TEACHING STRATEGIES TEACHERS USE TO TEACH ZAMBIAN LANGUAGE IN THE MULTILINGUAL SECONDARY SCHOOLS OF KAFUE DISTRICT, ZAMBIA

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Abstract

The study explored the strategies used to teach the Zambian language in multilingual secondary schools of Kafue district. The study was anchored by the objective; (1) To establish the teaching strategies teachers use to teach Zambian language in the multilingual Secondary Schools of Kafue District, (2) To explore the challenges teachers face when teaching Zambian language in the Multilingual secondary schools of Kafue district and (3) To establish the teaching strategies suitable for teaching Zambian Language in the Multilingual Secondary Schools of Kafue District. The qualitative methodological approach was used. This research employed social constructivism and phenomenology as research paradigm and adopted a phenomenology research design. Five different Zambian language teachers were picked from five different Secondary schools from Kafue District. Purposive sampling was used to select participant and focus groups and teacher interviews were used to collect data. The data collected was analyzed thematically. The findings show that teaching strategies teachers use to teach in the multilingual secondary schools of Kafue district includes; code-switching, peer teaching, culturally relevant teaching, utilization of visual aids, project-based learning and differentiated instruction. The study also revealed that the challenges teachers face when teaching Zambian Language in multilingual secondary schools are; diverse language proficiency levels, limited resources, language attitude, lack of Continuous Professional Development, communication barriers, lack of parental/community support and assessment challenges. The study revealed that there are suitable mechanisms for teaching Zambian Language in the multilingual Secondary Schools which includes; encouraging community involvement, contextualized language learning, enhancing collaborative learning, use of technology and encouraging field trips (cultural immersion). It was clear that employing these mechanisms would help to alleviate challenges in lesson delivering in a multilingual secondary schools. The study recommended that teachers should be in position of organizing storytelling competitions or sketches that encourage creativity and language use.

Keywords: *Suitable Strategies, Zambian language, Multilingual Secondary School.*

Author's Declaration

I, Machila Whye solemnly declare that this dissertation is a product of my own work and that sources of information other than that of my own have been acknowledged. I also declare that this work has never been previously submitted at this or any other University.

Signed

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Date

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Certificate of Approval

This Dissertation of Machila Whye has been approved for the partial fulfilment of the requirements for the award of the Degree of Masters of Applied Linguistics at Chalimbana University.

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Supervisor:

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Dedication

This research study is dedicated to Mr Signate J. Machila for his unwavering support and belief in my potential and Mrs Jessely Kaumba Simukweta for demonstrating the value of hard work and perseverance in the pursuance of my journey and determination to remain focused at all costs.

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List of Acronym and Abbreviation

MSLT-Multisensory Structured Language Teaching

PCK-Pedagogical Content Knowledge

US-United States of America

EFL-English Foreign Language

EL-Ethnic Languages

USZA-University Sultan Zainal Abidin

UMT-University Malaysia Terengganu

MTBMLE-Mother Tongue-Based Multilingual Education

ESL-English Second Language

FGD-Focus Group Discussion Guide

AR-Action Research

DEBS-District Education Board Secretary

CRT-Culturally Relevant Teaching

CPD-Continuous Professional Development

PBL-Project-Based Learning

CHAPTER ONE

INTRODUCTION

1.1Overview

This chapter will provide a background of the study focus, the statement of the problem, purpose of the study, significance of the study, research questions, and the research objectives. It will also outline the delimitations, limitations of the study, operational definitions, the guiding theory of the study, and the summary of the chapter.

1.2 Background

Zambia is a linguistically diverse country with over 70 languages spoken (Gordon, 2014). While its only official language is English, seven other languages are recognized as national languages. Language proficiency is important to ensure that leaners can communicate effectively in their mother tongue, which is essential for cognitive development and maintaining cultural identity, 'which in turn helps to promote the culture and maintain its heritage' (Mary, 2016). Effective teaching strategies can improve learner's performance in languages which are often examined subjects in the national examinations' curriculum. It is also important to note that multilingual classrooms require strategies to accommodate learners with different language proficiencies ensuring that no one is left behind. Preparing teachers to handle multilingual classrooms is therefore essentially crucial, as it requires specific pedagogical skills and knowledge.

A number of approaches have been used to help leaners in multilingual schools. Flexibility and a learner- centered approach are key components of a successful local language teacher. Oxford (1990) classified the local language teaching strategies by dividing them into two main classes direct and indirect strategies which are further subdivided into six groups. Direct strategies include memorization, cognitive, and compensation strategies and indirect strategies include metacognitive, affective and social strategies. These generally are embedded in the teaching approaches as studied by

Kaplan and Bista (2022) interactive and communicative, cultural integration, multi-sensory learning, storytelling, role-playing and simulations, games and activities, technology involvement, differentiated instruction, assessment learning, community involvement and creating a positive learning environment. Interactive and communicative teaching has made strategies that a teacher can use. It was illustrated in Malawi that group discussions, question and answer sessions, role playing, interactive technology, project-based learning, debates and presentation, collaborative learning, field trips and local community incorporation and assessments are widely used. The appropriation and application of a pedagogical theory involves adopting tools for thinking that are made available by various social agents, structures and systems within cultural learning settings (Mtika and Gates 2010).

Teachers at both primary and secondary levels in the Sub-Saharan Africa and other developing countries are being urged to move away from 'chalk and talk' didactic and teacher-centred methods to a more discovery-based learning where greater emphasis is placed on outcomes that are broader than basic recall of facts and information. Unfortunately, recent research in classrooms has shown a teacher-dominated discourse (Hardman et al., 2008). The Multisensory Structured Language Teaching (MSLT) approach uses visual, auditory, tactile and kinaesthetic pathways in combination. This combined approach particularly aids learners' memory, as it integrates sensory activities. MSLT is widely used when teaching second or additional languages to learners with dyslexia (Indrarathne, 2022). It is widely used in Sri Lanka as it is believed that the approach can provide additional support that learners in mother tongue need in learning languages. Indrarathne (2022), in his recent teacher training initiative in Sri Lanka noted that teachers find MSLT a useful approach in teaching not only learners with dyslexia, but any learner of the mother tongue to attain the laid down objectives. Teachers in a multilingual classroom can also use the Incorporating Local Culture and context where a teacher prepares teaching materials and often integrates local stories, proverbs, and cultural elements to make the learning experience more relevant and engaging (Offorma, 2021).

Since January 2014, the Ministry of Education in Zambia begun to implement the recommendations contained in the 2013 National Literacy Framework, which included, inter alia, the use of local languages as medium of instruction. With this background, a Zambian language learner should perform well when they come to Secondary Schools with Zambian language as a subject. The teacher then should implore well defined teaching strategies to be able to reach this goal. In education, however, not all Zambian languages are taught as subjects or as a medium of instruction. For this reason, Teaching Zambian language requires teaching strategies that are crucial to ensure effective language instruction for learners from various linguistic backgrounds is observed. Teaching Zambian language should, therefore, have an understanding and respecting that the cultural context of each language is essential for effective teaching, promoting inclusivity, and preventing cultural biases. It is for this reason that this study will focus on assessing the teaching strategies teachers use in multilingual secondary schools to teach Zambian languages.

1.3 Statement of the Problem

Zambia is a country with a rich diversity in languages and teaching one language to a class full of children with about 70 different ethnicity origin is miraculous. Although Banda and Mwanza (2017) recommended the use of different languages in multilingual classrooms to enhance learners' knowledge access, many teachers were not familiar with this approach. The prevalence of multilingualism in most cities and towns in Zambia is recognized and has been linked to low literacy levels (Iversen and Mkandawire, 2020; Nyimbili, 2020). The prevalence of multilingualism in the majority of cities and towns in Zambia is recognized, and it has been associated with low literacy levels (Maala and Mkandawire, 2022; Iversen and Mkandawire, 2020; Nyimbili, 2020; Tambulukani and Bus, 2011). Research indicates that teachers encounter numerous difficulties when instructing culturally and linguistically diverse classes (Mkandawire, 2022). This was attributed to Zambia's bilingual language policy, which is based on monolingual language ideologies (p. 7), where learners are taught in a single language up until a point at which it is considered that they have mastered the target language and

then transition to a different language (Banda and Mwanza, 2017). Mashinja (2020) explained that there was a need for a multilingual classroom, to bridge the home and school environment by drawing on the child's linguistics resources to help learners maximize their understanding and classroom performance.

Given the disparity between policy and the strategies teachers use, it is not known how teachers practiced language in secondary schools of the Kafue district. This creates a paucity of knowledge that is necessary to improve the delivery of these languages in secondary schools. Therefore, this study was conducted to assess the teaching strategies used by teachers in multilingual classrooms in Kafue district, Lusaka Province.

1.4 Purpose of the study

The purpose of the study was to assess the teaching strategies used to teach the Zambian language in multilingual secondary schools of Kafue district, Lusaka Province.

1.5 Objectives of the Study

The following objectives guided this study;

1. Establish the teaching strategies teachers use to teach Zambian language in the multilingual secondary schools of Kafue district.
2. To explore the challenges teachers, face when teaching Zambian language in the multilingual secondary schools of Kafue district.
3. To establish the teaching strategies suitable for teaching Zambian Language in the Multilingual secondary schools of Kafue district.

1.6 Research Questions

This study was anchored on the following questions;

1. What teaching Strategies do teachers use to teach the Zambian Language in the multilingual secondary schools of Kafue district?
2. What challenges do teachers face when teaching Zambian Language in Multilingual secondary schools Kafue district??
3. What strategies are suitable for teaching the Zambian language in Secondary schools Kafue district??

1.7 Significance of the Study

The investigation may be very important in establishing whether teaching strategies teachers use to teach Zambian Languages in multilingual secondary schools of Kafue District had an effective influence or not on both the learner and the teacher. This study will have significant implications for the education system and a broader cultural context. The information may add to the preservation of the Zambian heritage as linguistic and cultural elements are unique to Zambia. The findings may help the education system to improve ways for teachers to use teaching strategies in Zambian language teaching that are likely to help attain effective language acquisition, enhance communication skills, maintain cultural identity and pride, and improve the academic performance in the learners. To the teacher, the policymakers may bring in policies that inevitably can motivate them to support multilingualism, do more professional development programs, adapt to modern educational methods, promote inclusive education, and might sponsor more research works on policy development. The study may also play a crucial role in promoting linguistic diversity and fostering a sense of pride and identity among learners.

1.8 Delimitation

The research study was conducted in randomly selected multilingual Secondary Schools particularly in Kafue District, the results might apply to multilingual schools.

1.9 Limitation of the Study

Since the study used a case study design, the limitation was that the research findings cannot be generalized to other parts of the country.

1.10 Theoretical Framework

Richard (2013) notes that theories are formulated to explain, predict, and understand phenomena. They are formulated to challenge and extend existing knowledge within the limits of critical bounding assumptions. This study adopted the Pedagogical Content Knowledge (PCK) theoretical framework.

Pedagogical Content Knowledge (PCK)

This is a theoretical framework in education that focuses on the interaction between Pedagogical (teaching Method) and content Knowledge (Subject Matter expertise). It emphasizes the idea that effective teaching requires more than just a deep understanding of the subject matter. Teachers also need to possess specialized knowledge about how to teach that content to diverse learners. Shulman (1986) stated that pedagogical content knowledge (PCK) is a type of knowledge that is unique to teachers and is based on how teachers relate their pedagogical knowledge (what they know about teaching) to their subject matter knowledge (what they know about what they teach). PCK includes the ability to present content, address misconceptions, adaptability, assessment and classroom management.

For a teacher to present the content, they should be able to convey the subject matter in a way that is accessible and meaningful to students. To address Misconceptions, PCK will help the teacher to recognize and correct common misconceptions or difficulties that students may have with specific concepts. It also covers adaptability where the teacher is able to modify the teaching strategies based on the learners' prior experience, knowledge, and learning styles. In assessment, PCK helps the teacher to be able to design and implement assessments that gauge students' understanding of the content. Classroom management is one of the major strengths that teachers possess. PCK helps the teacher to be able to navigate the classroom environment effectively, fostering a positive and conducive learning atmosphere.

A good number of thinkers did write in favour of this theory; Vygotsky (1962) believed that Language is used to introduce the subject matter, ensure complex concepts and ideas that broken down, with word routes explained and discussed. Brunner (1960) said it was a spiral content- content is revisited and reused for comprehension and mastery to be achieved by the learner and divided ability. Sweller (1988) wrote with a view to help the teacher reduce on the overload of the content I the learner cognitively.

The PCK helped the researcher in recognizing methods that are effective in addressing the linguistic diversity present in the classroom and facilitating language acquisition. The theory helped in understanding the dynamics of multilingual classrooms, including the challenges and opportunities associated with teaching languages to students with diverse linguistic backgrounds. It also helped the researcher to identify inclusive teaching practices that take into account the linguistic diversity of students. This involves examining how teachers incorporate multiple languages, utilize diverse instructional materials, and create an inclusive learning environment.

In general, Pedagogical Content Knowledge is about the amalgamation of content of knowledge to create a dynamic and effective teaching approach. Teachers with strong PCK are better equipped to facilitate the learners' comprehension.

1.11 Operational definitions

- ***Teaching Strategies***: These are approaches and methods that educators use to facilitate learning and help student acquire knowledge and skills.
- ***Multilingual Schools***: This is an educational institution where learners are taught in more than one language.
- ***Zambian Languages***: These are various indigenous languages spoken in the southern African Country Zambia.
- ***Effectiveness***: this is the degree to which something achieves its intended goals or produces the desired results.
- ***Language Proficiency***: this is defined as an individual's ability to understand, speak, read and write in a particular Zambian language at a competent and effective level.
- ***Cultural Relevance***: this is the degree to which something, such as an idea, product, practice or educational curriculum aligns with and respects the cultural norms, values, beliefs and experiences of specific group or community.
- ***Learners' Demographics***: These are defined as characteristics and data about the individuals who are in the learning process; age, gender, educational background location, cultural background etc.

- **_Data Collection Method_**: This is defined as a systematic process or approach used to gather information from various sources.
- **_Qualitative Measures_**: These are methods used to evaluate and assess data in subjective and descriptive nature.
- **_Quantitative Measures_**: These are methods used to evaluate and assess data objectively while involving numerical data and statistical analysis.
- **_Time Frame_**: This is defined as a specific period or duration of time during the process of observation or evaluation of a process.
- **_Context_**: These are circumstances or conditions that surround a particular situation, event, statement or a piece of data.

1.12 Chapter Summary

The chapter examined the background of the study, statement of the problem, purpose of the study, research objectives, the research questions and significance of the study. It also highlights the delimitations and limitations of the study, the theoretical framework to the study as well as definition of key terms that were used in the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

The previous chapter introduced this study by highlighting the background, problem statement, research objectives, and significance of the study. The purpose of this chapter is to provide a review and synthesis of the literature related to teaching strategies used by teachers in multilingual classes. It starts with the teaching strategies teachers use to teach the mother tongue in multilingual secondary schools. The challenges teachers face in teaching comprehension are discussed and lastly, the suitable teaching strategies are discussed.

2.2 Teaching Strategies Teachers Use to Teach Mother Tongue in Multilingual Secondary Schools

An investigation in India, carried out by Mackenzie (2009), looked at the 'mother tongue first multilingual education among the tribal communities in India'. The research paper outlined the processes used in creating multilingual education programs in an attempt to offer an improved quality of education and examined the challenges to success and sustainability. The findings of the research demonstrated that an education that begins in the mother tongue and builds competence in the second language before using it as the medium of instruction, thus reducing the linguistic and cultural barriers faced by students when entering school, is a key component in increasing the educational attainment of speakers of minority languages. The study observed that although access to schools has increased and enrolment rates are improving, the dropout rates are still alarmingly high and achievement levels are low compared to their non-tribal counterparts seeing that education is conducted in a language they do not understand using an unfamiliar cultural context. In response to the study findings, the governments filled the gap where several states in India were chosen to develop and implement education programs using the local languages, tribal context, and

environment in several of their minority-language communities. It however did not help the teacher with the strategies of teaching the mother tongue in multilingual school.

In Southern China, Zhang (2020) in 'reorientation of approaches to language teaching in english teacher education to embrace contemporary multilingual approaches to language teaching and learning, and to validate the educational value of language alternation practices already in use in many classrooms', argued using the example of students with Cantonese language backgrounds to do this study. Cantonese-speaking English learners in Guangdong Province were a significant but officially unacknowledged minority language group whose language learning could arguably be advantageously progressed if multilingual approaches that embraced all the linguistic resources learners had at their disposal were adopted. The study outlined the place of Cantonese in the linguistic landscape, including an examination of current English policies and teaching approaches, and provided a brief consideration of monolingual and multilingual approaches to language teaching. It further surveyed the research literature on practices of alternation of the language of instruction in English classrooms. The gap vailed by this study was a call for a reorientation of English Teacher Education Policies to acknowledge a multilingual approach to language teaching and learning that prepares teachers as multilingual educators capable of planned and judicious use of both their learners' language resources to optimize achievement of national language education policy objectives. The study did not endeavor to exhume the strategies teachers use to teach mother tongue languages in multilingual schools.

In Saudi Arabia, Kumar (2014) in his 'the role of mother tongue in second language teaching'. The study, makes an attempt to understand the role of L1 in the teaching and learning of English and also reports on different methods, classroom management and some activities that could help them in learning English Language. The method was an observation one where most teachers felt that the use of mother tongue was supposed to be minimized and they felt guilty if they used it a lot. When challenged, they found it difficult to explain why. In his findings, the influence of mother tongue was proved both positive and negative in teaching and learning of English. The L1 is a resource

which learners use both consciously and subconsciously to help them arrange and re-arrange the L2 data in the input and to perform as best as they can. The cultural features connected with L1 use can be put to good effect when teaching L2. Second language acquisition is a developmental process; L1 can be a contributing factor to it. The study concluded that; a learner's first language is an important determinant of Second Language Acquisition and the gap was covered. However, startegies on how a teacher should teach the mother tongue in a classroom was not given to help the teacher.

In France, Helot and Young (2006), did a study 'obstacles that still make it difficulty for schools to move away from their traditional monolingual habitus'. They investigated how a language awareness project that involved the participation of parents, made it possible for three teachers in Alsace to adopt an inclusive approach to all the languages spoken by their pupils, to transform the linguistic and cultural diversity of their pupils into a learning resource, and to change their attitudes towards multilingualism. The study in its findings, exhumed the tensions within an education system based on top-down policies designed to make the pupils efficient multilingual European citizens, while at the same time neglecting or simply ignoring the linguistic and cultural diversity of many of its bilingual/multilingual pupils. In conclusion, the researchers insisted on the political dimension of the project that had helped this particular school deal with problems of racism by laying the foundations for a form of multilingual education aimed at very young learners, minority- and majority-language speakers together, bilinguals and monolinguals alike. From the investigation the missing role where good practice for parents and teachers to support one another to develop multilingual resources for today's classrooms and new pedagogical approaches to intercultural understanding and in the process, minority languages and cultures will be legitimized and minority language speakers empowered was covered. The study did not help with how the teacher could use different strategies to teach the mother tongue in a classroom of multilingual school.

In Western Pyrenees of the Basque country, Gorter and Cenoz (2017) in an article titled 'in language education policy and multilingual assessment', urged the establishment of

direct links between language policy on the one hand and assessment in multilingual contexts on the other hand. The study contrasted the bi-directional relationship with the examples of the USA, Canada, and the Basque Country. The findings of that comparison showed that the context of the changing views about the use of languages in education where a shift can be observed away from an emphasis on separating languages to approaches that more closely suit the daily practices of multilingual. The study concluded that the implementation of programs based on holistic approaches is limited application in language assessment modest and that traditions and monolingual ideologies do not give way easily. Consequently, in practice, a holistic approach in language education policy and multilingual assessment need to substitute more traditional approaches was the gap that was missing, and it was filled. Nonetheless, how a teacher was to teach the mother tongue languages in a classroom of a multilingual school was not covered.

In Germany, Bredthauer and Engfer (2018) made a review dabbed 'if multilingualism is important, the teacher's stance on it should matter'. They reviewed twelve empirical studies that deal with several questions concerning how language teachers in Germany and Austria felt about multilingual didactics, the effectiveness of their training, and how they implement it into their teaching. The key findings showed that language teachers in Austria and Germany advocated a multilingual pedagogical approach. Nevertheless, they treated their multilingual classes like homogeneous monolingual ones because of a lack of professional development and appropriate course books in this area consequently making a significant number of language teachers to not consider multilingual didactics as part of their responsibility. From such, the review observed that, students' experiences as speakers/learners of multiple languages are not taken into account. Based on these key findings, the investigation filled the gap on the professional development of language teachers, teaching and learning resources, further research, as well as recommendations for practitioners and stakeholders. Regardless, the study did not guide the teacher in the classroom on strategies to teach the mother tongue in a multilingual secondary school.

In Nigeria, Oyewole (2017) did an investigation dabbed 'Influence of mother tongue in the teaching and learning of English language in selected secondary schools in Ondo State, Nigeria', A survey research design was adopted, and 100 Secondary School teachers were randomly selected from secondary schools in Ondo State, Nigeria, to complete the self-designed instrument constructed for data collection in this study. The findings show that the mother tongue hinders effective communication among students in class. It also showed that the mother tongue influences students' academic performance. This study, however, concluded that interference of the mother tongue on Secondary School Students' Yoruba language or other language competence cannot be overemphasized. This study filled the gap of the effects of the mother tongue on students of other languages and teachers. In spite of that, the teacher in the actual classroom was not given guidelines on strategies on how to teach mother tongue in the classroom in a multilingual secondary school.

In South Africa, Makoni (2016) investigated 'the relationship between mother tongue and English second language learning strategies.' The sample consisted of 107 Grade 8 to Grade 12 participants who were receiving instruction in English, with their mother tongue specified as one of the 9 African languages. Learners were asked to complete a 50 item questionnaire, as well as a demographic information form. The findings showed that although there was no significant relationship between mother tongue and English second language learning strategies used by high school learners, other variables such as number of years of English language instruction and age were significant variables that influenced choice of English language learning strategy use. The gap the research covered was that the relationship between mother tongue and language learning strategy use is imperative given the significant number of learners that would benefit from this research and subsequent interventions implemented. In any event, the study did not raise concerns on the strategies teachers use in the classroom of a multilingual secondary school.

In Tanzania, Mwaipape and Mapunda (2022) carried out a study entitled 'when an ethnic language sneaks into the Tanzanian rural secondary school classroom: how

teachers and learners perceive multilingualism, Kiswahili'. The study was carried out in Kyela District, Mbeya region, among form one and form two students whose first language is Nyakyusa, but who also use Swahili often when talking to peers at home and around the school compound. They used classroom observation and focus groups to collect data. The findings revealed that some learners made use of Swahili and Nyakyusa for a number of reasons, including seeking assistance from fellow students whenever they came across a new English word/expression in the classroom. And that the scholars also found that teachers and students reacted differently to the use of languages other than English in the classroom. This study covered the gap of the feelings of the teachers and students in their use of mother tongue in teaching and learning literacy, respectively which is early paid attention to. Even so, the strategies in which the teacher can teach mother tongue languages in the classroom of a multilingual secondary school was not given.

In Zimbabwe, Phiri, Kaguda and Mabhena (2013) worked on a study entitled 'mother tongue as media of instruction' debate revisited: a case of David Livingstone primary school in Harare, Zimbabwe. The research was carried out at David Livingstone Primary School in Harare, Zimbabwe and sought to assess the impact of the medium of instruction on the performance of two Grade 6 classes. Data were collected through interviews, lesson observations and document analysis. The findings showed that learners learn better and benefit more from the education system if the medium of instruction is the same language they use at home. This would normally mean Shona in Harare; however interesting findings emerged from this study. This study developed the missing information that was necessary, promotion of multilingual competencies and boosting of learning achievements must be put up in policy making. Nevertheless, the strategies a teacher can use to teach mother tongue in a multilingual secondary school was not covered.

Manel, Hassan and Buriro (2019) investigated learners' views towards the teachers' switching to the mother tongue in English as a foreign language (EFL) class in secondary schools in Algeria. It aimed at revealing the attitudes of secondary school

learners towards code-switching to the first language in foreign language classrooms. A total of 120 secondary school learners participated in the study. To collect data, a questionnaire was administered to the sample which was randomly selected. The study concluded that learners have positive views towards the teachers' use of their mother tongue in English as foreign classes. Learners are aware of the teachers' switching to the mother tongue. Furthermore, they are in favor of teachers' switching. They believe that teachers resort to the mother tongue to fulfill pedagogical and social functions. The teachers mainly use switching to translate the unknown vocabulary and explain grammar lessons. This study showed how the use of various methods of teaching is important in secondary schools. Similarly, the current study will be conducted in secondary schools of the Kafue district. However, this study only focused on learners while the current study will also include teachers as study participants.

In Zimbabwe, the study entitled 'mother tongue as media of instruction' debate revisited: a case of David Livingstone primary school in Harare, Zimbabwe; by Phiri, Kaguda and Mabhena (2013) claimed that the findings of a research carried out at David Livingstone Primary School in Harare, Zimbabwe, sought to assess the impact of the medium of instruction on the performance of two Grade 6 classes. Data were collected through interviews, lesson observations and document analysis. From the findings of the study, it was concluded that learners learn better and benefit more from the education system if the medium of instruction is the same language they use at home. This would normally mean Shona in Harare; however interesting findings emerged from this study. This study developed recommendations that were necessary promotion of multilingual competencies and boosting of learning achievements. This study equally aims at developing appropriate strategies for teaching literacy in multilingual schools.

In Zambia, Mkandawire in (2017) in his study titled 'familiar language-based instruction versus unfamiliar language for the teaching of reading and writing literacy skills: a focus on Zambian languages and English at two primary school in Lusaka. This was a case study under qualitative research design of post-positivism knowledge generation paradigm. Data was collected from 67 respondents from two primary schools

where at one school they used Cinyanja as medium of instruction while at another school they used English language. The specific methods used to collect data were done through interviews, focus group discussions and observation of lessons. This study is relevant because it stresses the importance of learners learning in a language they can understand, which is a key component. Yet, the strategies a teacher should use to now teach the mother tongue in the classroom were not tackled.

Another Zambian study on multilingualism was done by a quartet of Mwansa, Manchishi, Zuilkowski and Mkandawire (2010) entitled 'Instructional strategies used by teachers in multilingual classes to help non-speakers of the language of instruction learn initial reading skills in Zambia,' Qualitative data was collected through face-to-face interviews, focus groups, and lesson observations with 23 Grade One teachers. Data collected was transcribed and qualitative content analysis was performed through a meaning condensation process. Findings of the study revealed that teachers in multilingual classes used trans-languaging, bilingual materials, remediation and reading interventions strategies to teach literacy among early graders. The study sourced details about how parents, multilingual teachers, and bilingual learners were also used as resources in multilingual classes. The study is critical to the teacher since it brings out the importance of using various strategies to teach mother tongue which this study aims to find nonetheless, the actual strategies to teach Zambian languages was not covered.

Zulu in (2019) under the University of Zambia carried a study with the title 'teachers' understanding and attitudes towards communicative language teaching method in ESL classrooms of Zambia'. A qualitative research design was employed through the use of face-to-face interviews. 40 teachers of English who were purposively sampled participated in the study. The findings were analyzed thematically. The findings from the study indicated that teachers had low to moderate understanding of the Communicative language teaching method. Other teachers held misconceptions about the method which further misguided their classroom application. This study used a descriptive study design to fill the gap of to the attitudes of the teachers towards local

language teaching strategies. Still, the strategies of teaching mother tongue languages in a classroom at a multilingual school were not set forth.

In another study from Zambia, Mashinja in (2023) and the title of the study was 'the language of literacy teaching and learning in a multilingual classroom: is Silozi appropriate in the Zambezi region of Namibia? It stressed emphasis on Lozi learners who could be learning on the Namibian side. A mixed methods study involving 6 pre-primary classrooms with 168 pre-primary learners, 6 pre-primary teachers and 6 school principals were sampled. Data was collected through a familiar language test, observations and interviews. The findings showed that pupils were not familiar with the official language of instruction which in itself, has a number of pedagogical implications. The results showed that pupils use their linguistic resources to access the target language and ensure epistemic access and initial literacy development. As a conclusion, the study argues that the exclusive use of SiLozi as medium of instruction for initial literacy is not a realistic view of the linguistic realities both inside and outside the multilingual pre-primary classroom, thus it is not appropriate. The study covered only the use of Silozi as a medium of instruction not what strategies can be used to teach Silozi in a multilingual classroom.

Mwila (2016) in his study entitled 'teaching of local languages: a contributory factor to the promotion or demotion of Zambian culture in selected schools of Kitwe District, Zambia', revisited the post-independence reason for the need to use local languages in schools. The study was qualitative, and the descriptive design was employed. The study targeted a sample of forty-five comprising ten secondary school teachers, ten primary school teachers and Ten College of Education lecturers were purposively sampled. Interviews schedules, focus group discussions guides and document analysis were instruments used to collect data. Qualitative data was analyzed using the thematic approach and was presented descriptively. The findings established that culture had been taught as a cross-cutting issue through integration into other subjects and co-curricular activities. The findings further reviewed how culture was taught and promoted theoretically, while demoted practically. Despite the study focusing on the use

of culture as a means of teaching culture, it did not take into account the strategies that teachers use to teach literacy, hence the need for this study.

Ndeleki (2015) explored a study under the title 'teachers' perceptions on the use of local languages as medium of instruction from grade 1-4 in selected Private Schools of Lusaka,' The study employed qualitative research design. The findings of the study revealed that there was an emerging line divide between what could be termed as "local language" private schools and "English language" private schools. The study established that the stratification was influenced by several factors such as the community in which a school is located, the status attributed to a certain language and the attitude by teachers and stakeholders. This study concentrated on private schools only to collect data from teachers. The study did not did not receive a wide range of details as it left out the learners from both government and private secondary schools in the district.

Mwaipape and Mapunda (2022) investigated learners' strategic use of Ethnic Languages (EL) Nyakyusa and Swahili in the learning of the English language and other selected subjects in their study entitled, "when an ethnic language sneaks into the Tanzanian rural secondary school classroom: how teachers and learners perceive multilingualism". The study was carried out in Kyela District, Mbeya Region, among Form One and Form Two students whose first language is Nyakyusa, but who also use Swahili often when talking to peers at home and around the school compound. The study used classroom observation and focus groups to collect data. The analysis revealed that some learners made use of Swahili and Nyakyusa for several reasons, including seeking assistance from fellow students whenever they came across a new English word/expression in the classroom. We also found that teachers and students reacted differently to the use of languages other than English in the classroom (Mwaipape and Mapunda, 2022). Whereas this study solely focused on understanding the perception of teachers in using more than one language the current one will seek to understand the strategies teachers employ using questionnaires in addition to focused group discussions and classroom observations.

A Zambian study on Multilingualism was done by a quartet of Mwansa, Manchishi, Zuilkowski and Mkandawire (2010) titled 'Instructional strategies used by teachers in multilingual classes to help non-speakers of the language of instruction learn initial reading skills in Zambia,'. Qualitative data was collected through face-to-face interviews, focus groups, and lesson observations with 23 Grade One teachers. Data collected was transcribed and qualitative content analysis was performed through a meaning condensation process. Findings of the study revealed that teachers in multilingual classes used trans-languaging, bilingual materials, remediation and reading interventions strategies to teach literacy among early graders. Further, parents, multilingual teachers, and bilingual learners were also used as resources in multilingual classes. This study is critical to the current one as it brings out the importance of using various strategies to teach literacy which this study aims to find.

2.3 Challenges Teachers Face When Teaching Comprehension in English

In the Philippines, Arsenal and Mor (2022) carried out a study entitled 'mother tongue-based multilingual education: the attitudes and challenges faced by high school and senior high school teachers in Zamboanga del Sur'. The study adapted the modified version of Ejieh's (2004) questionnaire, such modifications were done by Tonio and Ella (2019) in their study for it to fit in the Philippine educational context. Using Chronbach's Alpha, Tonio and Ella's (2019) modified questionnaire garnered a 0.80 rating for reliability. The results indicate that generally, the teachers disagree that the MTB-MLE policy is in good principle as they believe that it will not make the lessons interesting to students, and that it will not enable them to understand their lessons easily. This study sought to find out the challenges teachers face in teaching literacy in multilingual classrooms. The study did not aim to identify challenges teachers and pupils face in multilingual classrooms.

In Pakistan, Iqbal, Noor, Muhabat, and Kazemian (2015) conducted a research study to identify 'factors contributing to the low English reading comprehension skills among secondary school students in Pakistan'. This study used a qualitative approach to get data from students. The researchers selected 60 tenth-grade students, administered tests,

and conducted interviews to gather necessary data. The study revealed that various factors, including a weak command of vocabulary, a tendency to memorize rather than understand, and a lack of interest in fostering creativity in reading, played a role in impeding comprehension. Different from this study, the current study will obtain responses from both teachers and pupils; to assess the different challenges they face in multilingual classrooms.

In Indonesia, Wibowo et al. (2020) conducted an examination in 'approaches employed by English teachers in Bengkulu, Indonesia, for teaching reading comprehension'. The study involved the participation of two English teachers. The research utilized an observation checklist as part of a mixed-methods research design. The results revealed that the teachers employed a restricted range of techniques for teaching reading comprehension. However, the study's findings were not extrapolated for broader application, as the tactics employed by English teachers were not generalized to a larger context. Consequently, the outcomes may not be as beneficial or applicable on a broader scale. This study will broadly find the challenges teachers face in teaching reading comprehension to a larger context in a multilingual classroom.

Alrawashdeh and Al-zayed (2017) conducted a study examining the challenges English teachers face in teaching listening comprehension and their attitudes towards this aspect of the curriculum in Karak schools. To meet the study's objectives, the researchers employed two methods: a questionnaire for teachers and informal interviews. The findings revealed that teachers require additional training courses, highlighting their lack of experience. Additionally, the emphasis on teaching other skills detracts from the primary goal of teaching listening comprehension. The study also identified issues related to the educational environment, such as overcrowded classrooms and insufficient resources, including libraries, teaching aids, supporting materials, and audio-visual facilities like English labs. This research specifically explored the difficulties teachers encounter in teaching listening comprehension. In contrast, the current study will investigate the challenges faced by both teachers and students in the teaching and learning of comprehension.

Al-Jarrah and Ismail (2018) conducted a study titled "reading comprehension difficulties among EFL learners in higher learning institutions." Using a quantitative approach, they selected 100 out of 281 Arab students from University Sultan Zainal Abidin (UniSZA) and University Malaysia Terengganu (UMT) to participate. The study found that reading comprehension difficulties experienced by Arab EFL learners in these institutions can negatively impact their English language proficiency and academic performance. Addressing these difficulties requires collaborative efforts from English language teachers, instructional policymakers, public and private organizations responsible for educational policy, and the EFL learners themselves. This research is significant because it delves into the challenges students face in learning comprehension. Unlike this study, which included only students, the current study will involve both teachers and students as participants.

In Indonesia, Guntur and Rahimi (2019) conducted a study titled "the challenges of reading comprehension teaching for English proficiency test preparation class in Indonesia." This research reviews previous studies related to the reading comprehension process, examining both cognitive and non-cognitive factors affecting students' learning, and includes studies from English as a foreign language (EFL) context. Given the importance of reading comprehension skills for popular English proficiency tests in Indonesia, such as IELTS and TOEFL, mastery of this skill is crucial for test takers. However, the nature of reading skills in testing conditions requires precise decision-making. Consequently, preparing test candidates with this precision in mind influences how the skill is taught in preparation classes. The study concludes by highlighting the essential role of pre-tests for candidates before starting the preparation class. These pre-tests help instructors map and anticipate challenges, allowing for a more reflective and equitable teaching approach informed by the pre-test results. This study is significant as it includes both teachers and students as participants, a methodology that will also be employed in the current study.

In Malaysia, Sharif et al. (2023) investigated the use of i-THINK Mapping in teaching reading comprehension by ESL teachers to a group of Form Five students, and the

factors and challenges the ESL teachers faced in teaching reading comprehension using i-THINK Mapping. A qualitative approach, specifically a case study design, was employed in this study. Classroom observations, semi structured interviews, and document analysis of their lesson plans were used to collect the data. Four ESL teachers with a minimum of 5 years of teaching experience in a rural secondary school in Hulu Selangor, Malaysia, were selected using a purposive sampling technique to participate in this study. The findings show that the teachers had applied five i-THINK maps, including a Circle Map to define in context, a Bubble Map to describe, a Double Bubble Map to compare and contrast, a Flow Map to show the sequence of an event, and a Tree Map to classify different ideas. The i-THINK Mapping motivated the students to discuss, brainstorm, and cooperate with their peers to detect the details from the given reading texts. This study elucidates the use of i-THINK as a single strategy to teach comprehension while this study will seek to understand other strategies teachers use to teach comprehension. It will also include the views of students on learning comprehension.

Omidire and Ayob (2022) in Philipines, explored the attitudes of public high school and senior high school teachers in Zamboanga del Sur, Philippines, towards the Mother Tongue-Based Multilingual Education (MTBMLE) policy. They investigated the challenges these teachers faced due to the policy and solicited their suggestions for its improvement. The study utilized a modified version of Ejieh's (2004) questionnaire, adapted by Tonio and Ella (2019) to fit the Philippine educational context. Tonio and Ella's modifications achieved a reliability rating of 0.80 using Chronbach's Alpha. The questionnaire was administered online, and data were collected from 70 secondary teachers across sixteen public high schools in Zamboanga del Sur province. The findings revealed that, in general, teachers disagreed with the MTB-MLE policy, expressing concerns that it would not make lessons interesting for students and would hinder their comprehension. The study identified several recurring challenges associated with the policy, including difficulties in reading and understanding instructions, decline in English language literacy and proficiency, language barriers between teachers and

students, vocabulary and grammar issues, challenges in teaching mathematics, and difficulties in learning a second language (L2). This study solely focused on insights drawn from teachers' experiences, whereas the current study will also consider students' experiences with learning comprehension to expose the challenges teachers face.

In Africa, Namibia, Immaculate and Pempelani (2016) in their study in the title 'Setswana mother tongue: opportunities and challenges in Namibian schools'. The study used focus groups discussions and key informant interviews were the main qualitative data collection methods utilized for this study. Findings indicated that among the challenges of teaching in the mother tongue to Setswana children include a lack of qualified teachers, lack of teaching material, and conflict between curriculum panelists and Setswana subject advisor at NIED. It was concluded that concerted efforts should be made by authorities to promote the use of local languages (such as Setswana) as a medium of instruction. Although the study sought to ascertain students' perceptions of using their native tongue in the context of translanguaging practices in Namibian schools, it did not take into account students' perspectives on the best classroom language practices which the current study will do.

Dhillon and Wanjiru (2013) carried out a study in Kenya entitled, "challenges and strategies for teachers and learners of English as a second language: the case of an urban primary school in Kenya." With over 40 spoken tongues in Kenya, English serves as a language of instruction in schools and is taught from the onset of schooling, making the language a significant factor in academic achievement and subsequent social mobility. The findings are based on evidence gathered from teachers, through questionnaires and semi-structured interviews, and from pupils, through learner diaries. The data shows a strategic approach to teaching and learning English and reveal the tremendous effort invested by teachers and learners in grappling with the challenges of learning English in the context of an unresolved national language policy, interference from regional linguistic heritage languages, and an examination-oriented education system. The strategies deployed by teachers to address these challenges include varied instructional approaches and creating a warm classroom climate to provide a non-threatening

environment for learning and language acquisition. This study is important as it outlines the need to use various methods in teaching comprehension which this study seeks to exhume such challenges from among the secondary schools in Kafue district.

Norro (2024) of Namibia, examined 'the practices of Namibian mainstream primary teachers within their multilingual work environment'. This study adopted an ethnographic approach and used a theoretical framework of linguistically responsive teaching and multilingual education. Data were collected through teacher interviews, focus group discussions, questionnaires, and classroom observations. The analysis employed qualitative content analysis. The data, gathered from two Namibian government primary schools at the start of the 2020 school year, revealed that translanguaging strategies, such as peer translation or explaining concepts in home languages, were used but rarely as pre-planned pedagogical strategies. Scaffolding was mainly provided through visual aids. The study concluded that existing translanguaging strategies should be further encouraged and that multilingual pedagogies should be integrated into both pre-service and in-service teacher educations. This study is similar to the current one as it also employs an ethnographic approach to explore the experiences of teachers and students in teaching and learning in secondary schools in the Kafue district.

Immaculate and Pempelani (2016) in their study in Namibia with the title 'Setswana mother tongue: opportunities and challenges in Namibian schools'. Focus group discussions and key informant interviews were the main qualitative data collection methods utilized for this study. Findings indicate that among the challenges of teaching in the mother tongue to Setswana children include a lack of qualified teachers, lack of teaching material, and conflict between curriculum panelists and Setswana subject advisor at NIED. It was concluded that concerted efforts should be made by authorities to promote the use of local languages (such as Setswana) as a medium of instruction. Although the study sought to ascertain students' perceptions of using their native tongue in the context of translanguaging practices in Namibian schools, it did not take into

account students' perspectives on the best classroom language practices which the current study will.

The study by Juma and Atoni (2022) examined the relationship that existed between students' attitudes and Kiswahili language performance as well as the relationship between gender and attitude towards Kiswahili. The study employed a cross-sectional survey design. A simple random sampling procedure was used to select 45 schools, 343 students and 121 teachers of Kiswahili. The research instruments included questionnaires for teachers, an attitude scale for students, and document analysis guide and the Kiswahili achievement test. The study findings established that there was a significant relationship between student attitude and Kiswahili subject performance. The study recommended that teachers needed to come up with teaching methods that would foster positive attitudes among students, like engaging students in co-curricular activities, symposiums, debates, and dramatising set-books, among others (Juma and Atoni, 2022). Similarly, the current study will include both the students and teachers include students and teachers in data collection.

In addition, Makalela (2015) carried out a study that was motivated by the following two questions: What are the effects of translanguaging techniques on reading comprehension in primary schools, and What is the role of translanguaging techniques in the teaching of African languages to speakers of African languages in South Africa. 24 university students enrolled in a Sepedi class at an additional language level made up the participants in the primary school translanguaging case. These people spoke Isizulu, Siswati, IsiXhosa, and IsiNdebele as their mother tongue. The experiment was conducted in three phases for this investigation (pretest, treatment and post-test). Bilingual vocabulary contrast, text comprehension, oral reading fluency (read aloud), and print environment were part of the approach. Students favored the translanguaging strategy, according to the study, which allows for shifting unfavorable opinions of African languages, investing in their diverse linguistic selves, promoting multilingualism as the norm, and making language learning enjoyable. The study determined that one efficient method of teaching language in a multilingual setting is

through the use of translanguaging strategies, where input in one language is purposely placed opposite the language of output. The current study, on the other hand, will be carried out in Zambia, whereas this study was done in South Africa. Thus, different results could be obtained.

Furthermore, Ngcobo (2016) carried out a study on 'translanguaging as an approach to address language inequality in South African higher education. 'This study adopted a qualitative approach and was descriptive in nature. Purposive sampling was used to select the participants. The findings of the study indicated that academic literacy practitioners have a critical role to play in the inclusion of linguistic diversity in higher education. This requires that the curriculum be revised in such a way that classroom activities and assessments give recognition to students' African languages. Further, the study found that translanguaging as a teaching and learning approach promises to develop literacy in both the students' African languages and English. Although the previous study centered on translanguaging as a strategy for mitigating language disparities in education, it overlooked the language dynamics present in the secondary schools in Kafue district in Zambia. Therefore, the present study aims to fill this gap by examining language practices in this specific context.

In 2014, Hellen Ntombifuthi Mkhwanazi in 'Teachers' use of formative assessment in the teaching of reading comprehension in Grade 3', fo the University of Pretoria in south Africa had saught to determine whether teachers' practice of formative assessment supported learners' comprehension of written texts, it did not try to measure the learners achievement. The study was qualitative in nature and was a case study of Seven (7) teachers from four primary schools. The paradigmatic position od the study was interpretive. Data was collected through individual semi-structured interviews, lesson observations and analysis of learners' workbooks. Interviews were taped and transcribed. Then data from from three sources was analysed and reported in the intergrtaed way through themes. The findings of this study revealed participating teachers lucked knowledge of the teaching of reading comprehension. Teachers did not communicate clear learning objectives and assessment criteria to learners. Furthermore,

the research found out that teachers were not trained in the teaching and formative assessment of reading comprehension and did not have a variety of materials to teach reading to siswati-speaking learners. The study further recommend that a variety of reading material for siSwati- speaking learners to support the teaching and learning of reading comprehension. The challenges were well observed and the recommendations too. However, in Zambia n the case of Kafue district Secondary schools, these recommendations may not apply. This study is yet to discover challenges in kafue.

Mawere (2012) had a reflections on problems encountered in the teaching and learning of English Language in Mozambique's public education. The study examined the difficulties encountered by bothe the Mozambican teachers and students in the teaching-learning process of English in public schools. The research was carried out in Gaza province. The questionnaires comprised of closed and open items used as data collection tools. The data was analysed qualitatively using evaluative descriptions. The study revealed that luck of qualified teachers and relevant materials such as English and text books were among the major problems that make the teaching and learning of English to remain a big proble in mosambiques public schools. The study then recommendaed that the ministry should effectively help the teachers and students in the teaching and learning process of the English language. Such challenges could be among those found in all schools. The current sudy is delving into exhuming challenges a teacher in Kafue secondary multilingual scholl experience.

Dawit (2020) in Ethiopia, challenges encountered on teachers' practice of using literary texts to teach reading skills: some selected high schools in enbse sar mider woreda. He aimed at assessing the challenges teachers face in teachers' practice of using literary texts to teach reading skills: in the case of Abreha Woatsebeha, alusha, Segno Gebya and Debo Secondary schools.the study used survey design and both qualitative and quantitative data analyses approaches were employed . the samples were 38 teachers selected by using comprehensive sampling. The study used questionnaires and semi structured semi structured interviews were data collection tools. Distractive statistics; frequency percentage was used to analyse the qualitatitive data and thematic narration

for qualitative. The findings of the study revealed that teachers' practices of teaching reading skills through literary texts faced challenges by a number of factors. From this, teachers and learners' attitude toward literary texts, lack of experience and preparation, text authenticity, difficulty, lenghth, and large class size, learners' motivation, and perception, shortage of time, luck of literary texts, in the school, lack of in-service training and supervision are found the major ones. Consequently, to meet the needs and interests of teachers' and learners', English language curriculum, syllabus designers, should consider their cultural background, linguistic levels, and communicative competences. since Dawits study found all these challenges faced by teachers, the ongoing study will narrow them down to a specification of Kafue district multilingual secondary schools.

In teaching critical thinking in moroccan higher education: challenges and opportinuties, chouari (2016) wanted to respond to the challenges of the 21st centuey, most universities had to make radical modifications in the systems. The main aim of this study was to understand students' opinions about one of most impotant courses they studied after last reform: "Critical thinking". The study used semy structured interviews to collect data from 10 respondents. The study further used qualitative content analysis through coding and classifying emerging patterns and themes. The results reviewed that although the students were generally satisfied with the course contents, they bitterly complained about different issues such as the practice gap. The study also built up results that implementing any change in higher education without taking into consideration students' needs and interests mught be detrimental to the teaching and learning operation. Ultmately, the study provided the university teachers of critical thinking a tookkit and competencies for effective teaching. However, it did not proceed to finding out how the teachers would use these skills in the classroom while teaching comprehension. The study under way will used these tools as assessment guide to see how teachers use the tools to face the challenges in the classroom while teaching comprehension in secondary schools of Kafue district.

Adusei-Bonsu, Vandapuye and Koffi (2021) looked at Teachers' Perceptions of the Impact of Instructional strategies on Children with reading difficulty in Ghana, and the study investigated the teachers' perception of the impact of instructional strategies on pupils with reading difficulties in selected district in central region of ghana. The study used a concurrent embedded mixed method design. Proportionate stratified sampling procedure was used to select ninty five (95) upper primary teachers for the study. the response rate was 100 percernt representing 95 teachers. Data were collected using a questionnair and interview schedules. Statistical tools used in the data analysis were mainly frequency distribution and percentages, means and standard deviations and independent samples tests. The study revealed that teachers had negative perceptions about pupils with reading difficulties. The study further found out that, role play, read aloud, direct instruction and group activities were the frequently used strategies used to teachers used to teach learners with difficulties in reading. The study recommendated that the ghanian government was to organise with all head teacher a workshop that enlight the teachers on the reading difficulties of the learners. The findings of the study indicated that although the teacher may use all the recommended startegies, the learners who have reading difficulties will still pose a challenge for the teacher. The current study will dig further on the matter to bring out other challenges teachers face and the learners with difficulties in reading during classroom comprehension lessons.

Mwanza (2020) conducted research on the 'eclectic method of English language teaching within multilingual Zambia, employing a ground-level study'. The investigation involved classroom observations and interviews with 30 English instructors across six secondary schools in Zambia's Central Province. Findings revealed that some teachers embraced and comprehended the method, while others avoided it for various reasons. Mwanza's (2020) study is significant as it illuminates challenges faced by learners, such as limited English proficiency. The relevance of Mwanza's (2020) study lies in its illumination of challenges faced by learners, notably their constrained proficiency in English. This underscores the need for the present study to address these issues. Specifically, the current research will concentrate on the

utilization of local dialects in teaching and learning within chosen secondary schools in Zambia's Kafue district.

Nyimbili and Mwanza (2021) studied the 'International Journal on Studies in English Language and Literature published in March, did research with the title 'Translanguaging Challenges Faced by Teachers and Learners in first-grade Multilingual Literacy Classrooms in Zambia'. The study was classroom observations and interviews were used to collect data that was analyzed thematically. The study found that the teaching of literacy using translanguaging practices in a grade 1 multilingual class was associated with challenges like the mismatch between the language of instruction and the dominant learner's familiar languages that existed in the classroom; rigidity of the language policy which was based on monolingualism throughout the learner's learning process; strict monolingual based assessment which only tested skills in the regional language and inadequate teaching and learning materials which supported monolingual language learning. The relevance of the study by Nyimbili and Mwanza to the current research is underscored by its advocacy for a change in language policy to accommodate students not familiar with the official vernacular dialect used as the medium of instruction. Additionally, it highlights the need for innovation in the teaching and learning process, prompting the current study to address this gap. In contrast, while Nyimbili and Mwanza's study focused on the challenges of translanguaging faced by teachers and learners in first-grade multilingual literacy classrooms, the current research will examine classroom language practices in selected multilingual secondary schools in the Kafue district.

Kangombe (2022) carried out research entitled 'using teachers' lived experiences to enhance pedagogy in English second language (ESL) in Zambian Secondary Schools.' The research records that English as a Second language has been extensively studied in the Zambian research landscape, with much attention being given to ESL. It gathered data using face-to-face narrative interviews and classroom observations. The data analysis was done thematically. The study findings showed that ESL teachers at secondary schools in Zambia conceptualized ESL teaching in various ways such as it is

cognitively oriented, rule explanation dominated, increased exposure to the material, eclectic oriented and practice dominated. The findings also showed that teachers of ESL in Zambia had memories of how they were exposed to ESL in their homes, at the preschool level, in primary schools, in secondary schools, colleges, and universities. This study is relevant to this current one as it also seeks to find the lived experiences of the teachers in teaching literacy.

Lubasi and Mulenga (2019) in Teachers present but absent in class: utilization and 'silent Erosion' of learning time in the implementation of the curriculum in Mongu district of Zambia, sought to examine secondary school teachers' utilization of learning time in the implementation of the curriculum. The researchers used a concurrent embedded design of the mixed method research approach. A questionnaire and interview guides were used to collect data from secondary school head teachers and teachers respectively. A focus group discussion guide was used to collect data from learners. Data was then analyzed using themes and descriptive statistics. The findings of the study revealed that although teachers would be present in the school, they spent most of their time doing non-classroom activities such as organizing learners to go for sports, staff meetings and invigilation for national examinations. The study also discovered that the times teachers would be in class, they would start their lesson about 8 minutes late. The conclusion was that several non-teaching factors affected the effective utilization of learning time in the curriculum. Disallowing the comprehension lesson the exclusive time that it needs. The study therefore recommended that there should be proper review of how learning time was being managed in the schools in the province. The study did not spend further time on how the teachers manage the same limited time in class to teach comprehension so this study will take time to find out how the limited time in class is utilized to make sure the learners grasp the content in the comprehension text they are given to read.

Mwanamukubi (2013) investigated the reading difficulties in grade six learners and challenges faced by teachers in teaching reading: a case of Chadiza and Chipata districts, Zambia. The aim of the study was to explore factors that contribute to causes

of reading difficulties among grade six learners and challenges faced by teachers in the teaching process of reading. The sample of the study comprised of two 206 participants drawn from ten schools in Chadiza and Chipata districts of Eastern Province of Zambia. It employed both quantitative and qualitative research designs. Information was derived using teacher questionnaire, checklist on reading errors, word list levels 1-4. The study found that most of the grade six learners were not able to read fluently as expected. Teachers had their own perceptions of the causes of reading difficulties citing language and communication problems and psychological problems. The study also discovered that there was an unseen disability by teachers to not identify the specific reading errors and actual performance of the learners. The study further revealed that teacher's challenges ranged from inadequate teaching and learning materials to high teacher to pupil ratios. The study concluded that apart from just providing adequate learning and teaching materials and building more schools, teachers should utilize the methods of teaching reading comprehension in the classrooms. Mwanamukubi's study exposed the challenges faced by teachers in a primary class of grade six learners, however, this ongoing study will search for challenges which secondary school teachers face in teaching comprehension in Kafue district.

Chuunga (2013) explored the teachers' practices in the teaching of reading and writing towards supporting learners with reading difficulties at lower primary: the case of teachers for fourth graders in Monze District, Zambia. To achieve the objectives, the study raised five sub-questions. The first two focused on teachers' background towards teaching reading and writing and their situations/ conditions relating to teaching reading while the last three focused on assessment of reading, planning and classroom implementation. The study used a qualitative approach with a case study design. Six teachers of fourth graders in three types of schools were interviewed. The interview was supported by a document analysis followed by classroom observation. The study revealed that there were differences in the backgrounds and realities of the teachers but similar patterns in the three types of schools. It was evident too that teachers were trying their best to teach reading but under very difficult conditions like teacher to pupil ratio

and lack of teaching and reading materials. The results also exposed the assessment procedures used to identify learners with reading difficulties only worked to further widen the gap between the slow learners and the fast learners. Furthermore, teachers' planning before teaching has been affected by the challenges of over enrolment. The study concluded that if learners were to be taught using the social-culture perspective, most of the reading difficulties in the study schools would be prevented. Chuunga (2013) summed up the challenges teachers face in teaching comprehension in class, but the current study will search further for more challenges in secondary schools were learners can learn both the mother tongue and the second language in Kafue district of Zambia.

2.4 Suitable Teaching Practices for Teaching Comprehension in English

When choosing to read different types of literature, readers need to employ diverse reading techniques. Predicting, forecasting, deducing, summarizing, scrutinizing, and assessing are some effective reader tactics. The teacher might employ a variety of techniques when teaching reading. Choosing the right approach could impact how well kids understand what they read. By speaking with two English teachers, Nurdianingsih (2021) described how teachers instruct pupils in reading comprehension. The teacher's methods included QAR, individual and group learning, and texts that could be understood. The findings demonstrate that teachers' tactics for teaching reading comprehension were successful since they enabled students to understand the material and discuss it with friends. The study's drawback, though, was the absence of student reactions to the tactics used by the teachers to teach reading comprehension. Unlike this study, this research will try to understand and get the students' views on the use of other languages and their experiences with the strategies that teachers use.

A study in southern Finland by Illman and Pietilä (2018) showed the importance of multilingualism as a resource for foreign language learning. The participants in the study consisted of 55 students (23 females and 32 males) and 38 teachers (35 females

and 3 males). The data for the study was collected with two questionnaires, one designed for students and one for teachers. The results indicated that the children found English relatively easy to learn and they were able to use their L1s specially to benefit vocabulary learning. The majority of the teachers had not received any training in teaching students of immigrant background, but they reported having developed some strategies that utilized their students' multilingualism for the benefit of teaching English (Illman and Pietilä, 2018). Similarly, to this study under review, the current will include both teachers and students in the data collection and seeks to find effective strategies that Teachers use in teaching comprehension.

Mohanty's (2010) study on linguistic issues in Indian schools with multilingual settings highlighted certain challenges in using translanguaging techniques in a nation with complex linguistic diversity. The findings revealed that language-in-education policies maintain a dual divide: between state majority languages and dominant, indigenous, and minority languages, including tribal languages, and between state majority languages and elite languages of power. This was evident as all instructional materials were monolingual, disregarding the presence of other languages in the classrooms. This study is relevant to the current research since it was conducted in the same bilingual schools. However, while the previous study focused on linguistic obstacles in Indian schools, the current study examines classroom language practices in the multilingual schools of the Kafue district.

Additionally, a study on translanguaging in a Chinese university CLIL classroom: Teacher techniques and Student Attitudes conducted in China by Xiaozhou and Steve (2021) provided more empirical data on language practice. With the use of lesson recordings, two sets of questionnaires, and action research (AR), a Chinese university CLIL reading classroom investigated the teacher's use of translanguaging techniques and the attitudes of the students toward these techniques. The study found that teachers utilized their full linguistic resources, in the form of translanguaging, to achieve pedagogical outcomes, which ultimately led to the establishment of a mutually beneficial classroom ecology. This was accomplished by incorporating feedback

gathered from learners regarding the teacher's modifications of language use. The study found that teachers translanguaged to attain pedagogical goals, which eventually led to the formation of a classroom ecosystem that benefited everyone. This study is relevant to the current one as it also seeks to find the teaching strategies that teachers have found effective in teaching literacy in multilingual classrooms.

Nguyen (2022) investigated teachers' strategies in teaching reading comprehension and how their students reacted to such strategies at Hau Giang Community College. The current study adopted a qualitative study design with observation and interviews. The study's participants were taken from five English teachers who teach in HGCC with different experiences and degrees of background knowledge and 31 students in Pharmacy A. According to this study, teachers have been using techniques including questioning, predicting, retelling, and picturing to promote reading comprehension. Additionally, it showed that the majority of the students gave enough feedback on the tactics used by their teachers. According to these findings, teachers should inform students of the instructions before they read the text and utilize tactics for teaching reading comprehension in line with each student's level of ability and personality to encourage greater engagement. This study shows the importance of using a variety of ways to teach comprehension by the teachers. Similarly, the current study aims to explore the various strategies teachers use in teaching comprehension in secondary schools of Kafue district.

In another study, Nambisan (2014) explored how teachers in Lowa, United States, used translanguaging and how they perceived it to be effective. In this study, participants were surveyed online, and data were gathered from secondary school teachers and learners using a mixed method methodology. According to the study's findings, teachers firmly believe that translanguaging is a necessary process that aids second-language learners in picking up a second language through the use of their native tongue and other practices. Additionally, the study noted that more than half of the learners were not native speakers of the language of instruction and that monolingual practices were not helpful in the learning environment because classrooms are multilingual. This study is

significant to the current study since it focused on the classroom language practices of multilingual learners, a topic that this study attempts to address in the multilingual secondary schools of Zambia's Kafue District.

Yuvayapan (2019) conducted a study focusing on translanguaging in EFL (English as a Foreign Language) classrooms, exploring the notion that using one's native language could enhance proficiency in a second language. The study used a questionnaire to gauge English language teachers' perspectives on translanguaging. Semi-structured interviews were conducted to understand the reasons behind the disparities between their perceptions and actual use of the native language (L1), while classroom observations aimed to identify the purposes for which they utilized L1 in their teaching. The findings revealed a mismatch between EFL teachers' views and practices. Despite holding favorable opinions about translanguaging in specific contexts, they infrequently employed this technique due to institutional requirements, peer influences, and parental expectations. The study suggested that evaluating a professional development program aimed at enhancing EFL teachers' knowledge and skills in translanguaging would be a valuable area for future research. Yuvayapan's study is relevant to the current research as it addresses one of its objectives by examining teachers' attitudes and behaviors concerning translanguaging in EFL classrooms. However, the present study will focus on analyzing language practices in secondary schools in the Kafue District, a level of education not covered in the former study.

Makolo (2014) carried out a study on an inquiry of translanguaging tendencies in Foundation phase classrooms in Limpopo provincial primary schools. Classroom observations, audio and video recordings, interviews with the class teachers, and a focus group discussion among the teachers were used as data gathering tools. Finding all instances of translanguaging that took place in the lessons and examining how they aided learning were part of the data analysis. The findings indicated that minimal translanguaging occurred in the normal lessons, and that teachers appeared to have a monolingual mindset. However, there were some instances of translanguaging in the intervention courses, which appeared to encourage engagement and higher levels of

participation from the learners. This study focused on the teachers only to share their experiences in translanguaging, this study will seek to learn from both learners and teachers their experiences in the effective strategies in learning and teaching comprehension respectively.

Another study on the use of translanguaging for learning and teaching in multilingual primary classrooms in South Africa by Ayoba (2020) found that first language inclusion mediated the learning and teaching process and provided guided support to accommodate academic development in multilingual classrooms. Two schools were chosen using a purposeful sampling. The study included 162 students in grades 5 and 6 as well as their teachers (N = 3). Storyboards, semi-structured interviews, classroom observations, and document analysis were used to gather data for the qualitative research approach. The study's conclusions showed that learners had good attitudes and feelings about translanguaging, which led to a plea for more translanguaging classes because the technique helped learners realize concepts more clearly. Ayoba's study is pertinent to the current research as it addresses the use of translanguaging for learning and teaching in multilingual primary classrooms, which aligns with one aspect the current study seeks to explore: how teachers navigate translanguaging and how learners utilize their native languages in multilingual classrooms. However, while Ayoba's study focuses on primary classrooms, there remain unknown factors regarding language practices in selected multilingual secondary schools in the Kafue district of Zambia. Therefore, this current study aims to fill this gap in understanding.

Tambulukani and Kazembe (2015) took up a study that claimed that unfamiliarity with the language of teaching is blamed for the high illiteracy rate among people who live in nations in which hundreds of languages are spoken. From three districts that were likely to differ in language fit, we selected four state-funded primary schools that all used the new Primary Reading Programme for six years. From each school we randomly took 10 high- and 10 low-achievers and this brought the total number of children in the sample to 240 pupils. Their findings confirmed the hypothesis that oral language plays a major role in initial reading especially when beginning readers have acquired a minimum of

alphabetic understanding that enables word reading and writing. The results also confirmed that the transfer of skills from the first language to the second language was evident for the learners who had acquired initial reading ability in the first language. This study focused on only state-owned primary schools to get data while this study included both state and privately-owned secondary schools in Kafue District. The current will also seek to get the experiences from teachers in their teaching of literacy in multilingual classrooms.

Mbewe (2015) conducted a study to understand the perspectives of teachers, learners, and parents regarding the use of Cinyanja as the medium of instruction in a few lower primary schools in Lusaka district. The results showed that teachers believed using Cinyanja benefited learners' literacy development by enhancing teacher-pupil interaction. However, learners were not in favor of learning in Cinyanja; they felt ashamed of it and lacked proficiency in its common usage, preferring English instead. Parents also had negative attitudes toward Cinyanja, viewing it as outdated and unhelpful for their children's future success, whereas they viewed English positively. Thus, the study revealed a disparity in attitudes: teachers had positive views of Cinyanja for its role in improving classroom interaction, while both parents and learners preferred English and held negative views of Cinyanja. Mbewe's study is relevant to the current research, as both focus on lower primary education. However, while Mbewe's study examined attitudes toward Cinyanja as a medium of instruction, the current study will analyze classroom language practices in multilingual schools in the Kafue district.

Another study was carried out by Semachenya (2017) and was motivated by the idea of translanguaging. It looked into the language practices in a multilingual classroom setting in the chosen primary schools in Livingstone Urban. Data was gathered through semi-structured interviews with twenty teachers and twenty learners as well as through direct observation of twenty lessons using purposive sampling. One of the study's key conclusions was that most learners, both in lower and upper primary, preferred utilizing Nyanja and English for a variety of purposes. The survey also showed that teachers incorporated both English and Nyanja into their lessons to be linguistically inclusive.

The relevance of the previous study lies in its examination of language usage within multilingual classrooms, aligning with the focus of the current study. Conversely, the present research will comprehensively interview both teachers and learners in multilingual secondary schools within the Kafue district, mirroring Semachenya's approach, which similarly utilized interviews to collect data from learners.

In a related study, Leonardi (2011) explored pedagogical translation as a cognitive and linguistic process that naturally occurs during foreign language learning. Qualitative methods were used to gather data from students who translated texts in a classroom setting. These texts were later analyzed to assess the extent of translation. The study found that translation facilitates global interactions and communication between distinct linguistic communities. It emphasized that translation is a linguistic endeavor where a message is conveyed from one language to another without losing its meaning, following established norms. Additionally, the study highlighted that translation is a cultural phenomenon, bridging and closing cultural gaps by mediating between two cultures. The ability to translate is a cognitive process that occurs spontaneously in bilingual and multilingual individuals and cannot be suppressed. Leonardi (2011) concluded that teaching learners to maximize their translation skills is more effective than discouraging reliance on translation. This study is relevant because it emphasizes translation, a key component being investigated in the multilingual primary schools of the Kafue district.

In order to build language practices in specific inclusive education classrooms with students who have hearing impairments in certain secondary schools in the Central province, Banda (2019) undertook a mixed-methods study. With 196 participants, the study used a descriptive research approach. The study discovered that both teachers and learners in inclusive classes for both hearing impaired learners and non-hearing-impaired learners employed a variety of language practices. Banda's study provides valuable insights for current research by outlining an optimal approach to teaching and learning. In contrast, the present study will solely employ qualitative methodology to examine classroom language practices at the secondary school level in Kafue District.

This focused methodology is anticipated to facilitate the collection of detailed data on classroom language practices.

Zulu (2019) conducted research on teachers' and learners' classroom language choices and practices in a sample of grade five classrooms in Zambia's Chongwe district, in line with the studies mentioned above. The study used a mixed-methods approach, collecting and analyzing both qualitative and quantitative data. 40 teachers of grade 5 were purposefully sampled, and 8 primary schools were chosen at random. Data were gathered through surveys, teacher interviews, and classroom lesson observations. The results demonstrated that the teachers did not share a common method of transitioning because some used abrupt transitions while the majority used gradual ones. This study's relevance to the current research lies in its examination of classroom language practices. However, while Zulu's study focused on transitional language choices and practices in grade 5 classrooms in the Chibombo district, the present study will analyze classroom language practices among secondary school teachers and learners in the Kafue district.

Childs (2016) found that there is usually a mismatch between the dominant language in the classroom and the native tongue of South African learners in a study titled Reflecting on Translanguaging in Multilingual Classrooms: Harnessing the Power of Poetry and Photograph. The qualitative method was used in the study. In response to the researcher's reflective notes based on engaging with student teachers in the field as well as engaging with particular literature, data was produced in the form of poems and images. According to this study, translanguaging techniques enable seamless communication between the home and school languages. The study recommended that teachers and learners bring their languages to the classroom, so that they can experience being human as social, thinking, transforming, individuals participating with others in the world they inhabit together. Childs' study focused on Reflecting on Translanguaging in Multilingual Classrooms: Harnessing the Power of Poetry and Photograph while the current study has no elements of Poetry and Photograph. The study by Childs is important to the current study in that it recommends that teachers and learners bring their home languages to the classroom which is a resource to the teaching and learning

process. However, Child's study explored the possibilities of using translanguaging to bring about humanizing experiences for learners and teachers and did not analyze language practices in primary schools of Choma district for learner performance which this study seeks to investigate.

The eclectic method to English language teaching in multilingual Zambia was also studied by Mwanza (2020) in a study that was conducted on the ground. The study combined lesson observations in the classroom and interviews with 30 English instructors from 6 secondary schools in Zambia's Central Province to gather data. The results demonstrated that while some teachers adopted the method in the classroom and understood it, others avoided it for a variety of reasons. Lack of English competence among learners, inadequate teacher training, and a lack of the necessary teaching resources were some of the difficulties encountered. The research demonstrated how educators can still make use of multimodality and its expanded notions of resemiotization and semiotic remediation. The study demonstrated how teachers in underdeveloped nations and environments can still use the eclectic approach. This study sought to find teachers' experiences in using one method of teaching which is the eclectic approach while this current study will seek to find the various teaching strategies teachers use in multilingual secondary school classrooms.

Similarly, Mkandawire (2022) carried out a different study to compare English with a few Zambian languages to find some commonalities and differences. Key terms, concepts, and themes were selected from the gathered documents and compared as part of a content analysis. According to the study, in order to effectively lead learners in schools, teachers of early-grade classes should be well-versed in the regional variations of English and a few Zambian languages. This research holds significance as it underscores the necessity of learners being educated in a language they comprehend, a fundamental aspect also addressed in the present study. Nonetheless, while Mkandawire's study relied on desk research, the current study will collect data through interviews, thus employing primary data sources.

In order to facilitate the efficient acquisition of basic literacy skills, Mulunda (2016) conducted a study in Kapiri-Mposhi on the mutual intelligence between Chitonga vocabulary in instructional materials and Lenje. A case study design was employed in this study as part of a qualitative methodology. The sample size was 10, made up of 5 teachers and 5 parents. The results indicate that the Chitonga and Lenje vocabularies were not entirely mutually understandable. The learners' comprehension was hampered by the absence of mutual intelligibility, which also prevented them from effectively acquiring basic literacy skills. To help the learners understand the materials due to illegibility, the teachers translated Chitonga to Lenje. The Mulunda study holds relevance for the current research as it illustrates that instructing learner in a language they comprehend facilitates their comprehension. However, Mulunda's study did not investigate the potential occurrence of translanguaging practices within specific secondary schools which this study will seek to establish.

2.5 Chapter Summary

This literature review provided a comprehensive analysis of the various influences the teaching of comprehension in multilingual educational settings. The study began by highlighting the strategies teachers use to teach the mother tongue in multilingual schools. Under this, the review observed the skills in language acquisition, emphasizing their role in promoting effective communication, critical thinking and academic success across diverse linguistic backgrounds. The literature review offers a valuable insight into complexities of teaching comprehension in multilingual schools and highlights the importance of adopting inclusive and culturally responsive instructional practices. By addressing these strategies, challenges and suitable ways of teaching comprehension in multilingual schools, educators can empower multilingual learners to develop strong comprehension skills and achieve academic success in diverse linguistic environment.

The scholarly writings within the realm of language practices underscore the importance and pertinence of the topics that will be explored in this research. Empirical and theoretical studies affirm that language practice is deemed a vital pedagogical approach

in the educational process. When appropriately applied, it has the potential to substantially aid in achieving educational goals.

CHAPTER THREE

METHODOLOGY

3.1 Overview

This chapter presents the methodology that was used in this study. The chapter gives details on the research design, study setting, target population, sample size, and sampling procedure. Methods of data collection and analysis, and ethical considerations. Further, the procedure for data dissemination and summarizes the chapter was defined.

3.2 Research Paradigm

The research employed a qualitative methodology owing to its descriptive nature. As per Creswell (2009), qualitative research is a strategy for investigating phenomena by understanding the significance they hold for individuals or groups. This implies that, to grasp phenomena in terms of the meanings attributed by individuals, qualitative researchers observe them in their natural settings. This method was well-suited for the study, as it facilitated direct communication with participants. Engaging with participants in their usual environment allowed the researcher to collect more information and enable a deeper understanding. Consequently, the researcher had the

opportunity to interact with participants, observe their behavior, and derive insights from their responses. The qualitative approach primarily involves working with verbal data and recordings, aiding the researcher in comprehending social phenomena from the participants' perspectives and gaining an enhanced understanding of the subject under investigation (Kasonde-Ngandu, 2013).

Based on the aforementioned definition, a qualitative approach is grounded in social constructivism. Constructivism, also referred to as social constructivism, is based on the notion that individuals seek to make sense of the world by constructing subjective interpretations of their experiences (Creswell, 2018). In simpler terms, it relies on diverse interpretations of people's experiences, behaviors, and perceptions of their natural surroundings, minimizing reliance on the researcher's preconceptions. A constructivist aims to interpret the meanings that participants attribute to their environment and depend as much as possible on their perspectives of the studied situation. Reality is shaped socially through an individual's interactions with their surroundings and their perception of the world. In this particular study, the orientation was influenced by the stance of social constructivism, and a phenomenology research design was adopted for the study.

3.3 Research Design

According to Kombo and Tromp (2006), a research design serves as the binding agent for all the components of a study. A research design, according to Mulenga (2015), is a plan or blueprint for carrying out a study. It describes the steps required to obtain the data needed to formulate or address research problems. It is, in a nutshell, one's overall plan for conducting research. It is a master plan for the proposed research project or strategy, outlining everything from the underlying philosophical assumptions to participant selection, the data collection methods to be employed, and the analysis to be carried out. To assess the teaching strategies used to teach the Zambian language in Multilingual Secondary School in Kafue District, the research adopts the qualitative approach, particularly phenomenology research design. This approach was used to explore and understand an individual's lived experiences of a particular phenomenon.

The researcher sought to uncover the essence or meaning of these experiences through in-depth interviews, observations, and analysis. The researcher aimed at bracketing the preconceptions and biases to focus solely on participants' subjective perspectives, allowing themes and patterns to emerge organically from the data. Phenomena are events, situations, experiences of people, or concepts (Simui, 2018). Consequently, the purpose of the research design was to report participants' experiences, that is, the teachers and learners.

3.4 Study population

A population refers to a gathering of items or instances individuals, objects, or events that exhibit specific characteristics, and from which we aim to conclude, as indicated in 2013 by Kasonde-Ngandu. According to Kombo and Tromp (2006), a population encompasses all the things, incidents, or individuals that the researcher is examining to gain further insights and draw conclusions about particular features. Best and Kahn (2006) assert that a population is a group of individuals who share at least one trait that distinguishes them from others. Conversely, a target population is the list or record of individuals within a population that a researcher acquires for the study, as explained by Creswell (2012). In simpler terms, it constitutes a group to which a researcher intends to generalize the findings. The term "study population" denotes a specific set of individuals deliberately chosen to participate in the study. According to Mulenga (2015), the population serves as the target audience for the study and the group to which the researcher aspires to apply the findings more broadly. In simpler terms, this was the entire group of individuals, units, or elements that meet the criteria for inclusion in a research study. It was generally the target of research investigations and was defined based on the research objectives and questions here in. Therefore, all teachers who teach literacy and language were included in the study's target group. The study was also focused on all secondary school learners because they were the ones who directly benefited from language policies. The study population served as the basis for drawing conclusions and generalizing findings from the research study which this research was exploring.

3.5 Sample size

A sample refers to a segment of the population possessing similar characteristics to the broader population targeted by the researcher (Cohen, Manion and Morison, 2018). It is very crucial because it affects the reliability and generalizability of the study's findings. What is important is to raise more reliable results and better representativeness of the study which in the end will increase confidence in the study's outcome. To this effect, this study's participants were picked using purposive sampling, where no new themes or information were generated. Five different Zambian language teachers were picked from five different Secondary Schools from Kafue District plus the two different focus groups discussions comprising five members respectively made up the number of participants to 15. These were assisting in providing data that was required to build an understanding of the strategies used by teachers in teaching Zambian languages.

3.6 Sampling Techniques

To select the teachers and learners, purposive sampling was used. This is a non-probability sampling technique where the researcher selects participants based on specific characteristics or criteria relevant to the study (Shukler, 2003). The study picked the subset of the population that are most knowledgeable rather learn or teach Zambian language. The key traits of the study were identified as strategies teachers use to teach Zambian language, then deliberately selected the teachers in multilingual Secondary Schools of Kafue district. From this approach, the study was assured of a sample that was rich in information relevant to the objective of the study although it may not be the true representation of the whole population. This was because all the teachers and learners were found in Secondary Schools and that it was provided information needed to help understand the phenomenon that was being studied. Further from the purposively sampled learners, random sampling was used to create focus groups for discussion in the process to collect more detailed data.

Following Krueger and Casey, (2015)'s guidelines, the already known target population of Zambian language learners and a list of such learners was made. Then the assigned numbers were given to each person on the list. Later a random number generator was

created from 6 to 15. The selected were finally invited to come through at the selected schools for the discussions. The two that could not come were replaced by the readily available participants that were already on the list. Every member from the classroom taking Zambian language as a subject had an equal opportunity of being selected. This process helped the researcher to obtain a representative sample and avoided being biased at the same time especially that Torgerson, Paul and Lewis (2012) recommended it. This was a non-probabilistic method of sampling. Non-probability sampling is used in qualitative research since it doesn't seek to create a statistically representative sample or make statistical judgments.

3.7 Research Instruments

Research instruments are how a researcher collects data, as stated by Kambo and Tromp (2006) and Mkandawire (2019). The researcher here utilized two types of data collection tools: an interview guide and group focus discussion guide. The five teachers were selected from multilingual secondary schools were to be interviewed one-on-one by the researcher whilst two groups of focus groups of five participants each were interviewed respectively. These instruments facilitated the collection of primary data from participants. Primary data, defined by Creswell (2015), is information directly obtained from firsthand sources through methods such as surveys, observation, focus groups, interviews, or experiments. The researcher used the interview guides to get responses from teachers and learners- focus groups. This helped the researcher to understand the experiences and points of view of the study participants. The focus group guide was used to gather data on the strategies teachers use to teach Zambian language in Kafue district.

3.8 Data Collection Procedure

Establishing the study's parameters, conducting data collection, and the procedures employed to acquire information for addressing research questions all constitute components of the data collection methods, as outlined by Creswell (2009). The data collection procedure often involves several steps tailored to research objectives and

specific context of the study. As part of due protocol, ethical clearance and clearance from the DEBS Office in Kafue district was done. The researcher used interview guides to collect first hand data from teachers and focus group discussions to gather information on the teacher and learner language use in classrooms of the secondary schools in Kafue district. The research used structured and semi structured interviews with individual teachers and focus groups amongst learners to explore their experiences and attitudes, Patton, (2015), with regards to the teaching and learning of Zambian languages.

This was done in such a manner that a set of predetermined questions were set in a consistent order. Being open-ended questions, and being designed so as to achieve the objectives, participants were met. The researcher asked the questions exactly as they appear in the interview guide and made sure no probing was used to deviate or direct the respondents to a certain answer, this procedure was done according to Patton, (2015). All the responses were recorded using the phone voice recorder to keep accurate data. The data was later analyzed by identifying objectives and themes there-in. The participants were given the full details of the study and were assured of the confidentiality of their responses. Furthermore, focus group interactions between the learners and the teachers gather first hand data on behaviour, relevant teaching methods, learning environments and other pertinent factors. In some cases, the interviews involved video or audio recording for easy storage of collected data.

3.9 Data Analysis

Data analysis is a mechanism for reducing and organizing data to produce findings that require interpretation (Chipatu, 2011). Data analysis was done by summarizing the respondent's views using thematic analysis. The recoded data from the interviews were transcribed having read text files and listened to the recordings thoroughly for a general understanding. Data from open-ended questionnaires were done by reading through all the responses to get a general sense of the content and variety of answers provided. Afterward, generating initial codes based on the content of the responses was done. Then interpreting of the findings in the context of the research objectives was done for a

deeper understanding of the subject matter. Common themes were then identified and clustered to categories of the data. Relevant information was labelled and grouped according to category. The data then was reduced to its essence and representative and most striking quotes were identified and presented as they were.

3.10 Trustworthiness

The degree of confidence in the data, interpretation, and methods used to ensure the quality of a study Pilot & Beck, (2014). To establish the trustworthiness of his qualitative research, a combination of strategies was employed to ensure there was rigor and credibility. To cross-verify the findings, data sources were triangulated, drawn from multiple perspectives to strengthen the validity of the results. Members were also checked were respondents reviewed and confirmed the accuracy of the data and interpretations, further reinforcing the reliability of the conclusion. The whole research process maintained the detailed audit trail, which later enhanced the transparency and allowed for replication of the study. These measures contributed to the overall trustworthiness, providing a strong degree of confidence in the findings.

3.10.1 Credibility

A carefully schemed procedure was used to ensure that this qualitative study was creditable. Denzin & Lincoln (2011) guided that qualitative research selects things in their natural settings, attempting to make sense of, or interpret, phenomenon in terms of the meanings people bring to them. So during this study, firstly, a prolonged engagement allowed me to build trust and gain a deeper insight into the respondents and their experience in lived acquaintances with Zambian language learning and teaching. The use of thick descriptions also provided a rich, detailed and informative account that enhanced the transferability of findings to similar contexts. Peer debriefing helped me ensure credibility and allowed my colleagues to review and critique the data analysis process. Consequently, my own biases and assumptions were examined making sure that they did not influence the interpretation of the data. The findings here-in therefore, accurately represent the participant's perspectives. This scheme helped the study to

gather a contribution of an overall credible research as it Denzin & Lincoln (2011), contains a set of interpretative material practices that make the world visible.

3.10.2 Dependability

There can be no validity without reliability, a demonstration of the former is sufficient to establish the latter. The naturalistic paradigm, on the other hand, maintains that dependability rather than reliability is the criterion for research Lincoln & Denzin (2011). To ensure dependability, my qualitative research data followed a systematic and transparent approach throughout the whole study process. A detailed audit trail was maintained, every documentation was recorded at each step of the process; data collection, coding, and analysis, to provide clear evidence of the consistency of the findings. I also utilized overlapping methods like interviews and focus group discussions. This was to confirm that the results were not influenced by a single source. Furthermore, peer reviews were conducted to access the coherence and reliability of the data interpretation. The key elements elaborated here helped me ensure that the findings of this study were stable and replicable over time.

3.10.3 Confirmability

A degree to which findings of research study could be confirmed or corroborated by other researchers. Strategies for enhancing confirmability include maintaining an audit triangulation, and reflexive journaling, Denzin & Lincoln, (2011). To ensure confirmability of my study, the qualitative research data was collected ensuring that the findings are grounded in the participants' experiences instead of biasness. The transparent audit trail was maintained detailing the entire research process including data collection, analysis, and decision-making, allowing others to trace the logic and procedures used. To minimize my own biases, the study used reflexive and journaling. In addition, I ensured that findings were supported by direct quotes from participants,

which in turn helped to establish that interpretations are clearly tied to the raw data. The measure above contributes to the confirmability of the research ensuring that the conclusions are shaped by the data rather than subjective influence.

3.10.4 Reliability

Shenton (2004) explained that reliability in a research can be regarded as a fit between what researcher's record and what actually occurs in the natural setting that is being researched. It requires the researcher to ensure repeatability of the study by providing a detailed account of procedures. To ensure reliability of my qualitative research data, the study engaged a consistent and methodical approach throughout the study. The procedure for data collection was a standardized one to minimize differences in how the data was interpreted. The detailed record of interviews, coding decisions, and analytic processes were kept to provide transparency and allow replication. Also, multiple researchers reviewed the coding to ensure consistency in the interpretation. These procedures enhanced the reliability of data, demonstrating that the findings are stable and could be consistently reproduced under similar conditions.

3.10.5 Authenticity

To ensure authenticity of my qualitative data, the study prioritized capturing the genuine voices and perspectives of the participants. Guba & Lincoln assert that authenticity involves fairness, the ontological authenticity of participants' reconstructions and the extent to which research leads to action. The study encouraged openness and honesty while interviewing and provided a comfortable space for the participants to be feel comfortable to share their true experiences. Reflexivity was practiced throughout the study to remain aware of and minimize any biases that could affect the interpretation of the data. Where participants were given the opportunity to review and validate the findings, member checking was done so that the authenticity of the data is guaranteed. Because the lived experiences and viewpoints of the participants were honoured, the study authentically reflects the reality of those involved. As such, Guba & Lincoln,

(2011) concludes that it ensures that different construction and multiple realities are represented, and that the research empowers and educates participants.

3.10.6 Transferability

Transferability refers to the extent to which the findings of a qualitative study can be applied to other contexts or settings, Lincon & Guba (2011) explained. Additionally, they conclude that, researchers can enhance transferability by providing thick descriptions of the research contexts and participants, allowing others to make informed judgements about the study's relevance to their own context. This explanation helped the researcher here to demonstrate the transferability of qualitative data, the study provided rich, detailed descriptions of the research context, participants, and findings, allowing others to assess how these results might apply to similar settings.by offering thick descriptions of the study's environment and participant experiences, readers are better equipped to determine if the findings can be relevant to their own context. I also documented the specific characteristics of and circumstances under which the data were collected, ensuring that the results can be meaningfully transferred to other situations with similar conditions.

3.11 Ethical Consideration

All research undertakings must adhere to ethical standards. As outlined by Cohen et al. (2011), ethical concerns in educational research, in particular, can be highly complex, often placing researchers in morally challenging situations that may appear difficult to resolve. Ethics involves preventing harm to the well-being and interests of both the researcher and research subjects due to the research being conducted. Creswell (2014) cautioned that if research participants experience worry, stress, guilt, or damage to self-esteem during data collection and the interpretations derived from the provided data, researchers risk causing harm to the individuals or groups under investigation. Before the interview began, the participants were asked for consent to participate in the study and were assured of their identity remaining anonymous as no participants' names have been taken. The researcher made it clear to the participants that participation was also

voluntary and that they were free to withdraw from the study at any time. It was also indicated to the participants that no remuneration of any kind would be given.

3.12 Chapter Summary

This chapter provided a comprehensive description of the methodology that was employed in this study. It includes information on the research approach, research design, study site, target population, sample size, sampling techniques, research instruments, data collection techniques, data collection procedure, data analysis, ethical considerations and trustworthiness all of which are detailed at the end.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Overview

This chapter presents the findings on the teaching strategies teachers use to teach Zambian language in the multilingual secondary schools of Kafue District. The information has been presented using themes and verbatim transcriptions derived from

interviews and focus group discussion conducted in the field. The data collected was presented according to the following research questions:

1.   What teaching Strategies do teachers use to teach the Zambian Language in the multilingual secondary schools of Kafue district?

2.   What challenges do teachers face when teaching Zambian Language in Multilingual secondary schools?

3.   What strategies are suitable for teaching the Zambian language in Secondary schools?

4.2 Teaching Strategies Teachers Use to Teach in the Multilingual Schools of Kafue District

In order to respond to research question one which sought to establish on the teaching strategies teachers use to teach the Zambian Language in the multilingual secondary schools of Kafue district, the participants were asked the question.

What teaching Strategies do teachers use to teach the Zambian Language in the multilingual secondary schools of Kafue district? From the responses, the following themes emerged; code-switching, peer teaching, culturally relevant teaching, utilization of visual aids, project-based learning and differentiated instruction.

4.2.1 Code-Switching

Participants were asked what general teaching strategies teachers used to teach Zambian language in multilingual schools of Kafue district. The findings showed that code-switching was used by teachers to teach the Zambian Language in the multilingual schools which involves alternating between two or more languages in conversation or instruction. During the Focus Group Discussion participant P3 went on record that;

> *"In multilingual classrooms, teachers use this strategy to help*
> *students bridge their understanding of the Zambian language*
> *with their native languages. For example, a teacher explains a*

concept in Zambian language and then provide an equivalent term in English or a local language spoken by students, ensuring comprehension by using a familiar context."

Participant P1 stated that;

"…. students are more comfortable with different languages, including Tonga, English, Bemba, Nyanja, or other local languages thus teachers help clarifying certain concepts that are difficult to grasp in a second language. For instance, teachers explain a Zambian proverb in English first: "A bird in the hand is worth two in the bush." Then switch to Bemba to provide a local equivalent: "Ifitambo fya mu chalo filya fi fye." This comparison aids understanding by connecting familiar expressions."

Another participant P2 explained that;

"Code-switching makes lessons more relatable and engaging hence mostly used by teachers to teach the Zambian Language in the multilingual secondary schools. When teaching about Zambian music, teachers use local song in either Tonga, Bemba, Nyanja and discuss its themes in a mix of native language and English."

4.2.2 Peer Teaching

The participants were asked about the strategies they use to engage learners in learning Zambian language. The study found that peer teaching is also used by teachers to teach the Zambian Language in the multilingual secondary schools. This was the reason participant P4 made the following comment;

"Teacher normally encouraged students to work in pairs where one is tasked with explaining a grammar rule or vocabulary set

in the Zambian language while the other listens and provides feedback, reinforcing learning through communication. It's clear that peer teaching allows students to practice the Zambian Language with their classmates, which improve their fluency and confidence."

During FGD participant P5 added that;

"Through peer teaching, students are able to share their strengths and address each other's weaknesses. This collaboration encourages teamwork and builds interpersonal skills while aiding language comprehension in multilingual secondary schools. For instance, in mixed-language groups, stronger students in the Zambian Language help their peers who struggle with reading comprehension and explain these concepts to others, facilitating deeper understanding."

Another participant (P6) added that;

"Peer teaching is used by teachers to teach the Zambian Language in that it incorporates cultural elements associated with the Zambian Language, enriching the learning experience. For example, during a class on Zambian proverbs, a teacher assigns each group a proverb to research. Students then share their findings, translating the proverb and discussing its relevance within their cultural backgrounds, thus enhancing the learning experience through personal connection."

4.2.3 Culturally Relevant Teaching

The study asked what types of instructional materials the participants used to teach Zambian language. It was clear that integrating local culture into language instruction was also used by teachers to enhance engagement and relevance. Teachers used cultural

materials, folklore, and local history to make learning more relatable. One participant had this to say;

> "*A lesson on traditional folktales in Zambia involve students reading stories in the Zambian language, which helps with vocabulary acquisition while also fostering an appreciation of their cultural heritage. Culturally relevant teaching (CRT) is an approach that recognizes the importance of including students' cultural references in all aspects of learning thus teachers use to teach the Zambian Language….*" (Participant P6 contributed)

Participant P6 narrated that;

> "*Teachers integrate local Zambian culture, traditions, and practices into language lessons to make the content more relatable and meaningful to students. For instance, teachers use folk tales, proverbs, or traditional songs in the Zambian Language as teaching tools as well as discussing its meaning and encourage students to share similar expressions from their own cultural backgrounds. This encourages engagement and showcases the richness of the language.*"

The FGD conducted participant P8 noted that;

> "*…teachers encourage students to translate songs, proverbs or poems from their native languages into the Zambian Language. This activity promotes respect for each language and its cultural significance while emphasizing the interconnectedness of their identities.*"

4.2.4 Utilization of Visual Aids

Participants were made to state what digital technology they incorporated during their lessons in Zambian Language. The results were that teachers use visual aids to teach the

Zambian Language in the multilingual secondary schools. Thus, participant P8 submitted that;

> *"Visual aids like charts, pictures, and flashcards are used by teachers to help make learning more effective by providing context and helping students remember new vocabulary. For example, when teaching vocabulary related to food, the teacher uses pictures of traditional Zambian dishes labeled in the Zambian language so that students are able to associate words with images."*

Participant P9 explained that;

> *"Visual aids are powerful instructional tools that teachers use to create flashcards for everyday objects (e.g., food items, clothing, animals). For instance, a flashcard that display an image of "nsima" (a staple food) alongside the word in the Zambian Language and its translation. A child who cannot speak the language of instruction in school will still be able to tell them that the teacher is referring to food."*

From an interview with participant P10, the following was recorded;

> *"Visual aids such as slideshows, videos, or infographics are also used by teachers to teach the Zambian Language in the multilingual secondary schools to simplify complex concepts and illustrate connections between language and culture. An example, is that teachers create a multimedia presentation that compares Zambian seasonal festivals, showcasing the celebrations through pictures, videos, and descriptions in the Zambian Language."*

4.2.5 Project-Based Learning

Participants were asked to say how they adapted their teaching to cater for a multilingual classroom. The study established that this strategy allows students to engage in projects that require them to use the Zambian language in meaningful contexts.

A participant said;

> "…. a class project that involves students creating a community newsletter in Zambian, interviewing local residents, and writing articles. This project not only practices language skills but also fosters community connection. For example, students work on a project documenting local traditions or oral histories from elders in their community. They conduct interviews in the Zambian Language, record the conversations, and compile the findings into a presentation or booklet." (Participant P11 stated)

Another interviewee (P12) commented that;

> "Teachers use projects that focus on cultural heritage to enhance students' understanding of their language within its cultural context. For example, students are tasked with creating a multimedia presentation or a short documentary about a traditional Zambian festival, such as Kuomboka. They do research the festival's significance, prepare scripts in the Zambian Language, and potentially film segments where they explain various aspects of the event. This project helps students learn relevant vocabulary while appreciating their cultural heritage."

4.2.6 Differentiated Instruction

Asking what types of instructional materials teachers used to teach Zambian language yielded findings that teachers used differentiated instruction to teach the Zambian Language in the multilingual secondary schools. During the FGD conducted, participant P5 come out clearly that;

> *"In multilingual secondary schools in Kafue District, Zambia, where students speak various languages at home, differentiated instruction is used to particularly help effective teaching of the Zambian language. Teachers do organize students into small, flexible groups based on their proficiency levels. For example, students with a strong grasp of the Zambian language are engaged in reading complex texts, analyzing literature, or participating in debates."*

Participant P6 added that;

> *"...teachers incorporate visual aids such as charts, flashcards, and videos that depict cultural aspects related to the Zambian language. For example, the use of songs, spoken word poetry, or discussions that allow students to hear the language in different contexts. Teachers also ensure to engage students in role-playing activities or language games where they physically act out scenarios, helping them practice conversational skills.*

Another participant said that;

> *"...... providing continuous feedback is also a strategy used by teachers when teaching the Zambian Language as it helps students understand their progress. Teachers use formative assessments, such as informal quizzes or peer reviews, to guide instruction...."*

4.3 Challenges Teachers Face when Teaching Zambian Language in Multilingual Secondary Schools

The second research question sought to establish on the challenge's teachers face when teaching Zambian Language in Multilingual secondary schools and the research question was:

What challenges do teachers face when teaching Zambian Language in Multilingual secondary schools? From the responses, the following themes emerged; diverse language proficiency levels, limited resources, language attitude, lack continuous professional development, communication barriers, lack of parental/community support and assessment challenges.

4.3.1 Diverse Language Proficiency Levels

The study desired to know how language differences among learners affected the teacher's teaching. The results show that in a multilingual classroom, learners often have varying degrees of proficiency in the Zambian language which poses a challenge to teachers when teaching Zambian Language in Multilingual secondary schools. A participant had this to say;

> *"…look! some students are fluent in their native languages, while others struggle with basic Zambian vocabulary. As a teacher I find it challenging to provide instruction that caters for both groups effectively, leading to either frustration for advanced learners or a lack of support for beginners. In addition, learners come from different linguistic backgrounds, which lead to a wide range of proficiency in the Zambian language. Some have had little to no exposure to it at home or in their communities, while others have grown up speaking it regularly."* (Participant P3 attributed)

Participant P4 during FGD added that;

"For example, a learner whose primary language was Nyanja finds the Zambian language relatively easy to grasp, while another student from a purely English-speaking background struggle with even basic vocabulary and constructs of the Zambian language. This discrepancy makes it difficult for as teachers to deliver lessons that cater to the varying levels of understanding."

Another interviewee (P3) commented that;

"…. teachers also face a challenge of fair assessment of students' proficiency in the Zambian language. For example, teachers face dilemmas when assigning grades, as what constitutes a passing level for one student might not be the same for another, leading to potential inconsistencies and feelings of unfairness…"

4.3.2 Limited Resources

The investigation asked how easy was to find the available resources in addressing the needs of multilingual classrooms effectively. It was clear that there is a scarcity of teaching materials and resources specifically focused on the Zambian language. Most participants indicated that teachers struggle to find textbooks, reference materials, or digital resources that address the specific linguistic needs of their diverse student body. A participant explained that;

"Limited resources is a challenge for teachers of the Zambian language in multilingual secondary schools in the Kafue District. This scarcity negatively impacts teaching effectiveness, student engagement, and the overall learning environment. For instance, teachers sometimes resort to photocopying of certain pages, which is time-consuming especially when teaching of traditional ceremonies…" (Participant P7 stated)

During the interview's participant P5 felt that;

> *"Teachers face challenges of audio-visual aids, such as videos, recordings among others which hinders these teaching strategies. In a scenario where teachers wish to use audio-visual resources to enhance lessons on pronunciation or cultural contexts related to the Zambian language, the absence of projectors or sound systems result in a lack of engagement and understanding."*

To exhume enough data on limited resources, participants were further asked what other specific resources they wished they could have to better support their teaching. The findings where that infrastructure as an important tool to learning was also limited. A class full of learners from diverse language background and one teacher was an overwhelming reality on the ground. It affected the learner and the teacher in terms of time and lesson delivering. Participant P15 explained that;

> *"Inadequate classroom infrastructure is also a challenge teacher's face when teaching Zambian Language in Multilingual... Overcrowded classrooms with limited sitting furniture and lack of essential classroom supplies hinder a teacher's ability to conduct interactive lessons. For instance, in a cramped classroom, it's difficult to organize group activities aimed at practicing conversational skills in the Zambian language, leading to missed opportunities for collaborative learning."*

4.3.3 Language Attitude

Putting a question to the participants about what challenges they faced in engaging all students, given their diverse linguistic background. The study established that students have different attitudes toward the Zambian language, which affected their motivation to learn. To this, participant P9 said;

"Students who feel their native language is more valuable show disinterest or resistance towards learning the Zambian language. This results in a lack of participation in class activities, making it difficult for teachers to foster an inclusive learning environment. This attitude leads to disengagement during lessons, making it challenging for teachers to foster enthusiasm for the Zambian language."

Most participants were for the view that;

"…. teachers face challenges when teaching Zambian Language in Multilingual schools such that students who feel a stronger connection to cosmopolitan cultures associated with other languages see the Zambian language as inferior or irrelevant to their identity. This sentiment makes it hard for teachers to create a sense of pride and belonging, which is vital for effective language learning."

Participant P4 commented that;

"…. teachers face a challenge when teaching Zambian language such that some students hold a negative view of their language skills that refrain them from participating in class discussions, interpreting mistakes as a confirmation of their inability. This self-doubt makes it difficult for teachers to encourage active participation and learning."

4.3.3 Lack of Continuous Professional Development

Participants were asked to state specific resources they wish they had to better support their teaching. The findings established that teacher's faced challenges when teaching Zambian Language in Multilingual secondary schools because they did not receive adequate training in teaching Zambian languages in a multilingual context. For instance,

some teachers could not apply other methods to make sure the lesson was delivered and well impacted in each learner. The lack of Continuous Professional Development (CPD) in the Zambian language keeps dwindling the motivational efforts teachers have in teaching the subject. A participant did explain that;

> *"When teaching Zambian Language in Multilingual schools, some teachers lack knowledge of specific pedagogical approaches for differentiating instruction….and his gap hinders their ability to provide quality instruction tailored to all students' needs. Without CPD, some teachers find themselves unprepared to address current trends and changes in language usage."* (Participant P2 contributed)

Two participants (P6 and P7) had a similar view that;

> *"…. lack of ongoing training means teachers struggle to implement effective pedagogical methods that resonate with students from different linguistic backgrounds. Without CPD, teachers lack the skills to navigate bilingual or multilingual classrooms effectively. Teachers struggle to create assessments that accurately reflect students' abilities in the Zambian language, leading to a lack of meaningful feedback and adjustments in teaching practices."*

Another participant (P4) stated that;

> *"Teachers face challenges due to lack of opportunities for CPD and this isolation reinforce outdated practices and hinder innovation. For example, without regular interaction with colleagues or participation in teaching communities, teachers miss out on sharing best practices or gaining insights that could enrich their teaching of the Zambian language…. lack of*

exposure to such training result into missed opportunities to enhance language learning."

4.3.4 Communication Barriers

The investigation inquired what teachers did in situations where some learners were less engaged or participated less due to language barriers. The main interest was to expose what they do to make the learners engaged or participated. The findings were that lack of effective communication was a challenge teacher's face when teaching the Zambian language in multilingual secondary schools in Kafue District. The teacher whose ethnic language was different from the common one in the area of study struggled to express their point to the majority of the students. There was room for finding a translator, but they needed a lesson before the main classroom lesson. A participant tagged P14 explained that;

> *"In multilingual classrooms, students have varying levels of proficiency in the Zambian language, as well as in other languages such as English or local dialects. This disparity makes it difficult for teachers to communicate effectively with all students. For example, teacher use complex vocabulary or phrases that some students cannot understand, leading to confusion and disengagement."*

During the FGD participant noted that;

> *"Teachers face challenges when teaching Zambian Language in Multilingual due to the fact that some students from different linguistic backgrounds have distinct cultural perspectives that influence their understanding of language and communication styles. Without acknowledging these differences, teachers inadvertently create barriers in communication resulting into misinterpretations and a lack of connection to the material."*

Participant P6 when interviewed stated that;

"Teachers face challenges in that some students feel anxious or reluctant to participate in class discussions and this hinders communication…. A student who struggles with speaking the Zambian language avoid participating in discussions, thereby missing valuable learning opportunities and contributions to group activities.

4.3.5 Lack of Parental/Community Support

When asked what difficulties they encountered when learners had varying proficiency in the Zambian language they were teaching. The results showed that teachers lack support from both the family and community which creates tensions at home and result in students feeling less motivated to invest effort into their language studies. The community did not support the learning of Zambian language as the language of instruction at home was different from the one leant in class. parents prefer to have children who speak fluent English or another ethnic language like Chitonga instead of Cinyanja which is the taught as a subject in school. One participant narrated;

"…. some parents do not support the teaching of the Zambian language on account that it has no value (market) which hinders teacher's ability towards language development to learners. For example, parents who are not fluent in the Zambian language or do not prioritize its use, students have fewer opportunities to engage with the language outside school, reducing their overall proficiency." (Participant P13 explained)

During the FGD a participant added that;

"Teachers lack support from both family and community which leads to a cultural disconnect for students, impacting their self-esteem and relationship with their heritage. In some areas

parents do not emphasize the importance of the Zambian language, thus, students feel alienated from their cultural roots, which adversely affect their enthusiasm for learning. In multilingual settings, there is stigma associated with minority languages, including the Zambian language. A lack of parental and community support perpetuates negative perceptions around the language and diminish its perceived value."

4.3.6 Assessment Challenges

The investigation needed to know the performances of the learners in their assessments. The findings revealed that evaluating students' proficiency fairly is complicated in a multilingual setting which poses a serious challenge to teachers when teaching Zambian Languages. In this scenario, a child whose native language is not the one being taught in class as a subject would make a number of mistakes in spelling. wrong spellings also change the word meaning. The teacher struggled to make sense from the wrongly written word as it meant something else in the subject language. The accuracy was mostly blared and consequently led to misrepresentation of results. Participant P12 commented that;

"…. honestly speaking, teacher struggle to create assessments that accurately measure students' comprehension and usage of the Zambian language alongside their native languages. This result in assessments that do not truly reflect student learning, leading to misinformed decisions regarding teaching strategies and student support."

Another interviewee was quoted saying that;

"Teachers find it difficult to create relevant assessment tasks that resonate with students' experiences and backgrounds. Assessments that do not align with students' cultural contexts fail to engage them or accurately measure their understanding.

For instance, language assessments focused on topics foreign to students do not adequately gauge their skills in everyday contexts where the language is used."

During the interviews with participant P14 had this to say;

"…when teaching Zambian Language in Multilingual schools, teachers find it challenging to construct a grading rubric that effectively minimizes bias while remaining clear and comprehensive. For example, variability in how different teachers assess language fluency or comprehension lead to inconsistencies in grading and perceived fairness."

4.4 Strategies Suitable for Teaching the Zambian Language in Secondary Schools

The third research question sought to establish on the strategies that would be suitable for teaching the Zambian language in Secondary schools and the research question was:

What strategies are suitable for teaching the Zambian language in Secondary schools? From response given the following themes were generated, encouraging community involvement, contextualized language learning, enhancing collaborative learning, use of technology and encouraging field trips (cultural immersion).

4.4.1 Encouraging Community Involvement

Participants in the study were asked to state the strategies they used to engage learners in Zambian languages. The findings were that collaborative engagement with stakeholders such as parents and communities to create community-based language programs was a strategy that would be suitable for teaching the Zambian language in Secondary schools. The learners' communities must take part in motivating the learning of the local language by hosting a lot of local traditional ceremonies and cultural activities as well as encouraging speaking it widely and encouraging parents to speak it to the learners at home. Participant 7 (P7) noted that;

"Engaging parents in language learning activities at home by providing resources and encouraging them to use the Zambian language in daily conversations. This approach fosters a closer connection between students, their language, and their cultural heritage. Engaging with the community allows students to practice the language in real-life settings, which enhances their speaking and comprehension skills."

Participant P6 stated that;

"Community involvement exposes students to local customs, traditions, and oral histories, enriching their understanding of the language's cultural significance. For example, students learning traditional proverbs or folklore from elders can better appreciate the nuances of the language."

Another participant (P5) added that;

"Involving community members, particularly fluent speakers of the Zambian language, provides students with authentic language exposure. Community elders can act as mentors, offering guidance and support, which can enhance students' motivation and connection to their linguistic roots."

4.4.2 Contextualized Language Learning

Inquiring which instructional techniques did teachers find most effective for teaching Zambian languages, the findings it was clear. Integrating the Zambian language into students' lived experiences can make learning more relatable and meaningful. Most participants felt that instead of using textbook-based scenarios, teachers could create activities based on local culture, traditions, or current events. If these activities were usually show-cased in the communities, learners would just need to apply the knowledge into a learning context. A participant had this to say;

"Contextualized language learning is essential as it emphasises on learning the language through real-life situations and interactions, which enhances comprehension and retention. Contextualized language learning connects lessons with everyday situations that students encounter, making the learning process more relevant and applicable. Students can practice the language in contexts they experience outside the classroom, such as at home, markets, or during community events." (Participant P7 contributed)

Another interviewee (P14) felt that;

"When students engage with materials that reflect their own lives such as local stories, songs, and everyday conversations they find the content more relatable and easier to understand. Incorporating local literature, folk tales, and proverbs enriches the learning experience and helps students to connect the language to their identity and community."

During FGD participant P10 alluded;

"I think contextualized learning is ideal since it involves practical activities such as role-playing, group discussions, and field trips, which can increase student engagement. These activities are usually more enjoyable than traditional lecture-based approaches. When students see the direct relevance of what they are learning to their lives, they become more motivated and invested in the learning process, and this will foster a positive attitude toward language acquisition."

4.4.3 Enhancing Collaborative Learning

The exploration yearned to understand how teachers encourage active participation from all their learners. Other participants were of the view that, encouraging group work allowed students to collaborate, share knowledge, and learn from each other in a supportive environment. This was also a mechanism that could be suitable for teaching the Zambian language in Secondary schools. Participant P6 explained that;

> *"Ensuring that peer-teaching sessions are prioritized is ideal as it enables students to work in pairs or small groups, allowing them to practice speaking and listening skills. This also helps shy students feel more comfortable using the language. This approach not only facilitates language acquisition but also builds valuable social skills and a deeper understanding of cultural contexts."*

Most participants stated that;

> *"….to enhance teaching of the Zambian language in Secondary schools, I feel collaborative learning is crucial as it fosters an environment where students engage actively with one another, which helps to deepen their understanding of the Zambian language. Group discussions, pair work, and cooperative projects facilitate interactive dialogues, encouraging students to practice language skills more freely."*

Participant P14 commented that;

> *"To enhance the teaching of the Zambian language in Secondary schools, students should be encouraged to think creatively to approach tasks collaboratively, resulting in innovative use of the language. This process can lead to unique presentations, performances, or projects that utilize their language skills in inventive ways."*

4.4.4 Use of Technology

The investigation needed to hear how teachers would use digital technology. The participants were asked what digital tools or resources they found to be particularly effective. The data collected revealed that utilizing and encouraging students to communicate on social media in their native language was also a strategy that would be suitable for teaching the Zambian language in Secondary schools. Participant P13 and P15 had a similar view that;

> *"Incorporating technology and multimedia is a mechanism that helps cater to different learning styles and keeps students engaged. Teachers can utilize videos, music, and software applications that focus on the Zambian language. For instance, students could watch a documentary about Zambian culture in the Zambian language, followed by discussions or written reflections. Using language-learning apps that emphasize vocabulary, pronunciation, and grammar can provide extra practice outside of the classroom. Technology can introduce interactive software, language apps, and games that make learning more engaging. Students are likely to be more motivated when they use platforms that stimulate their interest through multimedia content."*

Participant P9 added that;

> *"Teachers can utilize PowerPoint, Prezi, or other presentation tools to create engaging lessons that incorporate visuals, audio, and interactive elements, catering to various learning styles. Technology allows educators to tailor resources and activities to meet the diverse needs of students, supporting those who may need additional help while challenging advanced learners."*

4.4.5 Encouraging Field trips (Cultural Immersion)

Wondering whether specific activities or practices would be particularly successful in learners, participants were asked to share any specific activities or practices that had been particularly successful in learners. The findings were that encouraging field trips was a strategy that had numerous benefits to enhance language acquisition and cultural understanding. Field trips provide learning experiences that extend beyond the classroom, allowing students to engage with the language and culture in real-world contexts.

> *"Field trips provide opportunities us with an opportunity to interact with native speakers in real-life settings, allowing us to practice our language skills in context. The interaction helps reinforce vocabulary and grammar learned in class. When learners are out on trips, they learn from real life experiences. The cultural themes at the festivals and ceremonies being visited will expose them to the significance of the learning of local language."*

> (Participant P13 contributed during FGD)

Another interviewee commented that;

> *"Learning about traditional ceremonies, music, and dances creates a deeper connection between the language and its cultural significance, making the learning experience more meaningful. Field trips to watch such ceremonies and watch some dances break the routine of traditional classroom learning and generate excitement among students. This increases enthusiasm that leads to greater interest and motivation to learn the language."*

Participants P2 stated that;

"…. learners can observe how the Zambian language is used in various contexts by listening to conversations and interactions around them. This can enhance their listening comprehension and pronunciation skills. Field trips can facilitate discussions among students about their experiences and observations. These discussions can promote the use of the Zambian language in a group setting, encouraging peer-to-peer learning. This means that Field trips can stimulate curiosity and prompt students to ask questions about their surroundings, leading to active learning and deeper exploration of the language and cultural topics."

4.4.6 Cultural Elements

Participants were asked to explain how they could integrate cultural elements into their language teaching. The findings showed that, Teaching Zambian language in Zambia multilingual secondary schools require strategies that accommodate the diverse linguistic back grounds for learners while promoting effective language learning. Using proverbs and idioms of the language at study, using the food language and the traditional short stories would be the most suitable strategy. These findings have proved a number of them to be strategies that can be practiced in multilingual schools. A participant had this to say;

*"Zambian language is rich in proverbs and idioms just like the igbo or Yoruba of Nigeria. That is where the value and wisdom of our ethnicity lies. We need to integrate these in our teaching and encourage learners to learn their meaning from parents at home. By asking their parents at home, it will help develop the language skills while embedding the language cultural understanding from both, the school and home." (*Participant 13 P13 Contributed).

Participant 10 (P10) narrated;

> *"…like it was when we were growing, our parents used folktales of the Zambian oral tradition to teach us morals and the language itself. Similarly, using stories in the lessons will help learners to improve their language proficiency. They will enjoy the story, while connecting themselves to the culture of the language being taught as a subject in class as well as to the history of the community they live in. sometimes, they can even be made to role play the stories so that the lessons are both interactive and entertaining."*

Participant 6 (P6) was recorded saying;

> *"…our learners are keen followers of foreign foods like hungry lion and pizzas. Therefore, integrating the food element in the Zambian language lesson would be fun. The teacher can incorporate lessons about traditional Zambian foods or crafts like baskets weaving for carrying, pottery making for cooking and teaching the related terminologies as the lesson goes on. This will expose them to the vocabulary related to cooking methods, ingredients plus the tools used in the kitchen. Some of the tools can even be woven or molded in these classroom cultural discussions.*

4.5 Chapter Summary

This chapter has highlighted the findings from the data in accordance with the research questions on which this study was anchored. The chapter highlighted on the teaching strategies teachers use to teach in the multilingual schools, the challenges they teachers face and strategies suitable for teaching the Zambian language in secondary schools of Kafue District.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Overview

This chapter contains the discussion of the findings of the study on the teaching strategies teachers use to teach in the multilingual schools, the challenges they teachers face and strategies suitable for teaching the Zambian language in secondary schools of Kafue District.

5.2 Teaching Strategies Teachers use to teach in the Multilingual Schools

In light of objective number one of this study, the researcher discusses the findings as presented in chapter 4 of this study in the quest to understand the teaching strategies teachers use to teach in the multilingual schools.

The results show that code-switching was used by teachers who teach Zambian Language in the multilingual secondary schools which involves alternating between two or more languages in conversation or instruction. The results are also in tandem with those of Lewis, (2021) who strongly believed that code-switching mechanism help Learners Bridge their understanding and teachers are able to be clarifying certain concepts that are difficult to grasp in a second language. In relations to study findings Garcia and Wei, (2021) supports that code-switching makes lessons more relatable and engaging hence mostly used by teachers to teach in multilingual schools. It was clear that when teaching about Zambian music, teachers use local song in either Tonga, Bemba, Nyanja and discuss its themes in a mix of native language and English.

Garcia and Lin, (2020) further point out that enabling learners to express themselves in multiple languages, teachers foster a more inclusive learning environment. Therefore, the teacher who code-switches between two languages like Chinyanja to Chibemba or Chibemba to chitonga enhances the learners' confidence and consequently endeavor to

express themselves in multiple languages. All the scholarly writings herein support the findings of the study where teachers had to code-switch from one language to the other so as to accommodate all the groups of learners in class; the speakers of the language subject and those who do not speak it but have to learn.

The study also found that peer teaching is used by teachers to teach the Zambian Language in the multilingual secondary schools. This result is also supported by Spolsky (2022) who indicates that learners learn from each other, facilitating richer discussions that incorporate various languages and cultural perspectives. Cenoz and Gorter (2020) argue that through peer teaching, learners are able to share their strengths and address each other's weaknesses. This collaboration encourages teamwork and builds interpersonal skills while aiding language comprehension in multilingual secondary schools (Auer and Li, 2021). Similarly, Edstrom (2019) investigated why school management matters in multilingual education and found that peer teaching was encouraged by school managers as a strategy to teach in multilingual scenarios because it incorporates cultural elements. Thus, the cultural elements, if imparted in the learner will enhance understanding, identity, and cognitive development.

The study revealed that culturally relevant teaching is also used as a mechanism by teachers to enhance engagement. It was clear that teachers use cultural materials, folklore, and local history to make learning more relatable. The findings of Chiang and Kuo (2023) also confirms that culturally relevant teaching incorporates students' cultural references into the curriculum and helps lessons to be aligned with students' backgrounds which makes learning more relatable and memorable. Ainscow and Cesar, (2022) also supports that learners who are more engaged with content that reflects their own experiences help to promote intercultural understanding. This ability, intercultural understanding, offers numerous benefits. Apart from fostering diversity, it encourages empathy and mutual respect.

Peer teaching and role plays of traditional activities that include culture are in line with Meyer and Turnbull (2020) who observed that culturally relevant teaching (CRT) is an

approach that recognizes the importance of including learners' cultural references in all aspects of learning. Thus, teachers use it in multilingual sitting. They further added that traditions and practices in language lessons makes the content more relatable and meaningful to students. The study further indicates that teachers who encourage students to translate songs, proverbs or poems from their native languages promotes respect for each language and its cultural significance while emphasizing the interconnectedness of their identities.

The study further found that technological use to produce visual aids, as a mechanism in teaching the Zambian Language in the multilingual secondary schools was established. The study results resonate with those of Cummins (2021) who found that visual aids like charts, pictures, and flashcards are used by teachers to help make learning more effective by providing context and helping learners to remember new vocabulary. Moys and Lelliott, (2020) findings also support those visual aids, such as charts, images, videos, and info graphics, as a mechanism that offers significant support in multilingual classrooms as they help to convey concepts in ways that are universally understandable, bridging language gaps. Consequently, the use of visual aids should be a teacher's daily plan in multilingual secondary schools because of its effectiveness by providing context and helping the learner to remember vocabulary.

The study results indicate that in project-based learning (PBL), students work on projects over an extended period to investigate and respond to complex questions or challenges. The findings of Iranmehr, Erfani and Davari (2011) agree that projects designed around real-world issues are relevant to students' communities, making learning applicable and meaningful. Lincoln, et al (2011) also agree with the study findings that PBL encourages collaboration among students, allowing them to share language skills and cultural knowledge. They further indicate that students through PBL develop skills such as problem-solving, critical thinking, and communication, which are essential in multilingual contexts. The Zambian language teacher need to apply the project-based learning (PBL) in class by integrating real-world, culturally relevant tasks that encourage learners to explore, inquire and collaborate.

The use of differentiated instruction by teachers was yet another strategy to teach the Zambian Language in the multilingual secondary schools. These results resonate with those of Ayoba (2020) whose results conclude that teachers do organize students into small, flexible groups based on their proficiency levels as mechanism to meet the diverse needs of learners. French & de Courcy (2016) also supports the finding by stating that students grouped by language proficiency, interests, or learning styles, allowing for targeted instruction is cardinal for effective teaching in multilingual schools. Courcy further maintains that teachers who provide content in multiple formats (e.g., audio, visual, hands-on) to cater for different language abilities and learning preferences yield best results in multilingual classroom setting.

Being guided by the Pedagogical Content Knowledge (PCK) which plays a crucial role in shaping effective teaching strategies for Zambian languages in multilingual classrooms, the teacher must possess the Zambian language content as well as the knowledge of appropriate pedagogical methods. The teachers in most cases had to ban the barriers of ethnicities to enhance learning explained, (Vaddi, 2023). Where teachers had to code-switch, use differential instruction and immense the lessons into the culture of the subject. It calls for, according to Mukondo, (2023) a teacher who has a deep understanding of the language; structure, grammar, vocabulary, and culture nuances of the Zambian language they are teaching whether it be Cinyanja, Chibemba, Chilozi or Chitonga, to be able to teach it. Thus, pedagogically, a teacher of Chinyanja in Kafue district must know its syntax and Morphology and must also have deep grip into the linguistic challenges the learners are facing. The CPD must be followed seriously to help the Zambian language teachers to have the pedagogical content knowledge apart from just having the language content knowledge.

5.3 Challenges Teachers Face when Teaching in the Multilingual Secondary Schools

In light of objective number two of this study, the researcher discusses the findings as presented in chapter 4 of this study in the quest to understand the challenges teachers

face when teaching Zambian language in the multilingual secondary schools of Kafue district.

Diverse language proficiency levels as discussed in the field is among challenges teachers face when teaching in multilingual schools. French and de Courcy, (2016) agrees to the finding when he discovered that teachers find it challenging to provide instruction that caters to both groups effectively, leading to either frustration for advanced learners or a lack of support for beginners. Their study further shows that in multilingual classrooms, students often have varying levels of proficiency in the languages of instruction and their native languages. The teacher must be able to use differentiated instructional methods to be able to cater for all groups of learners.

The study further established that limited resources such as teaching materials specifically focusing on the Zambian languages was a challenge faced by teachers when teaching in multilingual schools. The data collected in the field reveals that teaching and learning materials are scarce in Zambian language which makes it hard for teacher to teach native languages. Teachers struggle to find textbooks, reference materials, or digital resources that address the specific linguistic needs of their diverse student body (Meyer and Turnbull, 2020). Consequently, Nyimbili and Mwanza, (2021) observed that many educational materials are not readily available in multiple languages, thus, teachers struggle to find textbooks, handouts, or digital resources tailored to different language learners. They further indicate that teachers face challenge of audio-visual aids, such as videos, recordings among others which hinders these teaching strategies in Zambia. This is to say they agree with the findings' results that limited resources is a challenge. Teachers lack sufficient teaching materials like text books, visual aids, and digital resources specially tailored to the language they teach in.

Without the tools mentioned afore, the teacher struggles to effectively engage learners, provide diverse learning experiences or address individual learning needs. Moreover, many schools in Zambian Kafue district lack technological access that could even support the teaching and learning of Zambian language like Visio-aids and audio aids

for pronunciation and listening practices. This situation hinders learners' proficiency in language development eventually diminishing the quality of education in Zambian language. Teachers are forced to rely on limited and outdated resources.

Further findings of the study where Inadequate classroom infrastructure as another challenge teacher face when teaching Zambian language. A class packed to the door, full of Zambian language learners from diversity backgrounds can never be motivated to learn further. They can hardly pay attention as the ratio for pupils to teach is imbalanced. Chiang and Kuo, (2023) proves this finding real when he revealed that inadequate classroom infrastructure is a challenge teacher's face when teaching Language in Multilingual Secondary Schools. Their findings clearly indicate that overcrowded classrooms with limited seating and lack of essential classroom supplies hinder a teacher's ability to conduct interactive lessons. Their study indicates that teachers face difficulties in organizing group activities aimed at practicing conversational skills leading to missed opportunities for collaborative learning. Without collaborative learning and lack of practicing conversational skills, the learner is affected negatively. There will not be any participation and critical thinking enhanced. The learners are mostly passive, relying solely on the teacher for information. And in most cases, the learner misses the opportunity to develop the skill of team work. In short, learning hardly takes place.

The study further established that learners have different attitudes towards the Zambian language, which affect their motivation to learn. It was vividly seen that students who feel their native language is more valuable show disinterest or resistance towards learning the Zambian language. The study results resonate with those of Meyer and Turnbull (2020) who established that lack of participation in class activities, make it difficult for teachers to foster an inclusive learning environment. This attitude leads to disengagement during lessons, making it challenging for teachers to foster enthusiasm for the Zambian language. Meyer, and Turnbull, believed that negative attitudes towards learners' native languages lead to embarrassment or reluctance to use these languages, inhibiting their learning opportunities which also negatively affects teacher's ability to

effectively teach Zambia languages. This attitude poses several detrimental effects on the learners' performance academically. These could be disengagement, will not complete assignments given in class and will not develop their proficiency in the language. Consequently, there is poor academic performance outcomes by learners' underperforming in assessments. If learners have this negative attitude, it means cultural heritage will not be preserved later on appreciated. Overtime, the linguistic diversity that Zambia boasts about will extinct as fewer learners will be influenced to speak the language fluently and take pride in it while the rest will remain fluent English language speakers.

The study findings were that teachers face huddles when teaching in multilingual setting because language skills refrain them from participating in class discussions, interpreting mistakes as a confirmation of their inability. This self-doubt makes it difficult for teachers to encourage active participation and learning. These study results are also supported by Ngcobo, et al (2016) who confirms that teachers face challenge when teaching in Multilingual such that students who feel a stronger connection to cosmopolitan cultures associated with other languages see the native language as inferior or irrelevant to their identity. The learners will develop misconceptions or will struggle to grasp the subject matter. A teachers' language deficiency reduces their ability to model correct grammar, pronunciation, and vocabulary which are crucial for language development especially for Zambian Language. This sentiment makes it hard for teachers to create a sense of pride and belonging, which is vital for effective language learning.

The study found that differentiated instruction, where a teacher modifies their approach to accommodate diverse learning needs, styles and abilities, as a challenge teachers face when teaching Zambian language. Most teachers lack the ability to make all learners in the classroom succeed, regardless of their proficiency in the subject language. Moys and Lelliott (2020) disagree with peer teaching because they explain that teachers who use differentiate instruction to cater to students with different language skills, find it hard because it is time-consuming and frustrating and peer teaching has not been highly

supported. The peer teachers may not present the work according to the support of the Pedagogical content knowledge. Moreover, calling on a learner to explain things to a classroom impacts on the confidence in the learners later on feel less motivated to learn the subject. If their teacher cannot demonstrate the mastery of the language they feel it's better to not learn it.

Additionally, the finding differentiated instruction, the strategy where a teacher has to use fellow learners to help deliver a point to peer learners was condemned by Nyimbili and Mwanza (2021) who asserted that learners with higher proficiency in the local language learnt as a subject feel frustrated when assisting their peers, while less proficient students might feel inhibited to participate, causing potential rifts in classroom dynamics. The teacher using the pedagogical content knowledge should stand a better chance of meeting the needs of all groupings in the class because they will speak the different language to almost each learner, will address varying language proficiencies in learners, will encourage the learners more, will practice fairness and will easily encourage critical thinking to all groups. When teaching Zambian Language in Multilingual schools, some teachers lack knowledge of specific pedagogical approaches for differentiating instruction. This gap hinders their ability to provide quality instruction tailored to all students' needs.

The study findings also exhumed that, without Continuous Professional Development (CPD) for Zambian Language, some teachers find themselves unprepared to address current trends and changes in language usage. Modernity demands that the teacher has adequate content knowledge to be able to teach effectively. Lewis, (2021) and Tmay (2022) concur with this finding. They both proved that inadequate training for teachers in multilingual settings creates a gap for acquiring strategies for teaching diverse language learners and this lack of support lead to outdated or ineffective practices. Inadequate training for a teacher in front of expectant multilingual learners builds up a number of negative effects on the teacher himself and the learner. The teacher will not be effective, consequently, causing the learner to not attain the desired outcomes. The teacher will not communicate effectively, the limited vocabulary may disadvantage

them to support their desired content, they will not attend to learners of different nativity due lack of knowledge, cannot support the diversity in learning needs and will not engage the learners in their lessons resulting in unproductive assessment results. Such a teacher has difficulties in their classroom management skills too.

The study further established that lack of ongoing training means Zambian Language teachers struggles to implement effective pedagogical methods that resonate with students from different linguistic backgrounds. The results show that lack of programs that promotes continuous learning impede quality teaching of Zambian languages by teachers. The results correspond with those of Wakumelo (2013) who established that without CPD, teachers lack the skills to navigate bilingual or multilingual classrooms effectively. He further noted that teachers struggle to create assessments that accurately reflect students' abilities in the native language, leading to a lack of meaningful feedback and adjustments in teaching practices. Chiang and Kuo (2023) agree that teachers face challenges due to lack of opportunities for CPD and this isolation reinforces outdated practices and hinder innovation. Their study further shows that lack of exposure to continuous training among teachers in multilingual setting result in missed opportunities to enhance language learning skills in the learners they teach dwindling their confidence in the teacher.

Other findings were that lack of effective communication is a challenge teacher's face when teaching the Zambian language in multilingual secondary schools in Kafue District. It was clear that in multilingual classrooms, students have varying levels of proficiency in language which makes it difficult for teachers to communicate effectively with all students. Moys and Lelliott (2020) accept this finding when they established that communication barriers arise not only from language differences but from cultural and contextual misunderstandings. Contrary to study results Nyimbili and Mwanza (2021) reveals that teachers struggle to communicate effectively with parents who do not speak the instructional language and this limit parental involvement in their children's education. Students feel hesitant to participate in discussions or group work due to fear of making mistakes in the language of instruction, limiting their engagement

and practice. Poor language skills in the teacher may lead to ineffective communication, where instructions and explanations are unclear causing confusion among the learners. Motivation levels are affected and learners tend to ignore the subject as an unnecessary subject.

It was clear that teachers face challenges when teaching in Multilingual due to the fact that some students from different linguistic backgrounds have distinct cultural perspectives that influence their understanding of language and communication styles. French and de Courcy (2016) contradicts the assertion. They believed that without acknowledging differences, teachers inadvertently create barriers in communication resulting into misinterpretations and a lack of connection to the material. The findings contain that teachers face challenges in teaching Zambian languages in that some learners feel anxious or reluctant to participate in class discussions and this hinders communication. They further indicate that a student who struggles with speaking the Zambian language avoid participating in discussions, thereby missing valuable learning opportunities and contributions to group activities.

The results show that teachers lack support from both the family and community which creates tensions at home and result in students feeling less motivated to invest effort into their language studies. Wakumelo (2013) assents that parents from different cultural backgrounds do not understand the educational system or have different priorities, leading to less involvement in school activities. For instance, if parents are not proficient in the language of instruction, they feel alienated from school activities or unable to help their children with homework which even makes teachers face challenges when teaching. He further points out that limited support from stakeholders such as local organizations impact students' access to additional language resources, tutoring, or extracurricular activities that could enhance their education. As a result, the Zambian language as a subject remains undermined by the larger population of learners in Kafue multilingual secondary schools.

The study established that evaluating students' proficiency fairly through assessment is complicated in a multilingual setting which poses a serious challenge to teachers when teaching Zambian Languages. Similarly, Simachenya (2017) revealed that teachers struggle to create assessments that accurately measure students' comprehension and usage of the Zambian language alongside their native languages. He further narrated that challenges result into assessment results which do not truly reflect the student learning. It actually, leads to misinformed decisions regarding teaching strategies and student support. Evaluating the learners' proficiency in the local language in multilingual schools is a complex challenge. Learners have a varying levels of exposure to and use of language outside classroom. Teacher finds it difficult to discern whether the learner's performance reflects their actual understanding their content or struggles with language fluency. Like Simachaya (2017) narrated, standardized assessment may not account for these language barriers, leading to accurate evaluations of the learner's inabilities. Without a tailored assessment strategy that considers these factors such as using alternative forms of assessment as oral presentation or visual projects, it is hard to ensure fair and comprehensive evaluation of each learner's language skills.

The study revealed that when teaching Zambian Language in Multilingual, teachers find it challenging to construct a grading rubric that effectively minimizes bias while remaining clear and comprehensive. In relation to study results Spolsky (2022) supports that when standardized tests are not accountable for cultural differences, it leads to misinterpretation of students' abilities and comprehension. The findings demonstrate that teachers find it challenging to implement fair and effective methods of both formative (ongoing) and summative (final) assessment that consider students' diverse backgrounds and proficiency levels.

In relation with the Pedagogical Content Knowledge (PCK), primarily developed by Shulman (1986) the teachers of Zambian language face challenges when teaching the subject. These include limited mastery of the language they teach, they lack specialized teaching strategies, inadequate resources in the schools, difficulties in assessing the learners and limited professional development opportunities as observed by Silungwe

and Kaani (2023). The teacher whose understanding of their content in the language and the methods of delivery will not excel in producing motivating lessons in the Zambian language subject. Silungwe and Kaani, conclude that these challenges affect the teacher's abilities to connect the content knowledge with effective teaching practices, making it difficult to achieve their desired learning outcomes in Zambian language as a subject, (2023). The study favoured Pedagogical Content Knowledge Theory (PCK) which disqualifies a poorly prepared or 'poorly contented' teacher in the multilingual classroom. This teacher will struggle to deliver the lesson accurately and confidently, even if they have strong a general knowledge of pedagogical skills.

5.4 Strategies that are Suitable for Teaching the Zambian language in Secondary schools

In light of objective number three of this study, the researcher discusses the findings as presented in chapter 4 of this study in the quest to understand strategies that are suitable for teaching the Zambian language in Secondary schools.

The findings were that collaborative with stakeholder such as parents and communities to create community-based language programs is a strategy that would be suitable for teaching the Zambian language in Secondary schools. Clearly, it's a well-known that enhancing Zambia language learning isn't for teachers alone but a holistic approach which should include parents and community. In support of suitable strategy, Meyer and Skutnabb-Kangas (2022) commend that engaging parents in language learning activities at home by providing resources and encouraging them to use native language in daily conversations is crucial to enhancing skills. This approach fosters a closer connection between students, their language, and their cultural heritage. The study results are also supported by Cenoz and Gorter (2021) who recommend that engaging with the parents and community allows learners to practice the language in real-life settings, which enhances their speaking and comprehension skills.

The establishment of the study shows that community involvement is vital to the teaching of Zambian language in a multilingual school because it fosters a sense of

belonging and respect for diverse cultures. Skylar and Tzokova (2023) concurs that engaging with local communities is essential as it allows learners to connect their home cultures with their school experiences. This can include inviting parents to share traditions, languages, and histories. Meanwhile enhancing community events promotes a multilingual environment where students can develop language skills in a natural context, enhancing their confidence and social integration (Dahl, 2023). Similarly, when the teaching of Zambian language involves the community members, who fluently speak the native language, to provide learners with authentic language exposure it will promote cultural preservation, and strengthen the connection between the learners and their heritage by passing down traditional knowledge, values, and customs. The community members will provide an authentic language experiences and context that enriches the learners' lessons. There will further be a collaborative engagement between the school and the community consequently leading to a more inclusive educational environment where a diversity of perspectives is valued. With this practice, community elders can act as mentors, offering guidance and support to both the teacher and the learner, which can enhance students' motivation and a rich connection to their linguistic roots.

From the findings it was clear that integrating the Zambian language into students' lived experiences can make learning more relatable and meaningful. It was clear that contextualized language learning is essential as it emphasizes learning the language through real-life situations and interactions, which enhances comprehension and retention. The finding resonates with those of Dahl (2023) who suggest that contextualized language is vital because it assists learning to connect lessons with everyday situations that students encounter, making the learning process more relevant and applicable. This means that students can practice the language in contexts they experience outside the classroom, such as at home, markets, or during community events.

The results show that contextualized language learning focuses on using real-world scenarios to teach language skills, making lessons relevant and engaging to learners in

schools. Through incorporating local context, students can practice languages that are meaningful to their daily lives, such as using current events or community issues. Lessons can include cultural references from the students' backgrounds, making the learning experience more relatable and enriching. Tandem with Heugh (2023) who established to assent the finding that contextualized learning helps students understand the social, cultural, and emotional nuances of language, improving their ability to communicate effectively. Heugh further added that when students engage with materials that reflect their own lives such as local stories, songs, and everyday conversations they find the content more relatable and easier to understand. Incorporating local literature, folk tales, and proverbs enriches the learning experience and helps students connect the language to their identity and community.

The study established that, encouraging group work allows students to collaborate, share knowledge, and learn from each other in a supportive environment which is a mechanism that can be suitable for teaching the Zambian language in Secondary schools. In line to study results of Dahl (2023) who supports that ensuring peer-teaching sessions are prioritized is an ideal strategy as it enables students to work in pairs or small groups, allowing them to practice speaking and listening skills. This also helps shy students feel more comfortable using the language. This approach not only facilitates language acquisition but also builds valuable social skills and a deeper understanding of cultural contexts. Dahl further support that collaborative learning emphasizes group work, allowing students to learn from each other's diverse linguistic and cultural backgrounds. May (2020) also supports that collaborative activities promote teamwork and create a supportive atmosphere where students feel valued and heard, strengthening community ties. This entails that group discussions, pair work, and cooperative projects facilitate interactive dialogues, encouraging students to practice language skills more freely.

The data collected revealed that utilizing and encouraging learners to communicate on social media in their native language is also a strategy that would be suitable for teaching the Zambian language in Secondary schools. Tembwe (2020) agrees that

embracing technology can bridge language barriers and create engaging learning experiences in multilingual classrooms. Tembwe further suggests in agreement that applications and platforms can provide individualized language practice and resources, catering to a range of proficiency levels. With the assertions of this researcher, the teacher needs to organize the conversational practices sessions where learners will discuss everyday life or cultural activities using the subject Zambian language. The teacher should further incorporate technology such as social media groups or language learning applications, to also promote chatting in the local language. Over a given period of practice, the teacher rewards the active participation by giving incentives like praise, points or even tangible items like food items or educational materials. As supported by Baker (2023) concludes that technology tools, such as video conferencing, can enable learners to connect with peers globally, providing exposure to different languages and cultures. He is for the view that incorporating technology and multimedia is a strategy that helps cater to different learning styles and keeps students engaged. Thus, storytelling, dramas debates and quizzes in the Zambian language will allow the learners to practice in a fun and meaningful manner. The teacher is advantaged as these activities will boost their confidence and fluency in the language.

The study established that teachers could utilize videos, music, and software applications that focus on the Zambian language. It was clear that using language-learning apps that emphasize vocabulary, pronunciation, and grammar can provide extra practice outside of the classroom. Auer and Li (2021) support the idea that embracing technology can introduce interactive software, language apps, and games that make learning more engaging. Embracing technology in teaching native language steers motivation of learners' interest which is essential in school's success. Therefore, technology allows educators to tailor resources and activities to meet the diverse needs of students, supporting those who may need additional help while challenging advanced learners.

Other results were that encouraging field trips is a strategy that has numerous benefits to enhance language acquisition and cultural understanding. practically, it was clear that

field trips provided learning experiences that extend beyond the classroom, allowing students to engage with the language and culture in real-world contexts. This result corresponds with those of Baker (2023) who supports that field trips provide opportunities for students to interact with native speakers in real-life settings, allowing them to practice their language skills in context. Field trips should be used from time to time for learners to be exposed to real life. The learners are immensely exposed to real-life experiences that will in the end connect them to language at a deeper level. Additionally, the leaners practice what they will see out on the trip in terms of contextual learning and the lesson is interactive.

The results show that suitable strategies to enhance the learning about traditional ceremonies, music, and dances create a deeper connection between the language and its cultural significance, making the learning experience more meaningful. Field trips break the routine of traditional classroom learning and generate excitement among students. This increases enthusiasm that leads to greater interest and motivation to learn the language. In relations to study finding, Spolsky (2022) agrees that field trips create opportunities for students to experience cultures first-hand, which is essential in a multilingual setting. Field trip are suitable strategy to teach native language since they provide practical opportunities to practice language skills and enhances both language acquisition and cultural understanding.

The result shows that visiting cultural sites, community centers, or local businesses highlight the importance of the various cultures represented in the classroom that can enhance the learning native languages in the classroom settings. In support of study results, Ainscow and Cesar (2022) agree that the immersive nature of field trips often leads to memorable experiences that can solidify language skills and cultural appreciation beyond four walls of the classroom block. It is therefore true that field trips can facilitate discussions among students about their experiences and observations. These discussions can promote the use of the native language in a group setting, encouraging peer-to-peer learning. This means that Field trips can stimulate curiosity

and prompt students to ask questions about their surroundings, leading to active learning and deeper exploration of the language and cultural topics.

The study established a number of suitable strategies that teachers can use to Zambian language. They range from, collaborative measures with the community and homes, integrating Zambian language into the learner's real-life experience, encourage them to use the language on social media chats, take them for field trips and the use of traditional ceremonies to visiting cultural centres to grasp the elements and use them in the classroom. In the context of learning Zambian Language, the pedagogical content knowledge (PCK) theory emphasizes that teachers need to possess deep knowledge of the language content. The teacher needs to have adequate knowledge of all the strategies laid above. Mishra & Koehler (2006) stress that a teacher with PCK will incorporate cultural stories, proverbs, songs and idiomatic expressions in the teaching. Zambian language is deeply tied to culture, the teacher should know the relevant cultural elements, understand the community and be able to interact with the elders in the community including each parent of their learners, know the use of social media to encourage the learners to enjoy the use of local language there, enjoy trips and have the knowledge of places that have the cultural element in them and finally know the traditional ceremonies that exist in their area of work like Kafue.

5.5 Chapter Summary

This chapter discussed the findings on the teaching strategies teachers use to teach in the multilingual schools, challenges teachers face when teaching in the multilingual schools and strategies that are suitable for teaching the Zambian language in secondary schools. The next chapter provides the conclusion of the study and the recommendation based on study findings.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 Overview

This chapter presents overall conclusion of the study strategies used to teach the Zambian language in multilingual secondary schools of Kafue district, Lusaka Province. It also provides recommendations based on research findings.

6.2 Conclusion

Arising from the presented discussion of findings on the strategies used to teach the Zambian language in multilingual secondary schools of Kafue district, the following conclusions can be drawn for the study;

The first objective established the teaching strategies teachers use to teach Zambian language in the multilingual secondary schools of Kafue district. Study revealed that there are various teaching strategies teachers use to teach in the multilingual schools of Kafue district such as code-switching, peer teaching, embracing of culturally relevant teaching, utilization of visual aids, project-based learning and the use of differentiated instruction. It was clear that these strategies are helping in catering and accommodating all learners in multilingual schools of Kafue district. Therefore, the study concludes that teachers do not stick to one strategy of teaching Zambian languages.

The second objective sought to explore the challenges teachers face when teaching Zambian language in the multilingual secondary schools of Kafue district. The study established that, there are numerous challenges teachers encounters when teaching native languages (Zambian languages) in multilingual schools such as diverse language proficiency levels, limited resources, language attitude, lack continuous professional development, communication barriers, lack of parental/community support and assessment challenges. The study, therefore, concludes that the aforementioned challenge impedes the effective teaching (delivering) of Zambian languages in multilingual secondary schools.

The last objective established the teaching strategies suitable for teaching Zambian Language in the multilingual secondary schools of Kafue district. The study found that there are various strategies suitable for teaching the Zambian language in secondary schools such as; encouraging community involvement, contextualized language learning, enhancing collaborative learning, use of technology and encouraging field trips (cultural immersion). From the finding, the research concludes that employing these mechanisms can help to alleviate challenges teachers face in teaching multilingual secondary schools.

6.3 Recommendations

Arising from the presented conclusions of the study, based on study findings, the following recommendations were made;

1.   School administrators should create networks for teachers to share experiences and best practices in teaching Zambian languages. This will help teachers to learn and being able to incorporate new and be up-to-date ways of teaching Zambian languages.
2.   There is a need to implement ongoing assessments that focus on practical language use and oral proficiency instead of solely relying on written tests and involving parents to foster a supportive environment. This will help to lessen the burden teachers face because learners will frequently be engaged into practices.

3.   Teachers should be in position of organizing storytelling competitions or skits that encourage creativity and language use. This will enable learners to participate, and it will steer their interest in the learning of Zambia languages.

6.4. Further Research

In further research, exploring the role of local radio programming as a tool for teaching the Zambian language in Multilingual secondary schools presented a promising avenue for enhancing language education. Further studies could investigate the effectiveness of integrating radio broadcasting into the curriculum, examining how exposure to authentic spoken language can improve learners' listening and speaking skills. Smith (2020), asserts that the radio is a powerful medium that can enhance language learning by providing access to native speakers, cultural context, and interactive content, making it an invaluable resource for education in multilingual setting. Practically, research can be conducted that could focus on developing specific radio-based instructional materials, language games story telling segments, and interactive quizzes that align with educational objectives.

It would also be valuable to assess community engagements with local radio, including how parents can be involved in language learning initiatives. From the study by Garrison & Akyol (2013) educational radio can create a supportive learning environment that promotes language acquisition and enhances motivation among the learners and the community especially in rural and undeserved areas. By examining this aspect, researchers can provide valuable insights into innovative strategies for utilizing radio as a dynamic medium to foster language acquisition and promote cultural relevance among Zambian Language Learners across the nation.

6.5. Chapter Summary

The chapter focused on the conclusions; while teaching Zambian language in Multilingual schools is a complex approach, it is crucial in fostering inclusivity and improving educational outcomes for the local language. It has streamlined successful strategies like Code-Switching, the use of culturally relevant teaching Materials and

bilingual education models as preferred strategies teachers can use to teach Zambian language. The chapter also gave recommendations that would help the teachers in the practical school as well as policy makers to emulate. It finally gave a suggestion derived from the study of what other people can study on under Further research.

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APPENDIX A: Semi-Interview Guide

Dear Respondent, ensure that you are free by taking part in this interview, which should not take more than an hour. I would like you to share what you know about ***teaching strategies teachers use to teach Zambian language in the multilingual secondary schools of Kafue district***. I would be very grateful if you could feel free to respond to the questions to the best of your knowledge. Be assured that the information you are providing here will be treated with utmost confidentiality and kept with privacy.

<u>**INSTRUCTIONS**</u>

- Answer the following questions to the best of your knowledge.
- Your identity will remain anonymous as this study is purely for academic purposes.

TEACHING STRATEGIES TEACHERS USE TO TEACH ZAMBIAN LANGUAGE IN THE MULTILINGUAL SECONDARY SCHOOLS OF KAFUE DISTRICT

Can you tell me a bit about your background and experience in teaching Zambian languages?
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How long have you been teaching Zambian languages in a multilingual secondary school setting?
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…

1.   What teaching Strategies do teachers use to teach the Zambian Language in the Multilingual secondary schools of Kafue district?

a.   What general teaching strategies do you use when teaching Zambian languages?

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………………………………………………………………………………….

b.   What digital technology do you incorporate during your lesson?

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c.	How do you adapt your teaching methods to cater to a multilingual classroom?

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d.	What types of instructional materials do you use to teach Zambian languages?

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……………………………………………………………………………………………

e.	What strategies do you use to engage learners in learning the Zambian language?

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……………………………………………………………………………………………

f.	How do you encourage participation from students who speak different first languages?

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**2.	What challenges do teachers face when teaching Zambian Language in Multilingual secondary schools?**

a.	How do language differences among learners affect your teaching?

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b.	What difficulties do you encounter when learners have varying levels of proficiency in the Zambian language you are teaching?

………………………………………………………………………………………………
……………………………………………………………………………………………

c.	Do you have access to sufficient and appropriate instructional materials for teaching Zambian languages?

Yes	(Explain)
No	(Explain)

d.   How easy is it to find the available resources in addressing the needs of a multilingual classroom effective?

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e.   What other specific resources do you wish you had to better support your teaching?

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……………………………………………………………………………………………

f.   What challenges do you face in engaging all students, given their diverse linguistic backgrounds?

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g.   In situations where some learners are less engaged or participate less due to language barriers, how do you make them engage or participate?

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h.   How is their performance in the assessment?

3.   What are the suitable strategies for teaching Zambian languages in secondary schools?

a.   Which instructional techniques do you find most effective for teaching Zambian languages?

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b.   What strategies do you use to engage students in learning Zambian languages?

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……………………………………………………………………………………………

c.   How do you encourage active participation from all learners?

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d.   How do you motivate students to take an active interest in learning Zambian languages?

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e.   Can you share any specific activities or practices that have been particularly successful in learners?

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f.   What digital tools or resources have you found to be particularly effective?

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g.   How do you integrate cultural elements into your language teaching?

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<div align="center">The end Thank You!</div>

APPENDIX B Focus Group Discussion

Dear Respondent,

Ensure that you are free by taking part in this interview, which should not take more than an hour. I would like you to share what you know about **teaching strategies teachers use to teach Zambian language in the multilingual secondary schools of Kafue district**. I would be very grateful if you could feel free to respond to the questions to the best of your knowledge. Be assured that the information you are providing here will be treated with utmost confidentiality and kept with privacy.

<u>INSTRUCTIONS</u>

•   Answer the following questions to the best of your knowledge.

• Your identity will remain anonymous as this study is purely for academic purposes.

QUESTIONS

TEACHING STRATEGIES TEACHERS USE TO TEACH ZAMBIAN LANGUAGE IN THE MULTILINGUAL SECONDARY SCHOOLS OF KAFUE DISTRICT

Can you tell me a bit about your background and experience in teaching Zambian languages?
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How long have you been teaching Zambian languages in a multilingual secondary school setting?
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4. What teaching Strategies do teachers use to teach the Zambian Language in the Multilingual secondary schools of Kafue district?

g. What general teaching strategies do you use when teaching Zambian languages?

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h. What digital technology do you incorporate during your lesson?

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i. How do you adapt your teaching methods to cater to a multilingual classroom?

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j. What types of instructional materials do you use to teach Zambian languages?

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k. What strategies do you use to engage learners in learning the Zambian language?

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l.   How do you encourage participation from students who speak different first languages?

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5.   What challenges do teachers face when teaching Zambian Language in Multilingual secondary schools?

i.   How do language differences among learners affect your teaching?

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j.   What difficulties do you encounter when learners have varying levels of proficiency in the Zambian language you are teaching?

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k.   Do you have access to sufficient and appropriate instructional materials for teaching Zambian languages?

Yes	(Explain)
No	(Explain)

l.   How easy is it to find the available resources in addressing the needs of a multilingual classroom effective?

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m.   What other specific resources do you wish you had to better support your teaching?

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n.   What challenges do you face in engaging all students, given their diverse linguistic backgrounds?

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o.   In situations where some learners are less engaged or participate less due to language barriers, how do you make them engage or participate?

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p.   How is their performance in the assessment?

6.   What are the suitable strategies for teaching Zambian languages in secondary schools?

h.   Which instructional techniques do you find most effective for teaching Zambian languages?

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i.   What strategies do you use to engage students in learning Zambian languages?

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j.   How do you encourage active participation from all learners?

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k.   How do you motivate students to take an active interest in learning Zambian languages?

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l.   Can you share any specific activities or practices that have been particularly successful in learners?

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m.   What digital tools or resources have you found to be particularly effective?

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n.   How do you integrate cultural elements into your language teaching?

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Thank You!!

Chalimbana University

ETHICAL APPROVAL FOR PROPOSED RESEARCH INVOLVING HUMAN PARTICIPANTS

Researcher: Machila Whyle

Supervisor: Dr. Nyimbili F.

Title of research: Teaching Strategies Teachers use to Teach Zambian Languages in the Multilingual Secondary Schools of Kafue District.

Thank you for application for research ethics clearance by Chalimbana University Ethics Review Committee for the above-mentioned research.

The researcher will ensure that the research project adheres to an applicable national legislation, professional code of conduct, institutional guidelines and scientific standards relevant to the specific field of study.

Ethics approval is granted for the period July, 2024 to July 2025 on condition that the researcher will conduct the study according to the methods and procedures set out in the approved proposal by the supervisor. No field work activities may continue after the expiry date, July 2025.

Kind regards,

Dr. R. Chikopela
Chairperson
Research Ethics Committee

Dr. A. D. Sikalumbi
Director
Research, Innovations and Postgraduate

Integrity. Service. Excellency.

RESE

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