

**AN ANALYSIS OF TEACHER'S LANGUAGE MIXING PRACTICES IN SELECTED  
GRADE THREE CLASSES OF MONGU DISTRICT OF ZAMBIA.**

**By**

Christabel Songiso

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## DECLARATION

I, **Christabel Songiso**, do hereby declare that the work contained in this dissertation is my own work. The work of other persons quoted in this dissertation has been dully acknowledged.

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## **APPROVAL**

This Master's dissertation of Christabel Songiso has been/not been approved as fulfilling the partial fulfilment of requirement for the award of the Master of Education in Literacy language and Applied Linguistics from the University of Zambia.

### **Examiner 1**

Name: Prof. P. C. Manchishi      Date:.....      Signature: .....

### **Examiner 2**

Name: Dr. G. K. Tambulukani      Date:.....      Signature: .....

### **Examiner 2**

Name: Dr. A. C. Chibamba      Date:.....      Signature: .....

### **Chairperson of Board of Examiners**

Name: Dr. M. Simuchimba      Date:.....      Signature: .....

### **Supervisor**

Name: Dr. S. B. Mkandawire      Date:.....      Signature: .....

## **DEDICATION**

I would like to dedicate this research project to my Aunty Maybe, who has been there for me and been an inspiration in my life. My uncle, Cornelius Musokota, my mother, Jane Waliuya and Mr. Mwelwa for the support and encouragement they gave me. Most of all, the Lord of Lords for giving me the grace to write this project.

## ABSTRACT

*Language mixing is a practice of using two or more languages within a sentence or between sentences in a conversation. Despite language mixing practices being common in our communities, we do not know how primary school teachers use these practices during their class lesson since regional languages are currently used as medium of instruction from Grade 1 to Grade 4 bearing in mind that learners come from different language backgrounds. Therefore, the main purpose of this study was to analyze teacher's language mixing practices in Grade three classes of selected multilingual primary schools in Mongu district, western province. The objectives were four and these include (1) To establish language mixing practices in multilingual classes among teachers and learners in selected primary schools of Mongu District, (2) To determine when language mixing takes place in multilingual classes among teachers and learners, (3) To analyze languages mixing practices outside the classroom among teachers and learners and lastly (4) To ascertain the challenges and benefits of language mixing practices. The study applied a purposive sampling of multilingual primary schools was used eliminating all monolingual and bilingual primary schools from this research study. The study used constructivism research paradigm which supports the qualitative approach. Data was collected through lesson observation, face to face interviews and observation checklist. The sample size will be 40 participants comprising 16 Grade 3 teachers and 24 pupils, from 4 different Primary schools (4 teachers and 6 pupils from each selected multilingual primary school. The findings were that (i) both teachers and learners mixed languages both inside and outside the classroom, (ii) teachers and learners both mixed languages when they came in contact with non-speakers of the language of instruction, (iii) teachers mixed languages outside the classroom than learners and finally the findings also revealed that (iv) language mixing practices are considered time consuming. The study recommended (1) the revision of the language in education policy to accommodate language mixing practices in primary schools (2) School administration and primary school teachers to be having workshops once in a while discussing how best they can teach literacy in primary schools (3) Ministry of Education to reconsider introducing literacy courses on language mixing practices at teacher training institutions and reinforce the competence in the curricular and lastly, (4) More primary school teachers to be recruited in order to balance the abnormal teacher-pupil ratio.*

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## ACRONYMS

CTT	Cross-linguistic Translanguaging
DEBS	District Education Board Secretary
ECE	Early Childhood Education
HSSREC	Human Social Science Research Ethics Committee
L1	First Language
L2	Second Language
LED	Language in Education Policy
LMP	Language Mixing Practice
MOE	Ministry of Education
MOGE	Ministry of General Education
NGO	Non- Governmental Organization
NLF	National Literacy Framework
OLL	Official Local Languages
RTS	Read to Succeed
TEVETA	Technical Education Vocational and Entrepreneurship Training Authority
TLPD	Time to Learn Project Developed
UNICEF	United Nations International Children’s Emergency Fund
UNZA	University of Zambia
USAID	United States Agency for International Development
UTT	Unitary Translanguaging Theory

## **CHAPTER ONE: INTRODUCTION TO THE STUDY**

### **1.0 Overview**

This section presents background to the study, statement of the research problem, the purpose of the study, objectives of the study and the research questions. It also covers significance of the study, limitations, and delimitations of the study, theoretical and conceptual frameworks and operational definition of terms. The chapter is concluded with a summary.

### **1.1 Background**

Language mixing is a practice of using two or more languages within a sentence or between sentences in a conversation (Mkandawire, Zuilkowski, Mwansa, & Manchishi, 2023). Language mixing is synonymous to code-switching and translanguaging practices as they work hand in hand. MacSwan (2019, p.1) observed that “Codeswitching is language mixing; it occurs intrasententially meaning within sentences, and intersentential meaning between sentences.” According to Auer (1999), language mixing is a surface phenomenon which consists of the juxtaposition of two languages. Bilingual speakers usually code switch from one language to another especially when such spoken languages are used in the same environment. Altarriba, (2000) stated that Language mixing or code switching occurs when a language substitutes for a word or phrase in a second language which is familiar to the speaker. Language mixing can also occur at the word-internal level, showing how integrated the grammars of the two language are within the speaker’s mind.

#### **1.1.1 Languages of Zambia**

Zambia is a multilingual country with about 73 dialects. Most of these languages belong to the Bantu family of the Niger-Congo language group. Some languages like Silozi arose as a result of 18<sup>th</sup> and 19<sup>th</sup> century migration. The fact that most Zambian vernacular languages are from the bantu family, they are closely related to each other. Mambwe and Njovu (2024) argued that although Zambia adopted English from its colonial masters as an official language ever since its independent in 1964, it has also identified seven regional languages which are recognised and taught in schools and these languages include; Silozi, Icibemba, Kaonde, Lunda, Cinyanja, Luvale and Citonga. However, the seven languages represent the major languages of each province

of Zambia and have proven to be spoken by a large percentage of the population (Chanda & Mkandawire, 2013).

Icibemba is spoken in urban areas of Kabwe, Luapula, Muchinga, Copperbelt and Northern Province. Cinyanja is commonly used in Lusaka and the Eastern Province. Silozi is used and associated with the Western Province. Tonga is predominant in the Southern Province while Lunda, Kikaonde and Luvale are commonly used in North-Western Province. However, English as an official language is widely used across the country as it plays a very important role in government, business and in Education (Banda, 2019). Therefore, English serves as a common language among the majority of educated Zambians and it is as well used as their second language.

All the seven languages including English were used in early primary schooling and in some government publications. However, most Zambians are able to distinguish between a “deep” form of a certain local language especially with native speakers in rural areas and urban forms that incorporate borrowings from English. Mkandawire et al (2013) postulated that urban variety of Nyanja (Chewa) is the lingua franca of the capital city Lusaka which is used for communication between speakers of different languages. Bemba, the country’s largest indigenous language also serves as a lingua franca in some areas. Banda (2019 et al) further stated that alongside English as the national official language of Zambia, the seven regional languages are used for educational purposes, broadcasting, and limited government functions in the respective provinces or regions.

### **1.1.2 Language Mixing Practices in Zambia**

The fact that Zambia is well known for its rich linguistic diversity and multilingual context with English as an official language, Language mixing practices are common amongst Zambians. Language mixing practices in Zambia are ways that the speakers of different languages combine and switch between languages in their daily communications (Manchishi, 2012). Languages like Bemba and Nyanja are slowly spreading to all parts of the country as they are the most spoken languages by the majority of the citizens. Even though regional languages of each particular province dominate other languages, Bemba and Nyanja also become second or third language mostly used language in daily communications. Jimaima (2016) stated that the presence of multiple and mutually intelligible languages predisposes the country to

multilingualism. This multilingual norm entails that many Zambians speak at least two or more languages.

Due to the freedom of movement from one town to another, regional languages are no longer tied to stable and resident communities, it moves across the provinces and it changes in the process. In most societies especially in busy places like business sites of Lusaka and the others, people usually use several different languages for communication purposes as they advertise and attend to their customers (Banda, 2005). Language mixing practices in Zambia is really common because of the fact that people move for various reasons such as school, deployment, transfer, in search of greener pasture, businesses and simply relocating from one area to another. However, Chanda (2013) noted that due to mobility causing the spread of languages all over the country, people are exposed to high language mixing practices where they begin to code switch or translanguage as they socialise with other languages. Banda and Bellononjengele (2010) also acknowledged the spreading of languages outside of their legislated zones concluding that this has helped to create a complex relationship between ethnicity, language use and linguistic grouping in multilingual Zambia.

Language mixing practices are also common in urban and rural areas, the minority and non-official languages coexist alongside English (Mwanza and Manchishi, 2019). Other than the official languages of Zambia, people also use the minority and non-official languages on their daily communications especially in homes and business places like market places. Thus, Linguistics explains the nature of human language through the active involvement in the description of languages as each language viewed as an integrated system together with explanation of why each language is the way it is, aligned to further scientific pursuits of prediction and evaluation (Dixon, 2010). For example, in Livingston, Silozi and Nyanja coexist borrowing and combining words from each other creating one common language.

Landscape on its own is basically a space which contains various things surrounding the environment including human activities like communication, playing game, shopping and so on. According to Gorter, (2006) linguistic landscape is the visible written languages in public sphere. They are comprised of public writing such as public signage, advertising billboards or product and shop names. However, Gorter and Cenoz

(2015) stated that how often people pay attention to texts in public differ between individuals but the fact is that different languages are used in advertisements and naming of shops or streets. The two scholars also argued that linguistic landscape is more than semiotics study because linguistic landscape does not only explain the sign like semiotic does but it tends discussing the languages and society, it influences people's languages even the language on the linguistic signs impacts tourism on the host community.

Other than home and school environment, children learn other languages as they associate themselves with friends in their communities. Language mixing practices in Zambia are not random instead they are strategic and systematic. This is said because they reflect the social and cultural realities of people who use these languages and the context in which they communicate (Gorter, 2006). Language mixing practices in Zambia also shows how validity and mobility of language across time and space and the agency and creativity of the speakers as they meet with different language background (Cenoz, 2015).

### **1.1.3 Language mixing practices in schools**

The current Language in Education Policy in Zambia revised in 2014 states that the language of instructions from Grade 1 to 4 should be the 7 regional local language. From grade 5 onwards, English is used as the new medium of instructions till university or college. However, Mwanza and Banda (2020) postulated that this 2014 Educational Policy Framework was not a new one since the use of Zambian languages as medium of instruction existed during the time of missionaries and in government schools between 1950 and 1965. This is why Mwanza (2020; 118) viewed this policy as “a revitalization of missionaries’ policy”. However, oral English is introduced to the learners in Grade 2 and later takes over as a medium of instruction from Grade 5.

Regardless of the 2014 language policy, some private and catholic schools are very strict when it comes to the use of local languages anyhow. This means that only English is used as a medium of instruction as well as language of interaction even outside the classroom but within the school premises unlike government schools (Manchishi, 2019). Therefore, language mixing practice is only allowed during a period for local language subject. Contrary to government schools or multilingual schools, both pupils

and teachers are free to use local languages anywhere within the school premises. In any case, teachers are code switching and translanguaging during classroom lessons.

Language mixing practices goes beyond code switching and code mixing because it involves the creation of new linguistic practices that are not bound by language boundaries or norms in multilingual schools Waris (2012). Code switching in classes is a practice of using two or more languages or simply language varieties in the same classroom setting (David 2008). This is why most teachers in different parts of the country use language mixing practices in order to ensure their learners can fully understand what is being taught in the classroom especially at early Grades where a second language is taught. Waris (2012) further states that Code switching is another language mixing practice that teachers use during teaching to build solidarity and intimate relations with the students.

According to Baker (2007), code switching and mixing can also be used to emphasise a particular point to substitute a word in place of an unknown word in the target language to reinforce a request, clarify a point for social identity and friendship to ease the tension and inject humour into a conversation. Therefore, code switching has proven to be helpful to both teachers and learners for it helps a teacher to explain clearly in a better familiar language of the learners. Waris (2012) also added that teachers make switching codes as a useful strategy in the classroom interaction to make clear meaning and to transfer knowledge to students in an efficient manner.

Another language mixing practice that a teacher employs in a multilingual class is what is called translanguaging. Some scholars believe there little or no difference between translanguaging and code switching. However, translanguaging is the deliberate switch in language that teachers make in order to explain a point from one language to another. According to Garcia, (2014) translanguaging is a language mixing practice that allows language learners to use all their linguistic skills, experience and competences acquired in first language (L1) as well as other language for meaning making purposes. Therefore, teachers use their professional skills, instructional teaching techniques and strategies as required tools to bring about effective teaching and learning in a multilingual classroom (Doyle, 2008). Moreover, using translanguaging in a multilingual classroom, helps both teachers and pupils learn from each other in terms

of terminologies and some basic language patterns in various languages (Mwanza, 2014).

In a multilingual context like Zambia, learners have a background language before learning English as their second official language and they learn in their regional language from Grade one to four (Mwanza and Banda, 2020). For example, in Western province, Silozi is not only used as a medium of instruction but also as a language of communication in most homes even though other languages like Mbunda, Bemba, Tonga, Luvale and Nyanja co-exist with it.

Thus, a teacher uses translanguaging during Literacy in English period, he or she is aware of these other languages present and can deliberately ask learners to translate a word or phrase in their own languages during a classroom discussion. This actually enables teachers to mobilise the learner's linguistic skills. However, translanguaging aims at giving support to learners as they engage with complex contexts and texts, provide opportunities to develop academic language practices, make spaces for learner's bilingual or multilingual ways of knowing and giving them full support as learners develop emotionally and socially their bilingual or multilingual identities (Garcia, 2014).

#### **1.1.4 Language policy in Zambia**

In 1964 when Zambia got its independence from its colonial masters, English was declared to be the only official language while the other official languages were also taught as school subjects (UNICEF, 2017). Later in 1977 and 1991, several major reviews of educational policy were conducted which advocated for local languages to be used as medium of instruction. In 1995, the Zambian government decided that the seven official local languages namely, Silozi, Ibibemba Cinyanja, Lunda, Luvale, Kikaonde and Citonga were to serve as the language of instruction for initial literacy instruction while English serving as the overall language of instruction for all other subject area (UNICEF, 2017). However, the current language in education policy recommends Zambian regional official languages be used as languages of instruction for the first four years then English takes over as the sole medium of instruction across subjects from Grade 5 to university (Mwanza and Manchishi 2019).

After independence, many sectors were faced with great challenges including the education sector. One of the challenges in education is noted by Manchishi, (2004)

which says the shift on language in education policy from using familiar local languages from grade 1 to university level contributed to low literacy levels. Linehan, (2004) also added that the use of English as a second language in early primary grades greatly contributed to poor performance in literacy over a period of time. If anything citizens started raising concerns about the decrease in literacy levels. However, Mkandawire (2017) also noted that these concerns were the reason why several literacy programmes and initiatives were introduced and this included the Primary Reading Program (PRP).

In 1998, the first programme or initiative was officially introduced and implemented and this was called Primary Reading Programme (PRP) which aimed at improving literacy levels among primary school learners at both lower and middle basic levels in Zambia. PRP was designed to use mother tongue as language for initial literacy (Banda, 2012). However, the major concern of this program was to improve the reading and writing skills in all primary schools through targeted interventions at every Grade level from Grade 1 to 7.

Chibamba et al (2018) Primary Reading Program produced a course called the New Breakthrough to Literacy (NBTL) which was intended to help children in their first Grade to learn how to read fluently, write easily and accurately in their local languages (Mwanza, 2011). The NBTL was followed by another course which was called Step In-To English (SITE) which aimed at helping Grade 2 learners to be able to read and write fluently and accurately in English. Besides NBTL and SITE, Oral English Course was also a teacher's guide for competence in English and it was also referred to as Pathway 1 (Mwanza, 2011; Chibamba, 2012). This course aimed at equipping Grade 1 and 2 learners with enough vocabulary in English in preparation for Read On Course (ROC) which was taught in Grade 3 to 7.

Read On Course (ROC) is a single literacy book for grade 3 to 7 which aims at improving literacy levels among Zambian school going children at mid basic level. This course was made to support the skills that children acquire from their early grade of 1 and 2 in both local language and English. Therefore, the whole idea was that learners should breakthrough from NBTL into SITE and finally into ROC otherwise, if a learner fails to breakthrough in their mother tongue in NBTL in Grade 1 they would have nothing to transfer to SITE and absolutely nothing to build on in ROC (Mkandawire,

2017). The whole Primary Reading Program operated from 1999 to 2013 when it showed some weakness. The Primary Literacy Programme was introduced and operated from 2013 to 2018.

In 2013, the Ministry of Education Science, Vocational Training and Early Education (MESVTEE) introduced the Primary Literacy Programme stated (PLP) after observing some weaknesses noted under the Primary Reading Program PRP. This new programme emphasised the use of familiar local language as the medium of instruction from preschool to Grade 4 (Chibamba, 2018). However, the Primary Literacy Programme adopted the process of learning to read based on the big 5 key competence skills namely Phonemic awareness, Phonics, Fluency, Vocabulary and Comprehension. After reviewing the Primary Reading Program PRP, the MESVTEE realised the importance of first having a National Literacy Framework NLF as an effective approach for reading. Therefore, in march 2013, with the support from USAID/ Zambia Read to Succeed Project, MESVTEE developed a draft National Literacy Framework for grade 1 to 7 that established a road map for literacy teaching in primary schools (MESVTEE, 2013).

In 2013 when the National Literacy Framework and the Zambia Education Curriculum Framework was introduced, the lower primary teachers were expected to shift away from the whole language approach to literacy instruction to a phonics based approach. According to way this approach is outlined in the NLF, the explicit teaching of foundational literacy skills in local languages is emphasized which includes; phonemic awareness, phonics, fluency, comprehension and vocabulary (MESVTEE 2013). The MESVTEE developed the primary school Zambian languages syllabus for Grade 1 to 7 giving a guide on how teacher should teach the four basic skills which are listening, speaking, reading and writing in lower primary (Mkandawire, 2014).

Unlike the Primary Reading Program where the whole language approach was emphasised, the Primary Literacy Program took a different approach where literacy instructions were concerned. The main emphasis was on the teaching of letter sounds relationship in early grades using the seven official local languages (Chibamba, 2018). The teacher also used both the learner's activity book and the teacher's guide as well as creating resources like charts or decodable stories and others. The teacher's guide

book has all the lessons needed to be taught from term 1 to 3 of each grade year and the lessons in the teacher's guide corresponds to the activities in the learner's book which are written in the seven official local languages (Tambulukani, 2018).

Under the language of instruction policy, the Ministry of General Education (MoGE) implemented an early-exit bilingual model whereby learners fully transition to a second language of instruction which is English starting from grade 5 to tertiary education while local languages continue to be taught as independent subjects to Grade 9 or lower secondary school. In support of the implementation of this policy shift, the MoGE working in collaboration with USAID or Read to Succeed and USAID or Time to Learn Project Developed the National Literacy Framework (NLF). This NLF aimed at providing teachers with an evidenced based strategy for teaching literacy and language specific scope and sequences to support initial phonics instruction in all the seven language of instruction (MESVTEE, 2013). The NLF also states that it enables learners to use their prior knowledge of phonics and vocabulary of their first language to support the subsequent development of their literacy skills (Banda, 2012).

Zambian's education system emphasized local language instruction. After gaining independence from Britain in 1964, English was declared to be the only official language and at the same time seven Zambian languages were allowed to be taught as school subjects including Cinyanja, Chitonga, Ibibemba, Silozi, Lunda, Luvale and Kikaonde (UNICEF, 2017). However, several major reviews of educational policy conducted in 1977 and 1991 advocating for local language instruction. Thereafter, the Zambian government decided that local languages were to serve as the language of initial literacy instruction while they continue to use English as the language of overall instruction for all other subject areas (UNICEF, 2017). The current education language policy demands the use of local languages as a medium of instruction from Grade 1 to 4 and English to take over in grade 5 to University and oral English to be introduced in Grade 2.

Nevertheless, the 2023 Curriculum Framework has adjusted the structure of the education system from 4-7-2-3 to 3-6-4-2 and ECE also reduced from 4 to 3 years. The primary education level has also reduced from 7 to 6 years with eligible age entry being reduced from 7 to 6 years (MOE, 2023). The curriculum further integrated cross-cutting and emerging issues like Climate change, Digital Literacy, Education for Sustainable

Development, Anti-Corruption, Human Rights and Culture Diversity, Global Citizenship Education, Collaborative and Inclusive Learning, Entrepreneurship and Renewable and Clean Energy so as to respond to societal needs. The 2023 new Curriculum Framework prescribes the use of the English language as the official language of instruction from Early Childhood Education (ECE) to Tertiary. Although Zambian languages could be used to explain concepts, English remains the medium of instruction across the curriculum except when teaching a Zambian language or foreign language as a subject.

### **1.2 Statement of the Problem**

Zambia has a long history of multilingualism due to the existence of about 72 languages and dialects spoken in communities (Banda & Jimaima, 2017; Iversen & Mkandawire, 2020; Chibamba & Tambulukani, 2022; Lungu & Mkandawire; Maala & Mkandawire, 2022). The introduction of official local languages as language of instruction at early primary Grades has not granted Zambia better literacy level results especially in rural areas. Multiple Education Policies has been put into consideration after noticing the poor literacy level in school going children ever since Zambia got independence, yet there is still poor literacy levels among primary school learners (Tambulukani and Bus, 2011; Chibamba, 2012). This study sought to investigate the linguistic diversity factor in form of language mixing practices in selected primary schools of Mongu district. Having said that, it is not known how language was practiced in diverse classes of Mongu district hence this study sought to understand what language mixing practices teachers use to teach in selected multilingual primary schools of Mongu district.

### **1.3 Purpose of the Study**

The purpose of the study is to give an analysis on language mixing practices of teachers in selected primary schools among grade 3 classes of Mongu district.

### **1.4 Study Objectives**

This study sought to address the following research objectives:

- i) To establish language mixing practices in multilingual classes among teachers and learners.
- ii) To determine when language mixing takes place in multilingual classes among teachers and learners.

- iii) To analyse language mixing practices outside the classroom among teachers and learners.
- iv) To ascertain the challenges and benefits of language mixing in multilingual classes.

### **1.5 Research Questions**

The following research questions corresponds to the research objectives in section 1.4.

- i. What language mixing practices are heard among teachers and pupils in selected multilingual classes of Mongu?
- ii. When does language mixing occur in multilingual classes among teachers and learners?
- iii. What are the language mixing practices outside the classroom among teachers and learners?
- iv. What are the challenges and benefits of language mixing in multilingual settings?

### **1.6 Significance of the Study.**

The current study is significant because it adds to the existing knowledge in the education discipline especially to the language policy makers. The study findings may be of used to the standard officers in the Ministry of Education, teacher educators in higher learning institutions and teachers in both primary and secondary schools. Since using the seven regional languages as medium of instruction has brought challenges for both teachers and learners, the findings of this study may contribute to improvement of language policy.

### **1.7 Delimitation**

This study was conducted in selected Primary Schools in Mongu District of Zambia at Grade three level in order to analyse language mixing practices in multilingual classrooms.

## **1.8 Limitations**

This study was limited to Mongu district and results may not be generalized to apply to other regions in other Provinces.

## **1.9 Theoretical Framework**

A theoretical framework is a structure that can give support to a theory of a research study (Casavave and Li, 2015). There are many types of theories that would have been employed in analysing language mixing practices in multilingual classrooms. Thus, this study was guided by the theory of translanguaging and code switching.

### **1.9.1 Theory of translanguaging**

Translanguaging in a classroom is when the teacher allows learners to use other languages as they learn a target language. Garcia (2014) contended that Translanguaging allows the integration and collaboration of language learners from all proficiency levels from native multilingual speakers to those who are in the earlier stages of second language acquisition. Translanguaging also promotes a deeper and fuller understanding to learners. Moreover, teachers in multilingual classrooms allow their learners to use their stronger home language as a scaffold for accessing their second language which is English (Cummins, 2017).

The translanguaging approach starts from the premise that bilingual speakers along all points of bilingual continuum have, linguistic competence across language systems and allow multilinguals to acquire comparable levels of competence in each language (Garcia and Wei, 2014). Baker (2001), observed how the practice of what he first translated from the welsh trawsieithus as translanguaging helped students make meaning and gain understanding and knowledge. Reading and discussing a topic in one language and then writing about it in another language implies that the subject matter has to be processed and digested (Baker, 2011, p. 289). Baker's theory on translanguaging evolves around the four main potential benefits which are stated in Baker (2001); in Garcia and Lin (2016) states that translanguaging has the ability of; (1). Promoting a deeper and fuller understanding of the subject matter, (2). Helping the development of weaker language, (3). Helping the integration of fluent speakers with early learners and (4). Facilitating home school links and cooperation.

Cummins also has his own views on translanguaging which he splits into two theories

which he refers to as the Unitary Translanguaging Theory (UTT) and the Cross-linguistic Translanguaging Theory (CTT). According to his explanations, the Unitary Translanguaging Theory (UTT) claims that languages have no linguistic or cognitive reality, and the bilingual's linguistic system is unitary and undifferentiated while by contrast, the Cross-linguistic Translanguaging (CTT) claims that bilinguals actually do speak languages, involving multiple registers, and effective teaching promotes translanguaging involving conceptual and linguistic transfer across languages.

### **1.9.2. Theory of code switching**

Some scholars argue that there is no much difference between translanguaging and code switching. Baker and Wright (2017) differentiates the two by saying, translanguaging is more about the kind of context in which the conversation is occurring at a particular time while codeswitching revolves more around the actual language code and word or simply a concept development. According to Clegg and Afitska (2011 p.71) codeswitching plays important pedagogical roles in the classroom. Many teachers find code switching very useful because it helps them to give clear explanations and elaborations on concepts, motivate learners, increase classroom participation, establish good classroom relationships, ensures smooth running of the lesson and making connections with the local culture of learning (Yevudey, 2013). He further argued that the use of codeswitching in the classroom should be seen as a “teachable pedagogical resource.

During class activities especially group work, teachers often allow learners to code switch when they encounter difficulty continuing a conversation in the target language, for instance, when a learner forgets one word in the target language, they are allowed to substitute it in their native language. If not, a learner might be stuck trying hard to remember the same word which might cause them to lose the flow of the overall point. Thus, Cummins (2017), argued that languages do transfer throughout the learning process and literacy transfers across language systems as learning advances. However, code switching must be done in moderation or else it might not always be favorable in a classroom because as the language policy stipulates English as the only medium of instruction to be used from Grade 5 (Yevudey, 2013).

Code switching in a classroom occurs when the speaker alternates between two or more languages while making a statement or a single conversation. This is common in a Zambian education setup where learners have background languages like their mother tongue. Educators and researchers working collaboratively have begun to identify multiple ways in which teachers can use bilingual instructional strategies to support this transfer process both in order to increase learners' overall metalinguistic awareness and promote academic development in both languages (Cummins, 2017). Note that this study considered both translanguaging and code switching as theories.

### **2.3 Operational Definition of Key Terms**

In this study, the following terms were used according to the way they are defined.

**Language mixing:** This is the phenomenon of communication through the use of two languages in a single conversation.

**Language mixing practices:** These are language practices that enables bilingual or multilingual speakers to use more than one language

**Translanguaging:** This is the pedagogic alternation of languages in spoken and written receptive and reproductive mode used in a classroom.

**Code switching:** This is when a teacher switches to another language in order to emphasis or explain a point.

**Multilingual class:** This is a class where pupils speak three or more languages.

**Bilingual Class:** A class where two languages are spoken.

**Monolingual class:** A class where one language is used by learners.

**First language:** This is the native language also known as mother tongue that a person speaks as their first language before learning other languages.

**Second language.** This is the second language that an individual learns after their first language.

**Challenges:** These are things that are considered to be new and difficult and requires great efforts and determination.

**Benefits:** Any advantage or profit gained or obtained from something.

### **1.11 Summary**

This chapter has looked at given the background of the study, statement of the problem, the purpose of the study, stated the objectives of the study and the research questions. This chapter has also covered significant of the study, delimitation and limitations of the study and finally the theoretical framework as well as operational definition of terms. However, the next chapter will review the related literature to the current study.

## **CHAPTER TWO: REVIEW OF RELATED LITERATURE**

### **2.0 Overview**

In the previous chapter, the introduction to the study was presented by highlighting background of the study, statement of the problem, objectives, significance of the study, limitations, delimitation and theoretical framework theories of the study. In this chapter, a review of related literature is presented and the chapter starts with conceptual review of literature where key terms are explained. The rest of the review of literature presents reviewed studies following the research objectives of the study.

### **2.1 Conceptual Review of Literature**

The conceptual review of literature explains the major concepts used in the study from the perspectives of other researchers to the way such concepts or terms have been used in the current study. The concepts presented are discussed below.

#### **2.1.1 Translanguaging**

Translanguaging as a theory used in this study, is one of the reliable tool used when teaching English as a second language. It is the ability that teachers have to move fluidity between languages and pedagogical approach to teaching English as a second language (Garcia, 2014). When teaches use translanguaging, they have it in mind that learners have back ground knowledge of different first languages which helps them to think in multiple languages simultaneously and use their home language as a vehicle to learn academic English. Garcia and Cummins (2017) postulated that the job of translanguaging is not only to facilitate the translanguaging but also to transition from the home language to the target language instruction and but also to transfer language and literacy skills from the target language to the first language. According to Garcia (2014) translanguaging is both the discourse practices of bilingual and pedagogical practices that use complex linguistic repertoires of bilingual pupil's flexibility in order to teach rigorous context and develop language practices for academic use.

Translanguaging breaks a lot of language barriers between the first language and the second language (Mwanza 2017). Garcia (2014) also argued that when the teacher uses English as a medium of instruction through the use of translanguaging strategies, they support their learners' language systems, build their self-esteem and give them a sense that their home language is a very important resource for achieving academically. Thus

teachers engage in variety of activities that deliberately encourage translanguaging ranging from providing vocabulary in multiple languages to collaborative transition opportunities. Bernstein (1999) further states that the goal is to get pupils translanguaging as a practice that can be leveraged towards supporting literacy outcomes and engagement and other academic endeavors. Garcia (2014) postulated that “translanguaging is actually more than going across languages; it is going beyond named languages and taking the internal view of the speaker’s language use”. Therefore, the translanguaging was impossible to be ignore in this study because teachers and learners were observed translanguaging at various instances during the lesson especially when translating words.

### **2.1.2 Code-Switching**

Code-switching as a theory used in this study, is common among bilinguals and multilinguals where they tend to mix worlds of different languages in one sentence or phrase in a conversation. Garcia (2009); Makoni and Pennycook (2007) contended that codeswitching presupposes the existence of separate codes and discrete language. In any case, code-switching is a linguistic phenomenon where a speaker is able to alternate between two or more languages, dialects or language varieties within a single context. According to Garcia (2009), code-switching was characterized as an external linguistic concept where bilinguals or multilingual alternate from one code to another (intersentential codeswitching) or they mesh the code within a linguistic utterance (intrasentential codeswitching) (Faltis, 2019). Codeswitching was in support with the current study in that the researcher observed how both teachers and learners were using more than two languages in a single sentence without realizing it.

Unlike codeswitching, translanguaging assumes that bilingual individuals have one singular language pattern or system (Faltis, 2019). Garcia and Wei p.39 (2014) noted a slight difference between the two terms and stated that Tranlanguaging is different from code-switching in the sense that code-switching is looked at as the process of changing two languages, while translanguaging is about the speakers’ construction that creates the complete language repertoire. In addition, Wei (2018); Baker and Wright (2017); Lin, (2013) postulated that translanguaging is considered as the use of multiple languages to achieve communication, intentionally or not while code-switching is viewed as a language competence where a user lacks linguistic competence in one

language and switches to another language.

Despite these minor differences between code-switching and translanguaging, Bhatt and Bolonyai (2019) looked at the two from the point of mixing and switching of elements from two or more languages within a single semiotic frame described in literature as code-switching. Garcia and Kleyn (2016) further stated that translanguaging may include utterances that in the codeswitching literature would be called intra and intersentential switches. All in all, codeswitching is looked at a language practice where a user lacks linguistic competence in one language and switches to another to convey a message while translanguaging is looked at as the use of multiple languages to achieve communication, intentionally or not (Wei, 2018; Baker & Wright, 2017; Lin, 2013). However, both translanguaging and code-switching theories support the current study in that multilingual teachers find them to be useful tools to teach literacy in early grades.

### **2.1.3 Language Mixing**

Language mixing is a tendency of using two languages as one in a conversation or during any form of communication. Language mixing can also be said to be code mixing where an individual alternate between two or more languages or language varieties in a context of a single conversation (Hall & Nilep, 2015). According to Bhatia and Ritchet, (2016) language mixing is referred to as a term used to refer or describe the phenomenon of communication through the use of two languages treating them as one. To trace it further, language mixing is very common among children who are exposed to two or more languages and this observation prompt Cunningham-Andersson and Andersson (1999) to define language mixing as the children's mixing of both languages within the same utterance before the child is really aware of having two different languages in the environment around it. Basically, language mixing in this study was seen throughout the study inside and outside the classroom.

Bhatia and Ritchet, (2016) postulated that Language mixing is often used as a cover term for code-mixing and code-switching. However, in this paper, language mixing is considered to be various hybrid linguistic processes that are usually an outcome of language contact situations. Baker (2007) asserts that language mixing and code switching/mixing can be used to put an emphasis on a particular point, to reinforce a

request, to substitute a word in place of an unknown word in the target language, to clarify a point, to ease tension and inject humor into a conversation and for social identity and friendship.

Bilingualism and multilingualism are realities for students across the world and research suggests that teaching children in their home language promote effective learning. It is impossible to overlook the fact that languages are important aspects of learner's identities and cultures, and being able to use all of their linguistic abilities in schools is important to learners' development. According to Cummins (2019) translanguaging is also looked at as reading, listening or watching something in one language and summarizing or interpreting it in another language. Therefore, one of the practices teachers use when translanguaging is by viewing the learner's language abilities as a resource and essential to making meaning. This is what Bernstein (1999) referred to as vertical and horizontal discourse where horizontal discourse which is every day or common-sense, and vertical discourse which is rarefied, with specialist terms and concepts.

Zambia as a multilingual society has a lot of language mixing practices in different environment such as schools, workplace, and churches. This mixing of languages can manifest as the insertion of elements from one language into another alternation between language into another, alternation between languages within a sentence or the creation of a hybrid form that draws from distinct grammars (Tambulukani, 2018). To some, language mixing simply occurs due to the fact that they are not fluent enough in the language being used and in the end they substitute a word or phrase in a second language (Li, 1999).

Teachers in multilingual classes support translanguaging and codeswitching by encouraging learners to use the languages they know in class and where possible in the same sentence as they contribute or communicate with others. For example, pupils may combine English, Lozi, Nyanja languages in the same sentence or phrase. Garcia and Sylvan (2011); Nyimbili & Mwanza (2019) stated that teachers support multilingualism in many ways and sometimes they even the exercise of translation of stories and other materials into two or more languages is another. Such classroom activities enable learners and teachers to expand their vocabulary in linguistics (Mwanza, 2019).

Sometimes when language mixing in a classroom, the teacher may ask learners to interpret a word from English into their familiar language and when this happens, pupils get motivated to learn some similarities and differences from a language system perspective (orthographic, phonological, semiotic, morphological, syntactic and pragmatic (Garcia 2011) and this was observed in this study.

## **2.4 Review of Studies on Language Mixing Practices in Multilingual Classes**

The first research objective reviewed studies related to language mixing, translanguaging, and code-switching that take place in multilingual classes. The following studies as explained below were reviewed on this objective.

Graham and Clare (2024) conducted a study to investigate the strategies of teaching English as a second language in a multilingual classroom at lower grades in primary schools in Maheba Refuge Settlement in Kalumbila District of Zambia. This study used a phenomenological qualitative descriptive design. The objectives of the study were to establish the strategies employed in teaching of English as a second language in multilingual classrooms, to analyse how the strategies are used and investigate materials used with the strategies. Interview guide and lesson observation protocol was used during data collection. A narrative analysis was employed and a sample of 18 teachers was drawn from 5 selected primary schools. The findings of the study showed that teachers employed strategies such as translation, look and say, question and answer, code switching, class discussion, body language, phonemic awareness and group work in teaching English as a second language in multilingual classrooms. Furthermore, the study found that strategies were also used in teaching different of English language in terms of vocabulary, comprehension, preposition and dialogue in multilingual classrooms.

Nevertheless, data revealed that the commonly used teaching and learning materials in multilingual classrooms were English text books, flash cards and a chalkboard. The findings also revealed that teachers over relied on the use of chalkboard and question and answer during classroom lesson. The study concludes by stating that variety of strategies and teaching and learning materials are employed in teaching English as a second language in multilingual classrooms. However, the study recommends that teaching of English as a second language should involve the use of different strategies that enhance learning among learners and that teachers should think outside the box

when choosing what teaching and learning strategies and materials other than chalkboard and text books.

The main objective of Graham and Clara's study was to establish the strategies employed in teaching of English as a second language in multilingual classrooms at lower grades in primary schools in Maheba Refugee Settlement in Kalumila District of Zambia. However, their study is very relevant to the current research study because it is guiding the current study in Zambia as their findings might inform the proceedings in the current study.

Mkandawire, Zuilkowski, Mwansa and Manchishi (2022), conducted a study which sought to understand multilingual teachers' pedagogical approaches to helping non-speakers of language of instruction learn initial reading (decoding) skills in diverse classes of Lusaka district of Zambia. Qualitative data was collected through face to face interviews, focus groups and lesson observations with 23 Grade one teachers. Data collected were transcribed and a qualitative content analysis was performed through a meaning condensation process. The findings of the study revealed that teachers in multilingual classes used translanguaging, bilingual materials, remediation and reading interventions strategies to teach literacy among early graders. Multilingual teachers, bilingual learners and parents were also used as resources in multilingual classes. Due to the findings, the study made a recommendation that the government should develop and implement a strong simultaneous bilingual or multilingual literacy program to reflect community languages and avoid imposing monoglossic language ideologies across schools. Another recommendation was that early grade teachers should be allowed to use diverse pedagogical approaches in the teaching of reading in multilingual classes within the mainstream curriculum.

The objective of Mkandawire, Zuilkowski, Mwansa and Manchishi was to understand multilingual teachers' pedagogical approaches to helping non-speakers of language of instruction learn initial reading skills in diverse class of Lusaka district. Their study is however, relevant to the current research study as it has one of the objectives focusing on language mixing practices used in multilingual classes at primary level. The two might be closely related but the change of place and languages might bring forth the broader understanding of language mixing practices used in different places and languages.

Mkandawire and Muzeya (2023) conducted a study through which he adopted the qualitative mode of inquiry and used the descriptive research design. In his study, he wanted to analyse classroom language practices in multilingual primary schools of Choma district of Zambia. The other purpose of his study was to analyse classroom language practices by learners and teachers in selected multilingual primary schools of Choma district. The sample size was 16 teachers who taught grades 1 and 2 classes from four schools. Thematic analysis was as well used to analyse data that was collected through interviews and observations during classroom lessons. From his findings, the study showed that most grade 1 and 2 classes of Choma district were multilingual in that both teachers and learners were able to speak more than one language which made some teachers switched from the language of instruction to other languages spoken by learners in class to foster their understanding.

The main objective of Mkandawire and Muzeya's study was to analyse classroom language practices in multilingual primary schools. However, their study is important to the current study in that one of the objective was to establish language mixing practices in multilingual classes among teachers and learners. This is due to the fact that learners come from different language backgrounds and might be challenged with a different language during classroom lesson hence the freedom of using other languages in class helps them to learn quickly. Regardless of this, more research need to be done using a different place.

Hanzooma and Musonda (2024) carried out a study on the relevance of Chitonga language of instruction from grade 1 to 4 in multilingual schools of Livingstone. The study objectives included to access how teachers are teaching literacy to grade 1 and 4 using Chitonga in the multilingual classes of Livingstone and to establish the pedagogical challenges teachers face on the use of Chitonga as a language of instruction in Livingstone. A phenomenological design of the population of Livingstone district was used. In this study, data was collected using interview guide and classroom observation guide from three primary schools and sixteen (16) participants who included three (3) head teachers, twelve (12) grade 1 to 4 teachers (four (4) from each selected school) and one (1) official from the District Education Board. The findings revealed that teachers from observed primary multilingual schools taught literacy in Chitonga through translanguaging practices like translation and code switching. The

findings also showed that Chitonga was not the language of play in multilingual primary schools. The finding further revealed that there were differences between the Chitonga spoken in Livingston district and one used in schools and written in books. Teachers and learners were both not proficient in Chitonga according to standards. Despite Chitonga being the regional language, the study concluded that Chitonga was not relevant to the urban primary school learners of Livingstone town because the classrooms were multilingual hence translanguaging practices were used extensively. Due to the findings, the study recommended that there should be training for primary teachers to teach in multilingual classrooms and schools need to buy more teaching and learning materials in Chitonga for primary schools to help teachers in multilingual classes.

Hanzooma and Musonda's main objective was to study relevance of Chitonga language of instruction from grade 1 to 4 in multilingual schools of Livingstone. This study is not very different from the current research study hence very significant in that it highlights some important aspects of certain language mixing practices used in multilingual primary classes. Therefore, their study will be used as a guide to the current study.

Mashinja and Mwanza (2020) conducted a study on the efficiency of translanguaging as a pedagogic practice in selected Namibian selected primary schools. Their study aimed at exploring the initial literacy and epistemic benefits of translanguaging as a pedagogic practice in multilingual primary schools of Namibia. Through translanguaging and re-contextualization and classroom observation as well as data from documents, the study showed how pre-primary teachers and learners drew on heteroglossic repertoires for literacy development and epistemic access. However, the findings of the study showed that the pre-primary teachers' uptake of translanguaging gave room for changing the conceptualization of language towards pupil's linguistic repertoires as social communicative and learning tools worthy ensuring meaningful learning opportunities for all learners. In addition, engendering and naturalizing multilingualism as a classroom norm and investing in their linguistic identities and enhancing positive language teaching and learning experiences. The article concludes with an argument for the legitimization of heteroglossic practices in multilingual Namibian classrooms if effective teaching and learning of initial literacy is the goal of basic education.

The main objective of Mashinja and Mwanza's study was to explore the initial literacy and epistemic benefits of translanguaging as a pedagogic practice in multilingual primary schools of Namibia. Although their study was conducted in Namibia, it is important to the current research because it bears similar research objective. Therefore, further research need to be carried out within the country.

Moetia, Kasim and Fitriani (2018) carried out a study based on the issue of using code mixing and code switching in the classroom interaction. In this study, observation sheet and interview guide were used as research instruments. As for his research sample, 28 students and a teacher were observed during classroom interactions and conversations. The result revealed that teacher of English and students used two types of code mixing and three types of codes to cover up lack of target language proficiency of students and to make the process of transferring knowledge run smoothly and effectively in the class.

The main objective of Moetia, Kasim and Fitriani's study was to investigate the types of code mixing and switching frequently used by the English first language teachers and students in the classroom interaction. Although their study seems to have achieved their objectives, there is need to conduct further research understanding how primary teachers use language mixing practices in multilingual classrooms.

Skolinspektionen (2011) carried out a research study on behalf of the Swedish Schools Inspectorate, on the teaching of English in schools between the school years 7 to 9. The report's objective was to examine whether the 'English Only' policy was followed and maintained in 22 different secondary schools across Sweden. The report established that about 50 percent of the lessons taught in the schools surveyed were entirely conducted using the 'English Only' policy. For the other 50 percent of the lessons, it was revealed that teachers codeswitched between English and Swedish. In other words, they enacted a bilingual English –Swedish policy. It was further reported that about 50 percent of the learners were not consistent when using English during English lessons and about 20% of teachers were also not consistent with English through their questionnaires.

The study conducted by Skolinspektionen is relevant to the current research study because it has helped highlight some of the important information which has been revealed by this study in one of its objectives which looks language mixing,

translanguaging and code switching. Their study is also important because there is need to conduct further research in a different environment.

Tambulukani (2015) conducted a study that looked at first language teaching of initial reading: blessing or curse for the Zambian children under primary reading program. In his study, four state-funded primary schools that used the new Primary Reading Programme since grade six. His research sample comprised of 10 high and 10 low achievers and brought to the total number of children in the sample being 240 pupils. Observation was used. The findings of the study confirmed the hypothesis that oral language plays a major role in initial reading especially when beginning readers have acquired a bit of alphabetical understanding that brings about reading and writing. The result further confirmed that the fact that learners were able to transfer language skills from the first language to the second language was evident for learners who had acquired initial reading ability in the first language.

Tambulukani's findings in his study made two major recommendations that are to be considered. The first one is that it is desirable to provide for the longer period in which learners practice basic skills of the alphabetic understanding and phonemic awareness in the first language from the current one year to two years or more. The second recommendation was that oral language skills like songs, games and rhymes which are a strong feature of emergent literacy which children come with to their first grade should continue to be practiced in class to create bedrock for initial reading development in first language as well as to compensate especially for those children whose language of instruction is not their familiar language.

Therefore, Tambulukani's study is very sufficient to the current research study in that it has looked at first language teaching of initial reading: blessing or curse for the Zambian children under Primary Reading Program while the current study has one of the objective looking at language mixing practices in multilingual classrooms at primary level. The findings showed that learners who actually acquired initial reading ability in the first language would use this knowledge back and forth in both the first and second language and make it easier for them to learn other languages. The findings of this study are a guide to the ongoing study.

Villasanti (2016) carried out a study in which the aim was to establish the effects generated by a language separation policy in the bilingual classroom at a primary school

known as Bilingual Academy. In her findings, Villasanti found that the comments each teacher offered were contradictory in nature. The teachers of English deemed language contact as a source of potential interference, yet the teachers of Spanish highlighted the need to work collaboratively in order to achieve academic objectives that involve cognitive skills, beyond the languages of instruction. The separation of languages, that is, English and Spanish, according to her, there was consistence with the dissociation of both programmes, which in turn fuelled the distance that exist between both teachers.

Villasanti's study was conducted using qualitative research, such as individual interviews with each teacher and classroom observations conducted during their instructional hours. It did not consider the demerits, or rather the implications of not using a full package of instruments to be used in qualitative research. Thus, it is important that the research is repeated so as to validate her research \and also the use of a different environment and a different sample size.

## **2.5 Review of Studies on When Language Mixing Take Place in multilingual classes**

The second research objective reviewed studies related to the point when language mixing takes place in multilingual classes. The following studies as explained below were reviewed on this objective.

Mkandawire (2017) conducted a study to establish the educational value associated with mother tongue based instruction that is familiar to learners verses other languages such as English and local languages that are not familiar to learners as medium of instruction in the teaching of reading and writing literacy skills to grade one at primary level. This was a case study under qualitative research design of post-positivism knowledge generation paradigm. Data was collected from 67 respondents from two primary schools where at one school they used Cinyanja as medium of instruction while at the other school they used English language. Data was collected through interviews, focus group discussions and observation of lessons. The study revealed that both Zambian languages (Cinyanja) and English language played a significant role in literacy education as they both facilitated learning to some pupils and they were also hindrance to some pupils. According to the observations, it was noted that learners could not actively participate in the lessons offered in English language instead they were more active in a Cinyanja lesson. Furthermore, the study also observed that when

participating, the learners did not use Chewa taught in schools instead they actively used common Cinyanja spoken in towns and homes when playing. The study recommended that teachers at primary schools teaching grade ones should use multiple languages by translating statements, words and phrases from one language to the other languages which are spoken by pupils in class.

Mkandawire's study is similar to the current study because one of the objectives in the current study is looking at language mixing in a multilingual classroom which is similar to one of the objectives in the current study. Although his study was done in Lusaka, there is need to conduct another study where a different environment is used.

Mambwe and Ndhlovu (2020) carried out a study to explore the teachers' language practice when teaching Mathematics in a multilingual class. Their research was carried out in two selected primary schools in Lusaka district of Zambia. The target population included teachers and learners in the 4<sup>th</sup> grade whose mother tongue was not the language of instruction. The study was qualitative and used lesson observation and recording served as empirical basis of the results. The findings showed that teachers used codeswitching, translation, body language and visuals. Thereafter, study recommended that teachers should continue using code-switching as a bridging mechanism between the conversational register and the mathematics academic register.

However, Mambwe and Ndhlovu's main objective was to explore the teacher's language practices when teaching mathematics in multilingual classes. Thus, their findings showed that teachers used code-switching, translation, body language and visuals without considering the importance of getting the learners' perception towards code-switching as teaching practices in the classroom. It is for this reason that this research needs to be repeated so as to accommodate a wider view of knowledge by uncovering both the teachers' and learners' perceptions toward the language of instruction especially in multilingual classrooms.

Milimo and Simachenya (2017) carried out a study to investigate the language practices in a multilingual classroom in selected primary schools of Livingstone urban. The main objective of their study was to analyse the language practices employed by teachers and learners in multilingual classrooms of selected primary schools in Livingstone urban. Data was collected through purposive sampling of 20 teachers and 20 learners and through semi-structured interview guide as well as direct observations of 20 classroom

lessons. The voice-recorder, semi- structured interview guide and notebook were used as instruments. The interviews involved ten pupils from lower primary and ten from upper primary. As regards to data analysis and interpretation, the study employed qualitative approach. Findings of the study established that most of the learners prefer using Cinyanja and English, both at lower and upper primary for various functions. Learners preferred using Cinyanja when seeking clarity to facilitate learning among peers and to respond to their teachers. Other functions of Chinyanja in this study included social identity and facilitating discussions during group work. However, the study further established that learners preferred English to Tonga in order to facilitate participation and addressing teachers to maintain formality and prestige. The study also established that languages like Tonga and Lozi were limitedly used by learners for the purpose of solidarity with peers from the same ethnic group or close friends.

Milimo and Simachenya's main objective was to analyse the language practices employed by teachers and learners in multilingual classrooms of selected primary schools in Livingstone urban. This study is very important to the ongoing study in that it brings out some important facts on language mixing in a classroom at primary level hence it will be used as a study guide.

Pacheo (2016) conducted a research study to examine the forms and functions of translanguaging in two English-dominant classrooms, and to find out how translanguaging constrain meaning-making in two educational settings. The study also examined how these groups of practice shape meaning-making, and the teacher perceptions of translanguaging pedagogies in their communities of practice. Pacheo explored through the analysis of data from a study in which one second grade and one third grade teacher leveraged several translanguaging teaching practices.

However, Pacheo's study used one second grade and one third grade teacher's perception, without considering the importance of getting the learners' perceptions towards translanguaging as a teaching practice in the classroom. It is for this reason that this research needs to be repeated so as to find out how and at what point teachers use language missing practices during classroom lessons.

A study conducted by Muchenje, Goronga and Bondai (2013) concerning the perception of pupils from Nyanja/Chewa speaking background regarding the status of

their mother tongue in the education system. “Zimbabwe’s language policy in education and the silenced voices”: a case study of Nyanja/Chewa speaking pupils from Porta and Kintyre primary schools in Zambia-Zimbabwe. The study was informed by post-modern theoretical perspective and it adopted the case study design within the qualitative paradigm. From each selected primary school, a sample of 10 pupils were used. Data was collected through interviews and focus group discussion. However, the study found out that Nyanja/Chewa as an indigenous language was not taught as a subject at Porta and Kintyre primary schools. It revealed that Shona is the indigenous language being taught in those commercial farming schools while neglecting the indigenous language (a situation which the participants called unfortunate). The study therefore, recommended that the Education Ministry should seriously consider that Nyanja/Chewa is taught in commercial farming and mining areas so as to benefit pupils who are predominantly Nyanja/Chewa speaking. Teachers’ colleges to start training teachers who will be deployed to teach in schools in farming and mining areas.

Muchenje, Goronga and Bondai’s main objective was to find the perception of pupils from Nyanja/Chewa speaking background regarding the status of their mother tongue in the education system. However, the findings revealed that the indigenous languages were being neglected as Shona was being taught. for the fact that only Shona was used, further research need to be conducted so as to understand what really happens to learners who have other language background in the classroom.

Baloyi and Zona (2024) conducted a study to explore and demonstrate the impact of lack of local language proficiency in a multinational classroom. This study employed a qualitative method. One of Xitsonga classroom settings with an unnoticeable number of Zimbabwean migrant learners in the Limpopo Province of South Africa was used and two Grade 11 immigrant high school learners whose home language is Shona, enrolled in the Further Education and Training (FET) phase were used as respondents. Conversation analysis was used to collect data. The results showed that translation, code-switching and translanguaging are necessary for developing broader inter-linguistic and intercultural skills when learning an additional language. In addition, it was further revealed that teacher-to-learner and learner-to-learner interactions are important in learning an additional language. Besides, all learners have immeasurable prior knowledge, gained from schooling and life experiences, and additional language

teachers can build on those experiences. However, the study recommends inculcating in the learners the belief that languages are intertwined and that they all have a social orientation.

The main objective of Baloyi and Zona' study was to explore and demonstrate the impact of lack of local language proficiency in a multinational classroom. The study is sufficient to the current study in that their study highlights some important aspects of local languages and the role they play in a multilingual classroom. However, despite the extensive literature on how the lack of language proficiency impairs quality teaching and learning in a classroom, further research should be carried out on promoting equal access to quality teaching and learning especially where language mixing practices in multilingual classrooms are concerned.

Kasala, Phiri and Chansa (2023) carried out a study which aimed to investigate teachers' perception towards the use of local languages from grade one to four in six selected schools of Kabwe district in the central province of Zambia. In this study, 6 head teachers, 24 teachers, 18 PTA Executive members and 36 parents from 6 primary schools were purposively sampled. The study collected data through questionnaires and interviews to allow the researcher a platform to ask open-response questions and to explore the teachers' perceptions towards the use of local languages. Data was analysed thematically by carefully identifying and expanding significant themes that emerged from the respondents' perceptions on the use of local languages. The study revealed that teenage pregnancy has a negative or detrimental effect on school attendance, academic performance, emotional behaviour and relationships between pregnant teenagers, their peers and educators. The study further revealed that more administrators and teachers preferred their pupils to be taught in local languages from Grade 1 up to the university level while a few in favour of using English as a medium of instruction and only very few felt that it was more appropriate to use both languages during a child's early stages of learning. Due to these findings, the study recommended steps that should be taken to develop local language policies that do not enhance a child's academic success and cognitive development but are also of ethno cultural characteristics and supportive of national unity.

Kasala, Phiri and Chansa's study aimed at investigating teachers' perception towards the use of local languages from grade one to four in six selected schools of Kabwe

district. Although this study showed that few felt it is appropriate to use both English and a local language at a child's early stage of learning, it is relevant to the current research as there is need for more research to be conducted at this level so as to know at what point do teachers decide to code switch or translanguage during a classroom lesson.

Ndeleki (2015) conducted a study which focused on the perception of teachers on the use of local languages as medium of instruction from grade 1 to 4 in selected schools in Lusaka. His study was prompted by the 2013 new language policy in education in Zambia. The study comprised of 62 informants of which 15 were administrators, 1 curriculum development officer, 6 parents and 40 Grades 1 and 2 teachers. The study adopted the qualitative research design. The findings showed that there was an emerging line divide between what could be termed as "local language" private schools and "English language" private schools. In this study, the private schools that applied the new language policy of using local language as a medium of instruction were referred to as "local language private schools" while those that still used English as medium of instruction as "English language private schools".

However, the study established that the stratification was influenced by factors like the community where the school is located for the status attributed to a certain language and the attitude by the teachers and stakeholders. The study further revealed that schools located in urban Lusaka opted for English as medium of instruction due to the fact that English is commonly used in the homes especially for children who are mostly foreigners and the elite Zambian. Meanwhile sub urban schools were in favour of Cinyanja as medium of instruction because it was their language of play although these schools claimed that there was need to employ code switching as medium of instruction. The study recommended that there is need for policy planners to recognize and value research as they formulate policies like the national literacy policy. Secondly, there is also need for the curriculum development centre to spearhead efforts towards giving local languages a status. The third recommendation was that there may be need for the Ministry of Education through the Permanent Secretary to reinforce the issue of policy exemptions given to some private schools whose children are mostly foreigners. Lastly the study also recommended that there may be need to change the usual language

of “O” levels with English to five “O” levels with a language as passing subjects in promotion examinations to Grades 9 and 12 as well as to Colleges and Universities.

Ndeleki’s study is very interesting to the current study as it highlights important facts about local languages as medium of instruction and how teachers perceive them at lower primary schools. However, the study focused mainly in bilingual language schools where English and Cinyanja was used as a medium of instruction with a little mention of code switching during the classroom lesson. This leaves a gap in research and need for repeating the research in other areas finding out more on language mixing practices in multilingual schools.

## **2.6 Studies on Language Mixing Outside the Classroom**

The third research objective reviewed studies related to language mixing outside multilingual classrooms. The following studies as explained below were reviewed on this objective.

Shah, Ali and Zaman (2019), conducted a study following a critical look at codeswitching literature which revealed that mostly, codeswitching has been studied inside classroom during learning and teaching contexts while codeswitching outside classroom has been least explored. Therefore, their study investigated the reasons for codeswitching in the interactive practices of students and their perceptions regarding the same in outside classroom settings. The study adopted a qualitative research methodology. Data was collected through audio recording of 90 minutes’ student interactions in a café and hostel as well as serving an open-ended questionnaire to the participants. However, the finding of the study showed that the students code switched on account of social-cultural, social psychological and communicative reasons.

Shah, Ali and Zaman’s investigated the reasons for code switching outside the classroom setting and this matched one of the objectives of the current study. Although this study was conducted in Pakistan, there is need to conduct further research using a different place in order to find out more about language mixing outside classroom.

Thomas and Roberts (2011) conducted a study to examine bilingual children’s use of English language inside and outside of the minority language classroom. The study employed a qualitative research design and used classroom observations and questionnaires. A total of 145 children between 8 to 11 years of age attending bilingual

Welsh-English primary schools in North Wales were used as research sample. The results in general demonstrated a positive attitude towards bilingualism and there was a clear trend towards favouring the use of English outside the classroom. This pattern was mediated by language experiences and perceived language abilities within the individual. The study found out that both teachers and the learners were equally able to use English outside the classroom.

Thomas and Roberts' main objective of their study was to determine bilingual children's use of English inside and outside the minority language classroom which is related to the current. However, there is need to research more on language mixing among learners outside the classroom set up.

Simangula, Jimaima and Namatama (2022) conducted a study on translanguaged discourse of Bemba and English; the mobility and mixing of languages in a multilingual space. This study attempted to show the real-life language practices of social actors away from the dominant narratives of translanguaging in bilingual education. The paper used casual conversations from two multilingual spaces, a University and campus and a marketplace. Firstly, the paper showed the mixing of the English language and Bemba, a widely spoken indigenous language in Zambia while arguing that the Bemba-English translanguaged discourses provide evidence for the mobility and the disembodiment of language and locality. Secondly, the paper argues that the spread and circulation of Bemba in multiple localities should be seen as the mobility of bits and pieces and/or resources akin to urbanity and hybridity. However, the paper concluded as it brought into the spotlight the dynamics of Bemba-English translanguaged discourses in which morphemes as semiotic resources create new lexical items which destabilize expected linguistic norms and boundaries.

Simangula, Jimaima and Namatamas' study discussed the translanguaged discourse of Bemba and English further looking at the mobility and mixing of languages in multilingual classrooms in Lusaka province of Zambia. This study is found to be relevant to the current study as it has one of the objectives focusing on language mixing outside classroom. However, the current study intends to conduct more research on language mixing outside the classroom considering different place and space.

Bolton and Botha (2019) carried out a research study on Singapore University students on multilingualism and language mixing among University students. They also looked

at how language mixing practices are an integral part of students' linguistic behaviour at University both inside and outside classroom contexts. Both qualitative and quantitative research design were applied, the report showed that there was a gap between a self-reported language practices of students in the formal classroom situations and their multilingual language practices outside classes but which relate to their language use in the educational context. English as an official language was used as medium of instruction but from a sociolinguistic perspective, another consideration involves the actual language practice of students themselves where English in different forms may give way to language mixing and replace forms of language choice.

In this study, Bolton and Botha analysed multilingualism and language mixing among Singapore University students inside and outside classroom set up. Although this study was conducted in Singapore, both their study and the current study focuses on language mixing practices in multilingual settings. Hence, there is need to repeat the study where a different place and languages is used.

Strauss (2016) conducted a study to establish if linguistic strategies like code-switching and translanguaging are used by senior high school learners and teachers when they communicate in bilingual settings where English is the target language and to investigate the reasons for using these linguistic strategies and their educational value. The study focused on investigating three things (i) the language practices in two different high schools (ii) the inside classroom activities like teacher 's presentation of a poem and learner discussions (iii) after school activities like informal debating practices sessions led by a teacher. Data was collected through learner questionnaires and semi-structured interviews with the teachers. All linguistic activities were recorded and orthographically transcribed. The study observed the reasons for employing code-switching ranged from switching at word-finding difficulty and maintaining social cohesion in the group, to the very general switching of codes like to explain, to expand, to clarify and to elaborate. Similarly, translanguaging strategies also fulfilled a number of functions which included reprimanding elaboration of content and exclusion. The findings of the study clearly showed that linguistic strategies like codeswitching and translanguaging are helpful tools in bi/multilingual educational settings, and that are most important role players in the educational setting. Therefore, the study recommended that the notions of code-switching and translanguaging should be

acknowledged as enhancing the educational process and should be made part of the policies which influence the curricula in schools.

Strauss' study is very relevant to the current study as it has highlighted some important facts about code-switching and translanguaging inside and outside the classroom set up. Both these linguistic strategies play an important role in simplifying the subject matter and improving understanding in multilingual environments. Although his study was conducted outside Zambia, the study will be used as a guide to the current study.

Ulfah, Tsuraya and Risal (2021) conducted a study which aimed at finding out (1) types of code-switching used by English teachers in foreign language classrooms (2) the factors triggering the English teachers to use code-switching in the classroom and (3) the functions of code-switching used by English teachers in the classroom. Their study adopted a descriptive qualitative method. The sample of the research consisted of 6 English teachers. Data was collected through classroom observation, recordings and interviews. To interpret the data collected, the researcher analysed them through 3 steps of analysis by using mode from Miles and Huberman, which were; data reduction, data description and data classification. The findings of their study indicated that the types of code-switching were simply found in 3 types (a) inter-sentential code-switching (without inserting new information and which inserts new information), (b) intra-sentential code-switching (translation or word/phrase substitution within a sentence), and (c) tag-switching (interactional fillers code-switching). The factors triggering the English teachers to use code-switching in the classroom was found for 4 reasons, which are; (a) rhetoric reason, (b) differences of status and formalities, (c) quote other statements or proverbs and (d) lack of vocabulary. The other factors gathered from the classroom setting include; (a) the learner's ability in English are not the same, (b) code-switching emerges automatically or unconsciously, and (c) helping the students to share their ideas. In addition, the functions of code switching used by English teachers in the classroom were found for three functions which are (1) topic switch, (2) affective function and (3) repetitive function.

The aim of Ulfah, Tsuraya and Risal's study was to find out the use of code-switching by English teachers in foreign language classroom. Their study is sufficient to the current study because it has highlighted very important aspects of code-switching and

translanguaging both inside and outside classroom. However, there is need to conduct further research using a different environment.

Hedman (2018) carried out a qualitative research which intended to explore the views and practices of English First Language EFL teachers in relation to codeswitching and the use of first language (L1) in the classroom and the extent to which their particular teaching context plays a role in this. 24 teachers who taught English in both (1) multilingual contexts where the learners typically do not share a common L1 and (2) contexts in which the learners typically share a L1 other than English were interviewed. Thus, the themes relating to the nature of the teaching and learning space in each context, the extent to which the teachers view the teaching environment as a bilingual or multilingual setting and the role of the particular context in their overall approach and practices are examined. The findings of the study pointed to the largely flexible, fluid and mixed views of EFL teachers in relation to the use of L1 in the classroom and to the need for a more explicit focus on this area in teacher development and training. Thereafter, the study suggested that taking a bilingual stance may offer potential as a means for teachers to reflect on and critically examine their practices and beliefs in relation to this topic.

Hedman's study intended to explore the views and practices of English first language teachers in relation to codeswitching and the use of first language in the classroom and the extent to which their teaching practices could go. Gallagher's study only interviewed teachers without considering the views of learners. Therefore, the current study intends to observe classroom lessons and interview both learners and teachers on how language mixing practices occurs inside and outside the classroom.

## **2.7. Challenges and Prospects of Language Mixing in multilingual classes.**

The forth research objective sought to determine the challenges and prospects of language mixing practices in multilingual classes.

Nyimbili and Mwanza (2021) conducted a study which aimed at establishing challenges teachers and pupils face as a result of teaching and learning using the translanguaging pedagogical practices in a multilingual grade 1 class of Lundazi district. In this study, a phenomenological design was used in one class for one term on a sample of 41 pupils and 1 teacher of literacy. Data was thematically analyzed through interviews and

classroom observation. The study found out that the teaching of literacy through the use of translanguaging practices in a grade 1 multilingual class was associated with challenges like the mismatch between the language of instruction and assessment which only tested skills in the regional language and inadequate teaching and learning materials which supported monolingual language learning. The study recommended that the Ministry of General Education and Stakeholders should work together and revise the provisions of the language policy guidelines so that it reflects the current linguistic composition of the language zone.

Nyimbili and Mwanza's main objective was to establish challenges teachers and pupils face when translanguaging. However, it is linked to the current study in that one of the objective focuses on challenges and prospects of language mixing practices in multilingual classes. Considering the fact that Nyimbili and Mwanza carried out their research in Lundanzi District, it is important to consider other parts of the country and have a full knowledge on different languages in multilingual contexts.

Mwanza and Bwalya (2019) carried out a study where they analysed the teacher's language practices in selected multilingual classrooms of Chibombo district regarding the question of demonstration or symbolic violence in Zambian schools. The concept of symbolic violence was a guide to their study in that it helped to analyse the teacher's language practices and the involvement of learners in classroom activities. Thus, the study found that the classroom sociolinguistics was that majority of the teachers at 40% have Bemba as their first language, 23% have Tonga as their first language and the rest in descending order, Nyanja 15%, English at 10%, Lenje at 7% and others at 5%. It was established that 29% of learners used Lenje at home, 23% used Bemba, 22.5% used Nyanja, 16% used Tonga, 7% used other languages and 2.5% used English. From the findings, it was noted that the zoning of language turns to assume that languages are static and the linguistic situation of an area is static in that it does not really reflect the language/s in an area hence problematic.

Mwanza and Bwalya's main objective was to analyse the teacher's language and involvement of learners in classroom activities, this study is relevant to the current research study in that one of its objectives is looking at the challenges of language mixing practices in multilingual classrooms. Learners come from different homes and have different first languages much far away of the recommended language of

instruction used in the classroom hence a common challenge to teach a multilingual class. Therefore, there is need to repeat research considering a different environment.

Phiri and Chansa (2023) conducted a study which examined the effects of using local languages as a medium of instruction on academic performance of learners in selected primary schools in Solwezi district. The study employed a mixed paradigm and descriptive survey design methods that sampled head teachers, teachers and pupils. The sample size involved a total of 55 respondents, which was 10% of the target population. This study used descriptive analysis to analyse the data. Qualitative and Quantitative techniques of data analysis were used, and data was presented on the analytical tools such as SPSS, tables, figures and charts. The findings indicated that using local languages as medium of instruction improved the academic performance of learners in the sense that learners were able to learn how to read and write early in their primary school grades.

Nevertheless, the study also revealed that schools and teachers faced a number of challenges in implementing the policy of teaching in local languages and these were: lack of suitable teaching and learning materials, negative attitude of some teachers towards teaching in local language, incompetence of teachers and lack of capacity to handle learners coming from homes where the medium of instruction is not the native language. As a result, the study recommended that government should decentralize educational planning and budgeting to allow provinces and districts to develop their own local language materials and that teacher recruitment be aligned with language and instructional approach in such a way that teachers should be recruited and deployed to schools where their language proficiency aligns with those of the learners.

Phiri and Chansa's study clearly examined the effects of using local languages as a medium of instruction on academic performance of learners in selected primary schools of Solwezi district. Among the findings, their study revealed some challenges which teachers encounter where local languages are concerned which makes their study very sufficient to the current study as one of the objectives is concentrating on the challenges of language practices in multilingual classrooms. Most importantly, the findings of the study show the challenges and implications of using local languages as medium of instruction in selected schools of Solwezi district, perhaps there is need to repeat research where a different place and language is used.

Al-Bataineh and Gallagher (2018) in their study, discussed the perception of bilingual future teachers towards translanguaging when writing stories for bilingual young learners in the United Arab Emirates. Their objective was to ascertain the perception of bilingual future teachers towards translanguaging when writing stories for bilingual young learners, and to understand the various forces that shape their attitudes. The other specific objective of their study was to find out how future teachers, as bilingual native speakers of Arabic, perceive Arabic/English translanguaging when it is explicitly encouraged, taught and practised in a storybook writing assignment within a children's literature course. Al-Bataineh and Gallagher's study was important because it established that translanguaging was ineffective, as almost all participants rejected translanguaging in writing if intended for young users. This was as a result of fear of potential tensions between Modern Standard Arabic, English and Emirati Arabic.

However, Al-Bataineh and Gallagher's study was conducted in the United Arab Emirates. The difference between their study and the current research study is that theirs focused on the challenges trainee teachers faced in writing story books while the current is focused on language mixing practices in multilingual classrooms. Thus, their willingness and ability to translanguage, and the appropriateness of the produced translanguing story books to young emergent bilinguals in the UAE attracts more research where different environment and also different research instruments are used.

Mwanza (2017) conducted a study which intended to establish the attitudes of teachers towards unofficial languages and the implications of such attitudes would have on the expected teachers' juxtaposition of the horizontal and vertical discourse in selected multilingual classrooms of Zambia. The other objective was objective was to establish teachers' attitudes towards the different language varieties in Zambia in order to determine the extent of their understanding of the importance of the linguistic resources pupils brought to the classroom. This study adopted a qualitative method which 18 Grade 11 secondary school teachers of English were sampled. Interviews and participant observation was used to collect data. The findings of this study showed that teachers held monolingual purist language ideologies in which their negative attitude towards unofficial languages resulted into symbolic violence.

Mwanza's study is significant to this study because it has helped to highlight some of the current research's objectives. However, considering that his study area was Central Province of Zambia, it is necessary that a different environment is used.

Mulikelela (2014) conducted a study to investigate the challenges which second grade learners faced during the transition from the language of initial literacy (Nyanja) and second language of literacy (English). A sample of 80 participants drawn from five schools in Chongwe District took part in the study out of which 30 were teachers while 50 were pupils. The study used both quantitative and qualitative methods in the collection of data. This data was analysed through Statistical Package for Social Sciences (SPSS) in conjunction with the McNemar. The findings showed that some grade two learners experienced challenges during the transition between language of initial literacy (Nyanja) and the second language of literacy (English). These were in terms of getting used to learning in a local language; pronouncing English words in Chinyanja; inability to read some of the English words in the SITE course because of failure by teachers to complete teaching the Chinyanja phonic sounds stipulated in the Teachers' Guide.

However, the study recommended that teachers should ensure that more instructions in English are given more than in Chinyanja and they should code switch from Chinyanja to English. Grade one teachers should complete teaching the phonic sounds and consonant clusters stipulated in the NBTL Teachers' Guide for pupils to read better in Grade Two. The study further added that Grade Two teachers should also be putting effort to help pupils who have been noted to have problems related to pronouncing and spelling English words in Chinyanja or vice versa through emphasis on correct pronunciation of the noted words.

The study by Mulikelela is very important as it matches one of the current study's objectives. However, there is need to conduct more research to shift the focus from the initial language and second language (English) to language mixing in multilingual classes at primary schools.

Wilson (2021) conducted a study to investigate parental language beliefs and management among French-English bilingual families in the United Kingdom. His study addressed two research questions which are (1) What are parents' attitudes towards translanguaging and beliefs about effective language management? (2) Do

these beliefs and attitudes translate into language separation strategies versus flexible language practices? The study employed a mixed method study consisting an online survey and multiple in-depth case studies. The study used a qualitative method which comprised of face to face interviews and observations in the family home. Data collected was analyzed using descriptive statistics. Thematic analysis was also used for interview data while observation was analyzed through the family language policy framework and by looking at turn-taking sequences and meta-linguistic comment. Nevertheless, the results showed that parental ideologies appear to have evolved towards more positive attitudes towards language mixing. These positive attitudes towards translanguaging do not necessarily result in flexible language practices at home.

Language separation strategies such as one parent–one language may be adopted not as a result of ideologies, but despite parents’ beliefs about the flexible nature of bilingualism and owing to the pressure experienced by parents to develop children’s heritage language (HL) proficiency.

Wilson’s study brought out the attitudes of parents towards language mixing. Although his study was conducted in a bilingual setup, the study is very relevant to the current study because one the objectives is focused on the challenges of language mixing practices in a multilingual school setup. Nonetheless, it is important to conduct further research on challenges teachers face in multilingual setup where language mixing is practiced.

### **Identified Gap in Literature**

This section has presented a review of literature on language mixing practices used in teaching English as a second language in early multilingual Grades. Literature has been reviewed on translanguaging practices and code switching. Therefore, literature review shows that there are a number of studies targeting advantages, effects and challenges of language mixing practices at lower and upper primary levels and it appeared that there is no specific study that has been done specifically on Grade three classes in Mongu district of Western Province, Zambia.

### **2.8 Summary**

This chapter has presented a review of related literature. Studies came from Zambia, outside Zambia but in Africa, and other came from outside Africa. The studies were

presented following the research objectives. In the next chapter, the research methodology of the study is presented.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.0 Overview**

In this section, the researcher presents the design and methodology which the study used to achieve the research objectives. The chapter explains the research design; location where the study was carried out; target population; sampling techniques and sample size; data collection instruments; methods of testing the validity and reliability of instruments and data collection techniques to be used. It also presents data analysis and ethical considerations.

### **3.1 Research Paradigm**

A research paradigm is the framework in which the theories and practices of one's discipline fit to create the research plan. It is actually a guide to all the researcher's plan for example the aim of the study, the research question, instruments or measurements used in research as well as the analysis method. According to Denzin and Lincoln (2000) a paradigm is defined as a human construction which deal with first principles indicating where the researcher is coming from so as to construct meaning embedded in data. It is also said to be a set of ideas, beliefs, or understandings within which theories and practices can function. Therefore, the majority of research paradigms are derived from one or two research methodologies known as positivism or interpretivism/constructivism paradigm. Every research project employs one of the research paradigms as a guideline for creating research methods and carrying out the research project most legitimately and reasonably. Therefore, this study adopted the constructivism research paradigm which support the qualitative approach as a mode of inquiry. This is so because the paradigm seeks to understand a phenomenon under study from the points of the participants using different data collecting agents.

### **3.2 Research Design**

A research design is the arrangement of conditions for the collection and analysis of data in a manner that aims at combining relevance to the research purpose with the economy (Kothari, 2010). A qualitative research approach is the framework of research methods and techniques chosen by a researcher to conduct a study. It involves gathering data through methods such as interviews, observations, focus groups and analysis of documents or arti-facts allowing the researcher to collect detailed and descriptive

information about participants' perspective, thoughts, contexts and experience (William, 1994). The design allows researchers to sharpen the research methods suitable for the subject matter and set up their studies for success. Therefore, the study adopted the descriptive research design under qualitative mode of inquiry. This research adopted the descriptive design because the researcher was able to describe language mixing practices according to what was observed and bring rich data analysis based on responses from both teachers and pupils which will help the researcher to further understand the research problem.

### **3.3 Target Population**

A target population is the population that the intervention is intended to study and take conclusions from. It is also the targeted audience with particular a characteristic that may distinguish them from the general population. According to Winnie (2023), target population is a specific subset or segment within the larger population that is the primary focus of a study, intervention or marketing strategy. Winnie further states that target population represents a narrower group of individuals who possess specific characteristic or simply merits certain criteria. If anything, target population is subset of the entire population chosen to serve as the objective audience. Thus, the target population of this research study comprised of all Grade 3 teachers and grade 3 pupils from four selected primary schools of Mongu district. This study targeted Grade 3 because it is in Grade 3 where learners are made familiar with English as it is orally introduced in Grade 2 in preparation for Grade 5 where it becomes the new language of instruction hence transitioning from Silozi to English.

### **3.4 Sample size**

Cohen, Manion and Morrison (2007:100) noted that “a sample size of 30 is held by many to be a minimum number of cases especially if researchers plan to use some form of statistical analysis on their data”. In this study, no statistics were used and data was collected from 40 respondents from 4 primary schools where Silozi, English and other languages were used. the researcher dealt with 4 teachers and 6 pupils from each primary school. The justification for having such a sample size was that (i)it is scientifically supported by other scholars to be enough for statistical analysis, (ii) the sample was representative enough for the population from the four schools and finally

in qualitative studies, quality and depth of information collected matters more than numbers.

### **3.5 Sampling Procedure**

Research Sampling procedure is a case of selection strategy. According to Maxwell (2009), a sampling technique is a process and method used to select a subset of units from a population. This study adopted a purposive sampling technique to select research participants as the researcher sought teachers in multilingual classes where more than 2 languages were used in the class. The researcher targeted multilingual schools so as to collect the required information from multilingual teachers and learners. The study was approved by the University of Zambia Research ethics committee which reviews studies involving human participation. Permission to conduct research was obtained from the District Educational Boards (DEBs). Consent was obtained from the participants and they were advised that they could stop the interviews or the study at any point. The researcher also maintained the privacy and integrity of the participants which included assurance of anonymity and confidentiality of the information collected during the study.

#### **3.5.1 Inclusion and exclusion criteria**

Inclusion criteria are defined as the key features of the target population that the researcher or investigator will use to answer their research question while exclusion criteria are defined as features of the potential study participants who meet the inclusion criteria but present with additional characteristics that could interfere with the success of the study or simply increase their risk for an unfavourable outcome (Patino and Ferreira, 2018). Therefore, the study used both inclusion and exclusion criteria in order to select the primary schools where data was collected. Since the study focused on multilingual primary schools, any primary school especially private schools which strictly used one or two languages inside and outside classroom were excluded from this particular study. However, the inclusion criteria in the sense that all primary schools that used more than 2 languages inside and outside that classroom was included although the researcher only selected 4 multilingual schools which were convenient for the researcher.

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

Data collection methods are strategies used by the researcher to collect information while research instruments are tools or guides that researchers use to collect data (Mkandawire, 2019). This study used qualitative data collection instruments which included interviews (interview guides), classroom lesson observation and observation checklist.

#### **3.6.1. Interviews**

An interview is simply a structured conversation where one participant asks questions whereas the other participant respond with answers. It is a one-on-one conversation between the interviewer and the interviewee. Therefore, interviews were done outside classroom where the researcher used an interview guide to ask both teachers and learners a few questions on the topic at hand. This happened individually where the researcher will have time to interview each respondent privately. All the questions asked will be retrieved from the objectives of this research.

#### **3.6.2. Observation**

Observation is a system or simply a way in which data is gathered by watching behaviour, events or nothing physical characteristics in their natural setting. The researcher watches and takes note of whatever he sees or hears from what is going on in a particular space in time. Similarly, in this study, the researcher observed classroom lesson and to see what was going on. How the teacher teaches, what language/s are used, at what point he/she mixes languages, how learners respond to question, what language/s learners use more often when participating in the classroom lesson etc. The researcher will use an observation checklist during observation inside and outside classroom.

#### **6.3.3. Observation checklist**

An observation check list was also used in collecting data following the research objectives.

The first objective and first thing on the checklist was to check how language mixing practices happened in multilingual classroom. Like check how many languages were spoken in classroom and observe if teachers and learners were mixing languages. Second objection, to observe when language mixing takes place, observe when learners

switch languages in class and check at what point the teacher feel the need to switch to another language. Third objective helped to observe language mixing practices outside the classroom and lastly the fourth objective on the checklist took note of the challenges and benefits of language mixing practices.

### **3.7 Data Analysis**

Qualitative content analysis is defined as a research method for the subjective interpretation of the content of text data through the classification process of coding and identifying themes or patterns (Hsieh and Shannon, 2005, p.127) quoted by Zhang and Wildemuth. Qualitative content analysis goes beyond merely counting words or simply extracting objective content from texts to examine meaning, patterns and meaning that may be manifest in a particular text. It rather allows the researcher to fully understand social reality in a subjective but scientific manner.

This study employed Thematic Data Analysis, a method used to analyse qualitative data. In definition, data analysis is a process which involves the interpretation of data collected or gathered through the use of analytical and logical reasoning to determine patterns, relationships or trends (Maxwell, 2009). In this study, the researcher sought to collect data through interview recordings, observations and discussions. The collected information was organised thematically and categorised, thereafter, interpretations and discussions was done.

### **3.8 Trustworthiness**

The interview guide and observation guide used to collect data in this research was adopted and modified from a study by Mkandawire, et al, (2023). The researcher adopted the two data collection tools because they were similar to what the research was investigating except that the focus of the study and location are different. The other reason for adopting and modifying the data collection tools was to ensure there was trustworthiness in the data to be collected based on its previous usability. Trustworthiness was also maintained in the sense that the collected data was upheld as there was member checking between the researcher and the participants. This was achieved by asking the members to confirm the information they shared by making them listen to their recorded responses or read aloud those responses that were put in writing during data collection for the study.

### **3.9 Ethical Considerations**

Research must be conducted ethically. Ethical issues that arise in educational research specifically can be incredibly deep and intricate and they frequently put researchers in moral binds that may seem remarkably (Cohen et. Al., 2011). Permission and consent was requested from The University of Zambia Ethics Committee and an introductory letter from the Assistant Dean Post Graduate in the School of Education before going into the field for data collection. Also the authority from Mongu District Education office was obtained and later selected where research was conducted. In this regard, all participants gave their consent after the researcher explained the purpose of the study and guarantee them confidentiality of information. All the information was kept confidential including personal interviews.

### **3.10 Summary**

This chapter has looked at methodologies of the research, research paradigm, research study, target population, sample size, sampling techniques, data collection methods and procedure, data analysis, trustworthiness and finally ethical considerations.

## CHAPTER FOUR: PRESENTATION OF FINDINGS

### 4.0 Overview

In the previous chapter, the research methodology governing this study was presented highlighting the research design, population, sample size, methods of data collection and analysis. In this chapter, the findings of the study are presented. The findings are presented following the research questions as outlined in chapter one and these are as follows:

- (i) What language mixing practices are perceived among teachers and pupils in selected multilingual classes of Mongu?
- (ii) When does language mixing occur in multilingual classes among teachers and learners?
- (iii) What is the language mixing practices outside the classroom among teachers and learners?
- (iv) What are the challenges and benefits of language mixing in multilingual settings?

The findings of the study are presented following these research questions and the emerging themes from the data.

### 4. 1 Language mixing practices by teachers and pupils in multilingual classes

The first research question sought to establish language mixing practices by teachers and learners in selected multilingual primary schools of Mongu district. The findings of the study showed that both teachers and learners were mixing languages inside and outside the classroom. The most mentioned languages were Silozi, English, and Bunda. The following are the voices of teachers and learners.

**Teacher 1 from School A:** *Particularly in this class, languages that are used are Silozi and English. I speak about 3 languages but when teaching literacy, I use Silozi mostly but mix with a bit of English sometimes. When learners are communicating with each other in class they use Silozi only even when I am interacting with them. However, when I interact with my fellow teachers inside and outside class I use Silozi with them. In most cases, teachers are the ones who are able to mix languages and it is rare with learners because the majority of the learners only know Silozi.*

**Teacher 2 from School A:** *Silozu and English are used in this class. I speak English, Silozu, Nyanja and Mbunda but during classroom lessons, I only use Silozu and English even when I am just talking to learners. Pupils usually use Silozu when communicating with each other and when I interact with them. When I am teaching initial literacy, I use both English and Silozu. Learners do not switch since the only common language among them is Silozu so it is logical. When chatting with fellow teachers, I mix languages especially English, Silozu and Mbunda. It is not common to hear learners mixing languages whether inside or outside class.*

**Teacher 3 from School A.** *In most cases only Silozu and English are used in my class. I know Silozu, English, Luvale and Tonga. When I am teaching I only teach in Silozu but sometimes I switch to English (when necessary). When I am interacting with learners, I only use Silozu whether inside or outside classroom. Learners also use Silozu when communicating with each other. It is rare to hear any other language inside or outside classroom because other languages are only used at home. However, when I am chatting with my fellow teachers, I use Silozu and English but I have two teachers whom I use Tonga with whenever I interact with them.*

**Teacher 4 from school A:** *Only Silozu and English are used in class but I speak about 4 languages myself. Ofcourse I switch when I am teaching especially during literacy English. However, despite mixing Silozu and English when teaching, learners only use Silozu inside and outside classroom. Therefore, the issue of mixing languages is common especially when I am switching from one subject to another. I sometimes say; ‘amuzuse ma books ya maths’ instead of ‘amuzuse li buka za lipalo’ meaning*

*Take out your Mathematics books.*

*Nevertheless, when I am chatting with my fellow teachers outside, I sometimes use Silozu and sometimes I use English depending on which teacher I am chatting with.*

During classroom observation from school A, teacher 1 used both English and Silozu when teaching Literacy as well as teacher 2, 3 and teacher 4. The researcher observed that teacher 1 was code switching throughout the lesson. Although teacher 2 said she

only used Silozi when interacting with learners, the researcher observed that she unconsciously mixed English and Silozi when talking to the learners. She could use words like [**you, why and who**] while talking with the learner. Just as stated, teacher 3 only used Silozi when interacting with learners. However, the researcher observed that teacher 4 intentionally mixed both Silozi and English especially at the point where she realized that some learners have difficulties in understanding English.

**Pupil 1 from school A:** *In this class, we speak 2 languages only and these are Silozi and English. I only know Silozi so when I am communicating with my fellow learners. I use Silozi both inside the class. Sometimes when teacher is teaching in English, I respond in English too. Yes, teacher uses both Silozi and English when teaching us.*

**Pupil 2 from School A:** *We use Silozi and English in our class. I know Silozi and a bit of English in class but when I am talking to my friends, I use Silozi mostly. I only mix when teacher is asking question which needs me to respond in English. Our teacher teaches us in Silozi and uses a bit of English also.*

**Pupil 3 from School A:** *We only use Silozi in this class but sometimes the teacher also uses English. I only know Silozi so when I am talking to my friends, I use Silozi. During the lesson, my friends use both Silozi and English depending on the lesson. When teacher is teaching in class she uses Silozi most of the times but sometimes she also uses English.*

**Pupil 4 from School A:** *We use Silozi when learning but when I am communicating with my friends I use only Silozi because I do not know how to speak English. When my friends are participating in class they use Silozi while others use English. My teacher uses both English and Silozi when teaching us.*

**Pupil 5 from school A:** *Two languages are spoken in this class and that's Silozi and English. I know and speak Silozi, Mbunda and just a bit of English but I use Silozi when I am talking to my friends in class. Some of my friends use Silozi and some use English when participating in the lesson. When teacher is teaching, she uses Silozi and English.*

**Pupil 6 from School A:** *We have two languages that we use in our class and these are Silozi and English. I speak Silozi and Luvale even though I only use*

*Silozi here at school. When participating in class, I use Silozi but my friends mix both English and Silozi. Teacher also uses Silozi and English when teaching us.*

It was observed that most learners knew Silozi more than they knew English. The researcher also observed that the Learners only used Silozi when communicating to friends in class.

**Teacher 1 from School B:** *Although Silozi is mostly used, we also have English. I speak quite a number of languages. When I am teaching I try by all means to make sure my learners understand what I am teaching even if it means that I have to translate or switch to a different language. Learners only use both Silozi and English when participating in my lesson. Hence when I teach I use Silozi, English and any language that one knows. Unfortunately, at this school, mixing languages is not even allowed but I do it regardless. In short I can say only English and Silozi is spoken in this class. However, I use Silozi when I am communicating with my learners but I have one pupil who does not understand Silozi and so I use English with her. I also use Silozi and English when I am chatting with my fellow teachers.*

**Teacher 2 from School B:** *We are not allowed to switch languages in class because the government want us to use Silozi only and I do not want problems with the Debs officials. The other reason is that when we are teaching literacy to the learners our focus is centred on fluency therefore using any other language might disturb the learning process. Both the learners and myself only use Silozi inside and outside class but when I am chatting with my fellow teachers, I use any language depending on who I am talking to.*

**Teacher 3 from School B:** *The only languages I hear been spoken in this class is Silozi and English even though English is not that commonly used. I speak quite a number of languages. But I use Silozi and English in my lesson just for the learners to understand. I can just say that yes I switch from Silozi to English and vice versa when need arise. When participating, most learners use Silozi and when interacting with me or talking to their friends. However, when I am with fellow teachers I use Silozi most of the time.*

**Teacher 4 from School B:** *Starting from Grade one, I have been using Silozi when teaching initial literacy and I do not switch because Silozi is the official language of instruction of Western Province. Therefore, only Silozi is perceived in this class and I personally use Silozi when I am both teaching and interacting with the learners. Learners also use Silozi when talking to each other. I also use only Silozi with my fellow teachers.*

During class observation, the researcher observed that teacher 1 used both Silozi and English when teaching and interacting with learners even when she stated that mixing languages is not allowed. On the other hand, although teacher 2 said was not allowed to switch from one language to another, during lesson observation, the researcher observed that teacher 2 was switching from Silozi to English unconsciously without realising it. For instance, the teacher asked the learner to read the second sentence saying;

**Bala mubamba wa “number two”** instead of saying

**Bala mubamba wa bubeli.** Meaning read the second sentence.

However, when observing teacher 3, the researcher noted that the teacher mixed both Silozi and English when teaching but when interacting with the learners, only Silozi was used. Nevertheless, teacher 4 was very strict with mixing languages, just as she stated during interviews, the researcher observed that the teacher only used Silozi during the lesson and when talking to the learners.

**Pupil 1 from School B:** *Silozi and English are spoken in this class. I speak Silozi, Nyanja and a bit of English. My friends and I use both Silozi and English when learning in class so yes I switch even though not everyone. When talking to each other we only use Silozi. Teacher uses both Silozi and English to teach us.*

**Pupil 2 from School B:** *About 3 languages are spoken in our class and these include, Silozi, English and Nyanja. I speak 3 languages, Silozi, Bemba and English but when I am in class I only use English and Silozi. During the lesson, some of my friends use both English and Silozi while some use Silozi only. But when we communicate with each other, we use Silozi and Bemba. Our teacher mixes both English and Silozi when teaching.*

**Pupil 3 from School B:** *We only use Silozi and English in our class but my friend and her sister uses Mbunda in class sometimes. I speak Silozi and a bit of English. I switch to English when I am talking to teacher sometimes. Some friends use English, some use Silozi and others use Mbunda when interacting with each other but when talking to teacher, we all use Silozi. Teacher uses Silozi when teaching and sometimes she mixes both Silozi and English.*

**Pupil 4 from School B:** *Only Silozi and English are used in class. I know 3 languages and these are Silozi, Mbunda and a bit of Nyanja. In class, I use Silozi and Mbunda but I only use Mbunda when I am talking to my sister. My friends in class use Silozi and English when we are learning but they use Silozi when they are talking to each other. When teacher is teaching she uses Silozi and a bit of English.*

**Pupil 5 from School B:** *We have 2 languages in this class, Silozi and English. I speak Silozi and a bit of English. During the lesson, teacher mixes both Silozi and English sometimes. When my friends are participating, they respond in both English and Silozi but when they are talking to each other they only use Silozi.*

**Pupil 6 from School B:** *Silozi and English is spoken in this class. I can speak Silozi, Nyanja and a bit of English. When teacher is teaching both English and Silozi are used and when participating my friends and I use both Silozi and English. Learners also use only Silozi when talking to each other.*

The researcher observed that learners from School B understood a bit of English and they were able to switch when answering questions as well as asking for permission to leave the class. The researcher further noted that learners only used Silozi when communicating with each other in class.

**Teacher 1 from school C:** *Silozi and English are used or heard in this class. I can fluently speak Silozi, English and Tonga. Since it is Grade 3 class, I only use Silozi to teach so they can understand better, I do not switch if anything. When I am interacting with them I also use Silozi and when they are interacting with each other they also use Silozi. However, when chatting with my fellow teachers, I use Silozi and English depending on which teacher I am talking to.*

**Teacher 2 from School C:** *Silozi is the only language mainly spoken in this class. I know about 7 languages namely, English, Silozi, Mbunda, Nyanza, Bemba, Tonga and Luvale but I only use Silozi when I am teaching initial literacy to these learners. The reason for this is, the language policy demands us to use regional local languages from grade 1 to 4 so it is not encouraged to mix languages. Learners also use Silozi when communicating with each other inside and outside the classroom. As for me and my fellow teachers we mix both Silozi and English when chatting outside class.*

**Teacher 3 from School C:** *We only have one language which is Silozi. Although English is also used sometimes, learners do not use it to communicate with each other. So when I am teaching I only switch where necessary and this only happens when I am teaching Literacy (English). Sometimes I am forced to translate certain words just to make sure the learners know the meaning of the word. In most cases, I use Silozi when chatting with fellow teachers outside class.*

**Teacher 4 from School C:** *Silozi and English are used in this class but it is not 50/50 because Silozi is mostly used. Besides Silozi and English, I also know Bemba and Mbunda. Thus when teaching, I use both English and Silozi. If anything I only use English when I am translating certain words or giving meaning. The learners also just use Silozi when communicating with each other. Otherwise, as a teacher I use Silozi when chatting and secondary teachers also use English when chatting outside class.*

During interviews with teacher 1 at school C, teacher 1 said only Silozi is used when teaching and that she does not switch to any other language and during lesson observation, the researcher observed that Silozi was highly used when teaching especially when learners were speaking to each other. However, the researcher also observed that, teacher 2 also used only silozi just like teacher 1. Meanwhile, teacher 3 and teacher 4 were codeswitching during their lesson. The two teachers mixed Silozi and English even when communicating with the learners in class.

**Pupil 1 from School C:** *We use only Silozi in this class. I speak Bemba, English and I am learning how to speak Silozi since I am new here. In class I only use English even when talking to teacher while the rest of the class uses Silozi when*

*participating and interacting with teacher. I use English when talking to friends in class though some do not understand. Teacher only uses Silozi when teaching.*

**Pupil 2 from School C:** *Teacher only uses Silozi in class. I know Silozi and I can only understand a bit of English. When my friends and I are talking in class we use only Silozi but also a bit of English only when teacher wants us to contribute in English on few occasions.*

**Pupil 3 from School C:** *Silozi is what we use in our class and it's the only language I know. My friends also speak Silozi when learning and when talking to each other. Teacher also uses only Silozi during class lessons. When participating in the lesson, my friends and I are only able to participate in Silozi.*

**Pupil 4 from School C:** *In my class we only use Silozi and English. I speak Silozi, Nyanja and English but during the lesson I only use Silozi. My fellow learners also use both Silozi and English when participating in the lesson. Teacher only uses Silozi when teaching.*

**Pupil 5 from School C:** *We only use Silozi in my class even though one girl does not know Silozi so teacher uses English with her. I know how to speak Silozi and Tonga and English though I only understand few things in English. In class, my friends only use Silozi when contributing to the lesson and when talking to each other.*

**Pupil 6 from School C:** *Teacher only uses Silozi in class. I know Silozi and a bit of English though I only use Silozi when participating in class. My friends also use Silozi when participating and also when talking to each other. Teacher does not mix because she only uses Silozi most of the times.*

It was observed that during the interviews with the learners that most of them said that teacher used Silozi when teaching with little or no mix of English. However, the researcher also observed that the teacher actually used only Silozi teaching literacy in Silozi and mixed both Silozi and English when teaching Literacy in English.

**Teacher 1 from School D:** *Only Silozi is used in this class. I speak about 5 languages namely, Silozi, Luvale, Kikaonde, a bit of Nyanja and English but when I am teaching initial literacy I use Silozi since it is the official language of*

Western province. I cannot say I switch because when I am teaching literacy Silozi I use Silozi without switching but when I am teaching literacy English I see the need to switch and translate some of the words. Equally, the learners use Silozi during the lesson and when communicating with each other. However, when I am chatting with my fellow teachers, I use Silozi and Luvale depending on which teacher I am talking to. In most cases, both teachers and learners use only Silozi when interacting and English is used during the assembly.

**Teacher 2 from School D:** *The only language used in this class is Silozi. I speak Silozi, Luvale and English but when I am teaching I use Silozi and English in class. During my lesson, switching only becomes an option when I want to translate or explain more about a certain word. This is common when I am teaching literacy English where some words might not be understood. Whether inside or outside the classroom, learners use Silozi when interacting with each other. I only use Silozi when I am chatting with fellow teachers outside class.*

**Teacher 3 from School D:** *In this class, about four languages are heard among learners and these include, Silozi, Nyanja, English and Bemba. I speak Silozi, Nyanja, Tonga, Luvale and English but when I am teaching, I use Silozi and English only. In class, I only switch when I am teaching English since every other subject is taught in Silozi. Some learners communicate with each other in English, others in Silozi and we have one student who recently joined this class and he only knows Bemba so those who know Bemba communicate with him in Bemba. When chatting or talking with my fellow teachers outside class, I use Silozi and English most of the time and sometimes I mix both.*

**Teacher 4 from School D:** *The most spoken languages in this class are Silozi, English and Nyanja with one learner who was transferred to this school last term. I speak, Silozi, English and a bit of Nyanja. But I use Silozi and English when teaching and learners participate using Silozi and English. When talking to each other, they use only Silozi and I also use Silozi when interacting with them but when I interact with my fellow teachers outside the classroom, I mix both Silozi and English.*

Teacher 1 and teacher 2 said that switching from Silozi to English only happens when they feel the need to translate certain words. Meanwhile, during observation, the researcher observed that the 2 teachers did not only mixed the two languages through translating words but also in their teaching process. However, in an interview, teacher 3 and teacher 4 said they had more than 2 languages in their classes therefore the researcher observed that they used both English and Silozi when teaching and interacting with their learners.

**Pupil 1 from school D:** *In our class, we use Silozi and English. I speak Silozi, Nyanja and English though I just understand without speaking it. When participating in the lesson, my friends and I mix Silozi and English depending on the question. Teacher also mixes Silozi and English when teaching.*

**Pupil 2 from School D:** *We use Silozi and English in this class. When learning, I mix both Silozi and English just like my friends does. When learning we mix but when we are generally talking to each other we only use Silozi. Teacher also mixes Silozi and English when teaching.*

**Pupil 3 from School D:** *Silozi and English are used in our class. Let me just say that I only speak Silozi because with English I don't really understand most of the things. Therefore, when participating, I only use Silozi. When answering questions, some of my friends mix both Silozi and English but when communicating with each other, they only use Silozi.*

**Pupil 4 from School D:** *Silozi and English. I know Silozi and understand a bit of English. When learning, I use both Silozi and English just like my friends but when we are interacting with each other, we do not mix languages. However, teacher mixes both English and Silozi when teaching.*

**Pupil 5 from School D:** *Teacher uses Silozi and English. I know about 4 languages which include Silozi, Nyanja, Mbunda and English. My friends use English and Silozi when participating but when they communicate with each other, they use only Silozi. Our teacher mixes both Silozi and English especially when teaching Literacy in English.*

**Pupil 6 from School D:** *We use two languages in our class, Silozi and English. I speak Tonga, Silozi and a bit of English even though when teacher is teaching,*

*I only use Silozi and English. Most of my friends only use Silozi when participating in the lesson and also when talking to each other in class.*

Most of the learners used Silozi when communicating with each other and but also switch to English when responding to the teacher depending what was asked.

#### **4.2 When does language mixing occur in multilingual classes among teachers and learners?**

The second research question sought to understand when language mixing practices occurs in selected multilingual primary schools of Mongu district. The findings showed that both teachers and learners were mixing languages at some point especially when answering questions during the lesson. Some teachers further said that they normally mix both Silozi and English when translating and usually codeswitch when teaching Literacy in English. The most mentioned languages were Silozi and English even though some teachers purely used Silozi throughout the classroom lesson saying that they are to use only Silozi when teaching Literacy in Silozi and use only English when teaching Literacy English even though they codeswitch sometimes. The following sub titles merged from the second research objective;

##### **4.2.1 When learners cannot understand the official language**

Multiple teachers reported that they switched from one language to another when they noticed that some learners were not understanding the official language of instruction (Silozi). This statement was confirmed during lesson observation as teachers mixed English and Silozi. The following are their voices;

**Teacher 3 from School D:** *I immediately switch to Silozi when I notice that learners do not understand what I am talking about. Learners also feel the need to switch when they cannot freely express themselves and I also switch to Silozi when I am giving instruction on how to go about whatever I am teaching about especially when I give an exercise.*

**Teacher 1 from school A:** *What makes me switch languages is the fact that learners do not understand English like they understand Silozi so I am forced to translanguage and code switch. Learners only switch when responding to questions. During my lesson, I feel the need to switch languages when I notice*

*that learners do not understand what I am teaching due to language barrier especially to those new learners who do not understand even Silozi.*

**Teacher 2 from School A:** *I switch languages sometimes when I am introducing words that are not known by the learners and ask them to tell me what they think the words mean in a language of their choice, at this point, learners mix Silozi and English as they give answers. I feel the need to switch languages when explaining, so that learners fully understand. It is rare to find learners who do not understand Silozi at this point because I have been their teacher right from Grade 1 and Silozi is the same language used in their communities. This makes teaching easy for me.*

**Teacher 1 from School C:** *I actually have no worries of mixing or switching when I am teaching Literacy in Silozi because all the learners are able to understand Silozi. I do not have any learner who do not know Silozi even when they come from various homes with different language background.*

**Pupil 1 from School D:** *What makes me switch languages is when teacher asks me to read a word in English that is written on the board. Sometimes I try to read certain words but some are difficult and when she asks me to respond in English I sometimes use Silozi instead because I do not know English. I end up mixing languages whenever I do not understand.*

**Pupil 6 from School C:** *I do not know Silozi so I switch to English even when we are learning Literacy in Silozi. The only other language I know is Bemba and only 2 of my friends are able to communicate with me in Bemba. I use English when I communicate with teacher and she also uses English although she encourages me to try my best to learn Silozi.*

**Pupil 3 from School D:** *I do not really switch because I do not know how to speak English. Teacher always switches when she is teaching us literacy in English when she observes that we cannot understand most of the things said in English. I understand Silozi more than English. Well some of my friends do not understand English at all.*

Some teachers reported that they mix languages when they note that their learners do not understand the official language (Silozi and English). The researcher observed that

using English only disadvantages the learners especially if certain words are being introduced for the first time. Teachers actually mix language when they observe that learners do not understand what is being taught. similar situations make learners to mix languages too.

#### **4.2.2 Unconscious Mixing of Languages**

A number of teachers reported that they mixed languages unconsciously in most cases even when they did not want to. During lesson observation, the statement was confirmed that teachers unconsciously mixed languages in the teaching and learning process. The following are the voices of teachers and learners;

**Teacher 3 from School A:** *I don't even realise how it happens sometimes because I just substitute words like "listen" instead of saying it in Silozi. At times I also shout "stop making noise" instead of saying so in Silozi. I must say I am so lucky all learner understands Silozi so I do not have to worry about non speakers Silozi.*

**Teacher 3 from School B:** *It is so unfortunate that non speakers of the language of instruction are not really considered during lesson. I mean, when I am teaching, I do not translate or mix due to the rules of teaching literacy. The focus is on fluency in the target language so mixing with other languages might just disturb learning process. Although I do not have learners who do not understand Silozi at the moment, such learners are given homework and reader books which help them to learn the official language faster. I feel it is easier for teachers to handle non speakers of the language when they have a positive attitude towards learning the language otherwise it takes time than it should.*

Even the teacher 3 from school B claimed not to switch or translate words, it was observed that during the lesson she mixed through translation from and to English and Silozi. This was observed during Literacy in Silozi when she was teaching about punctuation when learners gave answers like full stop, comma or question marks, capital letters. For example, during literacy in Silozi as they were revising, the teacher wrote a sentence on the board and asked learner to identify what was missing or wrong with the sentence. One learner answered mixing both Si lozi and English saying;

‘Teacher, amusika n’ola full stop’. meaning ‘Teacher you have not put the *full stop*’.

*And teacher translated what a full stop is in Silozi saying; in Silozi it is called mubamba.*

**Teacher 1 from school C:** *Silozi and English are used or heard in this class. I can fluently speak Silozi, English and Tonga. But when I am teaching, I try by all means to avoid mixing with any other language unfortunately I mix unknowingly and realize later on that I have used more than one language in a statement.*

**Teacher 2 from School D:** *The fact that learners do not understand English compared to the way they understand Silozi makes me switch. If I use only English throughout the lesson, they would not learn anything. Learners only switch when answering questions or asking for permission to leave the class. I do not have learners who do not understand Silozi at the moment. I know that they speak different languages from their homes but when they come here I need to remind them that only Silozi and English can be used. Learners do not necessarily switch language but rather mix languages.*

**Pupil 5 from School D:** *When communicating to teacher, I use either Silozi or English sometimes I donot even realise it. I think teacher switches whenever she wants to. sometimes, I switch to Mbunda or Nyanja when talking to my friends. I understand all the languages spoken in this class. We do not really have any learner who does not understand Silozi.*

**Pupil 6 from School D:** *What makes me switch languages is that I do not know how to say some things in one language but might have the perfect words in the other language hence the switch but I try by all means to stick to Silozi when communicating with teacher. Our teacher rarely switches because most of us know Silozi more than we know English so she mixes and ends up using Silozi more than English.*

In an interview, most teachers stated that they did not mix languages when teaching but preferred to use Silozi especially that the majority of the learners knew Silozi. However, it was observed that they unconsciously mixed Silozi and English in their lessons. On

the contrary, the researcher observed that most learners intentionally mixed languages especially English. For example one learner came up to the teacher and said *Teacher, nakona kuya kwa toilet*? meaning *Teacher can I go to the toilet*?

#### **4.2.3 The Subject to Teach Dictated the Language to Prioritise**

Teachers mixed languages depending on the subject. Most teachers stated that when teaching Literacy in English they felt the need to use Silozi also because learners would not understand the lesson if English were to be used throughout the lesson. These statements were confirmed during the classroom observation. Below are the voices of both teachers and learners.

**Teacher 4 from School A:** *When I am teaching literacy in English I use both Silozi and English on purpose during the lessons because I want to make sure that they break through to literacy in both English and Silozi since they will be learning in English from Grade 5 onwards. I also deliberately ask learners to translate certain words from English to Silozi. Last year, I had 2 learners who did not know Silozi and I was forced to create special time for teaching them. I also gave them home works and involved their parents. I also encourage parents to let their children play with their fellow friends so that they can learn fast.*

**Teacher 1 from School B:** *Since we are not allowed to switch or mix languages, I am supposed to stick only to Silozi when I am teaching Literacy in Silozi and stick only to English when I am teaching Literacy in English but this does not work. Therefore, whenever it is time for Literacy in Silozi I used Silozi only but during Literacy in English I mixed both English and Silozi so that learners can understand better. Learners also mix when they are able otherwise most of my learners do not mix at all.*

**Teacher 2 from School B:** *When we teach literacy in Silozi so we use only Silozi as a medium of instruction throughout the lesson and the same happens when we teach literacy in English. Moreover, all the learners understand Silozi so I really do not worry about switching to any other language.*

**Pupil 1 from School B:** *The only time I switch to English is when teacher is teaching Literacy in English and when I am asking for permission to go to the*

*toilet. I understand Silozi more than English just like any other child in our class. We do not have learners who do not understand Silozi.*

**Pupil 1 from school A:** *I switch when I am responding to teacher during Literacy in English. Teacher tries to mix Silozi and English when teaching us English so she also encourages us to participate in English where possible.*

Both teachers and learners admitted that they mixed Silozi and English and any available language when teaching Literacy in English this is because the majority of the learners did not fully understand English hence the need to mix with Silozi. If anything, teachers were code switching when teaching in the classroom lesson.

#### 4.2.4 When they come in contact with a new or strange learner/ person

Both teachers and learners reported that in certain instances, they mixed languages whenever they are in contact with a new person who is not familiar with the official language or English. Below are their voices;

**Teacher 2 from school D:** *I have two non-speakers of Silozi of which one knows Tonga and the other knows Bemba. After class, I call them and explain to them what I was teaching and I also encourage their parents to let them interact or play with their friends so that they can learn Silozi even faster.*

**Teacher 2 from School C:** *I do not have learners who do not understand Silozi but I am compelled to switch to Silozi when I am teaching Literacy in English because most learner do not understand English at all. These learners use only Silozi and I have a good number of learners who do not actually understand English so I use Silozi just to make sure they understand what I am teaching. Literacy is normally given 1 hour but here it is given 30min which is not enough therefore, I use cards where I write different words that I would teach to learners other than spending time writing on the board. I then ask all pupils to participate by asking them to pick a card and read whatever word is written on it.*

**Teacher 4 from School C.** *The fact that Silozi is the official language and mostly used by almost all learners, I use it to explain what I am teaching in English so that learners understand better. But sometimes I switch when I have*

*new learners who do not know Silozi and they becomes my number one reason to mix languages. Even though most learner know Silozi, English is a big challenge to them so when I am teaching, I deliberately mix some words in English so that they are familiar with some English words.*

**Pupil 2 from School B:** *What makes me switch languages is the fact that I have friends who only know Nyanja and teacher who uses English sometimes. So when I am talking to teacher, I use Silozi and English and when I am talking to my friends, I use Nyanja and English. I switch depending with the person I am talking to because I understand and speak all the languages spoken in our class. Some of my friends do not fully understand English so I sometimes explain to them in Silozi.*

**Pupil 4 from School B:** *I switch to Mbunda when I am talking to my sister since she does not understand Silozi and switch to Silozi when talking to teacher. Teacher switches to Silozi when she wants to explain a title or translating something. I feel the need to switch whenever I am talking to my sister. Yes, I understand Silozi and a bit of English. my sister only understands Mbunda so I always translate for her in class and also at home.*

**Pupil 1 from School C:** *I cannot say I switch because I do not know Silozi so I only use English when speaking in class. Teacher does not switch during the lesson. The only time she switches from Silozi to English is when she is explaining to me after teaching. I do not understand Silozi and they do not understand Bemba so it is very hard for me to switch hence the only language I use is English with our teacher. Therefore, it is very hard to even communicate with my friends because they do not even know English. Thus, we always involve our teacher to translate some things I say.*

**Pupil 5 from School C:** *The fact that I forget certain words in one language makes me switch to another language. Teacher does not switch, she only switches to English when she is explaining to the new girl who only knows Tonga and English. Each time I want to talk to this girl, I switch and to Tonga. Sometimes she asks me what certain Silozi words mean and I help by explaining to her in Tonga.*

According to what the researcher observed both teachers and learners mixed languages whenever they were in contact with the new learner regardless of the language. It was also observed that teachers also took note of learners who did not know the official language which is English and they made sure to mix Silozi during Literacy in English. Learners on the other hand mixed languages depending on which learner they are talking to (is it a new comer or not).

#### **4.2.5 When answering question and when translating words**

The teachers reported that most of the times they mixed languages upon observing that their learners are not understand certain words hence the need to translate certain words. The researcher also observed that if learners do not understand, they missed the instructions and got the exercise wrong. The learners on the other hand reported that they mostly mixed languages when responding to questions. The following are their responses;

**Teacher 4 from School B:** *I sometimes secretly translate certain words especially during literacy in English because some learners do not understand most of the words in English. meaning each time I realise that some words need translation, I switch to Silozi or English. Sometimes I ask learners to tell me what they think about the words before I translate for them.*

**Teacher 4 from School D:** *What makes me switch is the fact that I need to ensure my learners are understanding what I am teaching. I don't think learners switch at this stage because they are more exposed to one language. I also switch when I want to translate a word or explain a certain word from English to Silozi and vice versa. In this class, all learners understand Silozi, they only have a problem with English. I have less difficult in teaching with learners because Silozi is used everywhere which makes it easy for them to be handled.*

**Pupil 5 from School A:** *I switch when answering questions and when I am talking to teacher sometimes. Teacher also switches languages when she wants to make us understand what she is teaching. I understand both Silozi and English. we all understand the two language.*

**Pupil 2 from School C:** *When teacher asks me to use English when I am responding to her question. Teacher switches when she wants to make us*

*understand what she is teaching. I fully understand Silozi but I have trouble understanding English. everyone understands Silozi so communicating amongst ourselves is very simple.*

**Pupil 4 from School C:** *I switch when I am responding to teacher's questions during the lesson and sometimes to my friends too. Teacher switches so that we can understand what she is teaching by translating and interpreting what she is saying. I feel the need to switch when I am talking to my friends and when talking to teacher and vice versa. Yes, I understand all languages used in our class although I can barely speak English just like my friends. We all communicate using Silozi only most of the times.*

**Pupil 2 from School D:** *I switch because teacher asks us to respond in English also when asking for permission to leave the room. We do not have any learner who does not know Silozi and even though the majority some do not completely understand English.*

It was observed that some teachers were translanguaging during the lesson upon realizing that some learners do not understand certain words in English. On the other hand, other teachers reported that they actually mixed languages when introducing new words to the learners translating into Silozi and vice versa. Meanwhile other teachers also mixed languages when she asks questions and learners gave answers in both Silozi and English.

#### **4.3 Language mixing practices outside the classroom among teachers and learners.**

The third research question sought to understand what language mixing practices occurs outside the classroom among teachers and learners in selected multilingual primary schools of Mongu district. The findings of the study showed that teachers were and mixing languages outside the classroom while most learners only used Silozi outside classroom. Some teachers further said that they normally mix both Silozi and English when communicating with their fellow teachers. The most mentioned languages were Silozi and English even though some teachers used Nyanja, Bemba, Tonga and Luvale outside the classroom. The following are the voices of teachers and learners.

#### **4.3.1 Language Mixing Outside the Classroom but Within the School Environment**

Teachers and learners reported that besides the two official languages (Silozi and English), other languages were also heard outside the classroom but within the school environment. The statement was confirmed during the interviews with different teachers and learners. The following are the voices of teachers and learners;

**Teacher 1 from School A:** *Many languages are spoken outside the classroom but the majority of the learners use Silozi when interacting with others. Some teachers also use silozi while others use English when chatting outside the classroom. Personally, I use both Silozi and English when I am at home. When learners interact with their parents at school, they use Silozi others use Mbunda and a few use English. During assembly, English and Silozi are used to pass information to both the teachers and the learners.*

**Teacher 4 from School B:** *When learners are playing outside they normally use Silozi. As for teachers, the language used depends on which teacher you are talking to, some use Silozi when chatting while others use English. During school assembly both English and Silozi is used when making announcements.*

**Teacher 2 from School A:** *When children are playing outside the classroom they use Silozi most of the times. Meanwhile, when teachers are chatting outside the classroom they use English and Silozi. I personally use Silozi with my fellow teachers because it is my mother tongue. When parents visit the school, they use the language they use at home to communicate with their child while some use Silozi, Mbunda and very few are heard using Luvale, Nyanja or Tonga. During assembly, both Silozi and English is used.*

**Teacher 1 from School D:** *Learners usually use Silozi when playing outside. Unlike learners, teachers tend to use different languages depending on which teacher they are talking to. Some teachers use English, others use Silozi and I know two teachers who use Tonga when chatting within the school premises. At school, most learners School B is somehow located in the centre of town so many different languages are spoken in the communities. Languages like, Bemba, Nyanja, Tonga, Mbunda, Luvale, Kikaonde, French including English are spoken. I personally use Silozi, Bemba and sometimes English at home.*

**Teacher 2 from School D:** *because we have some learners who only understands Nyanja, Bemba and English, I am certain that these are the same languages used when playing outside the classroom. I say so because some learners who befriend them try by all means to mix Silozi and their language so that they can play or understand each other. The same happens to teachers when they are chatting outside, sometimes we switch when a third teacher joins so as to use a language that can be understood by all.*

Teachers reported that the majority of learners only used Silozi when playing with other outside the classroom and only a few were able to mix because they had few friends who did not know the familiar language hence they mixed to their languages. Unlike the learners, teachers mixed languages while chatting with their fellow teachers outside the classroom. teachers further reported that the language they used was dependant of which teacher they are chatting with.

**Pupil 1 from school A:** *I use Silozi when I am playing outside the classroom but when teachers are chatting with fellow teachers, they use English and Silozi. I have friends who play with some learners who do not know Silozi so when I am with them I do not talk much because I do not know their language which is Nyanja. My friends also use different languages when talking to their parents here at school, some use Mbunda while some use Silozi, Nyanja, and Bemba.*

**Pupil 1 from School D:** *When playing with friends during break time I use Silozi with my friends because all my friends know Silozi. Some teachers use English while others use Silozi when chatting with their fellow teachers outside the classroom also.*

**Pupil 2 from School B:** *I use Bemba and Silozi when playing outside. Teachers use both Silozi, English and Mbunda sometimes when chatting with fellow teachers. When I am home, I use Bemba and English when I am talking to my mother. I hear most of my friends using Silozi when communicating with their parents at school. During assembly, Silozi is mostly used.*

**Pupil 3 from School C:** *I use Silozi and Mbunda when playing outside classroom for the sake of my sister who only knows Mbunda. I hear teachers using both Silozi and English when chatting even though most of them only use Silozi. However, when I am home, I use Mbunda with grandmother and Silozi*

*with home friends. Most of my friends use Silozi when interacting with parents at school. We rarely have assembly but Silozi is mostly used. In the school community, some people use Bemba, Nyanja and Tonga.*

**Pupil 2 from School C:** *When playing outside, I use only Silozi with my friends. But when teachers are chatting, they mix languages like English, Silozi and Nyanja depending on who they are chatting with. Languages like Bemba, Nyanja, Tonga, Mbunda and Luvale. However, I use silozi when communicating with people at home. just like me, my friends also use Silozi when interacting with their parents at school.*

**Pupil 6 from School C:** *When playing with friends during break time, I use Silozi. Most teachers use Silozi when chatting. Apart from Silozi and English, people also speak Nyanja, Bemba, Tonga, Mbunda, and Luvale outside the school areas. Whenever, I am home, I use Silozi with people at home. My friends also use Silozi outside the school.*

**Pupil 1 from School C:** *Since I do not understand Silozi I rarely mingle with friends during break time. Some teachers use English while some use Silozi when chatting outside classroom. Meanwhile at home I only use Bemba and English. Most of my friends use Silozi when interacting with parents at school*

Almost all the learners used only silozi when playing outside. Even though most of them said their teachers used Silozi when chatting, it was observed that actually teachers used different languages like Nyanja, Tonga and English outside the classroom.

#### **4.3.2 Language Mixing Outside the School Environment**

The teachers and learners reported that a number of languages were heard from the outside school communities where they lived. Apart from the official languages, Tonga, Bemba, Nyanja, Luvale, Kikaonde and Mbunda were also used on a daily basis as languages of communication the communities. The following were the voices of teachers and learners who confirmed the earlier stated information;

**Teacher 1 from school B:** *In the community people use Nyanja, Mbunda, Bemba, Tonga Lucazi, Silozi and English when communicating. However, when I am home, I use Silozi and Tonga to communicate with the people there. The*

*language that learners use with their parents depends on what language they use back at home so if a child uses Tonga at home, then the same Tonga will be used when communicating with parents at school.*

**Teacher 2 from School D:** *Apart from the two official languages, languages like, Nyanja, Tonga, Luvale, Mbunda, Lamba and Bemba are used on a daily basis by different people in the community. But when I am talking to my people at my place, I use Silozi and English. For those who do not know Silozi, they use their own languages like Bemba and Nyanja but as for the rest, Silozi is used when interacting with their parents.*

**Teacher 3 from School A:** *Outside the school, we have other languages like Mbunda, Luvale and a bit of Nyanja. I use Silozi and sometimes English when I am communicating with my children at home.*

**Teacher 3 from School C:** *We have a number of languages in the school community other than Silozi and English and these languages include Mbunda, Luvale, Bemba, Tonga and Kikaonde. Hence when parents come to school, they all use different languages when talking to their children depending on the language they use at home. I personally use Silozi and English when I am communicating with my children and everyone else at home.*

**Teacher 3 from School B:** *Back home, everyone uses different languages. Some use Silozi, others use English and others use Bemba and Nyanja when playing. In most cases, Teachers use either Silozi or English when chatting with their fellow teachers. Even though Silozi is mostly used, other languages like Nyanja, Bemba, Tonga, Luvale are also used in community. When learners are talking with their parents, most of them use Silozi but few use English, Nyanja and Bemba. Meanwhile, during assembly Silozi and a bit of English is used to address the school.*

**Teacher 4 from School D:** *There are a number of languages spoken in the school community and these languages include, Silozi, Bemba, Nyanja, Tonga, Luvale and Kikaonde. Otherwise, I use Silozi and Nyanja as well as English when I am home. Most learners use Silozi when they interact with their parents here at school.*

*Most teachers acknowledged a number of languages present in their school communities and some reported that they used non official languages for communication back at their homes. Some teachers said they used languages like Tonga and Mbunda when communicating with their people at home. however, other languages mentioned include; Nyanja, Bemba, Luvale, Kikaonde and Mbunda.*

**Pupil 2 from School A:** *Back home, I hear a lot of languages being used. Our neighbour back home uses Mbunda with his family, other people use Tonga and Luvale when communicating and I use Silozi with people at home. Nyanja, Kikaonde and Bemba are commonly used especially in the markets.*

**Pupil 6 from School B:** *Other than English and Silozi, people in the community use different languages. For example, Bemba, Nyanja, Tonga, Mbunda, Luvale Kikaonde and Tumbuka are the main languages in the community. I also use Silozi and Mbunda when I home with family and friends.*

**Pupil 4 from School B:** *Out in the school community, we have languages like, Mbunda, Luvale, Bemba, Nyanja and Tonga being spoken. As for me, I use both Silozi and Mbunda when I am communicating with people at home and when I am playing with home friends. Some friends use English and Silozi when interacting with their parents at school. Only those at higher grades have assembly and when they do, both English and Silozi are used.*

**Pupil 4 from School C:** *In the community, people use languages like Bemba, Nyanja, Tonga, Mbunda, Luvale, Kaonde and I have neighbours who use Portuguese. I come from a home where Nyanja is used therefore, I too use Nyanja. Most of my friends use Silozi with their parents here at school.*

**Pupil 6 from School A:** *People use different languages in our communities especially in the market place. For example, others speak Nyanja, Bemba, others Mbunda and Tonga. Some also speak Kikaonde and Luvale. I Personally use only Silozi when talking to my parents. Most of my friends use Silozi when interacting with their parents at school.*

**Pupil 5 from School D:** *Away from English and Silozi, people in the community also use Nyanja, Tonga, Bemba, Mbunda, Luvale and Kaonde to communicate.*

*However, I use Silozi and Luvale at home. Most learners also use Silozi once they leave the school premises and also when interacting with their parents.*

**Pupil 6 from School D:** *In the community, people also use languages like Tonga, Mbunda, Luvale, Nyanja and Bemba to carry on with their daily businesses. As for me, I use Tonga and Silozi at home. Most learners use Silozi also after school and whatever language used at home to interact with their parents at school.*

The learners reported that different languages were also used in their community and showed that even though they could not speak all of them, the majority of learners came from homes where Silozi was used as a language of communication. Nevertheless, the fact that they came from such language background, it proves that they indeed came from a multilingual community.

#### **4.4 Challenges and benefits of language mixing in multilingual settings.**

The last research question sought to find out the challenges and benefits of language mixing practices in selected multilingual primary schools of Mongu district. The findings of the study showed that some teachers like the idea of language mixing while others did not. Some teachers said language mixing helps the learner to fully understand the lesson while some teachers said only Silozi should be used because language mixing is only a disturbance to the learning process. The following are the voices of teachers and learners.

##### **4.4.1 Challenges of Language Mixing Practices Inside Classroom**

Both teachers and learners reported some challenges they faced with language mixing practices in the classroom. The observation confirmed some challenges of language mixings that teachers and learners encountered. The following are the voices of teachers and learners;

**Teacher 1 from School A:** *Mixing languages when I am teaching is somehow a challenge. Learners find it difficult to differentiate Silozi and English sounds so reading becomes a challenge. For example, the way /b/ is sounded in Silozi is different from English so whenever I ask learners to read certain words starting with /b/ in English they mispronounce the words. However, they are able to read Silozi which is an advantage. But when they read English they*

*pronounce words like they are reading Silozi. if possible, same teachers should be maintained from Grade 1 to 3 so that learner do not suffer the issue of changing teachers. I also feel one language should be maintained as medium of instruction till Grade 3. For teachers who feel multilingual classes are hard to handle, I would like demonstrate to them how it should be done.*

**Teacher 2 from School B:** *Although we only use two languages to teach, other unofficial languages are heard spoken outside the classroom. The challenge is that when teaching English, I am expected to teach in English and most of these learners do not understand English. However, this is not the case because I switch to Silozi. Sometimes I just translate words and explain in Silozi. Learners are able to read Silozi with less difficulties compared to English. I somehow support the system because we should embrace our languages first.*

**Teacher 2 from School A:** *The fact that learners learn entirely in Silozi becomes hard for them to learn English which is a big challenge to us teachers. I say so because learners fail to learn English after learning Silozi first. This means that they will have to learn the basics of English from sounds which is even confusing to them because at that time they had already learnt sounds in Silozi. When I am teaching literacy English, I have to teach in Silozi which I don't think should be the case. The literacy books we have are written in Silozi which I feel English could have been better. The rule is that learners should learn and be taught in local languages till Grade 5 where English should be used as a medium of instruction.*

**Teacher 1 from School B:** *My general view on multilingual schools is that teachers need to be professionally taught how to handle learners who understand different languages. I have a challenge when teaching a class with non-speakers of Silozi because we are not allowed to use any other language when we are teaching apart from Silozi. I have one pupil who does not understand Silozi but luckily she understands English. However, it is a good thing that the majority of the class understands Silozi and a bad thing that teachers are not allowed to mix languages so learners who do not understand are given reader books and parents are involved through homework. Other than*

*that, there is nothing much I can do for the learner whether they understand or not. Therefore, I would recommend that primary teachers should be allowed to mix languages so that non-speakers of the language can also understand what is being taught and probably participate.*

**Teacher 3 from School B:** *To me Language mixing only becomes a challenge when I completely do not know the language of a new comer. For example, last year I had a pupil from Angola who only new French and Portuguese which I did not know at all. The biggest part was that she did not cooperate with me because she literally refused to learn Silozi and English. Luckily, that family moved to Lusaka just after one term which was a relief to me. Like I said before, it is only easy to teach multilingual schools if you know quite a good number. Therefore, I would recommend that teachers the ministry of education should revise the system and allow all local languages to be used as medium of instruction so that all languages present can benefit. This would also force primary teachers to personally have interest in learning other languages.*

**Teacher 4 from School B:** *This is Western Province and Silozi is used as a medium of instruction here so having any other languages besides Silozi and English becomes a challenge. I do not have any challenge because my learners understand the language of instruction. But I think the challenge with those who teach multilingual classes is that they have difficulties in insuring every learner understands the lesson in their various languages. That is why Silozi should continue to be used as medium of instruction like it is.*

**Teacher 2 from School C:** *My general view on language schools is that books are all books from Grade four and above they are written in English which becomes completely new to them. I think learners know Silozi because it is the regional language for Western province which becomes an added advantage. But a big disadvantage for new comers who come from other parts of the country where a different language is used. At this age English is also a barrier to them since they do not understand. Therefore, to my fellow teachers, we should not only focus on using Silozi when teaching just because it is recommended instead translate and mix languages where possible. Otherwise,*

*if it were up to me, all subjects should be taught in English only then local languages when it is time for them.*

**Teacher 2 from School D:** *Teaching a multilingual class is very interesting but involving and challenging at the same time. I always have to question myself if what has been taught is clear to every learner or not. I have slow learners who always have difficulties in understanding English and I have to struggle to explain to them in Silozi. The challenge is managing the little time allocated to subjects because I have to repeat the same things in another language.*

A number of teachers stated different challenges that they encountered when teaching multilingual classrooms. It was also observed that not only did teachers have challenges with learners who were not familiar with Silozi but also the majority of learners who did not understand English. Most of the learners could not read, the teacher shared her book when teaching stating that the school does not have enough learning and teaching materials. Poor time management of time and bad attitudes towards local languages.

**Pupil 4 from School A:** *It is challenging especially when it comes to reading. I can read Silozi but I cannot read English. I find it hard to pronounce certain words. The disadvantage is that some learners will be confused learning with different languages.*

**Pupil 1 from school A:** *Sometimes I do not understand when teacher uses too much English. I always have to ask what she means in Silozi. The main challenge is understanding the language being used and this makes me fail to participate even when I want to. When teacher does not translate then I will miss out a lot. This is why I think we should be learning in Silozi so that teacher does not have the trouble of translating.*

**Pupil 1 from School C:** *It is a big challenge to me especially that I do not know Silozi and teacher only uses Silozi when teaching in class. It could have been better if teacher uses both Silozi and English. The benefit of learning in two languages is that if you do not understand one language you can understand the other language which makes language mixing a good idea. In the future, teachers should be mixing languages so that those who do not understand Silozi can understand English and vice versa.*

**Pupil 3 from School D:** *The challenge is I fail to participate in terms of expressing myself especially when we are learning Literacy in English. I actually keep answers to myself if teacher says I should respond in English. The other challenge is that teacher has to interpret and translate almost everything which is time wasting. Learning in one language is straightforward because we move at the same pace.*

**Pupil 5 from School C:** *The only time teacher mixes languages is when she is talking to the new learner by switching to English. The disadvantage is that we get to learn many languages at a goal making us less competent in our own mother tongue. You will find that I will know a bit of all the languages and fail to have a full conversation in one language without mixing with another language. I think it is good that teacher only uses Silozi when teaching us.*

**Pupil 2 from School B:** *It is difficult to understand if they use only English to teach. The problem is teacher takes time to explain to us till we understand. Even if teacher uses many languages to teach, the learners will always have challenges if they do not understand the language so it is a two-way thing. I wish teachers would just use English right from Grade 1 so that we do not have so much challenges like we do now.*

The majority of the learners said that the main challenge is the fact that they could not understand English. It was also observed that the majority of learners could not read English compared to how well they read Silozi. The researcher further observed that when learners were reading in English they pronounced words like they were reading Silozi just as some teachers reported. It was also observed that most learners read in Silozi better than they read in English also when participating, most learners were actively participating during literacy Silozi than literacy English.

#### **4.4.2 Benefits of Language Mixing Practices Inside Classroom**

**Teacher 3 from School A:** *The benefits however is that learners who do not know the official language are not left behind because I translate and explain to them in the language they understand. Language mixing should start from Grade one so that learners get used to it than it is at hand. teachers should be having workshops where teaching literacy is demonstrated to them. The*

*advantage is that learners actually learn fast and begin to understand new languages.*

**Teacher 4 from School A:** *The benefit of language mixing practices in a classroom is that it gives the learners the confidence to participate in the lesson. This is a plus for me because learners are able to understand when I am teaching. Learning with two languages or more helps to understand better in the other language. Therefore, mixing languages is a very good idea because one is free to participate in the language of their choice. Teachers should continue to mix languages as they teach because at this early stage, learners learn really fast.*

**Pupil 4 from School D:** *The big challenge is I have a correct answer but I cannot express myself in English so I keep answers to myself. The advantage is that we learn other languages fast. Another benefit is that we are allowed to use other languages in class and actively participate in the lesson. Therefore, teachers should just stick to using Silozi. understand some things.*

**Teacher 3 from School D:** *To me, mixing languages expands my vocabulary not only in one language but in more than one language. Both teachers and learners learn from each other as languages are being shared. However, non-speakers of the languages catch up so fast when I stick to the language of instruction, they begin to understand and try to participate during class lesson. Through teaching multilingual classes, I also get to benefit by learning the pupil's language. Sometimes I ask learners to translate certain words in their languages and I get to learn new terms. Well, I would recommend that primary teachers for literacy and languages should undergo language training so that they can learn how to teach and handle multilingual classes. I would encourage my fellow teachers to adapt to situations and be there for every learner.*

**Teacher 4 from School D:** *I think multilingual classes are okay and beneficial because learners it covers for the languages present in the classroom. Learners who are not familiar with the language of instruction get feel comfortable and participate freely in their own language and as a result they too learn the official language with time. learners also free free to ask questions where they are not clear. Therefore, the advantage teaching multilingual classes is the fact*

*that as a teacher you try to help everyone understand the lesson and helps you to be strategic in terms of time.*

**Teacher 1 from School C:** *Teaching multilingual schools is interesting because I enjoy learning languages. So when I have a learner who does not understand Silozi and I happen to know his or her language, I enjoy teaching and learning at the same time. Once a teacher has a positive attitude towards languages everything becomes easy to teach all languages.*

**Pupil 5 from School A:** *Learning with more than one language helps learners to freely participate. The advantage is that mixing languages covers every learner and we get to learn some new words in other languages which is a benefit and a good idea. It is difficult to understand if a teacher uses English only but if she mixes with Silozi I understand better. So I can say mixing languages while teaching is such a good idea and I think teachers should start doing this right from Grade 1.*

**Pupil 4 from School B:** *I like it when a teacher teases me in my language (Mbunda). She makes me feel free to actively participate in my language and that is an advantage. The benefit of language mixing practices is that we get to learn our friend's languages, learners also get to actively participate in the lesson and because of this, teachers should continue using both Silozi and English.*

**Pupil 6 from School B:** *The benefit of it is that teachers make it easy for us to participate in both English and Silozi so we decide what we want to use when asked questions. It is benefiting in that learners are able to learn easily in the language that we are able to understand. The advantage of multilingual classes is that learners get to understand and participate in a language that they are free to use while the benefit is that all learners are on the same page so it is a good idea.*

**Pupil 2 from School C:** *There is no challenge since a teacher only uses Silozi which most of us understand. But I think the advantage is that learners who know different languages understand better when languages are mixed. The benefit is that each learner will understand one or two things said in the*

*languages mixed. Therefore, mixing languages is really a good idea and it should be used right from Grade one.*

**Pupil 3 from School C:** *We do not mix languages in this class because teacher only uses Silozi when teaching. But if we had to learn in both Silozi and English things could have been an advantage. Mixing languages is a good idea even though teacher does not mix. I think teacher should start mixing language so that we know English before we start learning in English at Grade 5.*

**Pupil 5 from School D:** *Language mixing is beneficial when you know all the languages used in class. I say so because if you do not understand one language, you might understand the other one which is a good idea. I think Teachers should just be teaching in Silozi.*

**Pupil 6 from School D:** *Understanding both Silozi and English is a plus for me. The advantage is that I am able to understand both languages and I can equally read and speak fluently in both languages. Therefore, learning with more than two languages is a good idea because learners are able to understand and actively participate in the language of their choice. For this reason, teachers should continue using both Silozi and English when teaching.*

During the interview, some teachers who enjoyed language mixing stated how it is beneficial to them and to the learners. Some teachers further stated that mixing languages in classroom especially during Literacy in English was very helpful because most learners at that Grade did not fully understand English since it was recently introduced orally in their previous Grade. However, some learners thought mixing languages while teaching and learning is a good idea while others thought learning with one language is much better. However, the researcher observed that when learning the teacher used both English and Silozi and learners were more comfortable and participated more in Silozi activities than English.

#### **4.6. Summary**

This chapter began by presenting the views of teacher's language mixing practices inside and outside classroom in selected multilingual primary schools of Mongu district. It also presented the findings on the classroom language mixing practices in multilingual primary schools of Mongu district. The chapter has ended by describing

the views of language mixing in selected multilingual primary schools of Mongu district. Therefore, the researcher was able to collect data that this chapter had presented through interviews and classroom lesson observations. The next chapter discusses the findings of the study.

## **CHAPTER 5: DISCUSSION OF FINDINGS**

### **5.0 Overview**

The findings of the study were presented in the previous chapter. This chapter presents a discussion of findings. Reference is made to the literature and theory that the study adopted to discuss the implication of the findings on teacher's language mixing practices of multilingual primary schools of Mongu district. However, the findings as discussed in chapter 4 will be discussed in this chapter following the research objectives.

### **5.1 Language mixing practices in multilingual classrooms.**

The findings of the study established that some teachers were mixing languages while others were following the language in Education policy which only supports the use of regional languages (Silozi in this case) as the language of instruction. Some teachers believed that some learners would be disadvantaged if they only used Silozi throughout the lesson without mixing with any other language present in the classroom. This implied that teachers used at least two languages during classroom lesson to help learners who had challenges understanding Silozi. The findings are correlating with those of Mkandawire (2018) who believed that, the incorporation of familiar languages in multilingual classrooms led to learners of all levels of proficiency understanding lesson content as boundaries between languages were lessened. During interaction between the teacher and the learner, most teachers mixed Silozi and English unconsciously especially when interacting with learners. These findings are in tandem with the translanguaging theory which support the idea of allowing available languages in classes to be used for instruction with a view of supporting children to learn and creating a conducive environment for multilingualism to thrive (Garcia, 2009).

The study also established that most languages spoken in the communities where teachers and learners come from also helped to expand their vocabulary hence teachers were able to use these languages and teach in class whenever they wanted to explain or translate certain terms especially in the case of learners who do not understand Silozi. Some teachers however, believed that sticking to the language of instruction which is Silozi is a better idea because it is the same language that learners use back at home except for a few learners who come from homes where other languages are used. The

study revealed that teachers believed using Silozi favored the learners in the early stages of literacy development because it boosted teacher-learner interaction during class lessons. In other words, Silozi was used as a means of communication between learners and teachers because it allowed the majority of the learners to actively participate in the learning process. Similar findings in Muzeya (2023) were reported by Ecozar and Dillard-Piltrineri (2015) who established that it was important to start a conversation inside English First Language department that critically challenge the presumptions, convictions, and behaviors that support the using of one language monolingual bias. Nevertheless, the study showed that monolingual bias disadvantaged learners who speak languages other than Silozi.

The study also established that some teachers only used Silozi to teach as they claimed to follow the policy while others simply thought mixing Silozi with other languages might slow the learning process because everything will need to be explained or translated. It is for this reason that some teachers used a monolingual approach throughout the lesson and to those who had non-speakers of Silozi, they came up with initiatives like teaching such learners separately after teaching the whole class. They also involved parents in helping their children to learn Silozi through homework and encouraging parents to let their children play with other children so that they can learn Silozi. The study further established that some teachers actually used Silozi only because they did not want to go against the policy of using local languages as medium of instruction from Grade 1 to 4. However, these findings were opposed by Muzeya (2023) who stated that if teachers strictly follow what the language policy indicates concerning classroom language of instruction, learning will not take place. This observation also disagrees with the translanguaging and code-switching theories which support the idea of using available languages to help children learn in schools.

The study also showed that teachers faced some challenges in communicating when instructing learners with different language background in Silozi because some learners continuously struggled to understand Silozi which forced teachers to transition to other languages that the learners could understand. This meant that classroom interactions or communication is diverse because learners come from communities making their linguistic collection to be diverse. These results are supported by Mkandawire (2015) who confirmed that today's classrooms were multilingual and multicultural cultures

and that these variables were mirrored in Zambian classrooms. Mkandawire further acknowledged that learners from various cultural and linguistic origins make up classes at all educational levels in Zambia which results in typical multilingual and multicultural classrooms. Muzeya (2023) concluded by stating that; this demonstrated that using regional languages in classroom today was impractical thus teachers instead taught their learners using sociolinguistics.

Nevertheless, the findings of the study also revealed that most teachers used only Silozi when interacting with their learners and a few who used other languages because they could not use Silozi. This means that even after mixing both Silozi and English during the lesson, the teacher used Silozi whenever it was about interacting with the learners. Learners also used Silozi whenever they communicated with fellow learners in class. However, on rare occasions the teacher used English or any other local language that particular learner understands simply because they do not speak Silozi. This practice of switching from the official language to a language a child may understand is in agreement with Mkandawire et al (2023) and the translanguaging and code switching theories that favors the use of multiple languages in a conversation to deliver a point and for purposes of inclusion and learning.

Findings has also demonstrated that when teachers communicate to learners who do not speak the language of instruction they end up translanguaging and code switching. Teachers intentionally and unintentionally mix languages in order to make the learner understand. This is supported by Muzeya (2023) who stated in his study findings that when both teachers and learners use unfamiliar language in the classroom, it cases them to purposefully translanguange and communicate. However, these findings are supported by Garcia (2014) who also stated that when teachers use translanguaging, it allows the integration and collaboration of language learners from all proficiency levels from native multilingual speakers to those who are in the earlier stages of second language acquisition. Therefore, teachers make use of both translanguaging and code switching in the learning and teaching process especially at primary level.

Nevertheless, the findings of the study revealed that Mongu district lower primary classrooms for Grade 1 to 3 were multilingual since both the teacher and learners were able to speak more than 1 language. Although learners spoke about 2 languages,

teachers spoke more than that and these languages include; Tonga, Mbunda, Nyanja, Luvale, Bemba and Kikaonde. However, the fact that teachers were able to speak different languages with their learners meant that these their classrooms were multilingual setups and it classified both teachers and learners as multilingual speakers. Thus, when Nyimbili (2021) said that classroom translanguaging resulted in perfect learning, it was in support of these findings. Furthermore, Bwalya (2019) also claimed that translanguaging was perfect for multilingual classrooms because it gave multilingual learners access to knowledge.

## **5.2 At what point does language mixing practice occur.**

The study found that teachers mixed language during the classroom lesson although they did not have a specific time as to when to switch from English to Silozi or any unfamiliar language. This means that most teachers did not intend to switch from one language to the other at a particular time instead they switched depending on circumstances to switch. If anything, teachers aimed at accommodating linguistic inclusiveness depending on the classroom circumstances and the type of learners present in the classroom. Thus, they needed to ensure that all their learners understood what was being taught simply by incorporating their native languages into instruction (Muzeya, 2023). Therefore, some teachers did not even realise when they switched to another language. Therefore, teachers used code switching in the teaching and learning process.

In addition, the study was further supported by Nyimbili and Mwanza (2020) who acknowledged that some teachers were only switching or mixing whenever they felt the need to translate certain words especially if those words were in English, sometimes the words were in Silozi and were to be translated into unfamiliar language. On the other side, the findings showed that unlike teachers, the majority of learners only mixed when responding to their teacher not to their friends. The study further established that teachers actually mixed languages when learners could not understand the lesson, unconsciously, due to the change of subject, when in contact with a new learner or teacher and when asking, responding to questions as well as when translating certain words. These merged subheadings proved that teachers used both translanguaging and code switching to ensure that learning takes place.

The study also showed that teachers mixed languages whenever they were introducing a topic of the day. This means that teachers felt the need to ensure learners understood the title before going deeper in the learning hence the need to use all linguistic intelligence. The findings further indicated that teachers would engage the learners by asking them to say what the title means in their different languages as a result, it would be at this particular point that both teachers and learners get to mix languages in class. It is for this reason that teachers maximize the advantage of language mixing practices like translanguaging and codeswitching as it helps learners to actively participate in their mother tongue. The findings were supported by Nyimbili and Mwanza (2020) who showed that translanguaging indeed boosted learner participation in class, cultural preservation and multiliteracy development and learner's identity affirmation. This showed that some teachers adopted translanguaging practices in their teaching process.

The findings also indicated that teachers who claimed they did not mix language did the exactly that. This means that some teachers only used Silozi when teaching Literacy in Silozi and they said there was absolute no reason for them to mix or switch to any other language. The finding further showed that most learners actually understood Silozi as it is their mother tongue and the teacher claimed that at no point did she feel to switch to another language especially that she every learner in class understood Silozi. Therefore, these teachers actually were glad they did not have non speakers of Silozi and that they were saved from language mixing practices as it would have worsened their time. Muzeya (2023) supported this particular point in his study where he stated that although code-switching aids in the learning of learners who are not conversant in the language of instruction, it is actually time consuming. Therefore, these teachers adopted and used the monolingual teaching approach.

The study also discovered that when teachers were teaching literacy in English they felt the need to mix Silozi and English because according to the policy, Literacy in English should be taught in English. However, the finding showed that some teachers had to go beyond this rule because if they only used English to teach literacy, the majority of the learners would not understand the lesson. It is for this reason that teachers had to ignore the policy and mixed languages the moment they started teaching literacy in English. In fact, Lungu and Mkandawire (2022) support the notion by stating that the creation of favourable environments where learners can speak their native tongues and those of their peers and teachers should be a part of all teaching strategies. It is important for the

educational system to provide good literacy policies that would help teacher to create a conducive environment for learners. In order to achieve that, teachers used both translanguaging and code switching in order to create a better conducive learning environment for their learners.

The findings also showed that teachers mixed languages whenever they observed that learners are having challenges understanding English or certain terms in Silozi. This means that teachers would start teaching in English and along the process, they notice that some learners literally do not understand what is being taught especially after being asked a question or simply asked to contribute anything to the lesson. When Nyimbili (2021) stated that 'ideal learning' involves leveraging the learner's language to promote the acquisition of literacy in the target language and access to material comprehension in the classroom, it was in support of these findings. In most cases learners who do not understand the language of instruction tend to be out of place that is why teachers should be very observant with learners not only in performance but also how active the learner is in class. In order to achieve this, teachers translanguaged and code switched when delivering their lesson in the classroom.

The study also found that teachers mixed languages when they were in contact with new learners. This means that teachers mixed languages right from the beginning of the lesson for the sake of non-speakers of the language of instruction. The study further showed that such teachers mostly used translation method and code-switching which made it easier for them to incorporate all the learners. Therefore, translation was ideal for such teachers. these findings were supported by Leonardi (2011) who found out that translation is a linguistic activity as it preserves the meaning of a message in the target language even after norms are applied. He further stated that translation is a cognitive process that occurs spontaneously and cannot be halted in a bilingual or multilingual individual because it seems to be normal to rely on translation when confronted with foreign words and expressions. Translation leads learners to active participation as they translate a word in different languages. therefore, teachers employed translation method, translanguaging and code switching in the teaching and learning process.

### **5.3 Language mixing practices outside classroom**

The findings reported that the majority of teachers and learners used Silozi outside the classroom. This means that learners and teaches used Silozi as the language of

communication and interaction with others outside the classroom. The study further reports that teachers actually used a variety of languages depending on who they are chatting with and that this was a different case with the learners because they only used Silozi except those who did not speak Silozi. When Muzeya (2023) stated that teachers and learners bring their native tongues into the school environment in order to experience what is meant to be human as social, thinking, changing and interacting with others in a shared environment, supported these findings. Both teachers and learners have the freedom to use as many languages as possible. Therefore, teachers used both translanguaging and code switching to the advantage of their learners.

The study also showed that many other languages were used in the school community and where teachers and learners came from. The study goes on to report that other than the official languages, languages like Bemba, Nyanja, Luvale, Kikaonde, Tonga and Mbunda were also spoken in communities where they lived especially in market places. Thus, it is because of these languages that learners have prior knowledge which might be referred to as multilingual skills. Cenoz (2011) supported these findings by stating three key things about multilingual skills in learners. The first one states that multilingual skills help learners to achieve their prior knowledge which affects the process of understanding new knowledge. Secondly multilingual skills help build a rapport between learners and teachers important for learning for improving academic performance and thirdly multilingual skills help increase learner's wellbeing which is the key factor in successful learning. The fact that teachers understood that learners came from communities where different languages were used, they found translanguaging and code switching to be in their favour.

The study also reported that teachers used more than one language when chatting with their fellow teachers and they used another language when they were home. This means that teachers were multilingual and they came from a multilingual society and code switching was normal. The study also reported that it was easy for teachers to interact to all the learners because of the teacher's multilingual skills. For example, some teachers said they used Tonga when chatting with their fellow teachers outside the classroom and later switched back to Silozi when talking to learners or when they returned to class. As a result, teachers mixed languages when they are chatting with other teachers and this is what Hall & Nilep (2015) meant when they argued that language mixing can also be said to be code mixing where an individual alternate

between two or more languages or language varieties in a context of a single conversation. Teachers switched languages back and forth which proved that code switching normalized in their daily conversations.

The finding of the study stated that learners used Silozi when playing outside the classroom with their friends. However, the study also stated that learners used different languages depending from what language they used at home when communicating with their parents at school. Some learners came from homes where English was used while others used Mbunda, Tonga, Bemba or Nyanja. Despite coming from of all these different language background, the school environment united all these learners with only one language to be used as a language of communication for them especially when playing outside the classroom. It is impossible to overlook the fact that languages are important aspects of learner's identities and cultures, and being able to use all of their linguistic abilities in schools is important to learners' development both inside and outside the classroom (Cummins, 2019). In this case learners felt subjected to a monolingual kind of setup whenever they were within the school premises.

The findings also revealed that learners especially non-speakers of the language of instruction mixed languages when socializing with the other learners outside the class. This means that apart from using Silozi and English, such learners would use their own languages and if the other learners understand or could also speak the same language, outside classroom was the perfect time for them to interact. The study further showed that such learners were mixing languages as they tried to communicate to their friends who knew Silozi hence they also got to learn it. However, these findings were supported by Li (1999) when he said that to some, language mixing simply occurs due to the fact that they are not fluent enough in the language being used and in the end they substitute a word or phrase in a second language. Interaction outside the classroom give opportunity and freedom of language expression and language mixing to both teachers and learners. These findings showed that learners were able to code switch when they interacted with friends outside the classrooms.

#### **5.4 Challenges and benefits of language mixing practices**

The findings demonstrated that learners had a challenge with pronouncing certain words in English. This means that when learners were given words to read in English they pronounced them like they were reading Silozi. The findings further states that learners actually read Silozi better than they read in English as a result, Silozi had more power than English. Additionally, Baker (2008) in Nyimbili and Mwanza (2021) revealed that Monolingual policy provides dominance, power, control and discrimination because they are manifested in the language a teacher uses in class. The study further reported that because most learners were more conversant in Silozi than in English, they preferred not to participate in class even if they knew the answer. Despite teachers using translanguaging and code switching when teaching, learners still had a challenge when reading simple words in English because they pronounced English words like they were reading Silozi.

The study showed that some teachers did not have enough teaching and learning materials which supported bilingual and multilingual acquisition especially materials to offer non-speakers of the language of instruction. The study found out that some schools actually had less bilingual teaching and learning materials for effective teaching and learning because the focus was on using monolingual instruction. Furthermore, teachers used one literacy book to teach the learners and they depended mainly on her writing on the board. These findings agree with multiple studies that have cited lack of appropriateness teaching and learning materials in multilingual and monolingual classes of Zambia (Chella et al., 2023; Chibamba et al., 2018; Kafusha et al., 2021; Iversen & Mkandawire, 2020). In support of these findings, Mwanza (2020) states that the lack of literacy teaching and learning materials is one of the causes for consistent illiteracy levels in Zambia. As a result, non-speakers of the language of instruction failed to participate in the lesson and did not interact with others inside the classroom. To some extent, lack of materials in a multilingual classroom disadvantages both the learners and the teachers because it is easy to translanguange or translate words that learners are able to see in the books.

The study finding showed that learners had difficulties understanding English if the teacher does not mix with Silozi. The findings further states that learners misunderstood the exercise instruction if the teacher does not clearly explain in Silozi hence some

would not write at all while others would get the exercise wrong. The same applied to contributing and participating in classroom activities and lessons, some learners had a big challenge in doing so in English and they became less active whenever the teacher switched to English. The Ministry of Education (MOE, 2014:12) stated that dismissing the learner's prior knowledge and trying to teach them to read a language they are not accustomed to hearing or speaking, makes the teaching of reading difficult, especially in under-resourced schools in developing countries. However, despite realising the need for multilingual literacy instructions in the policy, literacy practices in the classrooms still do not support the learner's languages and not recognise the multilingualism existing in the Zambian community (Nyimbili and Mwanza, 2021). Teachers who used a monolingual approach when teaching disadvantaged non speakers of the familiar language.

In addition to the previous statement, the findings also showed that whenever teachers used English some learners felt enclosed because they could not freely participate. This means that the languages that the teacher switched to mattered because the findings goes on to reveal that when teachers used other regional languages like Nyanja and Bemba, learners were able to understand a few things and tried to participate compared to when the teacher used English. Nyimbili and Mwanza (2021) demonstrated that a hostile environment is created for learners whose languages are not among the seven regional languages and are supported by the teacher's linguistic practices since the policy does not allow the teacher to use translanguaging and give the learner's an opportunity to use their languages in order to access educational benefits. These findings showed the important role that translanguaging and code switching plays in multiannual classrooms.

The findings revealed that some teachers perceived language mixing practices to be time consuming in literacy classes. The study findings further discovered that this was a challenge to some teachers because they failed to balance their time for teaching. Therefore, some teachers stated that translating almost everything was time wasting and preferred to have a monolingual class because everything is said once and every learner is on the same page. These findings were supported by Arocena et al., (2015) who showed that realising the learner's language in class is time consuming since the teacher gives more time to learners to participate in the lesson which creates confusion. Nevertheless, ideal learning is brought about only if effective learning takes place in a

class where learner interact with the knowledge in the language they best understand. The findings proved that used translanguaging and translation method even when it was time consuming.

The study also reported that both teachers and learners was the sociolinguistic environment for language development which was not in favour of multilingual development. Some teachers clearly stated that they do not engage any language mixing practice because the policy demands of them to use monolingual instruction. Therefore, non-speakers of the languages of instruction did not only struggled with understanding but also in communicating. The school environment however, supported monolingual instruction due to teachers who did not use translanguaging during because the policy was not in support of any language mixing practice. In view of these findings, Zantella (2003) stated that code-switching and translanguaging practices was not favoured by monolingual prone teachers because they thought they were leaving their language.

The findings also revealed that language mixing practices had benefits to the learners because they were learning and being prepared for Grade 5 where English get to be used as a language of instruction. Since oral English was introduced in Grade 2, teachers used English so that learners would be familiar with English before Grade 5 since English becomes the new language of instruction substituting Silozi. Introducing oral English in Grade 2 helps learners to slowly transition from Silozi as a language of instruction to English as the language of instruction in Grade 5. In support of these findings, Nakamura et al. (2023) and Chella et al. (2023) stated that how teachers handle transition including their proficiencies in local languages and English, the level of training provided to them, large class sizes and learning materials; teacher's approaches and pedagogies are actually central to effective learning. These findings revealed that teachers who used translanguaging and code-switching helped the learners to understand the lesson (Mkandawire, 2022).

The study findings further reported that through language mixing, learners were learning other languages especially those who had non speakers of the language of instruction. The findings also showed that the learners learned some new words in the other languages which was a benefit. This meant that learners were learning the other language that non speakers of the language of instruction used. For instance, one teacher used Tonga with the learner and in order to ensure everyone is understanding, both

Silozi and Tonga were used making learners to learn new words in the other language. Moreover, children are flexible to learning languages than adults. When Odoyo, (2014) stated that learners who are placed in a supportive environment where more than one language is used from early age are more perceptive and intellectually flexible than those who placed in a monolingual environment; was in support of this study. Through translanguaging and code switching practices, both teachers and learners expanded their vocabulary.

### **5.5 Summary.**

In regard to the study literature and theory offered in the earlier chapters of the study, this chapter has discussed the findings. Through interviews with both teachers and learners, classroom lesson observation and checklist, the study revealed that primary schools of Mongu district were multilingual. The study discovered that the majority of teachers used more than one language depending on what languages present in the classroom. The language mixing practices was limited by the implementation of teaching in regional languages and language policy hence some teachers preferred a monolingual approach. The study also revealed the challenges and benefits of language mixing practices in the primary schools of Mongu district. The conclusion and recommendations are presented in the following chapter.

## **CHAPTER 6: CONCLUSION AND RECCOMENDATIONS**

### **6.0 Overview**

The previous chapter discussed and analysed the findings of this study. This chapter discusses the findings and suggestions on language mixing practices in selected multilingual primary schools of Mongu district. Based on the research's findings, recommendations and suggestions for additional study.

### **6.1 Conclusion**

The discussion of the findings regarding the classroom language mixing practices in the multilingual primary schools of the Mongu district led to a number of conclusions.

The first objective was to establish language mixing practices in multilingual classes among teachers and learners. The findings suggested that teachers should incorporate other languages if such a class has non speakers of the language of instructions. The findings further showed that despite English being introduced in Grade 2, learners actively participated in Silozi than in English. Languages like Tonga, Mbunda, Bemba and Nyanja existed in classroom where non-speakers of the language of instruction were found. Therefore, this implied that teachers were fully aware that their classrooms were multilingual and this made teachers to prepare adequately for such classes. Thus, language mixing practices such as code-switching and translanguaging in multilingual classroom were common practices among primary school teachers.

The second research objective was to determine when language mixing takes place in multilingual classes among teachers and learners. The findings reported that teachers and learners mixed languages in line with merged sub headings (1) When learners cannot understand the official language (2) Unconscious mixing of languages (3) The subject dictated the language to prioritise (4) When they come in contact with new learners (5) When answering questions and translating words. Basically teachers and learners mixed languages at various points in the classroom. Some teachers mixed languages consciously when they realise their learners do not understand what they are teaching while others mixed unconsciously. Some mixed when teaching Literacy in Silozi or Literacy in English. Some when they have new learners who do not know the official language and some upon asking and responding to questions and when translating certain words from one language to the other.

To analyse language mixing practices outside the classroom among teachers and learners was the third objective of this study. This objective was divided into two sub headings, (1) Language mixing within the school environment and the study findings showed teachers and learners mostly used Silozi when interacting with others outside the classroom even though some teachers switched to other languages depending on the teacher who they are chatting with. (2) Language mixing outside the school community, under this subheading, the findings report that the community had many other languages spoken other than the official languages (Silozi and English). Languages like Mbunda, Luvale, Tonga, Nyanja, Kikaonde, Bemba and Portuguese were heard spoken in the outside school community where teachers and learners lived.

Finally, the fourth research objective was to ascertain the challenges and benefits of language mixing in multilingual primary classes of Mongu district. The study concludes that main challenge faced by most teachers was that the language policy did not allow language mixing when teaching literacy to early primary level. Regional languages were to be used as medium of instruction from Grade one to 4 and later in Grade 5, English to take over. The study also concludes that teachers who mixed languages during the lesson went behind the rules and did what was best for their learners in order to make their lessons inclusive even for non-speakers of Silozi. The study also concludes that learners had great difficulties understanding English compared to Silozi and wished they learnt English from Grade 1 just like they did with Silozi.

Nevertheless, according to the conclusion of the study, language mixing practices like translanguaging and code-switching was so beneficial to both teachers who had learners who could not understand the language of instruction. The study further concludes that through translanguaging and code switching, teachers taught even when they could not teach using the target language because they were able to use the learner's linguistic repertoires to make up for their linguistic limitations. The study also concludes that language mixing practices also helped to create a conducive environment for learners which helped them to freely participate in the learning process. The study also concludes that language mixing practices exposed both teachers and learners to other new languages which expanded their vocabulary.

## **6.2 Recommendations**

Based on the research findings and conclusion of the study, it was recommended that;

- (i) The government through MOE should revise the language in education policy to accommodate language mixing practices in multilingual settings among early graders.
- (ii) School administrators and primary school teachers should be having workshops once in a while to focus on how best literacy subjects can be presented or taught at early grades.
- (iii) The policy makers such as the Ministry of Education should reconsider introducing courses on translanguaging at teacher training institutions to reinforce the competence in the curricular.
- (iv) Government should consider recruiting more primary school teachers to break the abnormal teacher pupil ratio in most primary schools.

## **6.3 Suggestions for further studies**

Due to some issues that arose from this study beyond the scope of the research, the researcher outlined the following suggestions for further studies;

1. This study was carried out at lower primary schools in Mongu district. However, there is need to carry out similar studies in other places.
2. There seems to be lack of information regarding language mixing practices especially brunching to terms like translanguaging and code-switching among teachers. A study can be conducted to find out how much teachers know about language mixing practices.

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## **Appendix 1: Interview guide for Class Teachers**

This interview guide was adopted and modified from a study by Mkandawire, Zuilkowski, Mwansa and Manchishi (2023). Below are the questions for teachers;

- 1). How long have you been teaching literacy and language at this school?
- 2). Is this the only class you have been teaching or you have other classes?
- 3). What has been your experience in teaching a multilingual classroom?

***Research question 1: What language mixing practices are perceived among teachers and pupils in selected multilingual classes of Mongu?***

- 1) How many languages are spoken in your classroom?
- 2) How many languages do you speak?
- 3) Which language(s) do you use to teach initial literacy in class? (Do you switch?)
- 4) Which language or languages do learners use during the lesson?
- 5) What languages do learners use to communicate with each other inside and outside the classroom?
- 6) Which language do you use when interacting with learners inside and outside the classroom?
- 7) What language do you use to interact with fellow teachers within and outside the school?
- 8) Do you think teachers and learners mix languages in class and outside the classroom?

***Research question 2: When does language mixing occur in multilingual classes among teachers and learners?***

- 1) What situation would make you to switch languages when teaching or communicating to learners in class?
- 2) When do you think learners switch languages in class and outside?
- 3) During your classroom lesson, at what point do you feel the need to switch to another language?
- 4) Are there children in class who do not understand or speak the official language of instruction?
- 5) If yes to question 4, how do you help such children to understand like other children?

- 6) What instructional strategies do you use to help non-speakers of the language of instruction learn?
- 7) How do you help non-speakers of language of instruction participate in classroom activities?
- 8) How do you handle all the pupils in class with the fact that they come from different language and cultural background?

**Research Question 3: What are the language mixing practices outside the classroom among teachers and learners?**

- 1) When children are playing, what languages do they use outside the classroom?
- 2) When teachers are chatting with their friends and fellow teachers, what languages are used?
- 3) Apart from the official language, what other languages are used in the school community?
- 4) When you are talking to your parents and children, what languages do you use?
- 5) What languages do learners use to interact with their parents at school or outside the schools?
- 6) What languages are used among learners and teachers during assembly?

**Research Question 4: What are the challenges and benefits of language mixing in multilingual settings?**

- 1) What is your general view about teaching in multilingual classes?
- 2) What are some of the challenges do you encounter when teaching multilingual classes?
- 3) What do you think are the advantages and disadvantages of teaching multilingual classes?
- 4) Are there benefits in teaching children with many languages?
- 5) What recommendations would you make about multilingual schools and why?
- 6) What language/s would you recommend being used as language of instruction at this school?
- 7) Based on your experience, what strategies would you share with fellow teachers who find it very difficult to handle multilingual classes?
- 8) Do you have anything else to say that you think might be important to make a mention concerning the topic at hand in this meeting?

## **Appendix 2: Interview guide for Pupils**

This interview guide was adopted and modified from a study by Mkandawire, Zuilkowski, Mwansa and Manchishi (2023). Below are the questions for learners;

### ***Research question 1: What language mixing practices are perceived among teachers and pupils in selected multilingual classes of Mongu?***

- 1) How many languages are spoken in your classroom?
- 2) How many languages do you speak?
- 3) Which language(s) do you use during class lessons? (Do you switch?)
- 4) Which language or languages do your fellow learners use during the lesson?
- 5) What languages you use to communicate with each other inside class?
- 6) Which language do your friends use when interacting during a class lesson?
- 7) What language(s) do you use your teacher use to teach in your class?
- 8) Do you think teachers and learners mix languages in class?

### ***Research question 2: When does language mixing occur in multilingual classes among teachers and learners?***

- 1) What situation would make you to switch languages when learning or communicating to teacher in class?
- 2) When do you think teacher switches languages in class?
- 3) During your classroom lesson, at what point do you feel the need to switch to another language?
- 4) Do you understand all the languages used in class?
- 5) Are there children in class who do not understand or speak the official language of instruction?
- 6) If yes to question 4, how does teacher help such children to understand like other children?
- 7) How do you communicate to other pupils who don't understand the language of instruction?

### **Research Question 3: What are the language mixing practices outside the classroom among teachers and learners?**

- 1) When you are playing, what languages do you use outside the classroom?

- 2) When teachers are chatting with their friends and fellow teachers, what languages do they use?
- 3) Apart from the official language, what other languages are used in the school community?
- 4) When you are talking to your parents and friends, what language(s) do you use?
- 5) What languages do learners use to interact with their parents at school or outside the schools?
- 6) What languages are used among learners and teachers during assembly?

**Research Question 4: What are the challenges and benefits of language mixing in multilingual settings?**

- 1) What are some of the challenges do you encounter when learning in multilingual classes?
- 2) What do you think are the advantages and disadvantages of learning in multilingual classes?
- 3) Are there benefits in learning with more than two languages?
- 4) Do you think mixing languages is a good idea?
- 5) Do you have anything else to say that you think might be important to make a mention concerning the topic at hand in this meeting?

### Appendix 3: Lesson Observation Checklist

#### THE UNIVERSITY OF ZAMBIA

**Research title: An analysis of teacher's language mixing practices in selected grade three classes in Mongu district, Zambia.**

**Date:**

**Class:**

**Subject:**

*Checklist was helped by the research questions below;*

- 1) Check how many languages are spoken in a class.....
- 2) Check which language(s) are used to teach in class.....
- 3) Observe the situation which makes the teacher switch languages when teaching or communicating to learners in class
  - 4) Check at what point the teacher feel the need to switch to another language.....
  - 5) Take note of languages used at home.....
  - 6) Take note of what languages learners use to interact with their parents at school or outside the schools.....
  - 7) Take note of the views about teaching in multilingual classes.....
  - 8) Take note of the challenges encountered when teaching multilingual classes.....
  - 9) Take note of the advantages and disadvantages of teaching multilingual classes.....
  - 10) Check the benefits in teaching children with many languages.....