hult (2016) add that it could be used to envisage future policy and practice that promotes societal multilingualism by expanding individuals’ linguistic repertoires.

Lecturers have to use the classroom multilingualism as a resource because the classrooms are multilingual in nature and this fact is not like to change. The lecturers have to accept this fact and demonstrate their understanding of such reality and accept it, use it and make students interact with content in class using their languages. This will make the students to develop a positive attitude towards the languages of the classroom and use them to impart knowledge into the learners in their classrooms. Therefore, lecturers should be a source of inspiration to the realisation of multilingualism as a resource in multilingual classrooms by using such situations to democratise learning.

This theory will be used to understand how the lecturers can use their power in class to influence decisions regarding language learning and teaching in the universities. In this case, the lecturers will be assessed on how they appreciate the multilingualism which exist in the classrooms by not thinking of the Zambian languages as a problem. Also, the lecturers can realise the need for using the classroom languages as a resource by allowing multilingualism to flourish in the university. Lastly, lecturers will be assessed on how they give the students the right and access to the knowledge in their languages. Through these three processes, the theory will be used to

understand the translanguaging practices used by lecturers in first year classrooms at a public university in Zambia.

2.6 Chapter summary

This chapter has presented the literature review on the translanguaging practices used by lecturers in first year classrooms at a public university in Zambia. Different studies have been reviewed from different continents and Zambian studies have been explored. In each study, a research gap has been identified to ground the study. The next chapter will present the methodology for the study.

CHAPTER THREE

METHODOLOGY

3.1 Overview

This chapter focuses on the methodology used such as research design, target population, sample size, sampling procedure, research instruments, data collection procedure, data analysis as well as ethical considerations.

3.2 Research Paradigm

The study was in the confines of the constructivism paradigm which believes that meaning of the world is held by the people through their experiences which cannot be observed at times, but can be known when they are asked, through interaction and by staying with them for some time (Cohen, Manion and Morrison, 2018). This paradigm uses qualitative approaches to research. Qualitative approach is the subjective method of investigating a phenomenon and it takes place in the natural setting of the respondents and participants (Jha, 2008). The study adopted the constructivism paradigm to investigate the problem at hand.

3.3 Research approach

The study adopted the qualitative research approach because the research objectives were exploratory in nature, and they need the qualitative approach for them to be fully answered. Qualitative approach uses research designs like phenomenology, case study, descriptive, ethnography, narrative and grounded theory among others ((Milingo, Tambatamba & Cheyeka, 2021; Milingo, Ilubala-Ziwa, Mwale, N & Madalitso, 2020; Milingo, 2019).

3.4. Research design

A research design is defined by Msabila and Nalaila (2013:27) as a “plan on how a study will be conducted or a detailed outline on how an investigation will take place.” This study used a descriptive research design. The major purpose of descriptive research is to describe the state of affairs as it exists at present. The main characteristic of this method is that the researcher has can only report what has

happened or what is happening on the topic under investigation. This research design enabled the researcher to interact with the lecturers and students in their lecturer rooms and learn from their experiences on how they used translanguaging practices in their lectures. This design also enabled the researcher to extend the interaction and interview the lectures, observe lessons and learn from the students on how they perceived the translanguaging practices in groups.

3.5 Target population

White (2003) defined a population as the universe of units from which the sample is to be selected. The population was drawn from all first year students who were attending lectures in literacy and language at a public university and all the lecturers.

3.6 Sample size

Sample according to Kasonde-Ng'andu (2014) is a portion of the population. Bless (1995) notes that a sample, in research, refers to the number of participants selected from the universe to constitute a desired sample. The study sample included three classes from literacy, language and education. This catered for 20 students who are in the first year and 5 lecturers were also sampled from the literacy and language department at the university. The total sample was 25 participants.

3.6 Sampling procedure

The term sampling procedure refers to the technique or the procedure the researcher would adopt in selecting items for the sample (Kothari, 2004). The study used purposive procedures to come up with both students and lecturers who participated in the study. The study used homogeneous sampling to sample the lecturers because this type of sampling reduces variation, simplifies analysis, facilitates group interviewing and enable the researcher to learn from the people concerned. The lecturers were sampled homogeneously because they were the people lecturing literacy and language in the university hence their contribution was relevant to the study (Nyimbili and Nyimbili, 2024). the literacy and language classes were homogeneously because these are the only classes which are involved in the literacy and learning lessons where multilingualism and its space is respected.

3.7 Instruments of Data collection

Three research instruments were used for data collection in this study so as to provide a better understanding of the problem. These instruments included an interview guide, a focus group discussion guide and observation checklist.

3.7.1. Focus group discussion guide

The focus group discussion were held with the students who were in the literacy and numeracy class, language and education course so as to learn from their classroom experiences regarding translanguaging in the university. A total of eight groups were made so that there was sanity and to avoid COVID 19 measure violation.

3.7.2 Semi structured interviews

David and Sutton (2004) add that semi structured interviews always have questions to cover which are in form of a list of key themes, issues, and questions. Lecturers were interviewed in this study so as to learn on their knowledge of translanguaging and if they translanguage or not and how they did it in their lectures.

3.7.3 Classroom observation guide

The study used an observation guide to collect data from the classroom interactions between the lecturers and the students in three courses. The researcher used the participant as observer technique to collect data. Nyimbili and Nyimbili (2023) states that participant as observer technique in the literacy class is where translanguaging is used, collaboration and learner centeredness are used to make learners interact and share knowledge. In doing so, the researcher is also relegated to the learners so that linguistic practices are recorded at all times. This technique helped the researcher to record conversations and other language practices which both the lecturer and the students were involved in during the lessons. This tool helped to observe how the lecturers were using language in delivering their content and if the students were given the right to have access to knowledge in their local languages which they used to teach in the class. Therefore, this research instrument was used to ensure that the classroom practices were understood from the classroom point of view in the university.

3.8 Data collection procedure

Data was collected starting from the students and lecturers upon being given permission by the university authority. After that, interviews were conducted with the lecturers and focus group discussions were held with students on the university premises while classroom observations were conducted in three lessons. All conversations were recorded with permission from the participants in each session.

3.9. Data analysis

Thematic analysis was used to analyse the data collected from the participants in this study. Valsiner (2006) explains that thematic analysis involves the researcher looking for related themes and describing the information in themes and patterns exclusive to the set of participants. Theming means putting data into identifiable themes and categories after which interpretation was made easier. In this study, identical data was put in common brackets so that the understanding of what respondents meant became easier. Verbatims were presented in the findings to authenticate the voices of the participants on key responses.

3.10. Ethical considerations

In order to conduct this study, permission was sought from University of Zambia Ethical Committee and a letter of introduction to the research institution was obtained. Permission was sought from the authorities at a public university, and the relevant schools involved. The other ethical issue to be considered was anonymity in research. The names of respondents, places and any other feature that can lead to identifying the respondents and areas of research was mentioned, written and listed in this dissertation so as to protect them from vindication. In addition, a consent form was signed by the participants as a form of assurance that they would be protected in this study. All information to be obtained in this study was treated as confidential and was used for the sake of academic purposes. The benefits and risks of taking part in the study were explained to the participants. Participants were told that this study was purely academic and that the findings were communicated to them once the research was published. Any participant willing to withdraw from the study was allowed to do so without any question.

3.11 Chapter summary

This chapter has discussed the methodology that was used to answer the research questions of the study. The chapter has discussed the research design, population, sample, sampling techniques, data collection, data analysis and ethical consideration. The next chapter will provide the findings of the study.

CHAPTER FOUR

PRESENTATION OF FINDINGS OF THE STUDY

4.1 Overview

This chapter presents the findings of the study on the translanguaging practices used by lecturers in first year classrooms at a public university in Zambia. Findings are presented using the research question as themes. Findings are further presented using the category of each participant who participated in this study. Each research question and category of participants have specific themes which emerged from the data and these have been used to thematise the responses from participants.

4.2 What translanguaging practices do lecturers use in their lectures at one selected university in Zambia?

This research question was answered by lecturers through interviews, students through focus group discussion guide and classroom observation. These tools were used to ensure there was adequate data triangulation in the study so that all the practices which lecturers used to lecture their students were presented in this study. Each category of participants presented its own views on the topic and subsequent questions asked.

4.2.1 Findings from Interviews with Lecturers

4.2.1.1 Monolingual ideologies

The participants were asked on the common language which they used in their lectures as they taught the students in the university. Interview data showed that different lecturers had different ways of using language in their university classrooms. Some participants established that they used English language because the students were university students and needed to learn and use English language. When asked what languages they used when they intended to engage students in their lessons, they insisted that they only used English language when they were engaging the students in the classroom situation.

Lecturer 1 said:

I can only use English language when teaching my students because they are in a university, and we have to ensure they practice the official language. Personally, there is no room for local languages in my class and in this university.

Lecturer 3 noted that:

It is common sense that all students who come to the university should have passed English and they should know it well. therefore, I have no chance to use their local language in the teaching of my subject in the classroom. I just have to be consistent with English language all the time.

4.2.1.2 Language alternation

Participants were asked on how and when they incorporated the Zambian language or local language in their lessons. Participants established that they only used local language to the students when they wanted to give a practical example which was known to the students and when explaining a difficult concept. Lecturer 2 observed:

I have been using local language in my lectures when I want to give a practical example to my learners. I switch to local language because I want the students to easily understand the example which can make them learn from it.

Lecturer 1 said:

I have used local language time and again in my class when I want to explain a difficult concept to my students especially if I know they will not understand the English concepts. So, I have time and again used local language only when explaining such difficult concepts and not anywhere else.

4.2.1.3 Translation

Participants were also asked on the instances when they used translation of content from English into the local language when lecturing. It was established that lecturers used translation of concepts from English into local language when they wanted to give practical examples which existed in the local languages and also when explaining the difficult concepts which were not familiar to the students. Lecturer 2 stated that:

I have been using local language in my classes to give example to my learners when I want to make them understand the situation I have described in English. This makes the learners to understand what I am teaching in the classroom situation and allows them to participate through laughter.

Lecturer 3 said:

I have used local language to my learners when the concepts I am teaching are difficult to them. I have ensured that I have used the local language to make them know the concept I am talking about in simple language.

4.2.1.4 Authentic teaching and learning materials

Lecturers were further asked on how the use of authentic teaching and learning materials help break the language barriers between the lecturers and the students. Participants revealed that the language barrier is broken when students are allowed to explain what they can see in the teaching and learning material using their local language. Lecturer 1 stated that:

I have been using the teaching and learning materials strategically to make sure my students are free to use the local language in class and make meaning out of the language used. I allow them to read the picture in local language and

then translate into English language so that they can realise their learning abilities.

Lecturer 3 said:

It is natural to ask students what they are seeing from the picture or chart and then they will usually respond in local language, Nyanja, in most cases. I usually ask them to translate into English when they respond in local language. Anyway, I allow some use of local language in my lectures.

From the questions asked and responses provided by the participants, it was clear that lecturers allowed the use of local languages in their lectures to a certain extent while they did not appreciate the idea of using local language to lecture students to a larger extent.

4.2.2 Findings from Focus Group Discussion with students

4.2.2.1 Monolingual ideologies

Participants were asked on the languages which were common in their classrooms as they attended lectures in the institution. It was established that two languages were very common in the classrooms of a public university being Nyanja and English. These languages were common because English was the official language while Nyanja was the common language which most learners used for social interaction and was also common in the district. Student 2 said:

We usually speak English and Nyanja amongst ourselves in school, classroom and at the rooms because these two languages are very common. I have also learnt Nyanja because it is a common language of communication in this institution.

Student 4 added that:

I can tell you that English language is one of the most common and spoken language in this institution because we

all know the language and we use it in class and outside. Apart from that, Nyanja is also a second common language which we use when we are not using English for our daily communication.

4.2.2.2 Use of translanguaging in classroom

Students were also asked on how they incorporated the Zambian languages in their responses to the classroom questions during lectures in the university. Participants established that they used Nyanja to explain some answers in a presentation when they failed to find suitable words in English language for that concept. It was also established that the participants used Nyanja to give an answer during classroom presentations and whenever they failed to express themselves accurately in English language. Student 1 said:

It is a common practice now that when we are giving answers to a posed question in class, we usually combine English and Nyanja when responding. I can say this is common because I feel this is when we express ourselves fully and give a good and clear answer than using broken English continuously.

Student 7 noted that:

At times, I use Nyanja not because I don't know English but because I want to explain the concept to my friend very well. so, when I explain a concept using Nyanja, all my friends understand what I am talking about, and they make me feel happy because I would have shared what was supposed to be shared at that particular day.

Student 6 also added that:

I love my Zambian languages and that is the more reason I use it when presenting in class after class discussions. I feel free to give a presentation of our group findings using Nyanja because I know everyone will understand what I would be

talking about unlike using English which can make other not get my meaning to the fullest. So, when I present using the local language, I make everyone understand what we have discussed as a group.

Students were also asked if their lecturers were able to use the local languages when presenting lessons in class especially when the students were not getting the concepts clearly. Participants revealed that only one or two lecturers could explain the concept in Nyanja while the rest of the lecturers never even paid attention to the students' linguistic needs. Student 3 stated that:

Ever since I started learning in this university, I have only come to appreciate one lecturer who usually uses Nyanja to explain some difficult concepts when lecturing. He ensures that he makes us understand the concepts of the day by explaining such content in the local language or by giving examples in the local language. Others, they do not even seem to know the local languages.

Student 5 added that:

In my case and from my experience this year, I can say only two lecturers use local languages to explain some content to us when they are teaching. They do so when we ask what they are talking about, and this makes them to directly use the local language to explain and we even become happy after the explanation is given in the local language to us.

Student 8 noted:

I can tell you that not all lecturers use the local languages to explain to us. So far, only two are the ones who usually use the local languages to ensure the concepts they are teaching are understood by us students. Other lectures they just speak English and never use a local language.

The researcher asked that participants on the instances the lecturers translated content from English into the learner's language when lecturing. Students established that the lecturers translated content from English language into local languages during lessons and explaining concept that seemed difficult for learners to understand. The other instances were when giving examples in a classroom and also when introducing some topics in the classrooms. Student 1 stated that:

In most cases, the few lecturers who use local language to help us understand content usually translate the teaching content from English into local language when they are introducing a lesson which is new in class. This is common in our courses with only few lecturers.

Student 7 added that:

I have seen some lecturers provide translated version of the examples they give in class to use using a local language, Nyanja. This is common when the examples in English cannot be understood by us students according to the topic being presented.

Student 8 noted that:

Translating some content from English into local languages actually depends on some topics which are being taught. In one course, the lecturers almost translated all the elements he was to teach on that particular day into local language because we knew such elements in our languages and not in English. So, some topics are just naturally translated into local language.

4.2.2.3 Authentic teaching and learning materials

Students were also asked on how authentic teaching and learning materials helped them to break the language barriers between the lecturers and the learners in the university. It was established that some lecturers brought pictures and conversational

posters to teach and explain certain concepts in class. It was during this time that the lecturers were able to use the local languages and engage the students in the lesson who were allowed to respond using the local languages as well. Student 3 noted that:

I have realised that lecturers were making us use the local languages when they brought some charts into the classrooms to be used for teaching us. They asked us questions and allowed us to express ourselves in local languages, Nyanja, if possible so that we can give more answers.

Student 8 observed that:

The time lecturers used local language more than ever was when they brought a teaching and learning material which was then used to teach in class. We were allowed to provide responses in the local languages at this particular time and this brought about interaction.

Therefore, the concept of familiar language in teaching students in the university was becoming more prominent with some lecturers while other lecturers were not allowing the use of local languages in the teaching of content. It was however noted that some lecturers told students to use English only because it was the official language and not the local language.

4.2.3 Classroom Translanguaging Practices: Findings from Classroom Lesson Observation

From the classroom observations which were conducted in three classes, it was established that in some classes both lecturers and students were involved in different forms of translanguaging practices while in other classroom, there was no translanguaging. The following are the transcripts of the three observed lessons:

Lecturer A in Classroom A

Lecturer: So, in groups of five, write syllables using the sound /k/ and explain how you can teach that in your class. Kindly follow how I have

explained the sound I have used as an example. Let us do this simple exercise in groups.

Student A: *Iwe ba sir bakamba ati tilemba ma syllables monga mwamene balembela pa board.* (English: you, the sir said that we write the syllables the way he has written on the board).

Student B: *Manje which language tizalemba ndaba balemba uku muchizungu uku mu chibemba nanga ise?* (English: now, in which language are we supposed to write because he has written in English and Bemba and what of us?)

Student C: *Let us ask so that tulembe ifituntulu and she raised the hand.* (English: let us ask so that we write correct things).

Student C: *Sir, tizalemba in which languages?* (English: in which language should we write?)

Lecturer: *You can use English languages and chitundu chanu as long as you tell us what it means muchizungu.* (English: you can use English and your languages as long as you explain the meaning in english).

Students: Okay sir.

Lecturer B in Classroom B

Lecturer: *Listen students, munayenda ku class observation last week and you saw a lot of things. What challenges munaona kubane mu class where literacy learning is concerned?* (English: listen students, you went to observe lessons last week and you saw many things. What challenges did you see in class where literacy is concerned?)

Student A: *Bana basukulu they don't know Cinyanja.* (English: school pupils do not know Cinyanja).

Student C: *Even ma teachers sibaziba kulemba Cinyanja apart from kukamba.* (English: even teachers do not know how to write Cinyanja apart from not knowing how to speak).

Lecturer: So, the current policy recognised the importance of the first language in the primary schools. the policy further states that all learners from pre-school to grade 4 should use the regional language as a language of instruction. Now, the regional language is not known by all the learners in the classroom and that is exactly what you saw during the observation. What do you think can be done to solve this problem?

Student D: I think (we) should ask the government to increase the number of regional languages *pantu* the languages are different.

Lecturer: Yes, another response?

Student E: I also think we should just use *ma* community languages which we talk about last time. *Ndaba* every school is surrounded by the community and the language of the community should be use *mu ma* class by *ma* pupils. For example *apa pa skulu* we went to observe, it is a pure Soli community. So, why *bapunzila* using Nyanja which is not known here? I think that is why *tiona ma* literacy levels *yali pansi* its because of the language of instruction and not teachers or pupils.

Lecturer C in Classroom C

Lecturer: Why do you think the Zambian languages should be used as LOI in the Zambian curriculum?

Student B: To allow all of us to speak our language so that *tizibe* (we know) our languages.

Lecturer: Please use English and not local languages.

Student E: To make sure that we learn and use our culture like *ukwishiba ama* (we know) practices and teach them to children.

Lecturer: I have asked you not to use your local languages please. Use English only because this is a university.

Student A: Sir, we cannot get meaning of some of the words you are using in English.

Lecturer: You are university students and you passed English that is why you are here. So, I expect you to use English in this class and not any other language. English is the official language in this university and in Zambia so let us just know and comply. I am not making this up, it is policy.

Student C: But sir, how do you help us with the concepts we are not understanding which are in English.

Lecturer: Kindly buy a dictionary and use it when I am teaching because I do not know the Zambian languages you want me to use and I cannot pretend.

Lecturer: So, let us answer the question. Why do you think the Zambian languages should be used as LOI in the Zambian curriculum?

Student F: So that the children can learn the Zambian languages I think and use them in school.

Lecturer: That is good. Any other view class?

Student H: May be sir, it is to show that we are Zambian and we have the Zambian languages which should be used to teach our children.

Lecturer: Yes, another view?

Student B: I think sir, the issue of using the Zambian language as LOI it is a policy thing and we cannot say much sir.

Lecturer: Perfect. So, we have such a policy and this is what guides us. Let me now explain what they policy states and why we have such a policy.

4.3 How do lecturers and students perceive translanguaging pedagogic practices in the University?

This research question was answered by lecturers through interviews and students through focus group discussion guide. These tools were used to ensure there was adequate data triangulation in the study so that all the practices which lecturers used to lecture their students were presented in this study. Each category of participants presented its own views on the topic and subsequent questions asked.

4.3.1 Lecturers' perceptions of translanguaging in University classroom instruction: Findings from Interviews with lecturers

4.3.1.1 development of linguistic competencies through Translanguaging

Lecturers were asked on how they explained difficult concepts in their lecture rooms to the students. Lecturers responded that they included other languages in class apart from English language. Lecturer 1 said: *I use other languages like Nyanja to explain some concepts.* Lecturer 3 stated that: *I use Bemba and Nyanja to explain some concepts which are difficult in class.* Participants were further asked on how they engaged students in their classrooms as they taught. Lecturers established that they used interactive methods to ensure that they engaged students in the lessons. Lecturer 2 said: *I use interactive methods when teaching my students. This makes them participate in the lesson.* Lecturers were further asked on how they incorporated Zambian languages in their lessons. They established that they allowed the students to explain concepts in their local languages and the lecturers were also using the local languages to explain the concepts being taught as this gave them the ability to explain the concepts better than in English. Lecturer 2 stated that:

I allow my students to use their local languages when they feel that that is when they can give me the best response and the class can learn from them. The learners too have less linguistic competence to express themselves fully in the English language hence I allow them to use their local languages.

Lecturer 3 observed that:

I have been allowing students to use their local languages to respond to some of the questions I ask them so that their friends can understand what is being taught about in class. At times, the students translate from their local languages into English when they fail to understand the language in class. This makes them gain courage in class.

Lecturers were further asked on how they felt when they explained the concepts in class using a local language. They established that they felt better because this allowed the students to understand what was being taught about in a lesson unlike when the lecturers use English consistently. Lecturer 1 said:

I am not ashamed to use a local language and explain concepts when I am teaching in class because my students are very knowledgeable it is only the English which makes them to look dull. So, when I am teaching, I use their local languages to ensure that they understand what I am talking about.

Lecturer 2 noted that:

Using a local language is very helpful to the learners because it makes them to realise that what I am lecturing about is also found in their languages. This makes the students to concentrate and pay attention to the lesson since there is no language barrier.

4.3.1.2 Translanguaging aiding content understanding

Lecturers were also asked on their perceptions on the benefits when familiar language was used to explain concepts in the lecture rooms. Lecturers revealed that the students understood the concepts very well which resulted into effective learning from the learner's part.

Lecturer 3 noted that:

I see students getting excited when I use local languages to explain what I am teaching in the classrooms. They even pay attention thinking that they can control me but I am a better speaker of their local languages than even some of them.

Lecturer 1 stated that:

When I use a local language, students become interested in the lesson and they participate fully. The use of a local language becomes interesting to the students, and they also learn from what they know.

From the responses it was becoming evident that lecturers had a positive perception towards the translanguaging practices which were being used in the lecture rooms at A public university.

4.3.2 Students perceptions of translanguaging : Findings from focus group discussion with students

4.3.2.1 Development of linguistic competencies through Translanguaging

To assess the perceptions which students held towards the translanguaging practices lecturers used in their lectures, participants were asked various questions which lead to explain and express their feelings. Students were asked about how they felt when their lecturers explained the teaching content in the local language. It was established that participants were happy to learn the content in the local languages as it seemed simple to understand the concepts. Student 4 noted that:

I feel protected and happy when the lecturer explains the concepts being taught in a local language because I understand fully in a local language. It just makes me realise that education is simple. Our lecturers usually use Nyanja to explain the concepts.

Student 2 noted that:

I feel very comfortable to learn when the lecturers bring the teaching content into the local language especially Nyanja which is used widely and explains it in its simplest manner. This makes me be satisfied with the learning process.

Students were asked if it was fine for the lecturers to switch between English and local language as they lecture in the classrooms. All the Students were in agreement that it was important for the lecturers to be switching between English and the local languages when they are lecturing in the university. From the response, participants were asked why they thought it was important. They established that the use of the local language in lecturing was a way of helping slow learners in class and also to facilitate student understanding in the classroom. Student 6 stated that:

It is important for lecturers to use local languages when delivering their lectures because they make the slow learners who do not grasp the concepts in English faster enough to learn using the local language. This brings about equal learning in class as all learners become knowledgeable at the same time.

Student 1 stated that:

I can also state that I understand very clearly when the lecturer uses Nyanja to explain the concepts being taught unlike when he is constantly using English. I do not even ask questions when a local language is used to teach us in class.

4.3.2.2 Translanguaging aiding content understanding

Students were asked on how they felt when they were given chance to explain some concepts in their local languages. It was established that participants felt nice and happy because they were able to explain the concepts very clear without making mistakes and there were no issue of using broken English.

Student 2 observed that:

When I am given chance to express myself in local language, I feel like talking the whole day because knowledge just flows like never before. I make my answers in the best way they are supposed to be presented and everyone understand very clearly what I say.

Student 3 added that:

To tell you the truth, I feel very considered when the lecturer asks me to use my local language to express myself in class. I do not panic and my language flows very fluent with the answers. I do not even use broken Nyanja but I am fast and clear.

Students were also asked on how they benefited when Nyanja was used in the classrooms by the lecturers. They stated that they were happy, and they did not forget what was taught in that particular lesson. They also noted that they have come to learn some aspects in other people's languages since the lecturers allow other languages to be used but to be translated into Nyanja or English at last. From the findings, it was clear that lecturers were allowing students to use their languages hence they developed a positive attitude towards language use in the university classrooms.

4.4 What challenges do lecturers face when using translanguaging practices in their lectures at one selected public university in Zambia?

This research question was answered by lecturers through interviews, students through focus group discussion guide and classroom observation. These tools were used to ensure there was adequate data triangulation in the study so that all the practices which lecturers used to lecture their students were presented in this study. Each category of participants presented its own views on the topic and subsequent questions asked. The study findings are presented through the themes which emerged and supported by the categories of participants who responded to the questions.

4.4.1 Findings from Interviews with lecturers

4.4.1.1 Student's diverse linguistic background

Lecturers were asked on the challenges which they faced when using translanguaging practices in their lecturers. The first challenge sought was with regards to explaining concepts using the familiar language as they lectured. It was established that some of the students did not understand Nyanja which is a familiar language in the university especially the first years who come from other provinces where Nyanja is not common. This made the lecturers fail to make meaning of the lesson with students. Lecturer 2 said:

On familiar language use to lecture, it becomes a challenge with some students who come from western, southern and Luapula provinces where Nyanja is not widely spoken to understand what we talk about in Nyanja. So, instead of thinking that I am making my learners understand the concepts, they get lost more than I think especially in the first year.

Lecturer 1 noted that:

The use of familiar language becomes a problem in the first years of the students being at the university. Most of the students do not come from Lusaka and eastern province where Nyanja is familiar but outside these provinces. So, we do some translation to make other students learn what we are talking about in class.

4.4.1.2 Complex translation procedures

The other challenge of code switching between English and Zambian languages come into being because some students do not understand the mixed languages apart from English and their own language which is different from Nyanja. Therefore, this becomes a challenge when such a mixed class is being taught in the universities. Participants were asked on the challenge they faced when they allowed students to

explain the concepts in their local languages. The participants established that some languages like Luvale, Lozi and Lunda were not common in class which called for the speaker to translate into English after using their language. This brought about time wasting and the process became time consuming for a lecture. Lecturer 3 said:

To tell you the truth, it becomes a challenge when some students are given a chance to use their language in class. They do tell the answers, but the language is not familiar to all the students hence we have to ask them to repeat the answer in English. I feel this is a double job instead of just asking them to use English.

Lecturer 1 added that:

I feel allowing some language to give answers in class bring about translation problems because the students still have to tell us what they mean in English. So, other languages do not simplify the lectures apart from Nyanja.

Participants were also asked on instances when they code switched during the lectures and the challenges they encountered. With regards to code switching in questioning, participants indicated that students were only code switching when they were giving answers and not when asking questions. When asked about their ability to code switch when explaining a chart or picture, participants indicated that they could code switch when they did not know the equivalent words in English and the class could accept the answer. Lecturer 1 stated that:

Students code switch when they are reading a picture in instances when they cannot tell a word which they are using in English. To supplement the language deficit, students code switch to make their presentation flow.

Lecturer 2 observed that:

It is a common practice that student always code switched between languages and English when they are reading a chart

in class. This was common during the first two years in university but as they stay longer, the use English fluently.

The main challenge with university translanguaging was that the university students were of different ethnic grouping which made the use of different languages become more complex. However, the use of English and Nyanja was better than when most languages were allowed to flourish in the lecture rooms.

4.4.2 Findings from focus group discussion with students

4.4.2.1 Student's diverse linguistic background

Students were asked on the challenges they faced with regards to explaining concepts in a lecture using the familiar languages. They established that the familiar language in the university was Nyanja but not everyone was able to speak it hence they failed to communicate effectively. They noted that translation was taking place always when other languages are used which made the explanations to become longer. Student 3 explained that:

We come from different provinces and districts which have different languages hence using one language, Nyanja, becomes a challenge in this university. We have to translate from our language into English whenever we use other languages apart from English.

Student 1 stated that:

Nyanja is not known by everyone because it is not found in all the provinces in Zambia. So, when students use Nyanja especially in the first year, we ask them to also translate into English because some of us do not know Nyanja. To understand what is being said, the speaker should translate into English.

The challenge on code switching during the lectures were established by the students. They stated that code switching was a problem because they came from different regions which had different languages hence it was difficult to understand each other.

When they were allowed to explain concepts in the local languages, it was noted that the languages were not familiar to all the students in class hence there was communication breakdown. Student 4 stated that:

It is difficult to understand each other in class especially when some languages are used in classroom. Some of them are not easy to understand hence they became a problem to them students and we ended up asking on the type of language instead of discussing the knowledge being shared.

Student 5 observed that:

Some languages are not easy to even make meaning of a greeting, and these are the ones which make us fail to understand what a presenter is saying when they are allowed in class. The problem is big when Nyanja is not used.

4.4.2.2 Complex translation procedures

The other challenges involved the long procedures which were involved when other languages are used in class. They called for translation which took time for a concept to be translated from one language to the other. The students became bored, and learning did not take place accordingly.

4.5 Chapter summary

This chapter has presented the findings of the study on the translanguaging practices used by lecturers in first year classrooms at a public university in Zambia. Findings are presented using the research question as themes. The next chapter will present the discussion of findings.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Overview

This chapter presents the discussion findings in relation to the literature review and theory presented earlier in this paper of the study on the translanguaging practices used by lecturers in first year classrooms at a public university in Zambia. The discussion is presented using the themes from the research objectives.

5.2 Translanguaging practices lecturers use in their lectures in Zambia.

The study established that lecturers mainly used English language when lecturing because the students were university students and needed to learn and use English language. This resulted into some lecturers not accepting translanguaging as a practice in the university for the benefit of the students. These findings are supported by Mazunya (2016) who talked about functional multilingualism. He believed that learning or having competence in English and French or international languages, which are imported languages, is similar to building a bridge to reach an elite, educated and global community. The use of translanguaging practices is not supported by some scholars and lecturers in universities as they think it is a distractor to the learning of the target language which is prescribed by the policy. Just like in Zambian universities, the use of English language has taken centre stage and some radical lecturers do not want to use other languages apart from English as they believe it is the language in which knowledge has to be shared. Therefore, if a lecturer is following the government and higher education policy on language use in the universities, then, they are not providing the linguistic rights to the students who come from different linguistic and ethnic backgrounds which should be a mandate of the lecturer.

The findings of the study also established that some lecturers only used local language to the students when they wanted to give a practical example and when explaining a difficult concept. The lecturers used a local language (Nyanja) which was known to the students in the university. These results are in tandem with Hillman,

Graham and Eslami (2019) whose results show that while instructors may report minimal mixing of languages in classrooms at the international school due to different ideological tensions, in practice instructors still engage in translanguaging for various pedagogical purposes, both inside and outside of the classroom space. Inside classroom, they used well known languages while outside they used isolated languages according to the person they are talking to. This applied to the Zambian lecturers as well. since Chongwe is a Nyanja speaking community especially when the elite are interacting, it was prudent that the lecturers used Nyanja to explain the concepts as they knew to say it was a university common language. With this usage of a local language pedagogically, it can be assumed that translanguaging was taking place purposive for the sake of making some concepts be well understood by the learners. This can be seen to be a way of providing linguistic rights to the learners instead of supressing them through monolingualism as per policy provision (Nyimbili and Mwanza, 2021; Mashinja and Mwanza, 2021; Mwanza, 2020; Mubita and Mwanza, 2020; Banda and Mwanza, 2020; Mwanza and Bwalya, 2019).

The study further established that lecturers used translation of concepts from English into local language when they wanted to give specific examples which existed in the local languages and also when explaining the difficult concepts which were not familiar to the students in English. The findings are supported by Nyimbili (2021) who found that the other translanguaging practices involved translation of key linguistic concepts from the target language to the learner's languages to enable learner understanding the classroom lesson of the day. Also, Shifidi (2014) confirmed that teachers acknowledged the necessity of translanguaging and cited the potential of translanguaging in enhancing learning and understanding, participation, socialization in multicultural/lingual classrooms. Further, the study found that there are certain schools with internal policies that prohibit learners from speaking their local languages in the school premises even to the extent of charging them to pay a certain amount as a punishment. This tendency and local policy are not supporting the idea of using classroom languages as resources to learning.

It was established that two languages were very common in the classrooms of A publicuniversity being Nyanja and English. These languages were common because

English was the official language while Nyanja was the common language which most learners used for social interaction and was also common in Chongwe district hence, they were used by the lecturers and students in class and outside. These results are in line with Shank-Lauwo (2020) who revealed that parents in Tanzania prefer to enrol their children in Kiswahili and English-medium school because Kiswahili is a national language and enables learners to become member of national community while English is gatekeeper to employment opportunities. The use of both the official and community language known to most students in the community for educational purposes provides an avenue for both lecturers and students to use such languages as resources instead of seeing the local languages as a problem. From this, it can be realised that students learn more from lecturers when concepts are translated into local languages while lecturers feel better when they explain the concepts in a familiar language since they get assured that understanding would have taken place. This is good evidence of how local languages can be used as resources instead of seeing them as problem to knowledge sharing in a classroom situation in the Zambian context.

Further findings of the study established that they used Nyanja to explain some answers in a presentation when they failed to find suitable words in English language for that concept. The practice is not isolated to Zambian lecturer room but even in other universities and classrooms where multilingualism is common. The results of the study are supported by Swanwick (2016) who noted that spoken and signed language can either be mixed sequentially or blended simultaneously, and she argues that translanguaging theory can help us to create an understanding of how teachers and students mix and blend their languages in the classroom, using their entire repertoire with the goal of creating meaning and developing new knowledge. Translanguaging is all about making use of the full student's linguistic collection to make meaning and communicate effectively to every person using the required language that can be shared with other people in the community where it is applicable. In other cases, this manifest in form of code switching between languages which can be either a linguistic challenge or a pedagogical strategy. However, what is

key is that learning is taking place and people are understanding what is being discussed.

Other results of the study established that the lecturers translated content from English language into local languages during lessons and explaining concept that seemed difficult for learners to understand. The other instances were when giving examples in a classroom and also when introducing some topics in the classrooms. Therefore, the use of local languages in the lecture rooms was common and purposive instead of using the languages spontaneously. Li (2014) agrees to these findings when he claimed that in bilingual and multilingual educational settings, translanguaging is an effective pedagogical practice, because it has a crucial impact upon student development in social relationships and identity (see also Banda and Mwanza, 2020). He argues that in the classroom, translanguaging has been described as a process in which two languages are used together for meaning-making, experience-shaping, understanding, and knowledge. This is what has been seen in the Zambian lecture rooms where the lecturers are able to explain difficult concepts using the local languages to facilitate student understanding. He adds that teachers and learners constantly engage into translanguaging practices like translation of concepts from one language to the other so as to make meaning of the learning situation in a classroom. Through this, better conceptual understanding is arrived at by both the teachers and the learners in a learning environment. Through translation, it becomes clear that classroom multilingualism is no longer perceived as a problem but as a resource to knowledge acquisition because students share understanding through their local language and its experiences.

The study established that some lecturers brought pictures and conversational posters to teach and explain certain concepts in class. It was during this time that the lecturers were able to use the local languages and engage the students in the lesson who were allowed to respond using the local languages as well. These results are in tandem with Kusters et al., (2017) who believe that the concept of semiotic resources allows for a fresh perspective on the multimodal and multilingual aspects of communication and a more nuanced understanding of translanguaging, that recognises the different ways in which individuals draw on their multimodal

linguistic resources to make meaning. These results are also supported by Holmström and Schönström (2018) who noted that classroom activities in which the deaf lecturers use different language and modal varieties, including sign languages SSL and ASL as well as Swedish, and English, along with PowerPoint and whiteboard notes. Therefore, the use diverse semiotic resources in several modes when teaching multilingual learners becomes advantageous to the students as they have the chance to enjoy the rights of using their local languages and use them as resources for the purpose of learning which has also become evident in the Zambian lecture rooms.

The study further revealed that students were initiating the translanguaging processes through code switching but the lecturers were not allowing any form of translanguaging in the literacy and language classes. From the classroom observations, it was evident that the students had the zeal to make the lecturer translanguage but the lecturer was rigidly and insisted on the use of English because it was the official language for all Zambian universities. The study findings do not meet the theoretical understanding of the language planning by Ruiz (1984) because the lecturer could not read the classroom sociolinguistics and provide an enabling environment for learning. In this case, it can be concluded that the lecturer did not use the classroom languages as a resource but valued the policy rigidity which divides the learners within their linguistic capabilities and saw multilingualism as a problem. This also resulted into the lecturers not using the classroom sociolinguistics to their advantage but they stuck to the monolingual practices which are generally rigid in multilingual classrooms as seen in this study. Therefore, the study findings do not support the principle which gives students the rights to their language and use their languages for academic purposes.

5.3 Students' perceptions towards translanguaging practices lecturers use in their lectures.

The study findings established that lecturers allowed their students to explain concepts in their local languages and the lecturers were also using the local languages to explain the concepts being taught as this gave them the ability to explain the concepts better than in English. This demonstrated that both lecturers and

students had a positive perception towards the use of translanguaging practices in the lecture rooms. These results are in line with Shank-Lauwo (2020) who found that when the classroom discussions coupled with the teaching and learning materials are in local languages, the students cannot avoid using the local language in class for their classroom understanding. In doing so, the use of Kiswahili is used strategically to explain the concepts which learners do not understand in English so that they know them in a particular classroom and lesson. The findings are also supported by Mazak and Herbas-Donoso (2014) when they noted that at times, Chinese students were allowed to explain some concepts in Chinese and ask others to translate into English so that everyone can understand what is being talked about in a neutral language. The inclusion of the use of the local languages in the lecture rooms brought about linguistic liberalisation and allowed students to develop a positive attitude towards the local languages since they provided an avenue for concept understanding away from the main language. In doing so, the students and lecturers did not see multilingualism as a problem but as a resource to concept learning and understanding.

Other findings of the study established that both lecturers and students felt better to use local languages because this allowed the students to understand what was being taught about in a lesson unlike when the lecturers use English consistently. Therefore, students were happy to learn the content in the local languages as it seemed simple to understand the concepts which lead to positive perception development towards translanguaging. Ariza (2019) agrees with these findings when he stated that reading, writing, speaking, and thinking in the multiple native (or acquired) languages provide a strong knowledge base, which offers a bridge that can help to transfer knowledge to the additional languages being learned. She added that by allowing language learners to utilize their existing language knowledge for pre- thinking skills in order to perform academically in an additional language, students will have a richer comprehension of the academic tasks and provide bi and multiliteracy in learners and the teacher at the same time. Since the students were able to benefit from the translanguaging practices being used in the lecture rooms, it was the more reason

they developed the positive attitude which was being exhibited by both lecturers and students.

To show the positive perception, the study findings indicated that students understood the concepts very well when a local language was used which resulted into effective learning from the learner's part. As a result, the language barrier was broken when students were allowed to explain what they can see in the teaching and learning material using their local language. The findings are in tandem with Mazak and Herbas-Donoso (2014) whose study showed that professors used multiple classroom translanguaging practices to teach science. At the same time, they held strongly to the ideology of English as "the language of science" and believed it was important for all science students to use English regularly as much as they engage in translanguaging practices to bridge the language barriers which might exist between the professor and other students since universities are multilingual communities. Linguistic barriers can only exist when the lecturers perceive translanguaging as a problem in a classroom as they will not accept other languages to flourish in the class. With the lecturers being able to understand that other languages apart from English can be used for knowledge sharing, it can be the reason that they have developed a positive attitude towards the use of translanguaging practices in the Zambian lecture rooms. From the foregoing, it can also be argued that student's conceptual understanding is based on the lecturer's ability to use the student's rights to make them learn the classroom concepts freely.

Findings also revealed that the participants were in agreement that it was important for the lecturers to be switching between English and the local languages when they are lecturing in the university. They established that the use of the local language in lecturing was a way of helping slow learners in class and also to facilitate student understanding in the classroom which made the students and lecturers have a positive perception towards translanguaging practices. The findings are supported by Yasemin, Vildan, Ali and Sonia (2023) who found that although there are both similarities and differences in the programmes studied, translanguaging is a critical part of classroom practices and that most students and lecturers use them strategically to varying degrees and for various functions based on the nature of the disciplinary needs. Code

switching was very common in lecture rooms and both lecturers and students liked the practice as it enabled them to facilitate learning in such complex classrooms and it also facilitated learning in the classroom of many languages and cultures. To this, lecturers and students used translanguaging to their advantage hence they developed a positive perception thereafter.

Further findings established that participants felt nice and happy when a local language was used in a lecture because they were able to explain the concepts very clear without making mistakes and there were no issue of using broken English. These findings are in agreement with Nyimbili (2021) when he found that the teacher code switched amongst three languages to enable clarify concepts and cater for the learners with language deficiencies in Cinyanja. From the way the teacher was able to translanguage in a classroom, she was able to break the classroom language barriers and enabled the teacher to move from one language to the other in order to facilitate classroom learning. The use of more than one language in class allowed the students to understand what was being taught from their cultural point of view and this helped the students to make sense of the learning situation. The classroom languages in this case can be said to have been used as resources to learning and knowledge sharing.

Other findings of the study stated that students were happy, and they did not forget what was taught in that particular lesson when local languages were used to teach them. They also noted that they came to learn some aspects in other people's languages since the lecturers allowed other languages to be used but to be translated into Nyanja or English at last. Shifidi (2014) concur with the findings when he advised that teachers should acknowledge the necessity of translanguaging and in enhancing learning and understanding, participation, socialization in multicultural/lingual classrooms when a free atmosphere is developed. Also, Nyimbili (2021) adds that the teacher's role is to engage learners and extensively exploit the available linguistic resources in the classroom and school to facilitate learning and teaching. Therefore, the Zambian students developed positive perceptions because they could see the value of their local languages hence, they made sure that they shared the cultural knowledge with the other students through

language. In doing so, it was a way of appreciating the use of translanguaging practices from a classroom point of view.

5.4 Challenges lecturers face when using translanguaging practices in their lectures

There were different challenges lecturers faced when using translanguaging practices which were established in this study. Firstly, it was established that some of the students did not understand Nyanja which is a familiar language in the university especially the first years who come from other provinces where Nyanja is not common. This made the lecturers fail to communicate the intended meaning of the lesson with students. Nyimbili and Mwanza (2020) support these findings when they found that the teaching of literacy using translanguaging practices was associated with challenges like the mismatch between the language of instruction and dominant learner's familiar languages that existed in the classroom: rigidity of the language policy which was based on monolingualism throughout the learner's learning process: strict monolingual based assessment which only tested skills in the regional language and: inadequate teaching and learning materials which supported monolingual language learning. From the different challenges, it was appreciated that Zambia is a multilingual nation, and it was not possible that all the students can understand the few languages which the lecturers could use to explain concepts to the learners. Therefore, the use of only Nyanja was a way of depriving other students their linguistic rights to learn using their language hence this created a knowledge barrier which should be dealt with.

The other challenge established in this study was that of code switching between English and Zambian languages which came into being because some students did not understand the mixed languages apart from English and their own language which is different from Nyanja. Therefore, this becomes a challenge when such a mixed class is being taught in the universities. The results of the study concur with De Los, Ríos and Seltzer (2017) who found that most lecturers did not allow students to mix languages when they communicated to the lecturers because the lecturers did not understand some of the student's languages which created a communication

barrier between them. Other lecturers felt offended when students used a language which they did not understand and failed to hold their anger on the students. This was a form of segregation where language was concerned because language is a human right, and it should be respected by all individuals despite of their political or religious affiliation. In the Zambian lecture rooms, it should be understood that multilingualism should be supported by all students and lecturers so that they can use all languages as resources to learning unlike seeing some as problem to knowledge sharing.

Further findings of the study established that some languages like Luvale, Lozi, Lunda and other unique languages were not common in class which called for the speaker to translate into English after using their language. This brought about time wasting and the process became time consuming for a lecture. The challenge of translanguaging being time wasting was also mentioned by Back (2020) that teachers were not happy when students used languages which they did not know as they felt that they were being exposed to other learners when they asked for a translation into the target language. Through the content translation, it was noted that students spent more time looking for appropriate words to be used to translate the needed content in a given language so that the teacher should understand the concepts as appropriate as possible. Time wasting in a university lecture should be considered as time for cultural sharing since the translation will bring about linguistic meaning sharing from one culture to the other. When this is well done, the students will be able to have some knowledge of some cultural concepts in other languages despite the process consuming time. Additionally, the findings show that students held negative attitudes towards some languages in the classroom such as Lunda, luvale and silozi. In this case, one can see that the students associated these named languages as time wasting. This can be seen through the eyes of neo colonialism or linguistic imperialism whereby students see some local languages as being time while English is not seen in the same light. Further, they see minority languages which have official status as time wasting while majority languages are left out of the negative narrative. This too, suggests that studnts held different perceptions and attitudes towards different

Zambian languages. This implies that teacher education programmes should prepare students for multilingualism and seek to decolonise their minds while in universities.

The results of the study indicated that students were not given chance to practice code switching whilst learning as this was a preserve of the lecturer. The lecturers did not allow students to code switch apart from when they were giving answers and not when asking questions which was a way of limiting the students' ability to use their linguistic rights in the learning environment of a university. Kiyu and Ryo (2023) support the study findings when they found that students could only code switch between the classroom language and the university community languages when they were asked to do so and not when they felt they can speak better when they used their language to give an answer in a lecture. The classroom was intimidating to the students who were not fluent in the use of English language, and they were suppressed to that effect since their lack of linguistic fluency resulted into them failing to communicate effectively. Such classrooms can be deemed to be dictatorial because they do not allow the classroom languages to be used as resources to learning but are seen as problem to learning. In doing, this brings about linguistic right suppression which in turn make learning become difficult in such classrooms.

Findings of the study also revealed another challenge that code switching was a problem because students came from different regions which had different languages hence it was difficult to understand each other. When they were allowed to explain concepts in the local languages, it was noted that the languages were not familiar to all the students in class hence there was communication breakdown. This challenge was also acknowledged by Lopez, Turkan and Guzman-Orth (2017) who established that one of the biggest challenges when incorporating translanguaging in assessment contexts is that it requires teachers to be bilingual or multilingual themselves. Even if teachers share the same home language as their students, they need to be biliterate with regard to the subject area they are teaching. To complicate matters further, teachers will also be challenged when there are many home languages, either standard or vernacular varieties, represented in their classrooms. With the complex Zambian university classrooms, it can be indeed a challenge for every student to make meaning of the learning when other languages which are spoken by the

minority are used to explain and share knowledge in class. By doing so, meaning in the class will be known and shared by very few people while the majority will not appreciate the efforts of translanguaging. In this context, it can be concluded that multilingualism can be a problem at times and the students with lecturers cannot use other languages as resources due to the limited users available.

The other challenge established the study involved the long procedures which were taking place when other languages are used in class. They called for translation which took time for a concept to be translated from one language to the other. The students became bored, and learning did not take place accordingly as multilingualism became a challenge in this case. Li and Qin (2022) concur with the findings when they found that teacher and learner translanguaging practices like translation did not help the learning situation so much because the learners took much time to translate from one language to the other concepts which were presented in minor languages not common to the learners. This made three to four students to be involved for a concept to be clear in a known classroom language resulting into time wasting in a lesson. The challenge can be seen as an opportunity because the use of the many languages in translation once concept becomes a chance for other students to also learn such a concept in such a language. From the Zambian perspective, we can state that the use of many languages through translation is a way of providing learners with their autonomy to use their linguistic rights to show that they have the ability to learn other languages and cultures through classroom sharing. This will then make all the languages being used in class to become resources instead of being problems to learning.

5.5 Chapter summary

This chapter has presented the discussion of the findings on the translanguaging practices used by lecturers in first year classrooms at a public university in Zambia. The next chapter will present the conclusion and recommendations of the study.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Overview

The previous chapter presented the discussion findings on the translanguaging practices used by lecturers in first year classrooms at a public university in Zambia. This chapter presents the conclusion and recommendations of the study.

6.2 Conclusion

Arising from the presented discussion of findings on the translanguaging practices used by lecturers in first year classrooms at a public university in Zambia, the following conclusions can be drawn for the study.

The first objective established the translanguaging practices which lecturers used in their lecture rooms at a public university. The study found that the translanguaging practices included code switching between English and the Zambian local languages, content translation between English and the Zambian languages, giving examples using the local languages, code mixing when explaining concepts in the lecture rooms and allowing students to use their local languages when explaining some content in lecture room. Therefore, the study concludes that translanguaging was taking place in the lecture rooms taught by literacy and language lecturers.

The second objective sought to establish the perceptions of students towards translanguaging practices lecturers used during their lectures. The study found that students appreciated the lectures when they were delivered in the local language, they also liked the concepts of allowing students to explain concepts in the local languages, they also liked it when code switching and code mixing. From these findings, it can be concluded that both students and lecturers had positive perceptions towards the use of translanguaging practices at a public university. To this, both lecturers and students appreciated the way languages aided content understanding during the lectures.

The last objective looked at challenges lecturers face when using translanguaging practices in their lecture rooms. The study found that the challenges included a

complex multilingual environment in classrooms where students came from more than 20 different languages, some students did not understand the university local language, Nyanja, effectively, translation was involving two or more languages which became time wasting and code mixed and code-switched languages did not make meaning to few students who did not have the knowledge of such languages. From these findings, it can be concluded that some translanguaging practices were challenging in the Zambian lecture rooms hence not all practices can be successfully used to make meaning in the Zambian lecture rooms. Therefore, translanguaging should be better planned for it to be meaningful in multilingual lecture rooms and Zambian universities.

6.3 Recommendations

Arising from the presented conclusions of the study, the following recommendations are made:

- a. Lecturers from the universities which have multilingual students should practice translanguaging practices because it aids learning and content understanding among other benefits. This will help the students to acquire content and understand the contents being delivered in the lecture rooms with easy using their local language knowledge.
- b. Universities should come up with flexible language policies which will facilitate content understanding in the multilingual lecture rooms since the students are multilingual. This will help the students find their learning flexible and interesting since the knowledge barrier will be broken as well as the language barriers.
- c. Students should ensure that they acquire the university common language faster when they enter university so that they can learn from the majority language use when lecturers code switch and code mix in lecture rooms. This will help them to understand the content better than when a single language is used in lecture rooms.

- d. The government should ensure that they realise the reality of multilingualism in the lecture rooms and ensure that they use this opportunity to give the students the rights to learn in their languages instead of the imposed official language. This will help the speakers of such languages realise that their languages have a place in the education system, and they will work to develop the languages.

6.4 Future research

For further research in this field, other scholars can look at the following:

1. The use of translanguaging in teaching science based courses in Universities.
2. The use of translanguaging practices in teaching Mathematics in first year classes.

6.5 Chapter summary

This chapter has presented conclusion and recommendations of the study on the translanguaging practices used by lecturers in first year classrooms at a public university in Zambia.

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APPENDICES

Appendix 1: Interview Guide For Lecturers

What translinguaging practices do lecturers use in their lectures at one selected public university in Zambia?

- a. Which language is very common to all the students in your lectures?
- b. How do you engage students in the teaching and learning process in your classes?
- c. How do you incorporate the Zambian languages in your lessons?
- d. Supposed the students are not getting the concept in English, how best do you play around it to ensure they know what you are talking about?
- e. In what instances do you use translation of content from English into the learner's language when lecturing?
- f. How does media or authentic teaching and learning material help you break the language barriers between the lecturer and the learners?
- g. How do you allow students to explain concepts in their familiar languages in your lectures?

How are the students' perceptions towards translinguaging practices lecturers use in their lectures at one selected public university in Zambia?

- a. How does you explain difficult subject content to your students in class?
- b. Which languages do you use when explaining subject content in your lectures?
- c. Do you think it is fine for the lecturer to switch between English and classroom languages to explain content during lectures?
- d. Why do you think so?
- e. When you explain a concept in your familiar language, how do you consider such a gesture as a lecturer?

- f. How do students benefit when familiar language is used to explain concepts in your lecturer rooms?

What challenges do lecturers face when using translanguaging practices in their lectures at one selected public university in Zambia?

- a. What challenges do you face in the following situations:
 - i. In explaining concepts to your students using the familiar language as you lectures
 - ii. When you code switch between English and the Zambian language in your lectures.
 - iii. When you allow learners to explain concepts using a familiar language
 - iv. When you ask them to ask questions and codeswitch in their question
 - v. When they are explaining a chat while code switching
- b. Any other challenges with regards to the classroom language in lecturing?

Thank you

Appendix 2: Focus Group Discussion For Students

What translanguaging practices do lecturers use in their lectures at one selected public university in Zambia?

- a. Which language is very common to all the students in your lectures?
- b. How do you incorporate the Zambian languages in your responses to your lecturers during lectures?
- c. Suppose as students you are not getting the concept in English, how best do your lecturers explain to ensure you know what they are talking about?
- d. In what instances does your lecturers translate content from English into the learner's language when lecturing?
- e. How does authentic teaching and learning material help you break the language barriers between the lecturer and the learners?
- f. As students, are you allowed to explain concepts in your familiar languages during lectures?

How are the students' perceptions towards translanguaging practices lecturers use in their lectures at one selected public university in Zambia?

- a. How does your lecturers explain difficult subject content to you in class?
- b. Which languages does your lecturers use when explaining subject content in your lecturers?
- c. Do you think it is fine for the lecturer to switch between English and classroom languages to explain content during lectures?
- d. Why do you think so?
- e. When you are given chance to explain a concept in your local language, how do you consider such a gesture?

- f. How do you benefit when local language is used to explain concepts in your lecturer rooms?

What challenges do lecturers face when using translanguaging practices in their lectures at one selected public university in Zambia?

- a. What challenges do you face in the following situations:
 - i. In explaining concepts to your lecturer or students using the familiar language in a lecturer
 - ii. When you code switch between English and the Zambian language during lectures.
 - iii. When you are allowed learners to explain concepts using a familiar language
 - iv. When you are asked to ask questions and codeswitch in their question
 - v. When you are explaining a chat or picture while code switching
- b. Any other challenges with regards to the classroom language in lecturing?

Thank you

Appendix 3: Classroom Observation Guide

- a. Instances of familiar language use between students themselves.
- b. Instances when lecturers use familiar languages with students.
- c. Instances when students use familiar language to lecturers.
- d. Reasons for using familiar language in class from lecturers and students.
- e. Circumstances for code switching by lecturers and students.
- f. Types of language switching by both lecturers and students.
- g. The role familiar language plays in the classroom.
- h. Lecturer's choice of translanguaging practice.
- i. Student motivation for translanguaging.
- j. Challenges faced during translanguaging by students.
- k. Challenges faced during translanguaging by lecturers.
- l. Sources for the challenges on translanguaging.

Appendix 4: Ethical Clearance



THE UNIVERSITY OF ZAMBIA DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

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APPROVAL OF STUDY

IORG No. 0005376

HSSREC IRB No. 00006464

12th June, 2023,

Ms. Ruth Mungala,
School of Education,
LUSAKA

REF NO. HSSREC:-2023- MAY -041

Dear, Ms. Mungala,

**RE: "TRANS LANGUAGING PRACTICES USED BY LECTURERS IN FIRST
YEAR CLASSROOMS AT A PUBLIC UNIVERSITY IN ZAMBIA"**

Reference is made to your submission of the protocol captioned above. The HSSREC resolved to approve this study and your participation as Principal Investigator for a period of one year.

REVIEW TYPE	ORDINARY REVIEW	APPROVAL NO. HSSREC:- 2023- MAY- 041
Approval and Expiry Date	Approval Date: 12 th June, 2023	Expiry Date: 11 th June , 2024
Protocol Version and Date	Version - Nil.	11 th June, 2024
Information Sheet, Consent Forms and Dates	English.	To be provided
Consent form ID and Date	Version - Nil	To be provided
Recruitment Materials	Nil	Nil
Other Study Documents	Questionnaire.	
Number of Participants Approved for Study		

Specific conditions will apply to this approval. As Principal Investigator it is your responsibility to ensure that the contents of this letter are adhered to. If these are not adhered to, the approval may be suspended. Should the study be suspended, study sponsors and other regulatory authorities will be informed.

CONDITIONS OF APPROVAL

- No participant may be involved in any study procedure prior to the study approval or after the expiration date.
- All unanticipated or Serious Adverse Events (SAEs) must be reported to HSSREC within 5 days.
- All protocol modifications must be approved by HSSREC prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address.
- All protocol deviations must be reported to HSSREC within 5 working days.
- All recruitment materials must be approved by HSSREC prior to being used.
- Principal investigators are responsible for initiating Continuing Review proceedings. HSSREC will only approve a study for a period of 12 months.
- It is the responsibility of the PI to renew his/her ethics approval through a renewal application to HSSREC.
- Where the PI desires to extend the study after expiry of the study period, documents for study extension must be received by HSSREC at least 30 days before the expiry date. This is for the purpose of facilitating the review process. Documents received

within 30 days after expiry will be labelled “late submissions” and will incur a penalty fee of K500.00. No study shall be renewed whose documents are submitted for renewal 30 days after expiry of the certificate.

- Every 6 (six) months a progress report form supplied by The University of Zambia Humanities and Social Sciences Research Ethics Committee as an IRB must be filled in and submitted to us. There is a penalty of K500.00 for failure to submit the report.
- When closing a project, the PI is responsible for notifying, in writing or using the Research Ethics and Management Online (REMO), both HSSREC and the National Health Research Authority (NHRA) when ethics certification is no longer required for a project.
- In order to close an approved study, a Closing Report must be submitted in writing or through the REMO system. A Closing Report should be filed when data collection has ended and the study team will no longer be using human participants or animals or secondary data or have any direct or indirect contact with the research participants or animals for the study.
- Filing a closing report (rather than just letting your approval lapse) is important as it assists HSSREC in efficiently tracking and reporting on projects. Note that some funding agencies and sponsors require a notice of closure from the IRB which had approved the study and can only be generated after the Closing Report has been filed.
- A reprint of this letter shall be done at a fee.
- All protocol modifications must be approved by HSSREC by way of an application for an amendment prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address or methodology and methods. Many modifications entail minimal risk adjustments to a protocol and/or consent form and can be made on an Expedited basis (via the IRB Chair). Some examples are: format changes, correcting spelling errors, adding key personnel, minor changes to questionnaires, recruiting and changes, and so forth. Other, more substantive changes, especially those that may alter the risk-benefit ratio, may require Full Board review. In all cases, except where noted above regarding subject safety, any changes to any protocol document or procedure must first be approved by HSSREC before they can be implemented.

Should you have any questions regarding anything indicated in this letter, please do not hesitate to get in touch with us at the above indicated address.

On behalf of HSSREC, we would like to wish you all the success as you carry out your study.

Yours faithfully,



Dr. J. I. Ziwa

DR. J. I. Ziwa

**ACTING CHAIRPERSON
THE UNIVERSITY OF ZAMBIA HUMANITIES AND
SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE - IRB**

CC: Director, Directorate of Research and Graduate Studies
Assistant Director (Research), Directorate of Research and Graduate Studies
Assistant Registrar (Research), Directorate of Research and Graduate Studies