

**ANALYZING THE BALANCE OF POWER IN THE TEACHING OF GRADE 10
ENGLISH IN MULTILINGUAL CLASSROOMS OF MUCHINGA PROVINCE IN
ZAMBIA**

By

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**A Thesis Submitted to the University of Zambia in Partial Fulfillment of the Requirement
for the Award of a Doctor of Philosophy Degree in Education in Applied Linguistics**

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AUTHOR'S DECLARATION

I, Mwelwa Wise, do hereby declare that, Analyzing the Balanced of Power in the Teaching of Grade 10 English Language in Multilingual Classrooms of Muchinga Province in Zambia, is my own piece of writing. All the works of other persons cited have been dully acknowledged and that this work has never been submitted or presented for any degree at any University for similar purposes.

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ABSTRACT

Analyzing the Balance of Power in the Teaching of Grade 10 English in Multilingual Classrooms of Muchinga Province in Zambia. Mwelwa Wise, PhD Student No: 22000463

Zambia teaches English language as a foreign and second language within its broad framework of post-colonial multilingual Zambia and late-modernity. This scenario came about because of the fact that Zambia and many other countries in the Sub Saharan region of Africa were British colonies in the early 1900s up to the late 1990s. Therefore, the legacy of British imperialism had left many countries including Zambia with English language thoroughly institutionalized in their courts, parliaments, civil service, schools and higher education, (Manchishi 2004). Therefore, numerous educational inquiry tasks within Zambia have been done and have shown that teachers are implementing CLT among these studies are; (Munakampe 2005, Chishipula 2016, Mwanza, 2017, Mumba 2019, Mwelwa 2020) and one of the critical tenets of Communicative Language Teaching (CLT) is learner centeredness. However, in all these reviewed studies there was no deliberate look at how teachers exercise, distribute, manage and balance their power as they teach English language in multilingual classes using the recommended Communicative Language Teaching and Text Based Integrated Approaches to the empowerment of student voices. Therefore, the research problem was: How do teachers exercise and balance power in the teaching of grade 10 English language in multilingual classrooms in Muchinga Province? The objectives of the study were to: Investigate teachers' ideologies about balance of power, analyze how power was exercised and balanced in the teaching of English in multilingual classrooms, establish effects of the balance of power between teachers and learners in the teaching of English in multilingual classrooms and examine the drivers and impediments to the balancing of power in the teaching English. The purpose of this study was to analyze how teachers exercised and balanced power in the teaching of grade 10 English language in multilingual classrooms. The study employed a qualitative approach and a case study research design. Data was collected through interview guides, classroom observation guides and focus group discussion guides. The sample size consisted; 12 secondary schools, 60 teachers and 12 HODs and 48 grade 10 pupils. Data was analyzed thematically. Theoretically, this study was grounded on: Multimodality, Critical Discourse Analysis and Bernstein's Code and Pedagogic Discourse theories. The main findings of this study; confirmation that multilingualism and linguistic diversity in Muchinga province was a reality. Secondly, the findings revealed that majority of the teachers had full knowledge of the concept, balance of power, while a few others had some knowledge and others did not have clear understanding. Thirdly, the findings revealed some strategies teachers were employing in ensuring there was balance of power in classes and these were; teachers' use of familiar local language, use of learners centered classroom activities and teachers' negotiation of multilingualism in classes. The study also revealed that balance of power between teachers and learners; aroused learning interests in the learners, built confidence in the learners, made both the gifted and less gifted learners access learning. It further established that: wish for the learners to own their own learning, the desire for the learners to grasp the concept easily, accommodating weaker learners, viewing local languages as resources to aid the learning of English and having compassion for the weaker learners drove teachers to balance power. While use of limited teaching and learning resources, mono-lingual kind of approach to teaching, learners' lack of English proficiency, unrecognition of other languages present in the classes, some teachers' lazy attitude of not staying in class during learners' group discussions, impeded effective teaching of English in multilingual classrooms.

Key words: *Text based integrated approach, Syllabus, Communicative competence, English.*

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DEDICATION

I dedicate this thesis to my late ever loving mother Mary Mwanapabo, whose vision and prophecy, I have worked so hard to actualize against all holds, then to my lovely wife Dorrica Nakazwe Mwelwa, who sacrificed her time and resources towards this academic achievement and lastly, to my lovely son and two daughters who too sacrificed in so many ways and most of all missed my fatherly love. Your prayers, patience and sacrifice have built this piece of writing therefore, you deserve my inner appreciation.

APPROVAL

The University of Zambia approves the thesis by Mwelwa Wise as a fulfilling part of the requirements for the award of the degree of Doctor of Philosophy in Education, Applied Linguistics.

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ACRONYMS AND ABBREVIATIONS

CDA – Critical Discourse Analysis

CDC – Curriculum Development Centre

CLT – Communicative Language Teaching

LEP – Language in Education Policy

MLA -Multilingual Awareness

MOE – Ministry of Education

ELT- English Language Teaching

ESL- English as a Second Language

KAL - Knowledge about language

TESL- Teaching English as a Second Language

TESOL - Teaching English to Speakers of Other Languages

UNESCO - United Nations Scientific and Cultural Organization.

UNZA - University of Zambia

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter presents the background to the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, delimitation of the study, limitations of the study, definitions of operational and ends with an overview of the structure of the whole thesis.

1.2 Background to the study

Zambia teaches English language as a second language within its broad framework of post-colonial multilingual Zambia and late modernity. This scenario came about because Zambia was a British colony in the early 1900s up to 1964. Therefore, the legacy of British imperialism had left Zambia's language in education policy informed by her colonial history where English language was and is thoroughly institutionalized in its courts, parliaments, civil service, schools, and higher education, (Manchishi 2004 cited in Mwanza and Mwelwa 2020).

That is because a year after independence in 1965, Zambia adopted English language a foreign language as its official national language Wakumelo (2013), "this therefore, resulted in most Zambians being eager to learn English language as a second language due to its economic value and prospects that come with the acquisition of English language proficiency," (Mwanza 2016:39). Thus, English language in Zambia was and is seen as a symbol of success, progress and a mean to fuller participation in national and international life, (Wakumelo, 2013 as cited in Mwelwa 2020).

In line with that, the Zambian educational reforms in terms of language in education policy statement, through the Zambia Education Curriculum Frameworks of (2013) and the newly introduced Curriculum Framework of (2023), direct that the content, structure, and process of teaching English language at both Junior and Senior Secondary School Levels should go towards developing a learner capable of communicating effectively in both speech and writing (MESVTEE, 2013 and MOGE, 2023).

Therefore, through the above policy statements, we are able to see that Zambia's aim of teaching English language; is in response to both local and international call for effective communication in English language partly; because English language is also widely recognized as an international language Block and Cameron, (2002) and as well as seen as a language which has influenced the world as it is linked to technology and to notions of development (Spicer-Escalante and de Jonge-Kannan, 2014 as cited in Mwanza and Mwelwa 2020).

Therefore, to meet both the local and international demands for a competent English language communicator, English language teaching in Zambia has undergone noticeable pedagogical changes over time, from the late 1960s hitherto, Chishipula (2016). Thus, the Zambian Senior Secondary School English Language Syllabus of 2013, recommends two general methodologies for use in the syllabi of English as a Second Language teaching (ESL) context, which must be used concurrently in the teaching of English language, and these are: The Communicative Teaching Approach and Text-Based, Integrated Approach," (CDC 2013: V).

The curriculum's recommended "methodologies" the "Communicative language teaching (CLT) and the Text-based integrated" (TBIA) approaches are learner-centered teaching approaches, in which students have control over the learning process Mwanza (2016). With these approaches, teachers function as facilitators of learning rather than lecturers (Banda 2019). In this way, teachers do less telling; learners do more discovering. The roles of the teacher in the learner-centered approach is to design a course in such a way that it creates a climate for optimal learning; so as to model the appropriate expected behavior for the students; which encourages students to learn from each other and with each other; while the teacher on the other hand, provides more feedbacks throughout the process, (Bwalya 2019).

Not only that but also that this learning-centered teaching endows learners to play an active role in their own education, as opposed to the more passive role customarily used Mwelwa (2020). In other words, the learner-centered teaching approach promotes more in-depth learning and accelerates students' development into independent learners, Robinson and Taylor, (2013). This therefore shows that the Zambian Junior and Senior Secondary School English Language Syllabus' recommendation of the Communicative language teaching methodology and its focus on learner centered teaching; entails that the English language Syllabus for Zambia also strongly recommends power sharing in English language classrooms. In fact, in hinting on how

communicative language teaching is learner centered, Brown (2001) states the following about learner centered teaching:

Techniques that focus on or account for learners' needs, styles, and goals, techniques that give some control to the students, curricular that include the consultation and input of students and that do not presuppose objectives in advance, techniques that allow for students' creativity and innovation, and techniques that enhance a student's sense of competence and self-worth.

Thus, learner centered teaching approach as a main salient feature of CLT therefore, contrasts traditional education's view of the intellect calls for teaching as an act of direct and purposive instruction because, this approach holds a progressive view of the intellect call for teaching as an act of creating situations that stimulate natural learning in harmony with natural ontogenesis. Therefore, the teacher's role is not as an instructor and transmitter of knowledge, but as a facilitator and helper, (Rousseau, 1928).

This interpretation of teaching and learning emphasizes the importance of engaging students in learning decisions to help improve the educational outcomes and achievement of all students Lodge, (2005). Typically, incorporating student voice makes them to be actively involved in the facilitation and management of the educational system even in their own learning, where their views and conflicts are given equal weight with those of leaders within the school and this is called power sharing, (Robinson, 2011).

On the other hand, the communicative language teaching approach (CLT), which is an outgrowth of the functional view of language, sees language as a tool for making meaning and that language develops through interaction and use Whong, (2011) as cited in Chishipula (2016). Furthermore, this approach begun from a theory of language as communication Richards and Rodgers, (1986). Therefore, the focus in communicative language teaching is on communicative proficiency rather than mastery of structures. Hence, the goal of language teaching in CLT is to develop communicative competence which covers both spoken and written language (Richards and Rodgers, 1986).

This approach to language teaching was not only developed out of linguistic concerns but also because of a broader trend in education such as; progressivism in mainstream education which

emphasized the needs of students as individual; Robinson and Taylor, (2013). Hence, communicative language teaching approach resonates well with these concerns because it promotes the idea that active learning through doing and discovery is more effective than the passive absorption of bodies of knowledge Whong, (2011). This means that; the teaching of English language should be learner centered and this is an embodiment of classroom balance of power. Therefore, it is this power sharing between teachers and learners which is referred to as, “balance of power in this study.”

The word “power” is often associated with one’s ability to influence another less dominant individual’s opinion, behavior, and values Vičková, Mareš, and Ježek, (2015). While others argue that power is not an institution, a structure, or the strength of an individual; power is not a rule leading to subjugation or a general system of domination Foucault, (1990). But power is an omnipresent element of reality that can be found in all social interactions, it is not in macrostructures; rather, it is spread throughout the social system (Foucault, 1980).

Even though power has a structural nature, it “is never anything more than a relationship that can and must be studied only by looking at the interplay of the terms of the relationship” Foucault, (2006; as cited in Lynch, (2014: 21). Therefore, while respecting the structural nature of power, which Foucault (1980) expressed via the composite term power/knowledge, he focused on an interpersonal level where power manifests itself in relationships among people. In that sense, Arendt (2013) describes power as a ubiquitous potential that springs up when people interact. Hence, power is situational, relational, changeable, and an unreliable entity.

Besides that, power also refers to something that can modify or alter the world through our actions Popitz, (2017); then another scholar also adds and says power is something that needs to be actualized through interactions among people Arendt, (2013). Therefore, power is just a chance to enforce our will against the will of others (Weber, 1978), or ascendancy over for instance; resources Dahl, (1961), agendas Bachrach and Baratz, (1970), and ideational components of reality creation (Carstensen and Schmidt, 2016) or interests shaping Lukes, (2005). In compliance with Foucault (1990) this therefore, means that power cannot be possessed, power is not permanent, power can be negotiated, given, and taken in social interactions among people.

Hence, as earlier alluded to, power is situational, relational, changeable, and unreliable potency or capacity Arendt (2013). While on the other hand, it is obvious, however, that the concept of power itself is not very helpful in explaining the reality of political competition among actors in an institutional structure delineated above. Therefore, because of that what needs to be done in that matter is to shift our attention to power relations? Whitehead (2010) conceptualized power relations as a competition among constructions of power, based on a perception of power symbols. The other is situationally seen as powerful when (and only when) one acknowledges their potential capacity to do something.

Arendt (2013) opines that, in interactions, power is exhibited through symbols such as a muscular figure, a gun, a suit, a title or degree, an articulacy, or wealth. Thus, given the uneven distribution of power among actors, power relations are characterized by an asymmetry in the perceived potential capacity among actors. When the other is perceived as powerful, then they become endowed with power. Considering Latour's work of (1984), different manifestations of power (perceived symbols of power) can be added which significantly influence the actual actions of actors because, now what matters is not what one is capable of, but instead, what is believed in; as one's capacity to do something and that is what is called as "authority".

On the other hand, Weber (1947: 139) defines authority as: "the probability that certain specific commands (or all commands) from a given source will be obeyed by a given group of persons." The sources of commands are agentic acts; that is, directives arise from a person in authority exercising their agency in ways that others take up and obey. Agency is also antithetical to authority. A person with agency has freedom to act Cobb, (1995) that can serve to resist the commands or expectations of others. In this context language teachers tend to hold a great deal of authority in their classrooms just like it was noted by other scholars like; Amit and Fried, (2005); Herbel-Eisenmann et al, (2010) who also expressed similar sentiments.

In that a study by Herbel-Eisenmann et al, (2010) found that classroom discourse was significantly organized around stance bundles, language related to interpersonal relations, which functioned to position the teacher with several forms of authority. Indeed, they found that classroom discourse was particularly organized around such stance bundles, more so than even other kinds of intellectual activity. That is, classrooms are unique in terms of how centrally authority relations play out and, traditionally, this authority is held unilaterally by the

teacher. Yet, as central as authority is to the teaching and learning of subjects in schools, it remains little understood. For instance, in the context of most teachers' authority, it includes directing students without necessarily offering reasons, asserting what must be done, deciding the content to be covered, discussed, and evaluating what ideas are right or wrong (Alrø & Skovsmose, 2006; Wagner & Herbel-Eisenmann, 2014).

For that matter a scholar in the field of education Ernest, (2008: 42) for instance, argues that "teachers' authority takes on both social and intellectual dimensions;" he further stresses that, "that is because the teacher traditionally has two overlapping roles namely, as a director of the social organization and interactions in the classroom (social controller) and as a director of the classroom tasks and work activity of the classroom (task controller)." This distinction corresponds to the traditional separation between being 'in authority' (social regulator) and being 'an authority' (knowledge expert)."

In the above sense, social authority is always operating in classrooms, occurring whenever learners and teachers are interacting, whereas, intellectual authority is at play when individuals are engaged in intellectual work, defined in schools as engaging in academic tasks Ernest, (2008: 42). Traditionally, a student's role in a classroom has largely been to obey the teacher or textbook; but in modern day education systems, the role of learners in classrooms have shifted; as learner centered learning has taken on greater importance in instructional activities, such as classroom discussions, quizzes, and collaborative small group problem-solving tasks, (Boaler & Greeno, 2000).

In all the above-mentioned classroom activities, learners are invited to invent strategies that help them solve problems, to communicate and justify their ideas, and to make sense of and evaluate the ideas of their peers. These invitations allow learners at the agency to make sense of, and make decisions about, learning problems. In doing so, they take on positions of intellectual authority because they become: authors, evaluators, and co-directors of classroom activities Yackel & Cobb, (1996). These roles; centered on student agency and intellectual autonomy, are not possible in an authoritarian classroom. In this sense, the movement toward learner-centered classrooms is anti-authoritarian.

Therefore, in a learner centered classroom; teachers must realize that they share authority with learners by inviting them to make sense out of learning as intellectually autonomous agents who should direct their own classroom activities. Hence, a teacher's establishment of shared authority is fundamentally related to the co-construction of learning opportunities. This is because authority, if not well regulated in a classroom, is a gatekeeper to conceptual learning; because learning opportunities in classes are those that support learners' authorship of ideas, to develop or build on understanding Walkowiak, et al, (2017). This therefore, entails the establishment of shared authority in classrooms is a shared social regulation of opportunities to learn.

On the other hand, much as we would like teachers to learn how to share authority with their learners; learners must also learn how to share authority with one another. Social interactions that foster shared social and intellectual activity are complex; unpacking the complexity can make collaboration more manageable for teachers and learners alike. For instance, Cobb et al (2009) as well as more recent research on an ideal classroom, has focused on how teachers share authority with learners by inviting them to co-direct the classroom's work, among these studies include; (Amit & Fried, 2005; Cobb, Gresalfi, & Hodge, 2009; Gerson & Bateman, 2010; Gresalfi & Cobb, 2006; Wagner & Herbel-Eisenmann, 2014; Hamm & Perry, 2002).

However, in the Zambian multilingual English language classroom contexts, relatively little work has been done to theorize on how teachers negotiate their social and intellectual forms of authority to afford learners authority in classrooms; because studies done so far have focused more on the implementation of CLT, Munakampe (2005), Chishipula (2016), Bwalya (2019), Mwelwa (2020) and Nyimbili (2021) to mention but a few. Therefore, because of that, power continuously operates through differing forms of pedagogy that regulate and control learners' freedom and choice within educational spaces as stated by Nelson, (2017). Thus, the repetitiveness of this transactional process throughout learners' education journey, creates a "culture of silence" Friere, (1971), as cited in Robinson, (2011), meaning that learners often refrain from questioning or rebelling against the norm. Hence, power within education is therefore continuously re-made through education processes and relationships to ensure that the rituals of school environments remain stable (Nelson, 2017).

In view of the above scenarios, education scholars like Robinson and Taylor, (2013), argue that;

it is this pattern of dominance and subordination and their related classroom interaction patterns that perpetuate the non-participation of many learners in the benefits that the education system has to offer, they further state that, these unequal power relationships within educational institutions are therefore likely to have an impact on learner voices in numerous ways. These relationships reduce the honesty of learner opinions and feelings, as learners say what they think teachers want to hear, rather than what they instinctively feel; meaning that schools are not hearing the true opinions and needs of learners.

Besides that, as reviewed by other studies in this field, it appears that educational institutions exert their power, both visibly and invisibly, by determining the nature, implementation, and outcomes of learners' learning. Hence, Mwanza (2016) argues that, it is therefore important to consider the implications of teachers' and school leaders' choices, especially with a particular focus on the impact this has on learners' freedom and learning.

Thus, Sellman (2009) augments the above statement by also stating that;

to create an enabling school and classroom environment, teachers need to acknowledge learners' power, and how they can use this to break down the current complex interactions. Furthermore, schools need to be willing to recognize all learners as equals and try to develop learners' identities to help break these power imbalances. In this way, learners who previously have been disengaged by the school culture and curriculum may be empowered to give feedback to ensure they are challenged critically, within a positive learning environment.

Therefore, the ability for schools to allow learners to challenge the unequal power relations through learner empowerment, improves teacher-pupil relationships, and through this, learning becomes a way of negotiating and working together, rather than facilitating a transfer of knowledge Robinson and Taylor, (2013). Thus, this entails that the key to successful learning and teaching, anchor on the need for schools to develop an effective democratic environment, which begins with teachers releasing some of their own power to help empower their learners and build effective working relationships Robinson, (2011) and this too, is what CLT propagates.

Moreover, when teachers share authority with learners, they expect learners to, in turn, share authority with one another. This is particularly true during learner-led partner and small group work, where learners are expected to drive not only the classroom work but also the collaborative dynamics turn-taking, attention, consideration of ideas, and influence in shared, inclusive ways. That is because, learners are expected to take on and share both intellectual (content knowledge) and social authority with one another (Cobb, 1995; Langer-Osuna, 2016).

Arising from the above understanding and pedagogic expectations of balance of power, this study was interested in analyzing how teachers and learners managed and negotiated the balance of power in English language classrooms in selected multilingual contexts of Muchinga province in Zambia, where learners with diverse languages and identities learn together.

1.3 Statement of the problem

Chishipula (2016) notes that since 1970s, the scope of Communicative Language Teaching (CLT) has expanded world-wide because of its wide appeals, similarly and as earlier hinted, equally both the new and the old Zambian Senior Secondary School English Language Syllabus' recommendation of Communicative Teaching Approach and the Competence Based Teaching Approach," CDC (2013:5) and MOGE (2023), entails learner centered teaching approach; and "learner centeredness" means that there should be balance of power in the classrooms. Thus Weimer (2022) contends that "in a classroom where a teacher ensures balance of power; power sharing to the empowerment of student voices becomes characteristic." This among others, lead to learners taking charge of their own learning and consequently creates a nonthreatening learning environment which in turn leads to significant learning. Therefore, the research problem, expressed as a question is: How do teachers exercise power in the teaching of grade 10 English language in multilingual classrooms in Muchinga province of Zambia?

1.4 Purpose of the study

The purpose of the study was to analyze how teachers exercised power in the teaching of grade 10 English language in multilingual classrooms of Muchinga Province in Zambia.

1.5 Research objectives

The following were the objectives of this study:

- a. Investigate teachers' ideologies about balance of power in English language classrooms in selected multilingual grade 10 classroom in Muchinga Province.
- b. Analyze how teachers exercise power in the teaching of grade 10 English in multilingual classrooms in Muchinga Province of Zambia.
- c. Establish effects of the balance of power between teachers and learners as well as among learners in the teaching of grade 10 English in multilingual classrooms in Muchinga Province of Zambia.
- d. Examine the drivers and impediments to the balancing of power in the teaching of grade 10 English in multilingual classrooms in Muchinga Province of Zambia.

1.6 Research questions

- a. What are teachers' ideologies about balance of power in the teaching of English?
- b. How is power exercised between teachers and learners and among learners themselves in grade 10 multilingual English language classrooms?
- c. How does the balance of power between teachers and learners affect the teaching of grade 10 English in multilingual classrooms in Muchinga Province?
- d. What are the impediments and drivers to the balancing of power in grade 10 English language classrooms?

1.7 Significance of the study

The findings of this study could be significant in the context of a multilingual country such as Zambia, where research on power relations in multilingual classrooms is rare. Hence, it will help in filling the gap. Theoretically, the study could also be significant as it will theoretically demonstrate that not only can teachers create spaces for multiple languages, cultures, and identities Hornberger, (2003), but that they can simultaneously as well negotiate the structural constraints they are confronted with, in regards to the rigid authoritative regimes of monolingualism within the schools Liddicoat, (2019); Liddicoat & Taylor-Leech, (2020). Besides that, by this study reporting on the teachers' ideologies on power sharing, effects, drivers and impediments to balance of power in multilingual classrooms, the findings of the study could inspire other teachers to believe that power is not always fixed in a few hands; but bring to reality a thinking that individual teachers could enact their agency to create spaces in their

classrooms to resist the institutional policies and constraints for better classroom practices in a multilingual context as also emphasized by (Cummins, 2009; Giddens, 1986; Street, 1996).

Besides that, the current study is significant as well because it will add to the body of knowledge in multilingual education in the field of applied linguistics. Further, the findings of this study may also help enlighten key stakeholders like the Curriculum Development Center (CDC) and the Ministry of General Education (MOGE), who are the planners and policy makers to make policies that are responsive to the multilingual nature of most Zambian classrooms in the context of the spirit of “One Zambia One Nation” a National motto; and to the empowerment of learner voices in their learning process. Lastly, it is hoped that the findings of this study may further arouse interest and debate on how teacher training colleges and universities match their programs with those of multilingual classrooms and implementers, who are the teachers in this context; by critically reflecting on how they; (re) produce and balance their power and that of the curriculum as they teach English language in multilingual classrooms in Muchinga Province, so as to meet the Ministry of Education’s set Curriculum goals and that of the Millennium Development goals on education under the United Nations’ (UN) vision of universal and quality education by 2030.

1.8 Delimitation of the study

This study was conducted in six districts of Muchinga Province of Zambia and in two selected Secondary Schools in each of the six districts, whose multilingual sociolinguistic context in classrooms is as common as in the other 9 provinces of Zambia. Therefore, since this study wanted to analyze how teachers exercised, distributed, managed, and balanced power in the teaching of grade 10 English language in multilingual classrooms, Muchinga Province being one of the 10 provinces in Zambia was picked through a simple random sampling technique where names of the 10 provinces were written on 10 pieces of paper then one paper was picked randomly after ruffling the papers. Then the six districts were also picked using clustering sampling technique, where the eight districts of the province were put into categories such as rural, peri-urban and urban. Then a simple random sampling was done by picking a paper with a name of a district after each ruffling of the papers in a small enclosed box. Therefore, the six districts were picked based on that criteria.

1.9 Limitations

This study was conducted in six districts and in two selected Secondary Schools in each of the six districts of Muchinga Province of Zambia. Therefore, its findings may not be generalized to other schools and parts of the province and country.

1.10 Definition of terms

Approach- Theories about the nature of language and language learning that serve as the source of practice and principles in language teaching.

Power- The word power is often associated with one's ability to influence another less dominant individual's opinion, behavior, and values.

Balance of power- When power held by a small group when there are larger groups are of equal strength.

1.11 Thesis outline of Chapters

This thesis comprises seven chapters. The first presents the background information on the topic: Analyzing the Balance of Power in the Teaching of Grade 10 English in Multilingual Classrooms in Muchinga Province of Zambia, bringing to the fore the specific problem under research. Apart from that the chapter also outlines the purpose, the objectives, the significance, delimitation and limitation, definition of technical terms used in the study and ends with a summary of the chapter.

Chapter two reviews some of the available related literature that is relevant to the current study to place the investigation within the context of similar surveys, thereby elevating it and providing validation for it and ends with a summary of the chapter.

Chapter three presents the conceptual framework and theoretical framework within which the study was undertaken and ends with a summary of the chapter.

Chapter four describes the methodology used to collect data to provide answers to questions raised in chapter one of the study. The chapter presents details relating to the research design employed in the study. The study area and sample size, the data collection instruments, procedures as well as the data analysis process, ethical considerations and ends with a summary of the chapter.

Chapter five presents the findings of the study on Analyzing the Balance of Power in the Teaching of Grade 10 English in Multilingual Classrooms in Muchinga Province of Zambia. The presentation is arranged according to the research objectives and questions as set out in chapter one of this report and also using emerging themes and sub-themes, then it ends with a summary of the chapter.

Chapter six presents the discussions of the findings regarding Analyzing the Balance of Power in the Teaching of Grade 10 English in Multilingual Classrooms in Muchinga Province of Zambia, in line with the research objectives, the data is quantified and also interpreted as themes and sub-themes of the study and ends with a summary of the chapter.

Finally, chapter seven draws the conclusions, implications and goes on to make some recommendations based on the findings of this study; analyzing the Balance of Power in the Teaching of Grade 10 English in Multilingual Classrooms in Muchinga Province of Zambia and ends with suggestions for future studies.

1.12 Summary

This chapter was an introduction to Analyzing the Balance of Power in the Teaching of Grade 10 English in Multilingual Classrooms in Muchinga Province of Zambia. The chapter presented the background of the study, statement of the problem, the purpose of the study and research questions which addressed the objectives and the significance of the study, delimitation of the study, limitations of the study and definition of operation terms used in the study. The next chapter gives a review of some of the available related literature which is thought to be directly relevant to the current study to place the study within the context of similar research by elevating it and providing a validation for it.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Overview

This chapter reviews relevant literature that is related to this study. Literature review according to Kombo and Tromp (2006:62) is “an account of what has been written or published on a topic, by accredited scholars and researchers.” It involves “a critical analysis of documents such as books, magazines, journals, dissertations, theses, and newspaper reports. It also provides the researcher with a degree of competence within his/her research area, assists in developing the researcher’s knowledge, and identifies the boundaries of previous research therefore, focusing and justifying the research problem at hand,” (Ng’andu, 2013).

This chapter therefore, provides insight into the objectives of this study as the review is tailored around these objectives which are to: Investigate teachers’ ideologies about balance of power in English language classrooms in Muchinga Province, Analyze how teachers exercise power in the teaching of grade 10 English in multilingual classrooms in Muchinga Province of Zambia, Establish effects of the balance of power between teachers and learners as well as among learners themselves in the teaching of grade 10 English in multilingual classrooms in Muchinga Province of Zambia and to Examine the drivers and impediments to the balancing of power in the teaching of grade 10 English in multilingual classrooms of Muchinga Province in Zambia.

The researcher begins the review of related literature by giving a brief history of English language teaching as a second language in Zambia. Thereafter, reviews related literature on the concept of multilingualism and its ideologies. Then later on, reviews related literature on democratization of the classroom and its implications on learning and teaching of English language in multilingual classroom. After that, reviews related literature on the drivers to the balance of power in the teaching of English language in multilingual classrooms. Furthermore, he reviews related literature on impediments to the balance of power in the teaching of English language in multilingual classrooms and then lastly, do a summary of what has been covered under this chapter.

2.2 A brief history of English language teaching as second language in Zambia

English language is an official language of official communication as well as a compulsory subject in Zambia from pre-school to grade twelve, since middle 1960s when it was picked as an official language and language of classroom instruction by the government. Therefore, the history of English language teaching in Zambia follows that of language teaching methods across the globe. The earliest teaching method of English language was the grammar translation method which was used between 1840s and 1880s Mwanza, (2017). Under the grammar translation method, language was reduced to grammatical system with the sentence as the main unit of reference. The grammar translation method was criticized for giving a lot of attention to secondary grammatical points, since much emphasis was on reading and writing and little or no attention was paid to speaking or listening. Mart (2013) asserted that the grammar translation method did not prepare learners to communicate competently.

Then there came the direct method which was a reaction to the failure of the grammar translation method. The direct method was characterized using the target language with question and answer as the main vehicle for the graded oral progression. Meaning was conveyed using posters, real objects, and texts. The method concentrated on everyday language and vocabulary. Correct pronunciation and grammar were emphasized. Li (2012) urges teachers to encourage direct and spontaneous use of foreign languages.

After that in the mid-1940s and 1950s in the United States of America, Audio-lingual method was born out of the weaknesses of the direct method. Thus, in this approach to language teaching it was said that language is not writing but speech, therefore, language is what native speakers say; not what someone thinks they ought to say, it was also argued that language is a set of habits and therefore, teaching language, is not only about its grammar. However, by the late 1960s this method became unpopular because it was criticized for its inability to transfer skills learnt in class to communicate meaningfully outside the classroom (Richards and Rodgers, 1986:71).

Then after the above method, came the cognitive code approach which came as a solution to the weaknesses of the audio-lingual method. This approach sought to actively engage the learner in a problem-solving process, to link new knowledge to prior knowledge and to reflect about the way language operates. The cognitive code approach enabled the learner to think

creatively outside the classroom. One weakness which was noticed with this method was its inability to illustrate how language is used in situations. This led ultimately to the emergency of the situational method.

The situational method was born in the 1960s. It was born as a reaction to the weaknesses of the audio-lingual and cognitive code approaches. Richards and Rodgers (2001: 38) argued that this method involved “systemic principles of selection (the procedures by which lexical and grammatical content was chosen), and presentation (techniques used for presentation and practice of items on a course”. Under this method, language learning is dependent on the culture of the people. Language is learnt through given situations and should cover all everyday situations. Further, language learning is not only internalization of form and structures but also ability to use it and describe in terms of style, register, and genre.

However, other scholars like Mwanza (2017) argued that situational method might have overlooked some important aspects about language learning and teaching. He discourses that language as used in real life cannot be predicted, meaning that one cannot predict language forms or actual utterances which can be used in a particular situation. Owing to some of these weaknesses, attempts were made to develop more suitable methods which led to the development of the communicative language teaching, which attributed language teaching to the ability to communicate effectively as compared to merely learning the grammar rules (Mwanza, 2016 as cited in Mwelwa 2020).

As earlier explained, English language plays a paramount role in Zambia’s national development as it is an international language, the official language, a subject, and a language of classroom instruction from pre-school up to University. In line with that, both the old and the new Zambia English Language Syllabi for Secondary Schools enshrine that, “teachers of English Language use CLT in their teaching so as to enable the learners develop communicative competence,” MESVTEE, (2013) and MOGE (2023). However, we did not know how teachers exercised, distributed, managed, and balanced their power as they taught English language to grade 10 learners in multilingual classrooms using CLT and TBIA in Muchinga Province, henceforth this study.

2.3 The concept of multilingualism and its ideologies

In Zambia, as elsewhere, multilingualism in society is increasing. Today many children come from mixed-language families. In the classroom, the teacher will be confronted with this diversity and must deal with a more complicated educational practice. On the other hand, multilingualism refers to the presence and use of many languages in a particular speech community Simwinga, (2006). Gal, (2007) defined multilingualism as the use of more than one language by an individual person or community. Regarding a multilingual classroom, it implies the presence of two or more languages in the classroom Garcia, (2009). It then means that a multilingual classroom constitutes language varieties spoken by individual learners and teachers from different speech communities (Bwalya, 2019).

Thus, in general, speaking these different languages are valued positively, but minority languages such as dialects or immigrant languages are lower on the prestige scale than English or the other so-called regional languages if it is in the Zambian context, for instance Kashoki, (1978), goes further to state that Zambia is a multi-ethnic and a multilingual country, in the sense that there are over 73 ethnic groupings and therefore it is said to be multilingual because of the presence of 73 ethnic groups that are widely claimed as languages spoken in Zambia. However, the exact number of languages and dialects spoken in the country is contested on many fronts. Therefore, it must be of interest to applied linguists like the researcher and other scholars to analyze what goes on in the classrooms where a monolingual oriented syllabus is being implemented by teachers MOE (2013). For instance, in the context of Zambia, thus the current study.

To further illustrate more on the concept of multilingualism, Garcia (2011) used the metaphor of the linguistic heterogeneity in the world seen as a colorful flower garden, adding beauty, but also complexity, and needing a plan and work to conserve its beauty. In her conclusions, she emphasized that “because language is such an important part of education, all teachers, but especially multilingual teachers or teachers in multilingual contexts, should understand the role of language in their particular social context, and how their classroom practices reflect that goal” (p. 36). The ideas Ofelia García put forward about teachers, fit well with the multilingual schools’ where ideas about language compartmentalization and the flower garden and diversity

do evolve hence, the need to be in favor of democratic classroom practices which considers other linguistic repertoires as means to help meet the target.

García (2011) further talks about sustainable languaging by positing that in a globalized world a more dynamic understanding of language is needed. The language garden represented separate plots of flowers in planned spaces in patterns to display colors. In the same way, languages in schools were compartmentalized to maintain language diversity. On the other hand, Garcia, (2011) states that in the 21st century the focus has shifted to 'languaging', "that is, the social features that are called upon by speakers in a seamless and complex network of multiple semiotic signs" (p. 7). Our understandings of multilingualism and bilingual education are also affected by this shift. As she argues, "additive bilingualism, or even multilingualism is no longer relevant. Bilingual use is not linear, not compartmentalized, not balanced. Rather, multilingualism is dynamic, and perhaps better understood as trans lingual (p. 7)."

In talking about multilingual awareness in the context of multilingual schools, Shohamy (2006:182) she refers to understanding the ways in which languages are used "in undemocratic ways to exclude and discriminate." She further posits that "language awareness needs to lead to language activism." For instance, schools in most countries in Africa, Asia, and Latin America have had to contend with multilingual populations being schooled in languages other than their mother tongues throughout the twentieth century. But schools in the USA and Europe have until recently most often ignored the multilingualism of their autochthonous and indigenous peoples.

However, because of the movement of people both physically and ideologically occasioned by wars, poverty, globalization, and new technologies, schools in the developing world have had to face the multilingualism of their school-aged children Cummins (2006). Therefore, Shohamy (2006) further stresses that twenty-first century classrooms throughout the world have students who speak many different languages, often languages different from those spoken by the classroom teacher. Thus, classrooms teachers most often teach content in languages other than those the children speak at home and in communities. These teachers are not language teachers, and yet, to be successful content teachers they need to have specialized knowledge of language, and especially of the bilingual and multilingual contexts in which the children live, and of the social practices that produce certain discourses.

On the other hand, when teaching second language learners, these content teachers need to have deep understandings about the language system in which they are teaching. They also need to be thoroughly familiar with pedagogical practices surrounding multilingualism and the development of multilingualism. They also need to understand, for example, the important role that the first language has in the development of the second, and of the interdependence of both languages Cummins, (1979). And beyond psycholinguistic understandings, these teachers need to know how to build on their students' first language and literacy to develop literacy in the second. This has been shown, for example, by the work of Danling Fu (2003) in the New York Chinatown as teachers build on their recently arrived students' Chinese literacy to write English language texts.

Besides that, teachers also need to understand the importance of scaffolding Gibbons, (2002) for these students. But beyond teaching second language learners, most children in the world today speak languages at home that are different from that which the school system calls the "standard." Thus, I would argue that all teachers need to have specialized knowledge about the social, political, and economic struggles that surround the languages, about pedagogical practices surrounding bilingualism and multilingualism. For instance, Cummins (2006) did recently show us how important the school's use of "identity texts" is in the teaching of children who speak languages other than that of the school at home and in community.

Thus, we can render the multilingual awareness needs of these teachers, of course it would be desirable that these teachers have knowledge of and knowledge about the students' many languages, but given the linguistic heterogeneity present in today's classroom, this might be a theoretical impossibility. However, it is not impossible to require that where bilingual or multilingual schools have been organized, teachers may teach in more than one language. As a matter of facts most of these teachers are individuals with different degrees of bilingual or multilingual proficiency who serve as monolingual teachers often in a teaching situation within the classroom. This is often the arrangement in most education programs and mostly a preferred way of staffing schools even if they are multilingual schools (Cummins 2006).

Then, in such a scenario an effective classroom is a place where learners' sense-making is accessed and cultures are incorporated and enhanced, a place where the existing knowledge of learners are seen as 'acceptable' and 'official', and where the teacher interacts with students in such a way that new knowledge is co-created. Such a classroom will generate very different

interaction and participation patterns than a form of classroom where knowledge is seen as something that the teacher makes sense of and then passes onto students (Robinson, 2011).

Thus, for that to happen teachers, need to have an understanding about the four language teaching principles in a multilingual context, identified earlier as: Knowledge of language (proficiency) in languages, knowledge about the languages (subject–matter knowledge), pedagogical practice in the languages, and understandings of the social, political, and economic struggles surrounding the use of the languages in the classrooms. However, for this to be done effectively, teachers need to develop and understand multilingualism itself, since the languages spoken by the teachers and the students are most often in contact and in code-switching interaction, that, may help teachers in developing pedagogical practices building on the students' bilingualism or multilingualism and bi-literacies, for example, ways of translanguaging Baker, (2003), or of code-switching with pedagogical intent Van der Walt, et al, (2004), would be extremely important skill to be acquired by teachers, because the assumption of translanguaging is that speakers engage in fluid language practices selecting certain features and soft assembling those to fulfill their communicative needs (García, 2009; García & Wei, 2014).

On the other hand, for instance, a study that was done in Israel stated that teaching English is also linked to the worldwide spread of multilingualism Aronin & Singleton, (2012); Aronin, (2019); Singleton & Aronin, (2019). Responding to this new global situation, Teaching English to Speakers of Other Languages (TESOL) has developed policies that emphasize the positive role of multilingualism in English language teaching TESOL, (2017, 2018). Therefore, just like Israel is not an exception to these global tendencies, Zambia too. Thus, discussing teaching English in multilingual classrooms in Muchinga province in this study.

The above study done in Israel, revealed that the outcome of teaching English relied on how a target English variety was matched with the needs of learners, and with the methods that teachers used. Equally important revelation in this study was the realization of how the various linguistic repertoires affected the teaching of English language. Therefore, these researchers in this study argued that today, the phrase 'teaching English' says little if anything at all. They justified their stance by propositioning that, philosophies, goals, and conditions of teaching English have changed and now differ for different people and that was in view of a super diversity of English varieties, learners, and methods of teaching across the world, because someone must specify

which English variety is taught for which purpose, by whom, to whom and in which settings teaching takes place (TESOL 2018).

On the other hand, scholars like May (1999), Bruner (1996) argue that an inclusive classroom, caters for the critical multilingualism and multiculturalism needs; by recognizing and incorporating the differing language and cultural knowledge which children bring with them to school, while at the same time address and contest the differential cultural capital attributed to them because of wider hegemonic power relations May (1999: 32); in other words, the effects of power imbalances as played out in the classrooms need to be recognized and addressed by the school. Other scholars like Nind, (2005) also argue that to ‘think creatively’ about the curriculum to ‘think inclusively’ shared pedagogy must forcibly bring the ‘mindset to include.’ While Rix, (2005) augments that this must be brought to the fore of our curriculum priorities and challenging teachers to consider the extent to which thinking inclusively is central to the teaching and learning that take place in classrooms.

Besides that, it is also a fact that inclusion in education is a right and it is also seen as a moral imperative. Therefore, it means that teachers must do their best with consternation particularly when faced with a multilingual classroom Bricker, (1995). Based on the principles of inclusive teaching and learning often seen to be present in inclusive classrooms. It implies that in this type of classroom the learners need to be involved in the decision-making processes of the school. Involvement in this sense allows students to take part in the process of decision-making about their learning and curriculum planning, to the extent of participating in pedagogy of power-sharing over decisions about curriculum content and the directions that learning will take (Mwelwa 2020).

The arguments above entail that language teaching practices in a multilingual classroom which balances power; means the recognition and respect for linguistic diversity. It is with this view that Murati (2015: 173) stated that “democratization of education has got one fundamental request, and that is the respect for linguistic diversity.” Additionally, “it has to do with the recognition of individual’s linguistic rights and freedoms” Little, (2004: 123). In line with that view therefore, this study sought to analyze how teachers exercised, distributed, managed, and balanced power in the teaching of grade 10 English language in multilingual classrooms in

Muchinga Province of Zambia to enhance epistemic access in classrooms and to the empowerment of student voices.

To further elaborate more, regarding democratic language practices in a multilingual classroom, for instance, the Finnish National Board of Education (2011), as cited in Mwanza (2012: 11-12) carried out research that revealed democratic language practices in multilingual classroom. The aim of the study was to ascertain the factors that contributed to the Finish having high literacy levels. Pertinent revelations from this study, were the findings which revealed that teachers were free to choose the teaching methods and materials they wanted to use and that pupils were involved in choosing the reading materials used in instruction such as youth literature, magazines, and media texts. The study also revealed that even a small number of immigrants' children were given an opportunity to learn to read in their own mother tongue (including Swedish speaking minority).

While the study above recorded a success story in the Finnish set up, the current study in the Zambian set up, equally sought to establish the effects of balance of power in the teaching of grade 10 English in multilingual classrooms in Muchinga Province, to the empowerment of learners' voices in their own learning process, among other objectives. Because contrary to the Finnish Education System characterized by democratic language practices, where every child, even those from minority language speech communities, was/were free to choose the language of instruction which they were familiar with, the current situation in Zambia is different especially in the secondary schools, where English is the sole medium of classroom instruction at the back drop of over 73 ethnic groupings which indeed makes it a multilingual country as indicated by (Mwelwa 2020).

This situation is a paradox because the government has on many fronts talked about curriculum reviews and expressed concerns on this status quo. However, on the other hand despite the government's commitment to providing free education from early childhood to grade 12 and the curriculum outlining the provision of inclusive education, it can be difficult to envisage what Edgoose (2001), cited in Allan, (2003) refers to as a 'just classroom', due to the inclusion debate focusing so acutely on 'why instead of how' Holdsworth, (2000). Hence, this study analyzed how teachers exercised, managed, shared and balanced their power in the teaching of English language in multilingual classrooms to the empowerment of learners' voices.

Scholars like Edgoose (2001) and Allan, (2003) argue that the establishment of inclusion as a ‘rights-based principle’ should result in teachers accepting responsibility for the development of inclusive practices in their classrooms. Thus, this study wished to analyze how teachers exercised, distributed, managed, and balanced power in the teaching of grade 10 English language in multilingual classrooms in Muchinga Province of Zambia.

2.4 Democratization of the classroom and its implications on learning and teaching

Recent trends in linguistics and literacy practices are complex due to the diversity of language models and their hybrid, dynamic and flexible nature. According to Schwartz (2018), current research on bilingual and multilingual education shows that many teachers face daily dilemmas when negotiating between two or more languages. An increasing number of children are already bilingual or multilingual when they enter school and the competences in their languages may differ considerably. Therefore, developing educational spaces that consider and build on children’s and parents’ multilingual, multi-literate and multicultural lives requires active educational partnerships of schools and immigrant families to support their bi- or multilingualism and counteract their marginalization.

Robinson and Díaz (2006) note that some children and their families who come from minority socio-cultural backgrounds or non-nuclear families are often perceived as being culturally or linguistically deprived. Banks (2013), writing about the U.S. context, similarly notes that the diversity of parent and community groups which may be reflected in different interaction styles, expectations, and concerns, complicates, but does not negate the need for parent involvement in schools. She argues that educators will lose an important voice for school improvement if parents are not involved as active agents in schools.

However, parents can provide teachers with unique and important views and provide various resources. Banks further argues that parent and family involvement in schools can also benefit the family members themselves. According to Banks (2013), as schools and societies become increasingly diverse it is important to consider not only the ethnic, racial, socio-economic, and linguistic diversity of families and children, but also the diversity of experiences of these families. Epstein (2001) notes that successful partnerships between schools and families will also benefit from empowering school cultures, recognition of and holistic approaches towards diversity of students and families. Research has indicated that while children’s varied languages

are not given equal importance in schools, strong partnerships of schools and parents can counteract the marginalization of families' and children's languages (Ragnarsdóttir, 2021).

Therefore, in summary, Epstein (2001) posits that “schools need to build on children's prior cultural and linguistic experiences and knowledge and implement inclusive and socially just practices responding to their needs. Furthermore, active educational partnerships of schools and linguistically diverse families are essential to support the children's bi- or multilingualism and counteract their marginalization.”

A further dimension that needs consideration here is democratization of the classroom which demands among other things the use of multiple languages as media of classroom instructions in a multilingual classroom to enhance the recognition and respect for linguistic diversity. In line with that Chumak-Horbatsch (2012) argued that monolingual practices implemented in multilingual settings silenced immigrant children's voices, and were often with serious consequences. It is with this view that Murati (2015: 173) stated that “democratization of education has got one fundamental request, and that is the respect for linguistic diversity.”

This has to do with the recognition of individuals and realization that individual identities are multifaceted and multi-generative and that most learners in today's societies are no longer, if they are or ever there, monolingual or monoculture Kalantzis and Cope (1999: 271). That is why Kalantzis and Cope (1999: 270) explain the implications of this realization by stating that “Just as there are multiple layers and facets to everyone's identity, so too there are multiple discourses of identity and multiple discourses of recognition to be negotiated.”

Furthermore, Kalantzis and Cope (1999: 271) explain the pedagogic implications of these interaction patterns by suggesting that to recognize the diversity of lifestyles and their discursive practices:

Learning processes need to recruit, rather than attempt to ignore and erase, the different subjectivities students bring to learning'. In this sense, '[individuals] have at their disposal a complex range of representational resources, never of one culture, but of many cultures in their lived experience, the many layers of their identity and the many dimensions of their being.’

In line with that Kumwenda (2010) did a study in a multilingual based classroom in Zambia. Results of the study showed that pupils to whom Chichewa was their first language performed better than those whose Chichewa was not their first language. The analysis of the quantitative data revealed that the difference in performance in reading between the pupils to whom Chichewa was not their first language and those to whom Chichewa was their first language was significant. Besides that, the language practices revealed in the study were mostly monolingual practices in multilingual classrooms. Thus, it did not constitute democratic language practices of using multiple languages for classroom instructions.

Thus, in as much as the study by Kumwenda shades more light on the undemocratic language practices in a multilingual classroom which the present study seeks to establish too, it differs with the present study in that the aim in Kumwenda's study was to establish the reading differences between pupils to whom Chichewa was not their first language and those to whom Chichewa was their first language whereas the present study aims at analyzing how teachers exercise, distribute, manage and balance power in the teaching of grade 10 English language in multilingual classrooms.

On the other hand, Kumwenda's (ibid) study was done in the lower Primary School among grade one learners while the present study was done in Secondary Schools and at the senior level. Therefore, the language practices reported in this report reflect what is termed in this study as the "undemocratic language practices" characterized by non-recognition and respect for linguistic diversity. Just like what, Bwalya (2019) also stated "the non-recognition and respect for pupils' linguistic repertoires results in symbolic violence which is synonymous to undemocratic language practices in a multilingual classroom." Bwalya further argued that at the core of symbolic violence is teachers' monolingual practices in multilingual classrooms.

While on the other, Bourdieu (1970) defined symbolic violence as the gentle, invisible violence that is not recognized as such; and in relation to language practice in the classroom, Bourdieu (1990) further explained symbolic violence as a situation in which the standard variety or dominant language is legitimized through institutionalized discourse of education, while the rest of the varieties or languages become illegitimate and excluded from the classroom talk.

Whereas on the other side, democratization of the classroom through the avoidance of symbolic violence calls for translanguaging as a pedagogic language practice because it makes provision for multiple language practices in the classroom. Thus, one of the advantages of translanguaging is that “it enables certain concepts to be reinforced through repetition in several languages repertoires and clarified in much more detail as opposed to using one language” Hassan and Ahmed (2015: 26). Other benefits of translanguaging as advanced by Baker (2011) are the promotion of a deeper and fuller understanding of the subject matter; helping in the development of the weaker languages; and the linking of home and school.

A study which was done in New Zealand on translanguaging also revealed that it increases comprehension in the context of other minority languages as reported by Lowman et al. (2007) that the New Zealand Maori literacy levels increased when students were allowed to use their first language to process and analyze texts that were in Maori. In addition, in a similar context of a Catalan university in Spain, Llurda Cots and Armengol (2013) reported the increase in comprehension of text when English and Catalan languages were used to support students’ comprehension in an English-medium class. Therefore, it can be concluded that the foregoing studies relating to pedagogical translanguaging revealed conceptual transfer, meta-linguistic awareness, and increased comprehension. That was made possible because they utilized pedagogical translanguaging whose goal is dynamic multilingualism Garcia, (2009) where the use of multiple languages for meaning making is a norm rather than an exception.

Therefore, in view of the democratization of the classroom, it must be reiterated here that language practices in a multilingual classroom require the use of multiple languages for classroom instructions Cummins (2019). Grosjean’s (1985: 471) also asserted that, “language practices in multilingual classrooms should not be the same as those language practices in monolingual classrooms, where the language of instruction is the main language of all the learners and the teacher.” Therefore, the use of multiple languages as media of instructions is here referred to as democratic language practices realized through translanguaging and its associated pedagogical language practices namely code mixing, code switching, translation and language reciprocity.

The above-mentioned benefits of translanguaging matches the study carried out in Tower Hamlets by Kenner et al. (2008) cited by Nasima Hassan and Kamal Ahmed (2015) which

examined the response of second and third-generation British Bangladeshi children who were given the opportunity to apply their full linguistic repertoire within the mainstream curriculum. The outcome of the study revealed conceptual transfer, meta-linguistic awareness and, more significantly, a deepened understanding of the curriculum. Contrary to the deficit models in bilingual learning held in the past, the study revealed cognitive advantages and cultural benefits of such pedagogy (Baker, *ibid*).

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

A similar study was also done in Kenya by Ogechi (2009) cited in Kiramba (2015). The study investigated the use of English and other African languages in the Kenyan primary schools to ascertain whether English as a language of instruction was practical and appropriate in grade 4 in three primary schools in three Kenyan provinces. The outcome revealed that much of the classroom talk time was taken by the teacher as learners mostly either gave brief responses or remained silent, and the few learners who did respond actively did so in ungrammatical English. Therefore, Ogechi (*ibid*) concluded that the study demonstrated the learning and pedagogical challenges faced by both teachers and learners in a multilingual classroom.

The two studies by Ogechi (2009) reflect communication challenges faced in Kenya's transition bilingual education. In this transition bilingual education, transition to English according to Kiramba (2015), happens at grade 4 unlike the Zambian secondary schools where the only language of classroom instruction is English language and Zambian local languages are taught as optional subjects although majority of the learners are fluent in these local regional languages.

Therefore, this study sought to establish how teachers in Muchinga province of Zambia navigated the multilingual situations in their classrooms and bring about democratic classrooms.

On the other hand, a study which was done in Zambia by Mwanza (2016) reported that, “teachers’ views were that their learners had poor English language background and could not speak English fluently.” Mwanza (2016: 227) further added that “Respondents explained that some learners could not speak English, and when such learners were asked to speak English, they resorted to keeping quiet since they could not express themselves in English. In reference to Munakampe’s (2006) study which targeted grade five learners and revealed the same communication challenges, thus Mwanza (2016: 228) concluded that “it therefore appears that the challenge of a lack of English proficiency is not limited to primary schools (grade 5) but extends to secondary schools.”

While the communication challenges teachers may face in multilingual classrooms are common to the above studies, the findings on the other hand also showed that teachers were hesitant in using the informal languages of the learners, hence the communication problems exacerbated by monoglossic ideology inherent in transition bilingual education expressed in Poudels’ (2010) study done in Nepal, Ogechis’ (2009), a study done in Kenya and Mwanza (2016) in Zambia. The main aim of the present study is not based on finding out the challenges teachers face in teaching multilingual classrooms but on how teachers exercised, distributed, managed, and balanced power in the teaching of grade 10 English language in multilingual classrooms in Muchinga province to the empowerment of student voices.

The above study recommended that Language policies and linguistic educational practices that were being developed in both preschools in the study and the preschool staff would benefit from more training in suitable language and literacy practices to further support the children’s multilingualism. It further recommended that there be a thoroughly developed local language policies and resources to support and benefit the children. The study strongly recommended that a clearer strategy for implementing these pillars into practice would strengthen the basis for children’s multilingualism. Furthermore, the recently developed guidelines for the support of mother tongues and active plural-lingualism in schools and afterschool programs, are likely to benefit children’s multilingualism and provide a stronger basis for practitioners to implement linguistically responsive practices (Ministry of Education, Science and Culture, 2020).

2.5 Drivers to the balance of power in the teaching of English language in multilingual classrooms

There are a number of strategies and techniques which ensure that classroom teaching becomes a success and these are referred to as drivers because they help in the actualization of set goals. In line with that, Bwalya (2019) notes that the non-recognition and respect for pupils' linguistic repertoires results in symbolic violence which is synonymous to undemocratic language practices in a multilingual classroom. At the center of symbolic violence are teachers "monolingual practice in multilingual classrooms. Bourdieu (1970) defined symbolic violence as the gentle, invisible violence that is not recognized as such; and in relation to language practice in the classroom, Bourdieu further explains symbolic violence as a situation in which the standard variety or dominant language is legitimized throughout institutionalized discourse of education, while the rest of the varieties or languages become illegitimate and excluded from the classroom talk. Its consequences are that; it forces students to react with withdrawals, aggression, and reduced involvement in the classroom activities. Thus it becomes a hindrance to meaningful learning and to the democratization process of a multilingual classroom.

Therefore, democratization of the classroom through the avoidance of symbolic violence calls for Translanguaging as a pedagogic language practice because it makes provision for multiple language practices in the classroom. Because one of the advantages of translanguaging is that "it enables certain concepts to be reinforced through repetition in several languages and clarified in much more detail as opposed to using one language or being monocentric" (Hassan and Ahmed, 2015: 26). Other benefits of translanguaging as advanced by Baker (2011) are the promotion of a deeper and fuller understanding of the subject matter; helping in the development of the weaker language; and the linking of home and school. However, the disadvantages of translanguaging are that it is an expensive venture as it requires the training of bilingual teachers and the writing, translating, and printing of learning materials in different languages.

On the other hand, García (2014) proposed that translanguaging as pedagogy has the potential to liberate the voices of language minority learners. Translanguaging refers to the flexible use of linguistic resources by bilinguals as they make sense of their worlds. A translanguaging approach to teaching and learning is not about code-switching, but rather about an arrangement that normalizes bilingualism without diagnostic functional separation (Lewis, Jones, & Baker, 2012).

Further, Baker (2011: 288) defines translanguaging as the process of “making meaning, shaping experiences, gaining understanding and knowledge through the use of two languages.” In the classroom, translanguaging approaches draw on all the linguistic resources of the child to maximize understanding and achievement. Thus, both or all languages are used in a dynamic and functionally integrated manner to organize and mediate understanding, speaking, literacy, and learning Lewis, et al, (2012) and this is what this study aimed to analyze, because it sought to look at how power was exercised, managed, distributed, and balanced as teachers taught English language to grade 10 in multilingual classes using CLT, in Muchinga Province.

Thus, in view of the democratization of the classroom, it must be reiterated here that language practices in a multilingual classroom require the use of multiple languages for classroom instructions so that they serve as drivers to epistemic access. It is for this reason that Grosjean (1985: 471) argued that “language practices in multilingual classroom should not be the same as those language practices in monolingual classrooms where the language of instruction is the main language of all the learners and the teacher.” The use of multiple languages as media of instructions is here referred to as democratic language practices realized through translanguaging and its associated pedagogical language practices namely; code switching, translation and language reciprocity.

Another pedagogical language practice mentioned above, as another common feature in a democratic classroom is translation. It must be noted however that in this study, translation does not necessarily imply the grammar translation teaching approach. But one of the democratic language practices employed by teachers to democratize a multilingual classroom. Translation is generally understood as converting the expression of the target language into that of the native language, or the reverse. Another definition of translation according to Lin (2008: 17) is “expressing the sense of words or text in another language.”

Similarly, translation involves the “writing or saying a written text from one language into another” Zimba, (2007: 37). Based on the foregoing and in relation to our study, translation is a type of pedagogical language practice that involves the transfer of knowledge through verbal or written discourse usually from the official formal language to informal languages for epistemic access. It is therefore in line with the democratic language practice principles anchored on using two or more learners’ languages as media of instruction in a multilingual classroom. Therefore

because of the above argument, in this study these principles are referred to as drivers to the democratization of multilingual classrooms in Muchinga Province of Zambia.

Besides that, Simachenya (2017) also brings to the fore another pedagogical language practice in a democratic classroom which he calls as “Language Reciprocity”, in his study on “language practices in a multilingual classroom: A case of selected primary schools in Livingstone urban in Zambia,” he used the term “Language Reciprocity” to describe language practices where the listener responds in the same language the speaker uses. Simachenya (2017: 66) explained that “the term refers to the practice of one responding in the same language as somebody has spoken to one.” For instance, in some multilingual classroom pupils would give an answer in the same language used by the teacher, and in the same way the teacher would give an answer in the same language used by the pupil. In brief, language reciprocation is used in a multilingual classroom to meet the different communicative needs of each learner, and it therefore enhances the democratization of the classroom (Simachenya Ibid).

The aim of Simachenya’s (ibid) study was to analyze language practices employed by teachers and learners in a multilingual classroom. The findings showed that language reciprocation helped learners from different linguistic backgrounds to follow the lessons. It also enabled them to participate in the learning activities. Because of language reciprocation by both the teacher and learners, Simachenya concluded that the classrooms in Livingstone urban were inherently multilingual. The above study was like the present one in that it involved the analysis of teachers’ language practices in a multilingual area in which the language of instruction in the lower primary is Tonga and the language of instruction in the upper primary is English. However, the present study differs from that of Simachenya, in that the current study aims at analyzing how teachers exercised, distributed, managed, and balanced power in the teaching of grade 10 English in multilingual classrooms in Muchinga Province of Zambia.

In addition to that there is also what is called reciprocal learning, where the teacher does not have to be the fountain of all knowledge, but rather a partner in the 'conversation' of learning. Teachers and learners can take turns, as in the metaphor of the conversation, when storying and re-storying their realities, either as individual learners or within a group context. Reciprocal learning also promotes a learning of knowledge-in-action as related to the traditions of the various cultural elements being taught. One implication of this principle is that active learning

approaches are preferred because in this way the processes of knowledge-in-action can be brought to the interaction, indeed for the interaction. This means that learners can participate; using sense-making processes, they bring to the relationship and share these with others. Hence, this is a clear reflection of power sharing in a classroom (Simachenya 2017).

As earlier stated, reciprocity or other language practices based on the recognition and respect for linguistic diversity in multilingual classrooms may also indicate teachers' deviation from implementing the educational language policy. The study carried out by Rabenoro (1999) revealed the mismatch between language in education policy and the actual language practices in the classroom. Rabenoro (ibid) did a study in Madagascar, a country where the standard Malagasy language as opposed to other Malagasy varieties is the initial language of instruction from grade 1 to 2 whereas French is the medium of instruction from grade 3 onwards. The study showed that in practice, when teachers were appointed to the area they originated from, many of them used the local variety of Malagasy instead of the official Malagasy or standard French. The study noted a "tremendous gap between the official instructions and the reality" (Rabenoro, 2009: 180).

The findings also gave reasons for teachers' deviation from the stipulated Language in Education Policy, as they were because of power relations and struggle that existed between policy makers and teachers, and between teachers and learners in the classroom, which was often characterized by power to control and dominate. This was also noted by Huckin *et al.* (2012:115) who stated that "the classroom is a place where power is circulated, managed, exploited, resisted, and often directly impacted by institutional policies and changes". Based on Huckin *et al.*'s (ibid) assertions, Mwanza (2016) explained that it is in the classroom where government policies and directives as well as teacher's decisions and directives are accepted or rejected or ignored in the process of teaching and learning. Hence this study sought to establish impediments and drivers to the teaching of grade 10 English language in multilingual classrooms in Muchinga Province of Zambia.

For instance, in Rabenoro's (1999) study where there was a mismatch between the language policy and the linguistic composition of the classroom, the teachers ignored the language policy by using the informal language of the learners. It is in this context that Haugen (2009) argued that education policies are normally characterized by contradictions and not by progression or

retrogression; contradictions in the sense that there is a mismatch between the government's stipulated language of instruction and the actual language practices in the classroom. It is situations like this one that force some teachers to diverge from the policy to help learners learn and to mitigate symbolic violence (Bwalya 2019).

In line with that Mwanza (2012) also revealed a similar scenario to the above, where teachers were deviating from using the prescribed standard language to using other languages familiar to both the learners and the teachers. This study was carried out in the Cosmopolitan City of Lusaka believed to be predominantly Nyanja. The aim of the study was to find out if Chinyanja was appropriate for use as a language of initial literacy in a Cosmopolitan environment like Lusaka District or not. The researcher employed both qualitative and quantitative methods to collect data from 38 teachers and 120 pupils. The findings showed that there was a mismatch between the Chinyanja spoken by children during play and the one which was officially recognized in schools.

The study also revealed that both teachers and pupils were not proficient in Standard Nyanja. As a result, the study showed that since “teachers were not fluent in Chinyanja and that the type of Chinyanja they spoke was not standard Nyanja recognized in schools. There were a lot of instances of code switching” Mwanza, (2012: 91). Even though the study did not explicitly state the local language used for code switching, it is assumed that teachers and learners code switched between English and the informal Nyanja as both of them were not fluent in the standard Nyanja that was done so as to aid the teaching and learning, in what can be called as a multilingual classroom in the real sense and it entails democratizing the classroom. Whereas this study wished to analyze how teachers exercised, distributed, managed and balanced power in the teaching of English language to grade 10 learners in multilingual classrooms in Muchinga Province.

In addition to that an Indian researcher, Sriprakash (2009), conducted a study which looked at child centered education and the promise of democratic learning, pedagogic message in rural India. He documented that the Nali Kali '*Joyful Learning*' pedagogy provided a place for laughter, happiness, and in some cases individual expression in the classroom. The learner's attitude towards learning was positive and they were happy when class discussions were used. Kaul (2004) noted that despite the children being happy with their involvement in the classroom

activities, the syllabus was not being followed at the required pace due to the over prolonged discussions. However, Kaul and Sriprakash did not unveil to the academic world the kind of classroom activities which facilitated language learning and one of the most rewarding aspects of a student-centered language lesson which sets it apart from other lessons in other subjects.

2.6 Impediments to the balance of power in the teaching of English language in multilingual classrooms

The idea of a language may be important as a social construct, but it is not suited as an analytical lens through which to view language practices. That is because, an approach that relies on the concept of multilingualism to describe the language competence of speakers in the context of language contact, argues that, if language for instance in a classroom situation, is not properly looked at by teachers and learners, it may then become an impediment to the balancing of power in classrooms Mwanza (2019). Furthermore, Bourdieu (1990) considers the above as limitations to understanding linguistic diversity because it relies on the naming and separation of languages.

Therefore, scholars in sociolinguistics have recently developed a range of ways of describing and analyzing language use in late modern societies. Rather than long ago when homogeneity and stability represented the norm, now sociolinguists look at how mobility, mixing, political dynamics, and historical embedding are now central concerns in the study of languages, language groups, and communication Blommaert and Rampton, (2011). That is so because as large numbers of people migrate across multiple borders, and as advances in digital technology make available a multitude of linguistic resources, communication is in flux and in development. Given these conditions, the notion of separate languages as bounded systems of specific linguistic features may be insufficient for analysis of language in use and in action (Jørgensen, et al, 2011).

Thus, in this modern era and in classroom innovations, a teacher is a key agent of change Beeby (1980), because teachers' response to an innovation will partly decide to what extent that change will achieve its goals. While the teacher's role, whether assigned or self-embraced, may be that of an initiator or interpreter of new policies and practices, without the teacher's active co-operation, educational innovation is not possible Weimann, (1996). A teacher as an agent of educational innovation may resist or embrace change. Furthermore, the negative attitude of teachers towards innovations brought about in such approaches as Communicative Language

Teaching in this regard is one of the reasons advanced by different scholars that are impinging on the successful implementation of educational innovations (Nyimbili 2022).

The other impediment to effective power relations is; attitude, which can be interpreted as a dimension of personality that transpires in the individual behavior in relationship with others, or certain situations. Most psychologists consider attitude as mental predispositions, as an individual's tendency to react in a certain manner, be it favorable or unfavorable towards a certain aspect of reality. Being a latent variable, attitude is practically manifested by the coherence and consistency of individual behavior, and it consists of three (3) dimensions; cognitive, affective, and behavioral (Anghelache & Bentea, 2012).

Further research by Tabulawa (2008), Mtika (2012) and Chiphiko and Shawa (2014), had shown evidence that a negative attitude by the teachers towards learner centered techniques makes the teacher not to correctly use learners centered activities in class whereas the failure to use these activities correctly in class make the learners not to like them. These studies investigated the attitudes learners and teachers had towards the usage of learner centered activities in classroom to teach English language. However, it must be noted that teachers and learners have their personal attitudes towards classroom teaching and learning. A bad attitude by a teacher towards a class makes the teacher not teach effectively Guthrie, (2011). The teaching is affected regarding planning and delivery in class. A bad attitude from learners towards a particular lesson frustrates the whole learning process because learners do not pay attention to what the teacher is teaching. From these perspective, it is important for the teachers and learners to develop intrinsic motivation towards the usage of learner centered techniques so that teaching and learning takes place effectively, (Mwanza 2016).

Besides that, teachers' and learners' attitude towards a specific change consists of their cognitions about that change, affective reaction to that change and behavioral tendency towards that change Bentea, (2014), that is true because every innovation in this regard is met with different attitudes. Olson (1981) precisely explains that every educational innovation or change is interpreted by beliefs and attitudes because each participant brings with them social and psychological baggage and any interaction is inevitably going to be influenced by perception and beliefs. Therefore, the negative attitude that teachers develop towards an innovation can be attributed to different factors. Hurst (1981) summarizes this complex conditions in which the

acceptance of an innovation takes place to include; the need for the teachers to be accurately and adequately informed about the proposed change, because if they lack information, they are less likely to be inclined to put the innovation into effect. He further advances that the intended outcomes of an innovation should coincide with teacher's value system in such a way that they are beneficial.

On the other hand, closely related to the above issue, is lack of English language proficiency by most learners, which has been cited as one of the factors negatively affecting the implementation of CLT for instance in most contexts. Ellis (1996) argues that the successful adoption of CLT into English Languages classrooms depends on among other things, the English Language proficiency of the teachers as well as the learners. However, most teachers of English Language have been reported to lack the ability to teach communicatively and this affect their teaching of CLT for example and that in a way also affect the democratization of those classrooms therefore, it becomes an impediment to English language teaching in multilingual classrooms Hird, (1995). Similarly, Li (1998) observed in his study that Chinese teachers' abilities in English skills of reading and writing were inadequate to enable them conduct communicative activities in their classes. Similar findings were recorded by Weimann (1996) in Ciskiean Secondary Schools.

Therefore, since Zambia too uses English language as a sole language of classroom instruction from grade five (5) to the university, it was of great interest to the researcher to analyze how teachers exercised, distributed, managed and balanced power in the teaching of English in multilingual classrooms in Muchinga province of Zambia. Especially that unlike Asian States, Zambians hitherto uses English language as a medium of instruction from grades five (5) to tertiary education MOE, (2013), that implies that educational authorities have safely presumed that Zambian teachers of English Language have high levels of proficiency in English Language. Hence that need to analyze and establish hoe they do that to the empowerment of student voices in multilingual classes.

Besides that, learners also play a vital role in the successful implementation of any school curriculum. To begin with, for instance in the Zambian context, one of the two recommended methodological interpretation mode of the Zambian senior secondary syllabus is communicative language teaching (CLT), and this approach offers more interaction among students through co-operative learning Whong, (2011). However, tradition and culture have been reported by

researchers to have a bearing on the successful implementation of CLT in certain instances. Bower and Prodromou (1992) observed that there has been increasing interest in recent years in the relationship between language learning and cross-cultural awareness within the field of English language, because the study above revealed that methods and approaches demanded by innovation, for example, were often in conflict with the practitioners own cultural background.

Therefore, any methodology, such as that under the banner of CLT, which incorporates aspects of pupil centered approach, is likely to clash in practice with traditional values. Just like a study of Taiwanese teachers reported that students' cultural background frustrated the teachers' use of CLT Chang, (2010). Taiwanese teachers involved in the study reported that their pupils were usually quiet and only waited for the teacher's call to answer questions. In the Bangladesh context, Chowdhry (2010) wrote that students expected teachers to be an authority figures and the teaching methods to conform to the traditional 'lock step' teacher centered approach where teachers give orders to students, who then comply. Alptekin, (1982) posits that;

because the educational practices of a country or a people are so deeply rooted in its culture and its underlying pre-suppositions, the dominance of the learner's culture, and for that matter, the dominance of the teacher's culture is a factor that needs to be reckoned with when thinking about the teaching of English as a second language (ESL) in general, and about innovation such as CLT, in particular.

Therefore, in the current these are viewed as impediments in the democratization of a classroom. Hence, this study sought to establish the impediments and drivers to the teaching of grade 10 English language in multilingual classrooms in Muchinga province.

Furthermore, many researchers have conducted extensive studies on Asian students learning and have revealed that most Asian students have limited English Language vocabulary necessary for communicative activities Chang, (2010) & Li, (1998). Therefore, the other impediment to the balance of power in the teaching of English language is; pupils' low proficiency in English language because it negatively affects the implementation of CLT as stated above. According to the findings the studies above, when these pupils speak English, they are afraid that some people would make fun of them. They feel embarrassed, shy, and gradually, they lose motivation in trying to speak English. During group work, they tend to depend on their higher proficient peers.

As if to further argument that claim, Odendaal cited in Weimann, (1996) undertook a literature survey intended to establish the level of English usage in the so called Black Primary and Secondary Schools in South Africa. The report stated that every source consulted either explicitly or by implication believed the English used by Black Africans was below standard, although no attempt was made to define such standards. It was also observed that it was reasonably certain that at least 80% of the pupils came from homes where Standard English is either non-existence or a second language or a second dialect.

While on the other hand, it is a known fact that different countries in different parts of the world have had their own unique challenges in the education systems regarding adopting and using learner centered approach. For instance, a study conducted by Huba and Freed (2000) in Iran found that that the culture of teacher-led learning is competitive and individualistic; it means students cannot think aloud or interact, among others. In contrast, the culture of a student-centered classroom is cooperative and supportive and does not support the outcomes of the examinations but how much competencies that learners have acquired. Teacher centered teaching supports teacher intelligence and passive learning whereas, learner centered teaching supports learner creativity and interaction as a mode of knowledge sharing Ghorbani, (2009). However, these studies are European based whose schools are modern unlike most African countries like Zambia whose education systems is still developing and are different.

The aims of most educational systems in most countries in the world do not support failures in schools and education system. The pride of a parent is to see a child excel in the assessments be it summative or formative. According to Khaniya (1990:51) “a large number of teachers help learners cope with examinations in order to preserve their reputation as good teachers.” A study by Zohrabi, Torabi, Baybourdiani, (2012) noted that the process of obtaining a higher score is commonly important to both teachers and learners, hence the teaching process is controlled by external pressure from learners, parents, and school principals.

In this case, teachers used their best teaching methods in their classes so that they build their names and avoid losing employment. The parents, head teachers and the entire education system did not care about the techniques the teachers used to teach learners provided the children were passing. However, this study examined teachers’ and learners’ ideologies on the balance of power in the teaching of English language in selected grade 10 multilingual classrooms in

Muchinga Province, by Analyzing how power was exercised, managed, distributed, and balanced in the teaching of grade 10 English in multilingual classrooms.

Another factor highlighted in some studies as an impediment to effective English language teaching is; Parents' beliefs about language and language use. Scholars argue that parental beliefs about language have great impact on children's language learning and identity formation Wilson (2020). Many multilingual families take an active role in choosing which languages to use and teach their children in their homes, thus negotiating and implementing family language policy King et al, (2008). Wilson (2020) notes that in such families, decisions regarding which languages to speak, may be highly political and that they may influence the children's relationships with each parent's extended family. Furthermore, family language policies can be affected by various policies and educational practices in their children's schools.

A study by García & Wei, (2014) revealed that when such children enter a new socio-cultural community, such as a school, where a majority language is spoken, they also encounter culturally related challenges. These children have to learn not only the vocabulary, grammar and literacy skills of the majority language as well as other languages, but also recognize and acquire the cultural norms connected to the language use. Bi- or multilingual children, a heterogeneous group, experience the differences on a daily basis. In line with that Wilson (2020) argues that while the language management of minority language parents tends to be geared towards transmitting a linguistic heritage which is often associated with their emotional bond to the home country, their children, who may be born in the country of immigration, may not share such a deep connection with the heritage culture. As a result, their language choices may differ from their parents'. Therefore, research on family language policy (FLP) has revealed the importance of families in supporting their children's language learning and that families often experience obstacles in their children's schools.

In addition to that the findings of Conteh et al's, (2013), longitudinal, qualitative research including primary-aged children, their families and teachers in England, indicated lack of understanding on the part of the teachers about the potential of multilingualism for children's learning as another impediment to effective English language teaching in schools. Research has also revealed the diversities and dynamic nature of family language policy. For instance, Lee's (2021) research with Korean immigrant families in the United States illustrates the intra group

diversities of Korean immigrant families. All families in this study acknowledged the importance of bilingualism for their children and maintained the Korean English bilingual environment at home. This research shows how the influence of intergenerational aspects, including immigration status, histories and cultural and social positionings, impacted the families' language management and maintenance.

Research studies on family language policies in Iceland by Emilsson (2021) on the school experience of five plurilingual children focuses on the children's perspectives, complemented with the perspectives of their parents and class teachers. The findings indicated that the interplay of plurilingual students' linguistic repertoires and their school experience takes place within the plurilingual students, in their linguistic identity negotiations, and in their learning spaces where they strive to experience wellbeing and educational success.

Thus, Emilsson (2021) argues that highly motivated, pro-active parents and teachers counterbalance compulsory schools' monolingual focus, thus creating together circumstances that allow plurilingual students to excel academically and when that is not done the opposite is true. In summary, Wilson (2020) states that;

language policies and practices of families vary and are related to socio-cultural conditions and social status as well as the socio-cultural, ethnic, and linguistic profile of the family itself. According to research, while many immigrant and transnational families take an active role in promoting and supporting their children's heritage languages and multilingualism, these families often lack support from the mainstream schools in supporting their children's multilingualism.

On the other hand, Cummins (2001) claims that in order to create learning spaces that respond to the needs of linguistically and culturally diverse groups of children and their families, schools need to develop ways to implement inclusive and socially just practices where diverse backgrounds and identities are welcomed. To develop such practices, it is important to build on children's prior cultural and linguistic experiences and knowledge. Chumak-Horbatsch (2012) claims that most multilingual children are "emergent bilinguals" García & Kleifgen, (2010), which begin early childhood education with some proficiency in their home language and a basic understanding of literacy. The parents of many young children wish for them to learn the new or

majority language while developing and expanding their home language and literacy (Chumak-Horbatsch, 2012).

Further, Cummins (2004) and Chumak-Horbatsch (2012) have argued that monolingual practices implemented in multilingual settings silence immigrant children's voices, often with serious consequences. These children quickly feel and understand that their language has no meaning, is sometimes not allowed and that their way of speaking is less important than that of the children speaking the majority language of the preschool. Thus, inclusive linguistic and literacy practices are needed to enhance the learning of all children in linguistically and culturally diverse learning contexts. Such practices focus on multilingual, multi literate and multicultural lives of children daily and provide language and literacy materials in the home languages while maintaining close cooperation with parents.

2.7 Summary

The studies reviewed in this chapter have provided insights into the objectives of this study as they are tailored around them. The review begun by giving a brief history of methods of second or foreign language teaching. Thereafter, it defined Communicative Language Teaching (CLT), and Text Based Integrated (TBIA) as the recommended syllabus interpretation approaches for Zambia's senior secondary school English language teaching. Therefore, these approaches were used as anchors in the analysis of teachers' classroom linguistic practices to the empowerment of learner voices in multilingual classes. Thus, it was prudent to give a brief history of CLT and its principles as an approach to second language teaching. After that, some literature on the concept of multilingualism and its ideologies on teachers' balance of power in multilingual classrooms. Then literature on the democratization of the classroom and its implications on learning and teaching. Further, literature on drivers to the balance of power in the teaching of English language in multilingual classrooms and in conclusion literature on impediments to the balance of power in the teaching of English language in multilingual classrooms were reviewed.

However, much of the literature reviewed was from CLT implementation context as very little research has been done around how power is shared, exercised, managed, and distributed to enhance student voices in a multilingual ESL context, especially here in Zambia. On the other hand, the reviewed literature also helped the researcher to identify gaps in terms of areas of interest and findings in relation to the current study by those other researchers. Above all, it was

also noted that of the revealed studies no study holistically investigated the problem under study in this study, as those other studies reviewed attended to isolated aspects of power relations in the primary schools other than the senior secondary level the focus of the current study. Therefore, this research holistically studied the problem that was identified and filled up the gaps that were identified through its findings. The next chapter discusses the conceptual and theoretical frameworks that were used in this study.

CHAPTER THREE

CONCEPTUAL AND THEORETICAL FRAMEWORKS

3.1 Overview

This chapter presents the conceptual and theoretical frameworks which supported this study.

3.2 Conceptual Framework

A Conceptual framework is an analytical tool with several variations and contexts. It is used to make conceptual distinctions and organize ideas. Likewise, conceptual frameworks are abstract representations, connected to the research projects' goal that directs the collection of data (Wikipedia, the free encyclopedia). Sekeran (2003) defines the conceptual framework or theoretical framework as a conceptual model of how one theorizes or makes logical sense of the relationships among several factors that have been identified as important to the problem.

My Conceptual framework is derived from Vygotsky's zonal of proximal development based on the concept of scaffolding. According to Wood et al. (1976:90) as cited in Mumba (2019), Scaffolding is defined as "those elements of the task that are initially beyond the learners' capacity thus permitting him to concentrate upon and complete only those elements that are within his/her range of competence." It is also referred to as assistance or support. Vygotsky is a strong proponent of ZPD which is defined as "the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with peers" Vygotsky, (1978:86), this therefore, means that learners learn best through class interaction and activities with their peers.

In that regard, Gillen (2000) also posits that the notion of ZPD is meaningful interaction between the child and the more competent adult /teacher which yield positive development in the child. In cases where the more competent adult or teacher is unavailable, there should be a more competent individual who would be able to support his peers. Vygotsky (1987) notes that collaboration, assistance and direction are important in enabling a child to do more tasks independently. He advised the educationists to make use of cooperative learning tasks because he

was of the view that if a learner is within the ZPD and receives the necessary support, this will enable him or her complete the task successfully.

While Akinyeye (2015) quoting Vygotsky (1978) also posits that Vygotsky advocated for scaffolding in the classroom via social interaction so as to construct knowledge which leads to the confirmation of comprehending the task at hand. Proponents of scaffolding argue that collaboration takes place when the learners interact and have discussions with both the teacher and their peers. Good and Brophy (1994) affirm that this can happen when teachers do not rush the learners from moving from one step to another. Instead, teachers have to take learners in a systematic way through small steps of learning activities. Eventually when the teacher sees some progress, he/she will withdraw gradually until the learners are able to carry out or work given tasks independently. In addition, teachers have to be knowledgeable of the method themselves if they are to scaffold pupils effectively therefore, this is where the issue of the reproduction of power and power relations comes in.

Vygotsky (1978) postulates that children learn best through demonstration. One way this can be done is through the teacher providing examples to what they learn. This is through illustrating and showing the learners through connection between the teaching material and the real life experiences. He acknowledged that lessons should open opportunities for learners to take. He adds that activities that learners are involved in should be challenging so that learners use their cognitive skills efficiently. In the context of this study, just like Mwelwa (2020) stated teachers must select appropriate pedagogical practices and strategies to use as they teach English in multilingual classrooms. Pedagogies that are learner centered and friendly but challenging enough to the learners' cognition and at the same time motivating and this is the balance of power in teaching which this study wished to analyze.

In addition to that Paleker (2017) quoting Vygotsky states that Vygotsky categorized the learners' knowledge into two forms; "spontaneous knowledge" and "scientific knowledge." Spontaneous knowledge referred to everyday knowledge and school knowledge as scientific knowledge. This means the knowledge that learners get as a result of things that they experience in their daily lives is what is referred to as Spontaneous knowledge. This is because there are no formal instructions for learners to follow to acquire that knowledge. In short, they learn it spontaneously. Scientific knowledge on the other hand refers to the formal learning that occurs

in an established institution. Vygotsky (1978) argues that learners cannot work with their everyday knowledge in an abstract manner but proposes that the knowledge gained from their everyday encounters can be used to scaffold the scientific knowledge.

Thus, in view of the reproduction of power, power relations and balance of power between teachers and learners, in the context of this study. That entails teachers empower learners by encouraging the use of multiple languages. For instance, the use English and the local languages and other modes available in their classrooms as teaching and learning resources and aids. Demonstrates flexibility of the power teachers have to allow learners use other languages in an English language class so as to mitigate teaching and learning challenges of poor expression by learners in English language. That can be done by teachers employing some pedagogical classroom practices like; translanguaging and code mixing and switching when need arises, so as to mitigate the teaching and learning challenges that may arise in the process of teaching and learning. Not only that but to also reflect the real life situations in a multilingual classroom which learners can easily relate to. Furthermore, in a typical classroom situation, learners learn well when teachers lead discussions around the topic of discussion in relation to their social and cultural values. This is what Halliday (1985) referred to as social and functional language use. This kind of language use shows that the learners' exposure to their environment during their developmental stages enhances the growth in their level of understanding (Harste, 2014).

Mohlabi (2016) surmises that ZPD and scaffolding are used concurrently. She adds that scaffolding refers to the support that is given to learners to help them achieve higher levels of performance in a given task than they would achieve attempting it on their own. Therefore, the role of the teacher in a task is crucial as he/she has to provide the support that learners need to execute a given task easily. The teacher has to provide assistance through modelling and demonstrating to learners. Therefore, it is cardinal for the teachers to provide a conducive learning atmosphere as well as many materials as possible to ease the teaching and learning of English in multilingual classrooms. Hence the use of Vygotsky's zonal of proximal development based on the concept of scaffolding as a conceptual framework in this study was on the premise that; the researcher conceptualized that since knowledge is gained through collaborative learning and the use of learner centered approach in teaching is an embodiment of balance of power to the empowerment of learner voices in the classrooms. Then teachers need to be scaffolding learners

in terms of pedagogical practices which ensure that no learner is denied chance to epistemic access just because of his or her social and linguistic backgrounds in multilingual classrooms and that entails balance of power in teaching.

3.3 Theoretical Framework

It is imperative to reiterate that the aim of this study was to analyze how teachers exercised power in the teaching of grade 10 English in multilingual classrooms in Muchinga Province of Zambia. Therefore, theoretically, this study was informed and grounded on three educational theories namely: Multimodality, Critical Discourse Analysis and Bernstein's Code and Pedagogic Discourse theories, which includes the recontextualisation of educational knowledge. According to de Silva Joyce and Feez (2012) as cited in (Mumba 2019), the strength of any language teaching is grounded on the social semiotic theoretical perspective of language and language learning as espoused by Halliday (1975). Therefore, teachers need to understand theories, for them to guide learners appropriately, because theories represent the grounds and supporting structures on which teaching and learning in classrooms are premised. Hence, the above theories were ideal for this study as they are applied and discussed in the paragraphs below.

3.3.1 Multimodality Theory

The concept of multimodality refers to the mixed composition and representation of written, visual, and audio modes of communication, it also refers to the interpersonal meaning as the enactment of social relations and finally textual meaning which refers to the organization of the meanings as coherent texts and units Matthews, (2009:52). Thus, multimodality brings to the fore a new era of communication which is characterized by images, color, sound, and various nonverbal elements. Hence, Mwanza (2016) postulates that the concept of multimodality has taken over the global world where communication is executed in a variety of ways.

On the other hand, this theory of multimodality is widely seen as a branch of Halliday's Systemic Functional Linguistics which consists of three metafunctions: ideational, interpersonal, and textual. In expansion of the metafunctions, O'Halloran (2011) explains that ideational meaning refers to the general ideas about the world and these are comprised of experiential meanings which are portrayal of experiences in the world and logical meanings which are

references to the construction of logical relations in the world. While on the other hand, Malinowski (1923) also states that the ideational metafunction relates to the context of culture.

Whereas, the interpersonal metafunction, relates to the context of situation and the textual function relates to non-verbal context. Thabela (2011) argues that the three metafunctions are said to only operate the communicative context regardless of the language or any semiotic elements which are used. Therefore, that explanation implies that; the target language can still be taught by incorporating other semiotic models in a multilingual classroom and avoid symbolic violence in the classroom (O'Halloran (2011).

On the other hand, Martin, and Rose (2003:255), stresses that “multimodality entails going beyond linguistics into social semiotics and taking into accounts as many modalities of communication as we can systematically describe”. In line with that, Mwanza (2016) also theorizes that in a classroom context; multimodality provides teachers an opportunity to vary the teaching and learning materials to make the teaching and learning experience an interesting and motivating one. Hence, multimodality explains how multimodal resources can be utilized.

To further stress on the importance of multimodality in a classroom, Kress, et al (2001:1) argue that “learning can no longer be treated as a process which depends on a single language centrally, but rather as a process where all modes can be used as resources to meet the set target,” and that entails democratizing a learning environment by even looking at other different languages in the classroom as resources that can aid the learning of English language in this particular context for instance. Therefore, the use of this theory in this study was appropriate because; it speaks to the aim of this study thus, it helped to analyze how teachers exercised power in the teaching of grade 10 English language in multilingual classrooms in Muchinga province of Zambia by looking how multimodal they were in their teaching.

Furthermore, Mironko (2013) agrees with the above assertion by also stating that; multimodality is a mixture of different modes such as translanguaging, code switching, code mixing, translation, images, and written texts which are integrated into a composite form of meaning. On the other hand, Kress and Van Leeuwen (2006) amplify their explanation by stating that; the primary assumption of multimodality is that meanings are made, distributed, received, interpreted, and remade through various representational and communicational modes.

Therefore, in this study the theory of multimodality was regarded important in the analysis of the teaching of grade 10 English language in multilingual classrooms in Muchinga province because it aided in analyzing how teachers exercised power in the manner they used various teaching resources in multilingual classrooms, using those modalities to the empowerment of student voices.

The use of multimodality theory in analyzing how teachers balanced their power in multilingual classrooms in this study, is also supported by Lyons (2016) who asserts that for a particular resource to be a mode, the society in which it is utilized must recognize it as a mode and share a cultural sense of how this resource can be organized to construct and convey meaning. This corresponds to Eggins' (1994:30) argument that "to understand how people use language, we need to consider both the context of the situation and the context of culture. That means that teachers must use their powers suitably depending on the culture and context of the learning environment at hand. Because if a teacher uses a his/her power wrongly, then the learners will find it hard to learn English as a second language in multilingual classrooms. Thus, to ensure that, that does not take place, Mwanza (2016) advises teachers to plan properly by using a variety of semiotic resources in their lessons so that effective teaching and learning can take place.

Hence, the use of multimodality theory in analyzing how teachers exercised power in the teaching of grade 10 English in multilingual classrooms to the empowerment of student voices was appropriate because this theory; informed the study and enabled the researcher to critically analyze how teachers used a variety of teaching aids and language forms to communicate meaning effectively and create a democratic classroom environment where learners should feel free and actively participate in classroom activities because their voices are empowered. Because this theory theorizes that learners learn well when they are exposed to a variety of teaching and learning resources (Mwanza 2016).

3.3.2. Critical Discourse Analysis Theory

The second educational theory that underpinned this study is; the Critical Discourse Analysis Theory (CDA). This theory is owed to the contribution of scholars such as Van Dijk (1977), Fairclough (2001) and Woodak and Meyer (2001) who shared a critical understanding of what critical social linguistics espouse, especially their emphasis on the social aspect of discourse. The Critical Discourse Analysis theory, as a critical linguistics approach emerged as a reaction

against such programs such as Chomsky's structural linguistics which itself came as part of a revolutionary development at the onset of the post second world war. Ezema (2013) states that the CDA as it will be commonly referred to in this study; studies discourse and the role it plays in society and the ways of society with reference to how social issues are expressed, represented, legitimated, or reproduced in talk and text in various contexts.

Thus, proponents of CDA advance that this theory seeks not to merely describe language but also to offer critical linguistic resources to those wishing to resist various forms of power Fairclough, (1995, 2001); Van Dijk, (2001), because partly this theory developed out of the contemporary 'linguistics turn' in social theory which resulted in language being assigned a more central role within the social phenomenon. Furthermore, Van Dijk (1993), describes critical discourse analysis as a field which is concerned with studying and analyzing written and spoken texts to reveal the discursive sources of power, dominance, inequality, and bias. It further critically examines how these discursive sources are maintained and reproduced within specific social, political, and historical contexts (Ezema (2013).

Not only that, Mwanza (2016) also augments that;

critical discourse analysis can also be used in a classroom situation to analyze the learner-teacher relations and the influence the government has regarding what happens in the classroom. He further explains that this could be in form of the materials provided, in terms of teaching and learning to which learners are exposed in the learning and teaching environment. Mwanza (Ibid) also further argues that government has an important role to play in education by ensuring that the right kind of teaching and learning materials are made available in schools. Because teachers on the other hand, are expected to carry out government policies which include utilizing resources that the government provides without question.

Besides that, Fairclough and Wodak (1997) state that language as used in speech and writing is a form of social practice. Therefore, in this study Critical Discourse Analysis theory helped analyze discourse in terms of how the teachers exercised, distributed, managed, and balanced power in the teaching of English in multilingual classroom based on their ideologies and hierarchy of power relations. Just like Mwanza (2016) explained,

classroom interactions are categorized under power relations which can either be opaque or transparent, he further argues that while teachers are given tasks to choose appropriate texts for their learners, it is government who has dominance over what should be taught to learners. Government does this through the policies they put in, to control the education sector such as the syllabus.

To augment the above position, Banda and Mohammed (2008), stated that CDA views language as a socially constituted practice where a text whether written or spoken is considered as discourse which is produced by speakers who are socially situated. That entails, the aspect of context in English language as second language learning is cardinal. Hence, from the above point of view, the researcher in this study applied and used the Critical Discourse Analysis theory to analyze the effects of the balance of power between teachers and learners as well as among learners in the teaching of grade 10 English in multilingual classrooms in Muchinga Province of Zambia. Thus, this theory fits very well in this study

3.3.3 The code and pedagogic discourse theory

The code and pedagogic discourse theory is characterized by power and control. Therefore, Bernstein (1973) states that every pedagogic discourse anchors on power relations. While Haugen (2009:152) offers the following explanation in amplification of Bernstein's code and discourse theory; he explains this theory by contextualizing it to a school system, where he examines the reproduction of power in schools by looking at the way content is classified and how the interactions are framed". Through this contextualization, it was clearly showed that the concepts of 'classification' and 'framing' were central to Bernstein's theory of Pedagogic Discourse. On the other hand, Sadovnik (2001:3) clarifies that "classification is concerned with the organization of knowledge into the curriculum" while "framing is related to the transmission of this organized knowledge through pedagogic practices". In line with that Mwanza (2016) also states that, "in the education system, classification may refer to governments' power over the curriculum and regulations on what schools or teachers should do while framing is concerned with the amount of control teachers and learners have over what goes on in the classrooms."

Besides that, framing also includes the control (or lack of it) teachers have in implementing the curriculum. Bernstein (1973b:88) describes framing even clearer when he stated that "frame refers to the degree of control a teacher and a learner possess over the selection, organization,

spacing and timing of the knowledge transmitted and received in the pedagogical relationship”. That is the reason why the concept of framing as it relates to the power that the syllabus, teachers and learners have over what goes on in the classroom was very important in this study as it was used to analyze how teachers exercised and balanced power in the teaching of grade 10 English in multilingual classrooms in Muchinga Province of Zambia to the empowerment of student voices.

On the other hand, Bernstein (2000:14) states that framing can be internal or external. According to him, “internal framing refers to the influence the learners will have over the teaching” while external framing “refers to the control from outside pedagogic practice on communication.” Examples of internal framing include the learners’ preferences, choices, interests, background, age, and other special characteristics of the learner. Examples of external framing include the influence of the government through government policies, teacher training and expectations. Therefore, Mwanza (2016) cautions by positing that;

It must however, be mentioned that depending on the decisions made by the teacher and implicitly by the influence of the state, internal framing may be weak or strong meaning that the learner may be or may not be considered as an important factor in classroom choices and decisions.

To augment that, Sadovnik, (2001:3) states;

strong framing refers to a limited degree of options between teacher and learners, while weak framing implies more freedom. He further argues that both teachers’ and learners’ freedom are crucial to the understanding and application of a particular approach and method.

Hence, this theory was very helpful in analyzing classroom lesson procedures, classroom language practices, and how much freedom in the classroom was exercised by both the teachers and the learners in the teaching and learning processes during English language lesson observations in the schools the researcher visited. This was especially more important in the context of the implementation of the Zambia’s revised English language syllabus of 2013’s recommended communicative language teaching approach in which both the teacher and the learners should have the freedom and flexibility over what goes on in the classroom to foster the

development of communicative competence in the learners as it was also noted by (Mwelwa and Mwanza 2020) and that is what this study sought to analyze.

From the arguments and explanations above, it is clear that external framing seriously affects internal framing in formal teaching. Therefore, the question which was important in the application of this theory in this study was; “how did teachers exercise, distribute, manage, and balance power in the teaching of grade 10 English in multilingual classrooms in Muchinga Province of Zambia?” This analysis also included the freedom of the learners and how this affected (positively or negatively) the application and appreciation of the recommended general teaching approaches by the teachers.

Haugen, (2009:12) adds “Power relations are exercised and negotiated in discourse.” In line with that the Zambian senior secondary schools are not immune to this reality. Hence, the analysis of teaching and the choices about methods and teaching strategies and techniques cannot be done without considering these important factors Mwelwa (2020). Therefore, that is what rendered this theory a lot of importance in this study because it helped in the analysis of the findings in terms of how it helped to decipher how external framing affected internal framing as teachers exercised, distributed, managed, and balanced power in the teaching of grade 10 English in multilingual classrooms using communicative language teaching approach and text based integrated approach aimed at developing communicative competence in learners to the empowerment of students’ voices, as enshrined in the 2013 revised curriculum framework for Zambia (MOE 2013).

Related to the argument above is the fact that Zambian schools, like other schools around the world are characterized by both vertical and horizontal discourses Mwanza (2016). On the other hand, Bernstein (1999:159) defines horizontal and vertical discourse as follows; “Horizontal discourse as a form of knowledge, usually typified as common-sense knowledge. This is Common because all, people potentially or have access to it, horizontal discourse is therefore, most likely to be oral, local, context dependent, specific, tacit, multi-layered, and contradictory across but not within contexts.” While on the other hand, “vertical discourse takes the form of a coherent, explicit, and systematically principled structure, hierarchically organized or it takes the form of specialized languages with specialized modes of interrogation and specialized criteria for the production and circulation of texts.”

Thus, Haugen (2009) believes that with the above explanation, the background of every learner is very important to every teaching and learning situation in school. Therefore, basing on the aim of the current study, the researcher drew on the concepts of vertical and horizontal discourses when analyzing how teachers exercised, distributed, managed and balanced power in the teaching of grade 10 English in multilingual classrooms in Muchinga province, by looking at how, in other words, teachers accommodated learners' diverse linguistic backgrounds, while still trying to teach English language as a subject and official language of classroom instruction in a multilingual classrooms; using the syllabus recommended approaches, given a language situation in Zambia, characterized by over 73 other ethnic indigenous Zambian languages.

The scenario above led the researcher to a core concept theory in this study 'recontextualisation'. According to Bernstein (1996) cited in Mwanza (2016) "recontextualisation refers to the rules or procedures by which educational knowledge is moved from one education site to another". Therefore, the use of this theory in this study helped in establishing how the teachers in this study idealized balance of power and power relations and implemented it through their classroom practices and strategies, in multilingual classrooms in Muchinga of Zambia. Where English language a language of official classroom communication is only spoken by a very small percentage of the population. Thus, the justification for the need to apply this extended notion of recontextualisation of classroom settings to enable epistemic access through both horizontal and vertical framings was of interest to the researcher, hence the application of this theory in this study.

Besides that, with the above scenario of only a few learners being able to use and speak the official language of classroom instruction in mind, the big question to the researcher was; where was the place of the local indigenous and Zambian languages in the process of teaching and learning of English language as a target official second language in these classrooms? Therefore, using the principle of recontextualisation and democratization of the classroom and in the spirit of balance of power as espoused by the tenets of CLT, the teachers' classroom practices were analyzed to find out whether teachers found Zambian languages and regional dialects as resources which they could use to help learners access the learning of English language as a second language in the multilingual classrooms they taught.

On the other hand, the educational principle of teaching from the known to the unknown also augments this point Bwalya (2019). Therefore, it was of interest to find out; if one can teach English language as a second language to learners who speak a variety of regional and national dialects of the official Zambian languages without recognizing these linguistic resources and knowledge which learners come with to the classroom to the empowerment of their voices in the teaching- learning process. Hence, the application of this theory in this study was critical.

In line with that other scholars like Bernstein (1999, Mwanza (2016 and Mwelwa (2020) argue that the horizontal discourse can be used as a resource to access the vertical discourse. Furthermore, Bernstein (1999:169) states the following:

When segments of horizontal discourse become resources to facilitate access to vertical discourse, such appropriations are likely to be mediated through the distributive rules of the school. Recontextualizing of segments is confined to particular social groups, usually the less able. This move to use segments of horizontal discourse as resources to facilitate access, usually limited to the procedural or operational level of the subject, may also be linked to improving the student's ability to deal with issues arising (or likely to arise) in the student's everyday world.

The above part of this theoretical framework, informed my analysis of the relationship between the official and unofficial knowledge. Then to also analyze power relations in the Zambian education system; regarding what method/s the syllabus recommends and how the teachers teach grade 10 English language lessons in multilingual classrooms and in establishing how that can serve as a driver or an impediment to the balance of power in the teaching of English language in multilingual classrooms. Just like Apple (2006) contended that educational policies in themselves are at times normally not characterized by progression or regression but by contradictions.

Therefore, the code and pedagogic discourse theory, together with its extended notion of recontextualisation of education knowledge, whose proponent is Bernstein (1973) was used in this study, because under this theory, it is believed that classroom teaching does not take place in a vacuum, hence it is affected by several factors such as government through the curriculum, syllabus, teacher ideologies and training, national exams, school inspections, school

administration and the context of the school on one hand, and informal knowledge and the learners' social cultural background on the other hand Mwanza (2016) as cited in Mwelwa (2020). Thus, the use and application of the code and pedagogic discourse theory to analyze how teachers exercised power in the teaching of grade 10 English in multilingual classrooms in Muchinga Province of Zambia in this study. Then lastly but not the least, the use of these three educational theories in this study helped the researcher to establish how teachers in this study used their expert knowledge to bring about effective teaching and learning by tapping into the principles of multimodality, critical discourse analysis theory and the code and pedagogic discourse theory and its extended notion of recontextualisation of educational knowledge as they democratized their classrooms during lessons to the empowerment of learner voices.

3.4. Summary of the chapter

Discussed above are the concepts and theories that constituted the conceptual and theoretical frameworks of this study. Therefore, my study's conceptual framework was conceptualized through the lenses of Vygotsky's zonal of proximal development based on the concept of scaffolding. Then theoretically, three educational theories; Multimodality, Critical Discourse Analysis and Bernstein's Code and Pedagogic Discourse theories with its extended notion of recontextualisation, were used as theories to frame this study. The next chapter presents the methods of data collection and analysis.

CHAPTER FOUR

METHODOLOGY

4.1 Overview

This chapter describes the research approach and design that were employed in this study influenced by the philosophical assumptions which underpinned this study. The chapter further describes the target population, sample size, sampling procedure, research instruments, data collection procedure, besides that, it also looks at reliability and validity of the instruments that were used, data analysis and interpretation, ethical issues that were considered and then ends with a summary of the chapter.

4.2 Philosophical framework

This study's methodological approach was influenced by a social constructionism philosophical framework based on an interpretivism point of view which believes that the world does not exist independently therefore, experience constructed from reality based on social or individual human conceptions was necessary to be studied. Thus from such an ontological position and in line with the aim of this study which was to; analyze how teachers exercised power in the teaching of English language in multilingual classrooms in Muchinga province of Zambia. The researcher decided to epistemologically use the qualitative methodological approach, because this paradigm is nomothetic, antipositivistic, voluntaristic and ideographic and use subjective first-hand knowledge Karnevio, (2007). In this paradigm, researchers attempt to observe ongoing processes to better understand individual behavior and the real nature of the world Burrell & Morgan, (1979). Thus the above assumptions and the subsequent paradigms influenced my methodological choice.

On the other hand, just like many other researchers have stressed, the purpose of using qualitative methods is not to construct reality as a unique interpretation of the researcher but to discover the reality, this single truth that already exists, through investigating the social actors' perceptions Sale et al, (2002). Therefore, qualitative methods help the researcher to gather the information that will be analyzed thematically to get a deep understanding of the phenomenon and create a theory that will be tested through quantitative research. On the other hand,

qualitative research, according to Van der Merwe cited by Garbers, (1996) is a research approach aimed at the development of theories and understanding. Denzin and Lincoln (2005) define qualitative research as a situated activity which locates the observer in the world. It involves an interpretive, naturalistic approach to the world, for instance, qualitative researchers study phenomena in their natural settings, attempting to make sense of, or interpreting phenomena in terms of the meanings people bring to them. Qualitative research implies an emphasis on the qualities of entities and on processes and meanings that are not experimentally examined or measured (Denzin & Lincoln, 2005:10).

In concert with Denzin and Lincoln (2005), Patton (2001:39) defines qualitative research as an approach that uses a naturalistic approach which seeks to understand phenomena in context-specific settings, such as real world settings, where the researcher does not attempt to manipulate the phenomena of interest. It is any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification, but instead it is a kind of research that produces findings derived at from real-world settings where the phenomena of interest unfold naturally.” Meanwhile, Weinreich (2009) indicates that the purpose of qualitative research is to provide the researcher with the perspective of target audience members through immersion in a culture or situation and direct interaction with the people under study. This implies that in a qualitative paradigm the researcher becomes an instrument of data collection, and results may differ greatly depending on who conducts the research. The objective of qualitative research is to promote better self-understanding and increase insight into the human condition. Unlike quantitative research which has, as its objective, collecting facts about human behavior that will lead to verification and extension of theories, qualitative research emphasizes the improved understanding of human behavior and experience.

On the other hand, qualitative methods include direct observation, document analysis and overview, participant observation, and open-ended unstructured interviewing. These methods are designed to help researchers to understand the meanings people assign to social phenomena and to elucidate the mental processes underlying behaviors. Worthen and Sanders (1987:50) characterize qualitative inquiry as a research approach that is generally conducted in natural settings, utilizing the researcher as the chief instrument in both data gathering and analysis. The benefits of qualitative inquiry are embedded in its emphasis on thick description, thus obtaining

real, rich, deep data which illuminates everyday patterns of action and meaning from the perspective of those being studied. This view emphasizes the importance of the voice of the researched and gaining firsthand information regarding the lived experiences of the researched on a particular subject. It tends to focus on social processes, where the established relationship between the researcher and the respondents is valued, rather than primarily or exclusively on outcomes.

Besides that, qualitative inquiry involves employing multiple data gathering methods, especially participant interviews, and uses an inductive approach to data analysis, extracting its concepts from the mass of particular detail which constitutes the data base. The strength of qualitative approaches, according to Weinreich (2009), is that they generate rich, detailed data that leave the participants' perspective intact and provide a context for the phenomena being studied." Therefore, the reason for my choice was that through social constructivism framework perspectives' and lenses I sought an understanding of the world in which respondents lived and worked and developed subjective meanings of their experiences and meanings directed towards certain objects or things. The researcher's intention is to make sense of the meanings others have about the world Creswell, (2007:21).

The social constructivist perspective of this study was embraced by the interviews and classroom lesson observations that were conducted to collect data from the participants in answering research questions. On the other hand, humans create reality by learning from others, teaching others and reflecting on their own understanding. Social reality can thus be understood from both an external point of view and within levels of individual consciousness Cohen et al, (2003:5). Knowledge can also be created by personal experiences that result in individual cognition. Such experiences require a deeper qualitative approach in order to reveal the personal, subjective and unique nature of translated interactions and intra-actions. Hence, in this study, the researcher used a qualitative paradigm and methods to analyze how teachers exercised power in the teaching of grade 10 English language in multilingual classrooms in Muchinga province, this position was backed by the social constructionism philosophical framework.

4.3 Research Design

The concept of research design has been defined differently by different scholars. Creswell (2009:3) noted that research designs are "plans and the procedures for research that span the

decisions from broad assumptions to detailed methods of data collection and analysis”, while Locke et al (1987) define a research design as the plan for collecting and analyzing data including specifications for the enhancing the external and internal validity of the study. A clearer definition has been given by Msabila and Nalaila (2013:27) who stated that, “a research design is a plan on how a study will be conducted or a detailed outline on how an investigation will take place.” It is clear from the definitions above that research designs have to do with how one intends to conduct research in terms of methods of data collection and analysis.

Therefore, in order to fulfill the aim and objectives of this study, the study employed a qualitative research paradigm, using a case study research design and also employing three different methods of data collection which allowed for the triangulation of research instruments, data sources and findings. Kombo and Tromp (2014: 72) write that, “a case study seeks to describe a unit in detail, in context and holistically. Furthermore, the use of this approach also enabled the researcher to use more than one data collection tools and therefore enabled the researcher to also do triangulation of multiple research collection tools which ensured reliability and validity of research results Ridenour and Newman, (2008). On the other hand, it has to be noted that, there are different types of triangulations. These include; research theory triangulation, research assistants, research sites, methods and research instruments.

However, with regards to this study, the researcher triangulated research instruments and data sources in order to ensure reliability and validity of the research findings. In line with that Blessings and Chakrabarti (2009) says validity refers to whether the measurement is correct. Reliability refers to whether the measurement is consistent Creswell, (2009). Thus, the use of a case study research design was necessary. Besides that, this design was the most appropriate for this study because the researcher wanted to analyze how teachers exercised, distributed, managed, and balanced power in the teaching of grade 10 English in multilingual classrooms in Muchinga Province of Zambia.

4.4 The target population

Terre Blanch et al (1999) defined population as the larger pool from which our sampling elements are drawn, and to which we want to generalize our findings. Burns and Groove (1993: 779) stated that a population is defined as all elements (individuals, objects, and events) that meet the sample criteria for inclusion in the study. Therefore, in this research, the study

population comprised all teachers of English language at senior secondary school level, all Heads of Department of Literature and Languages and all Grade 10 pupils in all secondary schools of all the six districts of Muchinga Province in Zambia. This was so, because this study sought to analyze how teachers exercised power in the teaching of grade 10 English language in multilingual classrooms in Muchinga Province, thus the above-mentioned population was the most appropriate, if the researcher was to get the right information for the study.

4.5 Sample size

A sample is the group of cases (individuals) selected from all possible respondents in a population from which the study is conducted. A sample is any target group of individuals that has common characteristics that are of interest to the researcher Tuckman, (1994). For this study, the sample covered 6 districts of Muchinga Province. A Province located in the north- eastern part of Zambia, it covers an area of about 8.250 square km. The province is the core of the historical living areas of the native speakers of Icibemba, Namwanga, Tumbuka, Bisa, Lambia, Wisi, Nyika languages alongside the country's official national language English language.

The 2022 national Census of housing and population stated that almost over two million eight hundred (2800, 000) people are estimated to live in Muchinga province and a larger part of them can speak Icibemba the official regional local language. Whereas, the other local languages are dialects of Icibemba and other Bantu languages. Icibemba language has a co-official status with English language, the state official national language of Zambia. Icibemba language the official zoned language in the region is closely related to these other above listed languages. However, some of these other languages like; Namwanga Tumbuka, Lambia, Nyika and Wisi are not mutually comprehensible.

Then in each of the six districts, 2 secondary schools were sampled per district, which came to a total number of 12 secondary schools. The researcher did the study in six districts of Muchinga province, namely: Nakonde, Chinsali, Shiwang'andu, Mpika, Lavushimanda and Kanchibiya Districts, so as to have a wider view of the phenomenon under study. The total sample size of this study was 120 participants, consisting of two Secondary Schools in each of the six districts of the Province. One literature and languages head of department per school and in the 12 schools, the was total 12 HODs in the six districts and then four learners from each of the schools visited and multiplied by the 12 schools visited it came to 48 grade 10 learners, these

took part in the focus group discussions. Then a total sample of 60 teachers were involved, who were divided as follows; 5 teachers of English Language per secondary school and multiplied by the 12 secondary schools visited, it gave the targeted sample of 60 English language subject teachers. All these participants were drawn from the Secondary Schools that were visited in Muchinga Province under this study and all the participants had to offer voluntary consent to participate in the study.

4.6 Sampling procedures

Blanch et al (2006) defined sampling as a process of selecting research participants from an entire population, and involves decisions about which people, settings, events, behaviors, and social processes to observe. In this study grade 10, was purposively selected to be the sample for this study because it marked the entry point into the Zambian senior secondary school level and therefore, these learners were also believed to come from different linguistics backgrounds. Besides that, because other related studies which had been reviewed were either done at the primary or junior secondary school levels. Thus this grade was considered important in the analysis of how teachers exercised, distributed, managed, and balanced power in the teaching of English language in multilingual classrooms in Muchinga Province at senior secondary school level.

Then the reason for the 12 secondary schools is financial constraints. Simple cluster sampling technique was also used to pick the 6 districts in the province out of the 8 districts in the province. The 8 districts were put into three clusters namely; rural, remote and urban. Then, the researcher had to write names of these districts on papers according to the three clusters, then folded the papers and ruffled them and then asked any other teacher in the staff room, in one of the schools in the province, to help pick a paper from each category and read out the name of the district and the picked districts became part of the study.

Furthermore, purposive sampling was also used to select the grade 10 English language subject teachers and 12 heads of literature and languages departments in the 12 Secondary Schools; as these two groups were the most reliable sources of data for this study. This position by the researcher is also supported by Singleton et al, (1988) who noted that this is a type of sampling which is based entirely on the judgment of the researcher, in that a sample is composed of elements which contain the most characteristic, representative of typical attributes of the

population. Based on the researchers' knowledge of the population, a judgment is made about which subjects should be selected to provide the best information to address the purpose of the research. In addition, simple cluster sampling was also used to come up with the 48 pupils who took part in the focus group discussions. The pupils present on that day were asked to do a 1 to 10 counting in turns by gender and thereafter, the fives and tens were asked to count once more from one to six, then the fours were again asked to count from one to two. Then the 'twos' were taken to be part of the four-man focus group discussions from each of the gender sets, in each of the 12 schools and lessons observed.

4.7 Methods of data collection

Research instruments are fact finding strategies. They are tools for data collection. They include; Interviews guides, Questionnaires, Observations guides and Focus Group Discussions guides, Terre Blanche et al (2006). Therefore, in this study the researcher employed; the semi structured interviews guides, classroom lesson observations guides, audio recorders, a note book and focus group discussions guides. Then, for the main study, the researcher used an amended semi structured interview guide generated after a pilot study and in order to further ensure validity of these research instruments, the supervisor verified the instruments to ensure they were suitable to collect correct data. The interview guides were semi-structured in design because of the different situations that were anticipated to be encountered in the field and indeed the semi-structured interview guides proved useful, in that they allowed the researcher freedom to make further probing on the respondents' views and opinions on the topics under interview because they were not highly restrictive in nature.

4.7.1 Data Collection Procedure

The following were the ways in which data for this study was collected, the researcher prepared a proposal which was submitted to the department of Languages and Science Sciences Education at the University of Zambia. Thereafter, the researcher did an oral presentation of his proposal at department and school levels at the university, where the study proposal was approved. Then the researcher sought for ethical clearance from the university ethics committee which was granted. After that permission was also sought from the Provincial Education office for Muchinga province, District Education Board Offices and lastly from Head teachers, Heads of department, teachers and learners in each of the districts and secondary schools which were visited.

Thereafter, the commencement of data collection in the six districts of Muchinga province began as outlined in the detailed explanations of how each instrument was employed in this study.

4.7.2 Observations Data

An observation is a process of acquiring knowledge or information using the sense organs, during the observation, the researcher has a purpose and hence uses his or her senses in a regulated perception by taking only relevant information into consideration Young, (1949). According to Kombo and Tromp (2006), observation is a tool that provides information about actual behavior. Therefore, observation involves the use of senses to establish what one wants in a study.

Thus, for this study some data collection was done through classroom observations of English language lesson teaching inside the classrooms in the 12 secondary schools in the 6 districts where the study was conducted. This included inside classroom activities that involved English lesson activities especially those that related to how the teachers exercised and balanced their power as they taught English language in multilingual classrooms. Permission was sought from the school management, and the researcher randomly selected the classes where lessons were to be observed and subject teachers who were experts in the teaching of English language in those classes at the respective schools.

Thereafter, the researcher used a non-participant observation strategy, whereby the researcher was part of the group but did not participate in the activities being observed. This is because the researcher did not want to interfere with the teaching and learning process. By not participating, the researcher also had ample time to audio record and use his senses to take note of the data that he was interested in. These observations were recorded using a tool called an observation checklist. This method of collecting data gave the researcher firsthand information as the researcher recorded, heard, and saw the reality. These lesson observations were also another way of validating data that was collected through the interview guides because this made the researcher triangulate the findings from other instruments that were used in the collection of data.

Furthermore, to ensure consistence in what was recorded by the use of the observation check lists the researcher also used audio recordings of classroom lesson observations in the 12 schools

where lesson observations were done and to further provide vivid data on what was observed, a notebook was used too, to capture other research related things that were noted during lesson observations on things that were not in the lesson observation checklist and the semi structured interview guide and these points were used to ask follow up questions after lesson observation with English subject teachers to get more insights on what was encountered while conducting lesson observation in the schools in the study.

Therefore, by so doing it helped in providing vivid information for the purpose of answering objectives number two and three, which analyzed how teachers exercised their power as they taught English language to grade 10 classes in multilingual classrooms in Muchinga Province and also established the effects of balance of power between teachers and learners and amongst the learners themselves. Then it even helped me to remember more accurately the accounts encountered while conducting lesson observation in the schools in the study. Besides that, the observations were structured as earlier stated and therefore only those aspects which appeared on the observation checklist were recorded and analyzed. Refer to appendix D.

4.7.3 Interviews

In-depth interviews were conducted with key experts. These included subject teachers for grade 10 English language and heads of departments for literature and languages. As stated earlier, some of these teachers were those whose lesson presentations in the classrooms the researcher observed and another set of teachers was those who just taught grade 10 English in those visited schools and I also requested them to be audio-recorded while I interviewed them. Questions and topics formulated on the semi-structured interviews focused mainly on the classroom practices, strategies and techniques in relation to the purpose of this study.

Semi structured interview guides which were used in this study according to Kombo and Tromp (2006: 93) “are flexible and consist of open and closed -ended questions”. Thus, closed ended questions enabled the researcher to collect in-depth information while the open-ended questions enabled the researcher to make follow up questions. By using semi structured interviews guides, the researcher hoped to get a complete understanding of the issue under investigation. Just like Ghosh (2011) describes interviews as a systematic way by which a researcher enters imaginatively into the life of a comparative stranger who has the data that the researcher requires.

Through this method, the researcher got direct and reliable data from the source. Apart from, that it also helped the researcher to verify the responses through cross examination. As a result, the attitudes, feelings, and opinions of the respondents were revealed during the face-to-face interviews using the interview guides, the researcher also took down notes for qualitative analysis. Therefore, this instrument was, used to solicit answers from English subject teachers, and HODs, for study objectives number one and four; on how teachers idealized balance of power and on drivers and impediments to the balancing of power in the teaching of grade 10 English language in multilingual classrooms in Muchinga Province. Refer to appendix B and C for the interview guides for English language subject teachers and HODs.

4.7.4 Focus Group Discussion

The researcher also used focus group discussions guides to collect data from 48 grade 10 learners. The focus discussion groups comprised of 4 quota sampled pupils, from each of the 12 secondary schools, who shared their views on the topic under study. A focus group discussion is “a way of collecting qualitative data, which essentially involves engaging a small number of people in an informal group discussion (or discussions), ‘focused’ around a particular topic or set of issues” (Wilkinson 2004: 177). Therefore, this instrument in this study was used to solicit answers from learners on objectives two and four, which analyzed how teachers exercised their power as they taught English language to grade 10 classes in multilingual classrooms in Muchinga Province and on the drivers and impediments to the balancing of power in the teaching and learning of grade 10 English language in multilingual classrooms in Muchinga Province. Thus, subjective responses in the focus group discussions from the learners also provided more information through certain gestures and expressions regarding how their teachers balanced power as they taught grade 10 English language in multilingual classrooms in Muchinga province. Refer to appendix E for the Focus Group Discussion Checklist for learners.

4.8 Validity and Reliability of Instruments

According to Polit et al, (2001) validity is the extent to which differences found with a measuring instrument reflect true differences among those being tested. Khotari (2004) also states that a reliable instrument is one that provides consistent results. Reliability, therefore, is concerned with the consistency of results obtained after trials, and the accuracy and the precision of a measuring instrument Bwalya (2019). As for validity, it entails the extent to which an

instrument fairly and comprehensively represents the factors under study Cohen et al, (2000). It is the degree to which the results obtained from the analysis of the data answers the research questions and reflects what is stated in the concepts and theories of the study. Therefore, to ascertain the accuracy and the consistency of the instruments, to ensure validity and reliability of the study and instruments, the following was done to the instruments prior to the actual data collection exercise in the sampled districts:

3.8.1 Pilot Study

The basic purpose of conducting a pilot study was to determine how the designs of the study can be improved and to identify flaws in the measuring instruments as it was also stated by Kidder & Judd, (1996). The interview guide was pilot studied at one secondary school in Nakonde district, by administering it to 10 teachers of English language to ascertain its validity; and to establish if there were some questions in the interview guide which did not answer the research questions and after that these questions were revised.

In addition to the above measures, the interview guide, the focus group discussion guide and observation checklist were first discussed with the supervisor to ensure their appropriateness. Secondly, multiple forms of data collection strategies and data sources or triangulation was used by the researcher in order to obtain a more complete picture of what was being studied and to cross-check information which helped determine if there were convergences, differences, or some combination; confirmation, disconfirmation, cross-validation, or corroboration of the collected data, as supported by (Creswell, 2009).

4.9 Data collection procedure

To start with, the researcher got an introduction letter from the Assistant Dean Post Graduate School of Education after departmental and school oral presentations of the research proposal and approval at the University of Zambia (UNZA). This was followed by getting a clearance letter from the University of Zambia Humanities and Social Sciences Research Ethics Committee. Then, permission to conduct research in Muchinga province schools was sought from the Provincial Education Officer (PEO), then District Education Board Secretaries (DEBS) for all the six districts of Muchinga Province. Thereafter, the letters of permission from the PEO and DEBS offices were then presented to the Head teachers at the selected secondary schools

after which permission was granted. Then the researcher briefly briefed participants in the selected schools about the nature of the study and then, this was followed by seeking informed consent from the subject teachers and HODs who were involved in the study. The teachers and HODs were requested to sign informed consent forms.

Then after all the above formalities were done, the researcher started collecting data by conducting one English language lesson observation in each of the two secondary schools per district with grade 10 classes and that gave a total of 12 lesson observations in the 6 districts. The observations were conducted in the actual classrooms and under natural, non-manipulative settings using an observation checklist and notebook. The observation sheets, an audio recorder and a notebook were used to code the classroom activities in relation to how the teachers were exercising, distributing, managing, and balancing power in the teaching of grade 10 English in multilingual classrooms in Muchinga Province of Zambia.

Thereafter, oral interviews were conducted with teachers who were observed and not observed to establish more insights on the concept balance of power and into some of the things and practices that were observed during the lesson observations on how teachers exercised, distributed, managed and balanced in their teaching of English language and on the effects of the balance of power between teachers and learners as well as among learners in the teaching of English language in a multilingual classroom based on their classroom practices. Besides that, oral interviews were also done with 12 HODs. These interviews added to the in-depth description and understanding of how teachers' conceptualized balance of power in the teaching of grade 10 English language in multilingual classrooms.

4.10 Data analysis

Data analysis refers to examining the information collected in research and making inferences and deductions Kombo and Tromp, (2006). Since this study used a qualitative research paradigm. Data analysis process started by first sorting, then transcribing and coding the audio recorded classroom lesson observations, interviews, and the focus group discussions data and later these were arranged under their research questions, where themes were generated using thematic analysis. According to Valsiner (2006), thematic analysis involves the researcher asking broad questions and collecting word data from participants and then looks for related themes and describes the information in themes and patterns exclusive to that set of participants. This was

done using a linear, hierarchical approach of data analysis, building from the bottom to the top (Creswell, 2009).

4.11 Ethical Considerations

The researcher observed all the necessary research ethical requirements. Firstly, the researcher, applied for ethical clearance from the ethical committee at the University of Zambia, where he was cleared, then he sought permission from the Provincial Education Officer (PEO) for Muchinga Province, the District Education Board Secretaries (DEBS) in the six (6) districts of the Province and head teachers of the 12 secondary schools where the study was done and after authority was granted, the researcher then went round the 12 secondary schools. Wimmer and Dominick (1994), rightly identified that the principle of confidentiality and respect are the most important ethical issues requiring compliance on the part of the researcher. Therefore, the following steps were taken into consideration to ensure that research ethics were observed:

Since the basic ethical requirements demand that the researcher respects the rights, values, and decisions of the respondents. Therefore, before any data collection was done, the researcher had to brief participants about the study and the procedures that were used, and the purpose of the research. Then later he sought for their consent by asking them to sign a consent form. Besides that, to maintain confidentiality, participants were assured that their names would not be used on the observation instruments. This was done as planned by using letter and numerical codes, besides that the names of the schools were not disclosed, and therefore names of the teachers and learners used in the presentation of findings in chapter 5, are not their real names. The respondents were further assured that the data collected would not be disclosed to any other persons and they were further informed that participation in the research by the learners, teaching staff and HODs was voluntary. Thereafter, designated Informed Consent Forms were distributed to the intended respondents to seek their informed consent which were signed by those who consented to take part in the study as respondents. For more details, refer to appendix A in the appendixes.

Lastly, to ensure that the school programs were not interrupted in the sixteen (16) selected secondary schools the researcher undertook the study from, lesson observations were conducted following the usual class timetables. The interviews were administered outside the class hours

after lesson observations. All other consequences as regards the research process were entirely the responsibility of the researcher.

4.12 Summary

This chapter has presented the methodology used in this study by first justifying the philosophical world view which influenced the choice of this research approach. Then it has also justified the use of each item like the research design, target population, sample size, sampling procedure, methods of data collection, data collection procedure, data analysis and ethical issues. Therefore, the next chapter presents the findings of this study as collected and grouped under research questions and emerging themes and sub-themes.

CHAPTER FIVE

PRESENTATION OF THE FINDINGS

5.1. Overview

This chapter presents the findings of this study using the research questions and other emerging sub-themes which are used as headings and subheadings for the sake of meticulously providing answers to the research questions, which was the aim of the study. In line with that, the research findings that are going to be presented here are from the three research instruments the researcher used in this study namely; the interview guide, the focus group discussion guide and the lesson observation checklist. To begin with; the researcher sorted and analyzed the contents of the research instruments so that comprehensive meanings of the data were obtained. Thereafter, data were coded into emerging themes using thematic analysis. Thus, findings from these instruments will highlight a number of issues in line with the research objectives and research questions, which were:

- a. What are teachers' ideologies about balance of power in the teaching of English?
- b. How is power exercised between teachers and learners and among learners themselves in grade 10 multilingual English language classrooms?
- c. How does the balance of power between teachers and learners affect the teaching of grade 10 English in multilingual classrooms in Muchinga Province?
- d. What are the drivers and impediments to the balancing of power in grade 10 English language classrooms?

5.2 School Location by Gender

Table 1 below shows that, out of the 60 teachers interviewed, a significant portion, 33 (55%) teachers, indicated that their schools were located in rural areas, with 21 being female and 12 male respondents. Meanwhile, 19 (32%) teachers reported working in urban school settings, and 8 (13%) teachers mentioned their schools were located in more remote areas.

Table 1

Location	Female Teachers	Male Teachers	Total Teachers	Percentages
Rural	21	12	33	55%
Urban	11	8	19	32%
Remote	6	2	8	13%
Total	38	22	60	100%

5.3 Qualifications of Teachers

Table 2 below shows how the respondent's qualifications varied, with 30 (50%) out of the 60 having a degree, 24 (40%) holding diplomas, 5 ((8%) with master's degrees, and 1 (2%) with a PhD.

Table 2

Qualification	Number of Teachers	Percentages
Degree	30	50%
Diploma	24	40%
Master's Degree	5	8%
PhD	1	2%
Total	60	100%

5.4.0 How do teachers conceive balance of power in English language multilingual classrooms?

The first question sought to establish teachers' and heads of departments' understanding of the term balance of power in the teaching and learning of English language. Responses to this question came from; interviews with English language subject teachers and from languages head of departments. Therefore, these findings are presented in that order and as below:

5.4.1. How teachers idealized balance of power in the teaching of English language: Interview Data.

English language teachers and the HODs were purposively sampled and interviewed in this study. This was because these were the teachers who taught grade 10 English language in the secondary schools the researcher visited. This was done in order to get answers from them on the following researcher question, ‘what are teachers’ ideologies about balance of power in the teaching of English language? A semi- structured interview guide was used. In defining the term ‘balance of power.’ The findings revealed that over thirty-five of the sixty interviewed teachers had a good idealization of the concept. Meaning a good number of teachers understood the concept balance of power in teaching, which was demonstrated through their responses. For instance, one teacher 1 said:

5.4.2 Making the learner as focus of the lesson

It is a teaching strategy or concept which focuses on the learner and considers their needs and wants.

Meanwhile another male teacher 4 said;

it means the type of teaching where a learner is put at the center of whatever is done in a classroom in terms of classroom activities.

Then teacher 3 said;

It means allowing learners be at the top of their own learning while teachers facilitate this process through guidance in class.

In addition to that another female teacher 2 said;

this is when a teacher gives freedom to learners to participate in a classroom, creating an enabling environment where both boys and girls work together in class.

5.4.3 Learner freedom to foster their learning

On the other hand, the findings also revealed that some teachers idealized balance of power as, when teachers give freedom to learners to foster their own learning. For instance, respondent teacher 9 defined the concept, ‘balance of power’ as;

freedom given to learners in class in the teaching learning process so as to allow them foster their own learning during lessons.

Another female teacher 21 stated that:

This is when teachers involve learners in daily classroom activities during lessons by allowing them to express themselves freely and share ideas in class during activities like group work and discussions.

5.4.4 Learners teaching themselves

Furthermore, the findings also revealed that some teachers idealized balance of power as, when teachers allow learners to teach themselves. That was according to a male respondent teacher 18 who explained that:

It is when we teachers, give learners chance to teach themselves by giving them chance to be on top of what goes on in classes.

Then a male HOD 4 also said'

This is when in a teaching and learning process for instance, teachers allow learners to take a lead in their own learning in class while the teacher facilitates.

5.4.5 Teachers being fair and flexible

Besides that, the findings also revealed that some teachers idealized balance of power as, when teachers become fair and flexible in their teaching. For instance, here is what male teacher 7 said;

This concept means, us teachers trying to be fair in our classroom dealings, in terms of being flexible and allowing learners to fully be in-charge of their own learning, because we are just supposed to be facilitators of learning and not instructors.

5.4.6 Teachers being equal with learners

Meanwhile, the findings also revealed that some teachers idealized balance of power as, when teachers become equal to the learners in class. A female respondent teacher 5, for instance said:

It means to be equal with learners in class or to be as partners in the teaching learning processes with learners in class.

Then another female HOD 2 also said:

This is where teachers and learners are at par in terms of contribution in the teaching/learning process in the classroom using all resources at their disposal.

Meanwhile HOD 7 said:

This means seeing to it that both the teacher and learners are exercising control and fully participating in the teaching learning process in a classroom.

While HOD 11 said:

This is where both the teacher and the learners exercise their power in class. For example, in a learners centered class both the teacher and learners are active during lessons.

5.4.7 Active learner participation in the lessons

The findings further revealed that some teachers idealized balance of power as, when teachers allow active learners participation in the lessons. For instance, female teacher 11 said;

This is when me, as a teacher allow learners to be active during the lesson by involving them, in activities which make them interact and share ideas amongst themselves, while I just create that necessary environment for them.

While another male teacher 16 said:

This is when teachers involve learners in daily classroom activities during lessons by allowing them to express themselves freely and share ideas in class during activities like group work and discussions.

Then a male HOD 9 also said:

This is when the teachers allow learners to freely share ideas and interact in the teaching - learning process for instance, by allowing them to take a lead in their own learning in class.

Therefore, through all the above responses from the HODs and teachers, it is quite clear that most teachers who were sampled in the study had great ideas on what the concept, 'balance of power' meant. Therefore, it can be said that to some extent some of these teachers shared some power with their learners.

On the other hand, three of the other teachers when asked on the meaning of the concept 'balance of power' they just said; they did not have much knowledge about the concept and what it really meant. For instance, teacher 14 said:

5.4.8 Classroom management

Power in classrooms may mean a lot of things in terms of class management by the teacher and how one manages it.

While another one said:

Balancing power in a classroom to me may mean a lot of things, for example in terms of gender balance when choosing monitors in class or giving out roles in class.

Then, the other three of the remaining HODs gave the following explanations on what the concept meant. For instance, one of them HOD 1 said;

This is when you ensure there is equality when giving tasks in class between males and females so that they both feel represented in those activities in those classrooms.

Besides that, another male HOD 10 said;

This means to share roles in class by choosing male and female monitors in order for the teachers to be helped to control the class in terms of discipline and during lessons.

While another teacher 6 said:

Balancing power in a classroom to me may mean a lot of things, for example in terms of gender balance when choosing monitors in class or giving out roles in class.

5.4.9 Not sure what the concept mean

Meanwhile the findings also revealed that some teachers were not sure of what concept balance of power meant. For instance, teacher 19 just said;

Some of these concepts we do not take much interest in really knowing what they really mean, so I may give a wrong answer sir.

While two of the female HODs who participated in the study expressed similar responses by stating that;

it means, there has to be a balance in the way the teacher exercises his or her authority over learners.

Thus with such responses it was quite clear that we had teachers in schools who had no proper ideology about the concept balance of power and with such teachers it was difficult to be democratic in their teaching of English language in their classes to the empowerment of learner voices because they barely understood the concept.

When the teachers were asked to mention some of the learner centered teaching and learning techniques and strategies which they learnt in the colleges and the universities which they were now using to teach in classes. The responses varied, but were also on point in terms of the expected responses. For instance, teacher 22 mentioned;

Group work, pair work, group discussions and presentation, oral questions and answers.

While teacher 13 said;

Home works and class exercise, brain storming, assignments.

Meanwhile teacher 17 said;

Debate, quiz, home-works, individual and group assignments are given during weekends and school holidays.

5.4.10 Willingness by the teacher to give up some control

The findings also revealed some classroom techniques and strategies teachers were engaging in which meant balance of power and among them was, willingness by teachers to give up some control in classes. For instance, female HOD 12 said;

This, in a way means willingly giving up some control in class in the interest of creating an enabling classroom environment which gives confidence in pupils to learn.

5.4.11 Giving equal attention to topics in the syllabus

Furthermore, the findings also revealed that giving equal attention to topics in the syllabus was another technique or strategy teachers were engaging in and it also meant balance of power. In supporting this view respondent HOD 3 said:

This is where you balance your manner of teaching in class by not just concentrating on some topics while you leave out other components of the syllabus. Giving equal time allocation to different topics of the syllabus.

While another respondent, a female HOD 8 said;

This involves striking a balance in the manner time is allocated to different components of the syllabus to allow learners be exposed to all components.

Therefore, with such responses which gave clear answers to the posed question, the teachers demonstrated awareness of the difference types of strategies and techniques used to foster learners centered classrooms practices.

The findings above, clearly revealed that some HODs also hardly understood the concept, thus being incapable of tracking how their teachers in departments; exercised, distributed, managed and balanced their power in English language lessons through classroom strategies and techniques because they; themselves hardly understood the meaning of the concept which is an embedment of the tenets of learners centered type of teaching and learning.

5.5 Summary of findings on research question number one.

Research question number one, sought to establish teachers' ideologies about balance of power in the teaching and learning of English language in multilingual classroom in Muchinga province. The findings revealed that teachers and HODs held different views on the meaning of the term 'balance of power'. The responses reviewed that majority of them had full knowledge of the concept, some had some knowledge about the concept while others did not have clear understanding of the concept 'balance of power' in the teaching of English language, as shown above.

5.6.0 How is power exercised in the teaching of grade 10 English in multilingual classrooms in Muchinga Province?

To address this question, qualitative data was collected. The collection of data was done through the use of semi-structured interview guides, which were used to interview grade 10 English language teachers and languages department HODs, then lesson observation guides, were also used during lesson observation in classrooms. Apart from that focus group discussions guides, were also used during focus group discussions which were held with pupils who were cluster sampled from the observed classes. While purposively sampled heads of department for languages were interviewed because there were only one languages HOD in each of the visited schools.

In presenting the findings on this research question, the researcher is going to present them in two folds, the first part of the researcher findings presentations looks at strategies teachers use to ensure balance of power in the teaching of English language in classrooms. Then the second part of the presentation of findings on this research question considers the fact that these classrooms exist in a multilingual context and that most learners are multilingual and the language in education policy also recommends English and therefore, the second part of the findings looks at how teachers negotiate classroom multilingualism in view of the language in education policy that recommends English language only medium of classroom instruction.

5.6.1.0 Strategies teachers use to ensure balance of power in the classroom: Interview Data with Heads of Departments

Heads of departments were interviewed in order to answer this research question on how power was exercised in the teaching of grade 10 English in multilingual classrooms in Muchinga Province. Because they also taught English and inspected the teachers' work. The findings from the HODs, reviewed that power was balanced and shared in classes in different ways, as presented through the sub-headings below;

5.6.1.1 Balance of power through using learners' familiar language

Some heads of department who were interviewed reported how their teachers in some classrooms shared power with their learners in the spirit of inclusivity or being accommodative to their learners in their classrooms. They explained that their teachers shared their power

through; translanguaging, code mixing and code switching during English language lessons. For instance, HOD 12 said;

Some teachers decide to use a local language to elaborate more on a given concept, because learners are unable to understand. When they use local languages those teachers share their authority to the benefit of the learners.

While another HOD 2 said;

In most cases teachers become flexible during English lessons more especially during learners' group works or discussions because in some classes, I observe learners explaining a concept to others in a group using our local languages and the teachers do not stop them, but during presentations some learners use some broken English and in some special instances a bit of local language usage.

Through the above revelations from the HODs, we are able to see the above classroom strategy or technique some teachers were using to ensure balance of power in grade 10 English language lessons.

5.6.1.2 Balance of power through learner centered activities

The findings from the HODs also revealed yet another interesting strategy that some teachers were using to share their power in the classroom. This was through classroom activities they were giving the learners to do in their classrooms during English language lessons. Because these activities enabled the learners in those classes to be on top of their own learning by sharing ideas amongst themselves, during small group discussions and during whole classroom oral presentations of their answers. For instance, what this female HOD 3 explained;

When teachers engage learners in various learners centered activities like debate, quiz, oral questions and answer, he or she allows the learners to share ideas and learn from each other, thus sharing power with them.

While a male HOD 7 said;

This issue of sharing power with the learners in class is good because when you give learners a lot of freedom in class during lessons, through such activities like; group

work, role play drama to mention but just a few, you may end up doing less in terms of teaching them because they will learn from each other, as a teacher you just consolidate their answers.

Besides that, another HOD 9 said;

Teachers who mostly use learner centered teaching techniques mostly are democratic in their classrooms because they allow learners to be active during lessons, because of those learners centered activities hence, no boring moments in those classrooms.

Here again the findings above, have brought out another strategy or technique, some teachers were employing in ensuring that there was balance of power in their classrooms through the use of learner centered classroom activities.

5.6.1.3 Balance of power through learner engagement into classroom interaction

Other findings from HODs also revealed another interesting strategy or technique that some teachers were employing to share their power in the classroom. This was through learner engagements into classroom interactions with other learners and the teachers themselves during English language lessons. These learner engagements enabled the learners in those classes to believe in themselves and become open to share ideas amongst themselves in small group discussions and during whole class oral presentation of their answers. This is evidenced through what was explained by some HODs. For instance, HOD 11 said;

when learners are given chance to interact as they learn in class by the teacher's creation of an enabling classroom environment, it means teachers are fostering power sharing in class which enables the learners to share ideas amongst themselves.

Whereas, another HOD 6 also said;

When teachers allow learners to work as small groups they interact well and know the challenges each of them is having and they try to help each other as they work as groups as a result each one of them feel part and parcel of the learning process.

From the above findings, it is quite clear how some teachers were employing some strategies and techniques which at least accounted for balancing of power in the teaching of English language in multilingual to classrooms.

5.6.2.0 How teachers negotiate multilingualism to ensure balance of power in the classroom: Interview Data from teachers.

English language subject teachers were also interviewed to answer a research questions; on how power was exercised in their teaching of grade 10 English in multilingual classrooms in Muchinga Province. The researcher interviewed the teachers because he wanted to get more insights on some of the strategies teachers used to negotiate multilingualism in the classroom in order to ensure balance of power between speakers of different languages on one hand, learners with different English proficiency on the other hand. This was important because language has been known to be a tool which can be used for inclusion and exclusion. Since English is the sole medium of instruction in grade 10 classes, it was necessary to establish how teachers negotiated and eradicated the potential linguistic imbalances in the classroom.

The findings revealed that while some teachers made attempts to negotiate multilingualism, others did not. Those who reported negotiation of multilingualism mentioned translanguaging as the main strategy they used and they gave several reasons why they did so. On the other hand, those who resisted negotiation of multilingualism also gave different reasons why there was no need to look for alternatives on English language instruction in terms of language of instruction. Below is the data based on the two main themes:

5.6.2.1 Negotiate classroom multilingualism through Translanguaging

Furthermore, the findings also revealed that some teachers used learners' familiar languages in order to balance the linguistic and epistemic access power between and among learners. For instance, teacher 17 stated that:

Yes, given that if we use English only, most of the learners will not understand. Then what will I have achieved as a teacher in that lesson? So yes I do depending on my analysis of the situation at hand through learners' facial expression I am able to tell and then mitigate by using a local language.

Meanwhile another female teacher 20 said:

Yes, in the sense that it is pointless to use only English whereas the learners do not understand.

Besides that, another teacher 12 said:

Yes, because if we don't mix and use local languages as we teach English, the learners do not understand. So by doing that we help them understand. Thus, it is good because the learners understand well when I mix and they get the concepts easily.

On the other hand, another teacher 2 said:

Yes, we do use familiar local languages as we teach English lessons because of the socio linguistic nature of our town, where most of our learners barely understand English well, so build up from local languages because they have to learn from the known to the unknown.

Therefore, from the above responses, the main reasons that was advanced for some teachers' use of local languages as they taught English language was that; many pupils did not understand the official language and that the use of local languages helped the learners understand the concepts well. So it can be said that these teachers looked at local languages as resources to aid the learning of English language and the use of these local language bridged the gap which would have been created by learners' lack of English language proficiency hence balancing their power.

5.6.2.2 Exclusive use of English as suitable for multilingual classrooms

Besides that, another group of teacher respondents stated that they did not think that the use of local languages during English language lessons was good for learning. The main reasons they advanced were that; English language was the official language and that grade twelve examinations were held in English only. They also explained that the English language syllabus for Zambia, was clear that the medium of instructions was English. Below are what some of these teachers said; for instance, what teacher 1 said:

It is not good to use any of the informal languages during English language lessons. Because it will make them relax and in the end it will not even help them pass the examinations in grade twelve because in almost all the subjects English is used to ask

questions, so if we do that then we are not helping these learners in the end. A male teacher answered.

While another male teacher 4 said:

No, they have to use English language only, because examinations in grade twelve come in English, so they have to learn in English all the times, so as to help them get used. Therefore, as for me I have just to stick to English language during my lessons.

In addition to that, a female respondent teacher 10 added to that argument and said:

It is not good; to be using local languages because we are preparing these learners for colleges, universities and some even direct entry into formal employment. Therefore, they have to use and learn in English while at school for them to learn it.

Another female teacher 9 also said;

No use of local languages during English language lessons, because examinations are in English language only; hence, I have to use English so that they get ready.

While another teacher 3 just said:

Yes, and no, yes because as a teacher, I aim at the learners being able to understand what I am teaching, so when I switch to a local language they all understand, and No, at times, because of the examinations which purely come in English language at grade twelve, so I have to strike a balance between the two, so that all the learners are covered in my teaching.

Therefore, from the responses above, the researcher is able to deduce some reasons for some teachers' inertia to balance their power in the teaching of English language in multilingual classrooms in Muchinga province. However, this inertial from these teachers in balancing their power as they taught, by looking at other languages as resources to aid the teaching and learning of English language resulted into symbolic violence. Because some learners were denied epistemic access by such teachers.

5.6.2.3 Teaching English while also using local languages encourages laziness in learning English

On the other hand, another group of teachers argued in their responses and said that; teaching and learning English language while also using local languages, encourages laziness in learning English our target language and also our country's official national language. For instance, one of these teachers, teacher 22 even stated that:

Using English language only in classrooms helps learners to learn English because in most of their homes, you may find that no one helps them or uses English, so that chance is only gotten here at school hence, we must not compromise.

While another male teacher 26 also stated that:

The use of local languages in the classrooms and during English language lessons encourage laziness in most learners to learn English and not only that but it also interferes with the learning of English our official language.

Thus through all these responses from some of the teachers who the researcher interviewed, the researcher was able to see why balance of power in the teaching of English in some classes observed were minimal or never even existed. Because some of these teachers' perceptions were not favorable for this concept to flourish.

5.6.3.0 How balance of power is exercised in the classroom during English language lessons: Classroom Observations Data.

The researcher also conducted English language lesson observations in classes. This was done after collecting interview data, the aim of conducting these lesson observations was; to see how teachers practically exercised and balanced power in their teaching of English language to grade ten learners in multilingual classes. Not only that but to also in a way confirm or cross check their views indicated in during interviews. Therefore, what is here presented under lesson observation data are the excerpts from the transcribed lesson verbatims. The researcher sampled a total of six lesson observations in this study and the following were some of the sampled lesson transcriptions:

5.6.3.1 Lesson Observation 1 in District A, School B

Excerpt: 1 The first lesson observation was done in district: A and in school, B in a grade 10 Blue classroom. It was taught by a male teacher M. Learners' attendance was: males: 36, female: 43. The lesson topic was: **Summary writing**. Languages represented in the classroom that day included: Icibemba, English, Namwanga, Tonga and Tumbuka/Nyanja.

Teacher: Good morning class, learners, good morning sir (chorus answer), teacher, long ago in one lived an old man who was very good to people and he shared whatever his children abroad used to send him with other community members and because of that he was very liked by almost all the community members and when he became sick the whole village got worried and took him to the hospital unfortunately he died even before his children could arrive and because he was a good person the other villagers organized everything and he was given a hero's send off by the whole village. What made this man to be liked in the village?

The class is silent

Teacher: Ninshi ya kozing'ile uyu muntu (in Icibemba) to mean (what made this man) to be liked?

Pupils: Some raise their hands while others not,

Some pupils: Shout ba sir! (in Icibemba) to mean, (sir)

Teacher: Points at one female pupil.

Female Pupil 10: Because this old man lived alone,'

Teacher: Bushe efyo bane (in Icibemba) to mean is it true friends?

Pupils, Awe ba sir (in Icibemba) to mean no sir, chorus answer.

Teacher, Points at another pupil yes you,

Male Pupil 8: This old man is kind to other people,

Other Pupils: Eeee! (in Icibemba) unison answer to mean, yes.

Teacher: Points at another pupil

Female Pupil 1: Yes because of that balimutemenwe (in Icibemba) to mean (he is liked) by other villagers.

Teacher: Today's topic is 'Summary writing' just like you have done by getting key points from the story I told you.

Teacher: What is summary?

Pupils raise hands and teacher points at one pupil

Female pupil 3: This is when you shorten something spoken or written ba sir (in Icibemba) to mean,

Teacher: Thank muleumfwa imwe bambi? (in Icibemba) to mean others have you heard?

Teacher: Points at another pupil,

Male pupil 11: This is when you shorten something spoken or written ba sir in (Icibemba) to mean, sir.

Teacher: Thank for that answer, muleumfwa imwe bambi? (in Icibemba) to mean, others have you understood the answer from your friend?

Teacher: Points another pupil,

Female pupil 2: This simply means making a given story brief tefyo ba sir? (in Icibemba) to mean, isn't it sir?

Teacher: Yes, it is.

Teacher: In short this is making something spoken or written short, ngefyo abanesu bacilanda (in Ibibemba) to mean (just like what your friends had said).

Teacher: Now just as you have sat on those desks, can you discuss and list the types of summaries and state their features, ifyo twinge yeshibilako no kuya pusanya (what distinguishes them) in 10 minutes, then you will present here in front.

Pupils: Discuss at their own three seater desks,

Teacher: Moves around groups seeing what Pupils were doing,

(Researcher): Observes how pupils, become busy in their groups discussing the given work, some even do that by mixing local languages with some English words. For instance, the researcher observes some learners using local language and hears one pupil telling other in the group.

Male Pupil 10: Ukukwipifya (in Ibibemba) to mean (to ‘shorten).

Teacher: Its time up, the group in the corner it is your time,

Female Pupil 17 Rep: Sir they are actually two, namely note and prose summaries sir.’ ifyo tuyapusanya (in Ibibemba) to mean (how we differentiate the two) note summary ifwile yaba muma (in Ibibemba) to mean (it has to be in point form) elyo to mean (and) ‘prose mu (in Ibibemba) to mean (in) paragraph form sir.

Other pupils in class: **Laugh as the presenter mixes languages.**

Teacher: Yes thank, clap for your friends, Pupils as a whole class clap.

Teacher: Calls group 4, just talk about other aspects not talked about already by your friends,

Male Pupil 12 Rep: We write note summary by listing down points twacisanga (in Ibibemba) to mean (points we found) mu (in Ibibemba) to mean (in) passage elyo to mean (and) prose tubomfya (in Ibibemba) to mean (we use) those gotten points mu (in Ibibemba) to mean (in) note summary, nomba mu (in Ibibemba) to mean (but now in) paragraph form ba group tefyo (in Ibibemba) to mean (my groups members is that not so?)

Teacher: Eee (in Ibibemba) to mean (yes its true) clap for them too,

Pupils: Clap as whole class.

Teacher: So in short there are two types of summaries note and prose. Note is written in bullet or point form by listing all the relevant points in your case answering the given question while prose you now, use those points to make a paragraph, so you cannot do a prose by not first identifying points to form a note summary. Is that clear class?

Pupils: Yes is in unison.

Teacher: Ok then get your books and read the story on the papers I will give you and then make a note summary as guided on the given page.

Pupils: Get their books and read and write and the lesson ends.

Thus through the above lesson observation, it was clear that the teacher exercised his power by almost directing whatever was happening during the lesson and to some degree he also gave chance to learners to at some point contribute through the use of oral questions and answers, group work. It was also observed that trans-languaging and other related classroom pedagogical practices like code switching and code mixing were also employed by other the teacher and the learners, as revealed in the transcription above.

5.6.3.2 Lesson Observation 2 in District B, School C

Excerpt: 2 The second English language lesson observation was in district: B and in school, C in a grade 10 pink classroom. It was taught by a female teacher Q. Learners' attendance was: males: 42, female: 39. The lesson topic was: **Perfect Tenses**. Languages represented in the classroom that day included: Ibibemba, English, Bisa, Tonga, Lunda and Nyanja.

Teacher: Good morning class Pupils good morning madam, Teacher, how are you today? Pupils, we are fine madam chorusing. Teacher, sit down and can you be quiet please.

Teacher: What did we learn yesterday?

Pupils: Shout, Ba madam (in Ibibemba) to mean (madam)

Teacher: Names a Pupil,

Female Pupil 8: We looked at types of tenses like the present simple, past and future simple tenses, Madam,

Teacher: Yes, thanks, what about others what are you saying also, teacher, yes you, points at another pupil,

Male Pupil 27: Madam we even looked at how the; present simple, past simple and the future simple tenses form their continuous tenses.

Teacher: Yes, thanks and today we will look at **Perfect tenses**.

Teacher: These tenses are formed using auxiliary verbs has, have and had, depending on the subject and tense of the sentence for instance, when the subject of the sentence is singular we use has + the past participle form of the given verb, for example; the third person pronouns; he, she and it or any singular noun go with '**has**', as shown on this chart, I have displayed on the board. (**The chart reveals the following four sentences**):

1. He has gone home.
2. She has gone to school.
3. Lusaka has beautiful places.
4. James has gone to Lusaka.

Teacher: Then, anything plural including when you use any of these pronouns; you, I, they, we and nouns joined by 'and' for instance, take have; as again shown on this chart 2, I have stuck here.

1. They have gone home
2. You have gone to school.
3. Lusaka and Ndola have beautiful places.
4. Jane and Janet have gone to Lusaka.

Teacher: I think you have seen how the perfect tenses are made, any question please?

Pupils: Its clear madam chorus answer.

Teacher: Now as pairs, I want you to discuss and make at least four sentences using what has been learnt today, I will give you time, after which you will orally say them to the rest of the class individually.

Pupils: Discuss and work together and make those sentences.

(Researcher): Teacher, is observed not minding which language the pupils were using as they consulted each other but teacher was just seen checking on what some Pupils were doing and passing some running comments on what she observed.

Teacher: Can you now present your sentences,

Female Pupil 1: I have gone in town to buy food.

Female Pupil 2: She has eaten rice today,

Teacher: Point at another

Male Pupil 8: They 'has' gone home'

The class explodes in laughter and claps

Teacher: Thank for trying boi in (in Icibemba) to mean (friend) because some of you are just quiet here, then why laugh at your friend who has even tried. However, as I explained earlier, has goes with singular subjects and icili cimo ni (in Icibemba) to mean (what is singular) goes with has singular, ecibomba na 'has' lelo (but) 'they' is plural therefore, it goes with 'have.'

Teacher: So now replace has with the correct one,

Male Pupil 8: They have gone home'.

Teacher: Correct! Have you seen now, that is how it works.

Teacher: The use of 'had' this one is used to express something in the past and forms what we call as; the past perfect tense, to show that an action started and finished in the past, for instance; as shown on this chart below:

1. John had eaten rice in the morning.
2. They had already gone home when we came.
3. James and Janet had gone to Lusaka last week.

Teacher: Any question class?

Pupils: No question madam chorus answer.

Teacher: Good then, get your books and write this class exercise and the lesson ends.

Therefore, from the above lesson observation it was clear that the teacher exercised and balanced her power by trying to engage learners at almost all the stages of the lesson presentation through oral questions and answers and through learners centered classroom activities. She also gave chances to learners to contribute through the use of oral questions and answers and group work. It was also observed that trans-languaging and other related classroom pedagogical practices like code switching and code mixing were also employed by other the teacher and the learners, as revealed in the transcription above.

5.6.3.3 Lesson Observation 3 in District C, School D

Excerpt: 3 The third English language lesson observation was done in district: C and in school, D in a grade 10 yellow classroom. It was taught by a male teacher Z. Learners' attendance was: males: 53, female: 31. The lesson topic was: **Comparisons**. Languages represented in the classroom that day included: Icibemba, English, Lozi, Tonga, Nyanja, Lambia, Namwanga and Wisi.

Teacher: Everyone stand up! Teacher, good morning class, pupils good morning sir chorus answer, teacher, how are you? Pupils we are fine thank sir up!

Teacher: What is your understanding of the word adjectives?

Pupils: Chorus sir! Sir!

Without the teacher pointing at him, one male pupil shouts

Male pupil 27: These are describing words.

Teacher: Ifyo tefyo (in Icibemba) to mean (no that is not the way you are supposed to behave)

Teacher: If you want to answer, just raise up your hands next time please.

Pupils: Yes, sir, chorus answer

Teacher: Alright you can now sit down,

- Pupils,** Thank sir.
- Teacher:** Yes, adjectives are describing words or are words which modify the nouns and this is what we are going to look in our lesson today.
- Teacher:** Who can give us examples of such words?
- Pupils:** Respond by way of raising their hands,
- Teacher:** Yes, names a Pupil
- Female Pupil 20:** The words, tall and short yalalondolola ba sir (in Icibemba) to mean (these words describe sir).
- Teacher:** That is good, who else wants to add? Yes, Pupil 38,
- Male Pupil 38:** The words, beautiful and handsome, sir nafyo (in Icibemba) to mean (even these words describe).
- Teacher:** These adjectives are also used to make comparisons for instance, when you are just talking about one thing you just say, he is big and that is the positive form of big, but when you have two things and you want to show which one for instance, is bigger, you introduce (er) at the end then (than), with those we call as regular adjectives, mostly those with one or two syllabic sounds, for example, what is on this chart;
1. John is taller than Johnson
 2. She is smarter than her sister
- Teacher:** But then, with those that are called irregular adjectives, mostly those with more than two syllabic sounds, we introduce more before the adjective word, then than as usual to show comparison. For example; the words: beautiful and

handsome have more than two syllabic sounds, so with these you introduce 'more' before the adjective word itself; as shown here on this chart;

1. Jane is **more** beautiful **than** her sister.
2. John is **more** handsome **than** his brother.

Teacher: Is this clear?

Pupils: Chorus yes sir as a whole class,

Teacher: Then take your exercise books now, I want you to list at least 10 words which are regular adjectives and 10 irregular adjectives individually. Bane time yapwa (in Icibemba) to mean (it is time up friends) that is your homework now and monitor you must bring their books, first thing tomorrow in the morning. The lesson ends.

In summary, the above lesson observation revealed that male teacher Z in district C and school D, exercised and balanced his power by engaging learners in oral sentence construction, oral question and answers and he also made learners to stand so that those who could at least make a sentence using the taught could be allowed to sit down as a way of making all the learners participate in classroom activities. It was also observed that trans-languaging and other related classroom pedagogical practices like code switching and code mixing were also employed by other the teacher and the learners, as revealed in the transcription above.

5.6.3.4 Lesson Observation 4 in District D, School E

Excerpt: 4 The fourth English language lesson observation was done in district: D and in school, E in a grade 10 orange classroom. It was taught by a male teacher V. Learners' attendance was: males: 29, female: 43. The lesson topic was on: **Homophones**. Languages represented in the classroom that day included: Icibemba, English, Lambia, Nyika, Tonga, Namwanga and Tumbuka.

- Teacher:** Good morning class. Pupils, good morning sir, teacher, how are you? Pupils, we are fine thank sir, teacher, you can sit down, pupils thank sir.
- Teacher:** Sticks a chart with some words on the black board, teacher, who can read these words for us?
- Pupils:** Raise hands,
- Teacher:** Points at one Pupil
- Male Pupil 40:** Reads the words loudly; war, hall, hit, heat, warn, won, all and whole.
- Teacher:** What have you noted about these words?
- Pupils:** The whole are quiet,
- Teacher:** Imwe bane finshi mwaumfwa nangu ukumona pali aya ama words? (in Ibibemba) to mean (What have you heard or noted about these word?)
- Pupils:** Raise hands and teacher points at one pupil
- Female Pupils 6:** They sound the same but yalembelwe ifyapusana lelo nayakwata ifiunda fimo fine (in Ibibemba) to mean (they are written differently but have similar sounds) although they have different spellings sir.
- Teacher:** Thank for that answer, teacher, points at another pupil yes you.
- Male Pupil 4:** They also have different meanings sir.
- Teacher:** Yes, true and thank for all your answers, such words called as ‘Homophones’ and it is our topic today.

Teacher: Such words have same sounds but have different meanings and they often confuse people in their usage, so for you to get the clear meaning more especially in spoken, you need to look at the context of their use, yalikwata ifiunda fimo fine lelo yalipusana ifyo yapibula (in Ibibemba) to mean (they have same sounds but different meanings) just like you saw and heard when your friend read those words on the chart stuck over there now.

One male pupil: Sir! Sir!

Teacher; Yes, go ahead,

Male Pupil 12: Ba sir aya ama words yalatulufyanya saana (in Ibibemba) to mean (sir these words confuse us a lot)

Teacher: Now you have learnt about them, so I think you will now use them correctly. Any other comment of question class?

Teacher: I now want you in your groups of 5 members each, to discuss and list at least six such words and their meanings for ten minutes.

Whole class becomes busy discussing and listing the words

(Researcher): A pupil is heard telling others, “awe teifyo aya mashiwi aya kwata ifiunda fimofine” (in Ibibemba) to mean (that is not true, these are words that have same sounds), but different meanings imwe (in Ibibemba) to mean (you).

Teacher: Goes round groups.

Teacher: Lembeni aya mashiwi ngefyo nacilanda aya palana mufiunda lelo yalipusana mukulembwa na ubupilibulo, (in Ibibemba) to mean (write words that are similar in sounds but are

different in spellings and meanings). Teacher, guides one group which seemed to have difficulties with the concept.

Teacher: It is time up, can we have your answers now, teacher, group 1 your turn now.

Female Pupil 18: Group 1 representative, we managed to list the following ba sir, reach-rich, reach meaning ukufika (in Icibemba) to mean (to be at the destination) while rich umukankala, (in Icibemba) to mean (to have wealth), weather-whether, weather the atmospheric condition while whether gives an option ‘capwa’ (in Icibemba) to mean (meaning that is the end).

Teacher: That is good clap for them,

Whole class claps

Teacher: Group 6 representative.

Male Pupil 9: Group 6 representative, water-alter, water the one we drink while alter is to change or ukucinja (in Icibemba) to mean (to change), then wool- who, wool ubutonge (in Icibemba) to mean (cotton wool) while who a pronoun sir.

Teacher: Good, I think we all now fully understand and know the meaning of homophones, mwaumfwa ba kalisukulu? (in Icibemba) to mean (have you heard you pupils?)

Pupils: Chorus yes ba sir,

Teacher: Then that is great to hear therefore, now I want you to copy this homework in your books. Then, the lesson ends.

The above lesson observation revealed that male teacher V in district D and school E, exercised and balanced his power by engaging learners in group work, oral question and answers and also used other languages in explaining some difficult concepts in English language.

5.6.3.5 Lesson Observation 5 in District E, School F

Excerpt: 5 The fifth English language lesson observation was done in district: E and in school, F in a grade 10 white classroom. It was taught by a female teacher X. Learners' attendance was: males: 43, female: 39. The lesson topic was: **Punctuation Marks**. Languages represented in the classroom that day included: Icibemba, English, Bisa, Tonga, Lunda and Tumbuka.

Teacher: How are you class? Pupils fine thank madam, teacher, you can now take your seats, pupils, thank madam.

Teacher: How do we tell this is a question? or what makes one know that it is a question, or someone is listing or pausing in a sentence?

Pupils: Chorus punctuation marks madam.

Teacher: Can we have order in class please, is that how you should respond?

Pupils: No madam chorus answer,

Teacher: Then do the correct thing next time.

Teacher: Our lesson today will be on Punctuation Marks. There are a number of punctuation marks which are used to punctuate sentences according to their usage, so today we will look at these and see how they are used and their importance in writing things.

Teacher: So now ndefwaya mube (in Icibemba) to mean (I want you to be) in your groups and then mu cite (in Icibemba) to mean (you do) discuss elyo mucite (in Icibemba) to mean (and you) list ama (in Icibemba) to mean (the) punctuation marks

you know nefyo yabomba (in Ibibemba) to mean (and how they work) is that clear class?

Pupils: Chorus yes Madam,

Teacher: I have given you 10 minutes to do that.

Pupils work on the task while mixing languages as they discuss.

One female Pupil: Calls "ba sir (in Ibibemba) to mean (sir)

Teacher: "Nishani (in Ibibemba) to mean (what is it?)

Teacher: Walks to that desk and finds out what it was, teacher, mwi ishupa mukupanga ama sentences ayali complicated just make simple sentences that so (in Ibibemba) to mean (do not trouble yourself by making complicated sentences but just simple ones).

Teacher: Your time is over, can we have reports now from your group secretaries, group 1,

Female Pupil 15: Representative for group 1, a comma, which is used to indicate a pause or ukutusha panono (in Ibibemba) to mean (to pause) as one writes, it is also used to list things ukutantika ifintu (in Ibibemba) to mean (to list things) like; for example; we bought tomato, onion, beans and cabbage.' Mwamona ifyo na cita list? (in Ibibemba) to mean (have you seen how I have used them in the listing of things?)

Teacher: Good clap for them.

The whole class claps

Teacher: Another group please, group 2.

Male Pupil 32: Representative for group 2; the Full stop, this punctuation mark is used at the end of a sentence or a statement if it is not a question, it is marked by a dot like this (.) for instance, James loves Mary. Elyo kabili (in Ibibemba) to mean (and again). It is also used to indicate a pause mu (in Ibibemba) to mean (in a) sentence.

Teacher: That is wonderful, as clap for this group too, next group,

Whole class claps

Female Pupil 19: Representative for group 3; the question mark, the full and semi colons, the exclamation mark, the inverted commas, the apostrophe, and the hyphen.

Teacher: That is great, namona ukuti (in Ibibemba) to mean (I have seen that) you know these things. Therefore, I want to you to punctuate the passage in those papers I will distribute, you need to copy the passage in your books then punctuate it, mwaumfwa (in Ibibemba) to mean (have you heard) class?

Pupils: Yes, madam chorus answer,

Teacher: I have given you 15 minutes to finish. The lesson ends.

The above lesson observation revealed that female teacher X in district E and school F, exercised and balanced his power by engaging learners in oral question and answers, pair work and also used local familiar languages in explaining some difficult concepts in English language and at times she engaged other learners in translating to local familiar languages.

5.6.3.6 Lesson Observation 6 in District F, School G

Excerpt: 6 The sixth English language lesson observation was done in district: F and in school, G in a grade 10 indigo classroom. It was taught by a female teacher Y. Learners' attendance was: males: 40, female: 37. The lesson topic was: **Collective Nouns**. Languages represented in the classroom that day included: Ibibemba, English, Tonga, Nyanja, Lambia, Namwanga and Nyika.

Teacher: Good morning class, Pupils, good morning madam, Teacher, how was your night? Pupils, some chorus it was fine, while other Pupils, not very fine.

Teacher: Ooh ok, what did we write in our homework yesterday?

Some Pupils: raise their hands

Teacher: Yes, points at a pupil,

Female Pupil 22: You told us to go and research on collective nouns.

Teacher: Good, what does it mean then?

Pupils: Raise their hands,

Teacher: Yes, points at a male pupil,

Male Pupil 27: It means a name given to a group or nge bumba (in Icibemba) to mean (as a group).

Teacher: Yes, that is correct and our lesson today will be on these same Collective nouns.

Teacher: Just like we heard from what our friend said, collective nouns are names of groups of things or names given to a collection of things.

Teacher: Who can give me some examples of such words?

Pupils: Hands go up,

Teacher: Names a pupil yes you,

Male Pupil 8: The words like; team, bunch, crowd, swarm, madam epo napela (in Icibemba) to mean (that is where I have ended).

Teacher: Yes, that is good, who else can give us other examples? Yes, points at another Pupil,

Female Pupil 34: Madam, even words like; choir, triplets and mob.

Teacher: Yes, even those. So you can see that we have a lot of such words and you need to know them as learners of English language, because you need to be using them as you speak not lyonsefye ni (in Ibibemba) to mean (always its) players instead of saying a team.

Other Pupils in class: laugh

Teacher: Yes, you are learning English to distinguish yourselves from the street English usage, so muleposako amano kuli tumo utu tuntutu, (in Ibibemba) to mean (you need to be paying attention to some of these things).

Teacher: Now I want each one of you to at least give us one collective noun you know apart from those already discussed here.

Some Pupils raise up their hands

Teacher: What about you whose hands are still down, nga imwe mwebashimise ninshi (in Ibibemba) to mean (what about others) are you not here?

Pupils: as a whole class laugh

Others are seen raising up their hands while others, still their hands were down

Teacher: Ooh ok, I will just point at random because you are all in class, teacher points at a girl yes you,

Female Pupil 31: The word dozen,

Teacher: You had the correct answer but you decided not raise your hand, believe in yourself.

Teacher: Points at a pupil whose hand was up, yes you,

Male pupil 7: Ba sir (in Icibemba) to mean (sir) the word ‘heard’ for example, heard of cattle, tefyo bushe ba sir? (in Icibemba) to mean (is it not so sir?)

Teacher: That is so, although you have even given an example but it is fine even like that.

Teacher: Time is not with us therefore, go and make a list of not less than ten collective nouns at home and submit the list tomorrow morning as you come in school and the lesson ends.

These are some of the sampled lesson observations transcriptions from the lesson observations that were done in the six districts visited by the researcher and what they revealed in terms of how teachers exercised and balanced power in the teaching of grade 10 English language in multilingual classrooms in Muchinga province through their classroom practices.

5.6.4. Summary of findings for research question two

Question 2, attracted responses from teachers, heads of department, and pupils who responded to the question; how is power exercised in the teaching of grade 10 English in multilingual classrooms in Muchinga Province. The findings revealed some strategies and techniques teachers were employing in ensuring there was balance of power in their English language classrooms and among them were; teachers’ use of familiar local language, use of learners centered classroom activities, learner engagement into classroom interactions, and teachers’ negotiation of multilingualism in classrooms.

5.7.0 How does the balance of power in the classroom affect the teaching of grade 10 English in multilingual classrooms in Muchinga Province?

In order to answer the research question above, the researcher interviewed heads of department for languages, teachers of English language and then he also held detailed focus group discussions with learners. These responses were qualitatively collected.

5.7.1 How the balance of power in the classroom affected the teaching and learning of English language: Interview Data with Heads of Department and Teachers.

In the first place it has to be reiterated that; teaching in general is considered to be an interactive process which should be enjoyed by the teacher and the learners, for effective teaching and learning to take place and this is the aim of any education institution in the world. Therefore, findings from HODs and teachers who were interviewed on the effects of balance of power between teacher and learners and amongst the learners themselves, revealed a number of different effects that came out and some of them can be categorized as being positive effects while others as being negative effects. Therefore, the first part of the answers to this research question, looks at the positive effects while the second part looks at the negative effects of power sharing between teachers and their learners and amongst learners themselves in the teaching and learning of English language in multilingual classrooms, as presented below using sub-themes;

5.7.1.1 Positive effects of balance of power in English language classrooms

As earlier states indicated above the following were some of the revelations on the positive effects of balance of power in a classroom.

5.7.1.2 Balance of power arouse learner interest in the topic

The responses that came from teachers revealed that balancing power between the them and the learners as well as among learners themselves, positively affected learners, as it aroused their interest in those classroom activities which involved them. This was reflected through what some teachers said. For instance, a female teacher 3 said:

Learners are mainly interested in some learners centered class activities like; whole class oral questions and answers, group discussions, because mostly during such activities, they code switch and code mix local languages just to help other learners get the concepts.

While another female teacher 7 said:

Some learners feel good when it is time to be in groups because, there they are free to express themselves and share ideas even by code switching to their local languages because they do not fear to do so with their friends.

Thus the findings above mean that some teachers were balancing power in the teaching of English language by using a number of learner centered techniques and strategies which aroused learners' interests in learning as revealed through their responses above.

5.7.1.3 Balance of power build confidence in learners

The findings further, revealed that when teachers balance power in their classrooms through classroom activities which involve learners. The learners slowly start to believe in themselves through those classroom activities which require them to make oral presentations and speak in class. For instance, one male teacher 5 said;

When I usually involve learners during lesson presentations, by putting them in groups. I usually start by first teaching and explaining concepts to be learnt then, after that I break them into small groups and give them tasks to work on and then one member of the group reports to the whole class on their findings, this is a good practice because it gives them courage to learners to speak in public.

5.7.1.4 Balance of power make both gifted and less gifted learners access learning

Then the findings from teachers further revealed that when they share their power in classrooms by balancing the way classroom activities are done through the use of learner centered classroom activities like; group work, group discussions, debate and oral presentations. Both the gifted and less gifted learners are given equal chance to share ideas and knowledge through interactions. This was revealed by a female teacher 9 respondent who said:

The good part of us teachers balancing power during English lessons is that both slow and fast learners move at the same pace in class, because we become considerate to even the weaker learners.

5.7.1.5 Balance of power is more helpful to more gifted learners

Furthermore, the findings went on to reveal how the balancing of power between teachers and learners and amongst learners themselves affected the teaching and learning of English language in multilingual classrooms. The findings revealed that the balance of power was more helpful to more gifted learners, because they mostly became more active during group work and discussions as they were mostly seen being in charge of what their groups did and in most cases

to their liking. This was revealed through what some teachers said. For instance, what this male teacher 4 said:

During learners centered activities, like group discussions, debate and quiz, intelligent learners in class feel good because to them, it's now a chance to shine by guiding and explaining to their less intelligent friends, what they know and what they learnt in the lesson.

Whole another female teacher 8 added and said:

English language fluent learners shine during small group discussions and works because they are usually seen guiding their friends by explaining to them what is required of them during group work and not only that they also help in translating what others said using local languages into English for easy oral presentations.

5.7.1.6 Balance of power make lessons more enjoyable to all learners

The findings further, revealed that when power is balanced and shared in the classroom during English language lessons, through learners centered strategies and techniques or activities. Learners develop a positive attitude towards activities which they see as being beneficial to their learning. For instance, a female teacher 12 stated that:

My learners have a tendency of being excited whenever I ask them to discuss a topic in class. Most learners from my class like group discussions and oral presentations and they usually enjoy such activities.

Then a male teacher 7 also revealed that:

Learners enjoy English lessons which involved them in the learning process, more especially when I have guided them nicely in the lesson, you can see them with that morale and zeal to learn and actively participate in the lesson activities which I gives them thereafter.

5.7.1.7 Balance of power ensure inclusion in the classroom

The findings further, revealed that some teachers allowed learners to use other languages during English language lessons more especially during group work and activities. These teachers even

justified why they did that during English language lessons, for instance, one of them teacher 10 said:

Our classes are multilingual in nature and most of our learners are not fluent in English language, so if I insist on the use of English language only during such activities, then it would not be inclusive to those other learners who are not able to utter even a single word in English, that is why we allow it depending on the situation at hand.

On the other hand, another teacher 11 also said:

I always try to strike a balance, depending on the situation because in our district most learners do not go through preschool to get that early exposure to English language, so with that in mind, I try my level best to be accommodative to the learners, by somehow to some extent allowing them make a point or two using their mother tongue when they fail to express themselves on a given point clearly in English language.

Therefore, the above findings' revelation that in some instances teachers even allowed learners to use their own local languages during group discussions to amplify on some difficult concepts. Clearly demonstrated how such teachers were democratic by sharing and balancing their powers and therefore, enabled epistemic assess even to weaker learners.

To further have a clear understanding of how balance of power between teachers and learners as well as among learners themselves affected their learning of English language in multilingual classes learners took part in the group discussions. These learners were drawn from classrooms in which the researcher conducted lesson observations. This was a follow up to what was observed during lesson presentations; through the analysis of the use of some classroom strategies, techniques and activities, learner involvements, interactions between teachers and learners and amongst learners themselves and how that affected their learning in those classrooms. The, findings from the focus group discussions with learners highlighted a number of issues on the positive effects of balance of power between teachers and learners and amongst themselves as learners. For instance, in one focus group discussion, a respondent learner 5 indicated that:

5.7.1.8 Balance of power bring enjoyment of English language lessons

We enjoy English language lessons more especially when the teacher brings activities like group discussion, pair work and debate because such activities involve us, as learners in a lesson by contributing our ideas on the topic of discussion on that particular day and then the teachers just concludes our points.

While another learner 30 in another group said:

We mostly like lessons, where the teacher allows us learners to be active during the lessons because of those activities teachers give us to do in groups or pairs because when doing such activities, no boring moments in class.

In addition to that learner 17 said:

When our teacher involves us in class activities like debate, quiz, oral paper presentations, questions and answers. We enjoy because through those activities we share ideas as learners and learn from each other and we get encouraged to study hard, so that we come and contribute during such activities in class and shine.

Meanwhile another learner 16 said:

We enjoy lessons where the teacher explains what is expected of us then divides us into smaller groups where we come up with some answers and then we make oral presentations based on our findings.

Furthermore, another learner 21 also said;

Teachers who are lively as they teach, us make us enjoy those lessons because they bring a lot of illustrations, charts and situations which make us think and respond to their oral questions.

5.7.1.9 Balance of power compel learners to freely contribute in class during lessons

Findings also revealed that when there is balance of power between teachers and learners and among learners themselves, it forces learners to freely contribute in class during lesson activities.

For instance, learner 3 in a focus group discussion revealed that;

I am forced to contribute to the discussions whenever, our teacher puts us in groups because I even switch to my local language when I fail to finish a sentence using English because the groups are small and I mostly have friends there, so I don't feel shy to contribute and through such contributions, I am now gaining confidence to speak English better than when I came to this school.

Besides that, learner 27 also said that:

When we are doing group works or discussions, we at times use our local languages to explain a concept to others in a group who may not have understood what we are looking at and even during oral presentations we at times use some broken English and in some special instances even a bit of Bemba and the teacher just translates that to English if our point is correct.

5.7.1.10 Balance of power help learners to remember the learnt content

While other learners revealed that they too, benefited a lot from the way their teachers were involving them in different classroom activities because they remembered most of those things they did as groups than when the teachers were the ones who always did all the explanations to them. A female learner 1 shared her experience by stating that;

When teachers allow us learners to work in small groups we interact well and freely and we get to know a lot of things by learning from each other, as a result we remember most of those things.

5.7.1.11 Balance of power induce shy learners to speak in class

On the other hand, the findings also revealed that when there is balance of power between the teachers and learners and among learners themselves, it makes shy learners to speak in class because they become free to speak in small groups during learners centered classroom activities. For instance, this is what learner 4 said during a focus group discussion:

When a teacher puts us in small groups, I am forced to speak English unlike when it's the whole class discussing, in most cases I keep quiet during such lessons because I feel shy to speak in public because I don't know a lot of English, so I make a lot of mistakes and I fear to be laughed at.

While other respondents revealed that they had improved in their spoken and written English because of some of the classroom activities which their teachers were giving them because they were more like compelled to participate thus, benefited in the end. One of these learners, learner 15 for instance, said:

The use of oral question and answer sessions forces us to speak some English, if we are to be allowed to sit down because if we don't do that we remain standing in that lesson for some minutes.

Further respondent learner 7 said;

Making an oral presenting in class after group work as a secretary, is good because it makes some of us who are very shy to speak in public get used, for instance when I came here in the first term. I was refusing to present in front until when my English teacher started forcing us to present in front then, I started becoming courageous and as at now, I even joined a debate club in school because I am no longer shy.

5.7.1.12 Balance of power enable learners to assist, teach and learn from each other in class

The findings further revealed that balance of power between the teachers and learners and among learners themselves, enabled some learners to assist other learners by teaching them on where they remained behind therefore, learn from each other during small learners centered activities in class. That was revealed by another learner 13 from another group who said;

When we are put in groups, we are able to help friends who did not get the questions given, even by explaining to them in 'Icibemba and Namwanga languages which they understand very well, hence, they become very active too during group works and they mostly remember those things discussed.

5.7.1.13 Balance of power make lessons more learner friendly

Furthermore, the findings also revealed that when there is balance of power between the teachers and learners and among learners themselves, it makes lessons more friendly to the learners. For instance, learner 23 said:

In our class we are almost 80 therefore, when the teacher makes groups, we become a small group and it becomes easier to contribute unlike when it is the whole class

which is usually overcrowded and that makes the making of contributions to the topic very difficult.

While another male learner 25 said;

Some lessons make us feel part of the class especially when the teacher makes us work as groups or in pairs because during such activities we even use our local languages on difficult concepts and therefore, we understand them better in our own local languages.

Therefore, from the above revelations from the learners themselves, the researcher can safely conclude that if balance of power is effectively embraced in the teaching of English language in schools, it can be a game changer in the way classroom interactions are done between the teachers, learners and amongst learners themselves, to the empowerment of learner voices and in the end it can lead to effective epistemic access by all the learners, regardless of their sociological and linguistic backgrounds.

5.7.2 Negative effects of balance of power in English language classrooms

While on the other hand, the results also revealed some negative effects of balance of power in the teaching of English language in classrooms. To start with the findings revealed that some other teachers were still rigid to the norms and standards set out in the English only medium of classroom instruction set out in the *Zambian senior secondary school syllabus*. This insistence on this practice came with a number of negative effects to the teaching and learning of English language in multilingual classroom as evidenced through the responses that came from HODs and teachers who revealed that some teachers seemed very preoccupied with completing the syllabus and work coverage with no or little consideration of the learners' plights. These findings are presented as sub-themes below:

5.7.2.1 Balance of power is time consuming

The findings on the other hand, also revealed that some teachers never liked to use learners centered classroom activities which meant power sharing, because such teachers in most cases viewed such activities as time consuming and therefore, slowed their pace of work coverage if they were frequently used. For instance, one HOD 9 mentioned that:

Some teachers never use learners centered classroom activities which are involving and time consuming. For example, activities like; role play, projects, discovery learning and drama, these activities do not usually reflect even in their lesson plans which I mark. Despite them, being part of the syllabus' list of techniques and strategies to be used.

5.7.2.2 Balance of power is very demanding on the teacher

Besides that, the findings also revealed that some teachers complain that the use of some learner centered classroom teaching strategies and techniques which meant power sharing with the learners were too demanding on their part. The HODs revealed that such teachers lamented that they were required to do a lot of preparations before going to the classes to teach, because if that was not done properly classes ended up being very disorganized and no proper learning took place. This was reflected through what was said by a male HOD 2 who said;

For the teacher to effectively ensure balance of power in a classroom proper preparation and planning is required, because if that is not done, classrooms become disorganized and disorderly. Therefore, this entails teachers spending more time in school, but very few teachers are ready to sacrifice their time. More especially these teachers of nowadays.

5.7.2.3 Lack of balance of power in classrooms lead to symbolic violence

The findings also revealed yet another interesting phenomenon, where some teachers and heads of department were never bothered with the learners in their hands in terms of epistemic access. For them, as long as they did what the syllabus and policy wanted them to do, then it was enough. However, such a view point of teaching results in symbolic violence on the learners as argued out by literature. The responses from these HODs accounted for their stance on this matter, for instance, a female HOD 4 insisted that;

I even tell my teachers, it is English and English only,

Then, she further stated that:

This is because, this is the only chance some of these learners get exposed and get to learn and know how to speak English because some of them come from homes where

their parents cannot even utter a single word in English. So then, if even we here allow that, then we will not be helping them.

While another HOD 6 said;

The Zambian senior secondary syllabus is quite explicit on which language to use in teaching subjects except for some Zambian languages, so we have to follow what our guiding document states. Therefore, even teachers as they teach they always try to stick to that principle.

The findings above have revealed clearly that we still had teachers and HODs who still silenced the weaker learners in those classrooms, hence, hindering epistemic access to those learners through their undemocratic classroom teaching strategies and techniques which were too strict and never considered weaker learners in their teaching. For such teachers and HODs what mattered was what the documents and policy stated and not a learner at their disposal.

Meanwhile, the findings from the focus group discussions with learners also highlighted a number of issues on the negative effects of balance of power between teachers and learners and amongst themselves as learners. In contrast the findings further revealed that when there are some lapses in the balance of power between the teachers and learners and among learners themselves, some learners become irritated more especially if the teacher fails to coordinate classroom activities very well. This was revealed by some learners in different groups. For instance, this is what learner 9 said:

5.7.2.4 Lapses in the balance of power irritate learners

At times I feel irritated when our teacher is busy and just puts us in groups and then he gives us what to do and off he goes maybe in the staff room or just sits in class working on something else while we are there just making noise.

Meanwhile, learner 5 in another group also said:

When we are put in groups, we usually know that it is now time to make noise and interact with each other, because in most cases our teacher just gives us books and tells us the pages where we will find work to do as groups and she is not usually there to help maintain order and noise from the overcrowded groups, because in

most cases she leaves the classroom while we are working in groups making noise in big groups while she visits the staff room or become busy on her cell phone and that annoys me a lot because we more like just waste time being in those groups.

Therefore, through these revelations we are able to see that balancing power in the teaching of English language in multilingual classrooms come with a number of benefit and a few challenges, as outlined above by the respondents who were the learners themselves.

5.7.3 Summary of findings for research question three

Findings from the HODs, learners and the teachers, who were asked about the effects of balance of power in the teaching of grade 10 English language in multilingual classrooms. Clearly, indicated that there were a number of positive effects among them; arouses learning interests in the learners, builds confidence in the learners, makes both the gifted and less gifted learners access learning, it is more helpful to the more gifted learners, makes lessons more enjoyable to all learners, ensures inclusion in classrooms and all the above effects enable epistemic assess and help avoid symbolic violence in the teaching-learning process. Whereas, the findings also revealed that some teachers were not interested in teaching English language using some learner centered techniques and strategies which resulted in the balance of power because such activities; were time wasting and demanding on their part and that their use made them move slowly in terms of syllabus coverage hence, their avoidance regardless of the harm to the learners, to such teachers as long as they covered what was stated in the syllabus, then they were ok and therefore, that according to other reviewed literature and this study, resulted into symbolic violence to the learners.

5.8 What are the drivers and impediments to the balancing of power in the teaching of grade 10 English language classrooms?

In the quest to answer the question on the drivers and impediments to the balance of power in the teaching and learning of English language in a multilingual classroom, a good number of respondents were involved in the process of data collection. These respondents included; HODs for languages department, teachers and learners. These findings are therefore, presented as sub-themes, starting with findings on drivers and then ending with findings on impediments to the balancing of power in the teaching of English in multilingual classrooms, on all the three categories of respondents.

5.8.1 Drivers to the balance of power in the teaching of English language in multilingual classrooms: Interview Data from the Teachers and HODs.

To start with, as indicated above research question four wanted to establish drivers to the balance of power in the teaching of English language in multilingual classrooms. Therefore, the responses from the respondents revealed a number of drivers as presented below as sub-themes;

5.8.1.1 Teachers wanting learners to own their own learning,

The findings revealed that when teachers balance power in their teaching of English language through the use of learners centered teaching and learning strategies and techniques. They make learners own their own learning because learners are put at the center of their own learning. The above findings, were some of the responses from some of the teachers who were interviewed. For instance, a male teacher 10 said:

Learner centered activities like debate, pair work, class discussions and oral presentations by groups after a given task to give feedbacks on their answers to the rest of the classes give morale to the learners to learn, because they own their own answers, more especially when their answers are approved by me as their teacher.

Then another respondent teacher 3 said:

Learners feel good to give answers which are later approved by me as their teacher and at times you even see them smile or nod their heads in agreement as you acknowledge their answers.

5.8.1.2 Desire for the learners to grasp the concepts more easily

Then some other teachers revealed that balancing power through classroom activities which were learners centered, made learners grasp the concepts under discussion easily through group work and oral presentations for example. They even went further to explain that such was made more possible by them as teachers not being too strict on language usage and allowing translanguaging during such activities. For instance, one teacher 30 said;

The practice of code switching and code mixing in my classes by me and learners in amplifying on key concepts or may I simply say translanguaging as I teach English to explain on some difficult concepts, help learners to grasp the concepts easily hence, it fosters learning in them, because in our province here, very few learners can speak English language very well, so I need to help them by using some of these strategies.

5.8.1.3 Different abilities between learners

Besides that, other teachers revealed that in some classes, the use of brain storming oral questions and answers resulted in some learners who could not express themselves fully in English language to have at least a chance to utter even a single word or speak in the classes and thereby developing interest in the activities which the teachers give them to do in due course. However, they were also quick to state that, that again made some teachers to use same strategies always. For example, one of these teachers, teacher 27 said;

Some teachers usually use some of the classroom techniques like; group work, oral presentations and whole class discussions because even weaker learners participate fully therefore, as such they are frequently used than other learner centered methods.

While another female teacher 8 said;

I usually plan for these learner centered activities during lesson planning and I also consider weaker learners in my planning, even during implementation of those activities during lessons and learners get motivated to learners and recall the lesson very well. Then they serve as drivers in the teaching and learning of English language in those classes because most of those activities are learner focused.

Therefore, the implication of the findings above, is that these teachers had a right mind set to foster good English language teaching strategies to the empowerment of learners' voices in the teaching-learning process by using good classroom practices which can bring about the balance of power in their teaching in those multilingual classrooms in Muchinga province.

Meanwhile, the findings gotten from the HODs revealed the need for teachers to be inclusive in their teaching approaches through their classroom teaching strategies and techniques. Here is for instance what was spoken by one of the respondent HOD 7:

5.8.1.4 Local languages as resources to aid English language teaching and learning

teachers need to look at local languages in their classes as resources or tools, to be used in the teaching of the target language in this case, because most of our learners have a very poor English language background. Hence, that need for us teachers to

be flexible and build from there to help them improve their English language proficiency in due course.

Then another male HOD 11 also said;

Like in the context in which our school is, it's very difficult to just stick to English language because most learners come from very rural parts of the district, where even just hearing someone use Icisungu to mean 'English' is very rare, so to help those learners, teachers code mix, code switch or trans language to strike a balance, to enable even those feel part of the lessons.

5.8.1.5 Inclusion

The findings further revealed compassion for the weaker learners in English classrooms as another driver to the balancing of power in the teaching of English in multilingual classrooms. These HODs explained that teaching in multilingual classrooms required teachers who were passionate to their call of teaching because there were a lot of critical decisions to be made as one interacted with the learners in classrooms. They went further to lament that one critical challenge was learners' lack of fluency in English language. For instance, a female HOD 9 respondent said;

As teachers we need to be dynamic as well as flexible in our approach to teaching depending on the context at hand, by this I mean teachers should not be too strict in the use of our official language in the lesson presentations even when learners are not getting anything from their lessons, all just because they want to implement what the syllabus states, no! They need to be passionate to the learners.

Therefore, the findings above have revealed that implementing all tenets of learners centered teaching approaches like CLT and other related approaches can serve as drivers to the balance of power in the teaching of English language in multilingual classrooms and thus, bring about balance of power in classrooms and also result in effective English language teaching in schools.

5.8.2 Impediments to the balance of power in the teaching of English language in multilingual classrooms: Interviews Data with Teachers and HODs.

Research question four also sought to establish some impediments to the balancing of power in the teaching of English language in multilingual classrooms. Therefore, the findings from the teachers revealed that impediments were quite many in the teaching and learning of English language in multilingual classrooms in schools. And among these findings were the following; presented as sub-themes:

5.8.2.1 Inadequate teaching and learning material in schools

The findings on the impediments to the balance of power in the teaching of English language in multilingual classrooms. Revealed that inadequate teaching and learning materials in schools was among the impediments. For instance, one male teacher 17 respondent stated that:

Teaching and learning materials were not enough to guarantee good and effective learner centered based activities for the children in schools, and he further lamented that, this leads to most teachers failing to really follow the tenets of learner centered teaching approaches, which require them to balance their power in the teaching of English language, more especially in multilingual classrooms like our classrooms.

5.8.2.2 Over enrolment in schools

The findings further revealed that over enrolment in schools because of learners who were coming back to school after the introduction of free education, was on the increase in schools. Three of the teachers explained and one of them teacher 6 said:

Over enrolment in our schools, due to this progressive free education policy from preschool to secondary, introduced by the new dawn government in 2022, which has led to the surge in numbers of people coming back to schools, which has led to a rapid increase in learner numbers in most government schools like ours here.

While another female teacher 22 in another school also said:

The classes for English language nowadays are too big, for a teacher to give more freedom to the learners during lessons. For instance, in our school here, we

normally have over 100 pupils who regularly come to school thus, making it very difficult to do some learner centered activities in class.

Then a female teacher 3 in another school said she had witnessed a rapid increase in school enrolment in her school since the introduction of free education by government which she said:

This development, to some extent has also compromised on the quality of teaching and learning in our school more especially it being a government school, because this well intended development has not come with a deliberate policy to quickly address the already existing challenge of shortage of classroom spaces in most government schools. Therefore, it has resulted in the widening of teacher-pupil ratio which has already been a source of major concern in schools and to key education sector stakeholders.

On the other hand, this same teacher 3 also commented in a lamenting way and said:

If this situation is not quickly addressed, it would lead to a compromised educational system in the country.

5.8.2.3 Learners' lack of fluency in English language

On the other hand, findings also revealed some concern regarding what teachers had been observing amongst the learners, which they felt impeded to some extent the balancing of power in the teaching of English language in the schools. For instance, male teacher 13 stated that;

I don't hear these learners speak English when they are alone or outside. Therefore, to ask them to be group leaders or do something solely in English, in class during English language lessons, it's hard for me in most cases and very discouraging on the learners' part.

The finding from the teachers presented above have revealed a number of impediments in the balancing of power during English language lessons in schools and therefore, they imply looking for appropriate measures to address them.

5.8.2.4 The free education policy in public schools

On the other hand, findings gotten from the HODs also revealed a number of impediments to the balancing of power in the teaching of English language in multilingual classrooms and among them was the free education policy in a way. For instance, one female HOD 12 said:

It is explicitly impossible to expect a teacher to do some of the things stated in the syllabus now in our school, because of over enrolment which our school is experiencing of late because of the free education policy. Because the enrolment is overwhelming as you saw 'sir' the school administration has no option but to enroll learners. Because it is a directive from authorities above us.

Besides that, another HOD 4 said;

This free education policy is a very good move if it is well planned, where first infrastructure is improved first, in terms of expanding our current classrooms blocks, then its implementation can be effective. Otherwise as things stand now sir, as you saw for yourself in most of the classes you visited it is great challenges for our teachers now.

5.8.2.5 Poor English language background for most learners

Findings further revealed poor English language background by most learners as another impediment to balancing of power in the teaching of English in classes. For instance, HOD 11 said:

Most learners hardly used English language when speaking and there were few learners who could speak English language fluently thus, making the whole process of engaging learners into an interactive learning situation solely in English language to fail. Because, when teachers do that most learners will just be looking at them and fail to take a leading role in their own learning, so in most cases teachers avoid such strategies just to try to be inclusive in a way.

Meanwhile, HOD 3 also said:

Most of these learners come from homes where they are the only ones who have come this far in their education, so they only hear English here and not at their homes.

5.8.2.6 Poor grounding of some teachers in methods, techniques and approaches

On the other hand, findings also revealed that poor grounding of some teachers in methods, techniques and approaches to language teaching, also impeded balancing of power in the teaching of English language. For instance, HOD 2 gave comment to say:

There are too many colleges and universities training teachers now un like it used to be in the past, when we only had government ones which were well regulated.

While another HOD 6 said:

Some of my teachers in one way or the other do not know much about some of the learners centered teaching activities, so they do not use them because they do not know how to use them to teach English and mostly this is because of the now simplified teacher training. Where someone who failed grade 12 and after rewriting for a number of years, then trains as a teacher through distance training of two weeks only in four months. These guys are not properly grounded in methods and even in content itself, so we are in a mess now.

5.8.2.7 Learners' negative attitude towards school

The findings further revealed that learners' negative attitude towards school also impeded the balancing of power in the teaching of English in multilingual classes. This was revealed through some of the respondents and among a female HOD 5 who also said;

Most of these learners even have a negative attitude towards school because they only think of how to make money and buy nice cell phones and clothes and compete with us teachers, imagine sir!

These revelations of the impediments to the balance of power in the teaching of English language in multilingual classrooms that were revealed by the HOD interviewed. Imply that we

still had challenges in schools which still impeded balance of power in the teaching of English language in multilingual classrooms in Muchinga province of Zambia.

5.8.3.0 Impediments to the balance of power in the teaching and learning of English language in multilingual classroom: Focus Group Discussion Data with Learners.

The finding from the focus group discussion with the learners on the impediment to the balancing of power in the teaching and learning of English in multilingual classrooms revealed that, the classes had large numbers of learners which made it impossible for the teachers to effectively pay attention to individual learners. For instance, learner 32 in one focus group discussion said;

5.8.3.1 Over enrolment

In our class we are almost 100 therefore, when the teacher makes groups, we are usually overcrowded and that makes the making of contributions to the topic very difficult more especially after the rapid increase in numbers in class in the recent years.

Another learner 35 also added her voice and complained saying;

The numbers are increasing in class almost every day and this is making it a challenge in terms of having where to sit, more especially if we come a little bit late sir, as you saw some of our friends where learning while standing because they had nowhere to sit because of overcrowding in class.

Meanwhile another learner in another school learner 11 said:

Our school has increased the number of classes in the morning because of people who have come back to school after the free education by UPND and that caused us to be coming to school in the afternoon and I don't like it, especially in a crowded classroom like ours because it becomes hot and concentrating during the lessons becomes a challenge sir, in most cases most of us just feel like sleeping.

5.8.3.2 Teachers' laziness to duty

Revelations from the focus group discussions with the learner respondents, further revealed that some teachers were lazy in executing their duty of teaching, in that they were not doing what was

expected of them by the learners and the system. This was noted through general statements and comments which were made by some learners on some impediments they noted in the teaching and learning of English language. For instance, learner 10 stated that:

Some teachers were not staying in class to control us, when we are in groups discussing or working on a given task instead, they go outside talking on cell-phones, while others stay in class but busy chatting on 'what's-up' or 'face-book' with friends. With that behavior most of us, learners lose interest in learning English using such classroom activities, because they turn into playing time instead of learning time from each other under the guidance of our teachers.

Another respondent male learner 18 in another district expressed a similar sentiment by lamenting that:

When we are put in groups, we usually know that it was now time to make noise and pass some comments on things we have observed in class that day, because our teacher never gives us clear guidance when she puts us in groups and she is not usually there to help maintain order and noise from the overcrowded groups, because in most cases she leaves the classroom while we are working in groups making noise in big groups while she visits the staff room or become busy on her cell phone.

5.8.3.3 Government's rigid policy of mono-lingual medium of classroom instruction at Senior Secondary School

The findings also revealed that the insistence on the use a mono-lingual approach to classroom medium of instruction impeded access to effective learning mostly to rural based learners whose background in English language was very poor because these learners were fluent in other local languages. This was evidenced through what some learners said during the focus group discussions. For instance, what learner 24 said;

Government's rigid policy of using only English as a medium of teaching us, in classroom during lessons in Zambian senior secondary schools is not good because our friends in Tanzania even use Swahili, you see ba sir, "to mean look at such a scenario sir."

5.8.3.4 Lack of early exposure to English language

Meanwhile, findings also revealed that learners' lack of early exposure to spoken English language was among the challenges learners faced in their learning of English language in most secondary schools in Muchinga province. That was revealed by a good number of learners during the focus group discussion with them. For instance, learner 28 revealed that:

Some of us come from rural parts of our district and we did not even go through pre-schools to get that early exposure to English sir, so this is when we are trying to learn it, so if the teacher comes in class and completely uses English throughout his lesson, most of us get nothing, but if he mixes with our local languages, that way we feel ok because we pick something at least.

Thus the revelations from the findings above, clearly indicate that we still had impediments to the balancing of power in the teaching of English language in multilingual classrooms in Muchinga province which needed concerted effort to be addressed.

4.5 Summary of findings for research question four

Research question four sought to establish the drivers and impediments to the balancing of power in the teaching of grade 10 English language in multilingual classrooms in Muchinga province. Therefore, through the responses gotten from all the categories of respondents, it was established that there were a number of these drivers and impediments to the balancing of power in the teaching of English language in multilingual classrooms in Muchinga province and among these were: Some drivers to the balance of power in the teaching and learning of English language as a target language and among these were; want for learners to own their own learning, the desire for the learners to grasp the concept easily, accommodating weaker learners to be part of the class, viewing local languages as resources to aid the learning of English language and having compassion for the weaker learners, drove some teachers to balance power as they taught English language in multilingual classrooms.

Whereas on the other hand, the study also revealed the following as impediments to the balancing of power in the teaching of English language in multilingual classrooms; teachers' use of limited teaching and learning aids and materials, mono lingual kind of approach in the teaching of English, learners in most of the classes could not express themselves in English

language fluently, unrecognition of other languages present in the classes, too much power given to the teacher in the control of what goes on in the classroom, lack of inclusion of learner voices in most classroom decisions, classes were too large, some teachers' laziness of not staying in class to control learners when they were in groups discussing or working on given tasks. Then lastly, government's rigid policy of mono lingual medium of classroom lesson instruction of English language in Zambian senior secondary schools English language syllabus, were cited by the respondents as some major impediments to the balance of power in the teaching of English language in multilingual classroom in the six sampled districts of Muchinga province of Zambia.

4.10 Summary of the chapter

This chapter has presented all the findings of this study by following all the research questions and some sub-themes which emerged during coding and analysis of the collected data. Research question number one sought to establish teachers' ideologies about balance of power in the teaching and learning of English. The findings revealed that teachers and HODs held different ideologies about balance of power.' The responses reviewed that majority of them had full knowledge of the concept, some had some knowledge about the concept while others did not have clear ideologies about balance of power' in the teaching of English language. Then research question two wanted to analyze how power was exercised in the teaching of grade 10 English in multilingual classrooms in Muchinga Province. The findings revealed some strategies and techniques teachers were employing in ensuring there was balance of power in their English classrooms and among there were; teachers' use of familiar local language, use of learners centered classroom activities, learner engagement into classroom interactions and teachers' negotiation of multilingualism in classrooms.

The findings further revealed that there were a number of effects when teachers balance power between themselves and learners and among learners themselves. Among the effects were; arouses learning interests in the learners, builds confidence in the learners, makes both the gifted and less gifted learners access learning, makes lessons more enjoyable, ensures inclusion and all the above effects enable epistemic assess and help avoid symbolic violence in the teaching-learning process. Then lastly, the findings also revealed that; wanting learners to own their own learning, desire for the learners to grasp concepts easily, accommodating weaker learners, viewing local languages as resources to aid the learning of English language and having

compassion for the weaker learners drove some teachers to balance power in their teaching. Lastly, the study also revealed that; teachers' use of limited teaching and learning aids and materials, mono lingual kind of approach in the teaching of English, lack of English language fluently, unrecognition of other languages present in the classes, too much power given to the teacher in the control of what goes on in the classroom, over enrolments in schools, some teachers were not staying in class to control learners when they were in groups discussing or working on given tasks. Impeded balance of power in the teaching of English language in multilingual classroom in the six sampled districts of Muchinga province of Zambia. The next chapter is the discussion of findings.

CHAPTER SIX

DISCUSSION OF FINDINGS

6.1. Overview

The previous chapter presented the findings of this study focused on analyzing how teachers exercised power in the teaching of grade 10 English language in multilingual classrooms in Muchinga Province of Zambia. This chapter goes into the discussion of findings using research objectives. Thus as I start my discussion of findings, it has to be clearly stated that, this study was guided by the following objectives: Investigate teachers' ideologies about balance of power in the teaching of English language in multilingual classroom, Analyze how power is exercised in the teaching of grade 10 English in multilingual classrooms of Muchinga Province in Zambia, Establish effects of the balance of power between teachers and learners as well as among learners themselves in the teaching of grade 10 English in multilingual classrooms in Muchinga Province of Zambia and to Examine the drivers and impediments to the balancing of power in the teaching of grade 10 English in multilingual classrooms of Muchinga Province in Zambia. The discussion of findings will be done under these four objectives.

Therefore, as I do the discussion of findings reference will be made to similar findings or contrasting views from other related studies that were reviewed in this study in order to validate them and fill the noted gaps in order to show relationships and contradictions within the already established knowledge. Furthermore, the discussions will also try to show how the concepts and theories that framed this study resonated with the findings of this study.

6.2 How Teachers ideolized balance of power in English language multilingual classrooms

The first research objective of this study sought to establish teachers' ideologies about balance of power in the teaching of English language in multilingual classrooms in the selected districts of Muchinga province and the findings provided answers to this research question. Thus in my discussion of these findings, I am first going to discuss findings on those teachers and HODs who had good understanding of the concept balance of power, then secondly on those who had some little understanding and then lastly those who had no idea of the concept balance of power in the teaching of English language in classrooms.

6.2.1 What are Teachers' ideologies about balance of power in English lesson?

As I stated earlier, the discussion of findings begins with findings on those teachers and head of departments who had some good ideologies about the concept balance of power in the teaching of English language in multilingual classrooms. The study established that the teachers and HODs conceptualized balance of power differently but their answers demonstrated good understanding of the concept because they conceptualized it as follows:

6.2.1.1 Teaching that make the learners as the main focus of the lessons

The study established that balance of power was a concept which required that teachers' teaching strategies and techniques focus on making the learner as the focus of the lessons. In that, in so doing it promotes the type of teaching and learning, where a learner is put at the center of whatever is done in classrooms. In terms of classroom activities and thus allow learners to take center stage in their own learning while teachers facilitate this process through guidance in classrooms. This revelation clearly shows that balance of power advocates for learner centeredness in teaching. In that this concept as established in the explanation above, calls for the teaching approaches that focuses on ensuring that the learners' learning needs are well catered for through the creation of a conducive learning and teaching environment which is responsive to the learning needs of the learners holistically. The above revelation is also supported by Bell & Cowie, (2001) who also posited that learners centered teaching approaches, address the self-determination of the learners in that such approaches recognize that each learner has to construct an understanding for her or himself, using both incoming stimuli and existing knowledge.

6.2.1.2 Teaching which gives learners freedom to foster their own learning

The findings also revealed that some teachers also idealized balance of power as, when teachers give freedom to learners to foster their own learning by involving them in daily classroom activities during lessons and by allowing them to express themselves freely and share ideas in class during classroom activities like; group work and discussions, pair works, debates and other learner centered classroom activities, while teachers create an enabling environment where both boys and girls work together in class. The finding above implies that teachers must be democratic in their teaching in classrooms. This revelation is also supported by Bishop (1999) who stated that teachers must attempt to create learning relationships within classrooms wherein learners' culturally generated sense-making processes are used and developed so that they may

successfully participate in classroom interactions. Such relationships promote knowledge acquisition, learning styles and sense-making processes of the learners as 'acceptable' or 'legitimate'. Thus teachers should interact with students in such a way that new knowledge is co-created. In this way, learners are able to be co-inquirers, interact and exchange ideas and take part in the whole process of learning, from goal setting to assessment and evaluation. Learning is seen as active, close to real-life, problem-based, integrated, critically reflective, creative, and lifelong.

6.2.1.3 Teaching where teachers become fair and flexible

The findings also revealed that balance of power was idealized by some teachers and HODs, as when teachers become fair and flexible in their teaching by allowing learners to fully be in-charge of their own learning, because teachers accept that they are just supposed to be facilitators of learning and not sole instructors of learning. However, the above idealization of balance of power by some teachers and HODs does not give a clear definition of balance of power because being fair and flexible in class does not mean that the teacher is balancing power, in that this concept promotes classroom pedagogical practices and interactions which ensure that both the teacher and learners create classroom environments that foster effective learning. In the manner the teacher frames classroom interactions to the empowerment of learner voices. Therefore, if the above conceptualization of balance of power is considered from such a contextual point of view then indeed it can be true. On the other hand, being fair and flexible can also be idealized as balancing power in the context of this study because the view of most teachers as brought out by Alrø & Skovsmose, (2006) and Wagner & Herbel-Eisenmann, (2014) is that authority in class, includes directing students without necessarily offering reasons, asserting what must be done, deciding the content to be covered, discussed, and evaluating what ideas are right or wrong. Traditionally, a student's role in a classroom has largely been to obey the teacher or textbook. Therefore, in such a context teachers' fairness and flexibility in their approach to teaching can be contextualized to mean balance of power as it gives freedom to learners as revealed in this study.

6.2.1.4 Teaching where teachers are equal with learners

The study established that balance of power was also idealized as when teachers become equal with their learners in classes. This view can be seen as being both correct and wrong depending on what it refers to. If equality between the teachers and learners is viewed to mean teachers

giving learners equal opportunities to communicate and influence lesson processes and outcomes by creating platforms in which learners feel valued and appreciated in the teaching-learning contexts, one might argue that it is a correct way of looking at balance of power. However, literary, teachers and learners cannot be equal because even learners are also different amongst themselves. Equality is often a wishful thought and only makes sense if it is operationalized. For example, when learners are viewed as equals with teachers in the classrooms or as partners in the teaching-learning processes, it would mean that both teachers and learners are active participants on the teaching and learning process. It would mean that both of them can initiate interaction and be able to respond to questions in a way that is seamless

Sellman (2009) believes that; to create an enabling school and classroom environment, teachers need to acknowledge learners' power, and how they can use this to break down the current complex interactions. Further, in this way, learners who previously have been disengaged by the school culture and curriculum may be empowered to give feedback to ensure they are challenged critically, within a positive learning environment. Apart from that fundamental to this interaction pattern is the relationship created on the basis of the self-determination of each of the parties. In this relationship the pedagogies are not used as a means of control but rather as a location where the learner can control his/her destiny with the help of a teacher as co-learner (Bishop 1998).

6.2.1.5 Teaching which allows active learner participation in the lessons

The study further revealed that balance of power was also idealized as when teachers allow learners to be active during the lessons by involving them, in classroom activities which make them interact and share ideas amongst themselves even as they trans-language amongst themselves, while teachers just create that necessary environment for them. Apart from that the findings also established that balance of power in classrooms was also idealized as when teachers involve learners in daily classroom activities which enables them to freely share ideas and interact in the teaching-learning process. Teachers' actions revealed above are also supported by Bishop (1999) who stated that, teachers must create sociocultural contexts wherein learning takes place actively, reflectively, and where learners can have a variety of learning styles. From which they can also determine which learning styles is more beneficial to them. In other words, creating contexts where they can safely bring what they know and who they are into the learning relationship, because what students know-who they are and how they know what

they know-form the foundations of interaction patterns in the classroom and resulting into effective learning.

6.2.1.6 Teaching where teachers willingly give up some classroom powers to the learners

Findings also revealed that balance of power was also seen as when teachers willingly give up some control in classes in the interest of creating an enabling classroom environment which gives confidence in pupils to learn. This revelation also implies that teachers are supposed to be compassionate to their learners' plight in terms of epistemic access, if they are to effectively employ classroom strategies and techniques which favor their learners' learning in classes. Therefore, with such revelations, it can be concluded that to some extent some of the teachers shared some of their powers with their learners during lessons. On the other hand, Robinson (2011) postulated a similar view by stating that the key to successful learning and teaching, anchor on the need for schools to develop an effective democratic environment, which begins with teachers releasing some of their own power to help empower their learners and build effective working relationships with learners. Therefore, the ability for schools to allow learners to challenge the unequal power relations through learner empowerment, improves teacher-pupil relationships, and through this, learning becomes a way of negotiating and working together, rather than facilitating a transfer of knowledge (Robinson and Taylor, 2013).

6.2.1.7 Teaching where teachers and learners exercise full control in classrooms

The study also established that some teachers and HODs idealized balance of power as when both the teachers and learners exercise control and fully participate in the teaching learning process in a classroom, by way of striking a balance in the way teachers exercises their authority over learners through the use of learner centered teaching approaches in their teaching daily which allow learners to freely share ideas and interact in the teaching-learning process. The finding above also means that when there is balance of power in a classroom it also calls for responsibility taking. The above finding is similar to the findings of a study by Malekzadeh, et al, (2015) in which it was also observed that the teaching of English language using learner centered techniques make learners to become social towards each other and interact for a beneficial purpose at various levels. Therefore, through all the above findings from the HODs and teachers, it is quite clear that indeed balance of power is a concept which required teachers to put learners at the center of all the classroom teaching-learning activities which in turn give them

power to dictate their own learning. On the other hand, the findings also imply that a good number of teachers had great ideas on what the concept, 'balance of power' meant. Therefore, it can also be safely said that to some extent these teachers shared some power with their learners through their pedagogical practices in their classrooms.

6.2.2 Misconceptions teachers and HODs held about the concept of Balance of Power

The findings showed that teachers and heads of department also held misconceptions about the concept of balance of power. Below, I discuss some of the prominent misconceptions which teachers held.

6.2.2.1 Balance of power refers to Classroom management

The findings further revealed that some HODs' ideolization of balance of power was that it meant a lot of things in terms of classroom management by the teachers. On a contrary balance of power is not synonymous to classroom management but it has implications on classroom management because it would also mean that a teacher manages a class in such a way that there is mutual respect, inclusion and equity. Therefore, one would argue that even if some of the HODs did not know the meaning of balance of power. Their response had some implied correctness. Therefore, the revelation above clearly shows that some HODs had little knowledge about the concept balance of power. Thus it implied that their classroom practice was not consistent with the real principles of balance of power as a pedagogic practice.

6.3.1 Balance of power means being gender sensitive when teaching

Findings also revealed that other teachers ideolized balance of power as when they become gender sensitive in giving out roles in classes in terms of choosing monitors in classes or giving out other roles in classes. However, some of the teachers' conceptualization of balance of power to mean being gender sensitive was not true. In that being gender sensitive through gender responsive pedagogical classroom practices should not be construed to mean balance of power. But it has to be noted as well that in a class where there is balance of power, the teacher will surely acknowledge all genders without bias and in this context it can also be argued that gender responsive pedagogies have some element of balance of power but not to mean balance of power but it has to be clear that gender sensitivity is not equal to balance of power. In fact, it appears that the respondents who gave this view did not know the meaning of balance of power but

guessed based on the phrase balance of power to think that it would relate to such concepts as gender balance etc. not mean balance of power itself. The revelation clearly demonstrate that some teachers had scanty knowledge about the concept balance of power.

6.3.2 Balance of power means giving equal attention to topics in the syllabus

The study further established that some HODs also idealized balance of power, as when teachers strike a balance in the way time is allocated to different components of the syllabus, in terms of topics are covered to ensure learners are exposed to all the topics. This finding clearly show that some of the HODS had no understanding of balance of power and that rendered them incapable of tracking how their teachers in the departments balanced their power through classroom activities because they; themselves hardly understood the meaning of the concept which is also embedded in the tenets of learners centered type of teaching and learning. In line with that, one wonders as to what kind of methodological courses these teachers and HODs did in their colleges and universities. Mwanza (2016:48) believes that a good teacher is not a product of chance. He is a product of good education both academically and professionally. Therefore, some of the HODs' and teachers' failure to provide a clear answer can be attributed to poor education where they have not had adequate preparation.

6.2.2.4 Balance of power is teaching where learners teach themselves

Furthermore, the findings also established that some teachers idealized balance of power as when teachers allow learners to teach themselves. However, this idealization of balance of power by some of the teachers does not translate into balance of power in teaching. In that balance of power in teaching means democratizing classroom pedagogical practices which transcends into learner empowerment in the process of teaching and learning. Just like Boaler & Greeno (2000) who also posited that in modern day education systems, the role of learners in classrooms have shifted; as learner centered learning has taken on greater importance in instructional activities. In the above sense, social authority and intellectual authority were always operating in classrooms, occurring whenever learners were interacting amongst themselves and sharing their intellectual authority through an enabling classroom environments which were created by their teachers and because of that learners learnt from each other and that in this study is contextualized as learners teaching themselves.

Therefore, it can be argued that it is a misconception to view balance of power as when learners teach themselves. On the contrary, even where there is balance of power, teachers still have a role to play in introducing the topic and facilitate including scaffolding learners. It is also the duty of teachers to ensure that explicit instruction is provided in order to ensure that both gifted and less gifted learners are clear on what the learning point of the day is. Notwithstanding, this finding has implications of teacher practice. If a teacher views balance of power as when learners teach themselves, it would not be surprising that such teachers would abandon a class while claiming that they are promoting balance of power. Therefore, there is need for clarity of the concept through continuous professional meetings (CPDs) programs in order to capacity build teachers on the theory and practice of balance of power in English language pedagogy.

Therefore, to conclude on the discussion of findings for research question one. The findings established that; over thirty-five of the sixty teachers who were interviewed, representing majority of the teachers and HODs had some good ideologies about the concept balance of power, while three HODS and nineteen teachers' ideologies had a lot of misconceptions about balance of power. Then six teachers and two HODs bluntly stated that they did not have proper ideologies about the concept balance of power in the teaching of English language in multilingual classrooms.

6.3.0 How power is exercised between teachers and learners and amongst learners themselves during English language lessons in multilingual classrooms

The second objective of this study aimed at analyzing how power was exercised in the teaching of grade 10 English in multilingual classrooms in Muchinga Province of Zambia. The first part of the discussion will look at strategies teachers used to ensure balance of power in the teaching of English language in classrooms. Then the second part of the discussion on this research question will discuss how teachers negotiated classroom multilingualism in view of the Zambia's language in education policy which recommends English language only medium of classroom instruction while the fact on the ground was that these classrooms existed and still exist in multilingual contexts and that most learners were and are still multilingual.

6.3.1 Strategies teachers use to ensure balance of power in the classroom

The findings revealed that power was balanced and shared in different ways, in that some teachers ensured balance of power through a number of pedagogical strategies and techniques which they employed as they taught English language in their classrooms and these included:

6.3.1.1 Balance of power through using learners' familiar language

The study established that some teachers shared power with their learners in the spirit of inclusivity or being accommodative to their learners in their classrooms. The findings revealed that these teachers shared their power through; translanguaging, code mixing and code switching. This was revealed through classroom lesson observations and explained in depth during post-lesson observation interviews with teachers who were justifying why they were using the above named pedagogical practices during lessons. For instance, some respondent teachers who also took part in the post lesson observation interviews explained that they were using those pedagogical practices during their lesson presentations in classrooms because if they used English only, most of their learners would not have understood and they would have achieved nothings as teachers. So they had to use them depending on their analysis of the situation through learners' facial expressions and then they had to mitigate that epistemic gap by using the above named strategies.

The findings further revealed that some teachers also decided to use local languages to elaborate more on given concepts, because most of their learners were unable to understand when they only used English language. Therefore, some teachers became flexible during English lessons especially during learners' group works or discussions. In that during such activities some learners were even explaining some difficult concepts to other learners in the groups using their local familiar languages like; Namwanga, Bisa and Tumbuka and the teachers did not stop them. But just asked for another person to translate in either Bemba or English. Because the teacher was not familiar with the other local languages used. For instance, in district B and school D, during classroom lesson observation the researcher noted that male teacher Y, encouraged learners to use even some broken English during oral presentations which the teacher was correcting and in some special instances a bit of local language was used. Therefore, through the above revelations we are able to see some strategies or techniques some teachers were using to

ensure balance of power in their classes to the empowerment of learner voices in the teaching-learning process in multilingual classrooms.

The finding above agrees with other scholars like May (1999) and Bruner (1996) who argue that an inclusive classroom, caters for the critical multilingualism and multiculturalism needs; by recognizing and incorporating the differing language and cultural knowledge which children bring with them to school, while at the same time address and contest the differential cultural capital attributed to them because of wider hegemonic power relations May (1999: 32). Other scholars like Nind, (2005) also argue that to ‘think creatively’ about the curriculum is to ‘think inclusively’ therefore, shared pedagogy must forcibly bring the ‘mindset to include.’ While Rix, (2005) augments that this must be brought to the fore of our curriculum priorities and challenging teachers to consider the extent to which thinking inclusively is central to the teaching and learning that take place in classrooms.

In view of balance of power which also mean democratization of the classroom, it has to be reiterated here that language practices in a multilingual classroom require the use of multiple languages for classroom instructions. It is for this reason that Grosjean’s (1985: 471) stated that, “language practices in multilingual classroom should not be the same as those language practices in monolingual classrooms where the language of instruction is the main language of all the learners and the teacher.” Therefore, the use of multiple languages as media of instructions is here in this study referred to as democratic language practices which are realized through translanguaging and its associated pedagogical language practices like; code switching, translation and language reciprocity which were also employed in this study enabled epistemic access to the learners and the they also worked as teaching aids to the teachers as well as learning aids to the learners.

6.3.1.2 Balance of power through learner centered activities

The study further established that some teachers shared their power in the classrooms through learner centered classroom activities which they were giving the learners to do in their classrooms during English language lessons. The findings showed that these activities gave learners that chance of sharing ideas amongst themselves, during small group discussions and during class discussion. Furthermore, the study through focus group discussion with learners also established that when teachers engaged learners in those various learners centered classroom

activities like debate, quiz, oral questions and answer. It also meant teachers allowing learners to share ideas and learn from each other and lessons became very interactive. Thus learners having that chance to share their powers amongst themselves too and thus enhancing epistemic access in a cordial environment. Then findings also established that when teachers democratized classrooms by sharing some of their power with the learners in classrooms through learners centered activities, it also gave learners a lot of freedom and they became very active during lessons and that is what balance of power in teaching meant.

Thus here again, the findings have brought out another strategy or technique, that some teachers were employing in ensuring that there was balance of power in their classrooms through the use of learner centered classroom activities. Thus in line with that Carusa and Wooley (2008) state that the basis of learner centered approach in teaching is to make the children interact and generate knowledge through experience and that encourage and motivate them to develop critical thinking and decision making skills. Jones (2013) also notes that group interaction in a language class promotes peer to peer interaction while collaborative thinking can lead to an abundance of knowledge and spoken linguistic competence.

6.6.1.3 Balance of power through learner engagement into classroom interaction

The findings through classroom lesson observations and analysis of classroom pedagogical strategies as well as interviews with the teachers, established that learner engagements enabled the learners in those classes to believe in themselves and became open to share ideas amongst themselves through small group discussions and during whole class oral presentation of their answers.

The findings through interviews with the HODs and teachers, further revealed that when learners were given chance to interact as they learnt in classes through their teacher's creation of an enabling classroom environment. It meant teachers were fostering power sharing in their classes. Which also enabled the learners to share ideas amongst themselves. In that when teachers allowed learners to work as small groups they interacted well and knew the challenges each one of them was having and they tried to help each other as they worked as groups. As a result, each one of them felt part and parcel of the learning process. Therefore, from the above findings, it was quite clear that some teachers were employing some good strategies and techniques which at least accounted for balancing of power in their teaching of English language in multilingual to

classrooms. This revelation echoes Walkowiak, et al (2017) also postulated in that Wakowiak said; in a learner centered classroom, teachers must realize that they share authority with learners by inviting them to make sense out of learning as intellectually autonomous agents who should direct their own classroom activities. Hence, a teacher's establishment of shared authority is fundamentally related to the co-construction of learning opportunities. This is because authority, if not well regulated in a classroom, is a gatekeeper to conceptual learning; because learning opportunities in classes are those that support learners' authorship of ideas, to develop or build on understanding.

In line with what has been revealed above Applebee (1996) calls this type of learning as "learning knowledge-in-action." In other words, Applebee is arguing that learners' learning has to be through meaningful classroom interactions with other learners and not through an accumulation of knowledge already determined by the teachers. Because as humans we learn to do things by doing them with others. To Vygotsky (1978), such a process of learning therefore allows learners to bring themselves into the interaction; their experiences, their knowledge and aspirations and above all, their variety of sense-making and meaning-constructing processes which will come from and be part of the cultures in which they participate and this was one of the philosophical underpinnings of this study. Therefore, these teachers' classroom strategies resonated well with the concept balance of power because it also advocates for active learner engagements. In line with that Kalantzis and Cope (1999: 271) who also explained the pedagogical implications of these classroom interaction patterns by suggesting that to recognize the diversity of lifestyles and learners' discursive practices:

Learning processes need to recruit, rather than attempt to ignore and erase, the different subjectivities students bring to learning'. In this sense, '[individuals] have at their disposal a complex range of representational resources, never of one culture, but of many cultures in their lived experience, the many layers of their identity and the many dimensions of their being.'

Therefore, the above revealed classroom strategies empowered learners not only academically but it also empowered them socially through those interactions which in turn led to the creation

of a conducive and effective learning environments where learners felt part and parcel of the learning-teaching processes.

The study through classroom lesson observations revealed that there were also teachers who did not really exercise balance of power in the manner they did their teaching. In that, as such teachers taught in the classrooms it was observed that their pedagogical practices were more of teacher centered. In line with that when these teachers were asked during the post lesson observation interviews why they were not engaging learners in learners centered activities. These teachers explained that they were not doing that because of overcrowding in classrooms. They further explained that because of overcrowding it was difficulty for them to engage learners meaningfully through group work because of limited spaces in classrooms. Therefore, the implication of the revelation above is that these teachers were not democratic in their teaching. Thus affecting learners' effective learning because learners were very passive in such lessons. The above findings contradict Chishipula, (2016) who stated that learners, learn well when they are actively involved in the teaching-learning process by their teachers.

6.3.2 How teachers negotiated multilingualism to ensure balance of power in the classroom

In this study the researcher also interviewed English language subject teachers on how they negotiated multilingualism in their classrooms because he wanted to get more insights on some of the strategies teachers used to negotiate multilingualism in the classroom in order to ensure balance of power between speakers of different languages on one hand, learners with different English language proficiency on the other hand while at the same time trying to uphold the Zambia's language in education policy which recommends English language as the only medium of classroom instruction. Thus, establishing that in this study was important because language has been known to be a tool which can be used for inclusion and exclusion and since English is the sole medium of instruction in grade 10 classes, it was necessary to establish how teachers negotiated and eradicated the potential linguistic imbalances in the classrooms.

The findings therefore, revealed that while some teachers made attempts to negotiate multilingualism, others did not. Those who reported negotiation for multilingualism mentioned a good number of strategies which they used and they also gave several reasons why they did so. While those who also resisted negotiation for multilingualism also gave different reasons why

there was no need to look for alternatives on English language instruction in terms of language of instruction. Therefore, as I discuss these findings I will begin by looking at strategies and reasons that were used by those teachers who negotiated for multilingualism and then lastly look at reasons that were advanced by those who opposed the negotiation for multilingualism in classrooms.

6.3.2.1 Negotiate classroom multilingualism through translanguaging

The findings revealed that some teachers used learners' familiar languages in order to balance the linguistic and epistemic access power between and among learners. The findings revealed that these teachers argued that if they were to use English only, throughout their lessons most of their learners were not going to understand anything during lessons. Therefore, teachers allowed translanguaging in the classrooms, depending on their analysis of the situations at hand for instance, through learners' facial expressions they were able to tell and then mitigate by using a bit of local languages. The findings above imply that these teachers did not look down upon the other languages that were available in their classrooms but they used them as means to help them reach out to the learners when need arose to ensure continued epistemic access by all the learners regardless of their linguistic background. Thus the revelation above is also in agreement with studies that were done by Setati and Adler (2002) and Simachenya (2017) which also revealed that translanguaging through alternation between official and learners' languages facilitated learners' access to information in their local languages. It also enabled learners' active participation in the lessons in terms of answering questions, and that learners were able to connect their classroom experience to their experience during play time as the languages used by teachers correlated to their languages of play.

Findings through lesson observations and focus group discussion with the learners also revealed that not only did teachers trans-language but they were also allowing learners to at times express themselves using familiar local languages in the classrooms. This was another multilingualism negotiation strategy which teachers were employing in their various classrooms. Further findings through post lesson observation interviews with the teachers also revealed that teachers had no option but to engage in these multilingualism negotiation strategies because if they stuck to English only and did not mix or use learners' familiar or local languages as they taught English. Then more than half of their learners were not going to understand anything at all. Hence, by so

doing the teachers helped learners and ensured that learning took place in those classrooms. The findings further revealed that doing that enabled learners to understand well and they got the concepts more easily.

This revelation also demonstrates that some teachers really wanted to be inclusive in their teaching as evidenced by their use of some of the above classroom strategies which can be looked at as unconventional. Meanwhile the findings above also concur with Rabenoro's (1999) whose study also revealed that there was a mismatch between the language policy and the linguistic composition of the classrooms, therefore teachers ignored the language policy by using the informal language of the learners. It is in this context that Haugen (2009) argues that educational policies are normally characterized by contradictions and not by progression or retrogression; contradictions in the sense that in most cases there is a mismatch between the government's stipulated language of instruction and the actual language practices in the classroom. Thus Bwalya (2019) also argues that it is situations like the one revealed above that force teachers to diverge from the policy to help learners learn and to mitigate symbolic violence which also entail balance of power as referred to in this study.

Besides that, the findings further revealed that some teachers negotiated classroom multilingualism through the use of well-known local languages as they taught English lessons because of the socio linguistic nature of their towns, where most of their learners barely understood English well, so they built up from local languages while translating into English language relying on the principle of teaching and learning which states that learners must learn from the known to the unknown. Therefore, from the above revelations, it can be concluded that the main reason that was advanced for some teachers' use of local languages as they taught English language was that; many pupils did not understand the official language and that the use of local languages helped the learners understand the concepts well, so it can be said that these teachers looked at local languages as resources to aid the learning of English language and that enabled epistemic access for these learners this was also reported by (Nyimbili 2021).

This position by these teachers is also supported by scholars like Edgoose (2001) and Allan, (2003) who argue that the establishment of inclusion as a 'rights-based principle' should results in teachers accepting responsibility for the development of inclusive practices in their classrooms. On the other hand, it was also interesting to note that while other teachers were

saying no to negotiation for multilingualism in multilingual classroom contexts of Muchinga province there also existed teachers who stood their grounds in trying to ensure learners with poor English language background were not left out of what the education system was offering by employing some of the above discussed strategies. To ensure epistemic access for the learners.

The above revelations also resonated well with one of the educational theories that was used in this as propounded by Martin, and Rose (2003:255), who stresses that “multimodality entails going beyond linguistics into social semiotics and taking into accounts as many modalities of communication as we can systematically describe”. In line with that, Mwanza (2016) also theorizes that in a classroom context; multimodality provides teachers an opportunity to vary the teaching and learning materials to make the teaching and learning experience an interesting and motivating one. Hence, multimodality explains how multimodal resources can be utilized. To further stress on the importance of multimodality in a classroom, Kress, et al (2001:1) argue that “learning can no longer be treated as a process which depends on a single language centrally, but rather as a process where all modes can be used as resources to meet the set target,” and that entails democratizing a learning environment by even looking at other different languages in the classroom as resources that can aid the learning of English language in this particular context as revealed above.

6.3.2.2 Resistance by teachers and HODs to negotiate multilingualism during English language lessons

The study established that there were also other teachers and HODs who resisted negotiation for multilingualism in their classrooms and they also gave different reasons why there was no need to look for alternatives.

The findings established that some teachers held the view that they did not think that the use of local languages during English language lessons was good for learning. The findings through interviews revealed that teachers who held this view argued that English language was the official language. For instance, when teacher 12 was asked why she used English language throughout her lesson presentation even when learners failed to respond to her oral question? She explained that English language was the official language of classroom instructions and that grade twelve examinations were held in English only. Furthermore, other teachers who were also

asked the same question also explained that the English language syllabus for Zambian senior secondary school curriculum was clear that the medium of instructions was English and that the language in education policy on the use of English language medium was explicit. Furthermore, the study also established that these teachers believed that since English was the sole language used during examinations. Therefore, the earlier the learners stuck to it the better for them so as to help them get used and thus there was no need to use any other languages during English language lessons. The further revealed that some teachers also had a notion that it is not good to be using local languages during English language lessons because learners were being prepared for colleges, universities and some even direct entry into formal employments. Therefore, there was that need for the learners to get used and learn English while at school.

However, from the above, revelations, the researcher was able to deduce some reasons for some teachers' inertia to balance their power in the teaching of English language in multilingual classrooms, which he had observed during some lesson observations in classrooms. Regardless of the justification, such beliefs and practices have a negative effect on teaching and learning as Robinson and Taylor (, 2013) observed that;

this pattern of dominance and subordination and their related classroom interaction patterns that perpetuate the non-participation of many learners in the benefits that the education system has to offer, they further state that, these unequal power relationships within educational institutions are therefore likely to have an impact on learner voices in numerous ways. These relationships reduce the honesty of learner opinions and feelings, as learners say what they think teachers want to hear, rather than what they instinctively feel; meaning that schools are not hearing the true opinions and needs of learners.

On the other hand, the above findings disagree also with findings that were revealed by a study which was done by the Finnish National Board of Education in (2011)) which was cited by Mwanza (2012) with regard to democratic language practices in a multilingual classroom. The study also revealed that even a small number of immigrants' children were given an opportunity to learn to read in their own mother tongue (including Swedish speaking minority). Therefore, the belief and claim by some teachers that learners cannot learn English language while being allowed to even use other languages is a myth.

The study established that teachers who resisted negotiation for multilingualism also argued in their responses during interviews that; teaching and learning English language while mixing with local languages, encourages laziness in learning English the target language and also the country's official national language. Hence, through all these findings from some of the teachers who were interviewed, the researcher was able to see why balance of power in the teaching of English in the class for instance, for female teacher X in school E was minimal and in some other classrooms it never even existed. However, the revelation above were some teachers never wanted to be inclusive in their teaching by allowing learners who were not proficient in English language to use any other languages to help them have epistemic access, contradicts claims by Bricker (1995) who stated that, it is also a fact that inclusion in education is a human right and it is also seen as a moral imperative. Therefore, it means that teachers must do their best with consternation particularly when faced with a multilingual classroom. Besides that, it is with this view that Murati (2015: 173) also stated that “democratization of education has got one fundamental request, and that is the respect for linguistic diversity.” Additionally, another scholar also argues that for that to happen, “it has to do with the recognition of individual's linguistic rights and freedoms” Little, (2004: 123). Therefore, the revelations above were worrisome because they meant infringements on learners' rights to education. It also contradicts the millennium development goal of universal education by 2030.

Therefore, to conclude on the discussion of findings for research question two. The findings established that; teachers' use of familiar local language, use of learners centered classroom activities, learner engagement into classroom interactions and teachers' negotiation for multilingualism in classrooms were strategies teachers used to ensure balance of power in the teaching of English language in multilingual classrooms of Muchinga province. Whereas for the teachers who held a view that there no need to negotiate for multilingualism. There was need for them to be enlightened through continuous professional development (CPDs) meetings, on the need to be inclusive in their teaching. Basing on the multilingual nature of the classes in Muchinga province.

6.4 How balance of power between teachers and learners as well as among learners affect the teaching of grade 10 English in multilingual classrooms

The third objective of this study sought to establish how the balance of power between teachers and learners and among learners themselves affected the teaching of grade 10 English in multilingual classrooms and the findings revealed a number of different effects that came out and some of them were categorized as being positive effects while others as being negative effects. Therefore, in my discussion of findings, I will first present and discuss the positive effects whereas in the second part I will present and discuss the negative effects of power sharing between teachers and their learners and amongst learners themselves in the teaching and learning of English language in multilingual classrooms, as presented below using sub-themes;

6.4.1 Positive effects of balance of power in English language classrooms

As earlier alluded to above, I now present and discuss some of the revelations on the positive effects of balance of power in the teaching of English language in a multilingual classroom as revealed by the findings of the study.

6.4.1.1 Balance of power arouse learner interest in the topic

The findings established that balancing power between teachers and the learners as well as among learners themselves, positively affected learners, as it aroused their interest in those classroom activities which involved them, because during learners centered class activities like; whole class oral questions and answers, group discussions, learners were able to code switch and code mix local languages just to help other learners get the concepts and that aroused their interest to learn. On the other hand, the findings also revealed that some learners felt good when it was time to be in groups because, they became free to express themselves and share ideas even by code switching to their local languages because they did not fear to do so with their friends and that made them express their thoughts on the topic of discussion easily. Thus the findings above mean that when teachers balance power in the teaching of English language by using a number of learner centered techniques and strategies they arouse learners' interests in learning and that leads to effective teaching and learning in the classrooms. The above finding concurs with Omolewa (2007) whose study also revealed that learners were usually interested in learner centered activities when used in teaching and learning from a cultural point of view.

6.4.1.2 Balance of power build confidence in learners

The findings further, revealed that when teachers balance power in their classrooms through classroom activities which involve learners. The learners slowly start to believe in themselves through those classroom activities which required them to make oral presentations and speak in class. In line with that the findings also showed that teachers made sure that they started by first teaching and explaining the topic then, after that they broke the learners into smaller groups and gave them tasks to work on and then asked at least one member of the group to reports to the whole class on their findings. The findings also revealed that making learners make oral presentations in classes was a good practice because it gave learners courage to speak in public. The revelation above also implies that when “power” which is often associated with one’s ability to influence another less dominant individual’s opinion, behavior, and values Vičková, Mareš, and Ježek, (2015) is used in a balanced and positive way as revealed above. Teachers become more democratic in their teaching through their use of democratic classroom practices, which create a conducive classroom atmosphere where learners are able to tap into their learning potential and become prolific speakers as evidenced through the revelations of this study above.

6.4.1.3 Balance of power make both gifted and less gifted learners access learning

The findings also revealed that when teachers share their power in classrooms by balancing the way classroom activities are done through the use of learner centered classroom activities like; group work, group discussions, debate and oral presentations. Both the gifted and less gifted learners are given equal chance to share ideas and knowledge through interactions. Therefore, the finding above implies that some teachers had a right mind set to foster effective English language teaching. Therefore, that drove them to use a number of good learner centered classroom strategies to the empowerment of learner voices in the teaching-learning process. Thus it brought about balance of power in their teaching in the multilingual classrooms in Muchinga province. Just like it can also be argued that even though power has a structural nature, it “is never anything more than a relationship that can and must be studied only by looking at the interplay of the terms of the relationship” Foucault, (2006) as cited in Lynch, (2014: 21). Therefore, a balanced interplay of power relations between the teachers and learners and amongst learners themselves as clearly demonstrated in this study’s findings above, leads to epistemic access by both the gifted and less gifted learners in classrooms.

6.4.1.4 Balance of power make lessons more enjoyable to all learners

The findings further, revealed that when power was balanced and shared in the classroom during English language lessons, through learners centered strategies and techniques or activities. Learners developed a positive attitude towards activities which they saw as beneficial to their learning. The study also showed that learners had a tendency of being excited whenever they were asked to be in groups and discuss a given topic in class because through such classroom activities they got involved in the teaching-learning processes, especially when the teacher had guided them nicely in the lessons, because that helped boost their morale and zeal to learn and therefore, they actively participated in the lessons. The findings above agree with Nyimbili (2016) who cited a study by Chipshiko and Shawa (2014) who also reported that learners had a positive attitude towards learning using the learner centered approaches in the secondary and primary schools despite the numerous hardships. Their study further revealed that the positive interest in learners came from the fact that learning for them was perfect when they interact among themselves and share knowledge, just like it was also revealed by the findings of this study.

6.4.1.5 Balance of power ensures inclusion in the classroom

The study also established that some teachers were inclusive in their teaching, in that during classroom lesson observations in some classrooms, some teachers demonstrated compassion towards learners in their classrooms. In that there were instances during lessons when the situation required them to make certain critical decisions to ensure inclusivity in their teaching of English language, for instance, during classroom lesson observation in district C, school D, a female pupil 20 was making a contribution and then it seemed she could not find a word to use in English, then the teacher came in and encouraged her to express her point even using a local language and the learner was able to finish making her point and then the teacher translated and the lesson continued. Besides that, the findings also established that learners were able to use English language and some other local languages as they learnt in class and their classroom participation in oral answer session were quite good. This revelation implies that when teachers become democratic in their classroom practices learners feel free to actively participate in classroom activities and that leads to effective teaching and learning, which is the aim of any learning institution. Cobb, (1995) and Langer-Osuna, (2016) also expressed a similar view when they said; this is particularly true during learner-led partner and small group work, where

learners are expected to drive not only the classroom work but also the collaborative dynamics turn-taking, attention, consideration of ideas, and influence in shared, inclusive ways. That is because, learners are expected to take on and share both intellectual (content knowledge) and social authority with one another.

6.4.1.6 Balance of power bring enjoyment of English language lessons

The findings through focus group discussions with the learners also revealed that teachers who used and brought a lot of modalities like; illustrations, charts and situations. Made learners enjoy those lessons because such modes made learners think and respond to the oral brain storming questions. The findings above imply that when teachers incorporate a number of teaching learning aids or resources in their teaching they also balance power. In that the use of these aids also foster effective teaching-learning experiences to the learners because the use of different teaching-learning aids also appeals to different learning models of learners and caters for divergent learnings needs of learners in classrooms. Therefore, learners enjoy such lesson and that result into effective learning.

This revelation resonates very well with one of the education theories which underpinned this study, in that this theory of multimodality refers to the mixed composition and representation of written, visual, and audio modes of communication. It also refers to the interpersonal meaning as the enactment of social relations and finally textual meaning which refers to the organization of the meanings as coherent texts and units. Thus, multimodality brings to the fore a new era of communication which is characterized by images, color, sound, and various nonverbal elements and these make teaching and learning lively and memorable Matthews, (2009:52). In line with that, Mwanza (2016) also theorizes that in a classroom context; multimodality provides teachers an opportunity to vary the teaching and learning materials to make the teaching and learning experience an interesting and motivating one. Just like it has also been revealed above and elaborated upon in my discussion. This approach to teaching in classrooms brings about epistemic access in a joyful way hence fostering retention in the learners as well, because it also caters for divergent learnings needs and modes of learners.

6.4.1.7 Balance of power compel learners to freely contribute in class during lessons

The study also established that when there was balance of power between teachers and learners and among learners themselves, it compelled learners to freely contribute in class during those lesson activities. In that, whenever teachers had put learners in smaller groups they became free, such that they were even switching to local languages and back to English whenever they failed to finish a sentence using English because the numbers in groups were smaller and mostly the groups were composed of friends, so most learners did not feel shy to contribute and through such contributions, some of them were now gaining more confidence to speak English better than when they just went to those schools. Thus, the revelation above is also supported by Hassan and Ahmed (2015) who talked about the advantages of translanguaging saying that it enables certain concepts to be reinforced through repetition in several languages repertoires and clarified in much more detail as opposed to using one language.”

Yackel & Cobb, (1996) also argued that; active learner participation in their own learning invites and allows them at the agency to make sense of, and make decisions about, learning problems. In doing so, they take on positions of intellectual authority because they become: authors, evaluators, and co-directors of classroom activities these roles; centered on student agency and intellectual autonomy, are not possible in an authoritarian classroom. In this sense, the above revelation also entails that these teachers realized that they shared authority with learners thereby inviting them to make sense out of learning as intellectually autonomous agents who should direct their own classroom activities. Hence, teachers’ establishment of shared authority in some classes as revealed in the findings above, fundamentally relate to the co-construction of learning opportunities in classrooms for learners.

6.4.1.8 Balance of power help learners to remember the learnt content

The findings also revealed that when there was balance of power in class, learners benefited a lot in the way their teachers were involving them in different classroom activities and that made them to remember most of the contents they learnt and did as groups than when the teachers were the ones who always did all the explanations to them, because when teachers allowed learners to work in small groups they interacted well and freely as they were able to express themselves and because of that they got to know a lot of things by learning from each other and as a result they remembered most of what was learnt. The above revelation yet again shows the

positive effects of balance of power by teachers in their classrooms to the empowerment of learner voices. This revelation is in agreement with Cobb, (1995) and Langer-Osuna, (2016) who stated that when teachers share authority with learners, they expect learners to, in turn, share authority with one another. This is particularly true during learner-led partner and small group work, where learners are expected to drive not only the classroom work but also the collaborative dynamics turn-taking, attention, consideration of ideas, and influence in shared, inclusive ways. That is because, learners are expected to take on and share both intellectual (content knowledge) and social authority with one another Cobb, (1995) and Langer-Osuna, (2016). Therefore, as learners in their learners led groups take center stages in their own learning they remember what is learnt in such an interactive manner.

6.4.1.9 Balance of power induce shy learners to speak in class

The study also revealed that when there was balance of power between the teachers and learners and among learners themselves, it made shy learners to speak in class because they became free to speak in smaller groups during learners centered classroom activities, because when teachers put them in those small groups, the shy learners were at least able to speak some words in English unlike when it was the whole class discussing, in that in most cases most learners kept quiet during such lessons because they felt shy to speak in public because they did not know a lot of English, so they made a lot of mistakes when speaking and they feared being laughed at. In line with that the study also established that the use of oral question and answer sessions induced learners to speak some English, because if they fail to respond they were not allowed to sit down in class and remain standing in that lesson for some minutes and that was at least compelling learners to speak some English in class.

The findings also established that when teachers balanced power in their classrooms by allowing learners to be making oral presentations in classes after group works. That practice made some very shy learners to start speaking in public as they got used. For instance, some learners even revealed to the researcher during focus group discussions that, when they went to their schools in the first term. They were refusing to present in front up until when their teachers started compelling them to present in front then, they started becoming courageous and some of them even joined debate clubs in their schools because they were no longer shy and afraid of being laughed at and all that was because their teachers involved them in those classroom activities.

Therefore, through all these revelations, we are able to see that when there is effective balance of power between the teachers and learners and amongst the learners themselves, learners learn well as they enjoy attending lessons and become free to express themselves and in the end epistemic access is enhanced. Thus, this entails that the key to successful learning and teaching, anchor on the need for schools to develop an effective democratic environment, which begins with teachers releasing some of their own power to help empower their learners and build an effective working relationships Robinson, (2011) and this too, is what balance of power propagates.

6.4.1.10 Balance of power enable learners to assist, teach and learn from each other in class

The findings further established that balance of power between the teachers and learners and among learners themselves, enables some learners to assist other learners by teaching them on where they remained behind, because when teachers were putting learners in small groups, learners were able to help friends who did not get the questions given clearly, even by explaining to them in their local languages which they understood very well, hence, they became very active too, during group works and they mostly remember those items discussed. In line with the finding above other scholars also posit that, much as we would like teachers to learn how to share authority with their learners; learners must also learn how to share authority with one another. Social interactions that foster shared social and intellectual activity are complex; unpacking the complexity can make collaboration more manageable for teachers and learners alike. For instance, Cobb et al (2009) as well as more recent research on an ideal classroom, has focused on how teachers share authority with learners by inviting them to co-direct the classroom work, among these studies include; Amit & Fried, (2005), Cobb, et al, (2009), Gerson & Bateman, (2010), Gresalfi & Cobb, (2006), Wagner & Herbel-Eisenmann, (2014), Hamm & Perry, (2002). Therefore, the revelation above is not out of context with regards to classroom democratization.

6.4.1.11 Balance of power make lessons more learner friendly

The study also found out that when there was balance of power between the teachers and learners and among learners themselves made lessons more friendly to the learners, in that, the findings through lesson observations revealed that learners were more free to interact amongst themselves while teachers mostly engaged them in either oral questions and answers, pair and group works and also through individualized attention by calling out some learners to help in explaining some

concepts as they taught and that made learners to always be alert and follow through the lessons. Not only that the study also revealed that even when some teachers gave out work to the learners to do independently, some teachers still went round seeing what their learners were doing and through that some learners with challenges on the given tasks were able to engage with the teacher on a one to one bases and that demonstrated the friendliness of those classroom practices to the learners because learners became free to interact with their teachers and fellow learners and through these personal interactions they were able to share their learning challenges and share ideas on the topic of the day therefore learning in their own unique way and these features can only be associated with a classroom where there is balance of power between the teachers and the learners just like in was revealed in this study.

Therefore, from the above revelations from the learners themselves, the researcher can safely conclude that if balance of power is effectively embraced in the teaching of English language in schools, it can be a game changer in the way classroom interactions are done between the teachers, learners and amongst learners themselves, to the empowerment of learner voices and in the end it can lead to effective epistemic access by all the learners, regardless of their sociological and linguistic backgrounds. The above finding is also augmented by Bishop (1998) who states that a classroom is a place where young people's sense-making processes are incorporated and enhanced, where the existing knowledge of young people are seen as 'acceptable' and 'official', in such a way that they provide the learning base from whence they can branch out into new fields of knowledge. In this process, the teacher interacts with students in such a way that new knowledge is co-created. Such a classroom will generate totally different interaction patterns and educational outcomes different from a classroom where knowledge is seen as simply something that the teacher makes sense of and then passes onto students.

6.4.2 Negative effects of balance of power in English language classrooms

On the other hand, the study results also revealed some negative effects of balance of power in the teaching of English language in multilingual classrooms. These findings are presented as sub-themes below:

6.4.2.1 Balance of power is more helpful to more gifted learners

Findings also revealed that balancing of power between teachers and learners and amongst learners themselves, was more helpful to more gifted learners, because they mostly became more active during group work and discussions as they were mostly seen being in charge of what their groups did and in most cases to their liking. Because during learners centered classroom activities, like group discussions, debate and quiz, more gifted learners in those classes felt good because to them, it's now a chance to shine by guiding and explaining to their less gifted friends, what they know and what they learnt in the lesson. While on the other hand findings also established that English language fluent learners shined during small group discussions and works because they were usually seen guiding their friends by explaining to them what was required of them during group work and not only that they also helped in translating what other learners said using local languages into English for easy oral presentations.

The findings above also imply that as teachers try to balance power in their teaching they must also be mindful of the fact that all learners are important and equal in the teaching-learning process therefore, they must as well be on the lookout for some negative elements that may surface in the process of trying to balance power in their teaching and among such vices is a tendency where a particular teaching strategy seem to favor a particular group of learners, because if that happens and it is not countered, then it befits the whole essence of this concept. Because teacher must also realize that while they try to respect the structural nature of power, which Foucault (1980) expressed as that which manifests itself in relationships among people. In that sense, Arendt (2013) also describes power as a ubiquitous potential that springs up when people interact. Hence, power is situational, relational, changeable, and an unreliable entity. Thus fluid in nature, it can also become an instrument of abuse if not well handled in this particular context in a classroom by those who may seem to possess more power than others even amongst learners themselves.

6.4.2.2 Balance of power is time consuming

The findings established that some teachers never liked to use learners centered classroom activities which meant power sharing, because they thought and believed that using such learner centered classroom activities like; group work, role play, projects, discovery learning and drama were very involving and time consuming as they required a lot of time hence they derailed their

work coverage. The above revelations from teachers imply that such teachers preferred to use teaching methods and techniques that did not take more time and in most cases such techniques are more teacher centered and this is a situation in which most learners currently find themselves in because most teachers are guided by past policies of assimilation and integration and which take little, or no account for their learners' learning needs and differences, thus such teachers are determined by and for the dominant culture as revealed above.

This revelation also above also agrees with Robert (2004) who revealed that traditional teaching methods do not need more time to prepare teaching materials and create the classroom activities and search for extra information to support the teaching and learning process, because a traditional teaching method or teacher-centered approach is one where an activity in the class is centered on the teacher and the teachers serve as the fount of knowledge, directing the information. The findings revealed above also agrees with Barrett (2007) who also established that teachers used more time when they used learner centered techniques to teach learners unlike when they used teacher centered approaches. While on the other hand, this finding disagrees with Lungu (2012) whose study recommended the use of learner centered activities as the best way of teaching reading and writing to grade eight learners in selected basic schools in Chongwe district. Just like it is also argued by Walkowiak, et al, (2017) learning opportunities in classes are those that support learners' authorship of ideas, to develop or build on understanding. This therefore, entails the establishment of shared authority in classrooms is a shared social regulation of opportunities to learn.

6.4.2.3 Balance of power is very demanding on the teacher

The findings also found out that some teachers complained that the use of some learner centered classroom teaching strategies and techniques which also meant power sharing with the learners were too demanding on their part, because they were required to do a lot of preparations before going to the classes to teach and that meant, teachers spending more time in school because if that was not done properly classes ended up being very disorganized and no proper learning took place. The finding above is similar to the findings by O'Sullivan (2004) who also reported that teachers were not interested in using learner centered approaches because it was a tiresome process of teaching learners. Furthermore, the revelation above also resonates well with the code and pedagogic discourse theory, together with its extended notion of recontextualisation of

education knowledge, whose proponent is Bernstein (1973) which is among the three theories used in this study, because under this theory, it is believed that classroom teaching does not take place in a vacuum, hence it is affected by several factors such as government through the curriculum, syllabus, teacher training, national exams, school inspections, school administration and the context of the school on one hand, and informal knowledge and the learners' social cultural background on the other hand (Mwanza 2016) as cited in (Mwelwa 2020).

Therefore, in the context of this study, the teachers' perceptions towards some learners centered teaching strategies revealed above influenced their choice of classroom teaching strategies and these teachers had to re-contextualizes their teaching strategies to suit their perceptions of learners centered classroom strategies as being too demanding and unfortunately that was to the silencing of learner voices in classrooms in the context of this study. Just like the code and pedagogic discourse theory propounded, classroom interactions are characterized by power and control and that every pedagogic discourse anchors on power relations Bernstein (1973). While Haugen (2009:152) also offers the following explanation in amplification of Bernstein's code and discourse theory; he explains this theory by contextualizing it to a school system, where he examines the reproduction of power in schools by looking at the way content is classified and how the interactions are framed". Through this contextualization, it was clearly showed that the concepts of 'classification' and 'framing' were central to Bernstein's theory of Pedagogic Discourse. On the other side, Sadovnik (2001:3) clarifies that "classification is concerned with the organization of knowledge into the curriculum" while "framing is related to the transmission of this organized knowledge through pedagogic practices". In line with that Mwanza (2016) also states that, "in the education system, classification may refer to governments' power over the curriculum and regulations on what schools or teachers should do while framing is concerned with the amount of control teachers and learners have over what goes on in the classrooms."

Besides that, framing also includes the control (or lack of it) teachers have in implementing the curriculum. Bernstein (1973b:88) describes framing even clearer when he stated that "frame refers to the degree of control a teacher and a learner possess over the selection, organization, pacing and timing of the knowledge transmitted and received in the pedagogical relationship". On the other hand, Bernstein (2000:14) states that framing can be internal or external. According to him, "internal framing refers to the influence the learners will have over the teaching" while

external framing “refers to the control from outside pedagogic practice on communication.” Examples of internal framing include the learners’ preferences, choices, interests, background, age, and other special characteristics of the learner. Examples of external framing include the influence of the government through government policies, teacher training and expectations. Therefore, Mwanza (2016) cautions by positing that;

It must however, be mentioned that depending on the decisions made by the teacher and implicitly by the influence of the state, internal framing may be weak or strong meaning that the learner may be or may not be considered as an important factor in classroom choices and decisions.

Thus from the findings above and from the theoretical perspective above, it is evident that some teachers’ perceptions of some learners centered teaching techniques and strategies were not positive and that also justifies to some extent as to why in some classes where the researcher did some lesson observations, there was less learner involvement in that, some teachers’ perceptions did not support democratic classroom strategies because indeed the use of learners centered strategies require proper planning and dedication to duty if they were to yield expected results. Therefore, from the findings it is clear that indeed external framing seriously affects internal framing in formal teaching and affected learners’ learning.

Therefore, to conclude on the discussion of findings for research question three. The findings established that; there were a number of positive effects among them; arouses learning interests in the learners, builds confidence in the learners, makes both the gifted and less gifted learners access learning, it is more helpful to the more gifted learners, makes lessons more enjoyable to all learners, ensures inclusion in classrooms and all the above effects enable epistemic assess and help avoid symbolic violence in the teaching-learning process and the findings also revealed some negative effects which included; some teachers not being interested in teaching English language using some learner centered techniques and strategies because such activities were time wasting and demanding on their part and that their use made them move slowly in terms of syllabus coverage hence, their avoidance regardless of the harm that caused to the learners in terms of epistemic access.

6.5 Drivers and impediments to the balancing of power in the teaching of English language in multilingual classrooms.

The fourth and last objective of this study sought to establish the drivers and impediments to the balance of power in the teaching of grade 10 English in multilingual classrooms of Muchinga province of Zambia. Therefore, in discussing the findings on this research question. The researcher is going to discuss the findings in two folds, the first part of the discussion will look at the drivers to the balancing of power in the teaching of English language in classrooms. Then the second part of the discussion will discuss the impediments to the balancing of power in the teaching of English language in classrooms using sub-themes.

6.5.1 Drivers to the balance of power in the teaching of English language in multilingual classrooms.

To start with, as indicated above research question four sought to establish drivers to the balancing of power in the teaching of English language and the study established that there were a good number of drivers to the balancing of power in the teaching of English language in multilingual classrooms as discussed as sub-themes below:

6.5.1.1 Teachers wanting learners to own their own learning

The findings established that teachers wanting learners to own their own learning in classrooms drove them to balancing power in their teaching of English language through the use of learners centered teaching and learning strategies and techniques, because the use of those strategies made learners own their own learning because once learners take a center stage in their own learning, through learner centered classroom activities like debate, pair work, class discussions and oral presentations by groups after a given task to give feedbacks on their answers to the rest of the classes it gave and boosted learners' morale to learn, because they owned their own answers, more especially when their answers were even approved by their teachers. Therefore, the finding above imply that teachers must be putting learners' interest first in their teaching and ensure that learners are allowed to take center stage in their own learning if the teaching-learning process is to yield positive and expected results in schools. The findings above are in line with Doyle (2011) who argued that teachers must be varying their delivery modes because doing that help keep the students engaged with the content and retain the course content for the long term. In that presenting new materials using a variety of presentation methods such as visual presentations, discussions, lectures, and experiential applications. Influence learners' learning

and make them gain greater control over their own learning experiences through interactive classroom discussions and negotiations. Because teachers, are there to coach and to help instill the love of learning in students so that they may become life-long learners and positively impact our world.

6.5.1.2 Desire for the learners to grasp the concepts more easily

The findings also established that the desire for the learners to grasp the concepts more easily drove some teachers to the balancing of power in their teaching through the use of classroom activities which were learners centered which made learners grasp the concepts under discussions more easily through such classroom activities like; group work and oral presentations because as teachers they did not become too strict on language usage and as they were even allowing translanguaging, code switching and code mixing in their classes by learners in amplifying on key concepts and that they believed and trusted that it helped learners to grasp the concepts more easily hence, it fostered learning in them, because in their province, very few learners could speak English language very well, so they had to help them by using some of those strategies.

The findings above imply that these teachers had a heart for their learners as they went an extra mile to ensure that learners' needs were catered for through their classroom practices and this is what Bourne (2006) meant when he likened recontextualisation to teacher's interpretation and application of the policy and methods of teaching in order for the policy and method to be relevant and appropriate to the specific learning and teaching situation. Thus in the above stated classroom language practice, recontextualisation involved teacher reinterpretation and reapplication of the language in education policy by allowing learners to trans-language through code switching and translation.

6.5.1.3 Different abilities between learners

The study also established that different abilities between learners drove teachers to balance power in their teaching of English language in multilingual classrooms because the use of a mixture of learners centered classroom strategies like; brain storming oral questions and answers resulted in some learners who could not express themselves fully in English language to have at least a chance to utter even a single word or speak in the classes and thereby developing interest

in the activities which the teachers gave them to do in due course. Therefore, the implication of the findings above, is that when teachers have a right mind set to foster good English language teaching strategies to the empowerment of learner voices in the teaching-learning process by using good classroom practices which can bring about the balance of power in their teaching in those multilingual classrooms results are always positive as evidenced above.

The finding above resonates well with the theory of multimodality which is one of the three theories that were used in this study. As an educational theory, this theory refers to the mixed composition and representation of written, visual, and audio modes of communication, it also refers to the interpersonal meaning as the enactment of social relations and finally textual meaning which refers to the organization of the meanings as coherent texts and units Matthews, (2009:52). Hence, Mwanza (2016) suggests that the concept of multimodality has taken over the global world where communication is executed in a variety of ways, because multimodality brings to the fore a new era of communication which is characterized by images, color, sound, and various verbal and nonverbal elements. Thus Mwanza (2016) also theorizes that in a classroom context; multimodality provides teachers an opportunity to vary the teaching and learning materials to make the teaching and learning experience an interesting and motivating one. Hence, multimodality explains how multimodal resources can be utilized, just like these teachers used local language to ensure epistemic access to the learners.

6.5.1.4 Local languages as resources to aid English language teaching and learning

The study further established that viewing local languages as resources to aid English language teaching and learning also drove some teachers in balancing power because these teachers never looked down upon those other languages in their classrooms but they looked at them as resources or tools, to be used in the teaching of the target language English, because most of their learners had a very poor English language background. Hence, there was that need for them to be flexible and build from there to help learners improve their English language proficiency in due course. The finding above demonstrated that teachers can use local language to aid their teaching of English language. The above revelation concurs with the view that Ruiz (2010: 162 as cited in Bwalya (2019) had when in reference to language as a resource postulated that rather than being divisive, linguistic diversity should be valued and seen as fully compatible with national unity.”

6.5.2 Impediments to the balance of power in the teaching of English language in multilingual classrooms

On the other hand, research question four also sought to establish some impediments to the balancing of power in the teaching of English language in multilingual classrooms and findings from the teachers and HODs revealed that impediments to the balancing of power in the teaching of English language in multilingual classrooms were quite many and among them the following discussed as sub-themes below:

6.5.2.1 Inadequate teaching and learning material in schools

The findings established that inadequate teaching and learning materials in schools, impeded the balancing of power in the teaching and learning of English languages in multilingual classrooms, because teaching and learning materials were not enough to guarantee good and effective learner centered based classroom activities for the children in schools and that led to most teachers failing to really follow the tenets of learner centered teaching approaches, which required them to balance power in their teaching of English language, more especially in multilingual classrooms. The findings above agree also with findings of study by Vavrus and Barlet (2015) in Tanzania which also reported lack of adequate teaching and learning materials as a drawback to learner centered approach implementation in the Tanzanian schools. The findings also agree with, Simasiku (2011), Mubita and Mwanza (2020) and Mwanza (2020) who also reported that lack of teaching and learning materials such as books posed a challenge to the effective delivery of learner centered lessons in Zambian schools.

6.5.2.2 Over enrolment in schools

The study also established that over enrolment in schools was another impediment to the balancing of power in the teaching of English language in multilingual classrooms because a lot of learners were now going back to school after the introduction of free education and that had led to a surge in school enrolments in most government schools. Therefore, classes for English language were too big, for a teacher to give more freedom to the learners during lessons, because on average over 75 pupils regularly came to school thus, making it very difficult to do some learner centered classroom activities during lessons. Therefore, the implication of the above finding is that this positive development of free education, to some extent had also compromised on the quality of teaching and learning more especially in government schools, because it had not

come with a deliberate policy to quickly address the already existing challenge of shortage of classroom spaces in most schools. The finding above is also supported by Mkandawire, (2010) and Mtika (2014) who both argued that teachers were unable to use some learner centered technique in schools because the classes were over enrolled.

6.5.2.3 Learners' lack of fluency in English language

Findings also revealed that learners' lack of fluency in English language impeded balancing of power in the teaching of English language in the schools, because most learners never spoke any English whether it was in classrooms or when they are alone or outside. Therefore, to ask such learners to be group leaders or do something solely in English, in class during English language lessons was hard for most teachers in most cases and very discouraging on the learners' part. Therefore, the above findings' meant teachers were supposed to employ appropriate strategies to mitigate this impediment during lessons. This revelation is in agreement with Ellis (1996) who also argued that the successful adoption of CLT into English Languages classrooms depends on among other things, the English Language proficiency of the teachers as well as the learners. The findings further revealed that learners rarely spoke English when they were alone or outside the classrooms and because of that it was very difficult for teachers to ask them to be group leaders or do something solely in English, in class during English language lessons because when the teacher tries to do that it meant discouraging to learn.

The finding above also agrees with other scholars who also noted the communication challenges in multilingual classroom for most of the pupils remain the same, for instance a study by Mwanza (2016) revealed that, teachers' views were that their learners had poor language background and could not speak English fluently. Therefore, in reference to Munakampe's (2006) study which targeted grade five learners and revealed the same communication challenges, Mwanza (2016: 228) concluded that "it therefore, appeared that the challenge of a lack of English proficiency is not limited to primary school (grade 5) but extends to secondary school as well, grade 11 in this case.

6.5.2.4 The free education policy in public schools

The findings gotten from the HODs also revealed a number of impediments to the balancing of power in the teaching of English language in multilingual classrooms and among them was the

free education policy in a way, because the findings revealed that it was explicitly impossible to expect teachers to do some of the things stated in the syllabus in schools now, because of over enrolments which school were experiencing of late because of the free education policy which has led to overwhelming school enrolments because the school administrations had no options but to enroll all those learners who wanted to go back to school, as it was a directive from authorities above them. The revelation above also implies that if this good and inclusive educational development is not properly handled, it may lead to a compromised education system. Although the above findings have not only been reported in this study, larger classes as hindrances to quality education was also reported by other studies by: Chang (2010), Weimann, (1996), Qiang and Ning (2011) and in all these studies it was reported that the big sizes of the classes caused difficulties in organizing groups and oral communicative activities as well as monitoring class activities. Thus the finding above calls for urgent action to reverse the trend by constructing more classrooms in schools which will create more classroom space.

6.5.2.5 Poor English language background for most learners

Findings further established that poor English language background by most learners was yet another impediment to the balancing of power in the teaching of English in classrooms, because most learners hardly used English language when speaking and there were only few learners who could speak English language fluently thus, making the whole process of engaging learners into interactive learning situations solely in English language to fail. Because, when teachers tried to do that, most learners were just looking at them and fail to take a leading role in their own learning, so in most cases teachers avoided such strategies. That was because the study revealed that most of the learners came from homes where they were the only ones who had gone that far in their education, so they were the only one who were exposed to English at school. The revelation is in line with Shohamy (2006) who also stresses that twenty-first century classrooms throughout the world have students who speak many different languages, often languages different from those spoken by the classroom teacher. Thus, classrooms teachers most often teach content in languages other than those the children speak at home and in communities.

6.5.2.6 Poor grounding of some teachers in methods, techniques and approaches

Meanwhile, the study through its findings also revealed that poor grounding of some teachers in methods, techniques and approaches to language teaching, also impeded balancing of power in

the teaching of English language, because some teachers in one way or the other did not know much about some of the learner centered teaching activities therefore, they were not using them because they did not know how to use them to teach English and mostly that was attributed to what they called as, “the now simplified teacher training,” where someone who had failed grade 12 and after rewriting for a number of years, trains as a teacher through distance training of two weeks only in four months.

The implication arising from the above findings is that teachers are not adequately prepared during teacher training in multilingual language practices. In fact, studies such as Manchishi and Mwanza (2013) and Mwanza (2012) showed that the training student teachers were receiving was inadequate while Manchishi and Mwanza (2016) found that even teacher training strategies such as peer teaching were not implemented in a manner which was helpful in developing practical skills in student teachers. Thus, there is need to invest in teacher training so that teachers can acquire the appropriate multilingual strategies such as translanguaging.

6.5.2.7 Learners’ negative attitude towards school

The findings went further to reveal that learners’ negative attitude towards school also impeded the balancing of power in the teaching of English in multilingual classes, because some learners were more concerned with how to make money and buy nice cell phones and clothes and compete with the teachers and therefore, they missed classes a lot and that affected their learning. These revelations of the impediments to the balancing of power in the teaching of English language in multilingual classrooms. Imply that schools still had challenges which impeded balance of power in the teaching of English language in multilingual classrooms in Muchinga province of Zambia which also resulted in the impediment of epistemic access in those schools. From the findings above, it could probably be right to conclude that the aim of some learners going to school was just to get some basic literacy skills which can make them functional in society and not to go through all the complicated educational circles which does not suit their aim, thus having that negative attitude towards school. Teachers and learners have their personal attitudes towards the classroom teaching and learning. In line with that Guthrie, (2011) states that a bad attitude from learners towards a particular lesson frustrates the whole learning process because learners do not pay attention to what the teacher is teaching.

6.5.2.8 Overcrowded classrooms

On the other hand, finding from the learners on the impediment to the balancing of power in the teaching and learning of English in multilingual classrooms also revealed some impediments. The findings from the learners also established that classes had large numbers of learners which made it impossible for the teachers to effectively pay attention to individual learners, because even when teachers tried to make groups, learners were still overcrowded and that made making of contributions to the topics very difficult more especially after the rapid increase in numbers in class in the recent years because of people who had gone back to school after the free education by UPND government which also caused some learners to be going to school in the afternoon and learners did not like it, more especially that their classrooms were still very crowded because concentrating during lessons became a challenge as most of them just felt like sleeping.

The findings above also imply that the overcrowded classes compromised on the quality of teaching and learning in schools. This finding disagrees with Earthman (2002), who when reporting on California revealed that comfortable classroom temperature and smaller classes enhance teachers' effective opportunities for students to receive more individual attention ask more questions, participate more fully in discussions, reduce discipline problems and perform better than students in substandard buildings by several percentages.

6.5.2.9 Teachers' laziness to duty

The study revelations also established that some teachers' lazy attitude in executing their duties of teaching impeded the balancing of power in the teaching of English language in multilingual classrooms, because some teachers were not staying in class to control and manage the learners, more especially when learners were in groups discussing or working on given tasks. Because in most cases these teachers either went outside talking on cell-phones or stayed in classes but they were busy chatting on 'what's-up' or 'face-book' with friends and led learners to lose interest in learning English using such classroom activities, because they turned into playing times instead of learning times from each other under the guidance of their teachers. The revelations above make a very sad reading in that these teachers were trained professionals who were expected to be fully aware of their terms of references in terms of their classroom duties. Thus to be caught in such a web of negligence to duty was very unfortunate and uncalled for in the line of their professional ethics. On the other hand, similar findings were also reported by Chishipula (2016)

who also reported that some teachers' attitude towards work affecting the teaching of English language using the recommended teaching approaches.

6.5.2.10 Government's rigid policy of mono-lingual medium of classroom instruction at Senior Secondary School

Furthermore, the findings also revealed that the insistence on the use a mono-lingual approach to classroom medium of instruction impeded balance of power in the teaching of English language and that resulted lack of access to effective learning, because most rural based learners whose background in English language was very poor could get nothing during English language lessons where teacher insisted on the use of English language only medium of classroom instruction in their schools. In line with that findings also revealed that Government's rigid policy of using only English as a medium of teaching disadvantaged very rural based learners because their friends in Tanzania used Swahili, their local language and still learnt they lamented.

Thus the revelations from the findings above, clearly indicate that the mono-lingual approach to classroom instruction was an impediment to the balancing of power in the teaching of English language in multilingual classrooms in Muchinga province which needed serious consideration in the spirit of inclusivity in education. The findings above resonate well with a study carried out by Rabenoro (1999) which also revealed the mismatch between language in education policy and the actual language practices in the classroom. Rabenoro (ibid) did a study in Madagascar, a country where the standard Malagasy language as opposed to other Malagasy varieties is the initial language of instruction from grade 1 to 2 whereas French is the medium of instruction from grade 3 onwards. The study showed that in practice, when teachers were appointed to the area they originated from, many of them used the local variety of Malagasy instead of the official Malagasy or standard French. The study noted a "tremendous gap between the official instructions and the reality" (Rabenoro, 2009: 180).

6.5.2.11 Lack of early exposure to English language

Meanwhile, findings also revealed that learners' lack of early exposure to spoken English language was yet another impediment to the balancing of power in the teaching and learning of English language in most secondary schools in Muchinga province, because a good number of learners came from the rural parts of their districts and we did not even go through pre-schools to

get that early exposure to English language, so when they went to secondary schools that was when they were trying to learn it, so if their teachers went into their classrooms and just use English throughout their lessons, most of them would get nothing, but if the teacher mixes with some local languages, that way they felt ok because at least they were able to pick something. Thus the revelations from the findings above, clearly indicate that impediments to the balancing of power in the teaching of English language in multilingual classrooms in Muchinga province were still there and they needed concerted effort to be addressed. The revelation above is similar to those findings that were obtained by Chang (2010) were some respondents also reported low proficiency in English Language by the pupils as a hindrance to the implementation of CLT activities such as debates, discussions role plays and dialogues. The findings were that it was difficult to engage pupils in communicative activities because they lacked the oral competence.

Concluding on the discussion of findings for research question four. The findings established that; wanting the learners to own their own learning, the desire for the learners to grasp the concept easily, differing learners' abilities, viewing of local languages as resources to aid the learning of English language and having compassion for the weaker learners, as things that drove teachers to balance power in their teaching of English language in multilingual classrooms. While; teachers' use of limited teaching and learning aids and materials, mono lingual kind of approach in the teaching of English, learners' lack of English language fluently, unrecognition of other languages present in the classes, lack of inclusion, large classes, some teachers' laziness and then lastly, government's rigid policy of mono lingual medium of classroom lesson instruction of English language, were cited as impediments to the balance of power in the teaching of English language in multilingual classroom in the six sampled districts of Muchinga province of Zambia.

6.6 Summary of the chapter

This chapter has discussed all the findings of this study by following all the research questions and study established that majority of teacher and HODs had full knowledge of the concept, some had some knowledge about the concept while others did not have clear understanding of the concept 'balance of power' in the teaching of English language. While teachers' use of familiar local language, use of learners centered classroom activities, learner engagement into classroom interactions and teachers' negotiation for multilingualism in classrooms as strategies

teachers used to ensure balance of power and the study also revealed that balancing of power in teaching English; arouses learning interests in the learners, builds confidence in the learners, makes both the gifted and less gifted learners access learning, makes lessons more enjoyable, ensures inclusion and all the above effects enable epistemic assess and help avoid symbolic violence in the teaching-learning process.

While; wanting learners to own their own learning, desire for the learners to grasp concepts easily, accommodating weaker learners, viewing local languages as resources to aid the learning of English language and having compassion for the weaker learners drove some teachers to balance power in their teaching. Lastly, the study also revealed that; teachers' use of limited teaching and learning aids and materials, mono lingual kind of approach in the teaching of English, lack of English language fluently, unrecognition of other languages present in the classes, too much power given to the teacher in the control of what goes on in the classroom, over enrolments in schools, some teachers were not staying in class to control learners when they were in groups discussing or working on given tasks. Impeded balance of power in the teaching of English language in multilingual classroom in the six sampled districts of Muchinga province of Zambia. The next chapter presents the conclusion and the recommendations of the study.

CHAPTER SEVEN

CONCLUSIONS AND RECOMMENDATIONS

7.1. Overview

The previous chapter, discussed the findings of this study. Therefore, this chapter presents the conclusions drawn from the research findings presented and discussed above, then it gives recommendations and ends with proposals for future studies based on the findings of this study. Meanwhile it must be re-echoed that this study was guided by the following objectives: Investigate teachers' ideologies about balance of power in the teaching of English language, Analyze how power is exercised in the teaching of grade 10 English in multilingual classrooms in Muchinga Province of Zambia, Establish effects of the balance of power between teachers and learners as well as among learners themselves in the teaching of grade 10 English in multilingual classrooms in Muchinga Province of Zambia and to Examine the drivers and impediments to the balancing of power in the teaching of grade 10 English in multilingual classrooms in Muchinga Province of Zambia and this study through its findings has fulfilled these objectives. Thus, this chapter ends with a summary of the chapter.

7.1.1. Conclusions

Based on the research objectives as well as research questions that were used in this study, a number of conclusions have been drawn from the presentation and discussion of findings. Firstly, the study has revealed and confirmed that multilingualism and linguistic diversity in Muchinga province was a reality. Thus that implies that the classrooms of all the districts of the province were inherently multilingual with Bemba being the dominant languages of play in Chinsali, Shiwang'andu, Mpika, in some urban parts of Lavushimanda and Kanchibiya districts. While Namwanga was mainly the language of play in Nakonde district and was interchangeably used with Bemba, then Bisa was mostly used in the rural parts of Kanchibiya and Lavushimanda districts. Whereas, Tumbuka, Wisi, Lambia, Nyika predominantly shared their usage as languages of play in Mafinga district. While Tonga, Lunda, Kaonde, Lozi, Nyanja and Luvale were mostly present in the urban parts of all the districts of Muchinga province.

7.1.2 How teachers ideolized balance of power in English language multilingual classrooms

Secondly, the findings have also revealed that over thirty-five teachers, representing majority of the teachers' and the HODs' ideologies about balance of power revealed that they had full knowledge of the concept. In that majority of them ideolized it as when teachers democratize their classrooms through the use of various democratic classroom pedagogical practices which empower learner voices and ensure epistemic access. While a few other teachers' and HODs' ideologies had some misconceptions because some ideolized it in terms of class management, others in term of being gender sensitive in assigning roles in their classes. Others as when teachers balance their way of covering topics in the syllabus. But all these were misconceptions because balance of power never meant that. Meanwhile others did not have any ideology about balance of power' in the teaching of English language. Therefore, it is hoped that by this study reporting on the teachers' ideologies about balance of power, it will enlighten and inspire other teachers to believe and hold a view that power is not always fixed in a few hands. Therefore, help them hold a view that power can be shared and balanced as revealed in this study's findings.

7.1.3 How power is exercised between teachers and learners and among learners themselves during English language lessons in multilingual classrooms

Thirdly, the study also revealed some strategies and techniques teachers employed to ensure balance of power in their teaching of English language in multilingual classrooms and among them were; teachers' use of familiar local language, use of learners centered classroom activities, learner engagement into classroom interactions and teachers' negotiation for multilingualism in classrooms. Therefore, the findings of this study have theoretically demonstrate that not only can teachers create spaces for multiple languages, cultures, and identities in classrooms but that they can simultaneously as well negotiate the structural constraints they are confronted with in their classrooms as they teach. With regards to the rigid authoritative regimes of monolingualism within the schools by way of employing some pedagogical strategies to the empowerment of learner voices.

7.1.4 How balance of power between teachers and learners as well as among learners affect the teaching of grade 10 English in multilingual classrooms

The study further revealed a number of positive effects of balance of power between teachers and learners and amongst learners themselves. Among them: arousing learning interests in the

learners, building confidence in the learners, making both the gifted and less gifted learners access learning, being more helpful to the more gifted learners, making lessons more enjoyable to all learners, ensuring inclusion in classrooms. All the above effects, enable epistemic access and help in avoiding symbolic violence in the teaching-learning process. In contrast, the study also established that some teachers were not interested in teaching English language using some learner centered techniques and strategies which result in the balance of power because such activities; were seen as time wasting and demanding on their part and that their use make them move slowly in terms of syllabus coverage hence, their avoidance. Thus the findings of this study has also brought to reality. A thinking that individual teachers could enact their agency, to create spaces in their classrooms to resist the institutional policies and constraints for better classroom practices in a multilingual context.

7.1.5 Drivers and impediments to the balancing of power in the teaching of English language in multilingual classrooms.

The study also established that; wanting the learners to own their own learning, the desire for the learners to grasp the concept easily, differing learners' abilities, viewing of local languages as resources to aid the learning of English language and having compassion for the weaker learners drove teachers to balance power in their teaching of English language in multilingual classrooms. Meanwhile; teachers' use of limited teaching and learning aids and materials, mono lingual kind of approach in the teaching of English, learners' lack of English language fluently, unrecognition of other languages present in the classes, lack of inclusion, large classes, some teachers' laziness and then lastly, government's rigid policy of mono lingual medium of classroom lesson instruction of English language, were reported as impediments to the balance of power in the teaching of English language in multilingual classrooms in the six sampled districts of Muchinga province of Zambia. Therefore, there is need to address these impediments, so that epistemic access is enabled to all learners regardless of their social and linguistic backgrounds.

7.3. Recommendations

Therefore, based on the above findings and conclusions of this study, the researcher would like to make the following recommendations:

(a) Multilingual classroom teaching strategies and techniques must be documented and be incorporated in teacher training programs, in order to equip trainee teachers and graduates from colleges and universities to face this critical reality in schools.

(b) Government to consider funding studies in bi-lingual education to establish the practicability of this phenomenon in *Zambian* schools.

(c) Zambia being a multilingual country and with multilingual classrooms spread across the country, government should consider decolonializing the education system and allow indigenous languages to take a center stage in education like in some other African countries.

(d) Government to conduct a survey to establish if it can establish a dual-language or dynamic bilingual education system which favors the use of multiple languages instead of the current transition bilingual education which is a subtractive model as it favors and promotes the use of a colonial or foreign language at the expense of the country's rich indigenous languages.

7.4. Recommendations for future research

For future research, the researcher makes the following recommendations:

(a) Do a comparative study with neighboring countries to establish the feasibility of a bi-lingual or multilingual education system in *Zambia*.

(b) Conduct a full-fledged national wide study to analyze and document strategies teachers use to navigate low proficiency levels in English language by most learners in schools.

(c) Conduct a study to analyze teacher training in multilingual teaching pedagogies in colleges and universities in *Zambia*.

7.5. Summary of chapter Seven

The chapter has brought out the conclusion of the findings of this study, it has made recommendations based on the findings of the study and it has lastly, suggested areas for future research in the area of applies linguistics.

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APPENDICES

Appendix: A Informed Consent Form

The University of Zambia

Directorate of Research and Graduate Studies

School of Education: Department of Languages and Social Sciences Education

Dear Respondent,

This serves to give you an understanding of the purpose of this research and proceedings that will be followed. Further implications for your participation are explained. Finally, you are being asked to sign this form to indicate that you have agreed to participate in this exercise.

Thank you in advance.

1. Description

This exercise is an educational research; the researcher is a student at the University of Zambia pursuing a Doctorate Degree in Education in Applied Linguistics (PhD). This research is a major requirement for the researcher to complete his program. Thus, this research exercise is purely academic.

2. Purpose

The researcher wishes to analyze how teachers exercise, distribute, manage and balance power in the teaching of grade 10 English in multilingual classrooms in Muchinga Province of Zambia.

3. Consent

Participation in this exercise is voluntary. You are free to decline to participate in this exercise.

4. Confidentiality

All data collected from this research is treated with utmost confidentiality. Participants are assured that they will remain anonymous and untraceable in this research.

5. Rights of Respondents

All effort will be taken to ensure that the rights of participants are protected and respected. Participants are assured that they shall suffer no harm as a result of participating in this exercise. Participants are free to ask for clarification at any point of the exercise and to inform the researcher if they feel uncomfortable about any proceedings in the research.

6. Declaration of Consent

I have read and fully understand this document. I therefore agree to participate in this exercise.

Full name

Signature..... Date.....

Appendix: B Interview Guide for Head of Departments

The University of Zambia

Directorate of Research and Graduate Studies

School of Education: Department of Languages and Social Sciences Education

Dear Respondents

I am a postgraduate student at the University of Zambia pursuing a Doctorate Degree in Education in Applied Linguistics (PhD). I am conducting a research to analyze how teachers exercise, distribute, manage and balance power in the teaching of grade 10 English in multilingual classrooms in Muchinga Province of Zambia. Kindly feel free, be open and honest in your responses as all answers you give will be treated confidentially. However, should you feel at any point of the study like during interview that you cannot continue, you are free to withdraw

Interview guide for teachers

1. What qualification do you hold?

.....

2. What subjects did you specialize in?

.....

3. What methods does the senior English language syllabus recommend?

.....

.....

4. What method/s did lecturers recommend for English (grammar) teaching in schools?

.....

.....

.....

5. What methods do teachers use in their teaching?

.....

.....

6. What do you understand by the term balance of power in teaching?

.....
.....
7. What are your views about the balance of power in the teaching of English language in a multilingual classroom?

.....
.....

8. Do your teachers balance power as they teach English language in a multilingual classroom?

.....
.....

9. Is your district multilingual? If yes, how do your teachers negotiate for multilingualism in their classrooms?

.....
.....
.....

10. What other languages do yours often use in class?

.....
.....

11. What do your teachers do if a learner fails to express himself or herself in English as she or he tries to contribute in class during lessons or group?

.....
.....

Appendix: C Interview Guide for Teachers

The University of Zambia

Directorate of Research and Graduate Studies

School of Education: Department of Languages and Social Sciences Education

I am a post graduate student at the University of Zambia Collecting information on various issues related to analyzing how teachers exercise, distribute, manage and balance power in the teaching of grade 10 English in multilingual classrooms in Muchinga Province. I would like to have a discussion with you on your understanding of balance of power and power relations in the teaching of English language to grade 10 in a multilingual classroom in Muchinga province. The discussion will be confidential, so feel free to share your opinion.

1. Where were you trained?
2. What qualification did you obtain?
3. For how long have you been teaching?
4. What grade do you currently teach?
5. What other languages do you know apart from English?
6. What approaches do you use to teach English.....
.....
7. Who do you think is more powerful in the classroom between teachers and learners?
.....
Why?.....
.....
8. Among your learners, are there some who are more powerful than others?
9. What is the effect of the teachers who have more power than the learners?
.....
.....

.....
.....
10. What do you think would be the effect if teachers and learners had equal power in the classroom?

.....
.....
.....
11. How do you treat those learners who cannot speak English language in class?

.....
.....
12. Do you allow learners to speak local languages?

.....
.....
13. Why?

.....
.....
14. How much learner involvement is in your class?

.....
.....
.....
15. What strategies and techniques help you share power with your learners in class?

.....
.....
.....
16. What challenges do you face in teaching English in a multilingual classroom, using those techniques and strategies?

.....
.....
17. What would make it easy for teachers to balance power between themselves and learners?

.....
.....
.....

18. What makes it difficult for teachers to balance power in the classroom with their pupils?

.....
.....
.....

19. What do you think should be done to effectively teach English in a multilingual classroom?

.....
.....
.....

20. What comment would you like to make with regards to the teaching of English in a multilingual classroom?

.....
.....

21. Have you ever learnt about power relations in school and the classroom.....

.....
.....

Appendix: D Lesson Observation Checklist

The University of Zambia

Directorate of Research and Graduate Studies

School of Education: Department of Languages and Social Sciences Education

The lessons will be observed in order to establish how power is exercised, managed and distributed in the teaching of grade 10 English in multilingual classrooms in Muchinga Province of Zambia by teachers.

School:

Grade: 10 Teacher.....

Class:

Subject: English Lesson duration:

Number of Pupils: Boys Girls

Sociolinguistic profile of the classroom:

Language represented in the classroom:

.....
.....
.....

Topic:

.....
.....
.....

Lesson introduction:

.....
.....

Learner centered classroom activities used during the lessons include:

- a.
- b.
- c.
- d.
- e.

I. How is multilingualism negotiated during lessons?

.....
.....
.....
.....
.....
.....

II. What strategies does the teachers use to ensure balance of power during lessons?

.....
.....
.....
.....
.....
.....

III. How does the use of the above strategies aimed at balancing power between teachers and learners affect the teaching and learning of English during lessons?

.....
.....

Appendix :E Focus Group Discussion Schedule for Pupils.

The University of Zambia

Directorate of Research and Graduate Studies

School of Education: Department of Languages and Social Sciences Education

Dear Respondent

I am a postgraduate student at the University of Zambia pursuing a Doctorate Degree in Education in Applied Linguistics (PhD). I am conducting a research to analyze how teachers exercise, distribute, manage and balance power in the teaching of grade 10 English in multilingual classrooms in Muchinga Province of Zambia. This study is purely academic hence all responses will be treated with maximum confidentiality. I ask you to feel free, be open and honest in your responses as all answers you give will be treated confidentially. However, should you feel at any point of the study that you cannot continue, let me know and that you will be allowed to withdraw; all the responses you shall give are correct during this gathering.

a. The nature of class activities, teachers use

1. Let us start by talking about the ways or methods which your teacher uses in the teaching of English language to your class?

.....

2. In the teaching and learning of English, does your teacher allow you to take a lead in class in most class activities? What are your comments?

.....

3. Which activities do your teachers use more frequently than others in class?

.....

.....

.....

b. Learning using learner centered

4. How does your teacher organize you in class when he or she comes with the above activities to teach English?

.....

5. How does your teacher make you speak, write and read English using these activities?

.....

Do you think it is time serving to use such activities in your class, why do you think so?

.....

.....

.....

c. Learner's attitudes on using learner centered activities.

7. Which techniques do you feel are boring to learn with English and why do you say so?

.....

.....

.....

8. Do you enjoy lessons where the teacher only allows English language usage? Give your comments.

.....

.....

.....

9. Why would you want the teacher to involve other languages in the learning situation in an English class?

.....

.....

.....

e. Challenges of using learner centered activities.

10. What difficulties do you face when the teachers are trying to impose things in your class to teach English?

.....
.....

11. Why do you think some activities should not be used in your English class?

.....

12. Suggest ways which you think can help you have more freedom as you learn English?

.....
.....
.....

13. Between you and the teachers, who controls what happens in the classroom?

.....

How do they do that?

.....
.....

How does that control help the class or affect you?

.....
.....
.....
.....
.....
.....
.....
.....
.....

Appendix: F Time Line for the Study

Table: 3

MONTHS	ACTIVITY
January 2022 to December 2022	Preparation of proposal, presentations and Ethical Clearance
January 2023 to March 2024	Data Collection
April 2024 to December 2024	Thesis Writing
January 2025	Submission of Thesis for examination
February to March 2025	Defense and final submission

Appendix: G The Budget Plan

Table: 4

	Description	Unit price	Total
1.	Printing proposal	K200	K200
2.	Printing Ethical Clearance	K500	K500
3.	Payment of Ethical Clearance	K1500	K1500
4.	Note pads	K100	K100
5.	Recorders	K200	K200
6.	Staples, Stapler, Ream of Paper	K500	K500
7.	Printing for submission	K4000	K4000
8.	Transport	K3000	K3000
9.	Food	K1500	K1500
10.	Airtime and internet	K1500	K1500
Total			K14,000

Appendix: H Introductory Letter



**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

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

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

=====
Date.....

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: FIELD WORK FOR MASTERS/ PhD STUDENTS

The bearer of this letter Mr./Ms. *Mwete Linda WISE*..... Computer number *22000463*..... is a duly registered student at the University of Zambia, School of Education.

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

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

Yours faithfully

BK

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

cc: Dean-Education
Director-DRGS



Appendix: I Authorization letter

*Head Teacher's Office
MPEKA DAY SECONDARY SCHOOL
P.O. BOX 450094, MPEKA*

05 MAR 2024

Please attend to him

DEPT. HEAD

**REPUBLIC OF ZAMBIA
MINISTRY OF EDUCATION**

28 FEB 2024

**DISTRICT EDUCATION BOARD
P.O. BOX 43077
NAKONDE**

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

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

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

Please attend to him and provide information

DEPT. HEAD

DEPT. HEAD

DEPT. HEAD

Date: 26 SEP 2024

**DISTRICT EDUCATION STANDARDS OFFICER
(DESO)
CHINSALI DISTRICT**

TO WHOM IT MAY CONCERN

Dear Sir/Madam

Received permission granted

RE: FIELD WORK FOR MASTERS/PHD STUDENTS

Dear Head,

The bearer of this letter, Mr./Ms. *NAME HERE*... Computer number... is a duly registered student at the University of Zambia, School of Education.

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

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

Yours faithfully

DEPT. HEAD

**Bibian Kalinde (Dr)
ASSISTANT DEAN POSTGRADUATE STUDIES SCHOOL OF EDUCATION**

ATTEMPT TO ATTEND TO HIM DESO

cc: Dean-Education
Director-DRGS

visited our school.

DEPT. HEADS TO THIS IN Kindly attend to the approval process.

**REPUBLIC OF ZAMBIA
MINISTRY OF EDUCATION**

04 MAR 2024

**HEADTEACHER'S OFFICE
LUKULU DAY SECONDARY SCHOOL
P.O. BOX 450202, LAVUSHIMANDA**

**REPUBLIC OF ZAMBIA
MINISTRY OF EDUCATION**

04 MAY 2023

**SCHOOL OF EDUCATION
P. O. BOX 32379, LUSAKA**

**REPUBLIC OF ZAMBIA
MINISTRY OF EDUCATION**

04 MAR 2024

**DEPUTY HEADTEACHER'S OFFICE
MUNUNGA DAY SECONDARY SCHOOL
P.O. BOX 450202, LAVUSHIMANDA**

**REPUBLIC OF ZAMBIA
MINISTRY OF EDUCATION**

29-02-2024

**WINDI DAY SECONDARY SCHOOL
P.O. BOX 43060, NAKONDE**

**REPUBLIC OF ZAMBIA
MINISTRY OF EDUCATION**

05 MAR 2024

**HEADTEACHER'S OFFICE
SHIWANGANDU DAY SEC. SCHOOL
P.O. BOX 450183, KANCHIBIYA**

**REPUBLIC OF ZAMBIA
MINISTRY OF EDUCATION**

05 MAR 2024

**DEPUTY HEADTEACHER'S OFFICE
IKAWA SECONDARY SCHOOL
P.O. BOX 430100, NAKONDE**

**REPUBLIC OF ZAMBIA
MINISTRY OF EDUCATION**

05 MAR 2024

**DEPUTY HEADTEACHER'S OFFICE
MUNUNGA DAY SECONDARY SCHOOL
P.O. BOX 450202, LAVUSHIMANDA**

Appendix: J Ethical Clearance



THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

Great East Road Campus | P.O. Box 32379 | Lusaka10101 | Tel: +260-211-290 258/291 777 Fax: (+260)-211-290 258/253 952 | E-mail: director.drgs@unza.zm | Website: www.unza.zm

APPROVAL OF STUDY

IORG No. 0005376
HSSREC IRB No. 00006464
REF NO. HSSREC-2024-NOV-058

16th January, 2025

Mr. Mwelwa Wise
The University of Zambia
P.O. Box 32379
LUSAKA

Dear Mr. Mwelwa

RE: “ANALYZING THE BALANCE OF POWER IN THE TEACHING OF GRADE 10 ENGLISH IN MULTILINGUAL CLASSROOMS IN MUCHINGA PROVINCE OF ZAMBIA”

REVIEW TYPE	ORDINARY REVIEW	APPROVAL NO. HSSREC:- 2024-NOV-058
Approval and Expiry Date	Approval Date: 16 th January, 2025	Expiry Date: 15 th January, 2026
Protocol Version and Date	Version - Nil.	15 th January, 2026
Information Sheet, Consent Forms and Dates	<input type="checkbox"/> English.	To be provided
Consent form ID and Date	Version - Nil	To be provided
Recruitment Materials	Nil	Nil
Other Study Documents	Questionnaire.	
Number of Participants Approved for Study		

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

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

CONDITIONS OF APPROVAL

- No participant may be involved in any study procedure prior to the study approval or after the expiration date.
- All unanticipated or Serious Adverse Events (SAEs) must be reported to HSSREC within 5 days.
- All protocol modifications must be approved by HSSREC prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address.
- All protocol deviations must be reported to HSSREC within 5 working days.
- All recruitment materials must be approved by HSSREC prior to being used.
- Principal investigators are responsible for initiating Continuing Review proceedings. HSSREC will only approve a study for a period of 12 months.
- It is the responsibility of the PI to renew his/her ethics approval through a renewal application to HSSREC.
- Where the PI desires to extend the study after expiry of the study period, documents for study extension must be received by HSSREC at least 30 days before the expiry date. This is for the purpose of facilitating the review process. Documents received within 30 days after expiry will be labelled “late submissions” and will incur a penalty fee of K500.00. No study shall be renewed whose documents are submitted for renewal 30 days after expiry of the certificate.
- Every 6 (six) months a progress report form supplied by The University of Zambia Humanities and Social Sciences Research Ethics Committee as an IRB must be filled in and submitted to us. There is a penalty of K500.00 for failure to submit the report.
- When closing a project, the PI is responsible for notifying, in writing or using the Research Ethics and Management Online (REMO), both HSSREC and the National Health Research Authority (NHRA) when ethics certification is no longer required for a project.
- In order to close an approved study, a Closing Report must be submitted in writing or through the REMO system. A Closing Report should be filed when data collection has ended and the study team will no longer be using human participants or animals or

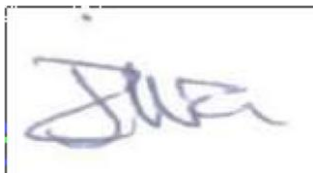
secondary data or have any direct or indirect contact with the research participants or animals for the study.

- Filing a closing report (rather than just letting your approval lapse) is important as it assists HSSREC in efficiently tracking and reporting on projects. Note that some funding agencies and sponsors require a notice of closure from the IRB which had approved the study and can only be generated after the Closing Report has been filed.
- A reprint of this letter shall be done at a fee.
- All protocol modifications must be approved by HSSREC by way of an application for an amendment prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address or methodology and methods. Many modifications entail minimal risk adjustments to a protocol and/or consent form and can be made on an Expedited basis (via the IRB Chair). Some examples are: format changes, correcting spelling errors, adding key personnel, minor changes to questionnaires, recruiting and changes, and so forth. Other, more substantive changes, especially those that may alter the risk-benefit ratio, may require Full Board review. In all cases, except where noted above regarding subject safety, any changes to any protocol document or procedure must first be approved by HSSREC before they can be implemented.

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

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

Yours faithfully,



DR. J. I. Ziwa
CHAIRPERSON
THE UNIVERSITY OF ZAMBIA HUMANITIES AND
SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE - IRB

CC: Director, Directorate of Research, Innovation and Development
Assistant Director (Research), Directorate of Research, Innovation and Development
Assistant Registrar (Research), Directorate of Research, Innovation and Development