

Strategies teachers use to negotiate Power and Multilingualism when teaching English as a second language in Multilingual Classrooms of Muchinga Province in Zambia

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Abstract

The purpose of the study was to analyze strategies teachers use to negotiate Power and Multilingualism when teaching English as a second language in Multilingual Classrooms in Muchinga Province of Zambia. The study employed a qualitative approach and a case study research design. Data was collected through interview guides, classroom observation guides and focus group discussion guides. The sample size was 12 secondary schools, 60 teachers and 12 HODs and 48 grade 10 pupils. Data was analyzed thematically. Theoretically, this study was grounded on: The code and pedagogic discourse theory and multimodality theory. The study findings revealed and confirmed that multilingualism and linguistic diversity in Muchinga province was a reality. Secondly, the findings revealed some strategies teachers were employing in ensuring there was balance of power in classes and these were; teachers' use of familiar local language, use of learners centered classroom activities and teachers' negotiation of multilingualism in classes through the use of some pedagogical classroom strategies such translanguaging, code switching and code mixing.

Key words: *Multilingualism, Balance of Power, English, Teachers, Communicative language teaching, Zambia.*

Background

Zambia teaches English language as a second language within its broad framework of post-colonial multilingual Zambia and late modernity. This scenario came about because Zambia was a British colony in the early 1900s up to 1964. Therefore, the legacy of British imperialism had left Zambia's language in education policy informed by her colonial history where English language was and is thoroughly institutionalized in its courts, parliaments, civil service, schools, and higher education, (Manchishi 2004 cited in Mwanza and Mwelwa 2020). That is because a year after independence in 1965, Zambia adopted English language a foreign language as its official language Wakumelo et al (2016), "this therefore, resulted in most Zambians being eager to learn English language as a second language due to its economic value and prospects that come with the acquisition of English language proficiency," (Mwanza 2016:39). Thus, English language in Zambia was and is seen as a symbol of success, progress and a mean to fuller participation in national and international life, (Wakumelo, 2013) as cited in (Mwelwa 2020).

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

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

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

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

Not only that but also that this learning-centered teaching endows students to play an active role in their own education, as opposed to the more passive role customarily used Mwelwa (2020). In other words, the learner-centered teaching approach promotes more in-depth learning and accelerates students' development into independent learners, Robinson and Taylor, (2013). This therefore shows that the Zambian Junior and Senior Secondary School English Language Syllabus' recommendation of the Communicative language teaching methodology and its focus on learner centered teaching; entails that the English language Syllabus for Zambia also strongly recommends power sharing in English language classrooms. In fact, in hinting on how communicative language teaching is learner centered, Brown (2001) states the following about learner centered teaching:

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

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

Statement of the problem

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

Purpose of the study

The purpose of the study was to analyze strategies teachers use to negotiate Power and Multilingualism when teaching English as a second language in Multilingual Classrooms in Muchinga Province of Zambia.

Methods and Materials

This study was qualitative and it targeted all secondary schools, all teachers of English language, all grade ten learners and heads of departments for literature and languages departments, in Muchinga province of Zambia. The sample size was 12 secondary schools, 60 teachers of English language, 12 heads of departments and 48 grade ten learners and these were purposively sampled. Data were collected through; interview guides, classroom observation guides and focus group discussion guides. The collected data were analyzed thematically according to the objectives and question of the study. The analysis of the data was done through the lenses of the code and pedagogic discourse theory whose proponent is Bernstein (1973) whose main aim argument is that classroom teaching and learning does not happen in a vacuum as it is affected by other factors such as teachers, learners and the education system and also through multimodality theory. Therefore, these theories were used to analyze strategies teachers used to negotiate Power and Multilingualism when teaching English as a second language in Multilingual Classrooms in Muchinga Province of Zambia.

Data presentation

This study sought to analyze strategies teachers used to negotiate Power and Multilingualism when teaching English as a second language in Multilingual Classrooms in Muchinga Province of Zambia. To address this question, qualitative data was collected. The collection of data was done through the use of semi-structured interview guides, which were used to interview grade 10 English language teachers and languages department HODs, then lesson observation guides, were also used during lesson observation in classrooms. Apart from that focus group discussions guides, were also used during focus group discussions which were held with pupils who were cluster sampled from the observed classes. While

purposely sampled heads of department for languages were interviewed because there were only one languages HOD in each of the visited schools.

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

Strategies teachers use to ensure balance of power in the classroom: Interview Data with teachers and heads of department (HODs)

The findings from teachers, reviewed that power was balanced and shared in classes in different ways, as presented through the sub-headings below;

Balance of power through using learners' familiar language

Some interviewed teachers reported how they exercised and shared power with their learners in the spirit of inclusivity or being accommodative to their learners in their classrooms. They explained that they shared their power through; translanguaging, code mixing and code switching during English language lessons. For instance, teacher 12 said;

I at times decide to use a local language to elaborate more on a given concept, when learners are unable to understand. When I use local languages I share and exercise my authority to the benefit of the learners.

While another HOD 2 said;

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

Balance of power through learner centered activities

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

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

While a male teacher 7 said;

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

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

Besides that, another teacher 30 said;

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

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

Balance of power through learner engagement into classroom interaction

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

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

Whereas, another teacher 26 also said;

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

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

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

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

The findings revealed that some teachers made attempts to negotiate for multilingualism and mentioned translanguaging as their main strategy and they also gave several reasons why they did so. Below is the data based on this theme:

Negotiate classroom multilingualism through Translanguaging

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

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

Meanwhile another female teacher 20 said:

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

Besides that, another teacher 12 said:

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

On the other hand, another teacher 2 said:

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

Therefore, from the above responses, the main reasons that was advanced for some teachers' use of local languages as they taught English language was that; many pupils did not understand the official language and that the use of local languages helped the learners understand the concepts well, so it can be said that these teachers looked at local languages as resources to aid the learning of English language.

The findings also revealed that while some teachers made attempts to negotiate multilingualism, others did not. Those who resisted negotiation of multilingualism also gave different reasons why there was no need to look for alternatives on English language instruction in terms of language of instruction. Below is the data based on this theme:

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

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

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

While another male teacher 26 also stated that:

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

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

Data analysis

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

Strategies teachers use to ensure balance of power in the classroom

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

Balance of power through using learners' familiar language

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

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

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

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

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

Balance of power through learner centered activities

The study further established that some teachers shared their power in the classrooms through learner centered classroom activities which they were giving the learners to do in their classrooms during English language lessons. The findings showed that these activities gave learners that chance of sharing ideas amongst themselves, during small group discussions and during class discussion. Furthermore, the study through focus group discussion with learners also established that when teachers engaged learners in those various learner centered classroom activities like debate, quiz, oral questions and answer. It also meant teachers allowing learners to share ideas and learn from each other and lessons became very interactive. Thus learners having that chance to share their powers amongst themselves too and thus enhancing epistemic access in a cordial environment. Then findings also established that when teachers democratized classrooms by sharing some of their power with the learners in classrooms through learner centered activities, it also gave learners a lot of freedom and they became very active during lessons and that is what balance of power in teaching meant.

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

collaborative thinking can lead to an abundance of knowledge and spoken linguistic competence.

Balance of power through learner engagement into classroom interaction

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

The findings through interviews with the HODs and teachers, further revealed that when learners were given chance to interact as they learnt in classes through their teacher's creation of an enabling classroom environment. It meant teachers were fostering power sharing in their classes. Which also enabled the learners to share ideas amongst themselves. In that when teachers allowed learners to work as small groups they interacted well and knew the challenges each one of them was having and they tried to help each other as they worked as groups. As a result, each one of them felt part and parcel of the learning process. Therefore, from the above findings, it was quite clear that some teachers were employing some good strategies and techniques which at least accounted for balancing of power in their teaching of English language in multilingual to classrooms. This revelation echoes Walkowiak, et al (2017) also postulated in that Wakowiak said; in a learner centered classroom, teachers must realize that they share authority with learners by inviting them to make sense out of learning as intellectually autonomous agents who should direct their own classroom activities. Hence, a teacher's establishment of shared authority is fundamentally related to the co-construction of learning opportunities. This is because authority, if not well regulated in a classroom, is a gatekeeper to conceptual learning; because learning opportunities in classes are those that support learners' authorship of ideas, to develop or build on understanding.

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

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

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

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

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

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

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

The findings therefore, revealed that while some teachers made attempts to negotiate multilingualism, others did not. Those who reported negotiation for multilingualism mentioned a good number of strategies which they used and they also gave several reasons why they did so. While those who also resisted negotiation for multilingualism also gave different reasons why there was no need to look for alternatives on English language instruction in terms of language of instruction. Therefore, as I discuss these findings I will begin by looking at strategies and reasons that were used by those teachers who negotiated for multilingualism and then lastly look at reasons that were advanced by those who opposed the negotiation for multilingualism in classrooms.

Negotiate classroom multilingualism through translanguaging

The findings revealed that some teachers used learners' familiar languages in order to balance the linguistic and epistemic access power between and among learners. The findings revealed that these teachers argued that if they were to use English only, throughout their lessons most of their learners were not going to understand anything during lessons. Therefore, teachers allowed translanguaging in the classrooms, depending on their analysis of the situations at hand for instance, through learners' facial expressions they were able to tell and then mitigate by using a bit of local languages. The findings above imply that these

teachers did not look down upon the other languages that were available in their classrooms but they used them as means to help them reach out to the learners when need arose to ensure continued epistemic access by all the learners regardless of their linguistic background. Thus the revelation above is also in agreement with studies that were done by Setati and Adler (2002) and Simachenya (2017) which also revealed that translanguaging through alternation between official and learners' languages facilitated learners' access to information in their local languages. It also enabled learners' active participation in the lessons in terms of answering questions, and that learners were able to connect their classroom experience to their experience during play time as the languages used by teachers correlated to their languages of play.

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

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

Besides that, the findings further revealed that some teachers negotiated classroom multilingualism through the use of well-known local languages as they taught English lessons because of the socio linguistic nature of their towns, where most of their learners barely understood English well, so they built up from local languages while translating into English language relying on the principle of teaching and learning which states that learners must learn from the known to the unknown. Therefore, from the above revelations, it can be concluded that the main reason that was advanced for some teachers' use of local languages as they taught English language was that; many pupils did not understand the official language and that the use of local languages helped the learners understand the concepts well. So it can be said that these teachers looked at local languages as resources to aid the learning of English language and that enabled epistemic access for these learners this was also reported by (Nyimbili, 2021; Mkandawire et al., 2022).

This position by these teachers is also supported by scholars like Edgoose (2001) and Allan, (2003) who argue that the establishment of inclusion as a 'rights-based principle' should result in teachers accepting responsibility for the development of inclusive practices in their classrooms. On the other hand, it was also interesting to note that while other teachers were saying no to negotiation for multilingualism in multilingual classroom contexts of Muchinga province there also existed teachers who stood their grounds in trying to ensure learners with poor English language background were not left out of what the education system was offering by employing some of the above discussed strategies. To ensure epistemic access for the learners. These observations agree with Mkandawire (2022) who observed that some teachers were doing more in their classes to support their learners than what the policy provides.

The above revelations also resonated well with one of the educational theories that was used in this as propounded by Martin, and Rose (2003:255), who stresses that "multimodality entails going beyond linguistics into social semiotics and taking into account as many modalities of communication as we can systematically describe". In line with that, Mwanza (2016) also theorizes that in a classroom context; multimodality provides teachers an opportunity to vary the teaching and learning materials to make the teaching and learning experience an interesting and motivating one. Teaching and learning materials make the delivery of content easier for learners (Chella et al., 2023; Lungu & Mkandawire, 2022). Hence, multimodality explains how multimodal resources can be utilized. To further stress on the importance of multimodality in a classroom, Kress, et al (2001:1) argue that "learning can no longer be treated as a process which depends on a single language centrally, but rather as a process where all modes can be used as resources to meet the set target," and that entails democratizing a learning environment by even looking at other different languages in the classroom as resources that can aid the learning of English language in this particular context as revealed above.

Resistance by teachers to negotiate multilingualism during English language lessons

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

The study established that teachers who resisted negotiation for multilingualism also argued in their responses during interviews that; teaching and learning English language while mixing with local languages, encourages laziness in learning English the target language and also the country's official national language. Hence, through all these findings from some of the teachers who were interviewed, the researcher was able to see why balance of power in the teaching of English in some classrooms was minimal and in some other classrooms it never even existed. The revelation above were some teachers never wanted to be inclusive in their teaching by allowing learners who were not proficient in English language to use any other languages to help them have epistemic access, contradicts claims by Bricker (1995) who stated that, it is also a fact that inclusion in education is a human right and it is also seen as a moral imperative. Therefore, it means that teachers must do their best with consternation particularly when faced with a multilingual classroom. These findings agree with earlier studies citing that effective learning in diverse classes are to a large extent dictated by teachers (Mkandawire et al., 2023; Iversen and Mkandawire, 2020; Mwanza, 2016; Mkandawire, 2022). Besides that, it is with this view that Murati (2015: 173) also stated that "democratization of

education has got one fundamental request, and that is the respect for linguistic diversity.” Additionally, another scholar also argues that for that to happen, “it has to do with the recognition of individual’s linguistic rights and freedoms” Little, (2004: 123). Therefore, the revelations above were worrisome because they meant infringements on learners’ rights to education. It also contradicts the millennium development goal of universal education by 2030.

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

Conclusion

Therefore, in conclusion the main aim of this study was to analyze strategies teachers use to negotiate Power and Multilingualism when teaching English as a second language in Multilingual Classrooms in Muchinga Province of Zambia. The study findings have revealed some strategies and techniques teachers employed to ensure balance of power in their teaching of English language in multilingual classrooms and among them are; teachers’ use of familiar local language, use of learners centered classroom activities, learner engagement into classroom interactions and teachers’ negotiation for multilingualism in classrooms. Therefore, the findings of this study have theoretically demonstrate that not only can teachers create spaces for multiple languages, cultures, and identities in classrooms but that they can simultaneously as well negotiate the structural constraints they are confronted with. With regards to the rigid authoritative regimes of monolingualism within the schools by way of employing some pedagogical strategies to the empowerment of learner voices.

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