

**EFFECTS OF TRANSITION OF LANGUAGE OF INSTRUCTION ON LEARNER  
CENTRED TEACHING IN GRADE FIVE IN SELECTED RURAL  
PRIMARY SCHOOLS IN CHIPATA DISTRICT, ZAMBIA**

**BY**

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**A Research Report submitted to The University of Zambia in partial fulfillment of the requirements for the award of the degree of Master of Education in Applied Linguistics.**

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**DECLARATION**

I, AnslowMuchelemba do hereby declare that this study entitled, *“Effects Of Transition Of Language Of Instruction On Learner Centred Teaching In Grade Five In Selected Rural Primary Schools In Chipata District, Zambia”* is my own piece of work. All the works of other persons cited have been dully acknowledged and that this work has never been submitted or presented for award of any degree at any University.

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**CERTIFICATE OF APPROVAL**

The University of Zambia approves the dissertation by Anslow Muchelemba as a fulfilling part of the requirements for the reward of the degree of Master of Education in Applied Linguistics.

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## **DEDICATION**

I dedicate this dissertation to my beloved mother who is now enjoying the heavenly peace in the company of Angels for encouraging me to do a Masters degree but also for her endless love. I also dedicate this study to my son Cyezhwa, my daughter Chinga, my nephew Chikange, my niece Thandiwe, my grand daughter Chisomo and my two sisters Ennie and Nanjali, for their love and support.

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May God bless you all.

## ABSTRACT

The purpose of this study was to establish the effects of transition of language of instruction (L.O.I) on learner centred teaching in grade five in selected rural primary schools in Chipata district, Zambia. The objectives of the study were: to determine how the transition of L.O.I from Nyanja to English, affects learner participation in a learner centred classroom, language practices teachers and learners used in the classroom in order to successfully interact and transmit knowledge and to establish the learner centred practices/techniques as used in the classroom. The study used mainly qualitative method and just in few instances used quantitative for validation purposes. The research instruments were interview guide, questionnaire, Focus group discussion, observation check list and document analysis schedule. Study area comprised 19 rural government schools. The sample size was 220 participates and these were 30 grade five teachers, 3 head teachers, 186 grade five learners and 1 senior education standards officer for languages - Eastern province. Purposive sampling and simple random sampling were used to select participates. Findings of the study indicated that transition of language of instruction from Nyanja to English revealed that most learners were passive when English was used as a L.O.I. The other finding was that to counteract the language barrier created by the English language the teachers and the learners used code-switching, code mixing, interpretation and reciprocity as language practices to interact and transmit knowledge successfully from the teacher to learners. The other finding was that when English was used learner centred teaching was used at a low level or was not used at all and this was mostly in during class discussion were the teacher. When English was used in group work it slowed the lesson since learners had to move as a team, because while learners shared opinions they had to teach each other new vocabulary and use of English as L.O.I during assessment gave lower results in comparison to Nyanja assessments. The study recommends that policy makers should not pronounce the transition of language of instruction based on number of years but must be based on the learners' proficiency. At primary school level, English hegemony be removed and Zambian language and English be used as complementary languages of instruction so that learner centred teaching is enhanced.

Key words: effects, transition, learner centred, language of instruction

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### **ACRONYMS AND ABBREVIATIONS**

- D.E.B.S- District Education Board Secretary
- B.I.C.S - Basic Interpersonal Communication Skill
- C.A.L.P- Cognitive Academic language proficiency
- C.U.P- Common underlying Proficiency
- M.o.E -Ministry of Education
- M.o.G.E -Ministry of General Education
- M.o.E.S.V.T.E.E- Ministry of Education, Science, Vocational Training and Early Education
- S.E.S.O -Senior Education Standard Officer
- S.I.T.E -Step in to English
- L- Learner
- HT- Head teacher

## CHAPTER ONE

### INTRODUCTION TO THE STUDY

#### 1.1. Overview

The chapter below will present the background information to the study entitled ‘Effects of transition of language of instruction on learner centered teaching in grade five in selected primary schools in Chipata in Zambia’. It will also present the problem statement, purpose of the study, aim of the study, study objectives, research questions, significance of the study, delimitation and limitation of the study, theoretical framework, Conceptual framework, Ethical considerations, Operational definitions of terms used in this dissertation and ends with a summary of the chapter.

#### 1.2. Background

Language is paramount in every teaching process, so it is, in the use of the learner centred teaching which is an interactive process and thrives in an environment where learners are sufficiently proficient in the language of instruction. Language of instruction is the language used for learning and teaching while learner centred is a paradigm that thrives on interactive practices. The Ministry of Education, Science, Vocational Training and Early Education (M.o.E.S.V.T.E.E) (2013) in an effort to find a language of instruction that would make learning a success segmented language of instruction in two, thus the first four grades are to use Zambian languages and then transition to English from the fifth grade onwards. M.o.E.S.V.T.E.E (2013:3) also stated that, ‘it is important that teachers and teacher educators strongly use the learner centered approach in the teaching and learning processes’. It is not clear however, if the grade five learners in the rural schools are competent enough to interact and learn using English in a learner centred class. It was from this viewpoint that this study examined the effects of transition of language of instruction from Zambian language to English language on learner centered teaching in grade five in selected rural primary schools of Chipata, Zambia.

Research has shown that a target language of instruction can be learnt easily when children have cognitively and proficiently developed the linguistic skills of their own language(s) because they can easily transfer the linguistic skills to the target language (World Bank, 2005). Cummins

(1992) further stated that there is a great interdependence between linguistic skills across languages. Further, Cummins (2000), stated that the use of a mother tongue to teach is not at a negative cost to the learning of a second language; the skills acquired in the mother tongue transfer to the second language(s) in the context of what he refers to as linguistic interdependence. A mother tongue adequately developed as a subject and a language of instruction therefore facilitates the learning of a target language for instance, English. Cummins (1992) stated that once academic mastery in the first Language has been attained a child will possess the necessary linguistic skills to transition to a second language. Cummins (1999) however, holds that academic proficiency in a language takes considerable time to master at least not less than five years when the individual has no exposure to the target language.

Since all that the learner learns at any level of education system is through language, it is this language therefore, that is used in the learning and teaching processes which is referred to as language of instruction. When the individual increases one's ability in the use of language, they eventually increase their ability to not only learn, but also to share knowledge with others. Hence, it follows that in schools, teachers and learners must understand each other linguistically, so that communication of ideas and information is passed on effectively. In simple terms if a teacher cannot speak the same language as the learners in his or her classroom, then ideas and information cannot pass along and therefore, learning will not take place. Carmody (2004) observed that, a common language not only helps develop one's linguistic skills but also expands the cognitive (thinking) abilities of an individual.

In a country that is multilingual, the major problem has been to find a common language of instruction that would make learning and teaching processes a success. In light of this, the language of instruction in Zambia has had to undergo numerous changes which can be traced from the colonial days. Manchishi and Chishiba (2015) stated that the missionaries used indigenous languages as media of instruction in all the schools under their control up to the fourth year of education. The Missionaries did not give priority to English because they believed that a local language was a powerful linguistic instrument at their disposal to impart knowledge to any local community (Carmody, 2004).

When colonial government took over education, the Phelps-Stokes Commission recommended that English be given the status of an official language for education (Manchishi and Chishiba 2015). The Phelps- Stokes Commission recommended four indigenous languages which are: Cibemba, Cinyanja, Citonga and Silozi to serve as official Zambian languages in schools (ibid 2015). In 1953 the three tier system was introduced, where the language of instruction in the first two years of education was the home language, then in the next two grades the language of instruction transitioned to one of the four regional languages depending on the region, then in the fifth year onwards the language of instruction was English (Manchishi 2004).

After independence, in the 1966 Education Act, English was officially adopted by the new Government of the Republic of Zambia, as the medium of instruction, right from grade 1 till the end of tertiary education (Chishiba & Manchishi 2015). In the 1977 Educational Reforms, it was agreed that English be maintained as a unifying factor, because of the large number of ethnic groups in Zambia. In the Reforms, teachers were also given the freedom to explain concepts that might prove difficult to be understood by pupils in one of the dominant official Zambian languages (M.o.E. 1977). In 1992, the 'Focus on Learning, document' gave support to arguments in favour of Zambian languages even though, no attempt was ever made to implement the proposed language policy (Linehan, 2004). 'Educating Our Future'(1996) policy document maintained English as the medium of instruction but recommended that all pupils be given an opportunity to learn initial basic skills of reading and writing in a local language, whereas English would remain the official medium of instruction (MoE 1996).

The '2013 Zambia Education Curriculum Framework' document proposed that the language of instruction in all learning areas be local languages for grade one. For grades 2 up to grade 4, the content subject and literacy should be taught in Zambian local languages, while English language and literacy in English should be taught in English. From Grades five all subjects to be taught in English. At this level, Zambian languages will be taught in local languages and these will be adopted according to common languages found in a given area/region, while the ministry recognised seven Zambian languages as official regional languages that the teacher can use for teaching and these are Cibemba, kikaonde, Silozi, Lunda, Luvale, Cinyanja and Citonga (Chishiba and Manchishi, 2015).

In the classroom when learner centred is used the teacher's most important role is to establish conditions and activities in which learners will be able to interact with each other and with the teachers in a meaningful context. Learner centred teaching has a number of activities that support interactive learning in which common language of instruction between learners and the teacher is cardinal. Henson (2001), stated that, learner centred teaching is an interactive process and thrives in an environment where learners are proficient in the language of instruction. Learner centred emphasizes the use of teaching techniques that encourage and bring out active participation of learners in the learning process. Since learner centred emphasizes the use of teaching techniques that encourage active learner participation, the teacher must be sensitive on how language can be used for different learner centred techniques and activities. Nyimbili, (2016) stated that during learner centred teaching the teacher should organize his/her class in a way that will enhance learners' active role in the teaching and learning processes.

Nyimbili (2016) further pointed out that, the teacher can achieve learners' active role by partitioning the learners in groups where the numbers of learners in a group will depend on the teacher to achieve the desired results. Rodgers and Richards (1992) elaborated that the teacher should also use teaching techniques that fit the purpose and content of the lesson and at the same time encourage active learner participation. In using the learner centred techniques, prominent features must involve explaining, demonstrations, question and answer, checking for understanding, helping, providing for active practice, and problem solving (M.o.E, 1992).

Learning, in the learner centered paradigm, is influenced by social interactions and is collaborative. Panitz (1999) stated that, learning involves using a system of interaction and individuals are responsible for their actions and abilities in the learning process, respecting both their views and also recognizing the views of their peers (Panitz 1999). McCombs (2008) illustrated that, learning occurs best in a positive environment, one that contains positive interpersonal relationships and interactions that contain comfort and order, and in which the learner feels appreciated, acknowledged, respected and validated. Vygotsky (1978:35) agreed that learning is a highly social activity. According to Johnson (2008) learner centered encourages collaborative learning through group work and as the learners collaborate, they develop new meaning(s) coming from social interaction.

During the learning process in a learner centred class, learners and teachers thrive on the use of a common language through which learners are free to make contributions and wrong answers not rebuked but used in the learning process. Mwanza (2016) revealed that when a learner has made a mistake, the teacher may ask fellow learners to comment on the answer or contribution and learners will state whether it is correct or not and they should be encouraged to give reasons for their opinions. Li (2012:170) suggested that ‘the responsibility of error correction can be assumed by the students rather than the teacher so that they learn from their mistakes’. This is because learners too have the ability to identify mistakes made by their peers. In case the learners have failed to correct the mistakes, the mistakes must not however, be left uncorrected, but must be corrected at an appropriate time, otherwise learning would lose its meaning.

The language of instruction that is known by both the teacher and the learners in a learner centred lesson will help the teacher to give the required assessment. Although in the Zambian, educational system assessment usually makes use of written language which mostly requires the learners to read and answer questions in writing through the use of a common language of instruction. Assessment as a learner centred technique is used to determine individual learning capabilities and to determine whether or not the learning objectives have been met or not (M.o.E.S.V.T.E.E 2013). It is therefore a key component of learner centered teaching because it helps learners to understand their strengths but also their weaknesses. Assessment can also motivate the learners such that when they know their weaknesses they can start working hard to improve on their weaknesses.

On the part of the teacher, assessment helps teachers to assess the learners’ academic performance (M.o.E.S.V.T.E.E; 2013). Assessment is complete and effective when feedback which is the teacher’s response towards learner’s work is given. Heritage (2008) stated that, a continuous circle of learner feedback through various forms of assessment enables teachers to tailor instructions to meet individual needs which are often designed by the teacher in collaboration with the learner. Ministry of General Education (M.o.G.E) (2015) pointed out that assessment must be continuous, since assessment of learning is meant to provide activities that must address areas of need. It is necessary to continually assess learners to make sure they have understood what they learned and can use their learning in different context.

In a learner centred class, the teacher is a facilitator/councilor, a guide and a helper who uses common language to the benefit of the learners. Through the use of familiar language of instruction therefore, the teacher constantly provides feedback and advice on the work that the students have completed, within and outside class, but also on content and student's work (Nunan, 1996). Tudor (1996) stated that, the role that the teacher plays is engendering learning for the learners. In order for the teacher to carry out this duty successfully he/she should as much as possible use a language of instruction that the learners are comfortable with and the teacher should not let the learners do the tasks given unaided but should guide and facilitate the learning process. Campbell (1992) explained that, the teacher in the learner centered lesson is a councilor in the learning process who must give suggestions and feedback.

Learner centred emphasizes the use of teaching techniques that encourage and bring out active participation of learners in the learning process. Since learner centred emphasizes the use of teaching techniques that encourage active learner participation, the teacher must be sensitive on how language can be used on learner centred techniques and activities. The nature of the learning process in learner centered is from the known to the unknown. Baker (1955) added that learning is a process of drawing connections between what is already known and new information. McCombs (2008) described learning as a constructive process that occurs best when what is being learned is relevant and meaningful to the learner and when the learner is actively engaged in creating his or her own knowledge and to also understand what is being learned.

### **1.3. Statement of the Problem**

The Zambian education language policy is structured in two, that is, the system where the Zambian language is used in the first four years of education and English takes over for the rest of the education system as a language of instruction. M.o.E.S.V.T.E.E (2013) also states that all learning must take place using the learner centred approach. Learner centred is an interactive learning process whose salient tool is a familiar language of instruction and when it transitions in grade five, the language that must be used in the classroom for teaching purposes is English. Studies on transition of language of instruction and learner centred teaching have been done at different levels but this study is peculiar because it is based on the first grade fives of the (2013) curriculum framework.

The problem however, is that following the policy switch from Zambian language, Nyanja to policy language which is English in grade 5, it is not known what effects the transition of language has on learner centred teaching in grade five in selected rural primary schools.

#### **1.4. Purpose of the Study**

The purpose of this study was to determine the effects of transition of language of instruction from Nyanja the Zambian language, to English the policy language, on learner centered teaching in selected rural primary schools in Chipata, Zambia.

#### **1.5. Study Objectives**

In order to investigate the effects of transition of language of instruction on learner centered teaching in grade five in selected rural primary schools in Chipata district the study will be guided by the following objectives:

- i. To determine how the transition of the language of instruction affects learner participation in a learner centred class.
- ii. To ascertain the language practices that the teacher and learners use to successfully interact and transmit knowledge.
- iii. To establish the learner centred practices/techniques used in the classroom.

#### **1.6. Research Questions.**

Besides the above objectives, the study will also try and answer the following research questions which are basically a reflection of the research objectives.

- i .How does the transition of language of instruction affect learner participation in a learner centred classroom?
- ii. What are the language practices that the teacher and learners use in the classroom in order to successfully interact and transmit knowledge?
- iii. What are the learner centred practices/techniques used in the classroom?

#### **1.7. Significance of the Study**

The study might contribute to the existing literature about effects of transition of language of instruction in teaching in various approaches and subjects here in Zambia and also in other parts of the world. The research may help future researchers to do further studies on this topic or similar to this one. The recommendations will contribute to the body of knowledge and may help

the teachers to successfully transmit knowledge and interact with their learners. The recommendations may also help policy planners and makers as they plan and make future educational policies.

### **1.8. Delimitations**

Ngandu (2014) posited that delimitations are the factors that affect the study over which the research generally does have some degree of control. This study was delimited to nineteen rural primary schools in Chipata district.

### **1.9 Limitations**

In this study data was planned to be collected within a time frame of two months. The time frame was however extended because of the national examinations and classes were disrupted. The findings from this study may not be generalized beyond the rural primary schools because it is not clear if the learners who are not in the rural area have the same learning circumstances for instance those in urban schools or mission schools.

### **1.10 Theoretical Framework**

Tavakoli (2012) stated that a theoretical framework is a composed set of related assumptions that guides the research argument on a research topic. The function of the theoretical framework is to provide a particular perspective that will guide a study (Castillo 2009). This study was guided by two theories, the first one being the Linguistic Interdependence theory which was proposed by Cummins on which transition of language of instruction was based on and it was supported by Progressivism theory by John Dewey on which learner centred teaching was anchored on.

The linguistic interdependence theory primarily focuses on the concept of linguistic transfer (Cummins, 1993). Linguistic transfer takes place when learners who are instructed in their familiar language, develop proficiency in their first language so that when they are provided with enough exposure to the target language and are motivated to learn it, the first language proficiency skills transfer to the second language proficiency (Freeman & Freeman 2011). In the Zambian education system transition of the language of instruction works on the same principal. Consequently, academic knowledge, skills, literacy development, concept formation, learning strategies, and processes learned in the first language are transferred to the second language (Cummins 1981, 1993). Language transfer led to an added idea called the Common Underlying

Proficiency (CUP) model of bilingualism (Cummins, 1981). It agrees with this study as it is premised on bilingualism which involved the use of Nyanja as the language of instruction in the initial first four years of school and then transition to English in the fifth grade. The CUP model is pictured as two concepts which are BICS and CALP.

Cummins (1978) stated that, the linguistic interdependence suggests that a person involved in language learning is primed on two major factors which are BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency). BICS is the basic ability to listen and to speak in order to communicate. It is concerned with the everyday language that is used to communicate with family and friends on ordinary terms. According to Baker (2011) BICS occurs in face-to-face conversation and Cummins (1979) found that everyday conversational language learners can get this proficiency within two years. In this study BICS would apply to Nyanja, which is the language that learners use in everyday conversation life.

CALP on the other hand, is a formal academic language that is used in higher level thinking. Unlike BICS it is not an everyday language, this type of language is used in an academic setting. If the learner already has CALP in the native language, this prior knowledge would help the learner succeed easily in the new language. CALP is more complex and more time is needed to comprehend, as it could take five to seven or more years to develop if the learner does not yet have CALP in their first language (Cummins 1979). This means that an individual cannot do well in subjects where English is used as a language of instruction and such an individual will take longer to be fully proficient in the academic language and that the subjects that use English as a language of instruction may suffer.

Barker (2011) stated that in the CUP model, Information processing skills and educational attainment may be developed through two languages that is the familiar and target languages. She further stated that, the language that the student uses in the classroom needs to be well developed to process the cognitive challenges of the classroom. When one or both languages are not functioning fully, cognitive functioning and academic performance may be negatively affected (Cummins 1978). Using Cummins theory, the schools or policy makers therefore, can help learners by developing a bilingual program in which learners first language continues to

develop while students also learn English. This way the learners' participation is improved and they can interact while teachers would transmit knowledge successfully in a learner centred class.

The other theory is Progressivism which has been used because of the learner centred teaching. Progressivism is relevant for this study because the premises that guide progressivism are the same as in the learner centered learning approach. The salient features are that the learner is the most active participant in the learning process and that learning is interactive and collaborative where the common language of instruction plays a vital role in interaction and in the transmission of knowledge. Dewey (1897) stated that both progressivism and learner centered learning emphasize the importance of understanding, valuing and respecting learners views. Mbozi (2008) further pointed out that, Progressivism is based on an active education which encourages creativity from the learners, allowing democracy in the classroom while focusing on a practice based education. Rowan (2011) stated that, progressive theory requires learners to interact. It is for this reason that progressivism emphasizes on active learning where the children learn best by doing things themselves. Schunk (2011) pointed out that, Progressive theory encourages learning through group work, collaborative and cooperative type of learning projects which lead to development of social skills. All this is dependent on common language.

Finally in the progressive theory, the learner is an active participate compared to the teacher. Rowan (2011) elaborated that, in progressivism the teacher must serve as a facilitator than as an instructor who must talk less than the learners, also encourage learners to share views and use the views of the learners in the learning process. Dewey (1929) further stated that, learning is a process that should seek learners' participation. Progressivism learning theory emphasizes the importance of the learner's participation of which common language of instruction is the most important pre-requisite in the teaching and learning processes.

### **1.11. Ethical Considerations**

The researcher treated the participants with respect and used language that was not demeaning or complicated but language that was friendly to every participant. The researcher got consent from the Head teacher to conduct research in their schools. The researcher also informed the

participants about the relevance of the study and that issues of confidentiality were treated in utmost good faith. The researcher did not just conduct research without seeking the participant's permission to involve them in the research. Cresswell (2008) proposed that in research, participants ought to have the right to participate or withdraw voluntarily at any time of the research phase. Before signing the consent forms, the participants were made aware that they were free to participate in the research or withdraw at anytime if they wished to. Fraenkel and Wallen (2009) stated that, when conducting the research, participants need to be protected. The researcher got permission to conduct this study from the University of Zambia as well.

### **1.12. Operational definition**

Operational definition in any study is relevant because it enables the reader of the study to comprehend the work being presented. Marczyk, DeMatteo and Festinger (2005) argued that operational definition makes the reader to use the words in a particular report the way they have been defined and used by the writer. The following key concepts in this study were used as defined below:

Effect- outcome

Approach- learning and teaching method

Learner centered- interactive learning approach in which learner is the active participant.

Technique- different kinds of classroom activities which the teacher employs to facilitate the learning process.

Transition – Changing from one system to another

Language of instruction- the language used for teaching and learning

Pedagogy- teaching methods, technique, material

milieu – setting/environment

Progressivism –education theory of learning,

Literacy- ability to read and write

Language Practices- language(s) coping strategies used in the classroom.

Code- languages

Code-mixing- mixing of two languages in order to fill a lexical gap.

Code switch- alternating between two languages or more languages, or language varieties, in the context of a single conversation.

Reciprocity- type of pedagogy that allows interaction to take place in a language that is understood by the parties involved in the study.

Interpretation- saying the same concept in two languages

### **1.13. Summary**

The chapter presented the background information to the study entitled ‘Effects of transition of language of instruction on learner centered teaching in grade five in selected primary schools in Chipata, Zambia’. It also presented the problem statement, purpose of the study, aim of the study, study objectives, research questions, significance of the study, delimitation and limitation of the study, theoretical framework, Conceptual framework, Ethical considerations, Operational definitions of terms used in the dissertation. The next section highlights various literatures relevant to the topic under study.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1. Overview

This chapter is going to review studies that were done by other researchers but are related to this study. The studies selected will range from studies in Zambia, to studies in Africa and to those studies outside Africa. Review of related literature in this study was cardinal because it helps the researcher to establish links between what the researcher is to examine which are ‘Effects of the transitioning of language of instruction on learner centred teaching in grade five in rural schools’ and the related studies that were done by other researchers. Through the review of other related literature, the similarities but also the gaps of the studies conducted by other researchers will be shown. In order to review the literature the researcher used the study’s objectives;

- i. To determine how the transition of language of instruction affects learner participation in a learner centred classroom.
- ii. To ascertain the language practices that the teacher and learners use to successfully interact and transmit knowledge.
- iii. To establish the learner centred practices/techniques used in the classroom.

#### 2.2. Effects of transition of language of instruction on Learners’ participation in the classroom.

Ministry of Education Science Vocation Training and Early Education (M.o.E.S.V.T.E.E) (2013) stated that English must be used as a language of instruction from grade five on wards. English language is not taught in grade one but is taught as literacy in English from grade two to grade four which is only given thirty minutes per day in lower primary. Depending on the background of the learner it may be too soon for some learners to transition to English as a language of instruction such that the transition may affect the learners’ participation since the learners may not be conversant with English and may find it difficult to actively participate and interact when the language of instruction transitions to English from Nyanja.

The new education curriculum framework of 2013 advocates that the learners begin their education in the language they are familiar with, so that once they have acquired enough skill

cognitively in the medium of their first language it will be easy for them to gain the skills necessary for the second language acquisition (World Bank, 2005). In linguistic interdependence, one of the theories that guided this study by Cummins (1978), it is argued that there is a great interdependence between languages, implying that a child who acquires enough linguistic proficiency and linguistic skills in the first language could easily transfer them to the target language there by developing also cognitively using both languages. He stated that in children however, who used another language at home it takes about five to seven years or more to learn an academic language. From the point of view of this study, where most of the learners speak Nyanja at home and have only been exposed to English for three years, it may be difficult for the learners to successfully interact and comprehend what is being taught in the English language in grade five therefore, they may need more years to transition to English. It follows that transition can easily take place when the child has enough exposure to the second language and is also provided with enough motivation, then that child can easily transfer the linguistic skills learnt in the first language to the second language.

It is important not to divorce the question of language of instruction from quality of education. This is due to the role that the language of instruction plays in determining the quality of education. To support this, Mwanza, (2012) stated that as a matter of efficiency and efficacy, only the language which teachers and learners understand can effectively function as the language of instruction. Then Baker (1955) added that, it is only when teachers use the language of instruction that the learners understand are they able to discuss, debate, ask and answer questions, ask for clarification and construct and generate knowledge. Thus, the language of instruction is an important determiner in the quality of education because if the teacher uses a language of instruction that the learners do not understand then learning will not have taken place as the learners will not understand what is being taught making the quality of education to be poor. Meanwhile, M.o.E.S.V.T.E.E (2013) declared that all teaching and learning in all the learning areas at lower primary will be in familiar Zambian languages while English remains as the official medium of instruction beginning from grade five to tertiary. The framework may have overlooked the capability of grade five learners in the rural schools who may not have acquired the required proficiency to transition to English.

Since learner centred is an interactive approach, participation of the learners is pertinent which involves common language of instruction through discussions such as class discussions, group work, Pair work, asking and answering questions and other interactive learner centred activities. Learner centred teaching, like progressivism which is also one of the guiding theories of this study encourages active learner participation and interaction. Henson (2001) pointed out that, the main purpose of learner centred is for learners to actively participate in generation of knowledge. Learner participation in the classroom is enhanced by use of common language. It also agrees with progressivism because it states that the learner is a more active participant in the learner centred class which thrives on interactive activities. The problem however, is that most of the learners in rural primary schools are exposed to English in grade two, thirty minutes a day for three years and for most of the learners this exposure is just at school hence, it is not clear if the learners have acquired enough language proficiency in English at this point, to interact actively in the class when English is used as the language of instruction. To this effect, a number of related literatures to this objective were reviewed.

To begin with, a study was conducted in Oregon by Pratton (2008) whose aim was to find out the effects of active participation in instruction upon learning. The study was quantitative. The total number of students which was sampled was 447 and these were fourth graders. The study was done on children of Russian immigrants. The finding was that the post test mean of classes taught with active participation was more effective than the one taught without active participation. This was because English that was used as a language of instruction was not a familiar language. Use of English made the learners to be passive participates because they did not understand English. The similarity between Pratton's study and this one is that both are concerned with the effects that transition of language of instruction from Local language to English has on learners' participation. The gaps however between Pratton's study and this study are the methods used and the grades used.

Another study was done by Anyiendah (2017) in Western Kenya entitled 'challenges faced by teachers when teaching English in public upper primary schools in Kenya. There were eighteen respondents in the study: Six head teachers, six class teachers, and six learners. The method used was qualitative method. The aim of the study was to find out the learners' participation in grade 4 in language practice given the limited classroom language opportunity to use English language

which was limited to the daily 35-min English lesson especially that language use in other content subject transition to English in the fourth grade. The findings were that, there was a mismatch between the language policy and the actual practice and this created anxiety and stalled effective classroom participation because the learners failed to participate in classroom activities using English and some ended up just disturbing the lesson. There wasn't enough time to make the learners practice English so that when it was used as language of instruction learners had difficulties to participate. The relationship between the study of Anyiendah and this one is that both these studies are trying to understand how learners participate in the classroom when the language of instruction transitions. The gap however is that in Anyiendah's study the transition takes place in the fourth grade while in this study the transition takes place in the fifth grade.

A similar study was done in Namibia by Cantoni, (2008) entitled 'What role does the language of instruction play for successful education.' The language of instruction from the fourth grade onwards is English. It was a case study based on a qualitative method. It explored the use of English among teachers and students as well as the transition from mother tongue instruction to English instruction and the implications that this could have had on the quality of education. The sample size was four teachers who were interviewed at the same school. The results showed that most pupils did not speak English before starting their first grade. Furthermore, the sudden transition from mother tongue to English instruction created some decrease in the participation of the pupils and possibly in the learning, not only in the new language but also in the content subjects. The similarity of Cantoni's study and this study is that both of these studies are based on the implications/effects of transition of language of instruction from a local language to English on learner participation. The gap however, is that in Cantoni's study transition of language of instruction takes place in grade 4 while in this study, it takes place in grade 5.

In Tanzania, Mkwizu (2003) conducted a study on the pedagogical consequences of the implementation of the change in medium of instruction from Kiswahili to English in the subject "civics" in Tanzanian secondary schools. This study was qualitative and its study sample was 3 teachers who were interviewed and also 135 students. The study showed that the introduction of English as the language of instruction in that subject resulted in a marked decrease in student participation. The teachers interviewed reported that only a small portion of the students

participated actively following the introduction of the English medium. According to the teachers these students were the ones who came from relatively wealthy families which were able to provide their children with an environment in which they were exposed to the English language to a high extent compared to their less fortunate peers. Mkwizu argued that the English medium is a source of undemocratic participation in the teaching-learning process because it resulted in a situation where the teacher and the minority pupils who were fluent in English dominated the class and others were silenced and this is not learner centred. The relationship between the study of Mkwizu and this study is that both studies viewed English as a language of instruction transitioning from mother tongue language. The gap in these studies however, is that Mkwizu's study concentrated on how the transition of language of instruction from local language, Kiswahili to English affects learners in one subject which is civics, while this study views effects of transition of language of instruction where English is the language of instruction in all subjects.

Here in Zambia a related study was carried out by Munakampe (2005) entitled 'A critical Appraisal of the Communicative Approach in Selected Lusaka Basic School' in which one of the aims was to find out the presence of real life communication and pupils response during English lessons. The study used a sample of 90 participants, and 22 schools were randomly selected to use for the population of the learners. The study used descriptive survey approach. The study was done among grade five learners with the hope that they were already proficient enough in English to follow a Communicative Language Teaching Approach. The study revealed negative effects of a subtractive bilingual education system on learners which established that learners were passive during English lessons. The similarity between Munakaampe's study and this one is that they are both concerned with learner participation when English is used in a grade 5. The gap is however on the methods used.

From the outlined studies research has shown that the lack of proficiency in English in a classroom leads to poor learners' participation, evident by Munakaampe (2005) study. Mkwizu (2003) showed undemocratic participation in the classroom were the few who knew English enjoyed the use of English. Cantoni (2008) showed decrease in learner participation and Anyindah (2017) revealed that it created stalemant in the classroom. Pratton (2008) showed that it made the learners to be passive participates when English was used as language of instruction.

One of the objectives of this study therefore, is to find out the effects of transition of language of instruction on learner participation.

### **2.3 Teachers and learners language practices as used in the classroom.**

The classroom language practices in this study refer to use of policy language and other coping language practices used as strategies in the learner centred class to encourage interaction and transmission of knowledge. The language of policy at grade 5 is English and research has shown that it takes not less than 5 years for an individual to learn an academic language. It is therefore not clear if the learners in the rural schools are able to interact in English looking at the exposure that these learners have had in English. Lambert and Tucker (1972) observed that a language practicing community, rather than the classroom, enhances second language proficiency in addition to the time spent in the classroom. He further stated that what seemed to influence proficiency among second language learners was the exposure to the language environment in and outside the school. Munakaampe (2005:53) added that “Zambian grade 5 pupils in basic schools are not able to interact in English because often they are not exposed to sufficient community practice in English language” and William (1993) had a similar finding with Munakaampe that Zambian grade five pupils were not ready for transition because they could not speak English aloud except when repeating after the teacher. In the rural schools, transitions of language of instruction which makes use of English creates language barrier on most learners and it is for this reason that the teacher uses other language practices to interact and transmit knowledge. The language practices therefore that this study used were code-switching and code-mixing, interpretation and reciprocity.

Zambian educational policy states that English is the language of instruction from grade five upwards, this policy may have different effects on the learners because the language may be unfamiliar especially to the learners in the rural schools who use Nyanja at home and had only been exposed to English when they were in grade two. Kashoki, (1979) in Munakaampe (2005) supports this when he stated that, the average Zambian school child does not possess motivation to speak English outside the class, consequently all the reinforcement, follow up activities have to take place within the classroom where the time is not enough for the children to possess the required proficiency to learn in English. The use of English as a language of instruction

therefore, for rural learners may create a language barrier instead of a means of transferring knowledge which may lead to the learners not benefiting positively from education as they may not comprehend what is being taught in English. Mwanza,(2012) also stated that only the language which teachers and learners understand can effectively function as the language of instruction. This study reviewed studies that show that transition of language of instruction may create language barrier in teaching and learning.

A study in relation to the transition of language of instruction entitled ‘Use of English as a language of instruction’ was done by Vu and Burns (2014). They conducted a study on Vietnamese tertiary college on lecturers and students. This study aimed at finding out what challenges lecturers faced in the implementation of English as a medium of instruction. Mixed methods were used for this study using interviews and questionnaire as its research instruments. This study comprised 92 participants. The findings revealed that it was difficult to implement English as the medium of instruction in that lecturers were challenged by their own language abilities but also the students, as both the students and lecturers were not proficient enough to use English as language of instruction as a result, there was a lot of use of native languages which they found easier to use for instructions in the classroom. Vu and Burn’s study is similar to this study in that in both studies there is transition of language of instruction from the local language of instruction to English. The gap however, between the two studies is that in the Vu and Burns’ study transition of language of instruction takes place in a tertiary college while in this study transition of language of instruction takes place in grade 5.

From Nigeria another related study was done by Hazida Alhassan Ibrahim (2017) entitled ‘English as a Medium of Instruction: Challenges to Nigerian Primary Schools’. The study explores the challenges of using English as a medium of instruction in both public and private primary schools in Gusau local government area of Zamfara state, Nigeria. This study was carried out in order to ascertain the pattern of using English as medium of instruction, and the challenges as well as the effects of using English as a medium of instruction. The methodology that was used was descriptive survey design. Purposive and proportionate stratified random sampling were used to sample 220 teachers for the study. Results indicate non-effective implementation of English as medium of instruction in the primary schools because the teachers and pupils have various challenges associated with using English as medium of instruction,

especially due to local languages or mother tongue influences. The similarity in Ibrahim's study and this one is that both are concerned with the difficulties that transition of language from local language to English bring. The gap however is the difference in the methods used.

A similar study was done by Prophet and Badede (2008) in Botswana, aimed at finding out 'the effects of changing the language used in science in junior secondary schools'. The study used qualitative method. The sampling technique used was purposive and 140 participants were involved in the study; made up of 100 learners and 40 teachers. The study shows that language can be a barrier to understanding science. Another finding was that learners studying in rural schools seem to be more affected since their language skills in English are limited due to lack of opportunity to develop them unlike those in urban schools. These studies are similar in that both are concerned with the effects of changing the language of instruction from local languages to English and both are concerned with how transition affects learners in the rural schools. The gap however, is in the methods used.

From the above reviewed studies, the common finding showed that the transition of language of instruction when English was used was problematic for most learners especially in the rural primary schools where learners do not have the required proficiency to use English. To break the language barrier therefore, the teacher who has the obligation to transmit knowledge and interact with the learners uses other language practices to teach. In order to maximize communication in the classroom and to navigate the language barrier that English may have created code switching and code-mixing were some of the language practices used. These language practices are typical of bilingual education system as stated by Wong (2000) that Code-Mixing is an attribute specific of bilinguals, Code-Switching is also viewed as an attribute specific to bilinguals or multilinguals. Moreover, there is a very thin line between code-switching and code-mixing that mostly these language systems are interchangeably used and can be difficult to differentiate.

Different scholars have given different descriptions and definitions of code-switching and code-mixing. To begin with, the term "code" in both systems is used to mean a verbal component that can be as small as a morpheme or as comprehensive and complex as the entire system of language (Gardner-Chloros, 2009). Both code-switching and code-mixing are in one way or the other coming together of two or more languages or codes. (Nunan & Carter, 2001:59) explained

that Code-mixing refers to “embedding of various linguistic units such as affixes (bound morphemes) words (unbound morphemes, phrases and clauses so that in order for participants to infer to what is intended, they must reconcile with what they hear and with what they understand (Bokamba, 1989). (Hymes, 1971) defines code switching as a term for alternative use of two or more languages, varieties of a language or even speech styles. Payal (2016) on the other hand, differentiated code-switching and code-mixing that is switching is done in a particular setting or for a particular purpose and code mixing is done out of linguistic requirement and this study adopted and used Payal’s definitions. The codes that this study used were Nyanja and English.

Code switching and code mixing are necessary in a rural grade five class because most learners usually experience great difficulty to cope with a language which they hardly hear or use outside the school and in this study the language that was referred to was English. Code-switching and code-mixing therefore, are used as a means to enable better understanding of the subject matter for the learners and better delivery of instructions especially when the teacher notices that his/her learners do not understand what is being taught using the English language. Mlay (2010) supported this when she stated that, code-switching is a coping strategy that is inevitable to ensure that teaching and learning takes place while Myers-Scotton, (1993), Azuma, (1998) also added that Code-mixing is a communicative strategy that enhances understanding of content, processes and constraints of language. Setati, M. et al (2001) further stated that code-switching in a school classroom usually entails switching by the teacher and learners between the language of learning and teaching and the learners main language.

The use of Code-switching and code-mixing in the classroom breaks the English hegemony created by transition of language of instruction in which English is supposed to be the sole language of instruction. These strategies also enable the learners to actively interact thereby making the lesson learner centred. Code-switching and code-mixing resonate with the values that guide progressive theory by Dewey (1898) one of the theories of this study, which encourages active learner interaction through use of language that both the learners and teachers speak and comprehend. These language practices also align with linguistic interdependence theory by Cummins (1979) another theory guiding this study, which encourages language dependence especially when linguistic proficiency in the academic language is low. In a situation where most of the learners have not acquired proficiency in the academic language, code switching and code

mixing helps interaction and successful transmission of knowledge in the class. The following are some of the studies that were reviewed in relation to code-switching and code-mixing under the second objective.

The first study to be reviewed relating to code-switching was done by Ngugi (2015) who carried out her study in Kenya. The study investigated the effectiveness of code switching as a communication strategy, how it is used to overcome communication difficulties and finally how it is a pedagogically useful communicative resource in schools when language of instruction transitions. The study was conducted in St. Francis Girls Mangu and used convenience sampling to get the participants. Sample size consisted of 128 participants. Data was collected using both qualitative and quantitative methods. In this study, it was found that code switching is an effective communication strategy for both students and teachers since it aids in addressing their various needs, therefore a pedagogically useful communicative resource. This means that code switching is an effective tool to ease communication between teachers and students thus it makes learning much easier and enjoyable as both the teachers and learners express themselves freely in class and not were the teacher is the only one speaking. The similarity between Ngugi's study and this one, is that both studies are concerned with how communication can take place when language of instruction transitions. The gap however is that Ngugi's study was concerned with how code switching is used as a communication strategy in Secondary school while in this study code switching is one of the language practices used to facilitate communication in grade five.

Nangu (2008) in South Africa carried out a similar study, whose aim was to explore the use of code-switching in Biology classes at high school level, how it is used in the teaching and learning situations where English is used as medium of instruction. The medium of instruction in many schools in the area where the school is located is English, but the learner population is 99% Xhosa-speaking. The sample was a high school in khayelitsha and two teachers. The study employed a mixed method design. Research techniques used to obtain data were interviews, classroom observations, questionnaires and document analysis. The findings revealed that when learners were taught in their second language, most of them could not fully comprehend and they had difficulties in expressing themselves. Further the Learners and teachers felt comfortable code-switching during lessons because learners could easily interact with each other and with the teacher since they understood the content of the lesson. Both these studies were concerned with

how teaching could be done when language of instruction transitions from local languages to English. The gap however, was that Nangu's study was only concerned with use of English in Biology class while this study was concerned with English being used as a language of instruction in all the subjects.

A similar study was done by Marie, (2013) at the National University of Rwanda. The topic of the study was 'coping with English as a language of instruction in higher Education in Rwanda'. The study analysed the data collected thematically. The sample population was 100 students and 10 lecturers. Findings revealed that students had multiple coping strategies that enabled them to complete academic tasks given through medium of English. Findings showed that one of the prominent strategies and practices were the successful use of other languages at their disposal to mediate cognitively academic tasks. Although other spoken languages were not officially recognized as medium of instruction in higher education, they played a mediating role in content learning through responsible code mixing and switching. These studies are similar because both involve using code-mixing and switching as a strategy for breaking language barrier when language of instruction transitions. The gap however, is that Marie's study is done in a university, while this study is concerned with grade 5.

Another study was done by Ouma, (2014) in Nairobi in relation to code-mixing, entitled 'Code-mixing and the learning of English as a second language. The study involved selected primary Schools in Migori country-Kenya. The research attempts to expose the patterns of language behaviour of primary school pupils in Migori County. The study sampled three schools which were deemed fit to represent the county. The goal of the study was to establish how code mixing of Dholuo and English relates to Inter language theory in learning English as a second language amongst primary school pupils. The data of this study was collected through qualitative approach. The methods of data collections included interviews and observations. It was concluded that the most common motivational factor behind pupils' code mixing was the need to fill a lexical gap. This was evident in data analysis whereby both interviews and observations revealed that when learners lack an equivalent English word they resorted to a Dholuo word. The similarity between Ouma's study and this one is that both were concerned with code-mixing as a language practices in the classroom where English is learned as a second language. The gap is

that Ouma's study does not specify the grade in the primary school while this study specifically uses grade 5.

Besides Code-switching and code-mixing interpretation is another language practice that is used in the classroom. Interpretation is a system that uses two languages to explain the same concept. According to Johnson, (2009) Interpretation is a communicative process designed to reveal meanings. He further stated that interpretation is a communicative strategy that is used to transfer information from the technical or academic language to the everyday language. Interpretation when used in the classroom can facilitate teaching in the classroom so that knowledge is transmitted successfully to the learners so that the target language is not a barrier of transmission of knowledge. The interpretive communicative process can be used to interpret language at different levels that is at word level, sentence level and at conversation level and any subject (Tiden 1974). If the interpretive communication is effective, then education can occur about that subject.

The first study that was reviewed in relation to interpretation was conducted by Anjaneyulu (2015) in India, entitled 'Problems faced by Teachers in teaching using English language in government Schools in Telangana State. The study used descriptive research and employed survey method. The aim of the study was to find out the school related problems faced by teachers in teaching using English language at upper primary and secondary level. The study was a descriptive research in which "Survey method" was adopted. The sample of the study consisted of 30 teachers of English from eleven schools which were located in the rural areas. One of the findings was that teachers reported lack of essential teaching aids therefore the teachers had to explain difficult concepts in both English and their own language to help learners interact and also to transmit knowledge through interpretation. The similarity in Anjaneyulu's study and this one is that both these studies were concerned with difficulties in teaching using English as a language of instruction in rural schools and employment of interpretation as a language practice that can be used as a strategy to transmit knowledge. The gap however is that Anjaneyulu's study was concerned with finding out the problems teachers face in teaching using English language in both Primary and secondary schools while this study was concerned with grade 5.

The second study to be reviewed in relation to interpretation was carried out in Uganda by Kyeyume (2010), entitled 'challenges of using English as a medium of instruction in a Multilingual Context. The study used qualitative method in which interviews with teachers and students were used. The study used a sample of 6 teachers and 295 learners. The study looked at some of the ways in which teachers' use of English as a medium of instruction sometimes frustrates the students learning efforts instead of facilitating them. One of the findings therefore was that when the teacher asked a question and the learners did not answer the teacher would repeat the question in the local language so that the learners participate in the learning and the learners were allowed to interact in their local languages though the teacher would provide the English words for the same word and ask the learners to repeat what was said in a local language in English. This practice tends to take a lot of time. This practice encourages learner centred in the class as it allows the learners to interact. Both studies were concerned with the use of English as a language of instruction, against the background of local languages and how interpretation aids transmission of knowledge to the learners. The gap however, is in the methods used.

The last study related to interpretation was Mulikelela (2013) which was done in Zambia whose main aim was to investigate the challenges which second grade learners face during the transition from the language of initial literacy Nyanja and second language of literacy English. This study was designed in form of a case study and it used qualitative and quantitative methodology. The study sample had 80 respondents of which 50 of them were pupils while 30 were teachers. The research findings showed that some grade two learners experienced challenges during the transition between language of initial literacy (Nyanja) and the second language of literacy (English) in terms of getting used to learning in English language; interpretations from English to Nyanja and vice-versa were used to make the learners understand. The similarity of Mulikelela's study to this one is that interpretation is used as one of the language practices making use of Zambian languages and English while the gap is that Mulikelela's study was concerned with the transition of language of initial literacy which takes place in grade 2 while this one is concerned with transition of language of instruction which takes place in grade 5.

Reciprocity is another language practice that the teacher and the learners use in a learner centred class. It is used as a means to encourage learner interaction and also to break the language barrier. Reciprocity is a language practice which is learner centred that takes the form of

dialogue where the use of language will be one that can foster interaction. According to Simacheya (2017) Language Reciprocity is used to describe language practices where the listener responds in the same language that the speaker used. The aim of reciprocity therefore, is to break the language barrier created by use of a policy language which the learners may not have proficiency in, the teacher and learners can instead hold conversations in a language that the teachers and learners know instead of the target language so that teaching takes place. In the learner centred classroom reciprocity is a language practice that is used by teachers and learners alike to encourage interaction. It is a language practice used in a classroom to meet learner communicative needs which encourage interaction, therefore it enhances learner centred teaching.

In relation to reciprocity, a study was done by Simachenya (2017) entitled “Language Practices in a Multilingual Classroom: A Case of Selected Primary Schools in Livingstone Urban in Zambia,” The aim of this study was to analyse language practices employed by teachers and learners in a multilingual classroom. Using purposive sampling, the sample was 40 participants which comprised 20 teachers and 20 learners. Among the major findings, the study established that most of the learners prefer using Nyanja than English both at lower and upper primary for various functions. Children chose Nyanja when seeking clarity to facilitate learning among peers and to respond to their teachers to enhance participation. Other functions of Nyanja included social identity and facilitating discussions during group work. Moreover, the study established that teachers used Nyanja and English for linguistic inclusiveness to facilitate teaching. Some teachers also used Nyanja and English to cover their inadequacy in Tonga. From the Study of Simachenya it is clear that interaction and communication is not limited to the policy language especially where the learners use another languages at home. Use of mother tongue language is used to interact which is a similarity with this study. The gap however, is that Simachenya’s study was concerned with language practices in both lower and upper secondary while this one was concerned with grade 5.

From the listed studies on teachers and learners’ language practices as used in the classroom it was revealed that the use of English for teaching in schools where learners do not have enough proficiency in English is problematic as seen from studies by Vu and Burns (2014), Ibrahim (2017), Prophet and Badede (2008). Since the use of English for teaching created a language

barrier code-switching and code-mixing were used as a means to counter it as revealed by Ngugi (2015) and Nangu (2005) who focused on code-switching while Marie (2013) focused on code-mixing and code-switching and Ouma (2014) was concerned with code-mixing. The use of interpretation as a language practice in the classroom can be seen from the studies of kyeyume (2010) and Mulikelela (2013). Reciprocity as a language practice was shown by the study done by Simacheya (2017).

The other objective of this study was to establish the learner centred practices/techniques used in the classroom.

#### **2.4. Learner centred practices/techniques used in the classroom**

(M.o.E.S.V.T.E.E 2013, M.o.E1996) views Learner centered teaching as a paradigm which views learners in the learning situation as knowledge manipulators. The learners are said to be in control of the learning environment while the teacher merely facilitates and guides the learning process which is mainly in the hands of the learners.

Learner centred teaching predominately involves techniques that are collaborative, cooperative and interactive which usually involves two or more people collaborating and cooperating in speech. There are a number of these techniques but this study's focus is on group work learning, pair work, problem-solving, quizzes and debates, class discussion and assessment because these are easier techniques to use in a country with limited resources. Cooper (2000) stated that, collaborative learning is where learning concentrates on interaction among learners such as pair work, group work and classroom discussion techniques under the supervision of the teacher. The learners must be grouped in a way that every learner will have a chance to contribute some knowledge not only to the group but also to the learning process and this is greatly influenced by the size of the group. It is against this background that the researcher reviewed some studies using the objective 'Learner centred practices/techniques used in the classroom.

The first study that was reviewed in relation to collaborative learning under this objective was done by Hernandez (2010) in Ireland where most of the students were immigrants of Spanish decent who used English in high school. The study was on Collaborative learning and its aim was to find out the extent to which collaborative learning contributed to the enhancement of

learner centred learning and it examined the obstacles encountered by the students. In order to carry out the collaborative project, 40 students were randomly placed in groups of four or five. Instructions about the collaborative assignment were presented to all students in class. The findings showed that group work had contributed enormously to learning through sharing opinions and comparing notes and learning new English vocabulary although tasks were difficult in instances where the English language became a barrier to communication, the need for help on correct vocabulary led to slowing down of work in the group because the groups had to move as a team so that when one's task was not completed due to language barrier the whole group was delayed. The similarity between Hernandez's study and this study was that both studies looked at the effects of using English by learners who use another mother tongue while the gap was that Hernandez study involved use of English in a high school while this study was concerned with transition of language in grade five in rural schools.

Debate and quiz are other learner centered methods which engage learners into direct usage of target language (Simasiku, 2011). Vavrus and Bartlett (2012) pointed out that debate is a discussion between two parties which have contradicting ideas on the same topic but willing to learn from each other. Kagen, (1995:56) elaborated that "debate involves a situation whereby the teacher gives a motion to two groups and one of them opposes the motion while the other group proposes". The motion of the debate must however be given to the participants before the actual date so that they can look for information that they can use in their presentations. Cooper (2000) stated that quiz is used to teach learners about certain subjects which test their knowledge. He further stated that quiz is a learning technique that can involve two or more groups that answer a number of questions from different topics or from different subjects. Participants can be individuals or a team depending on the number of learners. He further stated that, quiz can be conducted focusing on one subject such as spelling or it can focus on several subjects such as Mathematics, Science, English and many more found in school. Quiz questions can range from very easy to difficult questions to ensure that participants have a fair chance of winning the quiz. Both quiz and debate engages learners into a mind provocation process which allows them to think actively (Johnson 2013).

The second study under this objective in relation to quiz and debate was conducted by Lynch (2010) which was entitled “Teaching English through the learner centred in USA”. Sample size consisted of college students and lecturers at a polytechnic college. One hundred and fifty participants were randomly selected. The method used was qualitative. Findings showed that teaching using English involved a number of techniques like discussions, debate and quiz which enabled learners to use the target language since they come from different linguistic background and they learned better when they practiced with less teacher interference. Even though they made mistakes but they felt motivated to use English language using the techniques mentioned. The similarity in these two studies is that they were concerned with transition of language of instruction from local languages to English, using learner centred. The gap however, is that the learners in Lynch’s study were from polytechnic college while learners in this study were fifth graders.

Pair work is another method in a learner centered classroom. Brown (2008) defined pair work as a classroom activity which involves two learners to have a one to one discussion with each other on a given topic or question. Johnson (2013) stipulated that pair work is widely used in teaching for obvious reasons that learners are forced to interact, share ideas and review their new knowledge as partners. Under this objective another study was reviewed on pair work.

A third study was reviewed in Ankara and it was conducted by Sert (2005) entitled “A comparative analysis of Pair work and individual Assignments in English language Teaching (ELT) Grammar Classes. This study, depended upon an experimental study with the first year students in Department of English Language Teaching at Hacettepe University. The method used was action design. 91 students were used for the study. Results indicated a variety of advantages of student collaboration in preparing written work since outputs were far more grammatical, included less spelling mistakes, and indicated a higher level of grammatical awareness. The similarity in Sert’s study and this one is that both are concerned with transition of language of instruction and how learner centered can be used to teach while the gap is on the type of study areas used.

Group work is another learner centred technique which involves a collection of pupils with different learner abilities put together in one place for the purpose of them generating ideas

through interaction (Jones 2007). Johnson (2013) added that group work provides a platform for learners in a class to employ their thinking skills and share knowledge in a calm environment directed by fellow peers. A group can be any number above a pair. Group work uses interaction among learners in groups depending on the kind of assignment given and size of the classroom.

The fourth study to be reviewed under the same objective using group discussion was done In Tanzania, by Mwangi (2011) to find out ‘If English, as the medium of instruction in a learner centred approach class is effective in teaching in primary schools’ The study used mixed methods approach and used 308 participants. The sampling technique used simple random sampling. The findings showed that in most schools learner centred was either practiced at a low level or was not practiced at all when English was used as a language of instruction, because learners find it difficult to communicate in English, therefore, making English as a medium of instruction difficult to use when learners were put in groups or when they were given a task to do on their own without the teacher. The other reason was because of the interference of the dominant indignant languages especially Kiswahili (Swahili), which was evident in teaching and learning. Mwangi’s study is similar to this one because both studies aimed at using learner centred for teaching where English is used as the language of instruction against the background of their local languages which come in handy when teaching and may lead to learner centred as the use of mother tongue may encourage the learners to interact. The gap however is that Mwangi’s study was concerned with how the use of English as the language of instruction affects learner centred teaching in the whole of primary school while this study was concerned with how the use of English as a language of instruction affects learner centred teaching in grade five.

Problem solving is yet another technique that is used in the learner centered classroom. It is a purposeful activity proceeding in a social environment (Kilpatric 2010). Teaching using problem solving falls under group work which takes a team of students to work together and work out an assignment outside the classroom environment. Such a task usually takes days to be accomplished and every participant has a role to play. Nyimbili (2017) mentioned that problem solving based learning does not provide the benefits at the time of the lesson, but provides the outcomes later and this can take days, weeks or months after the lesson and the learners work together.

The fifth study to be reviewed, concerning problem solving under the same objective was conducted by Banda (2011) in Zambian secondary schools on the Copper belt. His aim was to evaluate the use of problem solving in Mathematics as a learner centred technique. The study was entitled 'Improving the learner's performance in matrix evaluation by using problem based learning approach in mathematics' He used quantitative methods of data collection and analysis. His findings indicated that projects could be useful to small classes with learners who were self motivated and were competent in the English language. The similarity is that both Banda's study and this study were concerned with the use of learner centred technique making teaching easy when language of instruction transitions to use of English. The gap was in methods used.

Assessment on the other hand is not as interactive as the other techniques, yet, it is a very important component of learner centred teaching. Assessment identifies the students' strengths and needs and contributes to the design and implementation of effective strategies. To interact with the learners, the teacher gives the learners feedback which communicates to the learners their weaknesses and strengths there by helping the learners work on their weaknesses. M.o.E.S.V.T.E.E (2013:56) described assessment as 'an important tool in the teaching and learning process used to determine whether teaching and learning have taken place.' Assessments are used to measure what learners know and can do. In essence, assessments must not just be limited to test but also other class activities. Some instruments that are used to evaluate the teachers' and learners' performances are; class assessment on daily basis, classroom observations, exercises, homework or assignments, teacher constructed tests, school based assessment or continuous assessment. The success of school-based assessment depends on good record management.

A sixth study to be reviewed therefore, under assessment was done by Brown (2011) entitled 'Effects of language on assessment in Kenya bilingual education'. The study used a randomized design with fully bilingual junior secondary school participants in Nairobi. A sample of 422 students from junior secondary school participated in the study. Participants were first asked to verify if they were fully bilingual. To carry out the study, 2 tests were administered to investigate learners mastery of English language. One test was done in English; the other was done in Kiswahili. The findings showed that in the English test 35% of the participants got above 60% which was put as the passing standard while 65% of the participants had fluency difficulties

as they were using wrong sentence construction and poor literacy skills especially poor spellings. In the Kiswahili test however 65% of the students performed well. Both studies are concerned with the transition of language of instruction from local language to English. The gap is in methods used.

Another objective of this study was to establish the learner centred practices/techniques used in the classroom.

## **2.5. Summary of chapter two**

This chapter provided some literature on the studies in relation to 'Effects of transition of language of instruction on learner centred teaching in grade five'. The literature review was thematically grouped according to research Objectives. The studies reviewed were from Zambia, Africa and outside Africa, under three objectives thus: (1) Effects of transition of language of instruction on learners' participation in the classroom, (2) Teachers and learners' language practices as used in a learner centred classroom and (3) Learner centred practices/techniques as used in the classroom.

Under the first theme, the general findings of the studies revealed show that transition of language of instruction from local language to English affected learner centred teaching because the use of English hinders interaction and transmission of knowledge, as the learners do not understand English which leads to decrease in learner participation. The second theme used was language practices as used in a learner centred classroom to interact and to transmit knowledge. The general findings indicated that the teachers break the language barrier that English created by code-switching and code-mixing, by using reciprocity and interpretation which makes use of the indigenous languages and English, when the language of instruction transitions to English. The third theme was the Learner centred practices/techniques used in the classroom, and the general findings revealed that the common learner centred activities used are those that encourage interaction and feedback which are class discussion, group discussion, and assessment. Studies have also shown that because of the transition of language of instruction learner centred techniques are therefore affected.

The studies presented in this chapter may have similar findings with the present study. However, none of them investigated Effects of transition of language of instruction on learner centred

teaching in grade five in selected rural schools in Chipata districts, Zambia. The gap is that, although they are concerned with effects of transition of language of instruction, for most of them transition of language of instruction does not take place in grade five and some of the studies do not focus on the rural schools while this study intends to determine the effects of transition of language of instruction on learners centred teaching. It is from this point of view that this research carried out a study on the effects of transition of language of instruction on learner centred teaching in grade five in selected rural primary schools in Chipata district, Zambia.

## CHAPTER THREE

### METHODOLOGY

#### 3.1. Overview

This chapter presents the methodology which the study used. The chapter has been divided into the following; research design, study area, study population, study sample, sampling techniques, data collection instruments, data collection procedure, data analysis and summary of the chapter. The methods used are also aimed at establishing the effects of transition of language of instruction on learner centred teaching in grade five, Zambia.

#### 3.2. Research Design

A research design refers to the overall strategy that one chooses to integrate the different components of the study in a coherent and logical way so as to effectively address the research problem (Patton, 2002). In the same line, Matafwali (2012) stipulated that, research designs are considered to be constructed plans and strategies developed to seek, explore and discover answers to research questions. The research design that the researcher used was Sequential Exploratory mixed designs methods. Sequential Exploratory is characterized by an initial qualitative phase of data collection analysis, followed by a phase of quantitative data collection and analysis. Qualitative data was used to a larger extent while quantitative was used on a smaller scale. The researcher used this research design because the qualitative data that had been collected was not enough but also for validation purposes which led to the addition of quantitative data.

#### 3.3. Study Area

Nineteen rural schools were used in Chipata district. This number was arrived at because it gave the minimum required number of teachers for quantitative purposes which is 30. It was these 30 grade five teachers who completed the questionnaires while qualitative data was collected from 6 schools from 6 teachers targeting those would taught the same class in grade 4 and in grade 5. The researcher arrived at 19 schools because of differences in numbers of grade five teachers that schools had. That is 9 out of 19 had only one grade five each, bringing the number of teachers to 9, then 6 schools out of 19 had 2 classes each for grade five bringing the number to

12, while 3 out of the 19 schools had 3 grade five classes adding the number of teachers to 9 thus bringing total number to 30. This number of schools was arrived at because of the number of teacher participants that the researcher required in order to satisfy the sample population needed for the quantitative data.

### **3.4. Study Population**

Study population, is defined by Castillo (2009) as the entire group of individuals or objects in which researchers are interested in. In research, according to Kombo and Tromp, (2011:76) study population refers to, ‘a group of individuals objects or items from which samples are taken for measurement.’ The study population of this research comprised the Senior Education Standards Officer (S.E.S.O) for languages because he is the most senior expert in the province who has knowledge on how transition of language of instruction affects learner centred teaching, the head teachers of primary schools because they supervise and give advice to teachers on how best they can implement the policy language while transmitting knowledge and encouraging learner centred. In addition, grade five teachers were selected because they are the ones who implement the language policy and experienced the effects of transition of language of instruction while the grade five learners were also selected to be part of the participants because they also experienced the effects of transition of language of instruction.

### **3.5. Sample**

Sampling can be said to be the process of making a choice of participants from the study population who will represent the study population. Kasonde-Ng’andu (2014) views sample as a portion of the population. A sample is described as a small portion that is selected for observation and analysis (kahn and Best, 2006).

The sample size for this study was drawn from 19 rural primary schools of Chipata district. It is from these selected 19 rural primary schools were the 186 learner participants were drawn from, 30 teachers selected on the basis that were grade 5 teachers and out of these 13 were chosen because they had taught the same class from grade four through to grade 5. From the sampled number of teachers 20 were male teachers and 10 were female teachers. 3 head teachers who were chosen on the basis that they were zonal head teachers and because they were the immediate supervisors of the grade five teachers and the Senior Education Standards Officer

(SESO), because he is the most senior language expert and senior supervisor of language in the province which brought the total number to 220 participants. These participants were chosen because they were capable of providing the needed knowledge on effects of transition of language of instruction on learner centered teaching.

### **3.6. Sampling Techniques**

The sampling technique that this study employed was purposive sampling for qualitative purposes and simple random sampling for quantitative purposes. Participants were selected purposively because they are major stakeholders of effects of transition of language of instruction on learner centered teaching in grade five in rural primary schools and that the participants provided valuable information for the study. The main goal of purposive sampling in this study was to focus on particular characteristics of a population that were of interest to the researcher in relation to ‘Effects of transition of language of instruction on learner centered teaching in grade five in rural primary schools’. Parahoo, (1997:232) described purposive sampling as “a method of sampling where the researcher deliberately chooses who to include in the study based on their ability to provide necessary data”. Purposive sampling technique therefore was used to select 5 grade five teachers who participated in the face to face interviews, it was also used to select the Senior Education Standards Officer for languages, the 3 zonal head teachers and the 186 learners in 5 schools.

Since the 5 teachers who participated in the face to face interviews were not enough to give quantitative data which needs a minimum of 30 participants, the researcher also used simple random sampling technique to arrive at 30 teachers who completed the questionnaires in order to collect the quantitative data. Simple random was used mostly because this technique gives the participants equal chances to participate in the study. (Ibid) states that the use of simple random sampling enables every member of the sample selected from the group population the probability of being selected in the study. In this study numbers were assigned to every member who was in the study group of population.

### **3.7. Data Collection Methods and Instruments**

Since the study used a mixed method design the tools that the researcher used catered for both qualitative and quantitative methods. Kasonde-Ng’andu (2014) refers to research instruments as the tools that the researcher uses in collecting the necessary data while Parahoo (1997) described

research instrument as a tool used to collect data as well as to measure knowledge and skills of respondents. In order to collect the needed data for this study the researcher used the following instruments; Questionnaire, Focus group discussion, Observation checklist, interview guide and document analysis schedule.

### **3.7.1 Questionnaire**

The questionnaire was one of the research instruments that the researcher used. Questionnaire is a set of questions prepared to collect answers from respondents relating to the research topic (Buchi 1974). It was used because it provided numerical data relevant for the quantitative data needed in the study. The questionnaires were administered to 30 grade five teachers in the 19 selected rural primary schools which gave the researcher the needed numerical data. The questionnaires were administered by the researcher to individual grade five teachers who participated in the study from the selected 19 rural primary schools in Chipata district.

### **3.7.2 Focus group discussion Guides**

The researcher also used focus group discussions to collect data from thirty-six grade five learners. Wilkinson ( 2004: 177) described Focus group discussion as "...a way of collecting qualitative data, which essentially involves engaging a small number of people in informal group discussions, 'focused' around a particular topic or set of issues". Matiore (2011) gave another opinion about Focus group discussion that it is the group discussion in which six to nine participants talk about a topic under the guidance of the researcher who plays a role of a moderator.

The groups in this study comprised 6 learners in each school who shared their knowledge with the researcher on the topic; effects of transition of language of instruction on learner centered teaching. For each session 30 to 40 minutes were spent and out of the 19 schools the researcher held FGD in six schools as it is qualitative data. The language used to conduct the interviews in the Focus group discussions was predominantly Nyanja although interpretation, code-switching and code mixing, were occasionally used. The interviews were very useful because the participants (learners) were able to provide detailed information concerning the topic. In other words they were open and realistic at times showing emotion when certain questions were asked.

Focus group discussions were helpful for the study because of the different opinions that the participants provided.

### **3.7.3 Interviews (semi-Structured) Guide**

Although the research was carried out in 19 schools, the researcher interviewed 5 participants from 5 schools because the researcher was collecting qualitative data. This interview guide served as an outline and open-ended questions were used which according to Patton (2002) generate rich answers where interviewees use whatever words they want to express what they have to say as each interviewee provides different answers. David and Sutton (2004) added that Semi-structured interviews are non-standardized and are frequently used in qualitative analysis. In this type of interview the order of the questions can be changed depending on the direction of the interview and additional questions can be asked. A face to face interview helped the researcher to gather valuable data for the research.

Cohen *et al* (2011) stated that, the advantage of using interviews is that it is a flexible tool for data collection. Cohen *et al* (2007) earlier stated that semi-structured interviews permit the researcher to have greater flexibility to arrange the questions, so that the participants can define their own experiences. The researcher therefore, gained an in-depth understanding of the topic from the interviews. These interviews were done one at a time, for obvious reasons that the participants came from different schools.

### **3.7.4 Classroom Observation check list.**

To answer the research questions, observations were made and the instrument that was used was observation checklist. The researcher used an observation checklist for the lessons that the researcher observed. Observations give the researcher an opportunity to have a complete description of behavior in a specific setting (Patton 2002). In this study the researcher used observation technique to observe participants in their natural surroundings with the aim of looking at specific details that may enhance the research. According to Patton (2002) observation allows a researcher the chance to learn things that people would be unwilling to share in an interview.

The observations took place in the classrooms and the teacher and learners were both under observation in which the observation schedule served as a reference on what to observe. The

choice of the observation classrooms was dependant on the classrooms of the interviewed teachers' classrooms. The researcher gave priority to the teachers who had handled the same classes from grade 4 to grade 5 because these teachers had been at the center of the transitional stage where the language of instruction transitions from Nyanja to English in grade 5. The other reason for targeting the interviewed teachers was to validate the data that they gave in the interviews in relation to their practices in class. The researcher also observed the learners in their classrooms in order to validate the data given in the Focus group discussions.

The observation checklist was used because the researcher wanted to monitor how the teacher and learners used language in the classroom in order to interact and also transmit knowledge successfully, how the learners' participation was affected by the transition of language of instruction and to observe which learner centred techniques were used in the classroom. The researcher used this research instrument on six lessons.

### **3.7.5 Document Analysis Schedule**

The other research instrument that the researcher used was Document analysis schedule. Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic (Bowen 2009). The document that was analysed in this study was the lesson plan. The lesson plan was chosen because the researcher wanted to know how the teacher planned to deliver the lesson, what activities were planned and how the teacher planned class interactions which would show if the lesson was learner centered or not. The researcher collected data using this instrument from six lesson plans which were for the lessons observed. Document analysis schedule helped the researcher to acquire data that was qualitative as earlier explained.

### **3.8. Research Tools: The exercise book, the audio and video recording device**

The researcher also used a phone and a note book to collect data. The phone was used because the researcher wanted to record and get pictures so as to keep relevant data for the study. The note book was used because some participants did not want to be recorded, therefore, for the sake of record keeping the researcher wrote down the needed data. With these tools the researcher was able to use the needed data in the study later after the oral presentations such as face to face interviews and during the class observations. Patton and Cochran (2002:23)

suggested that ‘if a recorder is to be used permission from the participants must be sought prior to the interview and the need for the recording must also be explained to the participants’.

### **3.9. Data collection Procedure**

Bloomberg and Volpe, (2003) refers to data collection procedure as the gathering of particular information aimed at providing some facts. Data collection procedure is the precise and systematic gathering of data. Data collection exercise begun with the researcher seeking permission from the University which issued a letter of permission to take to the District Education Board Secretary’s (DEBS) office to carry out research in the district. Once permission was granted by DEBS the researcher went to schools where she sought further permission from head teachers of different schools to conduct research in their schools. When permission was given, the researcher asked the participants (teachers and learners) if they could be part of the study. The researcher then administered questionnaires to teachers to collect data. The researcher collected the questionnaires on a later day. Face to face interviews with teachers, head teachers and SESO were conducted in order to collect different views on the topic. Thereafter, the researcher conducted focus group discussion interviews with learners. Data was collected from working documents namely from the lesson plans using the document analysis schedule. Lesson observations were done in the six selected rural primary schools of Chipata district, Zambia.

The study relied on both primary and secondary data. Primary data was collected from study participants while secondary data was collected from lesson plans. Secondary data was also collected from published articles, journals, books, reports and other relevant sources of information.

### **3.10. Data Analysis**

The study used mixed methods implying that it used both qualitative and quantitative methods. This was necessitated by the inadequacy of the qualitative method to provide statistical data. For both qualitative and quantitative Sequential exploratory design was used, in which quantitative data set provided a supportive role to qualitative data set. Quantitative data was analyzed by using frequencies and percentages and the instruments were Questionnaires that were answered by 30 teachers.

Qualitative data was collected through one to one interviews, lesson observations and document analysis. The data analyzed from documents in this study were the lesson plans. The qualitative data was analyzed thematically. Patton and Cochran (2002:23) explained that thematic analysis is; ‘analysis that looks across all the data to identify the common issues that occur, and identify the main themes that summarize all the views collected’ in this study themes were derived from the objectives. The researcher interpreted and analyzed the data which was collected in a logical order in relation to the themes.

### **3.10.1 Quantitative Data**

Quantitative data gave a representation of the numerical data from 30 questionnaires and was analyzed by frequencies and percentages to find numerical views on learners’ participation, language practices in the classroom and learner centred classroom practices.

### **3.10.2 Qualitative Data**

Qualitative data was analyzed thematically. Data collected from interviews and data collected from Focus Group Discussions was transcribed as accurately as possible by listening to the recorded interviews and comparing them with the transcriptions. In order to do this the following processes were used; transcribing, organizing and preparing data for analysis, reading through all the data with the objective of obtaining a general sense of the data collected and to reflect on its overall meaning then making an analysis through organizing the material into thematic categories which were; learners’ participation, language practices in the classroom and learner centered practices/techniques in the classroom.

### **3.11. Summary of the Chapter**

The chapter discussed the methodology employed in the study. Mixed methods design was used to enable the researcher collect data from the participants that comprised 30 teachers and 186 learners, 3 zonal head teachers and 1 SESO. The collected data therefore, gave the researcher a detailed insight of the participants’ attitudes, opinions and experiences in relation to the effects of transition of language of instruction on learner centered teaching in grade five. Both qualitative and quantitative methods were used to enhance triangulation. Questionnaires, semi-structured interviews, Focus group discussion, observation checklist and document analysis schedule were used to collect the data. A sample size of 220 participants was drawn from the

population of teachers and learners in 19 rural primary schools. Ethical considerations were classified to all the participants beforehand.

## CHAPTER FOUR

### PRESENTATION OF FINDINGS

#### 4.1. Overview

This chapter presents findings on effects of transition of language of instruction on learner centered teaching in grade five in selected rural primary schools in Chipata district. The findings are presented by answering the following research questions: (1) How does the transition of language of instruction effect learner participation in a learner centred classroom? (2) What are the language practices that the teacher and learners use in the classroom in order to successfully interact and transmit knowledge.(3) What are the learner centred practices/techniques used in the classroom?

#### 4.2. How does the transition of language of instruction affect learner participation in a learner centred class?

The aim of this question in the study was to find out how transition of language of instruction affected participation of the learners in a learner centred class. This question was asked because when the language of instruction was Nyanja which is the mother tongue of the majority of learners, the learners were very active according to the teachers and the learners, which is an important aspect of learner centred teaching. However, when the language of instruction transitioned to English in grade five, it is not clear how the learners participated because they were exposed to English only from grade 2 and most of the time they spoke Nyanja. It was for this reason that the researcher wanted to bring out the effects of transition of language of instruction on learner participation, To answer this question, both qualitative and quantitative data collection methods were used. Qualitative data was collected from the SESO, the head teachers and teachers using face-to face interviews, for the learners focus group discussion and lesson observations for both the learners and teachers was used while quantitative data was collected from teachers only by using questionnaires.

#### **4.2.1. Effects of transition of language of instruction on learner participation:**

##### **4.2.1.1 Face-to –Face interview data**

The questions asked during teachers' interviews were meant to give an in depth understanding of the first research question. Teachers were asked how participation of the learners was affected by transition of language of instruction from Nyanja to English. This question was answered by using (a) Are there differences in the participation of the learners when using English and when using Zambian language? (b)How does transition of language of instruction affect the learners' participation? (c) What are the causes of the effects?

The findings of (a) from the teachers showed that learners participation was better when Nyanja was used than when English was used because the learners were not proficient in English. The interviewed teachers gave their views in the following:

*T1: Yes, there is a difference in pupils' participation because pupils are more active when Nyanja is used than when English is used.*

*T2: English decreases learners' participation while Nyanja increases pupils' participation*

*T3: English makes pupils to be less involved than when Nyanja is used.*

*T4: If you teach using English you will block most of the pupils from participating because the pupils do not understand English and they also do not know how to speak English so that when you speak English in class, the lesson is no longer learner centred but teacher centred as you are the only one speaking in class.*

Findings from teachers of (b) revealed that in rural schools transition from Nyanja to English affected learners' participation negatively since most of the learners did not know

English whereby most learners keep quiet instead of participating in the lessons. One teacher had this to say:

*T1: The change of language has affected our pupils negatively because in class we are supposed to use English to teach but when we use English it means that our children will just be quite as they do not know English.*

Another teacher said:

*T2: From the experience that I have had teaching in this school I notice that the participation of pupils is good if you use Nyanja. If you use English the pupils will not answer you when you ask a question.*

The other teacher said:

*When you use English as a language of instruction it is as good as talking to yourself as the pupils will not participate in English interactions since they don't know English.*

Another finding from the teachers was that the learners participated negatively by making noise which disturbed the flow of the lessons. This is evident from what some teachers said:

*T3: If you use English in your teaching some pupils will start making noise disturbing you the teacher, the other pupils and the lesson.*

*T4: Use of English is encouraging pupils to do other things such as making noise or even fighting because they do not understand what you are teaching.*

*T5: Some pupils will just disturb you as you teach, because they do not understand English, also such pupils find it difficult to concentrate therefore they disturb the lesson and as a teacher you are forced to first stop teaching and concentrate on controlling the noise in the class so that you capture the attention of the pupils.*

Findings from teachers also revealed that the learners' tendency of laughing at those that tried, especially if they made a mistake made the learners who wanted to try, shun trying for fear of being laughed at. With regard to pupils laughing at each other, one teacher said:

*T5: Sometimes when you are teaching you will notice that when you ask a question, it is the same pupils who raise their hands and so when you decide to choose even those that have not raised their hands you will see that they will give a correct answer and sometimes even give better explanations than those that raised their hands but then when you ask them why they did not raise their hands when they knew the answer then they will say they are afraid of being laughed at especially if they spoke wrong English.*

*T6: Some pupils are discouraged by other learners who laugh at their friends who try to use English especially when they make a mistake.*

The head teachers also participated through answering question (a) How does transition of language of instruction affect learner's participation?

Findings of the question; how did transition of language of instruction affect learners' participation revealed that it was affected negatively because the learners did not comprehend what was spoken in the English language. The learners would just keep quiet when the teacher asked a question, or they would disturb the lesson through noise making and other unwanted activities in class such as mini fighting. The following were the views of the head teachers:

*HT 1: It is difficult to make the pupils participate when English is used as Language of instruction in this school because most of the pupils do not know English so pupils will not contribute to the lesson.*

*HT 2: If English is used then the lesson will be teacher centred as the pupils will not participate in the lesson since they do not understand English.*

*HT 3: How do the pupils participate, when they haven't heard what the teacher said? Use of English will just make class management difficult as pupils easily get bored which may lead to pupils doing things that should not be done in class like bullying those who want to concentrate.*

The SESO was also asked if transition of language of instruction affected learners' participation and this was what he said:

*If Teachers use English the learners may not participate and they may keep quiet or disturb the lesson because most learners in the rural areas at grade five level do not know English.*

#### **4.2.1.2 Data from Focus Group Discussions**

The researcher collected data from learners by organising focus group discussions by putting learners in groups of six participants. The learners were given a choice to choose a language that they would be comfortable with to do the discussion and the learners said they preferred to have the discussion in Nyanja and so the discussions were done in Nyanja. The learners were then asked how transition of language affected their participation in class. Findings from learners Focus group discussions confirmed that transition of language of instruction affected them negatively therefore it was difficult for them to participate in the lessons were English was used because the learners did not understand what the teacher said when English was used, therefore they would just keep quiet or do things that were not part of the lesson such as making noise. Here is what some learners said to this effect.

*L1: Aticha ngati okamba mucizungu cheka-cheka basi sewo tukhala chete koma ayakene okodopanga chongo cifukwa cosamvwa vokamba Aticha. (If the teacher uses English only, we keep quiet but some start making noise because of not comprehending what the teacher said.)*

*L2: Cizungu sitikumvwa so Aticha akakosha olo akakamba chinthu mu cizungu sitikumvwa basi tuyankha lini. (We do not understand English therefore when the teacher asks or says something in English we keep quiet.)*

*L3: koma chinyanja ndiye chatuyankhako osaticizungu. (We answer when the teacher uses Nyanja and not English.)*

From the above findings it is clear that transition of language of instruction affected most learners negatively because they did not know English.

#### 4.1.2.3. Data from class observations.

From the classroom observations the findings show that learners did not understand English as was evident by learners' failure to respond to questions that were asked by the teacher in English. This was evident in the following lesson excerpt: This was a science lesson and it was entitled 'Prevention of Diseases'

**Teacher:** *Ok lelo tizaphunzila pali (ok today we are going to learn about)*

*how we can prevent diseases. What does prevent mean?(Learners are quiet) Kucita prevent ndiye kucita bwanji?(What is to prevent)*

**Learner:** *Kuteteza madiseases (preventing diseases)*

**Teacher:** *Ok, very good how can we prevent water borne diseases?*

**Learner:** *Kugadusha madzi akumwa (Boil water for drinking ayi.)*

**Teacher:** *Boil water for drinking. Very Good muwombeleni m'manja. (clap hands for him). How can we prevent bilhazia? (no response from learners) Nanga who can tell us kuti bilhazia nichani?*

**Learner:** *Lukoza*

**Teacher:** *Nanga tinganga chite prevent bwanji bilhazia? (How can prevent bilhazia)*

**Learner:** *Don't nyayaring olo kusewela in dirty water? (Don't swim or play in dirt water)*

**Teacher:** *Very good, clap hands for him. (Don't swim or play in dirty water ayi) Nanga Cholera, how can we prevent cholera? Wash our hands tikalibe kudya.*

Then the teacher groups the learners in sixes and gives them tasks to write in their groups. Each group was to write 3 diseases and how they can be prevented. Later Secretaries of the groups reported the answers to the class and corrections were made. Then before the end of the lesson, class exercises were given.

The other lesson observations were on assessment from School C. The assessment lesson observations were from the same class and the researcher observed two midterm tests, one was in Social studies and the language of instruction used was English. In this assessment the teacher wrote the questions on the board and then before the learners started writing, the teacher read through the test and explained a few concepts that were considered difficult in Nyanja. The other assessment on the other hand, is where the teacher administered a test in Nyanja and the teacher did not read through but when the researcher checked through the test results the learners still performed well in the Nyanja test compared to the English test.

#### **4.2.3. What are the causes of the effects of transition of language of instruction?**

The researcher used this question because she wanted to find out why transition of language had effects on the learners in the rural schools which also affected learner participation which in turn affected learner centred teaching. To find out the causes of the effects of transition of the language of instruction, the researcher used face-to-face interviews in which she interviewed the SESO, 3 head teachers and 5 grade five teachers.

##### **4.2.3.1 Face- to- face interviews data**

Findings from the SESO showed that the causes of the learners' negative participation were because learners in rural schools did not have enough exposure to English both in school and at home. This was evident when the SESO said:

*In the rural schools the teachers are few and mostly these teachers handle two classes so that it is not easy for them to make extra time for the learners in order to assist them learn the English language. This leaves the learners with the limited time that they have in the classroom. At home they are not assisted by their parents because their parents do not know English themselves. Furthermore,*

*the learners in the rural schools are not exposed to the gadgets that can help them to learn and practice English such as televisions, phones, computers and many more that are found in town.*

Findings from the SESO revealed that learners in the rural schools have little exposure to English both at school and at home.

The same question, what are the causes of the effects of transition of language of instruction? was asked to Head teachers and they gave different opinions with regard to the negative effects of transition of language of instruction on learner's participation. Findings from head teachers show that most of the learners had little exposure to English both in school and at home. The following were some of what the head teachers said:

*HT 2: In school the pupils were introduced to English in grade 2 and they only had 30 minutes a day for 3 years to learn English. The teachers in rural schools are few leading to most of them having double classes which means that they could not give the pupils extra time. At home most of the pupils did not receive any kind of assistance as their parents did not also know English.*

*HT3: The schools are limited on resources that could help pupils learn English such as teachers, classrooms, teaching materials, which makes use of English difficult. Also most of the pupils come from homes where English is either not used at all or is used at a very low level making it difficult for pupils to practice and learn the language by the time they are in grade five.*

When the grade five teachers were asked about the causes of the effects of the transition of language of instruction, the findings indicated that the learners were not able to use English because of limited exposure and resources to the language. The following were teachers' views:

*T1: The pupils in the rural areas have difficulties because at home they have no one to help them with school work since most of their parents do not know English themselves and most of them when they go home they are expected to do home chores and not work related to school.*

T3: *While in school the pupils only get exposed to English in class but after class we cannot give extra lessons because some of us will be attending to another class so it is difficult to give our pupils extra lessons that can help them learn English. The teaching aids such as books for reading are not there in the school.*

Findings from the teachers indicated that the learners had limited exposure and resources to help the learners learn and practice English.

#### **4.2.4. Effects of transition of language of instruction on learner participation: Quantitative data**

The researcher used quantitative data in order to validate the qualitative data that was earlier used. The other reason is because the study is following the Sequential Exploratory research design, therefore qualitative data is presented first and then it is followed by the quantitative data. To get findings from the quantitative data of the first question the researcher used the sample size of 30 teachers. In answering the question, strongly agree, agree, disagree and strongly disagree were used to give a representation of the views of the teachers on how the transition of the language of instruction affects the participation of the learners

**Table 1. Use of English as a language of language of instruction affects learners' interaction and participation negatively**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	11	36.7	36.7	36.7
	Agree	12	40.0	40.0	76.7
	Disagree	5	16.7	16.7	93.3
	Strongly Disagree	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

The findings show that 36.7% of the teachers strongly agreed that transition of language of instruction affects learners' participation negatively while 40% of the teachers agreed 16.7% of the teachers strongly disagreed while 6.7% strongly disagreed.

#### **4.2.5. Summary of Question one**

The findings showed that transition of language of instruction affected the learners' participation negatively, this is because the learners in grade five in the rural schools have not acquired proficiency in English to enable them transition to English from Nyanja. Findings indicated that poor proficiency in English was caused by time allocated to teaching English not being enough. In addition, the findings revealed that the learners only got a chance to speak English when they were inside the classroom at school. The schools were also understaffed making the teachers not to have time for extra lessons to help the learners and also the schools did not have the resources such as text books that could help the learners improve on their English. Quantitative findings indicated that 36.7% of the participants strongly agreed that transition of language of instruction affected learner participation, while 40% of the participants agreed, 16.7% of the participants disagreed while 6.7% of the participants strongly disagreed.

#### **4.3. R.Q 2: What are the language practices used in the classroom in order to successfully interact and transmit knowledge?**

This question was asked because the researcher wanted to find out how the new language of instruction was used in the rural schools for teaching, to find out if English created a language barrier to teaching or not and if it did, what language practices did the teachers employ in their classes so that they interact and transmit knowledge successfully to the learners, given the limited time that the learners were exposed to the academic language. Like the first question, question 2 was also answered by using both qualitative and quantitative data. This question intends to answer this question through: (a) Are Code-switching and code-mixing used as a language practice in the class (b) Is interpretation used as language practice in class? (c) Is reciprocity used as a language practice in class.

##### **4.3.1: Code-switching used as a language practice in Class.**

###### **4.3.1.1 Face-to-face interviews data**

Interviews were used in order to have various opinions to answer this question, the study revealed that code-switching and code-mixing were some of the language practices that the teachers and learners used to counteract the language barrier caused by English in the classroom when language of instruction transitions from Nyanja to English. The findings of the SESO's

opinions indicated that there was a lot of code-switching used by the teachers to make the learner understand what they were teaching. The SESO said that:

*Learners in the rural schools have problems with transition of language of instruction from Nyanja to English. A teacher therefore should use both Nyanja and English when teaching so that the teacher and the learner benefits from the learning. The teacher can do this by using code-switching.*

The other question that he was asked was if interpretation could also be used as a language practice in the classroom and the following was what he said:

*The teacher can also use both English and Nyanja to explain a difficult concept through interpretation.*

When the SESO was asked about the use of Reciprocity he said that:

*The teacher understands his/her learners and therefore should be able to use a language that will facilitate learning.*

The researcher further interviewed 3 head teachers in order to get their views on the language practices that the teacher should employ in class in order to navigate the problem that transition of language from Nyanja to English may have created. The findings from head teachers revealed that when transition of language of instruction takes place most of the learners do not have enough proficiency to use English. Therefore head heads encourage the use of code-switching and code-mixing, interpretation as they interact with the learners. In answering question (a) Are code-switching and code-mixing used in class? The head teachers had this to say:

**HT 1:** *I encourage the teachers to code-switch because here in the rural schools it is difficult to teach without use of Nyanja and so we encourage our teachers not to do away with Nyanja but also not to do away with English. This is because in grade five, teaching must be through English but the challenge is that pupils don't know English.*

**HT 2:** *Use of code-switching or code-mixing is very important because it helps the pupils in the learning process to understand what the teacher is teaching. But it also helps the lessons to be learner centred as the learners will be able to ask and answer questions and even get involved in learning activities that happen in class. I therefore, advice teachers to encourage the pupils to use English even if it is broken English which should of course be corrected either by their fellow pupils or the teachers themselves when the other pupils fail.*

**HT 3:** *The advice I give the teachers is that they should allow code-switching and code mixing when teaching to help the pupils understand what they are teaching and assist the learners to interact even by using broken Through trying and being corrected the pupils will be learning both English and the content. Otherwise the use of English without Nyanja makes teaching irrelevant therefore teachers must not teach in English continuously no.*

The next question that head teachers answered was (b) Is interpretation used in the class?

The head teachers had this say:

**HT 1:** *I encourage the teachers to pick out important concepts and interpret them using both English and Nyanja. This will also make the learners to learn the content and also to learn English*

**.HT 2:** *Since here in the rural areas most of our pupils do not understand English so it is important for a teacher to explain some concepts both in Nyanja and in English. By so doing the teacher implements the policy language and transmits knowledge to the pupils but also encourages interaction in the classroom.*

Then question (c) Is reciprocity used in the class and the head teacher gave the following answers:

**HT1:** *Sometimes when the pupils speak in Nyanja the teacher must also use Nyanja especially when what is being taught appears to be difficult to*

*be understood when English is used.*

**HT2:** *Depending on the nature of the activity and lesson there is nothing wrong with the teacher using the language that pupils are using.*

**HT3:** *Use of Nyanja is encouraged between pupils and teachers especially for clarity.*

Teachers were also interviewed in this study to find out about the language practices that they used in class to teach due to the policy switch of language of instruction from English to Nyanja since in the rural schools most of the learners have only been exposed to the English language for three years and they may not have acquired the needed proficiency to use the English language. To answer question (a) Are code-switching and code-mixing used in class? and the teachers had this to say:

**T1:** *When I am teaching I use both Nyanja and English because if I use English only, it means that the pupils will not understand so I need to use a bit of English here and a bit of Nyanja there then that way the pupils will understand what am teaching.*

**T2:** *It is not possible to teach using English only without using Nyanja because the pupils will not understand what you are teaching. I also encourage the pupils to use English which they also mix with Nyanja most of the times.*

**T3:** *Even if English is the policy language but when it comes to teaching the pupils will not get anything from your teaching if you don't use Nyanja because most of them do not know English.*

**T4:** *As teachers in the rural schools we need to use both Nyanja and English so that our pupils can follow what you are teaching since most of them do not understand English.*

**T 5:** *Since most of the pupils do not know English when we teach we code-switch.*

The teachers answered question (b) Is interpretation used in class? As follows

**T1:** *As we teach we have two tasks one of them is to encourage the learners to use English for example if I ask a question in English and pupils are quiet then I will say the same question in Nyanja. When the pupils answer in Nyanja and if the answer given is correct then I will ask the other pupils to repeat that same answer in English, when no one answers then I will tell the pupils how we say it in English after that I will ask the pupils to repeat the English word or statement.*

**T2:** *As a teacher we understand that this word the pupils are meeting it for the first time and so we explain it in both Nyanja and English.*

**T3:** *Sometimes when you ask pupils what a certain word or sentence means which is in English and the pupils fail to give an answer then I interpret it but when the answer is given usually in Nyanja, I then tell them the English equivalence that they had earlier failed.*

**T4:** *Interpretation is a very important strategy because we are able to explain difficult English concepts in Nyanja which is the language that the pupils understand.*

**T5:** *Interpretation makes it easy for us to explain difficult concepts.*

The teachers answered (C) Is reciprocity used in class?

**T1:** *In some cases I use Nyanja without using English just to keep the interaction with the pupils.*

**T2:** *Mostly Nyanja is used more than English especially to encourage pupils to contribute to the lesson*

**T3:** *Nyanja is often used continuously in class than changing from one language to another.*

Findings from teachers' opinions indicated that use of both Nyanja and English are necessary for teaching and learning in which there is use of interpretation, reciprocity, code-switching and code-mixing as language practices in the learner centred classroom.

#### **4.3.1.2. Language practices used in the Classroom: Focus Group Discussion data**

Focus group discussion was used because the researcher wanted to collect data from the learners about the language practices that are used in the classroom. Findings from the focus group discussions indicated that the language practices used in the classroom are interpretation, reciprocity, code-switching and code-mixing. (a) Are code-switching and mixing used in class? was answered as follows by some learners

**L1:** *Aticha okonda kukamba Cizungu koma cinyanja nacho okamba cifukwa tikumva lini cizungu cheka-cheka. (The teacher likes to use English but he also uses Nyanja because we don't understand English.)*

**L2:** *Aticha okamba mcizungu, olo mcinyanja vonse. (The teacher uses both English and Nyanja.)*

**L3:** *Aticha akambo phunzisa osakaniza cinyanja nacizungu cifukwa cizungu sitikumzywa ngako. Nase otiuzya kuti tikoyesako kukambako nacizungu osati Cinyanja cheka cheka. (The teacher code switches when teaching because English we do not understand very much and the teacher encourages us to code-mix and not just to use Nyanja only)*

**L4:** *tuyeselelako kukamba cizungu olo nichobwanyika basi Aticha otiuzya apo pawakamba mcinyanja mcizungu tukamba teti basi ukamba mcizungu. (We try to use English even broken but the teacher usually gives the correct English word then you say it in English)*

**L5:** *Tuyavizya-yavizya cizungu na chinyanja. (We mix English and Nyanja)*

(b) Is interpretation used in class? was answered as follows:

**L6:** *Ngati Aticha akosha mucizungu paliye oyankha basi okosha soti mcinyanja. Basi akambe soti mcizungu okuuziyani kuti mukambe namwe mcizungu. (When the teacher asks in English and no one answers he asks again in Nyanja and when the answer is given then the teacher asks us to repeat the English word or statement.)*

**L1:** *Aticha osankhamo mau vizungu vokosa na kutiuzya mucinyanja. (the teacher chooses difficult words and then explains them in Nyanja)*

**L2:** *Nthawi ziyake Aticha otiuzya kuti tikambe liu la mcinyanja mcizungu ngati chatikanga tonse okamba weka Aticha. (Sometimes the teacher asks us to say a Nyanja word in English and those who know answer but we all fail the teacher tells us).*

Question (C) Is reciprocity used in Class? was answered as follows:

**L3:** *Nthawi ziyake ngati wakamba mcinyanja Aticha nao okamba mcinyanja (sometimes when you use Nyanja the Teacher also uses Nyanja)*

#### **4.3.1.3 Language Practices used in the Classroom: Class observation data**

The researcher used class observation because she wanted to validate the data collected from the interviews especially from the teachers who teach the classes where observation took place. The finding from the class observations showed the language practices used in the class were code-switching and code-mixing, reciprocity and interpretation. These were seen in the following Mathematics lesson entitled ‘Number line’ extract.

**Teacher:** *Ni number line ija? (Is that a number line?)*

**Learners:** *No*

**Teacher:** *Aha who can explain why (learners are quiet even after the teacher repeats until she interpret to Nyanja) nindani angatiuzeko chifukwa?*

From the above sentence, one of the findings is that interpretation is used as a language of instruction. That one of the language practices used in the learner centred class is interpretation.

**Learner:** *Tiyikamu tumawanu (we put ones)*

**Teacher:** *Very good, tiyikamo tuma points kapena tuma steps twamene tuzayamba kutichita Guide. Utu tuma points ndiye tutichita guide how many steps to move and pamene tizaimilila.*

**Teacher:** *Chifukwa nichani tiyikamo tumapoint.*

**Learner:** *kuti tikoziya poyambila napolekela.*

**Teacher:** *(Very good) awa mapoint ndiye otitsongolela kuti tipeze answer.*

**Teacher:** *So lelo tizaphuzila pali addition using number line. Addition using what?*

**Learners:** *Number line*

**Teacher:** *again*

**Learners:** *Number line*

The other lesson observation was carried by school B and the following was how the lesson proceeded. The lesson was Social studies entitled ‘Economic activities in Luapula Province’

**Teacher:** *Who can tell us the meaning of Economic?*

**Learners:** *(they are quiet)*

**Teacher:** *Chabwino nindani agate uzeko tanthauzo yaiyi liu ‘economic’ (who can tell us the meaning of economic)*

**Learner:** *(learners are quiet)*

**Teacher:** *Economic itanthauza zichinthu zimene anthu amacita zosiyanasiyana zimene zimawa bwelesela ndalama. (Economic means different activities that the people do in order to earn money)*

**Teacher:** *Tiyeni tonse pamodzi tikambe ‘economic’ (together say economic)*

**Learner:** *(the learners repeat but the teacher does not like the pronunciation)*

**Teacher:** *Don’t say ‘economic’ it is ‘economic’*

**Learner:** *economic*

**Teacher:** *ok tonse tyeni tione pa map iyi ya luapula province, what do you see apa pa map? Tionapo chani apa?*

**Learners:** *dam,*

**Teacher:** *Si Dam niLuapula river. (it is not a dam it is a river)*

**Teacher:** *Yes, nichani chiyake?*

**Learner:** *Ma road*

**Teacher:** *Ok now what are the economic activities found in Luapula?*

**Learners:** (learners are quiet)

**Teacher:** *Ni nchito zabwanji zamene anthu amachita zamene ziwapasa ndalama kuLuapula province? Zinchito monga zamene muona kuno.*

**Learner:** *kukasha nsomba (fishing)*

**Teacher:** *aha mowombeleni m'manja, kukasha nsomba? Wazibila chinji (clap hands for him /her how did you know)*

**Learner:** *chifukwa cha river.*

Reciprocity, interpretation and Code-switching and code-mixing can also be observed in the following science lesson observation entitled: 'Prevention of Diseases'

**Teacher:** *Ok lelo tizaphunzila pali (ok today we are going to learn about)*

*how we can prevent diseases. What does prevent mean? (Learners are quiet) Kucita prevent ndiye kucita bwanji?*

**Learner:** *Kuteteza madiseases (preventing diseases)*

**Teacher:** *Ok, very good how can we prevent water borne diseases?*

**Learner:** *Kugadusha madzi akumwa (Boil water for drinking ayi.)*

**Teacher:** *Boil water for drinking. Very Good muwombeleni m'manja. (clap hands*

*for him). How can we prevent bilhazia? (no response from learners) Nanga who can tell us kuti bilhazia nichani?*

**Learner:** *Lukoza*

**Teacher:** *Nanga tingateteze bwanji Lukozo? (How can prevent bilhazia)*

**Learner:** *Don't nyayaring olo playing mu dirty water? (Don't swim or play in dirt*

*water)*

#### 4.3.2. Language practices used in the Classroom: Quantitative Data

To collect the quantitative data, questionnaires were completed by 30 teachers to give the researcher statistical data on language practices as used in the classroom. Quantitative data was used to find out the percentages and frequencies of the views of the participants on which language practices were used in the classroom when the language of instruction transitions from Nyanja to English. To collect the needed data the researcher asked the question: what are the language practices used in the classroom?

Table 2. Language Practices as used in the classroom

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Reciprocity	10	33.3	33.3	33.3
	Interpretation	8	26.7	26.7	60.0
	Code-Switching and code-mixing	9	30.0	30.0	90.0
	English	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

Findings from the quantitative data show that of the language practices used in the classroom, Reciprocity is the one that is mostly used in class representing 33.3%, followed by Code-Switching and code-mixing which was at 30%, Interpretation was at 26.7% and then use of English was at 10%.

#### 4.3.4 Summary of Research Question 2

The findings of Research question 2, revealed that when the language of instruction transitions it is difficult for the teachers in the rural schools to teach using English because the learners have not acquired enough proficiency in the English language since they have only been exposed to it for three years. Findings also showed that besides use of English which created language barrier in class the language practices used in class to break the language barrier were Reciprocity,

interpretation, code-switching and code-mixing. Findings from the quantitative data indicated that of the language practice used in the classroom, Reciprocity is the one that was mostly used in class representing 33.3%, followed by Code-Switching and code-mixing which was at 30%, Interpretation was at 26.7% and then use of English was at 10%.

#### **4.4. R.Q.3 What are the learner centred practices/techniques used in the classroom?**

This question was used because the researcher wanted to find out the learner centred practices/techniques used in the classroom when the language of instruction transitions in the rural primary schools. In order to collect data the researcher used both the qualitative and the quantitative data. This question intends to bring out (1) Learner centred practice as used in the classroom.

##### **4.4.1. Learner centred Practices as used in the classroom- Qualitative data**

###### **4.4.1.1 Face to face interview data**

The researcher used this question: What are the learner centred techniques/practices used in the classroom, to answer this question one of the data collection techniques used was face- to face interviews. The researcher used interviews in order to get various opinions of participants in relation to the question.

The researcher asked the head teachers the question, what are the learner centred techniques/practices used in the classroom? To collect this data the researcher conducted face-to-face interviews with head teachers because she wanted to collect data that would answer the question. The findings from the head teachers showed that the learner centred techniques that were used were pair work, group work, class discussion and assessment. The head teachers had this to say:

**HT 1:** *The learner centred activities that I advice teachers to use are the ones with activities that will encourage the learners to work on their own and the teacher to just guide the lesson and help where the learners need assistance. . I also encourage assessment in form of class exercises and frequent tests, so that the teachers can understand the weakness of their pupils. The teachers are also*

*encouraged to give the pupils feedback so that the pupils know also their weaknesses and strengths.*

**HT 2:** *I advice the teachers to give tests at least twice in a term before they write end of term so that they can practice the use of English. I also encourage the teacher to have quiz at least once or twice in a term so that the pupils can learn and practice English vocabulary.*

**HT 3:** *The learner centred techniques that the teachers use are those that encourage the pupils to interact such as group work, pair work and so on, but also give exercises and make sure that they mark the books of the pupils and make corrections with them after every tests and every exercise.*

The other group of participants that the researcher interviewed was the teachers, who answered the same question, what are the learner centred techniques that are used in the classroom? This question was asked to teachers because the researcher wanted to have different opinions on the learner centred techniques used in the classroom. The findings revealed that most of the teachers said that the learner centred techniques that were easy to use were those that enabled the learner to interact freely and to be more active participants of the lesson. The findings also revealed that the common learner centred techniques that teachers found easy to use when the language of instruction transitioned were pair work, class discussions, group work and assessment. Different teachers had this to say:

**T1:** *The techniques that are used to teach are group work, class discussion, pair work, assessment and quiz once in a while because they are easy to organize and they also encourage interaction.*

**T2:** *I use activities such as group work where the pupils can share ideas and even teach each other while I go round assisting them. After that I give them exercises and later we make corrections together.*

**T3:** *The common techniques that I use are class discussion, group work and assessment.*

**T4:** *In grade five the techniques that are used are class discussions, group discussions and assessments*

**T5:** *I like it when I give exercises or tests because they help me to identify the weakness of the pupils and so I am directed on where I must concentrate.*

#### **4.4.1.2. Focus Group Discussions data**

The researcher also used Focus Group Discussions because she wanted to learn from the views of the learners about the learner centred techniques that the teacher uses in class. Findings from the learners revealed that the teachers mostly used class discussion, pair work, group discussion and assessment. Mostly teachers chose learner centred techniques which helped learners to practice English language. Some of what the learners said were as follows:

*L2: koma kuphuzila mumagulu mumagulu muli bwino chifukwa tikondo kambako cinyanja koma quiz niyobvuta kaili ofuna kuti tikokamba cizungu cheka-cheka osayikako cinyanja maka-maka ngati ni ma spelling. (We like group work because we can use Nyanja but quiz is difficult because of the use of English without the use of Nyanja especially if it is spellings.)*

*L3: Aticha wasu okonda kuti phuzitsa mumagulupu mumagulupu otiyika five five olo payakine otiyika six-six. Akatiyika basi Aticha osakha chairman na secretary. Nthawi zayakine otiuzya kusakha teka Chairman na secretary. Chairman okondoyika ula othandizila ayakepa gulupu basi secretary olemba vamwakambilana pa gulupu. Aticha otiuzya vochita. Aticha opitamu kuona vatuchita. Otiuzya kuti mukoyesako kulemba muchizungu olo ni chobwanyika tichite ma correction. Tikasilizya olo nthawi yatipasa ikakwana a secretary a gulupu iliyonse akuya kusongolo akuyowerenga vamwakambilana. Akasilizya ngati penze venze asokoneza maka-maka ngati abwanya cizungu aticha okosha mukilasi kuti nabani angakambe mcizungu?ula waziwa oyankha ngati tonse chatikanga Aticha otiuzya answer mcizungu nakutiuzya kuti bwezaponi. Payakene kukosha Aticha kuti apa tingalembe tyani mucizungu basi Aticha otiuzya, cifukwa Payamba kulemba Aticha opitamu kuona vutulemba na kuthandiza. (Our teacher*

*usually divides us into groups of fives or sixes and chooses a group leader and a secretary but sometimes we are given the opportunity to choose ourselves. Usually the group leader is the one that can help the others on how the work must be done. The role of the secretary is to write what the group discusses and report to the class. Although we are free to discuss in Nyanja but the teacher encourages us to use English even if it is broken but later it is corrected either by the other learners or by the teacher who then tells us to repeat the English word. Sometimes we ask the teacher for the English words as the teacher goes round helping).*

*L4: Nthawi ziyake Aticha otiyika tawili-tawili basi otipasa vocita maka-maka mcizungu akonda kuti pasa vocita vakuti muyake okosha muyake oyakha kuti tikoyeselela kukamba cizungu. Lomba ngati mwasokoneza aticha okuthandizani olo kapena ayanu m'kilasi. (Sometimes the teacher puts us in pairs and gives us tasks sometimes in question and answer form usually meant to practice English but when we make a mistake our friends or the teacher helps us).*

*L5. Akasilizya kuphunzisa subject iliyonse belu ikaliyelila yakuti tiphunzila viyake Aticha otipasa volemba, atikosha pa vinthu vataphuzila kuti aone ngati tamvwa olo kapena tiliye kumvwe, Akachoonga ma buku otibwezela koma akatipasa tikaliye yamba kuphuzila viyake tuyamba tipitemo na Aticha vetelemba basi ngati wenze wechifwa ulemba vazoona. Mukati mwa temu soti tulemba mayeso na kosilizyila kwa temu na caka. (When the teacher finishes teaching each subject we are given work to write before we move to another subject so that the teacher can understand if we have understood or not. When our work is marked we get back the books but we do corrections before we move to another subject. We also write midterm tests, end of the term tests and end of the year tests.)*

*L 6: Payake Aticha otikosha mafuso mkilasi basi waziwa oyakha. (Sometimes the teacher asks us questions as a class and the one who knows answers.)*

#### 4.4.1.3 Document Analysis data

The researcher also used document analysis to collect qualitative data. The document analysed was the lesson plan because the researcher wanted to find out the learner centred techniques that teachers used in the classroom when teaching. Findings from the documents show that teachers use various learner centred techniques when teaching, common among them were class discussion, group discussions, and Assessment.

#### 4.4.1.4 Lesson observation data

To answer the question: What learner centred techniques are used in the class? The researcher observed lessons so as to find out the learner centred techniques that are used in the classroom to teach and one of the lessons was from School B and the following was how the lesson proceeded. The lesson was a social studies lesson entitled 'Economic activities in Luapula Province'

**Teacher:** *Who can tell us the meaning of Economic?*

**Learners:** *(they are quiet)*

**Teacher:** *Chabwino nindani angatiuzeko tanthauzo yaiyi liu 'economic' (who can tell us the meaning of the word 'economic')*

**Learner:** *(learners are quiet)*

**Teacher:** *Economic itanthauza zichinthu zimene anthu amacita zosiyanasiyana zimene zimawabwelesela ndalama. (Economic means different activities that the learners do in order to earn money)*

**Teacher:** *Tiyeni tonse pamodzi tikambe 'economic' (together say economic)*

**Learner:** *(the learners repeat but the teacher does not like the pronunciation)*

**Teacher:** *Don't say 'enconomic' it is 'economic'*

**Learner:** *economic*

**Teacher:** *ok tonse tyeni tione pa map iyi ya luapula province, what do you see apa pa map? Tionapo chani apa?*

**Learners:** *dam,*

**Teacher:** *Si Dam ni Luapula river. (it is not a dam it is a river)*

**Teacher:** *Yes, nichani chiyake?*

**Learner:** *Ma road*

**Teacher:** *Ok now what are the economic activities found in Luapula?*

**Learners:** (learners are quiet)

**Teacher:** *Ni nchito zabwanji zamene banthu bamachita zamene zibapasa ndalama ku Luapula province. Zinchito chabe monga zamene muona kuno.*

**Learner:** *kukasha nsomba* (fishing)

**Teacher:** *Fishing mcizungu ai, aha mowobeleni m'manja, kukasha nsomba wazibila chinji* (clap hands for him, give a reason for your answer)

**Learner:** *chifukwa cha river. (Because of the river)*

**Teacher:** *nanga ziyakine nchito?*

**Learner:** *Maticha.*

**Teacher:** *Teaching Aha. Lomba tinkhale m'magulu wathu ndipo every group write 5 economic activities give reasons for your answer.* For example, fishing – because of the river and group secretaries report to the class, and then a class exercise was given.

#### 4.4.2 Quantitative Data

Quantitative data was also used because the researcher wanted to answer the question: What learner centred techniques are used in the class room? using percentages and frequencies.

Table 3. **Learner centred techniques as used in the classroom**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	class discussion	8	26.7	26.7	26.7
	Group discussion	9	30.0	30.0	56.7
	Pairwork	5	16.7	16.7	73.3
	Assessment	6	20.0	20.0	93.3
	Quiz and Debate	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Using 30 participants the researcher collected quantitative data to find the learner centred techniques as used in the classroom. The findings revealed that 30% of the participants liked to use group discussion, 26.7% liked to use class discussion, 20% of the participants liked

Assessment and Quiz and debate were at 6.7% of the learner centred techniques that are used when language of instruction transitions.

#### **4.4.3. Reasons for choice of Learner centred techniques**

The researcher used this part of the question because she wanted to find out what the teachers consider for their selection of learner centred techniques. In this part of the study the participants that were used are teachers only. Both qualitative and quantitative data was used in this part of the study.

##### **4.4.3.1. Face- to- face Interviews data**

To find out the factors that determine the selection of learner centred techniques to be used in the classroom, data was collected using face-to-face interviews from teachers. The findings revealed that most of the teachers said that use of learner centred techniques that a teacher could pick for use when the language of instruction transitions are those that will help the learners interact thereby learning from one another. The finding indicated that teachers also use techniques that help the teacher identify weaknesses and strengths of the learners. Different teachers had this to say:

*T1: The factors that I consider when choosing a learner centred technique are those that should encourage the pupils to learn from each other through interaction. For example if I use group work then I should put those learners that can speak English or read in English in all the groups at least, so that they can help their friends to do the tasks given.*

*T2: My choice of learner centred techniques is dependent on those that promote pupils to be more active participants in class than me. Although, when it comes to use of English there is poor interaction but I encourage them to try as much as possible to use it even though it is broken English, while use of Nyanja though it is not encouraged, it is allowed, that way they learn some English when they get corrected through techniques such as group work and assessments like exercises.*

*T3: I find the use of Quiz easy especially when it comes to teaching spellings because other learners also get involved especially if the one on the panel fails*

*and those on the same team will get involved because they do not want their team to lose and through that a lot of pupils get involved. The only problem is that it takes a lot of time.*

*T4: Giving exercises is a good learner centred technique because it helps me to understand the improvements learners are making in learning English. .*

*T6: I choose the learner centred techniques that involve activities that will also encourage the learners to try as much as possible to use and practice the English language such as pair work, class discussion.*

Findings from the opinions of the teacher indicated that transition of language of instruction was a determining factor to the selection of learner centred techniques as the teachers chose the learner centred techniques that would encourage use of English through interaction. Quantitative data was also collected from 30 teachers to find out if the teachers agreed or disagreed, or if they strongly agreed or strongly disagreed about transition of language of instruction being a determining factor to selection of learner centred techniques.

**Table 4. Transition of L.O.I as a determining factor to selection of Learner centred techniques**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	11	36.7	36.7	36.7
	agree	9	30.0	30.0	66.7
	Disagree	6	20.0	20.0	86.7
	Strongly Disagree	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

Quantitative data shows that 36.7% of the teachers strongly agreed that transition of language of instruction is a determining factor to the selection of learner centered techniques, followed by the 30% of the teachers who strongly agreed, 20% who disagreed and 13.3% that strongly disagreed that transition of language of instruction was a determining factor to selection of learner centred techniques.

#### **4.5. Summary of Research Question 3**

The findings revealed that the learner centred techniques that are mostly used by teachers were those that encourage interaction because learner centred teaching is dependent on interactive activities and also encourage the learners to interact. The learner centred techniques are Pair work, group work, class discussion, group discussion, assessment and debate and quiz. Quantitative findings also revealed that 30% of the participants liked to use group discussion, 26.7% liked to use class discussion, 20% of the participants liked Assessment and Quiz and debate were at 6.7% of the learner centred techniques that are used when language of instruction transitions. Quantitative data also showed that 36.7% of the teachers strongly agreed that transition of language of instruction is a determining factor to the selection of learner centered techniques, followed by the 30% of the teachers who strongly agreed, 20% who disagreed and 13.3% that strongly disagreed that transition of language of instruction was a determining factor to selection of learner centred techniques.

#### **4.6 Summary of Chapter 4**

The findings show that transition of language of instruction affected the learners' participation negatively, this was because the learners in grade five in the rural schools had not acquired enough proficiency in English to enable them transition to English from Nyanja due to limited exposure to English. When English was used for teaching most of the learners just kept quiet or disturbed the class by making noise or even fighting and to counteract the English hegemony that is created by the language policy, the teachers and learners interpret, reciprocate, code switch and code-mix, in class to interact and transmit knowledge. When language of instruction transitions, the preferred learner centred techniques are Pair work, group work, class discussion, group discussion and debate and quiz because they are interactive and can easily be used to encourage use and practice of English but also assessment because it helps the teachers to know the strengths and weaknesses of the learners.

Quantitative findings indicated that 36.7% of the participants strongly agreed that transition of language of instruction effected learner participation, while 40% of the participants agreed, 16.7% of the participants disagreed and 6.7% of the participants strongly disagreed. Another finding showed that Reciprocity is the one that was mostly used in class representing 33.3%, followed by Code-Switching and code-mixing which was at 30%, Interpretation was at 26.7%

and then use of English was at 10%. Another quantitative findings also revealed that 30% of the participants liked to use group discussion, 26.7% liked to use class discussion, 20% of the participants liked Assessment and Quiz and debate were at 6.7% of the learner centred techniques that were used when language of instruction transitions. Quantitative data also shows that 36.7% of the teachers strongly agreed that transition of language of instruction was a determining factor to the selection of learner centered techniques, followed by the 30% of the teachers who strongly agreed, 20% disagreed and 13.3% that strongly disagreed.

## CHAPTER FIVE

### DISCUSSION OF FINDINGS

#### 5.1. Overview.

This chapter will discuss the findings that were presented in chapter four, themes derived from the objectives will be used to analyse the findings on effects of transition of language of instruction on learner centred teaching in selected rural primary schools in Chipata district, Zambia. The themes to be used are: (1) Effects of transition of language of instruction on learners' participation. (2) Teachers and learners' language practices as used in a learner centred classroom and (3) Learner centred practices/technique used in the classroom. Discussions will be done in relation to a number of issues that arose in the study there by, showing relations or differences between the findings of this study and those of the other studies which have been reviewed in this study. It will also show how the theories which are framing this study relate or not with some findings of the study.

#### 5.2 Effects of transition of language of instruction on learners' participation

In determining the effects of transition of language of instruction on learner centred teaching in grade five in selected rural primary schools in Chipata, Zambia the first theme 'effects of transition of language of instruction on learners' participation was used. This theme was derived from the first objective aimed at determining how the transition of the language of instruction affects learners' participation in a learner centred class.

The findings from interviews show that transition of language of instruction affected learner participation negatively because majority of the learners failed to answer questions when they were asked in English or even just to contribute. The failure to participate when English was used as a language of instruction was as a result of the learners not being proficient in English due to the little exposure that the rural learners have in English. This is in conformity with Munakaampe (2005:53) who stated that "Zambian grade 5 pupils in basic schools are not able to interact in English because often they are not exposed to sufficient community practice in English language" and William (1993) also found that, Zambian grade five pupils were not ready for transition because they could not speak English aloud except when repeating after the

teacher. It agrees with Anyiendah (2017) who in her study found that there isn't enough time to make the learners practice English so that when it is used as language of instruction learners have difficulties to participate. This also concurs with one of the theories that this study is anchored on by Cummins (1999) that states that an individual who does not have enough exposure to an academic language needs 5 or to 7 years or more to learn the academic language.

Findings also revealed that other negative effects of the transition of language of instruction on learners' participation was because of the failure for the learners to comprehend and speak English and this led to decrease in learner participation when English language was used as a language of instruction. This finding was also revealed in the lesson observations, where when the teacher asked a question in English the learners would keep quiet, for example in the lesson entitled 'The economic activities in Luapula province' when the teacher asked the question, '*what are the economic activities found in Luapula?*' The learners did not respond they were quiet and so the teacher decided to ask what the word economic meant but the learners just kept quiet until the teacher explained it in Nyanja. This is in conformity with what Cantoni (2005) study who found that transition from mother tongue to English instructions created some decrease in the participation of the pupils and possibly in the learning, not only in the new language but also in the content subjects. Because the use of English created decrease in learner participation, it counteracts with Dewey (1987) Progressive theory, one of the theories guiding this study which states that the learner must be the more active participant in the classroom.

Findings from teachers and head teachers also revealed that other factors that made English difficult to learn where limited resources both at home and at school. These resources range from lack of parental/family support to learn and practice English, lack of teachers, lack of teaching materials, few classrooms limited time but transition of language of instruction was the major determinant of poor learner participation in the learner centred classroom. This is in agreement with Mlay (2010) who had similar findings, which indicated that lack of physical facilities such as a library, lack of teachers, infrastructure and Parental support and tuition/remedial classes hamper effective learning and developing language skills.

Other findings from interviews and focus group discussions, the participants indicated that the other negative effects were that, apart from the learners keeping quiet when they did not

understand what the teacher was teaching when he/she used English, some learners disturbed the lesson by making noise, in form of murmuring and chatting about issues that were outside what the teacher was teaching, even starting mini-fights with other learners disturbing the flow of the lesson. This derailed the focus of the teacher because instead of the teacher teaching, the teacher wasted time on trying to bring order to the class so that he/she could teach. Further findings showed that learners shunned participating in the class for fear of being laughed at by others in case they made a mistake when they tried to use English, a practice that discouraged other learners from trying. This is in line with Anyiendah's (2017) findings which indicated that there was a mismatch between policy and the actual practice and this created anxiety and stalemation in effective classroom participation as the learners turn their attention to other activities irrelevant to the lesson. This was against what was supposed to happen in a learner centred class where learners are supposed to be the first correcting each other's mistakes, in a learning situation. This was also stated by Mwanza, (2016) who revealed that when a learner made a mistake, the teacher may ask fellow learners to comment on the answer or contributions and learners will state whether it is correct or not and they should be encouraged to give reasons for their opinions. Li (2012:170) added that 'the responsibility of error correction can be assumed by the students rather than the teacher so that they will learn from their mistakes'.

Findings of the quantitative data that was collected from 30 grade five teachers who participated in answering the questionnaires revealed that 11 teachers out of the 30 represented 30% of the teachers who strongly agreed that transition of language of instruction affects learners participation while 12 representing 40% of the teachers agreed with the theme while 5 teachers represented 16.7% of the teachers disagreed that transition of language affects learners' participation and 2 teachers represented 6.7% of the teachers strongly disagreed that transition of language of instruction affects learners participation.

In summary the findings of the Learners' participation are affected negatively since the learners in the rural schools do not know English because of little exposure to English. Since the learners do not know English and so when English was used in class as a language of instruction the learners did not participate in the lesson while some of them disturbed the lesson by making noise, murmuring or even involving themselves in mini-fighting. Findings also revealed that

other factors such as lack of teachers, teaching materials, poor infrastructure as problems that made learners not to effectively participate in the learning process. Quantitative findings showed that 36.7% of the teachers strongly agreed that transition of language of instruction affected learners' participation while 40% of the teachers agreed that that transition of language of instruction affected learners' participation and 16.7% of the teachers strongly disagreed while 6.7% strongly disagreed.

### **5.3 Teachers and learners' language practices as used in a learner centred classroom**

The study revealed findings of the effects of transition of language of instruction on learner centred teaching in grade five in selected rural primary schools in Chipata, using 'teachers and learners' language practices as used in a learner centred classroom'. The grade five teachers are faced with an obligation to teach using English, the policy language but unfortunately the use of English makes the learners not to understand what the teacher teaches because learners neither understand nor speak English. In order for the teacher to teach effectively so that the learners understand what the teacher is teaching and contribute to the lesson, he/she uses other language practices in order to break the barrier created by English when it is used as a language of instruction.

Findings from the interviews and focus group discussions indicated that in the rural schools if the teachers insisted on using the policy language then the learners would not participate in the learning process. The use of English would discourage interaction and contributions from the learners making the teacher the only speaker in the class. This is against the values of Progressivism which is one of the theories that guide this study, in which Dewey (1897) stated that learners are the most active participants in the learning process. To effectively teach and encourage interaction therefore in the classroom the teacher used Nyanja as well. These findings agree with the findings of Prophet and Badede (2008) whose findings showed that language can be a barrier to understanding questions. He further found that, students studying in rural schools seem to be more affected since their language skills in English are limited due to lack of opportunity to develop them.

Findings from the interviews showed that to counter the language barrier that English created the teachers used code-switching and code-mixing as coping language practices that would help to teach and interact successfully with the learners. This is in conformity with one of the findings of Mwanza (2012) which revealed that as a matter of efficiency and efficacy, only the language which teachers and learners understand can effectively function as the language of instruction. Code-mixing and code-switching were some of the language practices that the teacher and learners used in order to break the language barrier. These language practices make use of both English and Nyanja in the same sentence or same conversation. Code-switching helped the learners to understand what the teacher was teaching and helped the teacher to transmit knowledge successfully while implementing the policy language. This finding concurs with that of Ngugi (2015) who found that code switching was an effective communication strategy for both students and teachers, therefore a pedagogically useful communicative resource. Code-mixing was another language practice used in the class that helped the learners to contribute to the lesson and interact with the teacher. This finding is in agreement with Ouma (2014) who found that the most common motivational factor behind pupils' code mixing was the need to fill a lexical gap because when learners lacked an equivalent English word they resorted to a Dholuo word.

Further findings from focus group discussions showed that when the teacher used code switching to ask learners questions the learners were able to understand and respond correctly to questions. This was in conformity with Marie, (2013) finding which revealed that students had multiple coping strategies that enabled them to complete academic tasks given through medium of English. The other prominent strategies and practices was the successful use of other languages at their disposal to mediate cognitively demanding academic tasks which although other spoken languages were not officially recognized as medium of instruction in higher education, they played a mediating role in content learning through responsible code switching.

Class observations also provided findings about the use of Code-switching and code-mixing in class which was to break the English language barrier. For example in the Science lesson where the teacher was teaching about 'The Prevention of Diseases' the teacher used code-switching where English and Nyanja were used to ask the learners the following question, '*Nanga tinga chite prevent bwanji bilhazia?*' (*How can we prevent bilhazia?*). In this sentence the teacher used

code-switching by using both English and Nyanja words in one sentence, so that she could enable the learners understand what she was teaching. This was in line with Nangu (2008) findings which revealed that when learners were taught in their second language, most of them could not fully comprehend and that the Learners and teachers were comfortable code-switching and mixing during lessons because they could easily interact.

Further finding showed that the teacher encouraged the learners to answer in English even if it was wrong English and the learners answered by code-mixing which was evident when one of them answered that, '*don't nyayaring olo playing mu dirty water*' (*Don't swim or play in dirt water*) The wording '*Nyayaring*' is has been used in that sentence to fill up the lexical gap in that English sentence as the learner did not know the English word. The learner also combined '*nyaya*' a Nyanja word with '*ing*' an English suffix to a Nyanja word to show continuity is an example of code-mixing. The teacher said it was a correct answer but gave the equivalence of '*nyaya*' in English which is 'swim'. This was in conformity with Ouma (2014) who found that the most common motivational factor behind pupils' code mixing was the need to fill a lexical gap which was evident in data analysis whereby both interviews and observations revealed that when learners lack an equivalent English word they resorted to a Dholuo word. This was also in accordance with Adendorff (1993) who stated that code-switching and code mixing within the context of the classroom can be viewed as a valid attempt to meet the needs of both teachers and students within the classroom as it relates to understanding during the teaching and learning process. Since the teacher encouraged the learners to use English in class interactions it helped the teacher to not only teach the content but also the English language.

Findings from also revealed that the other language practice that the teacher used to break the language of instruction barrier and encourage interaction was interpretation. This language practice allowed the explanation of the same concept in both Nyanja and English. This would happen when teachers asked learners a question in English and they did not answer the teacher would ask again in Nyanja and that was when they answered. However, if there were learners who knew the interpretation they would be given the first priority to give the answer to the class but if nobody was able to interpret then the teacher gave the interpretation himself/herself. Interpretation was from Nyanja to English or vice versa. This finding was in conformity with Kyeyume (2010) findings which revealed that when the teacher asked a question and the learners

did not answer the teacher would repeat the question in the local language so that the learners participate in the learning and the learners were also allowed to interpret into their local languages. Most of the times, the teacher would provide the English words for interpretation from a local language word and after that the teacher would ask the learners to repeat the English word. This language practice encouraged learner centred and it allowed the learners to interact.

Findings from class observations indicated that during class discussions the learners were encouraged to use English and when the teacher asked questions in English and if the learners had not understood the phraseology then the teacher interpreted it into Nyanja so that the learners understand, interact and follow what the teacher was teaching. For example in one of the observed lessons the teacher asked: *What are the economic activities found in Luapula?* when the learners kept quiet the teacher interpreted it in Nyanja and asked '*Ni nchito zabwanji zamene banthu bamachita zamene ziwapasa anthu ndalama ku Luapula?*' The teacher also explained what the word 'economic' meant when the learners failed to give an interpretation when they were asked. Then the teacher asked the learners to repeat the word 'economics' and the learners chorused it. Another finding was that when the learners failed to pronounce a word correctly as they failed to pronounce 'economics' instead they pronounced it as '*enconomics*' the teacher made them repeat the word until she got the correct pronunciation that she desired. Finding from the tests that were given where one was in Nyanja and the other social studies test which used English as a language of instruction indicated that the learners had not yet acquired enough proficiency in English as the teacher read the tests for the learners before writing but for the social studies one, which used English as a language of instruction some of the concepts in the test were even interpreted into Nyanja but they still performed better in the Nyanja even though both tests were read before writing.

Another finding revealed the use of Reciprocity as a coping language practice used in class in order to break the language barrier in class. Reciprocity is a system where the same language is used to communicate in class by the teachers and the learners in class. Findings from Focus group and interviews apart from the head teachers indicated that sometimes the teachers would use the language that the learners were using to teach and to allow free interaction. For instance, during the lesson observations when the learner gave an answer in Nyanja *kukasha nsomba* (fishing), the teacher also answered in Nyanja '*aha cifukwa nichinji?*' Is an example of

reciprocity were the learner used Nyanja and then the teacher also used Nyanja. This is in agreement with Simachenya (2017) whose findings revealed that learners and teachers used Nyanja when seeking clarity, to facilitate learning and in order to enhance participation. This study established that teachers used Nyanja and English for linguistic inclusiveness to facilitate teaching.

Although the use of other language practices succeeded in counteracting the English hegemony and helped in improving communication and interaction between learners and teachers, findings from the class observations revealed some negative effects created by the language practices. Firstly time was wasted as the teacher wanted the learners to learn what was being taught but at the same time were teaching English. Time was especially wasted where one concept had to be explained in two languages and if the word was interpreted from Nyanja to English then the learners had to repeat that word. For example in the lesson where the teacher was teaching 'Economic activities in Luapula province' the teacher had to spend time making the learners repeat the word '*economic*' until the learners pronounced the word correctly. Further findings showed that interpretation encouraged repetition and chorsing which consumed a lot of learning time as content was not the only thing that the teacher taught but also English. The findings agree with the findings of Kyeyume (2010) which stated that when the teacher asked a question and the learners did not answer the teacher would repeat the question in the local language so that the learners participate in the learning and the learners were also allowed to interact in their local languages then the teacher would provide the English words for the same word and ask the learners to repeat what was said in a local language and in English. Another finding was that although the use of interpretation and code-switching and code-mixing helped in explanations it consumed time as both the learners and the teacher had to explain the same concept twice or more therefore affecting time management and time to teach other subjects or to mark the exercises given to the learners, or to give remedial work.

Findings from qualitative data collected from 30 teachers indicated that 33.3% of the participants liked using Reciprocity, followed by Code-Switching and Code-mixing which was at 30%, Interpretation was at 26.7% and then use of English was at 10%.

Cummins (1999) further stated that for the acquisition of proficiency skills and linguistic skills a child must be exposed to a target language for not less than 5 years as a child who has not been exposed to an academic language can take 5-7 years or more to learn it. Since most learners in the rural schools came to school before they knew the academic language and only got exposed to English language in grade two, the findings of this study were therefore in conformity with Cummins theory which explained why the learners were unable to use English and if English was used as a language of instruction on the rural learners it created a language barrier. Findings indicated that to break the language barrier created, language practices were used in the classroom. Findings showed that the language practices used in the classroom were Reciprocity, interpretation, code-switching and code-mixing.

#### **5.4 Learner centred practices/techniques as used in the classroom?**

Findings from the interviews on the learner centred techniques used in the class showed that in grade five the activities that were used to teach were group work, class discussion, assessment because they encouraged interaction and led to learners practicing English when the language of instruction transitioned. Findings from the focus group discussions revealed that the learners enjoyed the use of group work because both teachers and learners used activities which were interactional and demanded that the learners talk more than the teacher. The findings indicated that teachers have preferences on which learner centred activities they find relevant and easy to use. Although the teachers gave other reasons that led to their choices, language use was a major determining factor. The teachers said that it was difficult to practice learner centred teaching using English because the learners do not know English and so learner centred being an interactive approach can only be interactive with the use of another language.

From the above mentioned learner centred techniques, findings from interviews indicated that some learner centred techniques were used more than the other. Findings showed that the teachers preferred this method more than the others because the teacher would group the learners in such a way that they were less depend on the teacher, they could share knowledge and the teacher would organize the groups in a way that every group was given some learners who were good in order to help each other in the group. This agrees with what Jones (2007) stated that group work involves a collection of pupils with different learner abilities put together in one place for the purpose of them generating ideas through interaction. Jonson (2013) added that

group work provides a platform for learners in a class to employ their thinking skills and share knowledge in a calm environment directed by fellow peers. Group work uses interaction between learners in groups depending on the kind of assignment given and the size of the group. The role of the teacher therefore was to go round and help where necessary. Findings from focus group discussions also indicated that learners liked group discussion because they could share views using Nyanja or English without the teacher's interference except when reporting to the class where the teacher wanted the learners to try as much as possible to use English. Group work here caters for pair work as well as problem solving.

Another finding from the observations showed that most of the lessons begun with class discussion, where the teacher was using question and answer method, then group work or pair work and assessments in form of class exercises. These techniques were also the most common learner centred techniques used in the lessons. For instance, in the Science lesson entitled 'Prevention of diseases' the teacher introduced the lesson by using class discussion through question and answer where the teacher asked: *Who can tell us the meaning of prevention? How can we prevent bilhazia?* Although the learners failed to answer the question because of the use of English, when the teacher asked the same questions in Nyanja the learners gave various answers. During class discussion the teacher encouraged learners' participation by allowing the use of both Nyanja and English. The teacher then used group work where learners were divided in various groups of sixes and were given tasks where every learner was expected to contribute and upon finishing, they reported to the class their findings. These findings were in conformity with Cooper (2000) who stated that, collaborative learning is where learning concentrates on interaction among learners such as group work and classroom discussion techniques under the supervision of the teacher. The learners must be grouped in a way that every learner will have a chance to contribute some knowledge not only to the group but also to the learning process and this is greatly influenced by the size of the group.

In the same observed lesson, after group work assessment was given in form of class exercise which was the final learner centred technique used in that lesson. In fact in all the observed lessons assessment was given and findings revealed that assessment was given after every lessons in form of class exercise in order to help the teacher assess if the learners have understood what was taught or not, therefore decide how to help the learners and give the

learners feedback so that they know their weaknesses and strengths. This is in conformity with M.o.E.S.V.T. E.E (2013) who described assessment as an important tool in the teaching and learning process used to determine whether teaching and learning have taken place and to measure what learners know and what they do not know. M.o.E.V.S.T.E.E (2013) further stated that, assessments must not just be limited to test but also other class activities.

Findings also indicated that during assessments learners performed better in the assessments done in the Zambian languages than those done in English because the learners did not know English. For instance, in the midterm tests that were observed findings show that Nyanja tests had better results. Findings showed that in both assessments (tests) the teacher read for the learners before they started writing but the learners did better in the Nyanja tests because they had enough exposure to the language so they knew it well unlike English where the learners did not have enough exposure to be able to use the English language.. These findings resonant with the findings of Brown (2011) which indicated that in the English test 35% of the participants got above 60% which was put as the passing standard while 65% of the participants had fluency difficulties as they were using wrong sentence construction and poor literacy skills especially poor spellings. In the kiswahili test however 65% of the students performed well.

Findings from both teacher and learner participants showed that quiz was one of the learner centred techniques which was rarely used but that it was used mostly for revision and spellings. Findings indicated that one of the reasons why it was rarely used was because it consumed a lot of time to organize but also to control the activity. Findings also showed that the language that was used was English throughout and other language practices were not used hence the language of instruction (English) created a barrier to communication. This is in agreement with Bernstein (1973) who stated that a child who does not succeed in the school system may be the one who does not use language as required by the school. In one of quiz lessons observed, the rules of the activity were that the moderator (teacher) reads the question only twice for the learners and they chose the number without knowing the question. The results were poor because English was the only language used and no other language practice was allowed.

Using 30 participants the qualitative data revealed that the percentages of the learner centred techniques as used in the classroom were 30% of the participants liked to use group discussion,

26.7% liked to use class discussion, 20% of the participants liked Assessment and Quiz and debate were at 6.7% of the learner centred techniques that are used when language of instruction transitions.

Findings indicated that transition of language of instruction affects learner centred teaching because it thrives on practices/techniques that are interactive where learners are the most active participants. Findings show that in the rural schools the transition of language of instruction which means the use of English creates a language barrier to communication because learners were not proficient enough in English therefore, learners become passive participants. To make the learners active participants, therefore, other language practices were used namely interpretation, code-switching and code mixing and reciprocity. With the switch of languages some learner centred techniques become affected as selection of the learner centred techniques were usually dependent on which ones encouraged interaction. From the opinions of most teachers, group discussions were more easy to use, followed by class discussions, then assessment, pair work and finally quiz and debate.

The findings from quantitative data collected from 30 teacher participants showed that 36.7% of the teachers strongly agreed that transition of language of instruction affects learners' participation while 40% of the teachers agreed that transition of language of instruction affects language. 16.7% of the teachers disagreed while 6.7% strongly disagreed that transition of language of language of instruction affected learners' participation. Another quantitative finding of the language practice used in the classroom indicated that Reciprocity was mostly used in class representing 33.3%, followed by Code-Switching and code-mixing which was at 30%, Interpretation was at 26.7% and then use of English was at 10% and the percentages of the learner centred techniques as used in the classroom indicated that 30% of the participants liked to use group discussion, 26.7% liked to use class discussion, 20% of the participants liked Assessment and 6.7% used Quiz and debate.

## CHAPTER SIX

### CONCLUSION AND RECOMMENDATIONS

#### 6.1. Overview

This chapter presents the conclusions of the whole study and gives recommendations. The study aimed at finding out the perceived effects of transition of language of instruction on learner centred teaching in grade five in selected rural primary schools in Chipata district. The chapter ends with recommendations and proposals for future study based on the findings of the study.

#### 6.2 Conclusions

This study revealed a number of issues based on the research objectives and its questions. The study revealed how the transition of language of instruction affects learner participation in a learner centred class in the rural school. Findings of the study revealed that most of the learners in the rural schools in Chipata district neither understood nor spoke the English language because they did not have enough proficiency in English due to limited exposure to the language prior getting into grade five. Therefore the use of English as a language of instruction in the learner centred classroom inhibited the learners from contributing to the learning process, decreased learner participation and made the class stale. Because the learners could not participate in the learning, this meant that the values of learner centred teaching were defeated which states that the learner must be more active than the teacher and which also encourages use of interactive activities. Further findings indicated that if the teacher used English some of the learners would engage in activities not related to the lesson such as making noise and mini-fighting hence disturbing the flow of the lesson.

More findings indicated that in order to break the language barrier that English created which hindered effective teaching and interaction, the teacher and the learners used other language practices which are code-switching and code-mixing, interpretation and reciprocity. Code-switching and code-switching were used when both Nyanja and English were used in a sentence or in a conversation. Code-switching was usually used by the teacher to make effective delivery of the lesson while code-mixing was mostly used by the learners to fill up the lexical gap in sentences or conversation which enabled the learner to interact in lessons. Interpretation was

another language practice that was used when the same concept was explained in both Nyanja and in English. Reciprocity was used when both the teacher and the learner used the same language, it must be mentioned here that the language that was used mostly under reciprocity was Nyanja. Findings especially from the teachers revealed that those language practices were used as a means to enable better understanding of concepts and contents of various subjects for learners and better lesson delivery for teachers teaching not only content but also English language. Another finding was that although the use of interpretation, code-switching and code-mixing helped in explanations it consumed a lot of time as both the learner and the teacher had to explain the same concept twice or more therefore affecting time management and time to teach other subjects or to mark the exercises given to the learners, or to give remedial work.

Since Learner centred thrives on the use of activities that will encourage the learner to interact and collaborate in the production of knowledge, findings show that due to transition of language of instruction it was difficult for some techniques to be used for teaching. This is because some techniques do not use both Nyanja and English such as debate and quiz. This led to teachers mostly using group discussion, class discussion so that they would give learners a chance to interact with each other and also learn from each other while the teacher was just a helper in the learning process. Assessment was another learner centred technique which was vastly used even though it is not as interactive as the other techniques but it is vastly used because it helps teachers and learners know their strengths and weaknesses. Interaction is done through teachers giving their learners feedback. It therefore, helps teachers establish how they can help their learners.

### **6. 3 RECOMMENDATIONS**

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

- i. Cognisant of the learners in the rural schools, policy makers should not merely pronounce the transition of language of instruction based on number of years in school but must be done when the learners gain proficiency in English.
- ii. At primary school level, English hegemony be removed and Zambian language and English be used as complementary languages of instruction so that learner centred teaching is enhanced.

iii. Policy makers to consult and involve teachers during formulation or revision of education policies.

#### **6.4 Recommendations for Future Research**

(i) Comparative study on effects of transition of language of instruction in selected rural and primary schools in grade five.

(ii) Implications of transition of language of instruction on learner performance in grade five.

(iii) Challenges of transition of language of instruction on literacy in grade five.

#### **6.5 Summary**

The chapter has highlighted the conclusion of the findings of the study and has also presented the recommendations to improve learner centred teaching when the language of instruction transitions in grade five. Further, it has also suggested areas for future research.

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## APPENDICES

### 7.1 Appendix A: Focus group discussion: guide for Grade five pupils

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION- APPLIED OF LINGUISTICS**  
**DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES**

Title of the Research: Effects of transition of language of instruction on learner centered teaching in grade five in selected rural primary schools in Chipata district.

Dear Participate,

As a grade five pupil, you have been purposively selected to take part in this study. You are kindly asked to be free as you respond to the question.

1. What language does the teacher like to use when teaching
2. What language would you like your teacher to use?
3. From 2 why?
4. When you interact in various discussions among learners what language do you use?
5. Does the teacher give you activities where you can practice the use of English?
6. Does your teacher code switch when teaching?
7. Does your teacher allow you to code switch during learning for example to answer a question?
8. If you were asked to choose a language of instruction which language would you choose between Nyanja and English?
9. Give reasons for your answer?

The following are the learner centered practices/techniques: class discussions, group work, problem-solving, debate, quiz, role-play, Assessment, pair work.

(teacher explains what each of them is and asks the learners the following questions)

10. Which of the above learner centred technique do like?
11. From 10 why?
12. Which one don't you like?
13. From 12 why?

## 7.2. Appendix B: Interview Guide for Teachers

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION APPLIED OF LINGUISTICS**  
**DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES**

Title of the Research: Effects of transition of language of instruction on learner centered in grade five teaching in selected rural primary schools in Chipata district.

Dear Respondent,

You have been purposively selected to take part in this study due to the fact that you are in grade five. It is assumed that learning takes place using the learner centered approaches which possible through the use of use of language, since the language for instruction has changed you are kindly being asked to answer the following questions

**A. Effects of transition of language of instruction on learners' participation?**

1. Are there any difference in the participation of the learners when using English and when using Zambian language?
2. From 1, if there is how?
3. How do learners participate? (e.g. do you ask questions, discussions, group tasks, presentations)
- 4.. How does transition of language of instruction affect the learners participation?
5. From4, If it affects them negatively how?
6. From4, If it affects them negatively how?
7. What do you do to improve the learners' participation?

**B. Teachers and learners' language practices used in the classroom.**

8. Which language do you use when teaching? Why?
9. As you teach do you answer or talk to the learners using the same language?
10. What do you do to interact in instances when learners do not understand English?
11. From your experience do you think that the time given to transition of language is enough?
12. Do you plan in advance to use the mother tongue or does it happen in class?
13. Learners interact more when Nyanja is used than English do you think?

**iii. Learner centred techniques/practices as used in the classroom.**

14. Which learner centered technique do you find easy to use when language of instruction transitions?
15. Which learner centred technique do you find to use to help learners acquire English proficiency?
16. How does transition of language of instruction affect the chosen technique?
17. How often do you give assessments to your learners?
18. When English is used in the assessment how is the performance of the learners in relation to a Nyanja?
19. From 19, how do you assist the learners perform well in the English assessments?
20. Are learners allowed to use their mother tongue in assessment activities and examinations?
21. Is there anything else you would like to add?

### 7.3. Appendix C: Interview Guide for Head teachers

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION APPLIED OF LINGUISTICS**  
**DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES**

Title of the Research: Effects of transition of language of instruction on learner centered in grade five teaching in selected rural primary schools in Chipata district.

Dear Respondent,

You have been purposively selected to take part in this study due to the fact that you are in grade five. It is assumed that learning takes place using the learner centered approaches which possible through the use of use of language, since the language for instruction has changed you are kindly being asked to answer the following questions

**A. Effects of transition of language of instruction on learners' participation?**

1. Does English as a language of instruction affect the learners participation?
2. If yes how and if it is no how?
3. If transition of language of instruction affects the learners negatively what could be the Cause (s)
4. What do you do to help the teacher improve the learner's participation?

**B. Teachers and Learners' language practices used in the classroom.**

5. Does the school have a language policy? What is the policy of the school?
6. What are your views on the language policy?
7. Do you allow the teachers to use Nyanja besides English when teaching?
8. Besides use of Nyanja, what other language strategies do you advice the teachers to use if the learners do not understand English in order to transmit knowledge?
9. In which language do the pupils interact with each other outside class?
10. Does the school offer other activities designed to help the learners acquire proficiency in English outside class?
11. From your experience do you think that the time given to transition of language is enough?

**iii. Learner centred techniques/ practices as used in the classroom**

13. Which learner centered techniques do teachers usually use in this school?
14. From 10, why?

15. How does transition of language of instruction effect the techniques chosen?
16. How often do the teachers give assessment to learners?
17. How does transition of language of instruction affect assessment in your school?
18. From 15, If it affects assessment negatively what advice would you give to teachers to improve learners performance?
19. In your view, how do pupils perform on the exams?
20. How do you encourage the teachers to give feedback?
21. Is there anything you would like to add?

## 7.4 Appendix D: Interview Guide for SESO.

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION APPLIED OF LINGUISTICS**  
**DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES**

Title of the Research: Effects of transition of language of instruction on learner centered in grade five teaching in selected rural primary schools in Chipata district.

Dear Respondent,

You have been purposively selected to take part in this study due to the fact that you are in grade five. It is assumed that learning takes place using the learner centered approaches which possible through the use of use of language, since the language for instruction has changed you are kindly being asked to answer the following questions

**A. Effects of transition of language of instruction on learners' participation?**

1. How does transition of language of instruction affect learners' participation?
2. From 1. If it is positively or negatively how?
3. From 2.i. what do you think could be the cause (s)
4. What do you think can remedy these causes?

**B. Teachers and learners' language practices used in the classroom.**

5. Are the learners in the rural schools ready to transition from to English do you think?
6. What language of instruction do you want teachers to use when you go to inspect?
7. If you go to observe in a rural school and you find that use of English as a language of instruction seems problematic to interact, what advice do you give the teacher?
8. What encouragement do you give to teachers that can help improve interaction in the classroom?
9. Are there coping strategies that you allow the teachers to use in order encourage interaction?
10. What advice do you give teachers on how they can encourage the learners to use English?
12. From your experience do you think that the time given to transition of language is enough?
13. In what situation would you allow the teacher to use other languages other than English?
14. What are the effects of transition of language in the rural schools?
15. What solutions do you offer as a SESO for the effects of the language of instruction?
16. What do you think about the language policy in Zambian education?

### **iii. Learner centred techniques as used in the Classroom**

17. Which learner centered technique would you encourage teachers to use when the language of instruction transitions to encourage interaction?
18. What are the reasons for your choice?
19. How does transition of language of instruction affect the learner centered techniques chosen?
20. How often do you expect a teacher to assess their learners?
21. How does transition of language of instruction affect assessment?
22. Is there anything else you would like to add?

## 7.5 Appendix E: Questionnaire for the Teacher

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION- APPLIED OF LINGUISTICS**  
**DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES**

Title of the Research: Effects of transition of language of instruction on learner centered in grade five teaching in selected rural primary schools in Chipata district.

Dear Respondent,

This questionnaire is meant to collect information on the effects of transition of language of instruction on learner centeredness in grade five teaching in selected rural primary schools of Chipata district. Kindly respond to the questionnaire as truthfully as possible as your responses will be treated with utmost confidentiality.

### **i. Personal Information**

1. Number of years that you have taught grade five.....

### **ii. To establish how the transition of language of instruction affects learner participation in a learner centred classroom.**

**Circle the numbers according to the guided ratings where appropriate.**

Strongly Agree 1, Agree 2, Disagree 3, Strongly Disagree 4.

3. Learners are active participates when English is used as a language of instruction 1 2 3 4

4. Learners are active participates when Nyanja is used as a language of instruction 1 2 3 4

5. Transition of language of instruction affects the learners' participation negatively 1 2 3 4

### **iii. To ascertain the teachers and learners' language practices used in the classroom to successfully interact and transmit knowledge.**

6. Teacher code switches when teaching 1 2 3 4

7. Learners are allowed to code switch in class 1 2 3 4.

8. Teacher uses English only for teaching 1 2 3 4

9. School administration allows use of Nyanja when teaching besides English 1 2 3 4

10. You interpret from one language to another as you teach 1 2 3 4

11. English is a barrier to interaction in class 1 2 3 4

12. Time given to transition of language is enough for the learners 1 2 3 4

13 Tick in one of the boxes to choose the language practice that you use in class

- a. Code-switching [ ]
- b. interpreting [ ]
- c. using the same language that the learner uses when interacting [ ]
- d. use of English [ ]

**iii. To establish the Learner centred teaching practices/techniques as used in the class.**

- 14. Learners answer and ask more questions in English than Nyanja in class discussions 1 2 3 4
- 15. English hegemony makes it difficult for learners to contribute and interact in groups 1 2 3 4
- 16. Learners perform better in English assessments than in Nyanja 1 2 3 4
- 17. A lot of time is consumed 1 2 3 4
- 18. Learner centred techniques suffer because of the use of English 1 2 3 4
- 19. Choose one not two or more of the learner centred technique that you prefer to use by ticking.

Pair work [ ]

Class discussions [ ]

Group work [ ]

Problem-solving [ ]

Debate [ ]

Quiz [ ]

Assessment [ ]

**7.6 Appendix F: Document Analysis Schedule**

**LESSON PLAN**  
**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION: APPLIED OF LINGUISTICS**  
**DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES**

Title of the Research: Effects of transition of language of instruction on learner centered in grade five teaching in selected rural primary schools in Chipata district.

- a) What is the title of the planned lesson? .....
- b). What are the objectives of the lesson?.....
- c) How does the teacher involve learners? .....
- d). Which learner centered techniques did the teacher plan to use in the lesson?.....
- e) What teaching and learning materials has the teacher planned for in the lesson? .....
- f) What activities has the teacher planned for? .....
- g) At what stage of the lesson did the teacher plan for the activities? .....
- h) Does the teacher code switch during the lesson? .....
- f) Are the learners allowed to code switch during class interaction? .....
- g) Do the learners ask and answer questions .....

## 7.7 Appendix G: Observation Check List

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION: APPLIED OF LINGUISTICS**  
**DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES**

Title of the Research: Effects of transition of language of instruction on learner centered in grade five teaching in selected rural primary schools in Chipata district.

### i. Effects of transition of language of instruction on learners' participation

		Excellent 5	V. Good 4	Good 3	Fair 2	Poor 1
1	Learners participate actively when English is used					
2	Learners participate actively when Nyanja is used					
3	Learner participate in class interaction more than the teacher					
4	Learners ask and answer question					
5	Learners participate in discussions					
6						

### ii. Teachers and learners language practices as used in the classroom

		Excellent 5	V. Good 4	Good 3	Fair 2	Poor 1
1	Other language strategies					
2	English is the only L.O.I used					
3	Learners are allowed to use Nyanja					
4	Teacher encourages use of English through other language practices.					

iii. Effects of transition of language of instruction on learner centred practices/ techniques.

		Excellent 5	V. Good 4	Good 3	Fair 2	Poor 1
1	Use of learner centred techniques					
2	Teacher gives learners exercises /assessment					
3	Learners finish their activities on time					
4	Teacher gives feedback					
5	Teacher gives remedial work					