

**AN ANALYSIS OF CLASSROOM LANGUAGE PRACTICES AMONG FIRST
GRADERS UPON ENTRY INTO GRADE ONE IN CHONGWE URBAN DISTRICT.**

BY

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**A Dissertation submitted in Partial Fulfillment of the Requirements for the award of
the Degree of Master of Education in Literacy, Language and Applied Linguistics.**

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Declaration

I, Sandra Mulesu do hereby declare that this study entitled “*An analysis of classroom language practices among first graders upon entry into grade one in Chongwe urban district*” is my piece of work, that all resources used or quoted have been acknowledged by means of complete references and that neither I nor anyone at this university nor any other Educational Institution submitted this study for degree purposes.

Signature of author..... Date.....

Signature of Supervisor..... Date.....

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Approval

The University of Zambia approves the dissertation by Sandra Mulesu as fulfilling part of the requirements for the reward of the degree of Master of Education in Literacy, Language and Applied Linguistics.

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Abstract

Zambia is considered as a multilingual country with most of the classrooms being multilingual. While the National Literacy Framework (2013) policy currently states that the official regional languages of instruction be used in all schools from grade one to grade four, with English taking over from grade five onwards. The aim of this study was to analyse the classroom language practices of the early graders upon entry into grade one in Chongwe urban district. Thus, the study was guided by three objectives namely: (i) to Analyze grade one teachers' and learners' classroom language practices in the first month, (ii) to Establish teacher's views on the appropriate language practices in the initial stages of grade one schooling, and (iii) to Identify language related challenges faced by teachers when teaching grade ones in the first two months.

Purposive sampling was used in this study to come up with 270 participants of which 20 were grade one teachers and 250 were grade one learners. Data was collected using interviews and classroom lesson observations. Triangulation of data provided detailed information on the multilingual nature of the classrooms, teachers' and learners' language practices in the classroom, teachers' language views towards informal languages and the challenges teachers face when teaching grade ones in the first two months in the classroom. Qualitative data was analyzed thematically according to research objectives.

The findings of the study are that the grade one classrooms of Chongwe District were multilingual as teachers and learners were able to speak more than one language. The study also found that the commonly spoken languages in the schools were Cinyanja, Soli, Bemba and English. The findings also showed some aspects of translanguaging though not fully. Some teachers tried to teach using the different languages of play for the children in class. The study further revealed that teachers had communication challenges when using Cinyanja to teach learners from different linguistic background. Inadequate teaching and learning materials, overcrowding and time management were some of the challenges which both teachers and learners faced. The study concluded that since learners entered grade one without adequate proficiency in the regional language, teachers used translanguaging to bridge the gap between home and school literacies. Against this background, the study recommended that the Government through the curriculum Development Center should, (a) Revise the language in

Literacy Curriculum Framework (2013) policy to match the linguistic composition of the classrooms by developing Dual-language or Dynamic Bilingual Education system instead of the current Transition Bilingual Education’ (b) legitimize translanguaging; and (c) production of teaching and learning materials which will suit the demands of such learners.

Key words: Multilingual, Triangulation, Translanguaging, Dual-language/ Dynamic Bilingual, Transition, Classroom language practices.

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Above all, I wish to thank God for granting me good health of body, mind and soul. I am forever grateful. May the Lord God grant all the people who participated in this study a hundredfold reward in this life and in the next.

Dedication

This dissertation on “Classroom language practices among first graders upon entry into grade one in Chongwe” is dedicated to my two beautiful children; *Inema Esther Musonda* and *Lubuto Emily Musonda* whom I have seen navigate through with early language acquisition and language practices at home and at school in the case of Inema.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Classroom language practices refers to classroom language discourses, pedagogies and practices in second language teaching and learning with a focus on Language 1 (one) use in Language 2 (two) classrooms and the attitude of teachers and learners towards monolingual and multilingual approaches. It describes the routine language that is used on a regular basis in a classroom. This includes Phrases of giving instructions of Praise, for example, “Take out your notebooks” or “Please stand up”. These are expressions that teachers are fond of using and learners often hear, (Wang, 2019).

It involves the set of language strategies and instructional methods that characterize the interaction between teachers and learners in the classroom, which are meant to promote learning as well as develop and manage pupils’ behaviour. Classroom language practices refers to what languages are used and how they are used in a classroom to facilitate learning and other interactions, (Adler, 2001).

The language practices used by teachers in school directly influences the development and reading performance of multilingual children, (Sophia, 2023). In a classroom setting, effective use of language is essential for both teachers and students. Teachers need to be able to communicate their lessons clearly and effectively, while students need to have the necessary language skills to participate in class, ask questions and express themselves.

Classroom language practices includes the expressions that are used in a classroom. It includes vocabulary about classroom rules, student evaluation process and speeches.

For basic teaching purposes, there are four layers to the language that we use in the classroom; (i) topic, (ii) context, (iii) function and (iv) form, (Cummies, 2009). For the teachers, classroom language practices make teaching and learning easier to communicate with the learners. They can deliver instructions clearly in every classroom activities, manage classroom activities, improve the learners’ speaking skills and reach the purpose of learning effectively and systematically. Good classroom practices try to help the learner get involved by relating the classes to their experiences in life and making the class fun with interesting activities. Some of the practices

include, playing a game, reading a newspaper, listening to music, running through some flashcards etc. Literacy, we believe, requires an eclectic approach on the part of the teacher, where instruction builds a compendium of abilities where learners think creatively and critically.

Zambia is a multi-ethnic and a multilingual country. It is multi-ethnic in the sense that there are 73 ethnic groupings and multilingual because of the 73 ethnic groups that are widely claimed as languages spoken in Zambia (Kashoki, 1978). However, the exact number of languages and dialects spoken in the country is contested on many fronts. Kashoki's (1978) view that the 73 tribes are widely claimed as languages spoken in Zambia is shared by Africa (1980: 127-128) who argued that "if the term tribe is seen as being coterminous with the notion of language or dialect, then the frequently articulated claim that Zambia has 73 languages and dialects is understandable." In trying to estimate the number of languages in Zambia, UNESCO (1964) gave the range of 50 to 100 vernacular languages whereas Grotperter (1979) stated that there are 30 distinct languages in Zambia. Mwanza (2016: 39) clarified the number of languages and dialects present in the country when he stated that "Zambia has 73 dialects which can be collapsed into between 25 and 40 mutually intelligible languages.". Despite the disparities in the number of languages spoken in Zambia, the multilingual state of the country remains undisputed.

According to the Zambia Curriculum Framework, the language of instruction from Grade one (1) to Grade four (4) in all the learning areas is one of the seven (7) zonal official regional languages or familiar languages of play, while English is the official language of instruction from Grade five(5) upwards, (MOE, 2013). The policy gives room for multiple language practices in the lower primary school when it stated that "the seven (7) zone languages, as well as the widely used community languages in specific school catchment areas will be used for this purpose" (ibid). But in the upper primary, the policy states that " English will still remain as the official medium of instruction beginning at Grade 5 up to tertiary" (ibid). Therefore, classroom language practices for grade ones is the familiar local language found in their zone.

Children in Zambia enter grade one with variety of languages yet are supposed to learn in one regional language which may not be so familiar to some of them. Thus, it is clear that some learners will need time to learn the Zambian regional language before they can use the language both receptively and productively. Banda and Mwanza (2017) argued that the regionalization of language in Zambia is on the premise that everyone in a particular region speaks the same

language which is monoglossic and does not reflect the real sociolinguistic situation of Zambia. Thus, this study's interest in analyzing the classroom language practices in grade one classes upon entry into grade one to see which language or languages were used and how teachers scaffold those to whom the regional language is not their familiar language.

Linguistic diversity has been identified as one of the factors contributing to low reading achievements in Zambia (Tambulukani & Bus, 2011; Mwanza, 2012, Mkandawire, 2022). This was emphasized by Nyimbili & Mwanza (2021) who claimed that the reason Zambia's literacy levels have remained low is because the country's language policy places a strong emphasis on one language of instruction while simultaneously presenting other languages in the region as a problem. The idea of using regional languages to instruct learners has been questioned by Mwanza (2022) in that the regional languages do not accurately reflect the language of play and community languages used in the various communities in Zambia.

If there are bilingual and multilingual learners in classrooms, if teachers do not support their multilingualism, it will be difficult for these learners to learn effectively. Learning multiple languages is best enhanced when learners are encouraged to become aware of and use their pre-existing linguistic and language learning knowledge and therefore, in the school setting, the language teacher is the key facilitator of learners' multilingualism (Muzeya, 2023). If teachers are not very supportive of learners' multilingualism, multilingualism does not automatically enhance further language learning. In other words, if learners cannot use the resources they bring to class, particularly their command and proficiency of their native tongue, the academic success will suffer.

While teaching and learning in multilingual classrooms has been found to be difficult, translanguaging has been found to be useful in promoting learning to all learners regardless of their language background. Translanguaging can be defined as the act of creating meaning, reshaping experiences and learning using two or more languages, Baker (2011). According to this viewpoint, concept development may require the usage of two languages, (first language and second language). Furthermore, according to Garcia (2009, p.140), translanguaging is "the technique used by bilinguals to access distinct linguistic aspects or various modes of what are referred to as autonomous languages in order to enhance communication potential". According to Garcia, translanguaging enables learners to reach their full potential when learning a new

language by utilizing their pre-existing linguistic skills. In light of this, translanguaging is a significant pedagogical idea in modern educational practices.

Teachers can engage in a variety of activities that deliberately encourage translanguaging, ranging from providing vocabulary in multiple languages to collaborative translation opportunities. The goal is to get learners translanguaging as a practice that can be leveraged towards supporting literacy outcomes and engagement, as well as other academic endeavors. For example, two learners from the same classroom can be assigned to read a particular word, among the two, one would read with less or no difficulty while, the other one might be stuck on the same word in English. The two learners can then use an equivalent word in their home language to make sense of what this particular word is asking of them. Or in group activities, learners can be prompted to share with the rest of the class how something taught in English would make sense in Bemba by highlighting similar and different grammatical structures between the two languages.

The primary education in Zambia is from grade one to seven and has an entry age of seven years. According to the 2017 Educational Statistical Bulletin, the 2017 national Gross Intake Rate (GIR), which is a rough measure of access to grade one stood at 110.0%. The GIR is the total number of entrants in the first grade of primary education, regardless of age expressed as a percentage of the population at the official primary school entrance. GIR of over 100%, like in the case of Zambia implies that both under-age and over-aged learners enter grade one at the same time and this is no exception in most of the classes observed in Chongwe district.

The sociolinguistic profile of Chongwe is that it is multilingual. There is a variety of languages spoken, among them are Soli, Cinyanja, Bemba, English, Cikunda and Lenje. This is due to the fact that Chongwe is fast developing into a big town. However, Chongwe uses Cinyanja as a medium of instruction in a predominantly Soli, Cinyanja, Bemba and English-speaking area which falls under the Cinyanja language Zone. It is in this context that this study was conducted to analyze the language practices in grade one classes upon entry into grade one.

1.2 Statement of the problem

The language in education policy in Zambia is that Zambian languages are used as media of instruction from pre-school to grade 4 while English is the medium of classroom instruction from grade 5 onwards. Since languages of instruction in the primary school are designated on the basis of zone, it is the case that some learners are not familiar with the official medium of instruction

even if such a language is Zambian. According to Banda and Mwanza (2017), this situation calls for multilingual language practices in order to ensure that all learners access learning. This is in a context where the language policy is premised on a monolingual/monoglot language in education policies (Mwanza, 2020). Therefore, the research problem stated in question form was that: what language practices were grade one teachers using when teaching Grade One learners upon first graders' entry into grade one.

1.3 Purpose of the study

The purpose of this study was to analyze the language practices among Grade One learners upon entry into grade one in selected schools in Chongwe Urban.

1.4 Objectives

1. To analyze grade one teachers and learners' classroom language practices in the first month of schooling.
2. To Establish teachers' views on the appropriate language practices in the initial stages of grade one schooling.
3. To identify language related challenges teachers face when teaching grade ones in the first two months of schooling.

1.5 Research questions

This study was guided by the following questions:

1. How the classroom language practices are used by grade one teachers and learners in the first month of schooling?
2. What are the teachers' views on the appropriate language practices in the initial stages of grade one schooling?
3. What language related challenges do the teachers face when teaching grade ones in the first two months of schooling?

1.6 Significance of the study

This present study is significant as it may add to the body of knowledge an important literature in the area of Multilingual Education in Zambia. The significance of this study also lies in the findings that may enable policy makers who is the Ministry of Education, teachers and teacher

training colleges match their programmes with those of multilingual classrooms. It is hoped that the findings may help language planners and policy makers to make policies that are responsive to the multilingual nature of the classrooms in specific context.

1.7 Delimitation of the study (Scope of the study)

This study used Chongwe urban in Lusaka Province as the target area. It sampled grade ones' classroom language practices upon entry into grade one. Schools were selected by the researcher according to zonal areas to ensure that a wide and representative sample of primary schools for the district was selected.

1.8 Limitation of the study

The study was confined to a few selected primary schools in Chongwe urban district; thus, findings cannot be generalized to other districts, the sample maybe too small to make a genuine generalization.

1.9 Structure of the Dissertation

This study has seven chapters. Chapter one presents the background information, followed by the statement of the problem, purpose of the study, research objectives, research questions, significance of the study, delimitations of the study, limitations, and structure of the dissertation. The chapter that follows is chapter two which provides relevant literature of the study. The third chapter presents the theoretical framework, followed by chapter four where the methodology of the study has been discussed. Chapter five is on data analysis, presentation and interpretation of the findings, while the next chapter which is chapter six discusses the findings of the study. The last chapter is chapter seven which draws the conclusion of the study and provides the recommendations. The pages that follow after chapter seven include the references and appendices.

1.10 Chapter Summary

The chapter discussed the background information on analysis of classroom language practices among first graders upon entry into the grade one in Chongwe urban district of Zambia. The chapter also discussed the statement of the problem, purpose of the study, research objectives, research questions, significance of the study, delimitation of the study and finally limitations of the study.

1.11 Definitions of terms

Familiar Language: a language commonly used by an individual or a speech community.

Home literacy: includes languages and all that children learn at home.

Language of play: a language spoken by the majority children in a locality during play time.

Language attitudes: the favorable/unfavorable feelings or opinions people have towards languages.

Lower Primary: level of education system from Grade 1 to Grade 4.

Medium/media of instruction: a chosen official language(s) used in teaching and learning.

Monolingual Education: the practice of using only one language for classroom instructions.

Mother Tongue: the first language a child acquires in the first three years and is competent in.

Multilingual classroom: a classroom consisting of pupils from different linguistic background.

Multilingual Education: the practice of using 2 or more languages for classroom instructions.

Multiple language practices: the use of several languages for classroom instruction.

Pedagogical language practices: classroom language practices such as code switching and translation

School language: the official and standardized language used for classroom instructions.

Translanguaging: the utilization of the full linguistic repertoire of the learners through alternation.

CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE

2.1 Overview

This chapter presents the literature review focusing on the studies done in Zambia, within Africa and outside Africa. Included also in the literature review are studies that are related to the theories discussed in the theoretical framework where the monoglossic and heteroglossic ideologies are reflected. This chapter begins by analyzing literature on grade one teachers and learners' classroom language practices in the first month, teachers' views on the appropriate language practices in the initial stages of grade one schooling and language-related challenges teachers face when teaching grade ones in the first two months.

2.2 Grade one teachers and learner's classroom language practices in the first month of schooling.

Language practices in multilingual classroom mean the recognition and respect for linguistic diversity. The language practices used by teachers in schools directly influences the language development and reading performance of multilingual children. Despite the important effect of teacher language choices on children's language learning, there is a considerable need to better understand what constitutes effective multilingual language practices for teachers.

In a study conducted by, Wagner (2021), teacher inquiry was used to examine the language practices multilingual early childhood teachers develop, implement, and refine when supported to critically examine their teaching practice. Participants were five multilingual early childhood teachers with varying language histories, program settings, and professional experiences. The findings describe themes that capture the key practices and guiding ideas from the knowledge developed by these teachers. These themes provide guidance on practices that can make language capacities of multilingual teachers and show ways that multilingual teachers can make language choices that support multilingual learners. This study was centered on multilingual teachers' voices and knowledge about language and culture and highlights the critical role of teachers as producers of new knowledge and language practices.

Common to the above study is that teachers try to use the local languages in the multilingual classrooms even though the policy directs that they use only the regional official language as the language of instruction. While the classroom language practices of teachers and learners are

similar to those stated in the above studies, the main aim of the present study is based on analyzing the classroom language practices among first graders upon entry into grade one in Chongwe district.

Another study conducted by Bwalya (2019) focused on Democratization of the classroom: sociolinguistic situation of the grade 6 classrooms of Chibombo district and their corresponding teachers' classroom language practices. The study utilized the sequential explanatory research design. Data were collected using questionnaires, interviews and classroom observation of lessons. The findings of the study showed that the grade 6 classrooms of Chibombo district were multilingual as teachers and learners were able to speak more than one language. The findings also showed that while some teachers democratized their classrooms through the adoption of translanguaging as a pedagogical language practice, others insisted on monolingual language practices which resulted in symbolic violence. The study further revealed that teachers had communication challenges when using English to teach learners from different linguistic background. Lastly, the study concluded that teachers' language practices did not fully democratize the classroom basing its discussions of the teacher's practices in selected grade 6 multilingual classroom in Chibombo district. However, the current study focused on the classroom language practices for grade ones upon entry into grade one in Chongwe district.

In Namibia, a study on classroom language practices was conducted by Mashinja & Mwanza (2020). The study on assessing the familiarity of learners and teachers with Silozi language of instruction for initial literacy and the implication of their familiarity on epistemic access and initial literacy development in selected multilingual pre-primary classrooms in Sibbinda circuit of Zambezi region. A mixed methods study involving 6 pre-primary classrooms with 168 pre-primary learners, 6 pre-primary teachers and 6 school principals were sampled. Data were collected through a familiar language test, observations and interviews. The findings showed that pupils were not familiar with the official language of instruction which in itself, has a number of pedagogical implications. The results showed that pupils use their linguistic resources to access the target language and ensure epistemic access and initial literacy development. The study concluded that the exclusive use of Silozi as medium of instruction for initial literacy is not a realistic view of the linguistic realities both inside and outside the multilingual pre-primary classroom, thus it is not appropriate.

The above study focused on language practices in pre-primary classrooms in Silozi as the language of instruction, however, the current study focused on Grade ones upon entry in school in Chongwe district which has its own linguistic community different from Mashinja and Mwanza's study.

Another study by Mubanga (2012) was carried out in Chongwe district of Zambia where Soli is the predominant language and Standard Cinyanja as the medium for teaching initial literacy. The main focus of the study was on the effects of using Cinyanja language as a medium of teaching initial literacy in a predominantly Soli speaking area of Lwimba I Chongwe District. The study utilized both qualitative and quantitative methods to collect data from a population sample of 97 grade one New Breakthrough To Literacy (NBTL) pupils. The findings of the study were that Cinyanja as a medium of teaching initial literacy in Lwimba failed to encourage creativity in speaking among learners, that learning in Cinyanja caused pupils to accumulate less vocabulary, and that the learners failed to form sentence patterns and grammatical rules in Cinyanja itself. The findings also showed that Soli pupils did not do well in the end of Term one test and that there was a significant difference in reading performance between Cinyanja and Soli speaking pupils.

Unlike Mubanga's study which was conducted in bilingual (Lwimba) having Soli as the language of play and standard Cinyanja as the language for classroom instruction, the present study included other areas of Chongwe District which has many other languages of play and not in Lwimba area only.

The United States of America National Literacy Panel (Shanahan, 2006) addressed this issue using meta-analysis. The authors revisited previous reviews and examined additional studies (Francis et al., 2016) and wrote narrative descriptions of the studies and their effect sizes. Their review sought to compare English-only and bilingual instructional approaches by examining students' outcomes in English reading. The review included 20 studies (16 studies on English Language Learners (ELLs) in either bilingual or English-only instruction, one heritage language program, and three French-language immersion program studies). But for the purpose of this study, we examine only the results of the analysis of the bilingual and English-only programs. The findings reveal a range in effect sizes, with mixed results for the efficacy of the instructional programs. Overall, however, the results seemed to favor bilingual education instructional programs. The researchers report that 'it seems reasonably safe to conclude that bilingual

education has a positive effect on English reading outcomes that are small to moderate in size' (Francis et al., 2006, p.392). However, it remains difficult to distinguish which nuances of bilingual instruction (e.g., amount to native language instruction, transition time to English) may be more effective than others. Similar reviews have focused on the relationship between language skills that promote English language and literacy development among monolingual English speakers and transfer of skills from L1 to L2. For example, Restrepo and Gray (2007) discussed phonemic awareness, vocabulary knowledge, alphabet knowledge, and reading comprehension, and how these skills transfer between L1 and English. The review concludes that skills do, in fact transfer from L1 To L2 under specific circumstances. For example, phonemic awareness skills transfer more easily if the languages have similar alphabets, roots, orthography, and phonemes. Moreover, L1 reading comprehension skills tend to enhance L2 reading skills because students use comprehension strategies they already know from their native language.

2.3 Teachers' views on appropriate language practices in the initial stages of grade one schooling.

In English-speaking countries, plenty of studies have been carried out to analyze classroom language practices as a method of evaluating the appropriateness of language practices in the initial stages of grade one schooling. Teachers and learners do have their own views on the appropriate language practices used in the initial stages of grade one schooling.

A study on teachers' views on suitable language practices in context with multiple languages was done by Bravo (2019). This empirical investigation consisted of case studies with various, linguistically heterogeneous situations using a cross-disciplinary, qualitative research technique approach. In German, Swedish and Chilean grade 4 classrooms, the case studies comprised teachers interviews and classroom observations. It was made clear that language separation is thought to be extremely important, leaving essentially little room for anything but the academic language of instruction. This reflected in the teachers' approach, which resulted in a static implementation that typically excludes the use of the students' life-world multilingual resources. An inattentively style of strategy, involving a blindness to diversity, appeared to predominate among the four types of reading technique for teaching reading in multilingual context.

The study by Bravo (2019) is pertinent to the current study as it sought to obtain a deeper knowledge of teachers' views on language practices in multilingual contexts, a feature which is

included in the current study. The study by Bravo, however, differs from the present study in that it did not focus on the prospects of translanguaging, which is one of the reasons why the present study was carried out. Instead, it only focused on Teachers' beliefs and strategies when teaching reading in multilingual setting and not on classroom language practices as a whole.

Another study by Yuvayapan (2019) on translanguaging in English First Learner (EFL) classrooms concentrated on the idea that using one's original language might help one become more proficient in a second language, which led to the development of several bilingual language pedagogies, one of which is translanguaging. Using a questionnaire, the study examined the views of English language teachers on translanguaging. Semi-structured interviews were conducted to ascertain the causes of the discrepancies between their perceptions and actual usage of L1, and classroom observations were conducted to ascertain the purposes for which they employ the use of L1 in their teaching. Descriptive statistics were used to quantitatively assess the Likert-type items in the questionnaire. Structural coding analysis was used to the data obtained from open-ended questionnaire questions, classroom observations, and semi-structured interviews. The findings showed that the views and behaviors of EFL teachers did not match up. Despite their favorable opinions on translanguaging in some specific circumstances, they did not frequently use this technique because of the demands of their institutions, colleagues, and learners' parents. The study stated that a programme evaluation of a professional development programme to improve EFL teachers' translanguaging knowledge and skills would be a useful area for future research. Yuvayapan's study is important to the current study since it relates to one of its objectives by examining teachers' opinions and classroom practices regarding translanguaging in EFL classrooms. The present study, however, analyzed classroom language practices at lower primary school level and particularly among grade ones upon entry into school in selected primary schools of Chongwe District which the former made no attempts to address.

A similar study that revealed the positive and negative views towards formal English and informal languages was done by Mwanza (2016). The study's aim was to determine how certain chosen Zambian teachers of English for grade 11 interpreted and used eclecticism in their lessons. A mixed-method research study design was used for a study, combining quantitative and qualitative methods. In this regard, questionnaires, classroom observations, interviews and document analysis were the main data sources. Findings regarding teacher's views towards

formal English revealed that all the teachers reported good attitudes about formal English. The grounds for the positive sensations and views about formal English were that it was the variety required to pass an exam, to acquire a job after school, and to be accepted for further education. However, the issue of the significance and location of Zambian languages in the instruction of English grammar was not addressed. The reasons for the favorable feelings and opinions regarding formal English were that it was the kind needed to pass an exam, get employment after graduation, and be admitted to higher education. The importance and placement of Zambian languages in the teaching of English grammar in Zambia, however, is still a problem. The study also observed that the teachers held monolingual ideologies in which they used English exclusively during classroom interaction. This study focused on teachers' views at the secondary school level, the current study focuses on early grade primary school.

Nyimbili & Mwanza (2021) conducted a study whose aim was to establish challenges teachers and pupils faced as a result of teaching and learning using the translanguaging pedagogical practices in a multilingual grade one class of Lundazi District. A phenomenological design was used in one class for one term on a sample of 41 pupils and 1 teacher of literacy. Classroom observations and interviews were used to collect data that was analyzed thematically. The study found that the teaching of literacy using translanguaging practices in a grade one multilingual class was associated with challenges like the mismatch between the language of instruction and dominant learner's familiar languages that existed in the classroom: rigidity of the language policy which was based on monolingual language throughout the learner's learning process: strict monolingual based assessment which only tested skills in the regional language and: inadequate teaching and learning materials which supported monolingual language learning.

Commenting on the teachers and learners views on the language practices the above study adds that the monolingual ideology in school and curriculum promotes teaching using one language to all learners as long as they are in that region. Another view is that the teaching of literacy was only aimed at developing the regional language and its language practices or culture. This resulted into learners failing to understand some of the words which were supposed to be of value to the lesson. It was established that there were insufficient literacy books for grade one in the school as schools were supplied few copies of the Zambian language books in 2015 after the new curriculum revision took place. This study was done in the lower primary school among

grade one learners for the whole year in Lundazi district while the present study concentrated on the language practices upon entry into grade one, narrowing it to the first two months of schooling.

2.4 Language related Challenges teachers face when teaching grade ones in the first two months of schooling.

The teachers face a lot of classroom language practice related challenges. Some that come out from this study are discussed below:

It is assumed that teachers face language related challenges when teaching grade ones in the first two months of schooling. Nyimbili and Mwanza (2021) conducted a study on the translanguaging challenges teachers and learners face in first grade multilingual literacy classrooms in Lundazi. The study's main focus was to identify the difficulties that multilingual grade 1 learners and teachers in the Lundazi district had while teaching and learning using translanguaging pedagogical practices. In one class for one term, a sample of 41 learners and one literacy teacher were the participants in this phenomenological research. Data was gathered and then thematically analyzed. The study discovered that there were difficulties such as the incompatibility between the language of instruction and the dominant learners' proficiency in the translanguaging practices used to teach literacy in a grade one multilingual classroom. This is to say that there were differences between the language of instructions and that of the learners. Certain words or sentences in the learners' language were not compatible with those in the language of instruction. The study also discovered that there were insufficient resources for teaching and learning which supported monolingual language learning. According to the report, the Ministry of General Education, stakeholders and language policy guidelines should collaborate to update some clauses so that they more accurately represent the current linguistic make-up of the language zones. The study by Nyinbili and Mwanza is pertinent to the current study because it places emphasis on changing the language policy to accommodate learners who might not be accustomed to the official vernacular dialect (OVD) utilized as a medium of instruction. The necessity for an innovative component in the teaching and learning process is also obvious, which is why the current study attempted to fill in the gap that it identified.

The study also revealed that there is mismatch between language of instruction and dominant learner's familiar language. According to this study, the language of instruction was a challenge

which hindered the acquisition of literacy by the learners in the translanguaging class. The teachers agreed to the fact that there was a mismatch between the language of instruction and the dominant familiar language of the learners.

The current study, on the other hand analyzed the classroom language practices among early graders upon entry into grade one in selected Chongwe district primary schools whereas Nyimbili and Mwanza only focused on translanguaging challenges faced by teachers and learners in first grade multilingual literacy classrooms.

Other studies by Banda & Mwanza (2017 & 2020) respectively added that Translanguaging was perceived to be time consuming. The other challenge was that teachers faced when teaching grade ones in the first two months was regarding the management of time in the translanguaging class. This has resulted in the monolingual ideology in the school and the curriculum because it promoted the teaching using one language to all learners as long as they are in that region.

Other studies done by (Gersten & Jime'nez, 1994, 1999.; Graves, Valles & Rueda, 2000; Echavarria & Grave, 2003) have revealed the daunting task teachers face when simultaneously trying to build children's reading and writing ability and enhancing their English-Language growth. What complicates the matter is the fact that many of the learners are from different linguistic background speaking different languages that are often not only informal but also different from the spoken one by their teachers. Besides, there are language challenges to be dealt with in a multilingual classroom. Davis et al (2013), for example, showed how Ghanaian students preferred being taught mathematics through English, despite difficulties in speaking, reading and understanding the language because they felt that this will help them to succeed in the world.

A Final Research Report on Problems and Possibilities in multilingual classrooms in Western Cape South Africa (1998) stated communication breakdown as one of the main problems faced by both teachers and learners. In this report, teachers expressed frustration at a situation which they could not communicate effectively with the majority of their learners. The report stated that more often than not, the teachers' perception that learners will not be able to answer in more than one or two words leads to a teacher-dominated approach to learning. Even though the research was done among grade one multilingual classroom in South Africa, the communication problems

faced by the teachers and learners in multilingual classroom are similar to the multilingual classrooms in Chongwe district. (Mwanza, 2016).

Another study that revealed language related challenges faced by teachers in a multilingual was conducted by Ackers and Hardman (2001) cited in Kiramba (2015) in Kenyan primary schools concerning the multilingual classroom interactions by observing ninety lessons in mathematics, English, and science. The study showed teachers' recitation in the form of interrogation of the learners' knowledge and understanding as being the most common form of teacher-learner interaction. It was also noticed that teacher presentation and teacher directed questions and answers dominated most of the classroom discourse, accounting for 82 percent of the total teaching exchanges. Based on these findings, it was concluded that the discourse pattern reported in that study could in large part be attributed to the English as a medium of instruction which students at the primary school level have not mastered well enough in academic discourse.

The other similar study was done by Ogechi (2009) cited in Kiramba (2015). The study investigated the use of English and other African languages in Kenyan primary schools to ascertain whether English as a language of instruction was practical and appropriate in grade 4 in three primary schools in three Kenyan provinces. The study revealed that much of the classroom talk time was taken by the teacher as learners mostly either gave brief responses or remained silent, and the few learners who did respond actively did so in ungrammatical English. Ogechi (2009) concluded that the study demonstrated the learning and pedagogical challenges faced by both teachers and learners in a multilingual classroom. The two studies by Ogechi (2009) reflect language related challenges faced in Kenya's transition bilingual education. In this transition bilingual education, transition to English according to Kiramba (2015), happens at grade 4 unlike the current Zambia's transition that takes place at grade 5. The one year transitional difference is insignificant when it comes to learners becoming proficient enough to follow classes in English; the language and communication challenges in multilingual classroom for most of the pupils remain the same as the study by

Mwanza (2016) revealed. In the study, the teachers' views were that their learners had poor language background and could not speak English fluently. Mwanza (2016: 227) added that "Respondents explained that some learners could not speak English, and when such learners were asked to speak English, they resorted to keeping quiet since they could not express themselves in English. In reference to Munakampe's (2006) study which targeted grade five learners and revealed the same communication challenges, Mwanza (2016: 228) concluded that "it therefore appears that the challenge of a lack of English proficiency is not limited to primary school (grade 5) but extends to secondary school as well, grade 11 in this case."

Common to the above studies is that teachers were hesitant in using the informal languages of the learners, hence the communication problems exacerbated by monoglossic ideology inherent in transition bilingual education expressed in Poudel's (2010) study done in Nepal, Ogechi's (2009) study done in Kenya and Mwanza (2016) done here in Zambia. While the communication challenges teachers may face in multilingual classrooms of Chongwe district be the same as those stated in the above studies, the main aim of the present study is not based on finding out the challenges teachers face in teaching multilingual classrooms but on analyzing classroom language practices among first graders upon entry into grade one in Chongwe district of Zambia.

2.4 Chapter summary

In this chapter, the main concentration was the analysis and review of related literature from different scholars within and outside Zambia. The literature was related to classroom language practices among first graders upon entry into grade one. The next chapter looks at the methodology that was used in carrying out this research.

CHAPTER THREE

3.0 THEORETICAL FRAMEWORK

3.1 Introduction

The previous chapter presented the studies that are related to the present study through literature review. This chapter looks at the theoretical framework and discussed under this framework are Translanguaging and Multilingualism. The reason for including these theories in this investigation is that they each offer unique insights into the ways in which languages are applied in multilingual classrooms to either favour a monolingual or multilingual classroom, Ruiz (1984). The theoretical framework also strengthens a research by making strong connections between the current study and what has been developed already. It provides ones' research with scientific justification for an investigation (Vinz, 2015). According to Kombo and Tromp (2013:56), "a theoretical framework is a collection of interrelated ideas based on theories." In this regard, this research adopted two learning theories which include Multi-Competence theory (Multilingualism) and Translanguaging theory.

3.2 Multi-Competence Theory (Multilingualism)

This study was be guided by two theories in classroom language practices namely multi-competence theory and Translanguaging theory. Multi-competence is the knowledge of more than one language by the same person or the same community (Cook & Li, 2016). Multi-competence presents a view on second language acquisition based on the notion of the second language user as a whole person rather than on the monolingual native speaker. This concept emphasizes the whole mind of the speaker instead of their first or second. It postulates that someone who knows two or more languages is a different person from someone who is monolingual and therefore need to be looked at in their own right as opposed to a deficient monolingual. Multi-competence changes the angle from which second language acquisition is viewed. It has important implications for language teaching goals and methodology. Multi-competence theory will provide the fundamental theoretical basis for this study.

There is also evidence that people who learn other languages gain general cognitive benefits. Under multi-competence, the second language speaker is seen as more than the sum of the languages he/she speaks. This in contrast with the assumption in much of second language research that the ideal model of a language is the monolingual native speaker. Multi-competence

has two major implications for language teaching. The first is about the question of what the final goal should be for language learners. It sees the goal of learning as becoming a successful second language user. Language teaching, therefore, should reflect this: the goals of language learning should be based on what successful second language users can do, not what monolingual native speakers can do. Also teaching materials should show positive examples of second language use and second language users. The second implication is for the use of the first language in the classroom. If the first language can never truly be separated from the second language in the mind, it makes no sense to forbid or ignore the use of the first language in the language classroom. Cook (1990) argues that banning the use of the first language will not stop learners from using it to help with their language learning, it will only make it's use invisible to the teachers. Instead, Cook suggests that teachers should think about how they can make use of both the languages in suitable ways.

The multi-competence perspective is valuable to this study in that it enables one to consider the abilities of bi- and multilinguals and their complex and multiple identities in the super-diverse global environment. As the investigation of multilingualism in education and social contexts unfolds, the concept of multi-competence proves increasingly useful in facilitating research and further understanding of the growing numbers of multilinguals and multilingual Chongwe communities where these grade one learners are coming from. This theory was used to analyze the data collected from the classroom observations of the classroom language practices and responds to the first objective which sought to analyze the teachers and learners' language practices in selected grade one classrooms upon entry into school. It relates to the happenings and the language at play which the learners and the teachers were using in their interactions. Individual learners where fluent and competent in their individual first language which they brought to the classroom and this competence helped them to quickly learn using the multi-competence perspective.

3.3 Translanguaging Theory

The second theory is the Translanguaging theory, which refers to the process of using one's full linguistic repertoire to gain knowledge, to make sense, to articulate one's thoughts and to communicate about using language (Li, 2011; Garcia & Li, 2014). It is a term that specifically calls for reconceptualizing the communicative strategies that multilinguals display in social and

classroom settings. Although the term was initially developed to delineate language use in second language classrooms in Wales, it can be extended as a powerful and practical framework to interpret hybridity and creativity of language use in second language classrooms, where the high degree of diversity in students' linguistic and cultural background means that they are able to draw upon a huge database of linguistic resources, Bwalya (2017). As Garcia (2011) argued, language classrooms in the twenty-first century are moving from Monolingualism towards translingual, encouraging flexible concurrent language use rather than continuing to keep students' linguistic knowledge separate or treating prior languages as non-existent or purely negative influences.

The term translanguaging was developed by the Welsh educationalist Williams (1994), cited in Bwalya (2019). It was originally coined as a Welsh word (*trawsieithu*) in reference to a pedagogical practice, which deliberately switched to language mode of input and output in multilingual classrooms (Lewis et al., 2012).

There are several definitions regarding translanguaging. To begin, (Baker, 2011, p.39) understood translanguaging as “the process of making, shaping experiences, gaining understanding and knowledge through the use through the use of two languages”. (Garcia, (2009a p.41) developed the term further by redefining translanguaging to “ the use of children's full linguistic repertoire to make meaning without thinking of the fact that they have one language that is different from the other” In a similar way, Canagarajah (2011) defined translanguaging as “ the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system” According to Garcia (2009) and Canagarajah (2011), in translanguaging, languages are treated as one single system and not as separate entities; a view that reflect language as a social-practice (Bwalya, 2019).

In the classroom, translanguaging may involve learners listening to information in one language and explaining the gist of it orally in another or reading a text in one language and talk about in another. In this way, translanguaging as pedagogical language practice enables certain concepts to be reinforced through repetition in several languages and clarified in much more detail as opposed to using one language (Hassan & Ahmed, 2015:26). The other advantage of translanguaging is that it connects home to school, as there is recognition and respect for diversity in the classroom where translanguaging takes place.

Translanguaging is also when a multilingual person's full linguistic repertoire is used and honored, instead of trying to keep narrowly focused on a single language. Yvonne & David (2017) define translanguaging as using all linguistic and cognitive resources, including one's home language, to make sense of the academic content being delivered in language one is just starting to learn. As you learn a new language, you are not forgetting what you already learned in your home language; rather, you are leveraging it to learn the target language. In addition, if your home language and the new language are related, you might even recognize some words, especially academic words.

Translanguaging is a normal practice in bilingual communities and educators are beginning to realize that it should be a strategy teachers can use to help learners draw on all their linguistic resources as they read, write and discuss academic subjects in a new language. The current study revealed that this theory is a recommendable one for today's language diverse classrooms as witnessed in the classroom language practices of Chongwe district.

The above theory was used to analyze data collected which responds to the second and the third objectives respectively. The second objective sought to establish teachers' views on the appropriate classroom language practices in the initial stages of grade one schooling while the third objective focused on identifying language-related challenges that teachers face when teaching grade ones in their first two months of teaching.

3.4 Chapter summary

The chapter has discussed the two theories that guided the study and these theories include Multi-competence theory (Multilingualism) and the Translanguaging theory and how they are related to the current study.

CHAPTER FOUR

METHODOLOGY

4.0 Introduction

This present chapter presents the methods of collecting data and analyzing data which was used in this research and starts with discussion of the research design. Explained also is the qualitative method approach research design which this study adopted. In addition, outlined in this chapter are the study area and population, study sample, sampling techniques, research instruments, reliability and validity of research instruments, data collection procedures, document analysis and data analysis. This chapter ends with ethical considerations and a summary.

4.1 Research Design

This study was purely qualitative where the aim was to get a detailed insights of the subject under discussion (see Milingo, Tambatamba & Cheyeka, 2021; Milingo, Ilubala-Ziwa, Mwale, N & Madalitso, 2020; Milingo, 2019). A descriptive research design was used. The descriptive design was adopted because the aim was to get in-depth understanding on the grade one teachers and learners classroom language practices. The researcher also wanted to get their views on these language practices. This was only possible through one-on-one interviews. Observations were also used because the researcher wanted to observe in a real classroom situation how teachers actually are implementing the classroom language practices which they said they were using during the interviews. In other words, the researcher observed the lessons to see if what teachers said in the interviews correlated with what they did in the classroom. Observations was also the best way to know teachers' understanding and application of the classroom language practices in line with the education policy and the actual classroom linguistic environment.

4.2 Population

According to Bryman (2004), a population can be defined as the universe of units from which the sample is to be selected. In this case, the population comprised of grade one (1) teachers and learners from all primary schools in Chongwe urban district. The current study focused on the grade ones of Chongwe district because this district is multilingual and it was assumed that the grade ones brought with these different languages to the classroom and were expected to learn using the prescribed zonal language of instruction.

4.3 Sample

The sample consisted of twenty (20) teachers, one teacher per school was interviewed and observed out of the five (5) selected schools respectively while fifteen (15) were only interviewed giving a total sample of twenty (20) teachers and two hundred and fifty (250) grade one learners were participants in the classroom observations. The breakdown for the schools is as follows: School A= 49 Pupils, One (1) classroom observation and three (3) teachers interviewed, School B = 50 Pupils, One (1) classroom observation and four (4) teachers interviewed, School C = 56 and One (1) classroom observation and two (2) teachers interviewed, School D = 44 Pupils, One (1) classroom observation and three (3) teachers interviewed and School E = 51 Pupils, One (1) classroom observation and three (3) teachers interviewed.

4.4 Sampling Techniques

Sampling design refers *“to that part of the research plan that indicates how cases are to be selected for observation* (Kombo and Tromp, 2006). Unstructured homogeneous Purposive sampling was used in this study as it involves identifying and selecting individuals or groups of individuals that are especially knowledgeable, availability, and experienced with a phenomenon of interest, (Creswell & Plano Clark, (2007). Thus, the five (5) schools, nineteen (19) teachers and two hundred and fifty (250) learners were all sampled purposively. This was done in order to come up with the best suited respondents for the study. These particular schools were selected considering their different locations and they were accessible. The five particular teachers who were both interviewed and had their lessons observed were also purposively chosen. Among them some were the longest serving grade one teacher at that particular school while the other one was teaching the grade ones for the first time, respectively. The other fourteen (14) were only interviewed.

4.5 Data Collection instruments

Mkandawire (2019), viewed data collection techniques as guides and tools used by the researcher to collect research data. The data collection methods used in this study were:

4.5.1 In-Depth Interviews

In-depth interview is another instrument which was used to collect data in this study from the grade one teachers and the learners respectively. This strategy is preferred because it enables probing and illuminating what has been said by the respondent by asking for further

clarifications there and then. As observed by Ogula (1998), a personal interview helps a researcher to measure what the person knows, likes and dislikes, by observing the facial and body expressions, which could not be done in a case of a questionnaire. This instrument was useful especially to collect data which responded to the second objective of this study.

4.5.2 Classroom observations

Classroom observations were used as another method of collecting data. Video recording was done so as to generate data through the recordings and analyze the teachers' behaviour and practice of language/s in grade one classrooms. This method of data collection will address the first and the third objectives. The first objective is to analyze the teachers' and learners' language practices in selected grade one classrooms and the third objective is to identify language related challenges teachers face when teaching grade ones in the first two months of school.

4.5.3 Data Collection Procedure

The researcher started by obtaining ethical clearance and an introductory letter from the Directorate of Research and Graduate Studies of the University of Zambia and later, got permission from the District Education Board Secretary's Office, followed by permission from school Headteachers and the class teachers. The researcher conducted lesson observations, followed by one to one in-depth interviews with the grade one teachers.

4.6 Methods of Data Analysis

The data that was be collected was analyzed thematically in line with the respective objectives of the study. Lochimiller (2021) argues that thematic analysis as a method involves the identification of recurring patterns presented by the researchers as overarching statements or themes. The thematic data analysis was used because the study because it allowed the researcher to see and make sense of collective or shared meanings and experiences in the dataset. The collected data was identified, organized and interpreted in order to uncover meaningful insights on classroom language practices among first graders upon entry into grade one. In addition the researcher used this method because it makes ones' data analysis more valid due to its accessibility, transparency, and flexibility (Braun & Clarke, 2006). The cross case approach was also adopted in the data analysis which allowed the researcher to categorize the responses

according to the themes as presented in the objectives of the research. All the answers under the same question were put together under one theme.

4.7 Ethical Considerations

The ethics of social research challenges researchers mainly in two ways: the way to treat research participants and the type of activities to engage in (Bryman, 2004). According to Wood and Wood (2006), ethics are guidelines or set of principles for good professional practice which serve to advise and steer researchers as they conduct their work. In view of this, participants were told about the risks, benefits, purpose of the study, and were also guaranteed anonymity and confidentiality. Participants were interviewed and observed on condition of anonymity and in this way their privacy was respected, (Merriam and Simpson, 1995).

Permission to take part in the study was sought from individual participants and participation was purely voluntary.

4.8 Chapter summary

Chapter three has presented the study design and methodology. The chapter explained the research design, population, sampling and its procedures. It has further given a description of data collection instruments and data analysis procedure. Ethical consideration were also highlighted. The next chapter presents the findings of the study.

CHAPTER FIVE

DATA ANALYSIS, PRESENTATION, AND INTERPRETATION

5.1 Introduction

This chapter presents the findings of the research, which have highlighted a number of issues in line with research objectives and research questions. The presentation of the findings for this study is done according to the research objectives: Classroom language practices, teachers' and learners' appropriate language practices in the initial stages of grade one schooling and identifying language related challenges teachers face when teaching grade one in the first two months.

The first research question sought to analyze teachers' and learners' language practices in selected grade one classrooms upon entry into school. It was meant to generate data on the language practices in multilingual classrooms and whether such practices were appropriate for multilingual cases or not. Presented in this section is the qualitative data on the classroom language practices of the teachers and pupils.

5.2 .1: Classroom Language Practices: Interview

The first interview question was regarding the medium of instruction in the respective schools/ classrooms. Teachers were asked to state what language(s) they used when teaching the grade one pupils upon entry into school. The findings showed that almost all the teachers mentioned that they use the local language. Only a few of them stated that they mixed English and local languages.

5.2.2 Use of local languages familiar to learners.

The findings revealed that many teachers said that the language they used allowed the learners to interact with the teachers freely and it also enabled the learners to express themselves fully. Below are some of their responses:

I use the local language because the learners are familiar with it as it is their mother tongue. (Teacher 1)

The main reason I use the local language is that apart from it being the policy from the Government is that it helps the learners to understand fully what they are learning in the local language. (Teacher 2)

I teach in the local language because it is appropriate, most of the times sometimes learners understand somethings easily. (Teacher 3)

I use Cinyanja because most of the pupils speak Cinyanja here. (Teacher 2)

For the sake of the pupils and to make them understand, I sometimes choose to use Bemba. (Teacher 10)

Other teachers added as follows:

5.2.3 Use of familiar language to aid comprehension.

I use the local language to avoid confusing the learners because if I use a different language from the one they use at home the learners will be completely lost. (Teacher 4)

I sometimes use a bit of Soli because some learners speak Soli and it is their language of play. (Teacher 5)

When I use their language of play, my learners easily understand the concept am teaching. (Teacher 1)

5.2.4 Use of familiar language to create a rapport between teacher and learners.

I find it easy as a teacher to communicate with the learners for that is the language they use at home. It also helps me to create a good rapport between the learners and the teachers. (Teacher 5)

Yes, I am because I can easily relate with the learners. (Teacher 12)

I feel comfortable because my learners respond positively. (Teacher 8)

Yes, I am comfortable because learners come out freely in terms of expressing themselves. (Teacher 11)

5.2.5 Use of a familiar language to help learners adapt to learning context.

It is their first language as a result, it makes the learner to easily adapt to the system as they are just starting their formal learning. (Teacher 6)

Because it is 'known to unknown' meaning that, it is the language pupils know and understand well. (Teacher 7)

It makes it easier for them to adapt in the classroom because am using the language which they know. (Teacher 12)

5.2.6 Use of both English and Local languages.

Some teachers stated that they used both English and local languages in order to accommodate all the learners, some of their responses were as follows:

I prefer to use both English and the local language because I have noticed that some of my pupils do not understand the local language. (Teacher 2)

I am not very comfortable with using Cinyanja because I recently relocated, therefore, I try to use English and the other local languages that am able to speak, and my learners respond accordingly therefore, I don't have any problem when teaching. (Teacher 1)

Sometimes I use both the local language and English just to make sure that my learners have understood what am talking about. (Teacher 5)

I use both English and the local languages especially when I want to stress an important point. (Teacher 3)

5.2.7 Use of two local languages in the classroom.

I use Bemba and Cinyanja because, it is the language pupils understand well. (Teacher 17)

I sometimes use Cinyanja and a bit of Soli, I have learnt from the community. (Teacher 5)

Madam, apart from using Cinyanja I use some Lenje words because I have some learners who speak Lenje. (Teacher 11).

5.2.8 Proficiency in the use of the language of instructions by the teachers.

The teachers were also asked to explain if they were proficient in the language of instruction. Below are some of their responses:

Yes, I am very comfortable with the language I use because I know it and understand it well. (Teacher 4)

Yes, because it is my language, so I am very comfortable. (Teacher 9)

*Yes, because it is well known, and it is easy to communicate and give instructions as it is my mother tongue.
(Teacher 3)*

Yes, am comfortable because it helps me to bring out the objectives of the lesson with less difficulty. (Teacher 16)

On the other, hand some teachers interviewed had a different response to this question. Some of the responses were as stated below:

I am not comfortable with the language and it not being my mother tongue, I find it difficult to express myself and teach effectively. I think it confuses the learners because of the different use of languages in different homes and moreover it is not among the local official languages. (Teacher 21)

I am not comfortable because some things and words are very difficult for me to pronounce and comprehend, I usually have to ask from other teachers for me to understand. (Teacher 23)

5.2.2: Classroom Language Practices: Classroom Observation

After the interview data was collected, the lesson observations were conducted in a few selected classrooms. The idea was to see how teachers practically taught and interacted with their learners

and to see these classroom language practices in the actual classroom; in a way to ascertain their views indicated during the interviews where they stated that they used more than one language in their classroom. What is presented under lesson observations data are excerpts from the transcribed lesson verbatims and not the whole lesson verbatim.

Excerpt 1: Social Studies lesson observation. **Topic:** Bungwe

Teacher: Ukayangana pacipikica uonapo cani? (Cinyanja) ...Look at what am pointing at (English). Mukaziyangana kuno (Cinyanja).....

Pupils: (chorusing answers) ... sukulu, school, church, shopu....

Teacher: Kushopu mumaenda kucita cani?

Pupils: Timagulako ma giggies (cookies), ba bisketi, fish (Teacher: fish ninsomba mucinyanja mwanvela?)

Teacher: ...Raise your hands when you want to say something. (English)... mukazinyamula manja poyanka mwanvela... (Cinyanja) Mwaishibafye ama switi, kushopu balashitishako umunani Bemba) or kapena nikambe ati ndiyo (Cinyanja), sopo, umusalu- ma vegetables, rape, cabbage, ma oranges....

Teacher: Bungwe nichani? (Cinyanja), sit properly and pay attention... (English). Lelo tipunzila pali ‘ Nyumba yanga’ . Nyumba ndimalo yamene banja imankala. Banja muiziba ?

Pupil: eyeee!, yes....

Teacher: Mucizungu ati nicani?

Pupils: Family....

Teacher: Yes! Nikakamba ati banja langa ninshi nikamba ati family yanga mwamene muli bana banga, ma sisters banga, bamene tinkala nabo panyumba....

The second class observation below was a lesson in Mathematics at another school and the Topic of the lesson was: Counting Numbers.

Excerpt 2: Mathematics lesson on “ Counting Numbers”

Teacher: Nindani azibakupenda anyamule kwanja? (Cinyanja) (The teacher write the numbers 1- 10 on the board). Ninambala cani iyi yamene nalemba pa board?

Pupils: 1, 2.....10, (shouting at random and chorusing)

Teacher: Nakamba kuti (Cinyanja), you should be raising your hands (English) ngati ufuna kuyanka.... (Cinyanja)

The third lesson observation was in Literacy. The following verbatim consists of the teacher’s instructions as the pupils were about to start working on their individual work.

Excerpt 3: (Teacher giving instructions to the pupils on the type of book to use for Literacy:

Teacher: Mucose mabuku yali natumilaini noti yama box... mwanvela? (Cinyanja). You are supposed to write in each line, do not skip any line. (English). Nagati ulina buku yatunilaini tung’ono maningi, ukazijumpilapo cabe (Cinyanja) one line (English)

Pupil: ... madam, nshikwete ibuku lyamilaini. (Bemba)

Teacher: Okay, you can write in your mathematics book just for today (English), mailo ukase nebukulya Literacy, waunfwa? (Bemba).

Teacher: Bonse mukazilemba, ngati siuza lemba.... (Cinyanja) No break for you (English)

The fourth lesson that was observed was also in Literacy on Vowels. The lesson was observed at a school located on the outskirts of Chongwe district business center. The following is an excerpt of the lesson:

Note: The teacher introduced the lesson with a Literacy song on vowels.

Excerpt 4: **Teacher:** (singing a song) ... Ana inu uyunindani?

Pupils: ... Uyu ni /a/

Teacher: Ana inu uyunindani?

Pupils: uyu ni /e/ (some pupils said, e – as in letter e, not the sound but the teacher corrected them)

Teacher: Ana inu uyunindani?

Pupils: uyu ni /i/

Teacher: Ana inu uyunindani?

Pupils: Uyu ni /O/

Teacher: Ana inu uyunindani?

Pupils: Uyu ni /U/

Teacher: Yonse pamodzi..

Pupils: Ndise ma vawelo!

Teacher: Ninvekelo bwanji iyi? (while raising a flash card with vowel /a/)

Pupils: /a/

Teacher: Bonse pamodzi ... yankani

Pupils: /a/

Teacher: Nanga iyi ninvekelo bwanji? (raising flash card with vowel /e/)

Pupil: /e/

Teacher: Nindani anganuize mau yamene yamayambilila na nvekelo /e/

Pupils: Inswa, Imbwa, Ing'ombe.....

Excerpt 5: This lesson was in Social Studies conducted in Palabana at one of the schools and the following is part of the classroom observation verbatim.

Teacher: Bungwe ciinshii? (Lenje)

Teacher: Sit properly (amukale kabotu)

Teacher: Kushopu muma enda kucita cani? (Cinyanja) , Kushopu muya mukucitanshi? (Lenje)

Pupil 1: Kushopu tuya mukuula..... (Lenje)

Pupil 2: Tulaya mukushita ubunga..... (Bemba)

Teacher: Raise your hands when you want to say something (English) muno nyamuna mansa mwanyumfwa? (Lenje)

The researcher also took some time to transcribe some observations made that reflected what was prevailing in the classroom in relation to the observation guide tool. Below are some of the observations made in line with the questions in the attached observation guide:

5.2.2.1 Teachers' views on the appropriate language practices in the initial stages of grade one (1) schooling.

The second objective sought to establish teachers' and learners' views on the appropriate language practices in the initial stages of grade one schooling. The following are some of their responses:

Yes, it is very important to use appropriate language when teaching the learners because as a teacher you will be sure that the learners understand what you are saying or teaching. (Teacher 1)

Because I know what type of language is appropriate for the learners in this area. For example, if you ask a question in English , the pupils are quite but when I ask in Cinyanja they respond. Therefore the appropriate language for me and my learners is very cardinal to facilitate learning (Teacher 8)

In cases were I don't use appropriate language, learning does not take place. (Teacher 4)

It is pointless to use a language which is not appropriate in class because as a teacher you will not meet your learning outcomes.(Teacher 12)

Appropriate language practices such as the use of the language of play for the learners helps the learners to get the concepts easily. (Teacher 9)

When appropriate language practices are used in class, it helps to facilitate learning from the known to the unknown. (Teacher 16)

Appropriate language practices usually focus on doing much of learner centered methods. This helps me to the language of play for my learners which makes them understand the concepts in class, this usually results in a very active and live lesson which learners enjoy. (Teacher 5)

Other teachers' views on the appropriate language practice in the initial stage of grade one were as follows:

My assessment is that the performance of my learners is very good whenever I use appropriate language because it is the which is familiar to them.. From my observation, It is important for a teacher to use/select the familiar language which is appropriate to the learners and not the local language that is too deep. (Teacher 4)

The use of appropriate language practices helps my grade one learners to acclimatize quickly to what is expected of them in the classroom. (Teacher 8)

Some other teachers had the following to say :

Appropriate language practices is to use children's familiar language for instruction. This helps them to adapt very well to the school environment as the difference with home setting in terms of communication will not be too much. (Teacher 12)

..... furthermore, understanding of concepts by learners will be enhanced. (Teacher 2)

When appropriate language practices are used in a classroom, learners will have a chance to express themselves because of the use of familiar language. (Teacher 10)

The use of appropriate familiar language will help learners to transfer concepts into English with ease at the appropriate time because of the strong foundation set in the initial stages of grade one schooling through the use of a familiar language. (Teacher 17)

5.3 Summary of Research Question 2 findings

Research objective number 2 looked at establishing teachers' views on the appropriate language practices in the initial stages of Grade 1 schooling. The findings reviewed that a good number of teachers felt that the use of appropriate languages was good for learning citing helping the learners to learn as their main reason for thinking in these languages are good for learning.

5.3.1 Language related challenges teachers face when teaching grade ones in the first two months.

The third objective sought to identify language related challenges teachers face when teaching grade ones in the first two months.

5.3.2 Learners lack of familiarity with the official language of instruction.

Firstly, teachers were asked to state the challenges they faced when teaching in grade one multilingual classroom as learners began their formal education. Learners' lack of familiarity with the official medium of instruction was one of the challenges they faced. Some of the responses given were as follows;

It is difficult to explain to the learners certain terms encountered as I teach. (Teacher 1)

It is difficult to teach a child in Cinyanja who is not familiar with the language because a child is from a different province where they were familiar with another local language. (Teacher 2)

The challenge I face is that I have learners who do not know the language we are using in class. (Teacher 3)

As a teacher, I just moved to this new school from another province and am not conversant with the language which the learners are using, therefore, am facing some form of communication breakdown. (Teacher 4)

5.3.3 Use of more than one language when teaching.

Some teachers who were interviewed also stated that they face challenges when it comes to using more than one language when teaching and interacting with their learners. Here are some of their responses:

The challenge I face is that of using more than one language and also interpreting the same information from one language to another which is time consuming. (Teacher 5)

The challenge is on the books, these books are written in Chewa, while I use Cinyanja when teaching. (Teacher6)

5.3.4 Lack of connection in terms of language transition from the lower grade to the upper grade.

Some teachers also brought out the challenge of lack of connection in terms of language transition from the lower grade to the upper grade.

I feel there is little connection between lower and upper basic from grade one, pupils will learn all subjects in a local language, take for example a skeleton, pupils will learn it's parts in local language and lower grade and when they reach grade 5 to 7 these parts are learnt again in English. (Teacher 7)

5.3.5 Learners' transfers from private schools to public schools.

Other teachers brought out the idea of pupils who move or transfer from a private school and come to the public schools, stating that they have had challenges with such pupils in terms of language adjustment and use in their classrooms. Here are some of their responses:

For the learners who come from private schools, it is difficult to switch to the local language from English. While for those who have learnt in the local language through and through, it is also difficult for them to switch when they reach grade 4. (Teacher 9)

I have a pupil who recently moved from a private school and came to my class, The only languages she spoke were English and French. I have a lot of challenges to make sure that this pupil understood what I am saying, and it is difficult for me to ask her to have discussions in the groups with her fellow pupils because I know that there is a language barrier for her. She cannot understand anything in Cinyanja, but I am trying my best.

5.3.6 Learners whose first language is English.

Some other teachers who were interviewed also stated that they face challenges when it comes to teaching learners whose home language is English and not the recommended zonal language of instruction.

In most homes nowadays, English is used and not their mother tongue, so when they come to school and find Cinyanja only, some learners tend to look confused. (Teacher 11)

I have a pupil who speaks only English in my classroom because this is the language that he also speaks at home. I have to make sure that every time i am teaching or explaining something, I also say it in English because he always asks me to explain what I could have just said in the local language. This takes much of my time. (teacher 6)

5.3.7 Teachers' lack of proficiency in the local familiar languages.

Another stated problem that teachers faced when teaching these grade one classes was lack of proficiency in local familiar languages. The information obtained from teachers; responses

indicate that they had some problems translating difficult words in the books into the local familiar language. Some teachers who had this problem expressed themselves as follows;

Sometimes I fail to express myself fully because I do not understand fully some terms in the local language; therefore, this affects how I deliver my lessons. (Teacher 8)

It is difficult to communicate with learners who are not familiar with the language. (Teacher 10)

I do not speak well the local language, so I think the learners do not learn much because I cannot translate certain words correctly and appropriately into the local language. (Teacher 13)

Translating deep/difficult words into the language of play is a challenge for me because I do not understand much of the local language. (Teacher 14)

The other challenge that the teachers faced especially the first days was the names of the learners themselves. It was discovered that some learners used different names while at home and they have been registered under another name. One teacher stated that;

As I was calling out the register, some pupils did not respond to their names this is because when they are at home, they are usually addressed by either a local name or an abbreviation of the name as a result when you call/address them by their registered name, they are confused and do not know that actually you as a teacher is referring to them. (Teacher 15)

Not all the pupils are active in class, some of them literary cry the whole time and want to go back home. (Teacher 6)

The other challenge which was expressed by most teachers is that of time consuming as they taught the grade 1 learners. Some responses from the teachers were as follows:

It is time consuming to teach these learners that come to class with their different languages. (teacher 8)

I find it to be taking much of my time to teach these learners not only in Cinyanja but I also have to switch to Bemba, English and my Poor Soli vocabulary (teacher 4)

5.3.8 Overcrowded classrooms.

Over-crowding equally came up as a challenge that most of the teachers had to deal with. Some recorded responses were as follows:

I have over 50 pupils in my classroom and they speak different languages, this is the second month am teaching them and to be honest I have not yet mastered the language that each one of them is comfortable with. (teacher 16)

My class is full such that sometimes it is difficult for me to navigate around the room. (teacher 12)

My pupils are so many. I have a challenge to even have a one on one assessment so that I assess if the need any remedial lessons. (Teacher 21)

5.4 Summary of Research Question 3 Findings

The third research question sought to identify language related challenges teachers faced when teaching grade ones in their first two months of school. The findings showed that some teachers had problems communicating with the learners as they were not fluent with the local familiar language while other pupils could only express themselves in English language as that is the language they use. Over-crowding could not be over emphasized as it was very visible. This resulted in most teacher stating that it was time consuming to teach such overcrowded classes effectively.

5.5 Chapter Summary

This chapter has presented the findings which revealed that grade ones' classroom language practices especially upon entry into grade one of Chongwe District are multilingual as teachers and learners were able to speak a variety of languages. The spoken languages in the district were Cinyanja, Soli, Bemba and English. From these languages, the findings were that languages of play were Cinyanja, Soli and English. The findings also showed that while some teachers democratized their classrooms through the adoption of translanguaging as a pedagogic language

practice, others insisted on monolingual language practices. The findings further revealed that some teachers had communication challenges when using the local language to teach learners with different linguistic background. Lack of teaching and learning materials was another challenge that has been prominent; others included over-crowded classrooms and time management.

CHAPTER SIX

DISCUSSION OF FINDINGS

6.1 Introduction

This chapter presents the analysis of the findings presented in the previous chapter. The study objectives will guide the discussion based on the following themes: Grade one teachers' and learners' classroom language practices in the first month; Teachers views on the appropriate language practices in the initial stages of Grade 1 schooling and language-related challenges teachers face when teaching grade ones in the first two months. During the discussion, references will be made to similar or contrasting views from the other. The discussions will also show how the concepts that conceptualized the study and the theories that framed the study resonate with the findings of the study.

6.2 Grade one teacher's and learner's classroom language practices in the first month.

The first research objective was to analyze grade 1 teachers' and learners' classroom language practices in the first month. The findings have revealed that Zambia is a multi-ethnic and multilingual country (Kashoki, 1978), that all Zambia's classrooms are inherently multilingual, which is in conformity with Mwanza, (2017) and that most Zambians are polyglots who are able to speak more than one language (Banda, 1995). On the other hand, the contradictions were characterized by the mismatch between the monolingual language in Education policy of using only the local familiar language and the actual multilingual composition of the classroom.

From the findings, the study revealed that most of the interviewed teachers in reference to code switching, stated that they used more than one language when teaching. In the classes that were observed, the findings were that most of the teachers alternated between Cinyanja and Bemba as shown in the lesson observations taught by teacher 2, 11, 7, 12 and 18. They used the informal familiar languages to the learners to help them to learn and participate in the classroom activities. This study is also in conformity with studies by Setati and Adler (2002) and Simachenya (2017) who revealed that, translanguaging is through alternation in the local languages. It also enables learners' active participation in the lessons in terms of answering questions, and that learners were able to connect their classroom experience to their experience during play time as the languages used by the teachers correlated to their languages of play. In essences, teachers recognized the importance of translanguaging in engendering multilingualism (Multi-competence) and multilingual language practices. In this case, languages were viewed as

resources (Ruiz,1984) and were utilized as such to enable pupils to access knowledge regardless of their linguistic differences. The teachers who translanguage through alternating between Cinyanja, Soli, Bemba, Lenje and English also recognized and implemented the linguistic rights of learners to learn in their mother tongue and in the language of wider communication as stated by UNESCO (2003). These practices mean that the five classrooms had the linguistic freedom through the language choices and practices of the teachers.

During lessons, it was also observed that as teachers alternated between the languages of play, some teachers, due to lack of proficiency in the local language of the area used their mother tongue and not the language of the learners. For example, the lesson that was observed in Zone A close to Palabana where Soli and Lenge is predominant, the teacher used Bemba and Cinyanja when teaching. When asked why she used Bemba in the area where Soli and Lenje is the predominant language of play, the response was that she was in the process of learning Cinyanja, Lenje and Soli. This is in line with the responses that some teachers stated that they were not fluent in the local language of the area where they taught. Even though some learners were able to participate in the lesson, the actual language practice in this instance was translanguage according to the familiar language of the teachers and not necessarily the familiar language of the learners. The implication of this is that teachers should make effort to learn the familiar language of the learners where they work or that government should deploy teachers according to their language abilities.

6.3 Semi-Translanguage

It is important to state that the translanguage practice by teachers was narrow in nature; teachers' and learner's language practices in the classroom did not constitute fully translanguage as a whole for some reasons. To begin with, Garcia (2009) argued that translanguage constitutes the multiple use of languages for meaning making and suggested that translanguage may involve the reading of a text in several languages and talk about it in different languages. In contrast, the findings showed that all the textbooks in all the observed classes were in Cinyanja and that all the readings were done in one language. Secondly, contrary to the suggestion by Garcia (2009) that a lesson can be given in one language and the exercises in another language, all the exercises that teachers gave to learners were in Cinyanja. Thirdly, while Garcia (2009) added that learners can have the lesson in the regional official language and take notes in their own languages, for the grade ones it is too early because at this stage most of

them are just learning how to write and what makes it worse is that all the writings on the board and in the exercise books of learners that were checked were in one language-Cinyanja. It must be mentioned here that all the documents reviewed or checked such as lesson plans were written in English, textbooks for both learners and teachers were in language-Cinyanja, meaning there is a contradiction going on. Lastly, translanguaging involves both learners and teachers using all the languages at their disposal for meaning making Garcia (2009). Contrary to the view, the study revealed that some teachers translanguaged but did not allow learners to use local languages. As Ruiz (1984) observed, these teachers viewed local languages as problems as they clearly stated that using unofficial languages among learners. The translanguaging that this study revealed is therefore here referred to as “semi-translanguaging” as it existed in spoken form and not in written form.

The findings from the schools in this study were that the languages of play were Cinyanja, Soli, Bemba, Lenje and English according to the interviewed teachers. In terms of linguistic composition of the classrooms as represented by speakers of the languages. The findings showed that 5 languages were represented in the classrooms of Chongwe district. There were Cinyanja, Soli, Bemba, Lenje and English. This confirms the assertions that Zambia is a multilingual country and the argument that all the classrooms in Zambian schools and particularly in the case of Chongwe district, are Multilingual and multiethnic. The findings also revealed that almost all the teachers and grade one pupils of Chongwe district spoke either one, two or more languages confirming the claim that Zambians are polyglots. Therefore, and as Simwinga (2006) stated that multilingualism refers to the presence and the use of many languages in a given community, the classrooms of Chongwe district were inherently multilingual. This is in agreement with the use of the Multi-competence theory and Translanguaging theory in the classroom language practices which were observed in the study.

Among the 5 languages revealed in this study, the dominant ones were Cinyanja as their first language followed by Soli, Lenje, Bemba and lastly English respectively. The findings concerning the learners’ first language revealed that Cinyanja was dominant, followed by Soli, Lenje, Bemba and then English. The interesting issue is that in terms relatedness of languages, Soli, Lenje and Bemba are not mutually intelligible to Cinyanja, which is the official regional

language of Chongwe district. Therefore, there was a lot of use of Multi-Competence (Multilingualism) and Translanguaging by both the teachers and the learners.

The implication of the findings is that the monolingual ideology of language zoning is weak, as it does not really reflect the languages spoken in the area and in the classroom. The zoning of languages turns to assume that languages are static, and that the linguistic situation of an area is static. These results show that languages are in constant mobility and their use and existence cannot be restricted to any particular area. Languages are resources, which humans use to communicate, and as people move, languages equally move. Thus, the assumption that the language is familiar to most of the people of Chongwe district in Cinyanja is a fallacy as the said language accounts for only few of the sampled size from the 5 primary schools in Chongwe.

The findings on learners' language of play showed Cinyanja as the most dominant language followed by Soli, Lenje and Bemba while English was the least spoken. These findings even presents more interesting results in the case of classroom language practices in that when it is assumed by policy makers that the dominant language and the language of play in Chongwe district is only Cinyanja, the results showed that in fact, there is Soli and Lenje were used as a language of play amongst many pupils, then Bemba and English were also part of the languages that learners used as their language of play. The official regional language and the alleged language of play in Chongwe only accounts for a small number.

The above information shows that the language zoning on which Government continues to base current policy formation and education practices is not only weak but outdated. Even if one combined Cinyanja and Soli, the prominent number of the different languages of play for the children in the schools who spoke or were familiar to other languages remains higher than the one thought to be the dominant languages.

Another important observation from the findings is the number of the learners who used English either as a first language or as the language of play. English is the first language for some pupils, and it remains their language of play. What the above findings suggest, as stated earlier, are the contradictions between the language policy and the actual linguistic composition of the

classrooms. The contradiction here is that the language stipulates the use of the regional official language whereas the findings showed that these areas have a number of other familiar languages, which are the languages of play for most of the learners. It is in this context that Huguen (2009) argued that education policies are normally characterized by contradictions and not by progression or retrogression, contradictions in the sense that there is a mismatch between the Government's stipulated language of instruction and the actual linguistic composition of the classrooms.

The above contradiction whereby the dominant language policy or the familiar languages of most pupils is one which is not the designated official language is not peculiar to Chongwe district. In Lundazi, Zimba (2007) also argued that while the government sanctioned Cinyanja as the official medium of classroom instruction, the familiar language and the language of play in Lundazi was Tumbuka which is not even mutually intelligible to Cinyanja. In another study done in Chongwe by Mubanga (2012) he established those children in Lwimba area had remarkable problems breaking through to literacy because while Cinyanja was viewed as the familiar language and therefore medium of instruction, children were familiar to Soli which like Tumbuka in Lundazi, was not mutually intelligible to Cinyanja. Kalamata's (2016:38) study in the lower primary schools also found that the Kikaonde used in the area was not familiar language as "fourteen out of the fifteen respondents (93.3 percent) said that there were some learners who did not understand the medium of instruction (Kikaonde) used in the area".

The scenario and its related language policy partly explain why the literacy agenda in Zambia is problematic. This is so because literacy policy recommendations, especially on language of instruction is based on speculations and the eventual victims are the learners. This is the reason why Banda and Mwanza (2017) argued that even learning to read and write in the designated regional official language is not easy because pupils must learn to speak the language before they can learn to speak the language before they can learn how to read and write.

Based on what is stated above Bwalya (2019) recommends that, there is need to relook at language zoning and avoid the arbitrary association of one language to a wider locality without being sensitive to the language reality and practices of the people of the same area. Thus, the Zambian language in education policy needs to be revisited, amended and recommend classroom language practices which resonate with the language situation in schools.

In brief, the findings revealed some aspects of translanguaging implying that teachers' language practices did not constitute translanguaging as a whole. This is because all the books, all the writings, all exercises given, all the notes written were in one language Cinyanja. Moreover, some teachers who translanguage did not give much time to their learners to translanguage and some teachers neither used the official local language because they were not familiar.

6.4. Teachers views on the appropriate Language practices in the initial stages of grade 1 schooling.

Appropriate language practices is as the name would suggest is the language that is appropriate to use. The term covers words and phrases that are okay to use for a variety of reasons. There are several different factors that can determine whatever language is appropriate or not for any given situation.

6.5 It facilitates effective learning.

The use of appropriate language practices facilitates effective learning. Teaching, like many other professions, is packed full of acronyms, jargon, and really complicated terminology. This often comes as a shock to people who assume all teachers just stand in front of a chalkboard and make children learn their ABCs by rote repetition. While these terms may be easy to understand for you and any other teachers, they aren't always comprehensible to mere mortals. When speaking to the learners try to gauge their level of comprehension of a topic before you launch into a detailed and highly specialized discussion, as you may lose them with your jargon. In addition to this, think about the age and life experiences of the grade one learners you may be speaking to. If you are talking to children, for example, they may not understand what some vocabulary you are using, therefore use appropriate classroom language so that the learning can take place.

Effective learning is a term that describes methods and strategies that involve learners in their own learning and personal development. With the use of appropriate classroom language practices, there is effective learning among the grade ones as they start school. How easily students transition from bilingual instruction to mainstream English classrooms depend on their skill levels in both English and their native languages. The learners often show decreased academic outcomes during the transition year (De La Rosa & Maw, 1990; Geesten &

Woodward, 1995; Natriello, McDill, & Pallas, 1990). Without the support they received during transition, English language learners may need continued assistance in their native languages and further support in English language development from their mainstream classes. For example, students may have sufficient English oral language skills, but not adequate academic English to complete content-related tasks without support.

Weimer (2013) adds that, Cognitive research taught us decades ago about the importance of building on prior knowledge for new learning, but this was often taken to mean using prior knowledge taught in school. Today, sociocultural theory asset-based pedagogies show us relevant to learning, including students ‘funds of knowledge’ or the accumulated body of knowledge, assets and cultural ways of interacting drawn from their homes, communities, and influential social forces, as well as intuitive understandings of the natural world. Part of respecting learners identity as fundamental to learning mean inviting learners to share experiences and drawing connections to learning goals. These appropriate classroom languages practices help scaffold their understanding and access to content.

6.6 Helps to meet the learning outcomes.

The use of appropriate classroom language practices helps to meet the learning outcomes. Learning Outcomes are measurable achievements that a learner will be able to understand after the learning is complete. They are descriptions of specific knowledge, skills, or expertise that the learner will get from a learning activity, such as a training session, seminar, course, or program, (Spinger, 2010). These learning outcomes are important for both the learner and the teacher as they help to set clear, actionable goals and expectations for the learning activity. They also play a key role in assessment and evaluation, making clear what knowledge learners should have upon completion of the learning activity. The successful attainment of the learning outcomes is highly dependent on the appropriate classroom language practices for this is the way in which the set outcomes can be attained.

With the use of appropriate classroom language practices, intellectual skills such as understanding concepts, rules or procedures are effectively taught to the learners and they are able to participate actively in the learning process.

6.7 Helps with learner-centered methodologies.

The use of appropriate classroom language practices helps with learner-centered methodologies. This is a teaching method that focuses on the active participation of learners in the learning process. Unlike traditional teacher-centered approaches, this model places the learners at the center of the learning process. The role of the teacher goes beyond transmitting knowledge, as they take on the responsibility of facilitating active learning experiences for the learners. At the same time, learners take on a more proactive role, influencing the subject content and activities and actively reflecting on their learning. Having stated what is involved in the learner-centered activities, the methodologies are very much dependent on the appropriate classroom language practices used on the part of the teacher and the pupils so that learning can take place.

Learner-centered instruction empowers learners to participate actively in the learning process. Parrish (2019) adds that when appropriate language is used, it facilitates the following:

- i. Learner's knowledge and experiences are validated.
- ii. Content of instruction is relevant to the learners' needs and interests.
- iii. Learners gain skills applicable inside and outside the classroom.
- iv. Learners make choices about subject content and activities.
- v. Classroom tasks challenge learners and promote higher-order thinking skills.
- vi. Learners' first language and culture are viewed as a learning resource.
- vii. Classroom interactions and tasks represent how language is used in the real world.

Every time appropriate language practices are used in the classroom, the focus shifts from not only the teacher but also the learners are empowered to take control of their own learning process as they take control of their own learning process as they are able to participate actively using the language that is accessible to their level.

6.8 Effective assessment.

The use of appropriate classroom language practices facilitates effective assessment. Assessment of all types provides evidence for the teacher to make decisions, often in collaboration with the learners about the next steps forward in the learning process. Classroom assessment includes both formative assessment practices focused on moving learning forward and summative assessment used for grading, reporting and competency determinations. The vision of classroom assessment advanced here is based on social-cultural language learning, which holds that

learners cognitive and affective capabilities and ways of being are jointly developed through interaction in their social and cultural context. Shephard (2020) supports this notion by adding that, importantly, social and cultural theory attends to learners' identity and sense of belonging as part of learning as well as to the cognitive processes that enhance academic achievement. The assessment principles that follow from this theory are closely connected to ideas about asset-based pedagogies and responsive teaching.

Appropriate classroom language practices seek to engage the rich experiences and language that learners bring with them to the classroom by adapting instruction and ‘responding’ to those language and cultural resources. Our assessment principles address equality by fostering student agency and attending to identity and cultural language practices from their communities. Although formal instruments and tests are part of assessment, especially for summative, formative assessment need not rely on formal instruments and is more often effective when embedded in ongoing instructional activity.

6.9 Language related Challenges teachers face when teaching grade ones in the first two months.

The third research objective was meant to identify language related challenges teachers face when teaching grade ones in the first two months. The findings of this study revealed that some teachers teaching grade one classes had challenges including language barriers, learners and teachers’ linguistic differences, inadequate teaching and learning aids and overcrowded classrooms among others. The following are some of the challenges:

6.9.1 Language Mismatch.

There are several challenges teachers face as a result of teaching in multilingual grade one classrooms with the translanguaging pedagogical practices. Firstly, it was observed that there is mismatch between language of instruction and the dominant learners’ familiar language and language of play. The language of instruction was a challenge which hindered the acquisition of literacy by the learners who were not familiar with this language of instruction and the strategies used by the teachers.

Cinyanja which was the classroom language of instruction was not mutually intelligible with the learner’s familiar languages in many aspects hence the anticipated literacy acquisition period was

not standard in the classroom. The study was in conformity with the results by Nyimbili and Mwanza (2021) in their study in Lundazi district which revealed that, it can be deduced that a teacher teaching literacy in a multilingual class has to be familiar with the zonal languages if the learners are to benefit from the lesson. In this study the teachers also acknowledged that the use of Cinyanja in the classroom where the learners were unable to understand the regional language proved to be a challenge. Learners stopped concentrating when Cinyanja was used constantly, and the language became a hindrance to learning. School communities like the ones in Chongwe also have challenges regarding literacy learning due to the linguistic difference and this result into obstacles in literacy acquisition in grade one and other lower grades. In supporting the findings, Helot (2014) revealed that some learners were not ready to learn using another language apart from the first language. Indeed, Chongwe can be a better example from this study due to lexical and semantic differences the languages of play and the regional language used for instruction. To this Cummins (2012) argues that a trained teacher would understand that learners are not ready to use another language apart from their own in the learning situation in class. This challenge provides fertile grounds for translanguaging in the Zambian schools since the seventy languages cannot be mutually intelligible with the regional languages and support literacy instructions in the multilingual classrooms. This challenge also suggests that language zoning was arbitrary and does not represent the social-linguistic situation in all the regions (see also Nyimbili and Mwanza, 2021; Mashinja and Mwanza, 2021; Mwanza, 2020; Mubita and Mwanza, 2020; Banda and Mwanza, 2020; Mwanza and Bwalya, 2019)

6.9.2 Lack of Orientation to the Language Policy Implementation.

The study also found out that there was lack of orientation on the part of implementing of the language policy by some teachers. This was evident from the fact that some teachers who are teaching grade ones said they do not have continuous professional development programmes. Therefore, lack of orientation on translanguaging in a multilingual classroom policy still pulls back the teacher and classroom practices to point back to monolingual which derails learning. Consistent with the findings, Garcia and Lin (2017) asserted that the lack of clear multilingual policy implies that schools and teachers do not have guidelines on how to use or support multiple community languages in their classrooms. The educating our future policy and the national literacy framework realized the need for mother tongue instruction in multilingual communities

as noted; Nyimbili and Mwanza (2021)- children arrive on the first day of school with thousands of oral vocabulary words and facet knowledge of the sounds system of their mother tongue but are unable to use and build upon these linguistic skills because they are instructed in a ‘foreign language’. Dismissing that prior knowledge and trying to teach children to read in a language they are not accustomed to hearing or speaking, makes the teaching of reading difficult, especially in under-resourced schools in developing countries (MOE, 2014:12). By foreign language, the policy was referring to English. The thinking here is that only English is a foreign language and unfamiliar language to Zambians. Yet it is clear that even Zambian languages are foreign to some pupils whose familiar languages are significantly from the designated seven regional languages. That is why Zambian children are symbolically violated in the class while the policy assumes that all the children in a region will understand one regional language. Therefore, despite realizing the need for multilingual literacy instruction in the policy, the literacy practices in the classrooms still do not support the learner’s languages and does not recognize the multilingualism existing in the Zambian society (Nyimbili and Mwanza, 2021). Therefore, the policy has not helped to promote literacy development in the multilingual communities like Chongwe but supports monolingual literacy instructions which result into lower academic gains in schools.

6.9.3 Differences of Linguistic Background.

The study also revealed that teaching these learners with different linguistic backgrounds is time consuming in the literacy multilingual class because the knowledge delivery processes were seen to be longer for some of the learners. Perceived language process was from the activities that involved learners’ interaction with knowledge in their local languages, teacher writing the similar sounds on the board and giving the learners feedback on the sound to enable them to realize the concepts behind them. The process of learner involvement was one which was considered to be time consuming yet that is the normal process of teaching learners. Teachers’ views agreed with Arocena et al (2015) as referred to by (Nyimbili & Mwanza, 2021) who stated that realizing the learner’s language in class is time wasting since the teacher gives more time to learners to participate in the lesson which creates confusion. They believed that learner participation through their local languages was time consuming and impractical to language learning situation. It must be stated that the views of the teachers in this study was as well as Arocena et al. (2015) views were based on monolingual monoglot ideologies. They support the

silencing of learners and see it as progress and efficiency. In view of the above, Mwanza (2020) suggests that decolonizing the curriculum and the minds of the teachers should be first step into democratizing literacy classrooms in Zambia and Sub-Saharan Africa (See also Banda and Mwanza, 2020). This makes the study conclude that teachers who see the use of multiple languages in class as a challenge will always promote Monolingualism and see the classroom language as a distractor to learning in literacy classes. However, it is the view of the researcher that if learning has to take place in any class, it has to take the learner to interact with the knowledge in the language they understand better.

6.9.4 Monolingual Based Assessment.

The monolingual based assessment was another challenge the teachers faced in the multilingual classroom. Despite translanguaging taking place and learners showing improved literacy skills, assessment was meant to test Cinyanja literacy skills without considering the learner's literacy skills in their various languages which was a monolingual concept. A translanguaging class build literacy skills in their learner's individual languages and it is these literacies which have to be assessed on how they are being applied in the classroom and beyond. However, Nyimbili and Mwanza (2021), in their study, revealed that the assessment practices only focus on the literacy skills in the regional language, the other languages disadvantaged multilingual classrooms and defeated the purpose of using a variety of languages. This challenge has also seen to exist by Lopez et al. (2017) when they mentioned that they assume all students are monolingual. With such a challenge at hand, the Zambian education system therefore, considers the literate people as those who are able to operate in the regional and standard language while those with the knowledge of the local languages and cannot show literacy in the main languages are illiterate. This concept has led to the promotion of educational gains in the seven constitutionalized regional languages while suppressing other languages and their subsequent educational gains.

6.9.5 Inadequate Teaching and Learning Materials.

The other challenge was that there was inadequate teaching and learning materials which supports monolingual and multilingual acquisition. The classroom observations revealed that the teachers had only a few literacy books which they used to teach the learners and they depended

mainly on teacher writing on the board. This was evidence that the government has not supplied sufficient literacy instructional materials like pupil's and teacher's books as well as charts to promote literacy development in the target language. Consistent with the findings of Sayer (2013) as referred to by Mwanza (2020), added that lack of literacy teaching and learning materials is one of the causes for consistent illiteracy levels in Zambia. Hence, there is need for government to provide adequate and appropriate linguistically appropriate teaching and learning materials.

In their study, Mwanza and Bwalya (2019) concluded that, theoretically, these challenges are policy related and can only be sorted out through policy realignment. Baker (2008) also observed that the monolingual policy provides dominance, discrimination, power and control, as they manifested in the languages of the teacher uses in class. A hostile environment exists for the children whose first languages are not among the seven languages as it is in the case of Soli, Bemba and English in Chongwe district, and they are not supported by the teacher's linguistic practices since the policy deters him or her from translanguaging and give the learner's an opportunity to use their languages to access educational benefits. Therefore, these challenges need policy direction to respond to the learner's needs of the classrooms of today which has evolved (Mwanza, 2020; Mwanza & Nyimbili, 2021).

6.9.6 Overcrowded Classrooms.

This study also revealed that the teachers have a challenge teaching language in the overcrowded classrooms. With the new policy direction by President Hakainde Hichilema that all schools should offer free education, it has been noted that the enrollment levels have gone up and the classrooms are filled to the brim. This policy direction has come with its pros and cons and one of the cons is that, the schools are still on the same establishment and with the same limited classroom space and lack of teaching and learning materials. This study revealed that the teachers do not have a one-on-one encounter with the learners to help them identify personal literacy challenges and come up with effective remedial lessons for those who may be lagging behind. The teachers are overwhelmed with the huge pupil to teacher ratio, which currently exists in the schools. Mwanza (2020), in his study, revealed that in crowded classes, classroom

management and getting results from language approaches becomes difficult. In addition to this, as small number of class hours per week is another barrier to effective language teaching.

In brief, this objective aimed at establishing language related challenges face by the grade 1 teachers in Chongwe district. Classroom observations and interviews were used to collect data and the study found out that teaching of literacy using translanguaging practices in a grade 1 multilingual class was associated with challenges like the mismatch between the language of instruction and the dominant learners familiar languages that existed in the classroom, rigidity of the language policy which was based on monolingual based assessment which only tested skills in the regional language and inadequate teaching and learning. They study recommends that the Ministry of Education and stakeholders should work together and revise provisions of the language policy guidelines so that it reflects the current composition of the language zones.

6.10 Chapter Summary

The chapter has discussed grade one teachers and learners classroom language practices in the first month of schooling, teachers views on the appropriate language practices and further discussed language related challenges teachers face when teaching grade ones in the first two months.

CHAPTER SEVEN

CONCLUSION AND RECOMMENDATIONS

7.1 Introduction

In the previous chapter, discussed were the findings. This chapter consists of the conclusions drawn from the research findings. It must be reiterated that the aim of this study was to analyze classroom language practices among first graders upon entry into grade one in Chongwe district. The chapter ends with recommendations and proposals for future study based on the findings of this study.

7.2 Conclusion

Based on research objectives and questions, a number of conclusions can be drawn from the discussions, a number of conclusions can be drawn from the discussion of the findings. Firstly, the study revealed and confirmed that multilingualism and linguistic diversity in Chongwe district is a reality. This means that the classrooms of Chongwe district are inherently multilingual with Cinyanja, Soli, Lenje, Bemba and English being the dominant languages of play. Contrary to the linguistic composition of the classrooms of Chongwe district, the officially recognized regional language is Cinyanja leaving out the other dominant languages that are in this language zone which are effective in the classroom language practices and facilitate learning. This has shown that language zoning in Zambia is problematic. The language in education policy that stipulates that use of Cinyanja in lower primary contradicts the linguistic composition of the languages most learners use when at play.

Secondly, the findings showed that the use of appropriate classroom language practices is very cardinal for learning to take place and for it to promote this different linguistic entry into school as it helps the teachers to negotiate and navigate with these languages and use them in the lesson. It can be concluded that the use of appropriate classroom language practices facilitates effective learning, helps to meet the learning outcomes, helps with learner-centered methodologies and effective assessment.

Thirdly, the findings were that most of the teachers had language related challenges when teaching these classrooms. The findings show that there was language mismatch,

implementation, differences in linguistic background, monolingual based assessment, inadequate teaching and learning materials and overcrowded classrooms due to the diverse linguistic composition in Chongwe district.

7.3 Recommendations

Based on the findings, the following recommendations were made:

- a). Zambia being a multilingual country and with multilingual classrooms spread across the country, there is need for the development of a dual-language or dynamic bilingual education system by the Ministry of Education that favors and promotes the use of more than one language.
- b). Translanguaging as a pedagogical language practice should be legitimized by the Ministry of Education and the Curriculum Development Center, so that teachers will be free to have language practices that reflect the multilingual nature of their classroom. This should be accompanied by the production and printing of teaching and learning materials in multiple languages.

7.4 Implications for future research

For future research, the following recommendation was made:

1. A study to establish whether Soli and Lenje can be used as an appropriate familiar language for classroom instructions in this multilingual setting in the lower primary schools in Chongwe district.
2. Cinyanja should not be the sole language of initial literacy in Chongwe district. The District Education Board Secretary's office should be allowed to conduct surveys and decide which languages should be used.
3. Teachers should not be forced to teach grade one if they do not know how to speak Cinyanja. It is only logical that a teacher of initial literacy should know the language of instruction.
4. The Ministry of Education should consult teachers when it comes to the selection of the language of initial literacy in an area.

5. The Ministry of Education should allow the seven regional languages and any other languages of initial literacy in all the schools.

7.5 Chapter Summary

The chapter has highlighted the conclusion of the findings of the study and has also made recommendations based on the findings of the study. Additionally, it has suggested areas for future research.

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APPENDICES

Appendix 1

RESEARCH TOPIC: An analysis of classroom language practices among first graders upon entry into grade one in Chongwe Urban.

Teachers' Questionnaire

Dear Respondent,

This questionnaire is meant to collect information on the classroom language practices in the first month for first graders, views on the appropriate language practices in the initial stages of grade one schooling and language related challenges faced when teaching grade ones in the first two months. Kindly respond to the questionnaire truthfully and freely. Your responses will be treated with utmost confidentiality. Thanking you in advance.

1. My first language (mother tongue)
a) Cinyanja b) Soli c) Bemba d) English
The language of play
a) Cinyanja b) Soli c) Bemba d) English
Dominant language in my classroom
a) Cinyanja b) Soli c) Bemba d) English
2. Which language or languages do you use when teaching in class at the beginning of grade one?
- a) Cinyanja b) Soli c) Bemba d) English
3. Why do you use the language/languages you have stated?
.....
.....
.....
.....
.....
4. i) I use more than one language when teaching
a) Strongly agree b) Agree c) Disagree d) Strongly disagree
ii) I use only Cinyanja when teaching
a) Strongly agree b) Agree c) Disagree d) Strongly disagree

5. As a teacher are you comfortable/familiar when teaching the language you use? Explain your

answer:.....

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6. In your opinion which language/languages do you think is appropriate and helpful to the learners especially when they just report for grade one for them to understand what you are teaching and to participate?

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7. Mention some challenges you may be facing when teaching using the language of instruction in the classroom. (Elaborate on the challenges).....

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8. How can learners who do not speak the official language be helped in class for them to also understand and participate in the classroom?

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9. Do you have any information you wish to share concerning the same topic?.....

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Appendix 2: Teachers' Interview guide.

THE UNIVERSITY OF ZAMBIA

Title of the Research: An Analysis of classroom language practices among first grades upon entry into grade one in Chongwe district.

Dear Respondent,

It is assumed that your class is a multilingual one. Therefore, you have been purposively selected to take part in this study due to the nature of your work as a grade one teacher. You are kindly asked to be as free as you can when responding to the questions in this interview.

1. What is your first language?.....
2. Which other language(s) do you speak?.....
3. What language varieties are present in your classroom?.....
4. What is the language of play for most of the pupils in your class?.....
5. What is the dominant language in your classroom?.....
6. Do you understand the language of instruction policy?.....
7. Where you adequately trained to teach multilingual classrooms?.....
8. Do you speak fluently the local language of this area?.....
9. What language do you mainly use when teaching?.....
10. Do you use any other language when teaching?..... If yes, how?.....
.....
11. Do think the use of local languages is good for learning?
 - a) If yes, why?.....
 - b) If no, why?.....
12. Do pupils respond when asked in the official language?.....
 - a) If no, why?.....
13. Given a choice, which language will you choose to use when teaching and why?.....
14. What language related challenges do you face when teaching in English?.....

APPENDIX 3

Lesson observation guide

1. What are the learners doing in class?
2. How is their participation as the teacher is teaching?
3. What language/ languages are they using among themselves?
4. What language/ languages are they using with the teacher?
5. What is the language(s) used by the teacher when emphasizing a point?
6. Is the teacher encouraging the pupils to use languages that are not official?
7. How are they interacting with each other?
8. Is the teacher fluent in the language of instruction?
9. Is the teacher fluent in the local language?

Appendix 4

Introductory Letter


THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

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

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

Date: 26-07-2023

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: FIELD WORK FOR MASTERS/ PhD STUDENTS

The bearer of this letter Mr/Ms MSULESU - SANDRA, Computer number 2022002977 is a duly registered student at the University of Zambia, School of Education

He/She is taking a Masters/PhD programme in LITERACY, LANGUAGE & APPLIED LINGUISTICS

The programme has a fieldwork component which he/she has to complete.

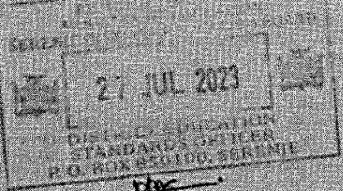
We shall greatly appreciate if the necessary assistance is rendered to him/her.

Yours faithfully



Brian Kalinde (Dr)
ASSISTANT DEAN POSTGRADUATE STUDIES- SCHOOL OF EDUCATION

cc: Dean-Education
Director-DRGS



Appendix 5

Ethical Clearance



THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

Great East Road Campus | P.O. Box 32379 | Lusaka 10101 | Tel: +260-290 258/291 777
Fax: (+260) 211 290 258/253 952 | Email: director.drgs@unza.zm | Website: www.unza.zm /directorates/drgs

APPROVAL OF STUDY

IORG No. 0005376
HSSREC IRB No. 00006464
REF NO. HSSREC-2023- JUN - 005

8th January, 2024

Ms. Sandra Mulesu
The University of Zambia
P.O. Box 32379
LUSAKA

Dear Ms. Mulesu

RE: "AN ANALYSIS OF CLASSROOM LANGUAGE PRACTICES AMONG FIRST GRADERS UPON ENTRY INTO GRADE ONE IN CHONGWE URBAN DISTRICT".

Reference is made to your submission of the protocol captioned above.

The HSSREC resolved to approve this study and your participation as Principal Investigator for a period of one year.

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

Towards Improving Service and Excellence in High Education Beyond Fifty Years

REVIEW TYPE	ORDINARY REVIEW	APPROVAL NO. HSSREC-2023- JUN-005
Approval and Expiry Date	Approval Date: 8 th January, 2024	Expiry Date: 7 th January, 2025
Protocol Version and Date	Version - Nil.	7 th January, 2025
Information Sheet, Consent Forms and Dates	□ English.	To be provided
Consent form ID and Date	Version - Nil	To be provided
Recruitment Materials	Nil	Nil
Other Study Documents	- Questionnaire - Interview Guide	
Number of Participants Approved for Study		

Conditions of Approval

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

- Where the PI desires to extend the study after expiry of the study period, documents for study extension must be received by HSSREC at least 30 days before the expiry date. This is for the purpose of facilitating the review process. Documents received within 30 days after expiry will be labelled “late submissions” and will incur a penalty fee of K500.00. No study shall be renewed whose documents are submitted for renewal 30 days after expiry of the certificate.
- Every 6 (six) months a progress report form supplied by The University of Zambia Humanities and Social Sciences Research Ethics Committee as an IRB must be filled in and submitted to us. There is a penalty of K500.00 for failure to submit the report.
- When closing a project, the PI is responsible for notifying, in writing or using the Research Ethics and Management Online (REMO), both HSSREC and the National Health Research Authority (NHRA) when ethics certification is no longer required for a project.
- In order to close an approved study, a Closing Report must be submitted in writing or through the REMO system. A Closing Report should be filed when data collection has ended and the study team will no longer be using human participants or animals or secondary data or have any direct or indirect contact with the research participants or animals for the study.
- Filing a closing report (rather than just letting your approval lapse) is important as it assists HSSREC in efficiently tracking and reporting on projects. Note that some funding agencies and sponsors require a notice of closure from the IRB which had approved the study and can only be generated after the Closing Report has been filed.
- A reprint of this letter shall be done at a fee.
- All protocol modifications must be approved by HSSREC by way of an application for an amendment prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address or methodology and methods. Many modifications entail minimal risk adjustments to a protocol and/or consent form and can be made on an Expedited basis (via the IRB Chair). Some examples are: format changes, correcting spelling errors, adding key personnel, minor changes to questionnaires, recruiting and changes, and so forth. Other, more

substantive changes, especially those that may alter the risk-benefit ratio, may require Full Board review. In all cases, except where noted above regarding subject safety, any changes to any protocol document or procedure must first be approved by HSSREC before they can be implemented.

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

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

Yours faithfully,



Dr. J. I. Ziwa

DR. J. I. Ziwa
CHAIRPERSON

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

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