

**AN ANALYSIS OF TRANSITIONAL LANGUAGE PRACTICES AMONG GRADE
FIVE TEACHERS AND LEARNERS IN SELECTED PRIMARY SCHOOLS OF
CHONGWE DISTRICT, LUSAKA**

BY

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DECLARATION

I, Zulu Andrew Japhet do hereby declare that this piece of work is my own, and that all the works of other persons has been duly acknowledged, and that this work has not been previously presented to this University and indeed any other University for similar purposes.

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APPROVAL

This dissertation of Zulu Andrew Japhet has been approved as the partial fulfilment of the requirements for the award of the degree of Master of Education in Applied Linguistics by the University of Zambia.

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ABSTRACT

The study was a mixed method involving both qualitative and quantitative methods. The population comprised of all the Grade five teachers and learners in Chongwe district. The sample size consisted of 256 participants. Random sampling was used to select eight (8) schools from the district and a simple random technique was used to select 216 learners from the sampled schools. Then purposive sampling was also used to select all the 40 grade five (5) teachers from the selected schools. The main research tools used were; lesson observation checklist, reading and writing tests, interview guides, questionnaires and an audio recorder. Qualitative data was analysed through the identification of common themes from the respondents' description and presentations of their experiences and knowledge of teaching grade 5s. This data was collected through Interviews and Lesson Observations. Quantitative data was analysed using Statistical Package for Social Sciences (SPSS version 20) to generate descriptive statistical information in form of frequencies and percentages as well as actual statistics to generate standard deviation and the mean. Results for the tests and questionnaires formed the data which was analysed quantitatively. The findings revealed that, the majority of the learners' ability to read and write was very bad as stated by most teachers, that not all the learners in their classes could read and write. While the results from reading and writing tests in English revealed that, 55.4% of learners scored below average in reading and 94.9% scored below average in writing. The findings on transitioning showed that the teachers did not have a common way of transitioning as others were using abrupt transitioning while the majority were using gradual transitioning. However, the lesson observations reviewed otherwise, in fact some teachers had switched to English only at the expense of the learners. The study also revealed that teachers and learners faced a number of challenges as a result of the policy. The lacked teaching and learning materials that would allow them to teach adequately, teachers were not trained on how to transition and learners had not broken through to the second language. Lastly teachers had other way which they believed could help the transitional process to be effective. The use of both languages from grades 1 to 7, introducing English at grade 2 so that the two languages can be used together among others. In conclusion, the length of the number of years used to teach in local and familiar language does not translate the learners' improvement in their educational level. The manner in which the process of transition is what could be of great help. In view of the findings, it is recommended that primary teachers should be trained on what they are to do at grade five during the transitional stage and to make them understand what this transitional policy is all about.

Keywords: *Transitional language practices, Familiar local language, Policy framework, Initial literacy, English, Grade five Teachers and Learners, Chongwe*

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ACRONYMS

AL	African Languages
BSAC	British South African Company
CDC	Curriculum Development Centre
DEBS	District Education Board Secretary
EGLP	Early Grade Literacy Programme
FAL	Foreign Acquired Language
HL	Home Language
LIL	Language of Initial Literacy
L1	First Language
L2	Second Language
MOE	Ministry of Education
NBTL	New Break Through To Literacy
PRP	Primary Reading Programme
SPSS	Statistical Package for Social Sciences
SACMEQ	Southern African Consortium for Monitoring Educational Quality
TBE	Transitional Bilingual Education
TBP	Transitional Bilingual Programmes
UNESCO	United Nations Scientific and Cultural Organization
ZL	Zambian Language

OPERATIONAL DEFINITIONS

Bilingualism: Is the use of at least two languages within one and the same community or by one and the same speaker.

Familiar language: A language which is well known and commonly used by an individual or a community of speakers.

Initial Literacy: The official start of learning how to read, write and speaking (Grade1).

Language Policy: A programme of action on the role or status of a language in a given community or nation.

Literacy: ability to read and write, interpret pictures, signs and symbols knowledge of dances, games, songs within the environment.

Medium of initial literacy: A chosen regional official language used in teaching and learning initial literacy.

Mother Tongue: The first language a child acquires and is competent in it even before entering school.

Medium of Instruction: A chosen official language used in teaching and learning.

Multilingual class: A class consisting of pupils from different linguistic backgrounds.

Monolingual: Is the presence and the use of one language by a given speaker or community.

Multilingualism: Is the presence and use of more than two languages in a given community.

Proficiency: this is the process of reaching the expected standard of doing or using a given language.

Rural area: this is the area in the countryside at least 50 kilometres away from urban areas.

Symbolic violence: this is the exclusion of some learners from receiving instruction due to the use of unfamiliar language.

Second language: this is the language that comes after one has acquired the first language.

Transition practice: Is the process of changing from one language of instruction to another.

Translanguaging: Is the use of several languages in a classroom in order to help the learners' understand a given concept.

CHAPTER ONE

INTRODUCTION

1.1. Overview

This chapter gives the background to the study, the statement of the problem, purpose of the study, objectives and research questions, significance of the study, limitations and delimitations, and lastly organisation of the dissertation.

1.2. Background of the Study

Most African countries are multilingual and Zambia is not an exception. It is for this reason that Zambia has been having a problem with language policy, hence, affecting its language of instruction in the educational sector by changing the policy from time to time. Snelson (1974) alludes that, the problem of language of instruction in Zambia has been outstanding since formal education was introduced by the missionaries and colonial masters.

The language policy of Zambia has been strongly shaped by colonialism and its aftermath. Prior to 1899. The first European missionaries used local languages to preach and teach. Things changed, however, with the Phelps-Stokes Commission of 1924 which encouraged the use of local languages as lingua-franca and taught them in a “three-tier model”: the first two years of education were taught in a local language, the next five years in a regional and any further education was carried out in English only. Muyebaa (2009) cited in Gordon (2014).

Linehan (2004) reports that, the issue of language and education in Zambia was fairly straightforward throughout the colonial and much of the Federal period. From 1927, only three years after the Colonial Office took over the responsibility for what was then Northern Rhodesia up to 1963, the policy was consistent, where mother tongue was used for the first two years of primary education, followed by a dominant vernacular up to Standard 5, and English thereafter. The implication was that, in spite of being educated in a multilingual nation, which followed the bilingual education policy, in practice it was a monolingual education, as it was one language after the other.

At independence, Zambia failed to choose one of its indigenous languages to be the country’s lingua franca as well as the national language of instruction in education. Since it failed to find a national language and it needed to unite the country socially, politically and

administratively, and economically, Zambia declared English as a neutral medium of communication in the nation. In education it became the medium of teaching both initial literacy skills and other subjects (Mwanakatwe, 1974; MOE 2001) cited in Zimba (2007). In nature English seemed to be neutral when looking at national unity but in the classroom situation it was in fact resulting into exclusion of a number of learners that did not have English proficiency. Thereby, making education seem so impossible to many learners, simply, by the use of an unfamiliar language as a language of instruction. Miti (2007) was therefore right when he argued that language can be used as a tool of both inclusion and exclusion. This meant that if people are using the language that a certain number of people are familiar with and can easily hear and participate, then language is being used inclusively while when people are using a language that people are not familiar with and can neither understand nor participate then language is used to exclude. The same is applicable in a classroom situation.

The 30 year period between 1965 and 1995 saw a number of moves to reverse this ‘straight-for-English’ approach. In 1977, the new policy, ‘Educational Reform: Proposals and Recommendations’ by the (MOE), provided that teachers be allowed to explain concepts that might otherwise not be understood through the medium of English, in one of the seven official local languages, provided a majority of pupils in a class could understand this vernacular language. In 1992, another policy called ‘Focus on Learning’, stated that the major Zambian languages would be the basic languages of education from Grades 1 to 4 but this was not implemented (MOE). However with the implementation of the ‘Focus on Learning’ policy, the challenges on language of instruction and its intended results, still remained not fully handled. Language if well selected and used has a great impact on the pedagogical process, in this case if two, three or more languages are used (translanguaging) in a systematic manner learners are surely empowered. Commenting on the policy changes which have taken place in Zambia, Banda and Mwanza (2017) noted that the Zambian language in education policy has been characterised by twists and turns, all of which were aimed at improving the literacy condition in Zambia.

The current language of instruction policy recognises the use of familiar Zambian languages as the official languages of instruction in the Pre-Schools and early Grades (Grades 1 to 4). All the teaching and learning in all the learning areas at the Lower Primary level will be in familiar Zambian Languages. This is because there is evidence that children learn more easily and successfully through languages that they (learners) know and understand well (Mwanza,

2012). According to the policy, English will be offered as a subject, beginning at Grade 2. After the children have acquired sufficient literacy skills in the Zambian languages, it will be easier for them to transfer the literacy skills acquired to learn in English starting at Grade 5 (CDC, 2013). This meant that from grade 5 onwards English takes over as a medium of instruction. Therefore, both the teachers and the learners should transition from the familiar language (mother tongue/local language) to unfamiliar or second language English. However, the framework does not explain practically how the transition should take place. It is from this background that this study sought to establish the transitional language practices used by teachers and learners as they transitioned from using local languages to using English.

1.3. Statement of the Problem

The new curriculum framework regulates that “Language of instruction from Grades 1 to 4 in all the learning areas will be in a familiar language, while English will be the official language of instruction from Grade 5 upwards” (CDC, 2013). Thus, it was not known how teachers and learners linguistically transition from grade 4 to grade 5 as well as what language transitional practices they employ at the start of grade 5. This is because education policy demands the exclusive use of English at the expense of local languages from grade 5 onwards.

1.4. Purpose of the Study

The purpose of this study was to analyse the transitional practices by teachers in grade 5 as the medium of the classroom instruction changes from Zambian languages to English.

1.5. Objectives of the Study

1. To assess the learners’ reading and writing abilities as they begin grade 5.
2. To analyse the transitional practices by teachers and learners in grade 5 classrooms.
3. To establish the challenges teachers and learners face in the process of giving and receiving educational instructions in English in grade 5 if any.
4. To suggest appropriate ways of how learners can be transitioned from learning in local language to learning in English at grade 5.

1.6. Research Questions

1. What is the learners’ reading and writing abilities as they begin grade 5?
2. How are the transitional practices conducted by teachers at classroom level?

3. What challenges do teachers and learners face in the process of delivering and receiving educational instructions in English in grade 5?
4. What appropriate ways can be used to transition learners from learning in local language to learning in English at grade 5?

1.7. Significance of the Study

The essence of this study was to avail the weaknesses and strengths of the policy to all the stakeholders, so as to provide an insight and to foster good understanding on how the transitional process is and should be handled. The findings may help the policy makers to come up with a standard transition criterion that would improve the implementation of quality education in Zambia. It is hoped that the findings may reveal the hidden knowledge to both the teachers and policy implementers, which in-turn will vindicate learners and the educational system. Furthermore, the outcome should be used to assist in coming up with other methods of transitioning which shall be beneficial to all learners and to add to the body of knowledge.

1.8. Limitation of the Study

The study was carried out in the confines of Chongwe district analysing a national policy, therefore, its findings may not reflect the general practices in all the ten provinces of Zambia.

1.9. Delimitation of the Study

The study was carried out in Chongwe district of Lusaka province and only eight schools were sampled for this research.

1.10. Organisation of the Dissertation

The dissertation is organised in six chapters. The first chapter gives the introduction to the study. It further outlines the study purpose, study questions and objective. Chapter two reviews the available literature on the study locally and foreign, starting with the literature from outside Africa, Africa and then from Zambia. It further explains the theoretical and conceptual framework employed in the study. The third chapter explains the methodology used in the study. It also explains on the sample size that was used in the study. The fourth chapter discusses the presentation of the findings. Chapter five explains the discussion on the findings according to research objectives. Finally, Chapter six discusses the findings and recommendations for future research.

This chapter has given the background to the study, the statement of the problem, purpose of the study, objectives and research questions, significance of the study, delimitation, limitation and a structure of the dissertation. The next chapter discusses the literature review.

CHAPTER TWO

LITERATURE REVIEW

2.1. Overview

This chapter focuses on the concept of language transitioning and also reviews a number of studies related to the current study. It therefore reviews relevant studies related to the current study conducted outside Africa followed by those conducted in Africa and lastly those conducted in Zambia. The chapter closes with a summary.

2.1.1. Language Transitioning: Conceptual Overview

Transitional comes from the verb transition which is the process or a period of changing from one state or style to another Turnbull et'al (2010). Transitional language practice is the idea of changing from one language or languages of classroom instruction to another. This can be done for various reasons among others to enhance the educational system, to reduce the illiteracy levels and to improve the learner performance. Sibanda (2014) looked at, the threshold project meant to account for extensive failure among African learners. One cause of failure was identified as shift from instruction in the home language (HL) to instructions in the foreign acquired language (FAL) too early and too abruptly before learners are ready for it. In Zambia, this practice has taken a number of transformations in the quest to find a lasting solution.

2.2. Some Scholarly Views on Language Transitioning: A Global Perspective

Fabian and Dunlop (2007) states that, the start of primary schooling has been perceived as one of the most important transitions in a child's life and a major challenge of early childhood. They further elaborate that initial success at school both socially and intellectually, lead to a virtuous cycle of achievements. This implied that if the child's transitional process is carefully handled the child is standing high chances of succeeding in the other pursuits. Therefore, it is necessary to pay particular attention to the process of transition at classroom level. Currently, educational transition is defined as the process of change that children make from one place or phase of education to another over time (Fabian and Dunlop: 2002). Changes of relationship, teaching style, environment, space, time, context for learning and learning itself, combine at moments of transition making intense and accelerated demands.

Ramirez (1992) cited in August (2002) argues that regardless of the nature and timing of the transition, if it is not handled with care, it can be problematic for these students. This shows that transitional process should be handled with almost care, that is to say learners must be treated with care and caution, by ensuring that they understand both the subject matter and the language(s) of instruction before they can transition. They must be prepared linguistically so that the transitional process must be fruitful. In addition, Gersten (1996) cited in August (2002) found that students were more likely to be referred for compensatory or special education during the transition years. The goal of transitional programs is to provide transitioning students with the support they need to effectively move from instruction in their native language to instruction mostly in English and to adjust to a new culture. Thus, it should not prepare them to fail by using abrupt transitioning when translanguaging can be used to solve the transitional challenges.

Bruce et al (2002) postulate that the field of bilingual education lacks adequate methods for describing teaching and learning within classrooms where students are transitioning from L1 to L2. The description here could be one that will categorically indicate which transitioning method is appropriate to use for the benefit of the learners be it gradual or abrupt transitioning. Gradual transitioning which may employ the translanguaging of two or more languages are used hand in hand, while the abrupt method may utilize the monolingual approach.

Transitional bilingual programmes (TBP) are those programmes where the first language is used earlier before English language instruction and are based on the premise that unfamiliar concepts are best learned in the known language first and then transferred to second language once the appropriate vocabulary has been learned (Ovando & Collier, 1985; Peregoy& Boyle, 1993; Cummins, 1988) cited in Bruce et al (2002). The idea of using local languages to bridge English as the sole language of instruction may be considered provided that learners have developed proficiency to learn new concepts in the second language and understand them as well as they would in their familiar languages.

Page (2000) stipulates that allowing children to experience discontinuity is seen as part of the continuum of life and learning. If going through a transition is a learning skill in its own right, it is therefore important that children build resilience to change but are also given support to help them mark, as well as to negotiate change. The importance of teacher assistance or translanguaging is so essential that learners cannot be discouraged. Cummins

(1986) adds that lacking systematic study in schools working to implement dual language programmes, may continue to reproduce the inequalities and injustices that characterise the wider society, thus, making more failure inevitable. A clear direction on how the transitional process should be handled is necessary for the success of transitional language practices.

Learners can get encouraged or discouraged by small things that may not seem to be of importance to teachers. Sometimes just using the language that they do not make out for two days may affect the learner interest for school. Fabian and Dunlop (2007) note that ensuring each transition is successful is significant for children's emotional well-being and to their continuing cognitive achievements. Transitioning may also support early integration of groups from different backgrounds, thereby becoming a necessary element of inclusion. The majority of children will have a positive transition brought about by the support of the family, early childhood setting and school.

Palmer (2011) based on Bourdieu's conception of legitimate language and Bakhtin's conception of dialogue, the article argues that Transitional bilingual educational teachers demonstrate a tension between their stated positive orientations toward bilingualism and the restrictive influences of what is termed the "discourse of transition" as they talk about their students, about their classrooms, and about their own decision-making in Transitional bilingual educational programmes. Essentially, teachers practicing under the structures of a Transitional bilingual educational programme struggle to simultaneously offer children a "transitional" and a "bilingual" education. In this case transitional bilingual education refers to the gradual transitioning practice where two languages are used to assist the learners to get hold of the second language as well as to understand the educational instructions given, and to do this teachers struggle to strike a balance.

August (2002) stipulates that transitional programmes refer to instructional programmes for students who have been schooled in their native language and are now in "transitional" classrooms where literacy instruction takes place in English. Transition usually occurs during the elementary years but may occur in middle and high school for new U.S. The implication is that transition can occur at any level provided that it is appropriate, in this case provided the learners are ready to do so.

Bourdieu (1991) cited in Palmer (2017) states that a society's hierarchies of power are reflected in, and simultaneously reinforced by, the status of the languages of different groups who live within that society. Much of the energy is spent on communicating instead of

working to maximize learners' "linguistic capital" through careful choice of language and use of accent or affect. Those who are in possession of the dominant language are apt to maintain their symbolic dominance whereas speakers of secondary, minority, or local languages are symbolically silenced. In a classroom situation, this sort of violence is extended; it applies when the transitioning does not accommodate the learners who have not broken through to the second language of instruction; and if the method used was abrupt transitioning, the act could be referred to as symbolic violence due to its discriminative nature.

The success of the transitional practice is mainly centred on teachers and the manner in which it is being conducted. In terms of educational transitions the optimism engendered by a caring relationship with a teacher can promote a sense of self-worth (Kidder, 1990). Transitioning is simply a switch from the use of one language to the other, but successful transitioning is dependent on the teachers and the manner in which they conduct it. It also means that if it is well conducted, it acts as a motivation to the learners and it gives them a sense of confidence which in turn may prove their educational performances.

Cummins (1979) views the hypothesis of language of instruction which suggested a long-term transitional programme. This hypothesis states that there is a threshold level of language competence which bilingual children must attain in their mother tongue in order to avoid cognitive disadvantages when the medium of instruction switches to second language. To avoid symbolic violence or disadvantaging certain learners the way forward is to use the gradual transitioning in order to help learners develop second language proficiency.

Dockett and Perry (2001) highlight an account of Australia having had developed Guidelines for effective transition to school programs. One aspect in the background to this identifies that generally children who experience similar environment and expectations at home and at school are likely to find the transition to school, as well as school in general, easier. In cases where the transition has to involve language then the language at hand has to be at least close to the learner's first language, if not, a careful transition has to be employed to ensure that learner confidence has not diminished.

UNESCO has encouraged mother tongue instruction in primary education since 1953 (UNESCO, 1953) and highlights the advantages of mother tongue education right from the start: children are more likely to enrol and succeed in school (Kosonen, 2005); girls and rural children with less exposure to a dominant language stay in school longer and repeat grades less often (Hovens, 2002) all these are cited in (UNESCO Bangkok, 2005). Mother tongue instruction is the basis of education and has advantages on learners who have less exposure to

the second language but most importantly is the transitional process as it has to be accommodative to all the learners and not that which promotes symbolic violence.

Benson (2004) states that mother tongue-based bilingual programs use learners' first language, known as the L1, to teach beginning reading and writing skills along with academic content. The second or foreign language, known as L2 should be taught systematically so that learners can gradually transfer skills from the familiar language to unfamiliar one. He further added that, Bilingual models and practices vary as do their results, but what they have in common is their use of the mother tongue at least in early years so that students can acquire and develop literacy skills in addition to understanding and participating in classroom. The point to note is the systematic introduction of the second language so that learners do not experience discontinuity and early use of local language(s) so that learners can not only acquire and develop literacy skills but to understand and participate in class also.

Gove and Cvelich (2011) emphasise on the importance of reading and writing in the earliest stages of education by stating that reading is the foundation for other learning activities in classroom. Children who fail to learn to read in the first few grades of school are handicapped in later grades because they must absorb increasing amount of instructional content in print form. Poor readers cannot develop proper writing skills or become self-guided learners in other subject areas. This means that before the learners are transitioned they must at least develop some basic skills in both reading and writing. Therefore, careful transitioning is of ultimate importance to both the learners and the teachers to ensure successful transitioning and continuity for all the learners.

2.3. Some Scholarly Views on Language Transitioning: An African Perspective

In Botswana, the San children were dropping out of school early due to the difficulties of adjusting to conflicting values and expectations between their tribe and school. It was also found that children who attended pre-school were generally those children who progressed to primary and were subsequently less likely to drop out of the system (Le Roux, 2002). The situation could have been as a result of learners' not having exposure to the language of instruction and not having met their expectations on how the transitional process was handled. The implication to the study is that if the learners are faced with so many changes in line with languages of instruction, they could be discouraged from continuing with their educational pursuits.

Sibanda and Baxen (2016) found that in South Africa, as is the case in most countries, the end of Grade 3 heralds a significant transition marked by unique challenges in learners' schooling. It is a transition from the Foundation Phase (FP) (Grades R–3) to the Intermediate Phase (IP) (Grades 4–6), characterised by both qualitative and quantitative increases in language demands generally, and vocabulary demands specifically. For the vast majority of learners who speak an African language, the transition heralds a shift from using their first language (isiXhosa in the present context) as the Language of Learning and Teaching (LoLT) to using English. The assumption is that by the end of Grade 3, learners have sufficient vocabulary in their mental lexicon to allow them to learn predominantly, if not exclusively, in English.

Pretorius (2014) views transitioning at the level of literacy break through, as stated that in most schooling systems around the world, Grade 4 thus represents a transition where the instructional focus changes from *learning to read to reading to learn*. The idea here is that at grade 4 learners must have had broken through to literacy in the second language and that they are able to use the reading skills to acquire knowledge from written sources and if this could be achieved at grade 4 then the mode of transitioning should not matter at all.

Sibanda (2017) alludes that early literacy has both been influenced and complicated by the emergence of English as a global lingua franca. English hegemony is supported by demands of the global economy. In South Africa, the majority of learners (over 80%) speak an African language, but at Grade Four level, they learn through the medium of English, which enjoys less than a 10% native speaker population. The demand for English at global level has a lot of influence on the early literacy in most African countries. It is used as a language of instruction even when it is known by the minority learners. However, the transitional practice has not been successful because not all the learners breakthrough to English at the time of transitioning. This entails that the abrupt transitioning is not very helpful when learners are still in the process of breaking through to literacy in the second language of instruction.

Pretorius and Mampuru (2007) stipulate that it is typical of the African continent, particularly in Sub-Saharan Africa, where, despite the linguistic diversity, most learners school through the medium of English, a colonial language. This underscores the need for learner competence in English by end of Grade Three to effectively learn in the language at Grade Four. The learners' competency in a given language comes as a result of the attitude they

have on the given language. Therefore, a careful gradual approach on transitioning may help the learners' to develop a positive attitude towards the second language and in return may improve their educational standards. This is so because, in a gradual approach the learners may not even realise that the language of instruction is even changing by the time they realise they would have developed good command of the second language.

Prinsloo (2007) posits that the sudden transition from using an African language in the foundation phase to using English as the Language of Learning and Teaching (LoLT) in grade four sets learners up for failure. The sudden transitioning here mean the abrupt switch to monolingual approach which may prepare learners for failure if not well handled and should only be used as the last resort after affirming that all the learners are ready for the switch, so as to avoid symbolic violence at classroom level.

Teacher pedagogical skills and knowledge must be excellent to motivate learners. Heugh (2006) observes of the majority of South African learners that they “simply fall into the gap between learning in the mother tongue and learning through a second language of education, English” and that most teachers are uninformed as how to help learners bridge and navigate the divide. Teachers' pedagogical content knowledge is questionable. This implies that if teachers have no knowledge of what is expected of them during the transitional phase then the learners would be in total confusion.

Pretorius and Machet (2004) cited in Sibanda (2016) alludes that poor literacy results cannot be solely attributed to second language instruction as teachers and learners are struggling with literacy in the African Languages [AL] as well as English. Therefore, to resolve the language issues there is need to strengthen the multiplicity of variables such as teachers' language proficiency, learner motivation, instructional methods used, time allocated to language of instruction and infrastructure amongst other aspects. The implication on the study is that learners' failure in education is not sole dependant on transitioning. In other words, the poor literacy level by the learners is not only as a result of the transitional language practices but also due to the timing and the learners' foundation of the initial literacy in their familiar local languages.

2.4. Some Scholarly Views on Language Transitioning: A Zambian Perspective

In Zambia, not many have written on the actual transitional process but its effects have been tipped in some writings. Banda (2002) alludes that a short transitional period (one year) of using mother tongue for initial literacy may not automatically translate into such a transfer of

skills, the dependency of developing countries on their former colonial masters has made them impotent to develop their own indigenous languages to a level where they can be used as vehicles for their education systems. He also added on rushing to switch the language for initial literacy from pupils' familiar language for whatever reasons to foreign language, like English, will not only symbolically silence the learners but also increase illiteracy levels. In this study now that the learners were not rushed into transitioning it means that it promoted literacy and democratised the classroom situation. The implication of transitioning the learners before they acquired language proficiency is a violation of their rights not only to education but also to language.

Tambulukani (2011) adds that a lack of familiarity with the language of teaching is blamed for illiteracy rates beyond 40% among people who live in nations in Africa or Asia in which dozens of languages are spoken. The implication in relation to the study is that if teachers switch the language at grade 5, before, the learners develop proficiency in the second language then the results might lead to failure of both the learners and the teachers.

Fishman (1972) cited in Mubanga (2012) states that the decision that the language planners choose should not compromise the highest levels of academic quality that only comes from fully understanding of lessons. In this case the full understanding of the lesson could only be possible when the languages of instruction are familiar to the learners. This could be practical when translanguaging is employed and when language is viewed as a resource and not a problem.

Pride (1981) quoted in Mubanga (ibid) states that since effective education involves effective communication, the language used must be one that is understood by the pupils. Effective communication being an important effect to education entails that language is an important aspect to meaningful learning. Therefore, in case of this study the first four years of primary denotes effective education which involves effective communication. Nevertheless, from grade 5 onwards it is not clear whether the same could be said. Although in case of transitioning, gradual transitioning is more accommodative to all the learners and democratizes the classroom situation.

In addition, Mwanza (2012) and Matafwali (2010) observe that even if the use of mother language as the initial language of instruction was introduced in 2000, the reading levels of the majority of Zambian children were regrettably still low by 2005 and 2012 especially in Lusaka Province. Specifically, Matafwali (2010) wanted to know how lack of proficiency in

the language of instruction explains difficulties in becoming a conventional reader in a Zambian language and English. The study further sought to evaluate the progress made by children in Grade One and Two. These observations and findings were conducted during the short time transitional phase that is a year period from grade one of local language to grade two of second language. However, the study looked at a long term transitional from grades 1 to 4 then switch to English. The idea was to find out whether the reading levels had now improved further and how the language of instruction had helped learners' progress to becoming conventional readers in English.

Halliday (1973) cited in Masaiti (2016) states that Bernstein has shown that educational failure is often, in a very general and rather deep sense, language failure. The learners who did not succeed in the school system may be the ones who were not using language in the ways it was required by the school. The implication to the study centres on the use of familiar languages to help the learners to succeed in their educational system. In other words learners must develop proficiency in the second language before they switch to English exclusively.

When children lack proficiency in the language of initial literacy instruction, they might experience significant difficulties in developing literacy skills in English (Mwanza, 2012; Kumwenda, 2011; Tambulukani and Bus, 2009). The implication in relation to the study is that the learners should have sufficient proficiency in the local language which might help them to easily develop literacy skills in English. In line with the transitional language practices it is, therefore, essential to help the learners by being careful during the transitional stage, so that they should not face difficulties in receiving instructions in the second language.

2.5. Review of Related Studies

2.5.1. Related Studies Conducted Outside Africa

August (2002), a report conducted in Washington, DC. The title of the study is, 'Transitional programs for English language learners: Contextual factors and effective programming. The report looked at examining how the development of literacy in the native language plays a role in the acquisition of second language literacy and how educators may determine when a student is ready to transition into English-only literacy programs by assessing the transfer of skills. The report reviews relevant evaluation studies and studies that investigate the transfer of skills from a first language to English. The information helps educators determine when English language learners should be transitioned into English instruction and the skills they

are likely to have learned that will support English literacy acquisition. The paper revealed that the relationship between amount of schooling in a first language and subsequent performance in English report that higher levels of literacy skills in native language are associated with higher performance in English literacy. The results indicated that Spanish word recognition significantly predicted performance in English word and pseudo word reading. Additionally, Spanish phonological awareness predicted English word reading. These results led the researcher to suggest that native-language phonological awareness training could facilitate children's ability to read in English. The relationship with the current study is that they both sought to establish the transfer of skills during the transition period.

Palmer (2011), report from the University of Texas at Austin in United States of America. The title of the study is, 'The Discourse of Transition: Teachers' language ideologies within Transitional Bilingual Education Programs.' The study was on the conflicting language ideologies of teachers in transitional bilingual education programs. The findings were that, the article argues that TBE teachers demonstrate a tension between their stated positive orientation towards bilingualism and restrictive influences of what is termed the "discourse of transition" as they talk about their students, their classrooms, and about their own decision-making in TBE programs. Essentially, teachers practicing under the structure of a TBE program struggle to simultaneously offer children a "transitional" and a "bilingual" education. The relationship with the current study is that it tries to establish the successful transitional practices while Palmers' study looked at conflicting languages ideologies of teachers in transitional bilingual education programs.

Benson (2004), from Stockholm University presented a report on the title, 'the importance of mother tongue-based schooling for educational quality.' The report focused on the factors involved in delivering quality basic education. The paper stated that language is clearly the key to communication and understanding in classroom. It further stated that many developing countries are characterised by individual as well as societal multilingualism, yet continue to allow a single foreign language to dominate the education sector. Instruction through a language that learners do not speak has been called "submersion" (Skutnabb-Kangas 2000) because it is analogous to holding learners under water without teaching them how to swim. Mother tongue-based bilingual programs use the learner's first language, known as the L1, to teach beginning reading and writing skills along with academic content. The second or foreign language, known as the L2, should be taught systematically so that learners can

gradually transfer skills from the familiar language to the unfamiliar one. Bilingual models and practices vary as do their results, but what they have in common is their use of the mother tongue at least in the early years so that students can acquire and develop literacy skills in addition to understanding and participating in the classroom. The relationship with the current study is that it highlights the points that help in the successful transition.

2.5.2. Related Studies Conducted in Africa

Pretorius (2014) conducted a study in Free State, South Africa. The title of the study was, ‘Supporting transition or playing catch-up in grade 4? Implications for Standards in education and training.’ The research was on intervention programme that was originally intended to support transition to English as language of learning and teaching (LoLT) in grade 4 in township school, using pre- and post-test designs. The findings were that, there was steady improvement from pre-to post-test and even though some made quite dramatic progress, the sad reality was that, at the end of grade 4, they were starting to master basic literacy skills that should have been in place when they started grade 4. The study relates to the current study in that both study focused on the transitional stage and the learners performance during the process.

Sibanda (2017) conducted a study in South Africa. The title of the study is, ‘Language at the Grade three and four interface: The theory-policy practice nexus. The research looked at the complexity of language use at grade three-four transition, using the South Africa context as a microcosm of similar education system. The paper describes the complex nature of the transition, particularly within a second language (L2) instructional context. The paper revealed that phonological awareness in the home language (HL) to transfer to the foreign acquired language (FAL), learners need sufficient knowledge of FAL to be able to hear syllables and individual sounds. The linguistic distance between the African languages and English is quite high, and may compromise such transfer if the learner is bankrupt in the knowledge of English sound system. It also indicated that instruction through the HL induces proficiency in the FAL, provided exposure to the FAL is sufficient. It further observed that the teachers’ being non-native speakers of English, were not competent in the language, as was manifest in their classroom talk, which riddled with grammatical inaccuracies, their habitual, constant and needless reversion to the HL in the teaching of English, and in some cases, their teaching of outright erroneous information. The study relates to the current study as they both focus on the importance of a successful transition.

2.5.3. Related Studies Conducted in Zambia

Mubanga (2012) conducted a study in Chongwe district of Lusaka, Zambia. The title of the study was, 'Effects of the use of Cinyanja to teach initial Literacy in a predominantly Soli speaking area of Lwimba, in Chongwe.' The study looked at the effects of using Nyanja language as a medium of teaching initial literacy in a predominantly Soli speaking area. The findings revealed that there was a difference in reading performances between Nyanja and Soli speaking pupils. It also showed the effects of using Nyanja language as medium of teaching initial literacy in a predominantly Soli speaking area of Lwimba because it failed to encourage creativity in speaking. It was further found that learning in Nyanja caused pupils to accumulate less vocabulary, sentence patterns and grammatical rules in Nyanja itself, thereby restricting pupils' chances to ably express themselves. The study relates to the current study in that it examines the language of instruction.

Mwanza (2012) conducted a study in Lusaka, Zambia. The study title was, 'the language of initial literacy in a cosmopolitan environment: A case of Cinyanja in Lusaka district.' The study looked at the appropriateness of the use of Cinyanja as a language of initial literacy in Lusaka considering the fact that Lusaka is a cosmopolitan environment. The study found that Cinyanja was the language of play in high and medium density areas and the dominant language of play in low density area was English. It was also found that there was a mismatch between the Nyanja spoken by children during play and the one recognised in schools. The teachers and pupils were also not proficient in standard Nyanja. It was revealed that standard Nyanja recognised in schools was not appropriate as a sole language of initial instruction/literacy in Lusaka. The relationship with the current study is that it analyses the appropriateness of the language of instruction and its effects.

Munakaampe (2005) conducted a study in Lusaka, Zambia. The title of the study is, 'A Critical Appraisal of the Communicative Approach in selected Lusaka Basic schools.' The study sought to establish the level of implementation of the communicative approach to English teaching and possible constraints expressed by teachers. The study results indicated that regardless of the type and amount of training, teachers were not implementing the communicative approach and that they did not understand the underlying psychological process of language learning. It was also found that 76% of the teachers did not see it as the best approach to English teaching at grade 5. The study further revealed that there were no communicative exercises in the classrooms, pupils displayed little activity during the English

lessons and that the school environments were not conducive for the approach. The study relates with the current study in the sense that both studies tried to establish the learners' proficiency in the language of instruction at grade 5.

2.6 The Identified Research Gap

The reviewed studies on the transitional language practices are all significant in that they have highlighted the effects and impact of transitioning from home language (HL) to foreign acquired language (FAL) among other issues. However, the current study sought to analyse the transitional language practices by teachers and learners in grade 5, as the medium of the classroom instruction changes from Zambian languages to English. Thus, considering that the nature and manner in which transitioning from one level of education to another was not known and researched in Zambia, it was imperative that this study was conducted to fill this knowledge gap.

2.7. Theoretical and Conceptual Framework

The study was anchored on two theories namely: translanguaging and three orientations to language planning, which in turn had informed the conceptual framework. The study looked at the importance of using two or more languages and the antithesis of using one language. It also considered language as a problem, as a resource and as a right.

2.7.1. Theoretical Framework

Kombo and Tromp (2006) define theoretical framework as, a collection of interrelated ideas based on theories. It is a reasoned set of prepositions which are derived and supported by data evidence. Theoretical framework is an essential part of every given study as it tries to clarify why things are the way they appear to be. This study was guided using Translanguaging Theory and Three Orientations to Language Planning Theory.

2.7.2. Translanguaging Theory

Translanguaging is the ability to use two or more languages simultaneously with the aim of making ones point or statement clear. In affirmation, Canagarajah (2011) defines Translanguaging as the ability of multilingual speakers to shuttle between languages, treating

the diverse languages that form their repertoire as an integrated system. In a classroom situation the use of more languages helps the learners to understand the concept better.

In addition, Baker (2011) explains translanguaging as the process of making meaning, shaping experiences, gaining understanding and knowledge through the use of two languages. Communication is meaning oriented, therefore, for learning to take place effectively there must be communication which means that the language used must be understood by all the learners. Garcia (2009) view the term translanguaging as the use of children's full linguistic repertoire to make meaning without thinking of the fact that they have one language that is different from the other. The importance of translanguaging in a multilingual classroom cannot be over emphasised as it plays an integral part in the democratization of the classroom and encourages maximum learner participation.

Hassan and Ahmed (2015) state that translanguaging as a pedagogical language practice enables certain concepts to be reinforced through repetition in several languages and clarified in much more details as opposed to using one language. Bourdieu (1990) observes that symbolic violence is the legitimisation of one language to the exclusion of the other language varieties. This means that translanguaging promotes learner participation while symbolic violence is the exclusion of some learners from receiving educational instructions by the use of unfamiliar languages which in turn limits the learner participation in class.

2.7.3. Three Orientations to Language Planning Theory

Ruiz (1984) looked at three Orientation to language planning namely; language as a problem, language as a resource and language as a right. The theory looked at language in three different aspects, as a problem language is side-lining and excludes learners from the minority languages. Language as a resource is inclusive as it accommodates the use of multiple languages. And lastly language as a right is equally inclusive as it also addresses the inequalities that are linguistically based. This theory was used in this work to analyse the transitional language practices among the grade 5 teachers and learners of Chongwe district the importance of the theory is that it analyses language in three dimensions, namely as a problem, a resource and a right.

Language as a problem, Ruiz (1984) states that education program models informed by this orientation tend to be monolingual in structure, with the rationale that linguistic minorities are best served by as much exposure to dominant language as possible in the interest of

inclusiveness. Hult (2014) adds that educational programs that follow from the language as a problem orientation seek to remedy this deficit with subtractive language teaching that emphasizes transition to dominant language. Language as a problem tend to be exclusive in nature as it sidelines anything that is not official, it also limit full learner participation in a classroom situation.

Regarding Language as a resource, Ruiz (2010) states that, rather than being divisive, multilingualism and linguistic diversity are valued and seen as fully compatible with national unity. In a classroom situation language as a resource is inclusive in nature as it allows for a gradual transitioning with the use of multiple languages to accommodate all the learners.

Ruiz (1984) refers to what is legally codified about language use, often with special attention to human and civil rights of minorities to use and maintain their language. Language as a right in a classroom situation addresses the inequalities were languages are concern and help learners that have language limitations.

These theories looked at the use of language; as a problem, as a resource, as a right and the use of more than one language to make meaning meaningful. Translanguaging and three language orientations were used in this study to analyse the language choices and practices in grade five multilingual classrooms including its antithesis-monolingual practices and its resultant Symbolic violence.

The conceptual framework was informed by the theoretical framework. Translanguaging and three language orientations theories, looks at multi-lingual states and the language challenges in education, implying that citizens use more than one language, therefore, making it difficult to use one common language to teach the multitude of learners coming from different language backgrounds. Thus, using one language (monolingual classroom practice) to teach different learners of different familiar language backgrounds could result in symbolic violence leading to limited pupil participation and limited epistemic access.

Schroeder (2004) contends that where the languages are not native to pupils, many learners fail to speak or fully understand them. Consequently, these pupils do not understand the lessons taught using such mediums of instruction because they are not known to them. This confirms the short falls of using one language of instruction in a multilingual state. Nevertheless, if translanguaging is used as a pedagogic practice, implying that two or more languages are employed to teach a multilingual grade 5 class, it will limit symbolic violence and lead to democratization of the classroom, which in-turn would result to maximum pupil

participation and full epistemic access for most learners. In support (Hassan & Ahmed, 2015) postulates that translanguaging as pedagogical language practice enables certain concepts to be reinforced through repetition in several languages and clarified in much more detail as opposed to using one language. The assertion validates the benefits of translanguaging as a good medium of instruction in a transitional language practice.

Below is the diagrammatic expression of the conceptual framework derived from the theoretical frame work.

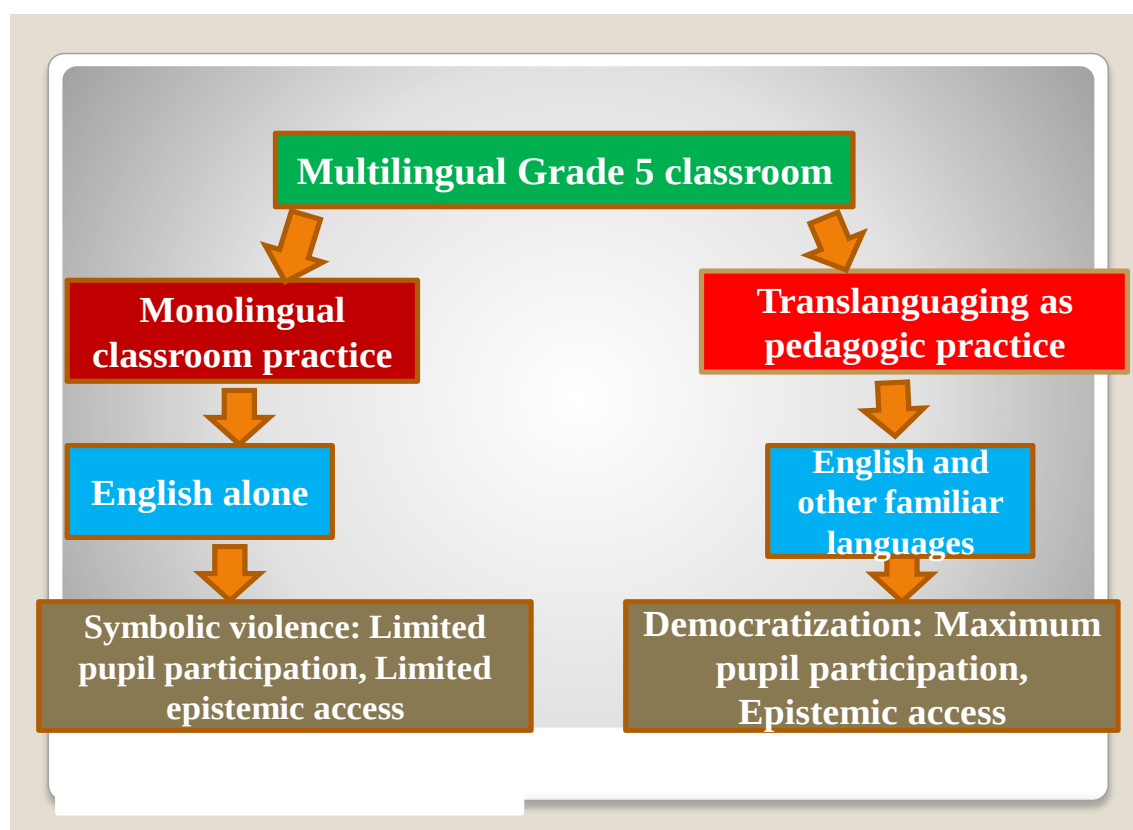


Figure: 2.1. Classroom languages practices in multilingual classrooms and their possible effects

The diagram above shows a multilingual grade five classroom and the two modes of transitioning, one being the abrupt transitioning which lead to monolingual in practice where one language is used at a time. When this practice is used, that is the abrupt transitioning or monolingual practice it results into symbolic violence where a number of learners sidelined or deprived of receiving educational instructions due the use of unfamiliar language. According to Ruiz's three language orientation theory, language is used as a problem which promotes limited learner participation and limited learner epistemic access. Henceforth, this mode of transitioning prepares learners for failure.

The other mode of transitioning is the gradual approach which is translanguaging, where two or more languages are used to teach a multilingual grade five class. This approach fosters democratization in the classroom as it promotes maximum learner participation and maximum epistemic access. This is the use of language as a resource and a right, as it is inclusive and welcomes linguistic diversity for the good of all the learners.

The two theories and the conceptual framework are related to this study in that they both explain how language can be used for the betterment of the learners and to their disadvantage at the same time depending on how it is used. Translanguaging provided two ways of using language. These are the gradual and the abrupt transitioning, gradual transitioning was the one that involved all the learners at every stage and made the lessons more interesting and learner centred. While the abrupt transitioning is a policy oriented method where teachers just transition even when the learners were not ready to receive instructions in English solely. Thus the lessons were teacher centred as the learners were simply listening to what the teachers were saying with limited to no participation.

Three Language Orientations theory also provides three different ways on how language is perceived; as a problem, a resource and a right. The way language is perceived, facilitates the manner in which it is used. This theory is related to this study in the sense that language usage is important in both the theory and study. In the study the language was either used for the benefit of the learners hence making the lessons learner centred or used to isolate learners, by using a language that is only understood by a few learners or none.

2.8. Summary of Chapter Two

The chapter reviewed the literature starting with that which was conducted outside Africa, then followed by the one conducted within Africa and lastly the one conducted in Zambia. The chapter also looked at the theoretical and conceptual framework which was anchored on two theories, namely Translanguaging and the three language Orientation theory. Considering that the nature and manner in which transitioning from one level of education to another was not known and researched, it was imperative that this study was done to fill this knowledge gap.

CHAPTER THREE

METHODOLOGY

3.1. Overview

This chapter presents the methodology used in the study. It presents and explains the research design, target population, sample size and sampling techniques, research instruments, data collection procedure, data analysis and the ethical issues.

3.2. Research Design

Ghosh (2003) alludes that a research design is a plan of the proposed research work. Kombo and Tromp (2006) add that a research design can be thought of as the structure of research. It is the 'glue' that holds all the elements in a research project together. For the research to be carried out effectively, a suitable research design is cardinal.

The research utilised a mixed research method. That is a combination of qualitative and quantitative research designs using them simultaneously. Qualitative research method involves description. It seeks to describe and analyse the culture and behaviour of humans and their groups from the point of view of those being studied. It uses the natural settings and not artificial scenario. It further relies on research strategies that are flexible and interactive due to the fact that feelings and insights are considered important (Kombo and Tromp, 2006). In addition Leedy and Ormrod (2005) cited in Mbewe (2015) note that the qualitative approach enables the researcher to have a complete understanding of the phenomena by digging deeper and going beyond the surface, to examine from all angles, the collected data so as to come up with a very clear perspective. The qualitative aspect of this study involved the interviews with the teachers and the lesson observations, which provided an opportunity to the researcher to interact with both the teachers and the learners, by listening, seeing and understanding what really goes on in the classrooms.

However, quantitative research relies on the principle of verifiability. It confirms, proves, corroboration or substantiation. It reinforces objectivity (Kombo and Tromp, 2006). Cottrell (2014) adds that, quantitative research focuses on what is measured in an objective way, using data that is drawn from experiments; structured observations; closed questions in survey, questionnaires and structured interviews; published data set. The quantitative part of the study came as the researcher used questionnaires and tests for the purpose of triangulation.

Concurrent triangulation is a strategy in which both qualitative and quantitative data are collected at about the same time. If data from both methods triangulate or produce the same result, then the findings can be said to be credible. The advantage of this strategy is that it results in a more comprehensive, well validated and substantiated set of data (Creswell, 2009). Having considered the importance of triangulation and its ability to bridge each others' weakness was the more reason it was used in this research.

The study, assessed the learners' reading and writing abilities and determined the challenges faced by learners in the process of transitioning. The researcher carried out face to face interviews with the teachers, to determine the challenges faced by the teachers and the pupils in the process of transitioning. Classroom observations were also conducted to explore the general understanding and performances of the teachers and learners as a result of the new policy qualitatively. Further, quantitative tests and questionnaires were administered to assess the learners actual performance in terms of reading and writing.

3.3. Study Population

A population is a group of individuals, objects or items from which samples are taken for measurement. It refers to an entire group of persons or elements that have at least one thing in common. It also refers to the total environment of interest to the one carrying out research (Ng'andu 2013; Phiri 2006; Oso and Onen 2009). In this research, the study population was comprised of all the primary schools, all the grade five (5) teachers and all grade 5 learners in primary schools of Chongwe District in Lusaka Province as the environment of interest.

3.4. Sample Size

A sample refers to the number of the participants selected from the universe to constitute a desired sample (Bless, 1995) cited in Ng'andu (2013). The sample included eight (8) primary schools from Chongwe District, and five (5) teachers were selected from each of the eight schools amounting to forty (40) teachers. Two hundred and sixteen (216) learners were sampled, twenty seven (27) learners each from the eight primary schools amounting to two hundred and sixteen (216) learners . Therefore, the total sample was two hundred and fifty-six (256) participants constituted of forty (40) teachers and two hundred and sixteen (216) learners.

3.5. Sampling Technique

The study employed both simple random and purposive sampling techniques. White (2003), defines simple random technique as a selection technique that provides each population element an equal chance of being included in the sample. While Creswell (2007), states that, purposeful sampling strategy is ideal for qualitative research as it provides the researcher with the right respondents to give accurate information. Cohen et-al (2007) adds that purposeful sampling is used to access knowledgeable people that is, those people who have in-depth knowledge about particular issues by virtue of their professional work, power, expertise, experience or access to networks. The simple random was mainly applied when picking the eight (8) primary schools and in the selection of the two hundred and sixteen (216) pupils. The reason for using the simple random technique was to accord all the learners an equal chance of taking part in the research. The researchers asked the learners to start counting 1 to 5 while they were sitted and the number 5 learner was to stand up until they were 27.

Purposive sampling was used to select the teachers, this was done in order to access the specific information and knowledge by virtue of their experience with the classes under study and fourty (40) teachers were selected.

3.6. Research Instruments

The research used the following instruments for the success of the study; the questionnaires, lesson observation checklist, reading and writing (spelling) tests and semi-structured interview guide and audio recorder. The questionnaires were distributed purposively to grade 5 teachers because they are the custodians of the required information. The semi-structured interviews were also conducted to collect in-depth data from the same grade 5 teachers. The reading and spelling tests were used to ascertain the learners reading and writing abilities as they started grade five (5) and masterly of the English language. Fifty (50) words were selected for both tests. All the words in both the writing and reading test were picked from the pupils books ranging from grades two (2) to four (4) with the assumption that the learners had encountered these words as they entered grade five (5). Classroom observation checklist were carried out to analyse the transitional language practices of the teachers and the information about the actual behaviours of both the teachers and learners during the process. The audio recorder was also used with the permission of the people in-charge to record the lessons, interviews and reading tests.

3.7. Data Collection Procedure

Firstly permission was sought from the Assistant Dean School of Education and the letter of approval was granted from the University of Zambia Ethical committee, and thereafter, permission was sought from the District Education Board Secretary (DEBS) of Chongwe District to carry out the research in the respective schools. The researcher later went into the field to collect data. Data collection was concurrently conducted. The study utilised a mixed method that is both qualitative and quantitative research methods of data collection.

The researcher in all the eight schools started by visiting the head teachers offices for permission and introduction and was then later introduced to the teachers of grade five from which the researcher had to pick five teachers from each school and asked them to help with the questionnaires and to make a date with them for the interviews and lesson observations. The researcher informed the teachers on the nature of the study and they all agreed to take part in the interviews and to be observed as well as to record the interviews and lessons using audio and none allowed video recording. The qualitative methods included face to face interviews with teachers. Classroom observations were conducted to establish a clear perspective of what really transpires during the transitional language practices and to gather information on the actual behaviour of teachers and learners during the lessons. Checklists were used to note down the activities and an audio recorder was also used with the consent of the teachers to record the lessons. Twenty four (24) lessons were observed that is three from each school.

The quantitative methods, involved administering of questionnaires and the tests for reading and writing. The tests were administered to twenty seven (27) learners from each of the eight schools. Questionnaires also collected information on the mode of transition as conducted by the teachers, the teachers' views on the policy and how they have coped with the policy in relation to their work. Tests were administered to two hundred and sixteen (216) learners, the purpose of the tests were to establish the learners reading and writing abilities as they begin grade five (5). Two hundred and sixteen (216) learners were all involved in the writing tests and only one hundred and sixty (160) learners took part in reading test. This was so because the reading tests took more time than expected, hence, the researcher decided to reduce the number to twenty (20) per school. Nevertheless, the twenty (20) learners were drawn from the selected twenty seven (27) learners from each school.

3.8. Data Analysis

The qualitative approach was used to analyse verbal information that was collected from the interviews with the grade five teachers and lesson observations. The collected information was later organised thematically and categorised, thereafter, interpretations and discussions were made. The lesson observations were transcribed and presented in verbatim. Creswell (2009), alluded that, one of the main ways of qualitative data analysis is simply by collecting open-ended data, based on asking general questions and developing an analysis from the information supplied by participants. In a nutshell, thematic analysis was used.

While quantitative data was analysed using the Statistical Package for Social Sciences (SPSS version 20). In this case referring to Reading and Writing (spelling) Tests, the scores were analysed to find the mean and standard deviation and simple frequencies to get the percentages. The questionnaire which had all-incompassing questions such as how the transitional practice is carried out, teacher/learner challenges and the other ways to carry out the transitional practices among others, and the test results were also analysed using the SPSS to get simple statistical frequencies and percentages.

3.9. Ethical Considerations

Cottrell (2014) states that ethics in research is about following good moral principles. As a researcher, it is expected that one will be strongly principled, with an aim to: bring integrity, fairness, and honest to your work. With these principles in mind, the researcher took ethical issues with great consideration as expected. First and foremost the researcher had to seek for clearance from the University of Zambia through the Directorate of Research and Graduate Studies Ethics Committee. Thereafter, the researcher went further get permission from the District of Education Board Secretary (DEBS) of Chongwe District, to enable the researcher conduct research in the selected primary schools. School Heads were also considered in their capacities before anything was done in their respective schools. Respondents were guided on what they should expect and what is expected of them, they were made aware that participation in the study was on voluntary basis and that no one will be forced or reported for refusing to take part. Issues of confidentiality and anonymity were part of the assurance that was given to the respondents. Consent was granted before the commencement of data collection from both the teachers and the learners. The researcher had to assure the respondents that this work is purely academic that no names shall be mentioned for whatever reasons and that their identity shall remain protected no matter the situation.

3.10. Summary of Chapter Three

The study used the mixed method approach which involves the qualitative and quantitative data collection and analysis. The chapter looked at the reasons using each of the items above such as, research design, population, sample size, sampling procedure, research instruments, data collection procedure, data analysis and ethical consideration. The next chapter presents the findings in the order of the objectives.

CHAPTER FOUR

PRESENTATION OF THE RESEARCH FINDINGS

4.1. Overview

This chapter presents the findings of the research in the order of the objectives. The research used both qualitative and quantitative research methods. The qualitative data is presented using both thematic and verbatim presentations while quantitative data is presented in percentages and frequencies. The research was guided by the following objectives:

- i. To assess the learners reading and writing abilities.
- ii. To establish the transition practices by the grade 5 teachers.
- iii. To determine the challenges teachers and learners face in the process of giving and receiving educational instructions in English at grade 5.
- iv. To suggest appropriate ways of how learners can be transitioned from learning in local language to learning in English at grade 5.

4.1.1. Demographic Profile of the Research Participants

Demographics are defined as statistical data about the characteristics of the population, such as age, gender and income of the people within the population (YourDictionary.com 2018). The research was carried out in the confines of Chongwe district and two hundred and fifty six (256) participants were involved. There were two hundred and sixteen (216) learners comprised of 87 boys and 129 girls drawn from Eight (8) school and twenty seven (27) were randomly picked from each of the 8 schools. Forty (40) teachers were also involved in the research and 12 were males while 28 were females. Generally the research had more females than male. In total 157 females and 99 males were involved. That is, when teachers and learners are combined. However, the researcher did not get the information on the teachers' qualifications and their years of experience. The researcher neither asked the age of the learners nor their home background, as he did not see it necessary in relation to the outcome of the research. Even so, all the learners were grade 5 pupils and all the teachers were teaching the grade 5 learners.

4.2. The Learners Reading and Writing Abilities

The first research objective sought to assess learners reading and writing abilities as they begin grade 5. It was meant to generate data on the preparedness of the learners to learn using English medium in grade 5. The researcher used interview guides, questionnaires, and Reading and Writing Tests.

4.2.1. The Learners Reading and Writing Abilities: Teacher Interview Data

The teachers were asked on a one on one interview on the learners' ability to read and write as they were transitioning from learning in a familiar local language to English. The teachers clearly indicated that the learners had not yet broken through to literacy in order to receive instructions predominantly or exclusively in English. The majority of the teachers stated that the learners reading and writing skills were still very poor. Below are some of responses from the teachers:

4.2.1.1. Teachers that indicated that the learners reading and writing abilities are still bad.

***RT1:** the learners' ability to read and write is bad because this is the time they are changing from local language to English. They spell in Cinyanja*

***RT6:** the learners' ability to read and write is very bad because only about 5 to 10 learners can speak, read and write.*

***RT9:** the learners' ability to read and write in English is very poor, because they are used to local languages. For example in grade 2 and 3 when we use to teach them in Cinyanja, if asked them a question when they answered in English we use to tell them to answer in local language. I am sure that situation contributed to this poor English command.*

***RT15:** learner ability to read and write is low because of the over use of local Zambian languages from grades 1 to 4.*

***RT16:** learners' ability to read and write in English is bad, because English is introduced at a late stage. Early introduction of English can help the situation.*

The above verbatim are a representative of the majority of the teachers views of their learners English language proficiency as they begin grade 5. Nevertheless, some teachers who were the minority still indicated that their learners were at an average level and in the process of

developing their language proficiency. These variations were said to be as a result of the learners' backgrounds and previous schools attended.

4.2.1.2. Teachers that indicated that the learners' reading and writing abilities are fair or average.

RT10: learners' ability to read and write is not very good as they are still struggling with words. This is so because they are just transitioning from local language to English.

RT11: the learners' ability is difficult to tell because reading they can read but they do not understand what they read. And when it comes to writing they spell words in Cinyanja especially those with similar pronunciations. E.g Cake is read as "Chake"

RT2: the learners' ability to read and write is not very good its average, but as I keep on teaching them they keep on improving.

RT4: the learners' ability to read and write is average because some learners are coming from the private schools therefore their spoken and reading ability is good but their written ability is bad.

Of the 40 teachers interviewed, 38 of them stated that learner's reading and writing abilities ranged from bad to average. While 2 teachers indicated that their learners' ability to read and write were at a very good level citing the fact that most of the learners came from private schools and that they used English at their home. Hence, they already had a good foundation. The verbatim below indicates:

4.2.1.3. Teachers that indicated that the learners' reading and writing abilities are good

RT7: the learners' reading and writing ability is very good, because a good number of our learners come from the nursery schools where English is used as the language of initial literacy.

RT12: the learners' ability to read and write is good, I have been teaching them English and I know that they also use English at home.

From the information presented it is seen that very few teachers stated that their learners' literacy level is good and the majority indicated that it was still bad, followed by a few who stated average and coupled by different reasons. Therefore, the picture obtained is that a good

number of teachers were aware of their learners' literacy levels or English language proficiency.

4.2.2. The Learners Reading and Writing Abilities

The researcher was interested to establish the teachers' knowledge of their learners, henceforth, the need to establish the teachers' opinion on their learners' reading and writing abilities as they begin grade 5. The findings revealed that 38 teachers indicated that not all their learners were able to read and write as they entered grade 5 representing a percentage of 95% and only one teacher agreed that all the learners in his/her class were able to read and write representing 2.5% of the respondents, while one teacher did not respond to the question.

The Table 4.1 indicates the responses.

Table 4.1: All grade 5 pupils in my class know how to read and write in English

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	1	2.5	2.6	2.6
Disagree	28	70.0	71.8	74.4
Valid Strongly Disagree	10	25.0	25.6	100.0
Total	39	97.5	100.0	
Missing System	1	2.5		
Total	40	100.0		

The statistics in table 4.1: shows that 1 Teacher agreed that all the learners in the class know how to read and write in English, 28 Teachers disagreed, 10 Teachers strongly disagreed and 1 Teacher did not respond to the question on whether all the grade 5 learners in their classes were able to read and write in English. In terms of percentages 2.5% agreed that all the learners in their grade 5 class knew how to read and write, 70% disagreed, 25% strongly disagreed and 2.5% did not respond to the question.

4.2.3. The Learners Reading and Writing Abilities: Reading and Writing Test Data.

The researcher had to assess the learners with the reading test as a way of triangulating the findings in the lesson observations and the teachers' opinions of the learners' abilities.

The learners were given 50 words which included simple and slightly challenging words which were selected from MK Grade 2 and MK Grade 4 primary books, the words were: big, eye, wide, low, lioness, hospital, cruel, brave, flowers, learn, pretending, exciting, occupation, nine, anthem, orphan, delicious, mice, lying, skirt, instrument, rubbish, heavy, noise, celebration, high, malaria, wear, tractor, Tuesday, musician, choir, favourite, dangerous, television, suspect, poverty, healthy, proverbs, broken, apple, heart, uniform, wonderful, favourite, entertain, church, festivals, bright and hyena.

The results indicated that the learners' performance in the reading test was not good as seen from the mean which is 20.78 while the standard deviation is 17.29 going by the larger the variation and the standard deviation, the further the data values are from the mean, meaning the data values are spread out. Their results are as shown in the Tables 4.2 and 4.3.

Table 4.2 Statistics

Learners reading scores

N	Valid	160
	Missing	0
Mean		20.7875
Std. Error of Mean		1.36725
Median		20.0000
Mode		1.00
Std. Deviation		17.29449
Variance		299.099
Range		50.00
Minimum		1.00
Maximum		51.00
Sum		3326.00

The table 4.2 shows statistics on learners' reading ability which indicates that, the performance of the learners was not good enough to warrant abrupt transitioning. It showed

that the majority of the learners scored below average which is represented by 55.6% and the common score going by the frequency table appears to be zero (0) represented by 21.3%. See the table below:

Table 4.3 Learners reading scores

Marks	Frequency	Percent	Valid Percent	Cumulative Percent
0	34	21.3	21.3	21.3
1	11	6.9	6.9	28.1
2	2	1.3	1.3	29.4
3	4	2.5	2.5	31.9
4	3	1.9	1.9	33.8
5	2	1.3	1.3	35.0
6	2	1.3	1.3	36.3
7	4	2.5	2.5	38.8
8	2	1.3	1.3	40.0
9	3	1.9	1.9	41.9
10	1	.6	.6	42.5
12	1	.6	.6	43.1
13	2	1.3	1.3	44.4
14	5	3.1	3.1	47.5
15	1	.6	.6	48.1
16	1	.6	.6	48.8
17	1	.6	.6	49.4
19	3	1.9	1.9	51.3
Valid 21	3	1.9	1.9	53.1
22	1	.6	.6	53.8
23	1	.6	.6	54.4
24	2	1.3	1.3	55.6
25	2	1.3	1.3	56.9
26	4	2.5	2.5	59.4
27	1	.6	.6	60.0
29	6	3.8	3.8	63.8
30	3	1.9	1.9	65.6
31	1	.6	.6	66.3
32	2	1.3	1.3	67.5
33	1	.6	.6	68.1
34	5	3.1	3.1	71.3
35	4	2.5	2.5	73.8
36	2	1.3	1.3	75.0
37	2	1.3	1.3	76.3
37	4	2.5	2.5	78.8
39	1	.6	.6	79.4
40	5	3.1	3.1	82.5

41	3	1.9	1.9	84.4
42	8	5.0	5.0	89.4
43	3	1.9	1.9	91.3
44	6	3.8	3.8	95.0
45	1	.6	.6	95.6
46	1	.6	.6	96.3
47	1	.6	.6	96.9
48	1	.6	.6	97.5
49	3	1.9	1.9	99.4
50	1	.6	.6	100.0
Total	160	100.0	100.0	

The learners reading scores showed that 34 learners scored 0, representing 21.3%, 11 learners scored 1, representing 6.9%, 2 learners scored 25, representing 1.3%, 8 learners scored 42 represented by 5.0%, 3 scored 49 represented by 1.9% and 1 learner scored 50 representing 0.6%. In terms of average the table indicates that 91 learners represented by 55.6% scored below average while 69 learners represented by 44.4% scored average and above.

After the reading test, learners were given the writing test. Here are the words which were selected from MK grade 2 and MK grade 4 pupils books: strong, short, dirty, book, knife, uncle, bottle, vest, nail, nurse, pumpkin, comb, wheel, umbrella, mature, gate, jacket, nest, century, receive, helicopter, garden, pencil, spoon, snake, nose, emphasised, polite, weed, Thursday, Wednesday, maize, season, yelled, ugly, sowing, refugees, desert, convinced, accepted, kinsmen, honest, obedient, happiness, discipline, kind, suggestion, glue, chair and province.

The results of the written test were not so different from the reading test as indicated in Table 4.4. The mode which is the common score in a group of scores is 2. The mean (which is the performance of a group in terms of average) is 7.3 while the standard deviation (which is a measure of dispersion of a set off data from its mean) is 7.5. This also showed that the data values are spread out.

Table 4.4 Statistics

Learners writing individual
score

N	Valid	216
	Missing	0
Mean		7.2778
Std. Error of Mean		.50865
Median		4.0000
Mode		2.00
Std. Deviation		7.47565
Variance		55.885
Range		34.00
Minimum		1.00
Maximum		35.00
Sum		1572.00

The frequency table 4.5: indicate the descriptive statistics and percentages showing that the common score is 1 and that the learners' ability to write in English was still low as the number of learners who scored below average is 205 represented by 94.9%, while 11 learners represented by 5.1% scored above average.

Table 4.5 Learners writing ability individual score

Marks	Frequency	Percent	Valid Percent	Cumulative Percent
0	16	7.4	7.4	7.4
1	65	30.1	30.1	37.5
2	24	11.1	11.1	48.6
3	17	7.9	7.9	56.5
4	9	4.2	4.2	60.6
5	7	3.2	3.2	63.9
6	2	.9	.9	64.8
7	14	6.5	6.5	71.3
8	5	2.3	2.3	73.6
9	2	.9	.9	74.5
10	8	3.7	3.7	78.2
11	2	.9	.9	79.2
12	6	2.8	2.8	81.9
13	4	1.9	1.9	83.8
14	1	.5	.5	84.3
15	6	2.8	2.8	87.0
16	3	1.4	1.4	88.4
17	3	1.4	1.4	89.8
18	1	.5	.5	90.3
19	3	1.4	1.4	91.7
20	5	2.3	2.3	94.0
23	2	.9	.9	94.9
25	3	1.4	1.4	96.3
26	2	.9	.9	97.2
27	2	.9	.9	98.1
28	1	.5	.5	98.6
29	1	.5	.5	99.1
31	1	.5	.5	99.5
34	1	.5	.5	100.0
Total	216	100.0	100.0	

The statistics shows the result from a written test and the highest score is 34 scored by 1 learner then 31 scored by another learner. In short, only 11 learners scored average and above, the rest who were 205 presenting 94.9%, scored below the average mark.

4.3. Teachers' and Learners' Transitional Language Practices in grade 5 Classrooms

The second research objective aimed to establish the transitional language practices in grade 5 classrooms. It was meant to generate data related to language practices in multilingual classrooms. Presented in this section are both quantitative and qualitative data on the classroom language practices of the teachers. In order to achieve this, 3 instruments were used which were class observation, interview guides and questionnaires. The class observation and interviews were for qualitative data while questionnaires were for quantitative data.

4.3.1 The Transitional Language Practices by the grade 5 Teachers: Lesson Observation Data

From the 24 lessons observed by the researcher, 21 of them were taught using 2 languages which is gradual transitioning or translanguaging and 20 of the 21 lessons were predominantly in local Zambian languages while 1 was balanced between English and local languages. Below is the data from the classrooms:

Lesson A:

Class 2: Subject: English. Topic: Sequencing. From Chongwe district Urban Area. Lesson taught by a male teacher.

Teacher: Today we are learning about sequencing. So niza lembako ma sentences pa board, nifuna muniuze vamene ma sentences aya yafunika kuchitiwa? (*I will write some sentences on the board and you shall tell me what we should do about these sentences*)

Teacher: (**writes sentences on the black board**) -it was a wrist watch, -his mother bought him a present, -Kenny had done very well at school. ok tiyeni tibelenge aya ma sentences yamene nalemba pa board, manje chabwino pali ma sentences aya yamene nalemba yonse yakamba paliganizo imodzi. Nindani angati belengeleko? Yes ndiwe ndani? (*ok now let us read these sentences I have written on the board, what is good about these sentences is that they are all talking about one paragraph. Who will read for us? Yes who are you?*)

Pupil: Mukela

Teacher: Ok Mukela tibelengeleko mukela tione. (*ok Mukela read for us we see*)

Pupil: it was a light/ last wa..

Teacher: **Reads** (it was a wrist watch). Nkholoko yakumanja. Iwe useka chani? (*what are you laughing at?*) kaili iwe ubisa vamene uziba. (*you don't want to share what you know*). Ok sentence number two? Ireen?

Pupil: His mother bought him a present.

Teacher: (**repeats the sentence**) Ati chani iyi tikaikamba mu chinyanja? (*what is it if we say it in cinyanja?*)

Pupil: Amai bake banamugulila present. (*his mother bought him a present*)

Teacher: niku nyamula manja! (*you should be raising your hands*)

Pupil: Amai bake anamugulila mphatso. (*his mother bought him a present*)

Teacher: good, number three?

Pupil: can had doing very well at school.

Teacher: Kenny nizina yamunthu aii? (*Kenny is a name of a person alright?*) (**he then reads**) Kenny had done very well at school.

Pupils: (chorusing) Kenny had done very well at school.

Teacher: good manje paoneka palinkhani pali Kenny naba Mai bake aii? Eye pali chamene china chitika apa. Manje aya ma sentences yatatu aya, kuli mwamene yafunika kunkhalila, kuli yamene iyenela kubwela first, nayamene iyenela kubwela second, nayamene iyenela kubwela third kuti nkhanu inveke bwino. So niyiti yamene izayambilila kubwela paliaya? Aya ma sentences tikayaika pamodzi tingapange paragraph. Paragraph nima arrangements of sentences yamene yalina idea, same idea. So manje tifuna tiyaike pamodzi aya munshemunshe tipange paragraph, so niyiti yamene iza yambilila? Bupe? (*good it seems like we have a story here about and he mother ok? Yes there is something that occurred here. Now these sentences are supposed to be in a certain order, one sentence should come first, then second and third so that the story should make sense. So which one should come first? These sentences when we group them together we can make a paragraph. A paragraph is a group of sentences with a similar idea, same idea. So we want to arrange these sentences so well to make a paragraph, now which one should come first? Yes Bupe?*)

Pupil: Kenny had done very well at school.

Teacher: yes that's number 1. Kenny anachita bwino kusikulu, so pamene anchita bwino nichani china chitika? So yayenela kukonkhana bwinobwino. So tatengapo ya last ndiye ya number 1, so niyiti yamene ikonkhapo? (*Kenny is doing well at school, now that he is doing well at school what happened? Now we have to follow the story accordingly. So having picked the last one as number 1 which sentence is coming next?*)

Pupil: number 1.

Teacher: number 1? It was a wrist watch. Ahaa! Niyiti yamene ibwela? (*which one is coming next?*)

Pupil: number 2.

Teacher: his mother bought him a present. So ndiye ikonkhapo. (*that is what follows*)
(teacher reads the sentence together with the pupils and asks them to say it in local language)

Pupils: Amai bake bana mugulila mphatso. (*his mother bought him a present*)

Teacher: so mphatso yamene banamugulila yenze chani? (*so what present did his mother buy for him?*)

Pupil: number 1.

Teacher: yes so na story ndiye mwamene ifunika kunkhalila. This is what we call sequencing, that's why tafakako ma numbers. So apa tapanga manje paragraph. So tiza yangana mu mabuku tisegule pa page 34 to 35. (*Now this is how the story is supposed to be, that's why we have numbered the sentences, what we have now is called a paragraph. We shall now use the books let us open on page 34 to 35.*)

The lesson was on sequencing and the subject was English but it was mainly taught in local language (Chinyanja) and the learners' reading ability was fairly bad, seeing that very few were willing to try and read during the lesson.

Lesson B:

Class 8: Subject: English. Topic: punctuations. A lesson taught by a male teacher in urban Chongwe district.

Teacher: Last time, nina kupasani exercise yenzo kamba palichani? Yes (*last time I gave you an exercise that looked at what? Yes who can tell me?*)

Pupil: ma-punctuations (*punctuations*)

Teacher: punctuations aii? Can you remind me one of the sentences yamene tina chita punctuate. Yenze sentence yabwanji? Enhee Bupe (*punctuations right? Which sentence did we punctuate, yes Bupe?*)

Pupil: Don't do that.

Teacher: Tina ilemba so aii? (*we wrote it like this right?*) Demonstrates on the board (don't do that). Nipati pamene ka enela kunkhala aka (‘) ? (*where is this ‘ supposed to be?*)

Pupil: pa kati pali n na t. (*in between n and t*)

Teacher: Apa? (here?) demonstrates (*don-t =don't*)

Teacher: Aka ‘ tikaitana ati kachani? (*what do we call this ‘ ?*)

Pupils: (chorusing) comma, bracket, speech mark, ...

Teacher: Ati chani? (*what?*)

Pupils: punctuation.

Teacher: Nika punctuation? (*is it a punctuation?*)

Pupils: full stop.

Teacher: Aka nika apostrophe, tiza ka kapunzila bwino. (*this is an apostrophe, we shall learn about it in good time*).

The lesson was on punctuations and the subject was English but it was taught using both local language and English but dominated by local language.

Lesson C:

Class 4: Subject: Social Studies. Topic: Provinces of Zambia. A lesson taught by a female teacher of urban Chongwe district.

Teacher: (**introduced the lesson with recap of the previous lesson on Zambia' neighbours.**) ok noise out, last time ngati mukumbukila tinapunzila chani mu S.S (social

studies), azakumbukila tikalibe kulemba test? *(if you remember what did we look at in social studies, who remembers before we wrote a test)*

Pupil: map

Teacher: map yachani? *(which map?)*

Pupil: ya Zambia *(of Zambia)*

Teacher: ya Zambia, ok then tinabwela tapunzila ma neighbours, Zambia ilinama neighbours bangati? I don't want chorus answers, nikaku pointa ndiye pamene uza yankha. Enhee Peter? *(then we learned about Zambia's neighbours, how many are they? When I point at you that is when you will sit)*

Pupil: 8

Teacher: 8 neighbours, yes Paul unga kambeko yangati ma neighbours, olo imodzi chabe? *(Paul how many can you mention, just mention even one?)*

Pupil: 7

Teacher: oh iwe uziba atiyali 7? Manje ine nifuna, uja atiuza ati yali 8. Nanga iwe yaliyangati? *(oh so you know that they are 7? Now I want, that one said 8. Now you how many are they?)*

Pupil: 8

Teacher: 8? Zelia yali yangati? *(Zelia how many are they?)*

Pupil: Tanzania

Teacher: ohoo, uyu akamba manje Tanzania. *(oh, this one has now mentioned Tanzania)*

Pupil: Malawi

Teacher: Malawi, first are we done with mathematics?

Pupil: yes (majority) no (minority)

Teacher: so after tapunzila pali ma neighbours ya Zambia, takamba ati ma neighbours yali 8, so apart from ma neighbours ya Zambia, how many provinces do we have in Zambia? *(after*

learning about Zambia' neighbours we said that they are eight, so apart from the eight neighbours, how many provinces does Zambia have?)

Pupils: 10

Teacher: I hate, iwe nimakamba ifunika munthu akalibe kukamba anyamula kwanja, nezo funa kufunsa uja wamene agona kuja. Ati yali yangati? *(You! I said before you speak you have to lift your hands, I wanted to ask that one who is sleeping. You said how many are they?)*

Pupils: 10

Teacher: ok although am not going to write them but tizayamba na province yamene banaikako ya new pamene yenze 9 babwela baikako imodzi yankhala yangati? *(We shall start with the provinces that were added when they were 9 then they added one how many are they?)*

Pupil: 10

Teacher: hmmm, yes Mvula niuzeko pronvince ya new? *(yes Mvula mention the new province)*

Pupil: silence

Teacher: Edina

Pupil: Lusaka

Teacher: Lusaka? 10 provinces tiyaziba bwino, manje I want ya new yamene banaikako after Ba Sata came, yes? *(you know the 10 provinces very well now I want you to mention the new one the one which was added when President Sata came in power, yes?)*

Pupil: Northern Kasama

Teacher: Northern Kasama, good! that is a good try... yayayaya! *(hmmmmm)* Anna?

Pupil: Namibia

Teacher: Namibia? Nindani aza yeselelako? Ok tiyeni tiyambe 1 to 10. Hope? *(who will try? Ok let us start from 1 to 10, yes Hope?)*

Pupil: Aaa naibala. (*hmmm, I have forgotten*)

Teacher: ohoo ufuna kukamba yameneija ya new? (*oh, you want to mention the new one?*)

Pupil: ehee (*yes*)

Teacher: ok try, iyambilako nachani? Victoria? (*what letter does it start with?*)

Pupil: silent (no response)

Teacher: Hellen?

Pupil: silent (no response)

Teacher: imwee! Okay niuzenikoni ma provinces, 1? (*you people ok tell me all the provinces*)

Pupil: Southern Province

Teacher: Muchinga Province, let's clap for him.

The lessons above were taught using translanguaging in local language and English although two of the subjects were English which was introduced as early as in grade 2.

Below is a lesson on families which was taught exclusively in English at the expense of the learners.

Lesson D:

Class 5: Subject: English. Topic: Types of Families. A lesson taught by a female teacher of Chongwe rural.

Teacher: good morning class?

Pupil: good morning Madam

Teacher: Okay, so before you seat you have to tell me something about your family, in English not Ciyanja. Close your books put your pen and pencils down, if you want to seat just answer one simple question and you seat down. How many kinds of families do you know?

Pupil: no response (silence).

Teacher: Okay where you live, at home who do you stay with, yes?

Pupil: my parents.

Teacher: who else lives at your place?

Pupil: my brothers

Teacher: your brothers?

Pupil: and sisters

Teacher: and sisters, that's all?

Pupil: yes

Teacher: okay that's Prescious.

Teacher: Tembo?

Pupil: my father and my uncle.

Teacher: hmmm?

Pupil: my father and mother.

Teacher: your father and mother? But you said uncle, you stay the three of you?

Pupil: no and my cousins.

Teacher: and your cousins, come in front. Prescious come in front as well. Yes?

Pupil: my mother, father and sister.

Teacher: that's all? Okay!

Pupil: my father and mother.

Teacher: that's all, okay others?

Pupil: mother and father.

Teacher: that's all?

Pupil: yes

Teacher: Cathrine you are lying.

Pupil: no

Teacher: I mean where you live now not where you came from?

Pupil: yes

Teacher: okay, others. And if you have answered you can seat. Yes?

Pupil: my father and grandfather.

Teacher: good at least someone has mentioned a grandfather aii? So others you don't have a grandfather?

Pupils: yes

Teacher: okay you have but they don't live with you?

Pupil: yes

Teacher: okay next?

Pupil: my mother and brother.

Teacher: okay come in front.

Pupil: my brother in law and my sister.

Teacher: that's all?

Pupil: yes

Teacher: are you sure? Others?

Pupils: silent (no response)

Teacher: Okay I want someone to read this passage for me. Who knows how to read very (very) well?

Pupil: **a girl read the passage** (there are many kinds of families, some children are)

Teacher: okay did you learn anything from the passage? Have we understood the passage?

Pupil: yes

Teacher: what have you heard?

Pupils: silent (no response)

Teacher: you didn't hear any kind of family sure! yes?

Pupil: there are many kinds of families.

Teacher: okay good. There are many kinds of families now after that they talked about kinds of families, I heard three kinds of families in this passage can you remember them? Yes what do you remember? Victoria?

Pupil: that children lost their parents.

Teacher: okay, some children have lost their parents aii! And they are being raised by?

Pupil: fathers

Teacher: if they have lost their parents they are being raised by who?

Pupil: grandfather

Teacher: okay, grandfather and grandmother are grand-parents aii! Okay what else did we learn from this passage?

Pupils: silent (no response)

Teacher: that's all? Okay who else can help us read? Come. Can you pay attention!

Pupil: **reads** (there are many kinds of families, some children have lost their parents and live with their grand-parents, other children are being rest (raised) by their mothers or father own their own we call this single parents families who have many members living together including cousins and aunties and grandparents are called extended families, families with two or three children living with their parents are called new-clear (nuclear families).

Teacher: okay now he has helped you how to remember right? Did you hear any types of families?

Pupil: yes

Teacher: even last time you said yes but you are not telling me what they are? Which ones are they? Yes?

Pupil: newclear family

Teacher: yes, nuclear family. Which other one?

Pupils: silent (no response)

Teacher: imwee, hmmm? If you are just living with your father or mother alone, what kind of family is that?

Pupil: silent (no response)

Teacher: What kind of family is that?

Pupils: silent (no response)

Teacher: Listen you are just living with one parent, either your mother or father, what family is that?

Pupil: (whispering) single parent

Teacher: Okay single parent family aii!

Teacher: divides the class into three groups and asked them to act out the three types of families they have learned.

The lesson was taught exclusively in English and the teacher was strict on the use of the language of instruction.

4.3.2. The Transitional Language Practices by grade 5 Teachers: Interview Data

Teachers were interviewed on which language or languages they use to teach the grade 5 classes and their responses were varying as the majority of the teachers indicated that they use two languages, while some stated that they used both to give learners a balance, others said it is because the learners could not understand the second language. Some further stated that they can go on mixing languages till grade 7 if need be for the sake of clarity. See the verbatim below:

4.3.2.1. Teachers that indicated that they use both local and English language

***RT1:** Both local and English language, I use both because if am to use English alone learners would understand anything.*

RT2: *I use English three quotas of the time and local language for the sake of those who do not understand. I also allow my learners to use local language in my class.*

RT4: *I use both languages English and local to accommodate the other learners who don't understand.*

RT5: *I use both English and local language to help learners understand. I can go on using both languages up to grade 7, if I see the need to do so.*

RT7: *I use English but sometimes I use local language just to help those who may not be clear.*

RT17: *I use two languages which are English and Cinyanja, I use both just to give the learners a balance.*

The verbatim above looked at the teachers who use translanguaging of 2 languages so as to accommodate the learners who have not yet broken through to literacy at the time of transitioning. Apart from just using 2 languages some teachers indicated that they used the abrupt transitioning which utilizes the monolingual approach, where they used English only as a language of instruction. They had reasons such as; it would help the learners to catch up fast and simply doing what the policy requires, while some said it was the language they are comfortable to use when teaching. See the verbatim below:

4.3.2.2. Teachers that indicated that they use English only

RT3: *I use English only because that is what the policy demands.*

RT30: *I use English language, because I want them pick up and get better fast.*

RT14: *I use English alone because a good number of my pupils can understand and are able to use it*

RT26: *I use English to teach for my own seek as it is the language and comfortable with.*

From the interviews some teachers indicated that they still use both languages to teach their learners while some teachers who stated that they were using English only to teach the grade 5s as that is what the policy demanded.

4.3.3 The Transitional Language Practices by grade 5 Teachers: Questionnaire Data

From the questionnaires the teachers were asked if they use 2 languages to teach their grade 5 learners in order to assist them to understand and surprisingly they all agreed to use 2 languages. As shown in the table below:

Table 4.6: I use both English and Zambian languages when teaching grade 5 in order to help pupils understand

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	26	65.0	65.0	65.0
Strongly Agree	14	35.0	35.0	100.0
Total	40	100.0	100.0	

The statistic on table 4.6 shows the teachers' responses to the question on the language use; 26 teachers agreed and 14 strongly agreed. In percentage 65% agreed and 35% strongly agreed and none disagreed or strongly disagreed.

Almost a similar question was presented to the teachers but in a different way. They were asked if they used one language which is English to teach their grade 5 learners. Interestingly 1 teacher agreed while the others maintained their position on using both.

Table 4.7: I only use English when teaching grade 5 pupils

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	1	2.5	2.5	2.5
Disagree	28	70.0	70.0	72.5
Strongly Disagree	11	27.5	27.5	100.0
Total	40	100.0	100.0	

The statistics indicate the responses of teachers to the question on their use of English; 1 teacher strongly agreed, 28 disagreed and 11 strongly disagreed. In terms of percentage 2.5% strongly agreed, 70% disagreed and 27.5% strongly disagreed.

The teachers were asked if they also allow their learners to used local languages when they are in class teaching them. 10 teachers indicated that they do not allow their learners to used local languages when they are teaching them. See the table 4.8.

Table 4.8: I allow grade 5 pupils to use Zambian languages when I am teaching them

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	27	67.5	67.5	67.5
Strongly Valid Agree	3	7.5	7.5	75.0
Disagree	10	25.0	25.0	100.0
Total	40	100.0	100.0	

The statistics on table 4.8 indicates the teachers' responses to the question on the learner's language use; 27 teachers agreed, 3 strongly agreed and 10 disagreed. In terms of percentages 67.5% agreed, 7.5% strongly agreed and 25% disagreed.

In trying to finding out if the teachers really meant what they were indicating the same question on the use of English was repeated but in a different way. The question this time was I stopped using Zambian languages in grade 4. Like in the previous question only one teacher agreed who happened to be the same person. Yet 1 teacher did not respond to the question.

Table 4.9: I stopped using Zambian languages in grade four (last year)

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	1	2.5	2.6	2.6
Disagree	30	75.0	76.9	79.5
Valid Strongly Disagree	8	20.0	20.5	100.0
Total	39	97.5	100.0	
Missing System	1	2.5		
Total	40	100.0		

The statistics on table 4.9 shows the responses of the teachers to the question on the transitional process; 1 teacher agreed, 30 disagreed, 8 strongly disagreed and 1 did not respond to the question. In terms of percentages 2.5% agreed 75% disagreed, 20% strongly disagreed and 2.5% did not respond.

In trying to find out how the teachers intended to work around the transitioning process, the researcher wanted to find out how the teachers were using the language or languages. The teachers were asked to indicate if they used more of local languages when teaching their grade 5 learners, and 9 teachers agreed to have been using more of local languages than English while 31 of them disagreed.

Table 4.10: I use more of Zambian languages than I use English

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	7	17.5	17.5	17.5
Strongly Agree	2	5.0	5.0	22.5
Valid Disagree	29	72.5	72.5	95.0
Strongly Disagree	2	5.0	5.0	100.0
Total	40	100.0	100.0	

The statistics table 4.10 indicates the responses of the teachers to the question on the use of local languages; 7 teachers agreed, 2 strongly agreed, 29 disagreed and 2 strongly disagreed.

In percentages 17.5% agreed, 5.0% strongly agreed, 72.5% disagreed and 5.0% strongly disagreed.

The researcher wanted to find out whether the learners had acquired enough proficiency to start receiving educational instructions in English or maybe they still needed more time before they can switch to English. The teachers were asked to state if their learners still needed time to learn in local languages. The responses were different here, 16 teachers indicated that their learners still need time but 24 of them indicated that their learners were ready for English. See the table 4.11.

Table 4.11: My pupils still need time to learn in Zambian languages before they can switch to English

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	11	27.5	27.5	27.5
Strongly Agree	5	12.5	12.5	40.0
Disagree	20	50.0	50.0	90.0
Strongly Disagree	4	10.0	10.0	100.0
Total	40	100.0	100.0	

The statistics on table 4.11 shows the teachers' responses to the question on the learners readiness or un-readiness to transition to English; 11 teachers agreed that their learners still need time, 5 teachers strongly agreed, 20 teachers disagreed and 4 strongly teachers disagreed. In terms of percentage 27.5% agreed, 12.5% strongly agreed, 50.0% disagreed and 10.0% strongly disagreed.

4.4. Challenges Teachers and Learners Face in the Process of Giving and Receiving Educational Instructions in English at grade 5

In order to achieve this objective, two instruments were used and these were interview guides and the questionnaires. From the interviews teachers alluded that they had so many challenges among others were the lack of books in the new curriculum and the idea of

teaching and interpreting the same lesson in local languages for the sake of the learners who do not understand English. Moreover, some teachers were not familiar with the local languages, hence, making it difficult for them to teach effectively. The other challenges are lack of communication as most of the times teachers talk to themselves as the learners do not understand the language.

See the responses from the interviews:

4.4.1. Teachers that indicated that they face challenges with the new policy

RT1: *Teachers face challenges when teaching English as they have to think in two languages for the good of the learners. Teachers have to repeat everything in local language and at times we struggle with certain words in terms of translation.*

RT8: *teachers face challenges such as lack of concentration which could be as a result of the language of instruction or hungry.*

RT9: *as teachers we face a lot of challenges because we end up talking to ourselves if we insist on using English alone. Therefore, I have to use two languages for the learners to understand the lesson.*

RT10: *teachers face challenges due to language barrier which is using two unfamiliar languages that is Cinyanja (Cichewa) and English in a dominant soli speaking community.*

RT11: *teachers face challenges in the first term as they have to teach in English and re-teach in local language due to the unavailability of books.*

RT12: *teachers face challenges only when trying to explain concepts to the learners this is so because there are no material in the local languages (books).*

RT13: *teachers face challenges as a result of language barriers, as you know Chongwe is a Soli speaking community but we teach our learners in English and Cinyanja meaning not all learners receive the initial language of instruction in a familiar local language. Therefore, teachers face challenges in trying to explain and make such learners understand.*

RT14: *teacher challenge only come in when we have to teach in English and explain the same concept in local language, it is like having two sessions of the same lesson.*

RT15: *teachers face challenges in trying to make learners understand as they have two different extremes, those easily understand and those who do not understand a thing at all. This can be associated to their background.*

Besides the mention of the teacher challenges on one hand by some teachers on the other hand other teachers stated that teachers do not have any challenges as a result of the new policy apart from the issue of materials and lack of familiarity with local languages.

4.4.2. Teachers that indicated that they did not face any challenges with the policy

RT2: *teachers do not face any challenges in teaching learners using English unless teaching Cinyanja (local language) which I am not so familiar with.*

RT3: *teachers do not have much of the challenges only that the books are not yet in schools.*

RT4: *teachers face no challenges but for the lack of books as we are still using the old ones.*

The term challenge may have been understood differently by different teachers. Thus, the varying responses, a number saw challenges in the policy itself as they may have not have understand what is required of them. Yet in their varying responses they have all talked about the lack of materials to use in the teaching process.

Teachers were further asked if at all they had received any kind of training or workshop on how to handle the transitional practices and their answers were not uniform. The majority of the them said that they had not under gone any kind of training and when they were further asked on their knowledge of the transitional policy, some stated that they knew that they were supposed to transition but did not know how to handle the situation, while others indicated that they did not know much about the policy. Therefore, they only used common sense. The verbatim below indicates the responses:

4.4.3. Teachers that indicated that they has never been any training on how to handle the new policy

RT20: *there has not been any training of any sort looking at the policy and worse still on how to transition.*

RT25: *I am not sure about the training but I know that at grade 5 it is strictly English, but due to the low understanding level from my learners I mix English and local language.*

RT30: *there has not been any training of any kind on how to transition it is up to the individual teachers to decide.*

RT12: *there has not been any training on how to transition at grade 5 it is just a matter of using common sense.*

RT13: *there has not been any teacher training of any sort to inform or train the teachers on how to transition.*

RT16: *no training or workshop was held or conducted to enlighten us on this transitional policy.*

RT18: *there has been no training on how to transition, thus it is the teachers' choice depending on the learners response.*

RT19: *we were not trained on anything to do with the new policy. I was told about it that is all.*

Additionally, the other teachers agreed to have attended workshops and seminars but they were not told on how to handle the transitional practices instead they were only told of the policy. Some teachers stated that the workshops did not provide clear directions on what is expected of the teachers during the transitional practice, others said the workshop was only talking about how to finish the syllabus and the methods for teaching Zambian languages but not on the transitional practices this appears to be one of the major challenges teachers are facing in line with the policy. See the verbatim below:

4.4.4. Teachers that indicated that they have had training on how to handle the policy

RT23: *the training was there but we have no materials and there was no mention on how the actual switch should be conducted. There was no clear direction.*

RT29: *we had a workshop where we were trained on how to finish the syllabus. But on how to transition is dependent on the individual teacher.*

RT27: *we had a workshop which was looking at the methodology of teaching Zambian languages in the lower primary school. But there was no mention on how we should transition at grade 5. Therefore it is up to the individual teacher to decide how to switch.*

RT26: *there was a training workshop and we were told that at end of grade 4 we stop using local languages and at grade 5 we use English as a language of instruction.*

RT24: *we had a day workshop to talk about the policy but there was no mention on we should transition and no one thought about asking on it.*

RT14: *there was a training which was more like a seminar but I do not remember if there was a mention of the actual switch (transition).*

On the learners challenges the researcher relied on the teacher responses as the grade 5 learners were too young to be subjected to interviews and questionnaires. Thus, the teachers were asked to mention the challenges that learners faced in relation to education and the languages of instructions if at all there are any. The teachers had two different views as some said yes the learners have challenges while others thought the learners have no challenges. See the verbatim below:

4.4.5. Teachers that indicated that learners face challenges with the new policy

RT1: *Learners face so many challenges such as understanding, reading, speaking, spellings and the ability to ask question English.*

RT8: *learners face challenges due to mother tongue interference.*

RT9: *learners face challenges because they do not understand English as a result*

RT10: *learners too face challenges as they are now used to Cinyanja so switching to English they find it hard.*

RT12: *learners face challenges because they have spent most of their time learning in local language so they fail to translate what they learnt in local language to English.*

RT13: *learners face challenges too, as it is difficult for them to understand neither Cinyanja nor English as they are in a Soli land.*

RT14: *learner challenges come with the transition itself, because they do not understand English fully thus teaching them in English solely is as good as making noise to them.*

Still on the learner challenges some teachers still felt that the learners did not encounter any challenges. They said that learners in fact enjoyed learning in English and that 90 percent of them could the language as they are able understand it and that moreover the policy is disadvantaging learners in urban areas. Verbatim below:

4.4.6. Teachers that indicated that learners do not face any challenges

RT4: learners do not face any challenges because 90% of them understand English language.

RT3: learners do not face any challenges, in fact they enjoy English

RT7: learners do not face challenges, because their home background is in line with the policy. The schools in urban areas are disadvantaging the learners with the new policy.

RT2: the learners do not face any challenges, because they speak English even at their home. But just to cater for those that come from the farms I translate to make them understand. Each time I introduce a topic/lesson I use both local and English.

The teacher and learner challenges were coupled with misgivings but what is more prominent is that the majority of the teachers agreed that both the teachers and learners are faced with some challenges as a result of the new policy on transitional language practices.

4.5. Suggested appropriate ways on how Learners can be transitioned from learning in Local languages to learning in English at grade 5

To achieve this objective, one instrument was used and this was an interview guide. The idea was to identify other opportunities that are employed and those that can be used if teachers were given the freedom to transition using their own way.

4.5.1. Suggested appropriate ways on how Learners can be transitioned: Interview Data

From the interviews the teachers expressed a number of ideas on how they would have wished seeing the transitional language practices being carried out. Different ideas came up and a number of them were consistent as many teachers seem to have suggested the common ideas. A few teachers suggested that their wish is that the policy should not have changed as they preferred the New Break Through to Literacy (NBTL) policy as it showed good signs while some indicated that the Zambia Primary Course (ZPC) was much better. Among the reasons for the preferences are that the new policy is a drawback and that in NBTL learners would breakthrough as early as grade 1 term 2 to 3. While some called for policy consistency as opposed to changing policies every now and then. See the verbatim below:

4.5.1.1. Teachers that indicated that they wished the policy had not changed

RT1: *There is need to intensify on reading such as story book, because all the phonics were learnt in local language so as they approach English they will use the same phonics but this time in English and not Cinyanja. We should go back NBTL. NBTL was good because learners use to break through in grade 1 by term 2 to 3. The breakthrough this time is a challenge because it is too much of local language. I suggest that we maintain the system instead of changing the curriculum every now and then.*

RT10: *for me N.B.T.L was better, were we used local languages in grade 1 and grade 2 English. However, I would love to see English being introduced as a language of instruction at grade 3 so that the two languages can go hand in hand till grade 4 then at grade 5 we go to English alone.*

RT29: *I would love if they can bring back the NBTL. This policy is a drawback.*

RT19: *I personally prefer the old policy to this new one, where in grade 1, learners were taught in local language then in grade 2 mixing English and local language.*

RT8: *I wish we could have a constant curriculum as opposed to changing every now and then. Z.P.C was the best therefore, if we can adopt the ZPC teaching techniques it can help, such as the listening and speaking aspect. The learners are asked to say what they hear from the teacher, by so doing they are exposed to the language.*

Not only did the teachers call for the consistency of the policy but they also had different views on how best they would wish the policy had been handled. Some teachers suggested that at grade 5, they should give them the freedom to use local languages at least up to term 2, while the majority of them hoped that the transitional practices can start as early as grade 2 so that by the time they will get to grade 5 the learners would have English language proficiency. However, most teachers suggested that the best time for transitioning is at grade 3 and that the transition should be gradual where the languages involved are mixed or combined. See the verbatim below:

4.5.1.2. Teachers that indicated that they wished the transitional practice would start earlier than grade 5

RT16: *I would love to see the transition start at grade 2 because there is oral English already.*

RT9: *I would wish to see the mixing of language from grade 3 because grade 5 is very dangerous from 5 is 6 then the examination.*

RT17: *I think if the transition can start at grade 3, so that learners can move from the known to unknown as early as possible.*

RT6: *I would love to see the transition start at grade 3 that is mixing the two languages (English and local) so that as they reach grade 5 they have a good command of English.*

RT25: *English should be introduced as a language of instruction in grade 3 and the 2 languages should be use hand in hand up to grade 7.*

RT30: *I thinking to start teaching in English at grade 3 is fair enough because four years of local language is just too much.*

RT21: *English should introduced as a co-language of instruction at grade 4 and it should go hand in hand with local language till grade 5 term 2, then English can take over.*

RT11: *use both languages in the first term of grade 5 then term 2 less local more of English and term 3 strictly English. Because once a learner breaks-through in local language he/she can read in English.*

RT12: *the transition should be gradual at grade 5 should leave room for languages to be integrated. For instance, if one explains something in English then translate to the familiar language.*

Besides the majority calling for the gradual transitioning by grade 3, after the initial literacy in local languages, some teachers wanted the use of English as sole language of instruction from grade 1 onward stating that all examinations are in English so why waste time with local languages. Others wanted the 2 languages to be given equal opportunities from grade one onwards. See the verbatim below:

4.5.1.3. Teachers that indicated divergent views on the new policy

RT7: let English alone be a language of instruction, after all the exams are in English. Teachers should be trained on how to deal with the policy.

RT28: I would be a happy person if all the grade 5 teachers can be mixing the two languages. The policy is good the way it is but I would love it better if the two languages can be given equal opportunities.

RT24: the policy is good and working most of my learners are able to read and write in local language but my worry is the time for English which is minimal, only 2 years then an examination which is in English. The government should provide a lot of reading material (books). However, I would love if the two languages can be used together from the word go.

RT27: I want the two languages to be combined from grades 1 to 5 then English can take over thereafter.

RT5: it has to be gradually done. it has to be bit by bit and slow but sure, starting from grade 1 going upwards in order for them to acquire the language fully.

Despite all the suggestions and complaints on the policy by a number of teachers, some teachers still appreciated the current policy the way it is and they are convinced that it is learner centred and that it is working well and would yield good results provided that they are supplied with the necessary materials additionally they wished that they could be involved in the curriculum production as well as in book recommendations because they believe that some books are not useful. The verbatim below validates:

4.5.1.4. Teachers that indicated that they are pleased with the new policy

RT3: the current policy is the best the way it is, there is only need for material.

RT18: I love this policy, it is very good and it is working.

RT20: I think the policy is okay all we need are book to read. They should provide more books for our learners such as story books for them to read.

RT22: this policy is a learner centred approach and it is good, we only need more textbooks in schools and teachers must be eclectic.

RT26: *the teacher should be involved in the curriculum production as well as in book recommendations, because some books that we use are not useful. To some extent the policy is just alright.*

The teachers provided their diverse ways on how they would wish the transitional language practices could be conducted. Even so, the majority preferred translanguaging or language as a resource, which is the gradual transitioning to the monolingual approach which is the abrupt transitioning.

4.6. Summary of Chapter Four

This chapter has presented the finding which revealed that the grade 5 learners of Chongwe District have not yet broken through to literacy in English, as their reading and writing skills are still low. The findings have also shown that the transitional language practices are conducted in two ways, which are the gradual transitioning and the abrupt transitioning. Gradual uses translanguaging that is the use of two or more languages in teaching to help the learners before switching to English only. Yet the abrupt transitioning uses the monolingual approach where only one language is used for teaching whether the learners understand or not. The findings also revealed that teachers and learners have challenges as a result of the new policy ranging from lack of materials to failure to understand the language of instruction. Further more the findings indicated that teachers have other suggestion on how best the transitional practices maybe carried out, such as introducing both languages at an early grade and using both languages through out among others.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.1. Overview

This chapter discusses and analyses the findings of the research presented in the previous chapter in the order of the objectives in the following themes: the learners reading and writing abilities, the transitional practices among teachers of grade 5 classes, the challenges teachers and learners face during the pedagogical practices and lastly suggesting other ways on how learners can be transitioned from grade 4 to grade 5. The discussions are further related to the works or findings of other scholars in the similar or related fields.

5.2. Grade Five Learners' Reading and Writing Abilities

The first objective sought to assess the learners' reading and writing skills as they begun grade 5 after having been learning in local language(s) for the previous four years. The findings on the learners' reading and writing proficiency revealed that most of the learners had not yet broken through to literacy by grade 5. In the questionnaire, the teachers were asked to indicate whether all their learners in grade 5 were able to read and write and their responses were as follows: only 1 teacher of the 40 teachers agreed that all the learners in his class were able to read and write, while 38 teachers indicated that not all the learners in their classes were able to read and write as at grade 5 and 1 teacher did not respond to the question. The responses showed that the learners were unable to read and write as at grade 5. Going by the statistics that indicated 2.6% affirming the learners proficiency while 97.4% confirmed their learners were unable to read and write. What this means is that if the majority of the learners were unable to read and write in English, therefore, the abrupt transitioning would lead to symbolic violence. Which implies that most learners would be denied a chance to receive educational instructions by using a language that they do not fully understand. (cf.4.1).

The researcher went on to interview the teachers on the learners reading and writing abilities. The teachers in response insisted that learners reading and writing abilities were very low and attributed these performances to late transitioning from local language(s) to English while others indicated that it is bad only because they have just transitioned to English. Going by the teachers responses, they wished that the transitioning could be done in the early grades and that it should be gradually conducted. Such that by grade 5 the learners could have had a

good command of the language of instruction. Considering the fact that all the exams are conducted in English. The other teachers believed that their learners could still develop English language proficiency provided they are given more time. This meant that teachers did not want to view language as a problem but rather as a resource that would help the learners to attain proficiency if given enough time. In simpler terms the teachers were called for gradual transitioning, in order to accommodate all the learners in the learning processes.

Some teachers also indicated that their learners were at average level when it came to reading and writing and that they are in the process of becoming good readers. It would be unfair to say they are bad at reading and writing, as most of them can read and write in local language(s), so they will improve it is just a matter of time. The teachers' statements on the learners ability to read and write in local language is a sign that the policy is achieving its objectives. However, it is not clear as to how long will it take these learners to break through to literacy in English, as they only have a year before facing the examinations which are exclusively in English.

Even so, two teachers to be specific indicated that their learners are very good at both reading and writing, as most of them came from private schools and they used English in their homes. The learners are said to have been good as a result of the early introduction to English from either private schools or their homes. This implies that an early introduction to English could help the learners to develop language proficiency at an early stage. This could be achieved by using language as a resource or translanguaging at an early stage of their education.

Lesson observations showed that the learners reading and writing abilities were not good, as most learners were not participating in lessons that required them to read and to respond using English. It was seen that the same two or three learners were the only ones willing to participate or try out. Furthermore, most lessons that involved reading, teachers were the ones doing the reading instead of the learners if not, then they would identify one learner who would be asked to read from time to time. The implication from the observations is that the proficiency level of the learners was still very low. (cf.4.2.1 class 2). The findings are similar to Munakaampe (2005) who revealed that grade 5 pupils in selected basic schools of Lusaka were not able to follow CLT lessons as their proficiency levels in English were very low. Therefore, in order to democratize the classroom situation, translanguaging or gradual transitioning could be helpful to all the learners as language is a resource and not only a right.

Using triangulation method, the learners were subjected to 2 tests which are the reading and the writing tests. The results confirmed the teachers' knowledge of their learners. The reading test had 1 as the mode that is the common score and 20.78 as the mean, while the standard deviation was 17.29 and the variance as 299.099. In percentages 55.6% scored below average and 44.4% scored average and above. The highest percentage 21.3% indicating the learners who scored 0. See tables 4.2. and 4.3. The findings showed that the learners reading abilities were bad, which means their learning is only dependent on what the teacher says. These findings are in contradictory with Prestorius (2014) who states that In most schooling systems around the world, Grade 4 thus represents a transition where the instructional focus changes from *learning to read to reading to learn*. This is not the case with Chongwe district as at grade 5 the teachers are hoping that the learners may improve their reading skills as opposed to using the skills to gain more knowledge.

The written tests also revealed that the learners were far from writing at a desired level as the statistics showed: The mode is 2, the mean is 7.28 and standard deviation is 7.48 while the variance is 55.89. The figures are rounded to 2 decimal places. Going by the larger the variation and the standard deviation indicate the further the data values are from the mean and so the data values are spread out. In terms of percentages 94.9% of the learner representing 205 learners scored below average while 5.1% of them representing 11 learners scored average and above. See tables 4.4. and 4.5. The learners failure to breakthrough to literacy in English maybe related the manner they handled the initial language of instruction. Tambulukani and Bus's (2009) cited by Kumwenda (2011) suggests that when learners lack proficiency in the language of initial literacy instruction, they might experience significant difficulties in developing literacy skills in English. Additionally, Gove and Cvelich (2011) stipulates that Children who fail to learn to read in the first few grades of school are handicapped in later grades because they must absorb increasing amounts of instructional content in print form. Poor readers could not develop proper writing skills or become self-guided learners in other subject areas. This implies that writing skills are developed as a result of the reading skills and the two are the foundation for effective learning activities.

In the context of the new revised policy, the poor literacy level of pupils that extends even at grade 5, which showed that they could neither read nor write, implies that the policy extension from the period of using local language(s) from one year (NBTL) to four years does not guarantee that pupils will break through to literacy. Thus, the period of using a local

language prior to using a second language (English) does not matter in the acquisition of literacy skills. Other variable become necessary too. In this case, pupils and teachers familiarity with the regional official language, availability of teaching and learning materials, teaching methodologies used by teachers and pupils attitudes all become relevant factors to explain literacy levels rather than just language policy.

Further, the literacy levels of grade 5 pupils also have implications on the transitional language practices of the teachers and pupils. In this case, if pupils did not break through to literacy, it would call for translanguaging in order to ensure epistemic access by the pupils. If on the other hand, pupils broke through to literacy, monolingual language ideologies become useful as the policy suggests.

5.3. Teachers' and Learners' Transitional Language Practices in grade 5 Classrooms

The second research objective aimed to establish the transitional language practices in grade 5 classrooms. It was meant to generate data related to language practices in multilingual classrooms. The study found that the majority of the learners had not broken through to literacy (in English) hence, making it challenging for them to receive educational instructions exclusively in English. Thus, some teachers resorted to translanguaging which is the gradual transitioning where two or more languages were used just to ensure that all learners receive educational instructions, while others still switched to English solely since policy demanded so. In this case, the adoption of monolingual language practices resulted into symbolic violence as those who had not yet breakthrough to literacy in English were barred from receiving epistemic access (See also Cummins, 2009).

From the lessons observed, the majority of the teachers were using translanguaging so as to accommodate all the learners in the lesson. It was further revealed that more teachers were using much of local languages as opposed to English at grade 5. Even so, some teachers adopted the abrupt transitioning or the monolingual approach where English only was used as a language of instruction even when the findings indicated that not all learners had English proficiency. Lesson 3 from the previous chapter (4.2.1) showed that the learners were not too conversant with the language of instruction (English) but that did not seem to have bothered the teacher. Mwanza (2016) argued that teachers, when in the classroom, have the power to choose language practices according to their own judgement of the classroom. However, Mwanza (2016) further clarifies that sometimes, teachers abuse their authority by making

classroom decisions which do not support epistemic access by learners. In the context of this study, teachers' monolingual practices left no room for the learners who had not yet grasped the basic knowledge of the new language. It is in agreement with Miti (2007) who states that language can be used both for inclusion and exclusion. In this case language can either be used to exclude learners who have not broken through to literacy in English when the teacher used abrupt transitioning or it can be used inclusively when the teacher uses translanguaging. It can also be said that language was seen as a problem and not as a resource or a right as postulated by Ruiz (1984). These findings also highlight teachers' language attitudes and ideologies. It is clear where the teacher used monolingual practices even when some pupils could not understand the language of instruction, that the teacher held negative attitudes towards bilingualism and translanguaging. In this case, the teacher held monolingual ideologies where he believed that the classroom was space exclusively for one language and the presence of another culminated into language interference. Commenting on the importance of teacher attitudes towards teaching and learning, Mwanza (2017) advised that there is need for teachers to hold positive attitudes towards languages including local languages in order to ensure epistemic access among learners of different language backgrounds and abilities.

The study found that there was no consistence in the manner which the teachers were transitioning. The teachers transitioned mainly in two different ways which were the abrupt transitioning and gradual transitioning. The abrupt transitioning followed the monolingual approach where English only was the language used to teach the grade 5s. This approach limited the learners participation in class as it sidelines those who have not yet broken through to literacy in English. While the gradual transitioning approach employed the translanguaging approach which allows the use of more than two languages to help the learners understand, it treats language as a resource by allowing the multiple of language to accommodate all the learners (see 4.2.1 class 5).

Although they were inconsistencies in the transitional manner, the majority of the lessons were taught predominantly in local languages which indicated that either the teachers' understood their learners' language proficiency or their literacy level, or they didn't just want to transition as the policy demanded. From the lesson observations it found that most teachers were using the gradual transitioning approach (translanguaging) even in subjects such as English itself. The first two lessons were on sequencing and punctuations and from the transcribed lessons it clearly showed that the teachers were struggling to make the learners

understand when in the actual sense it was expected that the lessons in the subject English should be taught at least predominately in English as it was introduced as early as grade 2, but that was not the case. (cf. 4.2.1 class 2 and 8) The teachers and the learners were both mixing the languages, which implied that the teachers were using gradual transitioning from local language to English though there was so much use of the local language mostly in the second lesson.

From the interviews some teachers indicated that they used both local and English languages to teach their learners while others stated that they used English only to teach the grade 5s as that is what the policy demands, so that they can catch up fast, that a good number of learners understand and that it is the language the teacher is comfortable with. The teacher responses showed that the policy has not given the clear cut guidelines on how the transitional language practices should be conducted. As a result the teachers are kept guessing on what to do and what not to.

Teachers were asked if at all they had received any kind of training or workshop on how to handle the transitional practices and their answers were varying from teacher to teacher. The majority of them said that they had not undergone any kind of training. The responses confirmed the inconsistencies of the transitional manners and why certain teachers could abruptly transition even at the expense of the learners. When they were further asked on their knowledge of the transitional policy some stated that they knew that they are supposed to transition but did not know how to handle the situation. Teachers were merely acting according to what they hear from their friends and colleagues without fully understanding the procedures as a result it is the learners that suffers. Others indicated that they do not know much about the policy, therefore, they only use common sense. The implication of not understanding the policy is that the learners maybe deprived of the right to education as the teachers could transition in any way they may deem right which may affect the learning process. This means that different teachers understood the policies and some held misconceptions about how the policy must be implemented in the classroom. Mwanza (2017) argued that teachers' misconceptions about how teaching should be done may lead to failure on the part of the teacher or simply teaching in a way that does not help learners to engage into significant learning.

Lack of teachers' training also deserve further discussion. The findings above show that teachers did not receive training on the policy. Thus, they were not familiar with the policy,

let on, how it should be implemented. Manchishi and Mwanza (2013), Manchishi and Mwanza (2016) and Manchishi and Mwanza (2018) emphasise the need for adequate teacher preparation both theoretically and practically in order for teachers to carry out their teaching roles in schools successfully. Thus, the implementation of the revised policy was done differently and in some cases wrongly, mostly because teachers were not trained. It is therefore important that teachers should be trained through workshops school based CPDs in order to familiarise them with content of the policy and how it should be implemented context by context.

5.4. Challenges Teachers and Learners Face in the Process of Giving and Receiving Educational Instructions in English at grade 5

The study also found that teachers were not sure on how they should handle transitional practices owing to lack of training and materials. From the interviews teachers alluded that they have so many challenges among others were the lack of books in the new curriculum and the challenges of teaching and interpreting the same lesson in local languages for the sake of the learners who do not understand English. Similar findings to Mwanza (2012) who revealed that there was lack of materials for initial literacy teaching and that both teachers and pupils were not proficient in standard Cinyanja.

Some teachers were not familiar with the local languages, hence, making it difficult for them to teach. The other challenges were lack of communication as most of the times teachers failed to communicate as the learners did not understand the language. The challenges are in agreement with Mwanza (2012) who postulates that trainee teachers lacked background knowledge in a particular Zambian language in the province where the college of education was situated. The suggestion is that due to multilingualism, even some of the teachers had problems teaching using Zambian languages because of multilingualism. However, the situation was not limited to trainee teacher but serving teachers too. This affects the policy as some teachers failed to follow the policy due to language barrier. Furthermore, the situation equally affect the learners at classroom level as the learners could be forced into early transitioning before they are even ready for it.

Besides the mention of the teacher challenges on one hand by some teachers on the other hand other teachers stated that teachers do not have any challenges as a result of the new policy apart from the issue of materials and lack of familiarity with local languages. It was

found that teachers had different understanding of the word challenge, as some felt that lacking materials and not being familiar with local languages was not a challenge. The situation is in line with Ramirez (1992), in August (2002) who stated that Regardless of the nature and timing of the transition, if it is not handled with care, it can be problematic for these students. Here care can mean not knowing or understanding the learners proficiency level and not being accommodative in the language used. The common notable things are that the lessons observed had two extremes the translanguaging lessons were dominated by local languages while the monolingual one was also done in extreme that the learners were symbolically violated.

On the learners' challenges the researcher relied on the teacher responses as the grade 5 learners were too young to be subjected to interviews and questionnaires. Thus, the teachers were asked to mention the challenges that learners face in relation to education and the languages of instructions if at all there are any. The teachers had two different views as some said yes the learners have challenges while others thought the learners have no challenges. The challenges cited were learners' inability to respond favourably to the second language hence delaying the transitional practice, as the learners were comfortable with local language(s). The revelation which is contrary to Bachore (2014) who carried out a research in Cameroon on the use of familiar language as the language of instruction in schools and his findings revealed that pupils showed a negative attitude and perception towards using a familiar language as a medium of instruction.

Still on the learner challenges some teachers still felt that the learners do not encounter any challenges. They said that learners in fact enjoy learning in English and that 90 percent of them can use the language as they are able understand it and that moreover the policy is disadvantaging learners in urban areas.

The teacher and learner challenges were coupled with misgivings but what is more prominent is that the majority of the teachers agreed that both the teachers and learners are faced with some challenges as a result of the new policy on transitional language practices mainly due to lack of materials and proper guidelines on the policy. This is in line with Cooper (1989) cited in Gacheche (2010) who indicates that for the success of mother tongue education, there must be linguistic and materials development. A serious investment of time and resources, along with a commitment to collaboration between linguists, educators and community members is

required to prepare materials for bilingual programs, particularly if the familiar language is to be used over a period of many years.

5.5. Suggested appropriate other ways on how Learners can be Transitioned from grades 4 to 5

The idea here was for teachers to suggest other appropriate ways that were employed and those that could be used if teachers were given the freedom to transition using their ways. The study also revealed that teachers had indeed their own ways which they believed can help change the transitional outcomes.

From the interviews the teachers expressed a number of ideas on how they would wish to see the transitional practices being carried out. Different ideas came up and a number of them were consistent as many teachers seem to have suggested the common ideas. A few teachers suggested that they wished that the policy should not have changed as they preferred the New Break Through to Literacy (NBTL) policy as it showed good signs. Some teachers indicated that the Zambia Primary Course (ZPC) was much better. Among the reasons for their preferences are that the new policy is a drawback and that in NBTL learners would break through as early as grade 1 term 2 to 3. While some called for policy consistency as opposed to changing policies every now and then. The implication of changing the policy more often is that it does discourage the end users, as they are never sure as to how long will the policy be implemented.

Not only did the teachers call for the consistency of the policy but they also had different views on how best they would wish the policy had been handled. Some teachers suggested that at grade 5 they should give them the freedom to use local languages at least up to term 2, while some of them hoped that the transitional practices can start as early as grade 2 so that by the time they will get to grade 5 the learners would have attained English language proficiency. However, most teachers suggested that the best time for transitioning is at grade 3 and that the transition should be gradual where the languages involved are mixed or combined. What this meant was that transitioning at grade 5 seemed somewhat late, hence the teachers assuming that if English and Zambian languages could be used hand in hand so that by the time they get to grade 5 the learners could have developed English language proficiency. This agrees with Banda and Mwanza (2017) who suggested that multilingual

classrooms in Zambia require translanguaging as pedagogical practice as an intervention to classroom instruction in linguistically challenging classrooms.

Besides some teachers calling for the gradual transitioning at grade 3 after the initial literacy in local languages, some wanted the use of English as sole language of instruction from grade 1 onwards, stating that all examinations are in English so why waste time with local languages. Teachers reactions and mixed feelings on the policy, is an implication that they did not get the expected result or that they did not understand really what they should expect from the policy. Yet, other teachers wanted the 2 languages to be given equal opportunities from grade 1 onwards. The implication of the teachers' statements could be that they had seen that the monolingual approach was not working hence, the need for translanguaging which is accommodative in nature as it uses language as a resource.

Despite all the suggestions and complaints on the policy by a number of teachers, some still appreciated the current policy the way it was and they were convinced that it was learner centred and it was working well and would yield good results provided that they are supplied with the necessary materials. The teachers' complaints were the lack of the teaching and learning materials which would help them to communicate meaningfully with their learners. Teaching and translating the materials from one language to another was a big challenge for the teachers. Additionally, they also wished that they could be involved in the curriculum production. They feel the continuous change of the curriculum is not only retrogressive but also destructive to the learners. Lastly, teachers would like to be involved in the book recommendations processes because they believe that some books are neither helpful nor useful.

The teachers provided their diverse ways on how they would wish the transitional language practices could be conducted. Even so, the majority preferred translanguaging which is the gradual transitioning. Language should be considered as a resource and a right used to meet the learners linguistic needs. To the monolingual approach which is the abrupt transitioning which views language as a problem.

5.6. Summary of Chapter Five

The findings revealed that learners' reading and writing abilities were still very low. The transitional practices were conducted in any way the teachers see it fit, as there are no guidelines on how to conduct the process. The teachers and learners faced a number of

challenges ranging from learners inability to understand the language of instruction to lack of teaching and learning materials and lastly teachers would love the transitional practices to be gradual and steadily conducted by introducing the two languages at grade 3 so as to accord the learners ample time to assimilate English language before it takes over at grade 5.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1. Overview

The previous chapter presented the discussion of the findings. This chapter presents the conclusions and the recommendations drawn from the findings of the study. On conclusion, the chapter summarises the dissertation by highlighting the aim of the study, specific objectives and some major findings and their implications. The recommendations are arrived at based on the findings and both according to the objectives and research questions.

6.2. Conclusions

The aim of the present study titled '*An Analysis of Transitional Language Practices among Grade 5 Teachers and Learners in Selected Primary Schools in Chongwe District*' was to analyse the transitional language practices by grade 5 teachers and learners in selected primary schools of Chongwe district going by the current policy alludes that from grades 1 to 4 the language(s) of instruction shall be in a familiar local Zambian language(s) and grade 5 onwards switch to English. The study had four objectives the first one was to assess the learners reading and writing abilities as they begin grade 5. The second one was to analyse the transitional language practices by teachers and learners in grade 5 classrooms. The third objective was to establish the challenges teachers and learners face in the process of delivering and receiving educational instructions at grade 5 respectively. The fourth and last objective was to identify other opportunities on how learners can be transitioned.

To start with, it was observed that Learners reading and writing abilities were still bad, hence, leading to challenges of receiving educational instructions solely in English. Therefore, it can be argued that translanguaging is a better way of transitioning as it is inclusive and considers language as a resource and a right, as opposed to monolingual or abrupt transitioning which views language as a problem which remedy language deficit with subtractive language teaching that emphasizes transitioning to a dominant language. But considering the learners' current level of language proficiency, gradual transitioning is a better method.

The study also revealed that there was no uniform manner of transitioning, as teachers provided diverse ways of handling the process, some used abrupt while others used gradual. The diverse transitioning is not a bad idea if only the teachers understand why they are doing

so. However, the gradual transitioning is accommodative to all learners regardless of their language proficiency while the abrupt transitioning may be discriminative in nature if not well handled, as it is only safe provided that all learners have developed a good command of the second language in question.

The study further found that teachers and learners lacked teaching and learning materials for the new syllabus. What this meant was that the teachers had to use the old materials and books to teach the new syllabus which required them to teach in local language when the materials are written in English.

The study also revealed that not all the teachers understood what was expected of them during the transitional process, owing to the fact that they had not been informed or trained on how to handle the transitional process, as a result the teachers were trying out anything possible try to see what may or may not work.

It was also found that most learners were not ready to receive educational instructions exclusively in English, as they had not broken through to literacy in English. This was one of the major challenges that some teachers were faced with, as they could not continue to teach using the language that learners could barely understand.

Lastly the study revealed that the teachers had other ideas on how they would love to transition. They still had diverse ideas, however, the majority hoped that English can be introduced at an early stage so that the 2 languages can be used together for some time, such that as the learners reach grade 5, they should be ready to learn exclusively in English. While some still felt that the two languages can still be used together from grade 1 to 7. Some wanted the use of English only from grade 1 to 12 stating that all examinations were conducted in English among others.

6.3. Recommendations

In view of the findings above, the following recommendations were made:

- i. Teachers should be systematic in there transitional language practices. They need to use gradual transitional practices to accommodate all learners. And only resort to abrupt transitional practices when they are certain that all the learners are catered for.

- ii. Teacher trainings must be conducted among all primary school teachers on transitional language practices. This may help teachers to understand and to know their role in the transitional practices which in-turn may be of help to learners.
- iii. There is need for the Ministry to provide schools with the necessary teaching and learning materials for the success of the policy.
- iv. Teachers should be involved when developing a curriculum and in the recommendation of material to be used.

6.4. Recommendations for Future Research

For future research, the following recommendations were made:

- a. A study to analyse and compare the grade 7 results of the previous policy to those of the current policy.
- b. A study to assess the learners reading and writing abilities of local languages after learning for 4 years.

6.5. Summary of Chapter Six

This chapter has presented the conclusion and recommendations based of the findings of the study and it has further suggested areas for future research that may help to evaluate the policy effectively. On the conclusions learners reading and writing abilities were very low making them incapable of receiving instructions exclusively in English. Teachers had varying method of transitioning as they were not trained on how to. They also lacked teaching and learning materials. On recommendations there is need for teacher training and workshops on what the policy is all about and how it should be conducted.

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APPENDICES

Appendix 1: Consent Form from the Dean

806350



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

Telephone: 291381
Telegram: UNZA, LUSAKA
Telex: UNZALU ZA 44370

PO Box 32379
Lusaka, Zambia
Fax: +260-1-292702

Date: 25th SEP. 2017

TO WHOM IT MAY CONCERN

Dear Sir/Madam

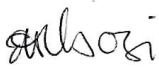
RE: FIELD WORK FOR MASTERS/ PhD STUDENTS

The bearer of this letter Mr./Ms. ZAKU ANDREW JAPHET Computer number 2016145319 is a duly registered student at the University of Zambia, School of Education.

He/She is taking a Masters/PhD programme in Education. The programme has a fieldwork component which he/she has to complete.

We shall greatly appreciate if the necessary assistance is rendered to him/her.

Yours faithfully



Emmy Mbozi (Dr)
ASSISTANT DEAN POSTGRADUATE STUDIES- SCHOOL OF EDUCATION

cc: Dean-Education
Director-DRGS

REPUBLIC OF ZAMBIA
MINISTRY OF GENERAL EDUCATION
08 JAN 2018
DISTRICT EDUCATION BOARD
SECRETARY
P.O. BOX 33, CHONGWE

THE UNIVERSITY OF ZAMBIA
ASSISTANT DEAN (PG)
25 SEP 2017
SCHOOL OF EDUCATION
P.O. BOX 32379, LUSAKA

Appendix 2: Teachers' Questionnaire

THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION

QUESTIONNAIRE

My names are Andrew Japhet Zulu, a student at the University of Zambia studying for Master of Education in Applied Linguistics. I am carrying out research as part of my programme on the Transitional Practices by Teachers and Pupils in Grade 5. You have been selected to answer this questionnaire because you are a primary school teacher and therefore very relevant to this study. You are assured that this is strictly for academic purposes and your responses will be confidential and your identity will not be disclosed in anyway. Feel free and give responses that are as accurate as possible. Answer the questions by ticking or cycling the option which represents your answer.

1. The transitional policy promotes literacy teaching/learning in grade 5.
 - A. Agree
 - B. Strongly Agree
 - C. Disagree
 - D. Strongly Disagree

2. It is challenging for the teacher to teach using English only in grade 5.
 - A. Agree
 - B. Strongly Agree
 - C. Disagree
 - D. Strongly Disagree

3. All grade 5 pupils in my class know how to read and write in English
 - A. Agree
 - B. Strongly Agree

- C. Disagree
 - D. Strongly Disagree
4. Pupils face difficulties to learn when teachers use English only to teach in grade 5
- A. Agree
 - B. Strongly Agree
 - C. Disagree
 - D. Strongly Disagree
5. I use both English and Zambian languages when teaching grade 5 in order to help pupils understand
- A. Agree
 - B. Strongly Agree
 - C. Disagree
 - D. Strongly Disagree
6. I only use English when teaching grade 5 pupils
- A. Agree
 - B. Strongly Agree
 - C. Disagree
 - D. Strongly Disagree
7. I allow grade 5 pupils to use Zambian languages when I am teaching them
- A. Agree
 - B. Strongly Agree
 - C. Disagree
 - D. Strongly Disagree
8. I stopped using Zambian languages in grade four (last year)
- A. Agree
 - B. Strongly Agree
 - C. Disagree
 - D. Strongly Disagree

9. I use more of Zambian languages than I use English
- A. Agree
 - B. Strongly Agree
 - C. Disagree
 - D. Strongly Disagree
10. My pupils still need time to learn in Zambian languages before they can switch to English
- A. Agree
 - B. Strongly Agree
 - C. Disagree
 - D. Strongly Disagree
11. If it was up to you, how would you wish to handle the issue switching languages (transitioning) at grade 5
-
-
-
-

Thank You for Your Time

Appedix 3: Teachers' interviews guide

THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND DRADUATE STUDIES

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGES AND SOCIAL SCIENCES EDUCATION

INTERVIEW GUIDE

1. WHAT DO YOU THINK IS THE LEARNERS READING AND WRITING LANGUAGE SKILLS AS THEY BEGIN GRADE 5?
2. DO YOU THINK LEARNERS FACE ANY CHALLENGES IN THE PROCESS OF RECEIVING EDUCATIONAL INSTRUCTION IN ENGLISH IN GRADE 5?
3. ARE THERE ANY CHALLENGES THAT TEACHERS FACE IN THE PROCESS OF DELIVERING EDUCATIONAL INSTRUCTIONS? EXPLAIN PLEASE
4. HOW BEST DO YOU THINK THIS TRANSITIONAL PRACTICE CAN BE CARRIED OUT TO ENSURE FULL PUPIL PARTICIPATION AND EDUCATIONAL SUCCESS FOR ALL THE LEARNERS?
5. WHICH LANGUAGE/LANGUAGES DO YOU USE WHEN TEACHING PUPILS IN GRADE 5? AND WHY?

Appendix 4: Reading Test

THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND DRADUATE STUDIES

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGES AND SOCIAL SCIENCES EDUCATION

GRADE 5 READING TEST

1. **LIONESS**
2. **HYENA**
3. **PROVERBS**
4. **EXCITING**
5. **DANGEROUS**
6. **DELICIOUS**
7. **HEAVY**
8. **SHARP**
9. **HEALTHY**
10. **BIG**
11. **OCCUPATION**
12. **MUSICIAN**
13. **HOSPITAL**
14. **FESTIVALS**
15. **CELEBRATION**
16. **ENTERTAIN**
17. **FAVOURITE**
18. **CHURCH**
19. **CHOIR**
20. **ANTHEM**
21. **WONDERFUL**
22. **INSTRUMENT**
23. **HIGH**
24. **WIDE**
25. **LOW**

- 26. LEARN**
- 27. BRIGHT**
- 28. WEAR**
- 29. APPLE**
- 30. EYE**
- 31. POVERTY**
- 32. SKIRT**
- 33. FLOWERS**
- 34. BROKEN**
- 35. PRETENDING**
- 36. SUSPECT**
- 37. HEART**
- 38. NINE**
- 39. MICE**
- 40. TUESDAY**
- 41. UNIFORM**
- 42. LYING**
- 43. RUBBISH**
- 44. NOISE**
- 45. TRACTOR**
- 46. MALARIA**
- 47. ORPHAN**
- 48. CRUEL**
- 49. BRAVE**
- 50. TELEVISION**

Appendix 5: Writing Test

THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION

GRADE FIVE WRITING TEST

- 1. STRONG**
- 2. SHORT**
- 3. DIRTY**
- 4. UNCLE**
- 5. BOTTLE**
- 6. BOOK**
- 7. COMB**
- 8. VEST**
- 9. UMBRELLA**
- 10. WHEEL**
- 11. SPOONS**
- 12. GARDEN**
- 13. SNAKES**
- 14. PENCIL**
- 15. THURSDAY**
- 16. WEDNESDAY**
- 17. MAIZE**
- 18. WEED**
- 19. SEASON**
- 20. YELLED**
- 21. UGLY**
- 22. SOWING**
- 23. REFUGEES**
- 24. DESERT**
- 25. EMPHASISED**

- 26. CONVINCED**
- 27. ACCEPTED**
- 28. KINSMEN**
- 29. MATURE**
- 30. HONEST**
- 31. OBEDIENT**
- 32. POLITE**
- 33. HAPPINESS**
- 34. DISCIPLINE**
- 35. KIND**
- 36. SUGGESTION**
- 37. GLUE**
- 38. CHAIR**
- 39. KNIFE**
- 40. HELICOPTER**
- 41. GATE**
- 42. JACKET**
- 43. CENTURY**
- 44. RECEIVE**
- 45. PROVINCES**
- 46. NEST**
- 47. NAIL**
- 48. NURSE**
- 49. PUMPKIN**
- 50. NOSE**

Appendix 6: Consent letter

The University of Zambia

Great Road Campus

LUSAKA

Dear Teacher:

The purpose of this letter is to request you to participate in a dissertation study on *an Analysis of Transitional Language Practices at Grade 5 in selected Primary Schools of Chongwe District*. As a reminder, I am a Postgraduate student at the University of Zambia and a practicing teacher at Kasisi Girls Secondary School. I am analyzing the transitional language practices by teachers and learners at grade 5. It is my understanding that you are, or have, participated in the teaching grade 5s.

The purpose of my study is to analyse the transitional language practices by teachers and learners at grade 5. Therefore, my intent is to conduct a series of interviews with teachers and distribute questionnaires to those who are teaching grade 5 in primary schools.

Would you be willing to participate in an interview? If so, please complete the attached consent form, and I will collect it when we meet for an interview. Your participation in my study is voluntary. The information described above is so that you can make an informed decision about your participation. Please be assured that personal information of the all participants, will remain strictly confidential and anonymous. You may withdraw your consent at any time. There are no foreseeable risks associated with this study, nor are there any direct benefits to you. I thank you in advance for your participation and look forward to beginning my work. Please feel free to contact me at any time.

Yours Sincerely,

ZULU ANDREW JAPHET

I have read the consent letter and I understand that:

- My participation is voluntary
- I will be interviewed
- I may withdraw my consent at any time
- Any and all information is strictly confidential and anonymous
- There are no foreseeable risks associated with this project, nor are there any direct benefits to me

I consent to be a participant in this study

Signature: _____

Date: _____

Name: _____

School: _____

District _____

Appendix 7: Permission letter from DEBS

All communication should be addressed
to the District Education Board Secretary
Tel: +260 211 620111
Fax: +260 211 620111

In reply please quote:
CHODEB/101/1/2


REPUBLIC OF ZAMBIA
MINISTRY OF GENERAL EDUCATION
DISTRICT EDUCATION BOARD
P.O. Box 33
CHONGWE

8th January, 2018

 *Senior Teacher Muel*
Fuy K
M. M.

All Head Teachers
CHONGWE DISTRICT

RE: INTRODUCTORY LETTER

The above subject matter refers.

This serves to introduce to you Mr. Zulu Andrew Japhet from the University of Zambia who would like to carry out a research under the Department of Education.

NOTE: Please make sure that school programmes are not disturbed.

Kindly welcome and assist him in any way possible.


Ruth C.M. Phiri (Mrs.)
DISTRICT EDUCATION BOARD SECRETARY
CHONGWE

 *Received*
7/02/2018
Diffend

/acs
 *Head*

 *Head*

02/02/18
Da