

**AN ANALYSIS OF THE STRATEGIES TEACHERS USE TO INTEGRATE
CHILDREN'S HOME LANGUAGES IN THE TEACHING PROCESS IN
SELECTED PRESCHOOLS IN LUAMPA DISTRICT OF ZAMBIA**

by

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the Award of the Degree of Doctor of Philosophy in Applied Linguistics

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DECLARATION

I declare that this thesis has not previously been presented in any form to the University or to any other institution for any purpose (unless otherwise indicated). I therefore confirm that the intellectual content of the work is the result of my own efforts and no other person.

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APPROVAL

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DEDICATION

This thesis is dedicated to my late mother, Mrs. Zulu Priscilla Sakala and my family for their moral and spiritual support.

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ABBREVIATIONS

ECE	Early Childhood Education
DEBS	District Education Board Secretary
SES	Social Economic Status
NGO	Non-Governmental Organizations
ESL	English Second Language
GRZ	Government of the Republic of Zambia
MoE	Ministry of Education
MoGE	Ministry of General Education
CDC	Curriculum Development Centre
PLP	Primary Literacy Programme
PRP	Primary Reading Program
USAID	United States for Agency International Development
ZPD	Zone Proximal Development
MESVTEE	Ministry of Education, Science, Vocational and Early Education
ECCDE	Early Childhood Care, Development and Education
BSACA	British South African Company
ROLS	Regional official Language
MOGE	Ministry of Education
MOI	Medium of Instruction
MT	Mother Tongue
PWPA	Preschool Word Print Awareness
DALICE	David Livingstone College of Education
MTB-MLE	Mother Tongue Based Multilingual Education
TED	Teacher Education Programme
BIDFID	British Department for international Development
BESSIP	Basic Education Sub Sector Investment Programme

ABSTRACT

The study analyzed the strategies teachers use to integrate children's home languages in the teaching process in selected preschools in Luampa district of Zambia. The study sought to address five research objectives: the first aimed to establish the language situation in preschool classes of Luampa district of Zambia. The second was to determine the strategies teachers use to integrate children's home languages in their teaching processes in preschools of Luampa. The third was to ascertain the print language environment in the school settings. The fourth was to determine language application challenges that teachers and learners face in the teaching and learning processes and the fifth was to propose guidelines that teachers can use on the integration of children's home languages in the teaching processes. Using a qualitative mode of inquiry, the study adopted a descriptive research design. Data was collected using semi-structured questionnaires, interview guides, class observations and document analysis. The study used a homogeneous and convenient type of purposive sampling technique and was restricted to 6 preschools. The total sample size was 36 respondents comprising 6 Headteachers from each preschool, 12 preschool teachers (all teachers from the six preschools), and 18 parents to preschool learners. Lessons were also observed from 6 classes of preschool learners comprising 28 to 42 learners in each class. Content analysis was used to analyze the data where themes, codes and key words were generated from.

The findings of the study show that Luampa district has several local languages spoken including Silozi, Mbunda, Chokwe, Luchazi, Luvale and Nkoya. Mbunda has the highest number of speakers and it is the majority language. The study also show that teachers used a number of strategies to integrate children's home languages and these included translanguaging, codeswitching, creation of learning corners, storytelling and picture reading as well as translation. The results on the third objective show that much of the print environment in Luampa is Silozi Language. The results for forth objective show that some learners of Mbunda background had challenges learning in Silozi and some teachers were unable to codeswitch from Silozi to Mbunda and others did not even know both Mbunda and Silozi. The study recommended that the government should consider a trilingual

language in education policy in Luampa where Mbunda, Lozi and English can be used simultaneously in classes to reflect what is happening on the ground.

Keywords: translanguaging, codeswitching, translation, bilingualism, multilingualism

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Overview

This chapter looks at the background of the study, the statement of the problem, purpose of the study, research objectives, research questions, Limitation and delimitation of the study and Operational definitions of terms. The chapter ends with the summary.

1.2 Background

The education system in Zambia starts with Early Childhood Education (ECE) and proceeds to primary, secondary and tertiary (Zambia Education Curriculum Framework, 2023). Since independence in 1964, the Zambian education system recognizes a four-tier kind of hierarchy namely; the Pre-school, Primary, Secondary and Tertiary level (Mkandawire & Illon, 2018). Before incorporating Early Childhood Education in the main stream of the Ministry of Education in 2013, the education system was characterized by what Banda (2008) called a broad base type of education starting with formal primary school level that had a broad base surface with high levels of enrolments and ended up with higher education levels with a sharp apex where there were few people completing tertiary levels. With the incorporation of early childhood education in the main stream of Zambia's education system in 2013 and the introduction of free education in schools, the number of learners going into preschools, primary and secondary schools has almost tripled in multiple schools of Luampa District.

1.2.1 Early Childhood Education in Zambia

The education system in Zambia is split into formal and vocational education systems as career pathways. The two systems start with early childhood education or early childhood care development education (ECCDE), followed by primary, junior secondary, senior secondary and tertiary education (MOE, 2023). The vocational education was previously given a little attention as a meaningful education sector but recently, the government of Zambia began to stress on it in the early years of primary school as well as early childhood education (Masaiti et al. 2018).

Early childhood care development education (ECCDE) is defined as the level of education, both informal and formal, which a child from birth to age six undergoes prior to reaching the compulsory age (seven years) of entry to a primary or basic school (Ministry of Education, 2006). Early childhood care development education is not relatively new in Zambia, as the colonial government came up with Day Nurseries Act of 1957, which was Zambia's first policy regarding the provision of early childhood education. The Act facilitated the establishment, registration and regulation of day nurseries for children aged between zero and six years (Shikwasha, 2014).

Early Childhood Care, Development and Education (ECCDE) is a term that is used interchangeably worldwide but refers to the same concept of early childhood education and cognitive development. The World Bank (2018) for instance refers to it as Early Childhood Care and Education, whereas UNESCO (2017) refers to it as Early Childhood Development Care. The benefits of ECE cannot be over emphasized, studies have proven on how it can impact greatly on an individual as well as a nation at large. Some of these benefits include quick language development, low dropout rates, better academic performance, as well as the development of brain cells.

When Zambia participated in the World Conference on Education for All in 1990 revised interest on ECE was noted. Its participation resulted in the organization of a Zambian National Conference on Education for All in 1991. A task force was then formed to make proposals and strategies to address the quality of education in Zambia. These proposals and strategies are reflected in Focus on Learning of 1992 (Ministry of Education, 1992). It was this time that it was stated to say, Pre-school learning was going to cover 3-7 years, thus diverting from the initial 3-6 years indicated in the Education Reforms of 1977. Just as noted in the Education Reforms of 1977, the government's 'hands off' stance on running pre-schools persisted in Focus on Learning with local authorities and individuals taking the responsibility of running all ECE matters. Highlighted in Focus on Learning (1992) on ECE is; The need to emphasize the developmental milestone of social, physical, mental and psychological domains in ECE, Provision of ECE as a means to free mothers to participate in economic duties, Government responsibility in ECE was to train teachers and supervisors as well as provide guidance on curricula issues, registration and administration

of pre-schools was to be left to private pre-school proprietors. As well as subsidizing ECE for the handicapped children.

Early childhood Education as commonly referred to as Pre-school in Zambia prepares children for primary education. Initially, the latter consisted of a period of seven years of learning but maybe after realizing its inadequacy, it increased to nine years in the 1980s (Kelly, 1999). In 2011, the Zambian government decided to reintroduce the seven years of primary education while Secondary education constitutes five years of learning. Each year emphasizes academic subjects like Science, Mathematics and Vocational subjects.

Early Childhood Care Development and Education (ECCDE) is not relatively new in Zambia for it dates way back in the colonial times. The Ministry of General Education (MoGE, 2016) describes Early Child Education (ECE) as the provision of care and education to children of 0-6 years of age. The common forms of it in Zambia are described as Nursery (kindergarten or baby class), pre-school and reception. Preschool is usually considered a preparatory stage for entry into primary formal schooling. The government of Zambia officially adopted ECE as part of the mainstream education system in 2011. In 2014 the Ministry of General Education annexed Early Child Education (ECE) centres in government primary schools (MoGE, 2016). The Zambian Early Childhood Syllabus was developed in line with the curriculum framework of 2013 which catered for preschool children in two categories being those aged 0-4 and 5-6.

Pre-school or early childhood education is good for children as it exposes them to social and academic life through the various activities that teachers introduce to them such as games, songs, narratives, chorusing and letter sounds which are pre-cursor to learning reading skills. Pre-school also prepares children to be in primary schools and introduces them to formal group settings. Due to children's observant and curious nature, pre-school helps children to find answers to several questions thereby, helping them emotionally and socially. Pre-school also introduces children to technical reading of ABCs and counting of numbers 1, 2, 3, 4... The benefits of preschool include low dropout rates, better academic performance, and the development of brain cells (Munthali, Mvula & Silo, 2014).

Early childhood education (ECE) development in Zambia is because of advancements on the global and continental scene. Prior to the 20th century, issues of child welfare and

learning were insignificant in most parts until the Geneva declaration of the rights of the child convention of 1924 made pronouncements that addressed child deprivation and adult responsibilities towards children. Education Reforms (1977), Educating our Future (1996) and Educating the Nation (2005) recognized Early Child Education (ECE) as a prerequisite for grade schooling and noted it as key in the achievement of Education for All. The renewed emphasis on ECE could have stemmed from the worldwide consensus that the success of schooling at other levels can be greatly enhanced by a more organized ECE sector.

The development of Early Childhood in Zambia (ECE) can be well traced from as far as the colonial era during the 1950s, post-independence era 1960 to 1980s to recent developments 1990s to 2000s and 2000s to date.

Kalinde (2020) states that Early Childhood Education (ECE) in Zambia was a component of schooling before independence in 1964 under Sub O education. It was offered for one year and the learning involved was basically on how to write the letters of the alphabet on the ground. This was a period during the colonial era in the 1950s. The Day Nurseries Act of 1957 was established by the colonial government to guide the provision of ECE for the local children. Day Nurseries Act of 1957 was Zambia's first policy regarding early childhood education, facilitating the establishment, registration, and regulation of day nurseries for children aged 0-6.

When Zambia attained independence in 1964, nurseries were placed under the Ministry of Local Government and Housing in community structures called welfare halls. The Zambian Pre-school Association (ZPA) was established in 1972 as a coordinating body separate from government wings. Over the years however, not all ECE training colleges and centres got affiliated to ZPA, hence the diverse provision of ECE in the country.

Thirteen years after independence in 1977, a national document called Education Reform was formulated. It defined ECE as any form of organized schooling before entry into primary school for children below the age of seven. However, ECE was indicated not as a requirement for entry into primary school. The Education reforms document addressed all aspects of ECE, including its definition, goals, curriculum, nature of learning, materials and equipment, provision and organization, and the role that the government would play in

its provision. The points of strength for ECE in Education reforms which are applicable even today are, firstly, its emphasis on the playful nature of ECE and discouraging the use of didactic methods in teaching content such as reading, writing and arithmetic. Secondly, it outlined how children's development of language, social, physical, emotional and mental domains should be met through expressive, creative and playful ways using songs, dances and stories. Thirdly, it placed emphasis on the use of locally available and affordable teaching materials and equipment. The weakness noted in the Educational Reforms however was that the government detached itself from the running of pre-schools, employing pre-school teachers and instead restricted its responsibility to training teachers.

Educating Our Future of 1996 is praised as an educational policy document that brought about significant changes in education in Zambia. It described ECE as an ordered form of education provision for children between the ages of 3-6 years. It suggested that ways of teaching in ECE should be less formal and comprise of playful activities. Social development is noted as a key goal of ECE by availing children with a wider circle of playmates. A significant implication made in Educating Our Future was that ECE is a transition between home and school in preparation for primary school. The responsibility to run pre-schools continued to rest upon local authorities and other voluntary agencies. With time however, local authorities gradually relinquished this responsibility and ECE continued to be provided by individuals, churches and other non-governmental agencies in a variety of settings including day care centres, nursery and reception/pre-schools (Ministry of Education, 1996).

Educating the Nation (2005) is another document which was formulated to outline specific strategies in the implementation of Education for All. In this document, ECE was officially designated as a foundation for human development and lifelong learning in the Zambian education structure. Care was indicated as an important component of ECE, hence the use of the term Early Childhood Care, Development and Education (ECCDE). It is reiterated in Educating the Nation that government's role in ECE would be restricted to training teachers and guiding curricula formulation. The local councils, local communities, non-governmental organizations, private individuals and families were still acknowledged as major players in the funding and provision of ECE.

Several challenges were faced by ECE such that some of them were presented in Educating the Nation (2005) document as a summary of ECE challenges from studies and reviews carried out in 2004. The following were challenges noted; lack of uniformity in curricula among providers; absence of set standards, lack of clear policy, lack of monitoring and supervision, inadequate trained personnel, lack of mechanism for coordinating and collaboration among providers and stakeholders, lack of responsible authority for moving forward, Greater emphasis placed on pre-school and not on the other lower levels and Poor infrastructure as well as inadequate teaching-learning materials. It was further projected in Educating the Nation that the government would embark on the provision of ECE by 2006 to children aged 2-6 years. Unlike in previous documents; Education Reforms (1977) and Educating our Future (1996), educating the Nation (2005) recognized ECE as a prerequisite for grade schooling and noted it as key in the achievement of Education for All. The renewed emphasis on ECE could have stemmed from the worldwide consensus that the success of schooling at other levels can be greatly enhanced by a more organized ECE sector.

Early childhood education is critical, and the government is aware of the positive relationship between early childhood education (ECE) and a child's cognitive development. Several countries around the world have implemented reforms of their early childhood education systems with a strong emphasis on education in preparation for school (Thomas & Thomas, 2009). Like other countries around the world, Zambia commenced the provision of early childhood education in government schools in 2014. Before 2014, early childhood education or pre-schools were provided by the private sector or churches mainly located in urban areas. Similarly, Munthali (2014), explained how early cognitive development determines school performance and progress at a later stage in life. It further went on to explain the strong association between early childhood factors and primary school performance, such as school retention and the unlikelihood of repeating classes. Generally, the development of ECE in Zambia reflects the country's commitment to providing quality education and care to its young children, laying the foundation for future academic success and lifelong learning.

However, when the government of Zambia designated Early Child Education (ECE) as part of the mainstream education, it introduced the use of familiar local languages for instruction in the early childhood to the fourth grade which was made a requirement to make foundational education more accessible and more meaningful to all children, regardless of their background (Ministry of General Education 2016). However, the use of familiar local language as medium of instruction has not helped achieve the intended objectives of learning in areas where learners are coming from a bilingual or multilingual linguistic background. Not only that but also in instances where the language of instruction is not the mother tongue or home language for some learners and worst situation in instances where they don't even know it.

1.2.2 Language Situation in Zambia

Zambia has a long history of multilingualism due to the existence of 73 languages and dialects (Tambulukani & Bus, 2011; Banda & Jimaima, 2017). Chanda and Mkandawire (2013) stated that;

The exact number of Zambian languages is not known although many texts claim that Zambia has 73 languages or 73 languages and dialects. The figure 73 is probably due to a non-distinction between language and dialect using the criterion of mutual intelligibility. If this criterion was used, the number of Zambian languages would probably be about 20 to 30 only (p. viii).

The census carried out in 2010 revealed that Zambia has about 73 ethnic groups with the corresponding languages and dialects and all these languages belong to the Bantu family. In 1927, the state began to elevate some Zambian languages to the status of regional official and by 1980s, seven regional languages were recognized (Bemba, Kaonde, lozi, Lunda, Luvale, Nyanja and Tonga). These languages were to be used in education as media of instruction especially in the early years of primary education (Manchishi, 2004, Simwinga, 2004, Chibamba and Tambulukani, 2023, Maala & Mkandawire, 2022). In 2024, the state began the process of elevating five more additional languages (Lamba, Lenje, Namwanga, Soli and Tumbuka) by developing orthographies of these languages. The total number of

Zambian regional official languages will soon be increased to twelve (12). This is a move to allow children to learn in the languages they are familiar or the language of play (Mkandawire, 2017).

The twelve (12) languages will be used in different locations. For example, Bemba is used in Northern, Muchinga, Luapula, Copperbelt and parts of Central Provinces, Nyanja used in Eastern and Lusaka provinces, Tonga used in Southern and parts of Central provinces, Lozi used in Western province and Lunda, Luvale, and Kaonde used in North-Western province. The additional five languages will take certain locations where the current regional official languages are being used. The seven languages including the additional five languages all serve as lingua franca in their respective regions and the current seven regional languages are taught as subjects in all primary schools and secondary schools (Marten & Kula, 2007; Tambulukani & Bus, 2012).

English is the only official foreign language of communication identified in the 1991 constitution of Zambia. No wonder it is also used in education, beginning in Grade 4 through to university (Chishiba & Manchishi, 2016; Ministry of Education Science Vocational Training and Early Education, 2013). Based on the 2010 census, Bemba is spoken as either a first or second language by 50.3% of Zambians, Nyanja by 30.2%, English by 28%, Tonga by 15%, Lozi by 10.9%, Kaonde by 3.9%, and Luvale by 3.6% (Marten & Kula, 2007). Currently, the education policy encourages teachers to use a language familiar to the learners for literacy instruction although literacy books are only available in the regional official languages (Ministry of Education Science Vocational Training and Early Education, 2013; Mwanza, 2012).

According to Roberts (1976) many aspects of the present-day language situation in Zambia are the result of historical developments over a comparatively long time. The basis for today's distribution of languages in Zambia was laid during an extended period of slow processes of migrations and language shift beginning with the earliest introduction of Bantu languages in Zambia from around 300 BC. Subsequent movement of people, language contact, local and long-distance trade, colonial rule and finally independence in 1964 shaped the language situation in the following centuries. It is sometimes assumed that the current language situation is mainly or even exclusively a result of colonial politics.

This is certainly true for the introduction of English and its present position as one of the main *linguae Francae*. He further states that several aspects of the language situation of contemporary Zambia can be traced to pre-colonial times and that there is, despite many developments and changes, an element of continuity which characterizes the situation today. The multilingual practices characterizing the language situation in Zambia today have historical roots pre-dating contact with Europeans. This provides an important backdrop for the mutually enhancing relation between multilingualism and national identity which has slowly developed in Zambia after independence.

Mkandawire (2015) alluded that today's classrooms are multilingual and multicultural cultures. These variables were mirrored in Zambian classrooms. He acknowledged that learners come from a variety of cultural and linguistic origins make up classes at all educational levels in Zambia, which results in classrooms that are typically multilingual and multicultural in nature. Zambia like many other African countries is a multi-lingual and multicultural society. Multilingual in the sense that there are many languages and dialects that are spoken within the borders of the country. For instance, English is the official language and is widely spoken throughout the country mainly for official purposes in education and offices. The other seven recognized regional official languages are Lozi, Lunda, Luvale, Tonga, Nyanja,

He further adds that Bemba and Kaonde are used for trade, semi-official functions, official functions for education from grades one to four literacy program and other general social contexts. The other remaining languages and dialects Zambia has such as Tumbuka, Nkoya, Lamba, Ila, Mambwe and Lenje are equally used for general communication and other traditional official functions. It is therefore estimated that the country speaks over seventy-two dialects and languages in its respective ethnic groupings in all the ten provinces.

In Zambia languages have different social and political status. Another important factor in the linguistic situation in Zambia is the social and political status different languages have. In addition, seven local languages are designated as national languages and these are Bemba, Nyanja, Tonga, Lozi, Kaonde, Luvale and Lunda. English language is widely used in the media, in government and business, in education and in many formal and semi-

formal contexts, especially in urban settings. The three major daily newspapers, the Times of Zambia, the Post, and the Daily Mail are all in English, and print media in other languages are restricted to weekly or monthly magazines. Television programmes by the Zambian National Broadcasting Corporation (ZNBC) are predominantly in English, with only short news programmes in the national local languages.

Carmody (2004) states that English language in Zambia is also widely used on the radio and media though the Zambian local languages are also heard in programmes produced covering a range of topics from more serious political and economic issues to more light-hearted 'phone-in' programmes where callers comment live on various issues of general interest. English language also plays an important role in the education sector. After independence, English became the dominant language at all levels of education in Zambia, and was used as the medium of instruction throughout, while national local languages were taught as subjects. However, this situation has changed more recently, as the use of national local languages as languages of instruction in primary schools has been adopted more widely.

Apart from media and education, English language is the dominant language in government, administration and business. Most government publications, as well as government and official websites are in English, as is the language of parliament, and the Constitution states that any person wishing to stand for parliament must be fluent in the official language, that is, English. The predominant use of English in the media, government and education, in addition to the wide-spread use of English as the language of business and administration, means that knowledge of English is extremely important for finding employment, at least in the 'formal' sector, and English thus has a relatively high social status in Zambia.

The seven Zambian national languages are used alongside English language in several contexts. Apart from their increasing use in primary education and on the radio, they are also used to disseminate specific government policy or health information such as Cholera and malaria alerts.

Furthermore, the national local languages are the main media of wider communication in particular spoken language and in less formal contexts, although they are also used in the

lower ranks of formal administration such as local court proceedings. Local court proceedings are an example of some proceedings which are conducted in a local national language although the legislating judicial law is in English. Another instance or situation in Zambia which will need the proceeding to be in local national language is that of police interrogations which are also usually carried out in the local or regional language.

Marten and Kula (2008) alludes that Zambia is a multilingual country, and its multilingual practices were established in Zambia long before the 1800s. Contemporary multilingualism in Zambia has its historical roots in precolonial times, and that during the period of British rule an existing system was simply extended and modified. Modern Zambian national identity was primarily politically and economically informed, and that language was not an important factor for national identity at independence. In the wake of nationalism, English language was made the national language of the new republic, under the assumption that a national language was needed to build national identity. It was only during the 1990s that this perception changed, and more emphasis was placed on the importance of Zambian languages for the construction of Zambia's identity. The patterns of multilingualism in Zambia, involving all languages to varying degrees, with specific status for the national languages as major regional languages, and Bemba, English and Nyanja as languages of trans-regional communication, are jointly constitutive of Zambian contemporary national identity, which is, furthermore, built on a long historical tradition.

The government of Zambia officially adopted ECE as part of the mainstream education system in 2011. In 2014, the Ministry of General Education (MoGE) annexed ECE centres in government primary schools (MoGE, 2016). Before 2011, very little had been done to ensure uniformity and consistency in the implementation of ECE curriculum in Zambia. Since the designation of ECE as part of mainstream education, efforts to meet the need for highly qualified teachers (Nkosha, 2013) have been made. This was further demonstrated by recruiting and deploying the first cohort of 1000 ECE teachers in 2013 (Ministry of Education, 2013) which is in bare contrast to previous years where no teachers were employed by the government for the sector. Apart from existing colleges of education where teachers are trained for ECE, such as David Livingstone College of Education (DALICE) and Kitwe College of Education (KCE), the government is considering training

missionaries primarily came to Zambia to spread the word of God, they also established schools and hospitals. The missionaries used local Zambian languages as medium of instruction depending on the area they settled. Local languages of a given area were used as medium of instruction up to the fourth grade (Manchishi (2004). Thereafter English would be used as medium of instruction which stands out as the first and a more formalized Language in Education Policy in Zambia. This was a landmark development in the history of language policy formulation in Zambia (Simwiinga, 2006).

Local languages were not only used as a medium of instruction but were also accorded more periods per week on average and taught at lower primary more than any other subject (Kelly, 1999). Northern Rhodesia (1930:3) supports this argument that, “Mother tongue-instruction would be used to teach the mechanics of reading and writing and that English instruction would replace the use of mother tongue thereafter.”

According to Snelson (1974), the local languages were taught as subjects and used as media of instruction in the first four years of primary education. The missionaries did not give priority to English language because they believed that a local language was a powerful linguistic instrument at their disposal to impart knowledge to any local community (Carmody, 2004).

Manchishi (2004) adds that the advisory Board also recommended that the teaching of English language should start after learners have acquired the skills of reading and writing in the local language. Banda and Mwanza (2017) argued that although the declaration gave legal status and appears to have acknowledged the importance of local languages in education, it also inadvertently promoted English language above indigenous languages by pronouncing it the official language of government and business, and education generally, especially after grade 4 (Simwinga, 2006).

Before Zambia gained independence, missionaries played a significant role in education, and their strategies for integrating children's home languages into teaching are worth exploring. They recognized the importance of learning the local language for it enabled them to communicate effectively with the community and integrate children's home languages into their teaching. Missionaries would often switch between the local language

and the language of instruction to facilitate understanding (Bamgbose, 1991). They made use of codeswitching for learners to understand.

Apart from codeswitching, they made use of translation and interpretation for they would translate materials and interpret lessons in the local language to ensure learners grasped the content (Kashoki, 1978). Mother tongue based instruction was also another strategy used as the primary medium of instruction which helped learners develop a strong foundation in their home language (UNESCO, 1953). In addition bilingual education programs were implemented by missionaries which aimed to promote proficiency in both the local language and the language of instruction (Fishman, 1976).

The strategies employed by missionaries to integrate children's home languages into their teaching demonstrate an awareness of the importance of linguistic and cultural sensitivity in education.

However, the language policy which missionaries used did not really lead to high literacy levels, one of the reasons being that the seven regional official languages were not comprehensive to every learner in the country even by region. This meant that some learners were still learning in an unfamiliar language although the medium of instruction was a Zambian language. Thus, in 1953, another policy change was instituted. This was a three tier in education language policy. This meant that pupils were taught the most dominant local language in the area, which was not necessarily a regional official language for the first two years of education. This was followed by the regional official language from the third to the fourth year. Finally, English took over as medium of instruction from grade five (5) onwards (Simwinga, 2006, Banda and Mwanza, 2017, Mwanza, 2016).

The rationale behind this policy was to provide a slow and steady transition of pupils from the home language to the regional language and later, English. Bwalya (2019) explained that the type of language education policy where pupils are taught in a less dominant mother tongue for the first two years and thereafter in a more dominant language before graduating to English only, is referred to as bilingual education and specifically transitional bilingual education.

In 1924 Phelps-Stokes Commission was charged with formulating recommendations for the effective development of African education. Thereafter, the Commission recommended that the colonial government should increase its budget on education which should take the form of grants in-aid to the mission societies and predicted that such an investment would eventually 'be reflected in better health, increased productivity and a more contented person' (Phelps-Stokes, 1924: 265). And as far as the language of instruction was concerned, the commission recognized the complementary roles that English and local languages could play in personal and national development. As a result, it recommended that English be used as the official language in education and government business while local languages were to be used for the preservation of African cultural values and ethnic identities.

As a result of the recommendations, the government formally recognized four main local languages; Bemba, Nyanja, Tonga and Lozi as regional official languages to be used as media of instruction in the African government schools for the first four years of primary education. This policy declaration was a major development in language policy formulation for Northern Rhodesia regarding medium of classroom instruction and, by extension, to the language of wider communication by zone.

After independence however, there was a drastic turn in as far as language policy was concerned as political and national unity was prioritized by new African political leaders. When Zambia gained independence from Britain in 1964 it declared English as the country's only official language. The government policy permitted seven Zambian languages to be used as well: "in addition to the choice of English as the official language, the government also designated seven Zambian languages, namely Bemba, Kaonde, Lunda, Luvale, Lozi, Nyanja and Tonga as regional lingua francas to be used alongside English as school subjects, for functional literacy and public education" (Nkolola-Wakumelo, 2012, p. 129).

The 1966 Language Act stated that "the English language shall be used as the medium of instruction in all schools unless the Minister otherwise directs, in any particular case, the vernacular language or languages be used as the medium of instruction in grades 1, 2, 3, and 4 at that school" (Education Act, 1966:69). The 1966 Language act was because of the

1964 UNESCO report which recommended that “the medium of instruction should be English, from the beginning of schooling” (UNESCO, 1964: 105) as cited in Linehan, (2004: 2). On the aspect of literacy, this policy was a failure as it separated the child’s home from the school and the drastic change in language use on the part of the learner meant that the policy was more problematic than it proved useful. Due to low literacy levels which emanated from the 1966 English only language policy several educational reforms came on board such as the 1977 Education Reform document and the 1992 Focus on Learning Document (Bwalya, 2019) as well as Educating our future Document.

1.2.3.1 The 1977 Educational Reform

The 1977 education reforms recommended continued use of English as language of education while making provisions for the utilization for the seven local official languages where necessary. This was despite having acknowledged the weaknesses of using English as a sole language of classroom instruction. Simwinga (2006) observed that by 1992, it had become increasingly clear that the use of English as a language of instruction was not working well particularly at lower primary school level.

In 1992, the Ministry of Education revisited and reappraised the language in education policy. It was found out that the policy had weaknesses which included: downgrading of local languages, isolation of the school from the community, alienation of the learner from tradition and impairment of children’s future learning. With these weaknesses in consideration, the 1992 policy document recommended that the MOE would institute a review of the primary school curriculum to establish the main local languages as the basic languages of instruction from grades one to four. The 1992 recommendation provided the teacher with greater freedom to determine ‘the main local language’ to be used as language of instruction in primary schools while at secondary schools; English was going to be a medium of instruction as well as a compulsory subject for everyone. Contrast this with the fact that Zambian languages were going to be offered as optional subjects at secondary schools.

The 1977 educational reforms in Zambia were the first comprehensive education system reforms in the country. They were intended to make education a tool for personal and national development. Some main features of the reforms included; the introduction of

basic and high school education, a focus on skills orientation in basic and high schools, the reaffirmation that school fees would not be charged and the setting of a target for enrolment in grade 1 to 7.

The 1977 reforms recognized the benefits of initial literacy learning in a mother tongue as opposed to learning in English language. The thirty-year period between 1965 and 1995 saw several moves to reverse this 'straight for-English' approach (Linehan, 2005).

In 1997, Zambia's curriculum emphasized the use of local languages in education, particularly in preschools and early grades (grade 1-4) even when English language was chosen as the language of instruction. The language policy recognized the importance of using familiar Zambian languages in the teaching process to enable learners to understand. The curriculum embraced the Mother Tongue-Based Instruction where teachers used the local language as the primary medium of instruction to help learners develop a strong foundation in their home language (Banda, 2005).

Apart from Mother Tongue Based Instruction, Bilingual Education was also encouraged. Some schools implemented bilingual education programs, which aimed to promote proficiency in both the local language and the language of instruction being English (Mwanakatwe 1994). Code-Switching was another strategy which was used. Teachers would often switch between the local language and the language of instruction to facilitate understanding and improve learning outcomes (Kashoki, 1978)

In addition; language Across the Curriculum was emphasized by noting the importance of integrating local languages across all subjects, rather than treating them as separate subjects (Banda, 2005). These strategies and policies aimed to promote linguistic diversity, improve learning outcomes, and enhance the educational experience for Zambian students and greatly shows the need to integrate children's home languages in their learning.

In two major reviews of educational policy, in 1977 and again in 1991, it was agreed that English be maintained as a unifying factor, because of the large number of ethnic groups

in Zambia. Teachers were also given the freedom to explain concepts that might prove difficult to be understood by pupils in one of the dominant official Zambian languages.

“It is generally accepted by educationists that learning is best done in the mother tongue, this situation is found to be impracticable in the case of every child in multi-lingual societies, such as Zambian society.” (MOE. 1996:22)

1.2.3.2 Focus on learning 1992

By 1992, the use of English as a language of instruction was not working well particularly at lower primary school level (Simwiinga, 2006). This made the Ministry of Education revisit and reappraise the language in education policy. It was discovered that the policy had weaknesses which included: downgrading of local languages, isolation of the school from the community, alienation of the learner from tradition and impairment of children’s future learning. The 1992 recommendation provided the teacher with greater freedom to determine the main local language to be used as the language of instruction from grade one to four. This document supported arguments in favour of Zambian languages. Even though this document was formally adopted by the Cabinet in 1992, no attempt was ever made to implement the proposed language strategy (Linehan, 2004). The 1992 recommendations were an attempt to democratize the classroom with languages that learners were familiar with to raise literacy skills among primary school children. By 1996, there was continued recognition that the exclusive use of English was not helpful. Thus, the 1996 Educating Our Future policy was instituted.

1.2.3.3 1995 Conference on Reading

The 1995 Conference on Reading noted low reading levels among primary school going children. According to Shay Linehan (2004), a study conducted in 1995, by the Ministry of Education revealed that 25% of Grade 6 pupils could read at defined minimal levels and only 3% could read at desirable levels. Linehan (2004), therefore, concluded that the first 30 years of English, that is from 1965 to 1995, had been less than satisfactory. As a result, the Ministry of Education took a few measures to provide remedy to the malaise in the Zambian education system. One of the measures concerned the upgrading of local languages, by including them among subjects that counted towards selection to grade 8.

1.2.3.4 Educating Our Future- 1996

In 1996, the Ministry of Education produced another policy document entitled “Educating Our Future”. This document replaced “Focus on Learning” document of 1992 and set initial literacy in familiar language as a child’s right while maintaining English as the medium of instruction.

Educating our Future separated the medium of instruction from medium of initial literacy. It set down initial literacy in a familiar language as a child’s right while maintaining English as the medium of instruction. Meaning teaching of initial literacy was done in the familiar language. This led to the designing of the Primary Reading Program (PRP). The PRP involved inventory in all the seven primary grade levels. This program was implemented in 1999. The initial literacy program was called the New Break through to Literacy (NBTL) course.

This is the latest policy in Zambia, and it comes because of serious questions that arose as to the focus and relevance of the curriculum at all levels. Grade 1-4 failed to exhibit expected basic reading, writing and numeric skills. The policy that is officially known as “Educating Our Future” takes note of the problem of LOI and it has this to say:

For over 30 years, (i.e. since the 1966 policy) children who have very little contact with English outside school but have been required to learn concepts through English medium have had unsatisfactory experience (MoE, 1996:39).

The 1996 policy further stated that:

Thus, the 1996 Educating Our Future policy stated:

there is strong evidence that children learn literacy skills more easily and successfully through their mother tongue, and subsequently they are able to transfer these skills quickly and with ease to English or another language....In order to foster better initial learning, to enhance the status of Zambian languages, and to integrate the school more meaningfully into the life of local communities, each child will be required to take a local language from grade one onwards...all pupils will be given an opportunity to learn initial basic skills

of reading and writing in a local language; whereas English will remain the official medium of instruction” (MOE, 1996:40).

The recommendations of the 1996 Language in Education Policy were implemented through the Primary Reading Programme.

The fact that initial reading skills are taught in and through a language that is unfamiliar to many children is believed to be a major contributory factor to the backwardness in reading shown by many Zambian children. It is also a major factor in fostering rote learning. Since from the outset the child has difficulties in associating the printed forms of words with their real, underlying meaning (MoE, 1996:39)

Educating Our Future (1996) recommended that “All pupils be given an opportunity to learn initial basic skills of reading and writing in a local language,” whereas English would remain as official medium of instruction (MOE 1996). In another reform initiative, the 1996 policy document (Educating Our Future: National Policy on Education) also retained the use of English as the official language of classroom instruction and, in addition, recommended the employment of familiar languages to teach initial literacy in grade one. The policy stated:

all pupils will be given an opportunity to learn initial basic skills of reading and writing in a local language... officially, English will be used as a language of instruction, but the language used for initial literacy learning in grade one will be one that seems best suited to promote meaningful learning by children (Ministry of Education, 1996: 27).

English had been and was the medium of instruction for all subjects, Zambian Languages were used from the day a child entered Grade 1, and in some cases, pre-school.

However, for educational and other official purposes, seven Zambian languages: Cinyanja, Chitonga, Icibemba, Kiikaonde, Lunda, Luvale and Silozi were given official status. These Zambian languages are taught as subjects in primary schools. All primary schools are

supposed to teach a Zambian language chosen from the seven official languages depending on the region the school is located in.

Muyeba (1998) says that the 1996 policy from the surface is very concerned with the falling standard of education in our schools, which has been brought about by a wrong medium of instruction. Hence it proposed for a shift in the education language policy to that of local languages.

1.2.3.5 1997 New Curriculum

In 1997, the Government published a new Curriculum for the entire school system in Zambia. This document recommended that local languages be compulsory from grade 1 to grade 9 and optional in high school. However, the recommendations were not implemented (Chishiba, Manchishi, 2015).

Chishiba et al (2015) stated that in 1998, a pilot study was undertaken in two districts of the Northern Province of Zambia, namely: Mungwi District and Kasama District. The local language, Ibibemba, was used to teach initial literacy to grade 1 pupils. The results of the study revealed that pupils were able to read in grade 1 and that their level in grade 2 was equivalent to the level of grade 4 pupils who were subjected to English as a medium of instruction during early stages. As a result of the pilot study, literacy in local languages was scaled to all schools in Zambia, under a Programme titled “Primary Reading Programme” (PRP) and comprising three components, namely: New Breakthrough to Literacy (NBTL), SITE and ROC.

1.2.3.6 Primary Reading Programme (1999)

The Ministry of Education in its efforts to improve the literacy levels among Zambia’s school children convened a National Reading Forum (NRF) in 1995 which led to the development of a Primary Reading Programme (Ministry of Education 2002).

The recommendations of the 1996 Language in Education Policy were implemented through the Primary Reading Program (PRP) that officially started in 1999 with its three components namely New Break Through to Literacy (NBTL), Step in To English (SITE)

and Read on Course (Roc) (Constable et al, 2000; 2001; MOE, 1998). By this time, the medium of instruction in grade one was a Zambian regional language while English language became the medium of instruction from the second grade onwards.

The Zambia Primary Reading Programme (PRP) was a seven- year Reading Programme by the Zambian Ministry of Education and the British Department for International Development (BDFID), (Tambulukani, 2015). It was an initiative supported by the BDFID to improve reading levels in Zambian primary schools. This initiative was officially launched in April 1999. (Constable et al, 2000; 2001; MOE, 1998). The PRP was located within the Teacher Education Programme (TED) and fell under the umbrella of the Basic Education Sub-Sector Investment Programme (BESSIP).

The PRP programme had a three-pronged approach to ensure that children learnt to read effectively. The first approach was achievement of initial literacy in any of the seven official Zambian languages. The PRP had developed a reading course for Grade 1 learners in all the seven official Zambian languages which was called New Breakthrough to Literacy (NBTL).

The second approach was to facilitate the transfer of the literacy skills gained in grade 1 through the NBTL course to learning literacy in English through the SITE literacy course.

The assumptions were that in Grade 1, children would have been introduced to oral English and will learn to read and write in their local Zambian language. In Grade 2, they would simply transfer their newly acquired literacy skills into the new language they have learnt to speak and find it easier to start reading and writing in English. The Grade Two literacy course was known as Step In To English (SITE).

The third and final strategy was consolidation of reading skills acquired in the local familiar Zambian language and in English through NBTL and SITE respectively now through a reading course known as Read on Course (ROC) which was developed as a literacy handbook for teachers of Grades 3-7. This literacy handbook reached all primary schools in Zambia by 2003.

the language in education policy has consistently been changing in Zambia, all with the aim of providing better education with high literacy levels as the ultimate target, the

question is: what strategies do teachers use to integrate children's' home languages at the time when the government decides to have designated local languages used in schools as medium of instruction of which some of these local languages are not children's' majority languages.

The period between 2000 and 2013, the language in Education policy in Zambia was that of a local Zambian language being used as a medium of instruction beginning from Early Childhood to grade one. From grade two onwards, English became the medium of classroom instruction. The expectation was that learners would acquire enough English oral proficiency during the first year to learn using the language in the second year. Secondly, it was also expected that learners would learn to read and write in a Zambian language to an extent that they would be able to transfer the skills of reading and writing into English language by grade two. This was a change from the previous policy where English language was the medium of instruction from grade one onwards.

In 2013 the government revised the language in education policy because there was a feeling that the one year of using a local language was not enough for pupils to acquire literacy skills both in the regional official language and in English language. It was also felt that the short period of transition was a reason for lack of pupils' ability to acquire English oral language proficiency to be taught in English language at grade two. In fact, Mwanza (2012) recommended that the government extend the period from one year to two or more.

Similarly, Tambulukani (2015) also argued that the one-year period of using mother tongue before pupils' transition to English was not enough. This was after his study found that pupils could not make substantial progress in literacy due to lack of familiarity with the medium of instruction and that the one-year period was not adequate to prepare children to receive instruction in English. He therefore recommended that the period be extended from one year to two years or more.

However, following various research outputs and arguments for the extension of the period, the government of the republic of Zambia revised the policy and extended the period of mother tongue use from one year to four years. Thus, the 2013 language policy which

stated that learners in primary school learn in the local language from grades 1 to 4 and transition to English in grade five.

1.2.3.6 Language in Education policy of the 2013 Curriculum Framework

The 2013 curriculum framework takes a much firmer stand on the use of Zambian languages in education. The January 2013 National Guide for language of instruction practice, published by the Zambian Ministry of Education, Science, Vocational Training and Early Education (MoESVTEE, 2013), mandated that Zambian languages replace English as medium of instruction in Grades 1 to 4, in all primary schools in the nation. The Ministry declared that familiar languages will be used for teaching initial literacy and content subjects in early education (pre-school) and lower primary school (Grades 1 to 4).

The 2013 curriculum framework was in line with the Education Act of 2011 which stipulates guiding policies on how best education in Zambia could be provided at all levels in the light of the democratic dispensation. The Act adheres to the education development principles of Liberalization, Decentralization, Equality, Equity, Partnership and Accountability. It is from this Act that the emphasis on the need to clearly include knowledge, skills and values in the curriculum from ECE to Tertiary is based.

This was made so because there was evidence that children learn more easily and successfully through languages that they know and understand well. English was to be offered as a subject, beginning at Grade 2. After the children have acquired sufficient literacy skills in the Zambian languages. It was believed that it would be easier for them to transfer these skills quickly and with ease to Literacy in English at Grade 2.

In view of this consideration, learners in Pre-Schools and lower primary (Grades 1 – 4) were given an opportunity to learn not only the initial basic skills of literacy and numeracy in a language of play but also all knowledge, skills and values in the other learning areas. In Zambia, the seven (7) zone languages; Cinyanja, Chitonga, Ibibemba, Kiikaonde, Lunda, Luvale and Silozi as well as the widely used community languages in specific school catchment areas would be used for this purpose. English would remain as the official medium of instruction beginning at Grade 5 up to tertiary.

It was hoped that this approach will foster better initial learning, enhance the status of Zambian Languages and integrate the schools more meaningfully into the life of the local communities.

Even when this was so, at secondary school level English language was used as medium of instruction as well as a compulsory subject. The seven regional official languages are not medium of instruction and are only offered as optional subjects at secondary school. It is even a common trend or case that most learners opt not to take up a Zambian language at secondary school as well as most secondary schools. Thus, the language policy in Zambia in which English is the medium of instruction from grade 5 up to university, language of government business, the judiciary, the media and formal employment make learners and teachers to get persuaded to prefer English to local languages which only function as languages of lower primary education.

1.2.3.7 Language in Education Policy of 2023 Curriculum Framework

The 2023 curriculum framework language in education policy is in accordance with the Education Act of 2011 that gives legal guidance on language of instruction. It states that Zambian local languages could be used to explain concepts while English language remains as a medium of instruction across the curriculum except when teaching a Zambian or foreign language as a subject (2023 Zambian Education Curriculum Framework p7.)

English language is Zambia's official language of instruction from early childhood to tertiary education. The continuity in language of instruction helps build a solid learning foundation for young learners.

It has been established that from the pre- to post-colonial Zambia to late modernity, English language has enjoyed a higher status than Zambian indigenous languages. It has always performed more important functions. This has resulted into language attitudes among Zambians where parents prefer that their children learn English due to its economic value. Learners are also highly motivated to learn English over Zambian languages because of the prospects they have through acquiring English proficiency and competence. Thus, since English is a compulsory subject at secondary school and the seven zoned languages are

optional, every learner learns English language with very few and sometimes none of the learners taking a Zambian subject at a particular school.

1.2.4 Language Practices in Pre-schools of Zambia

Ministry of Education, Science, Vocational Training and Early Education (2013:2) observed that “In ECE, speech formation is very important. Whatever language the child has started using before he/she comes to the institution or learning centre should be encouraged until that language is mastered before a second language is introduced to him or her.” This policy statement suggests that language practices in pre-schools of Zambia should be dominated by children’s home languages. The Language of play and other activities administered to early childhood learners needs to be flexible and a medium that makes learning easy for children.

John & Catherine (2003) state that for children to learn language, they ought to be exposed to several language practices whilst in preschool classes in order for them to increase their linguistic gain. Language practices are what children do to develop language Spolsky (2004:14). Teachers who provide exposure to significant, enriching experiences enable children to extend their linguistic skills. Children in school who are not actively involved or engaged in language enhanced learning experiences by their teachers and parents, don’t stretch the boundaries of their knowledge. Children may fail to understand messages if they don’t fully develop their speaking ability.

Singing and writing are also language practices which preschool learners ought to develop to learn language. Clay (1993) mentions that language in music and language in print have many similarities, such as the use of abstract symbols. Through writing, children become aware that printed letters stand for spoken words as they see print used in their daily lives. Both oral language and written language can be obtained in the same manner. That is, using them in a variety of holistic literacy experiences will help preschool children build on what they already know about oral and written language.

Music has always been a way for children to remember stories and learn about the world around them. Using music as a stimulus can affect one's emotions and make information easier to remember. Music also creates an environment that is conducive to learning. It can reduce stress, increase interest, and set the stage for listening and learning. The similarities

between literacy acquisition and musical development. Therefore, teaching that combines music with language arts instruction can be the most effective (Davies, 2000).

Kabaghe et al (2015) alludes that Preschool education typically provides experiences that foster literacy practices and may thus be a boost for early literacy skills and success (Dickinson & Smith, 1994). Like preschools in Western countries, the preschool curriculum in Zambia involves singing songs, hearing stories, and learning the alphabet thereby stimulating basic literacy skills such as rhyming, story comprehension, and letter knowledge. The Zambian situation lends itself for a natural experiment for testing the importance of preschool as preschool attendance is not obligatory and only a small percentage of Zambian children go to preschool. In the current study we tested whether Zambian preschool creates a better starting position for learning to read in primary education by comparing pupils who went to preschool and pupils who did not at the start and the end of first grade.

Kaunda (2021) states that preschool teachers in Zambia commonly use strategies such as learning corners, learning through participation, phonics, stories, songs, discovery learning, teaching from known to unknown, learner-centred and learning through play as language practices. These practices are grounded in both Western and Indigenous forms of learning in which preschool teachers remain agents of education.

Kabali, 2017; Chilobe, 2013; Fellowes and Oakley, 2014 place emphasis on decoding and encoding print and state that there are various literacy activities in which preschool teachers engage learners to help them acquire literacy. These activities include shared and dialogic reading, rhyming, storytelling, literacy games and direct teaching using phonics in shared reading, the preschool teacher's role is to expose children to print through reading together with them (Suggate, Schaughency, & Reese, 2013). Print exposure increases the level of familiarity between children and the world of print (Mahony, 2018; Marsh et al., 2005; Beatrice Matafwali & Bus, 2013; Sampa, 2016; Saracho, 2017; Schachter et al., 2016; Suggate et al., 2018).

In dialogic reading, the preschool teacher exchanges roles with their students (Yakubinsky, 2016). The preschool teacher moves from the role of a teacher being the only reader to being an active listener, asking questions about reading and adding contextual information

for the children to analyze and brainstorm the reading material. In doing so, the teacher does not just expand the child's linguistic abilities but also non-linguistic skills and behaviours that are important to literacy development (Bowman et al., 2001; Yakubinsky, 2016).

During dialogic reading, the teacher also expands children's knowledge and print concepts such as holding a book, turning its pages, differentiating pictures from print, identifying functions of print, or identifying components of written language.

In print awareness, the teacher expands children's knowledge of print in terms of left to right orientation, letter shaping and that print plays a function in communication. In terms of language, the teacher demonstrates matching pictures to words and describing pictures with words (Bowman et al., 2001; Piasta, 2016).

As the teacher reads and asks children to retell the story, children participate not only as listeners, but also as storytellers who retell the story read to them by the teacher. If the story book has pictures, the child explains what they see in the picture or answers the questions that the teacher is asking. In this sense, the child is not only a listener but also a participant in storytelling (Bowman et al., 2001). To enhance dialogue during reading, Bowman et al. (2001) suggest that for children who are 2 to 3 years old, questions can focus on individual pages while for 4- and 5-year-old children, questions can focus on the narrative as whole. Shared and dialogic reading, if utilized, can be used in literacy classes to improve print awareness among children.

Another activity that preschool teachers engage children in is direct and intentional teaching using the phonics method. Using the phonics method, teachers teach children letter-sound connections (Sénéchal, LeFevre, Hudson, & Lawson, 1996). The importance of directly teaching phonics is that the knowledge of the letters enables learners to develop the ability to read words in isolation and in text (Allehyani, 2016). The relationship between the alphabetic principle and phonics is that it enables learners to recognize letters of the alphabet and how they relate to phonics. Murray (2006) states that as children learn their alphabet and begin to read and write, their phonemic or phonological awareness improves. The goal of phonics instruction is to help children learn and use the alphabetic principle, which is the understanding that there are systematic predictable relationships

between written letters and sounds. Knowing these relationships will help children recognize familiar words accurately and decode new words.

The activity of reciting rhymes provides opportunities to develop listening and speaking skills which in turn are key to the development of vocabulary, letter identification and knowledge, and phonological awareness (Orenberg, 2016).

The singing of ‘learning’ songs, such as alphabet songs, provides children with examples of rhyme, rhythm and repetition which may act as effective memory aids (Bloch, 2006; Lynch, 2010; Shaik, 2016; Sibanda, 2014). Various studies show the contribution of songs, interactive games and rhymes to literacy learning in preschool (Kennedy et al., 2012; Kinkead-Clark, 2017). A study conducted by

Orenberg (2016) shows that songs contributed to her students developing ‘letter recognition, phonemic awareness, and rhyming skills’ (p. 26). Similar results have been reported elsewhere where rhymes and singing as part of a daily routine are viewed to provide opportunities for children to enhance their repertoire of developing emergent literacy skills (Fellowes & Oakley, 2014; Genishi & Haas, 1994).

There are a number of important points in Western perspectives on literacy. First, childhood is regarded as an important stage for literacy learning. Therefore, children are sent to learn in preschools under trained teachers who guide children in the processes of literacy learning. Second, preschool teachers as adults are seen to play an important role in helping children to participate in guided activities that are impactful on literacy acquisition. Third, the choice of literacy activities is determined by the teacher, and as such, the preschool teachers’ beliefs, attitudes, knowledge and pedagogical skills are important attributes. These observations compare favourably with what research conducted in Zambia shows, indicating the influence of the global North on Zambian early literacy studies.

Early childhood education can play an essential role in preparing young language learners for success in school. Children who have an opportunity to develop basic foundational skills in language and literacy in preschool enter kindergarten ready to learn, read and write (Ballantyne, Sanderman, & McLaughlin, 2008). Through reading and writing Children

become aware that printed letters stand for spoken words as they see print used in their daily lives.

Children require multiple exposure to words to develop a rich understanding of their meaning and use. Teachers should make a point of introducing interesting new words for children to learn into each classroom activity (Tabors, 2008). Presenting vocabulary thematically helps children make associations between words and scaffolds students' learning (McGee & Richgels, 2003). Read-aloud that include explanations of targeted vocabulary can support word learning (Brabham & Lynch-Brown, 2002; Coyne, Simmons, Kame'enui, & Stoolmiller, 2004), as can dramatic play organized around a carefully chosen theme (Barone & Xu, 2008; Tabors, 2008). In addition, Piaget (2001) in his theory of cognitive development states that at the ages of 2 to 7, dramatic play which is an example of metacognition is a type of cognition which is common among preschool children. Dramatic play helps children to think on two levels at once, being imaginative and realistic. Metacognition is a highly desirable skill for success in school which is often encouraged in school by educators of preschool children.

Print awareness is an understanding of the features of books and print. Children should be taught to recognize the parts of a book (e.g., front and back covers, top and bottom) learn that printed letters and words run from left to right and from top to bottom, learn that a book has a title, was written by an author, and has illustrations that were drawn by an illustrator.

Research has shown that alphabet knowledge, phonological awareness, and print awareness are early literacy skills that contribute significantly to later reading achievement (National Early Literacy Panel, 2008). Reading aloud is one useful method for supporting vocabulary development. When reading aloud, it is a good idea to emphasize a few essential words that tie into a unit or a rotating classroom theme. These words can be presented in many ways, such as in pictures and gestures, and can be taught in small groups for maximum learning. After reading a book, you can encourage children to make connections between the story and their own experiences.

A teacher has to encourage child talk by providing prompts when children need help in expressing themselves. Talking with children helps them learn oral language, one of the

most critical early literacy skills. Children learn about language by listening to parents talk and joining in the conversation.

Exposure to rich language, whether through shared book reading or through teacher talk, has been shown to enhance children's oral language development (Aukrust, 2007; National Early Literacy Panel, 2008). Pullen and Justice (2003) state that there are two powerful ways to support the development of print awareness in young children is through adult–child shared storybook reading and print-enriched play. Children benefit in many ways from daily doses of such opportunities (Justice & Ezell, 2002; Neuman & Roskos, 1990; Whitehurst et al., 1988); in addition, these interactions can be explicitly structured to accelerate children's print awareness.

One strategy for encouraging the development of print concepts, environmental print awareness, and alphabet knowledge is by increasing children's participation in reading interactions that feature books with salient print. Salient print features include large narrative print, redundant text, and contextualized print embedded within the illustrations (Justice & Kaderavek, 2002). Children are more likely to visually attend to print when they are reading books in which print is a salient feature (Justice & Lankford, 2002). Reading of electronic storybooks, in which print is made particularly salient through graphic means (e.g., highlighted links), appears to help children internalize knowledge of print concepts and features (de Jong & Bus, 2002). Additionally, when reading typical storybooks, adults can encourage children to attend to print features (including print embedded within illustrations)

Bead strings are useful for segmenting words into syllables or phonemes by asking questions, making comments about print, and tracking the print while reading. Studies have shown that adult use of these print referencing behaviors can be a powerful strategy for enhancing preschool children's print awareness. For instance, Justice and Ezell (2002) recently used these print referencing strategies (i.e., talking about print, tracking the print) during an 8-week reading program for 3- to 5-year-old children in Head Start. Children made substantial gains on a variety of print awareness measures, including environmental print recognition (for words occurring in the storybooks), alphabet knowledge, and print concepts. Accelerated growth in print awareness has also been observed when parents use

these print-referencing strategies during home-based reading interactions (Justice & Ezell, 2000). However, despite the benefits of doing so, adults are unlikely to reference print, verbally or nonverbally, when reading with children (Ezell & Justice, 2000); therefore, teachers and parents may need instruction in structuring book reading interactions to include an explicit focus on print.

Children in preschool classrooms frequently engage in play-based interactions, in-One effective strategy is for the teacher to provide an ongoing commentary on activities that are taking place in the classroom to expose children to language associated with the immediate context (Bunce & Watkins, 1995; Tabors, 2008).

A teacher should incorporate children's home language in the classroom when possible. Songs and videos can be used effectively for this purpose if teachers do not speak their students' language (Gillanders, 2007). More than ever, early learning settings are serving children who are growing up with more than one language at home and at school (known as emergent bilinguals, or dual language learners). For such learners, three main areas of focus for helping these children thrive in a teacher's classroom and for laying the foundation for success in speaking multiple languages in later grades: Supporting children's use of their home languages, valuing children's home cultures and using specific teaching strategies to help children be successful. When teachers demonstrate a positive attitude towards a child's home language and culture this can have a strong positive impact on that child's chances for success in school.

According to Alefeshat (2019), songs and rhymes are another successful method of developing language skills. Singing songs repeatedly allows young children to learn the sounds of language and to remember new words and grammar. Singing develops language skills. Help children learn new words and information. Repeating familiar words in songs and rhymes also lets children feel more confident in their language abilities. You can incorporate songs in English as well as the home language into your week. This allows children to learn about different cultures and languages while supporting their English language learning.

Using a hands-on learning approach is also important for young children and language learners. This can be carried out through play-based activities such as dramatic play,

games, and story reenactment. These activities will help your children improve their language and social skills. Play is one of the best ways for children to learn language and literacy skills. They learn about language through playing as the activities help them put thoughts into words and talk about what they are doing.

The successful acquisition of reading and writing in early childhood depends on a solid background in oral language skills. Oral language is an interactive and social process as well as a natural way for children to experience rich language in a pleasurable way.

Young children seem to be naturally "wired" for sound and rhythm. Besides providing enjoyment, music can play an important role in language and literacy development. Strong social bonds are encouraged through music and songs beginning in preschool. Toddlers can experiment with grammatical rules and various rhyming patterns in songs and other written text. Establishing a sense of rhythm can be used to increase a student's awareness of rhyming patterns and alliteration in other areas of reading and writing. Through music, memory skills can be improved, and aural discrimination increased (Chong & Gan 1997). Music can focus the mind on the sounds being perceived and promote learning through an interactive process. It is important in teaching early childhood students to be conscious of auditory and discrimination skills. Music and songs help increase these listening skills in a fun, relaxed manner. Listening skills are key in singing, language and expressive movement, and later reading and writing (Wolf, 1992).

Music has always been a way for children to remember stories and learn about the world around them. Using music as a stimulus can affect one's emotions and make information easier to remember. Music also creates an environment that is conducive to learning. It can reduce stress, increase interest, and set the stage for listening and learning. The similarities between literacy acquisition and musical development. Therefore, teaching that combines music with language arts instruction can be the most effective (Davies, 2000). A child's initial introduction to patterned text often first occurs in songs, chants, and rhymes that are repeated throughout childhood. Once children become familiar with this patterning, they are excited and able to participate in shared reading, writing and other oral language experiences. Additionally, substitutions in songs, chants or poems can provide real language experience opportunities.

The effects of music on emotions are commonly known. Its effects on the brain and thinking are demonstrable. Research has shown that during an electro encephalogram (EEG), music can change brain waves and make the brain more receptive to learning. Music connects the functions of the right and left hemispheres of the brain so that they work together and make learning quick and easy. Brain function is increased when listening to music and studies have shown that music promotes more complex thinking. It can make connections between emotions, thinking and teaching (Davies, 2000).

Howard Gardner's research on Multiple Intelligences supports this idea. He describes how people demonstrate different skills and talents while trying to learn. Therefore, classrooms must provide different approaches to meet an individual student's areas of strength to be the most successful. For example, Gardner's Musical-Rhythmic learners are sensitive to nonverbal sounds and are very much aware of tone, pitch and timbre. Using rhythm, chanting, and songs with these students can increase their attention and interest while motivating them to learn (Gardner, 1985).

In addition; Piaget (2001) in his theory of cognitive development states that at the ages of 2 to 7 dramatic play which is an example of metacognition is a type of cognition which is common among preschool children. Dramatic play helps children to think on two levels at once, being imaginative and realistic. Metacognition is a highly desirable skill for success in school which is often encouraged in school by educators of preschool children.

Studies on preschool literacy practices reveal the depth to which Western formal literacy practices have influenced the teaching of early literacy not just in Zambia, but by extension, also in other African countries. Studies conducted on literacy classroom practices and activities show that the teaching of early literacy in Zambia is anchored in methods and theories proposed by Western scholars. Such studies have revealed that preschool teachers in Zambia engage learners in storytelling, songs, games, shared reading, pretend reading, scribbling and writing, and direct teaching using the phonics method (Kipepe, 2016; Beatrice Matafwali & Serpell, 2014; M. T. Zimba, 2011).

Other scholars have asserted that there is insufficient teaching among preschool teachers (Beatrice Matafwali & Munsaka, 2011; Tambulukani, 2015; Thomas & Thomas, 2009). Insufficient teaching among preschool teachers has been attributed to lack of content

knowledge especially in local language literacy (McCoy et al., 2017) and insufficient training in college (Thomas & Thomas, 2009; M. T. Zimba, 2011). Chibamba (2012) found that some preschool teachers were unable to teach properly because they were not familiar with the local languages used in Lusaka. Concerning lack of early literacy content knowledge among preschool teachers, Zimba (2011), who researched into the literacy activities of preschool teachers in Kasempa and Solwezi Districts, found that 100% of his preschool teacher participants did not understand the terms ‘emergent literacy’ and out of this number, 65.4% believed that preschool children did not have ideas about early literacy. As such, these preschool teachers mainly engaged children in music and songs as the common method of early literacy teaching. However, it should be noted that this research could have been used.

1.3 Statement of the problem

Reading and writing skills are cornerstones of any educational experience as well as key to success in any given society as they foster language development, enabling individuals to communicate effectively as they express their thoughts as well as ideas. McCardle and Chhabra (2004) indicated that:

The ability to read is both necessary and crucial for children’s academic success. The importance of success in reading for lifelong achievement must not be underestimated; how well a child learns to read may determine future opportunities, including not only career possibilities but also, his or her ability to accomplish the basic activities of daily life such as reading a newspaper, obtaining a driver’s license, identification card and paying bills. (p.3)

Unfortunately, most Children in Zambian preschools, primary and secondary schools have been failing to read and write for a long time now (Tambulukani, 2015; Chipili, 2016; Mkandawire, 2022). Several factors are contributing to this problem such as teacher factor (inadequate teacher training and support), teaching and learning materials, socioeconomic factors and linguistic diversity (Tambulukani and Bus, 2011). This study investigates how linguistic diversity is integrated in the teaching processes of preschool learners whose mother tongue could be one of the following languages: Silozi, Mbunda, Chokwe, Nkoya,

Luchazi or Luvale in preschools of Luampa district. The absence of this integration may perpetuate the problem of reading and writing in the country.

1.4 Purpose of the study

The purpose the study was to analyze the strategies used by teachers in the integration of children's home languages in the teaching process in selected preschools of Luampa District of Zambia.

1.5 Research Objectives

The study sought to address the following research objectives.

- (i) To establish the language situation in preschool classes of Luampa district of Zambia.
- (ii) To determine the strategies teachers use to integrate children's home languages in their teaching processes in preschools of Luampa.
- (iii) To ascertain the print language environment in the school settings
- (iv) To determine language application challenges that teachers and learners face in the teaching and learning processes.
- (v) Propose guidelines that teachers can use on the integration of children's home languages in the teaching processes.

1.6 Research Questions

The study addressed the following research objectives.

- (i) What is the language situation in preschool classes of Luampa district of Zambia?
- (ii) What strategies did teachers use to integrate children's home languages into their teaching processes?
- (iii) Which languages are visible in the print environment around the preschools?
- (iv) What challenges did teachers and learners face in the application of diverse languages in the teaching and learning processes?

- (v) What recommendations did teachers make in the integration of children's home languages in the teaching processes?

1.7 Limitation

Limitations are constraints, weaknesses or factors that restrict the scope, methodology, or interpretation of research findings. They arise due to constraints such as time, resources, design choices, or external influences beyond the researcher's control. While limitations do not necessarily invalidate a study, they highlight areas for improvement or further investigation.

The researcher was limited in her research due to the use of convenient type of purposive sampling technique which introduced bias into the sample.

The researcher was as well limited due to the geographical scope of the study because it was only conducted in Luampa district.

The sample size also limited the researcher for it did not make it easy to generalize the findings of the study to other districts though they could still inform practice.

1.8 Delimitation of the study

The study was only conducted in six government preschools from Luampa District of Western Province. This implies that the result may not be a generalization of the other regions.

1.9 Significance of the study

This study brought out the language situation in preschool classes as well as the strategies teachers use in the integration of children's home languages in the teaching process in selected preschools of Luampa District of Zambia. It also looked at the visible languages in the school print environment and finally outlined the challenges teachers and learners faced in the application of diverse languages in the teaching and learning processes. The findings of this study will be useful to Early Childhood Education policy makers,

curriculum developers, stakeholders, funders and practitioners in that it will greatly help learners in the development of literacy skills which will in turn lead to language development. It will also inform funders and practitioners the importance of integrating children's homelanguages and the strategies to be used in a multilingual class. By so doing language development among the learners will be achieved with minimal difficulty. It will further add to the current body of knowledge the strategies teachers use in the integration of children's home languages in the teaching process.

1.10 Operational definitions of terms

Break through	The ability by a child to develop phonemic awareness which enables them to recognize words and help them in the reading act.
Bilingual	a person or group of people who speaks two languages fluently.
Bilingualism	the ability of learners to speak at least two languages.
Critical period	A maturational period during which some crucial experience will have its peak effect.
Codeswitching	when a speaker alternates between two, more or a variety of languages in a single conversation
Curriculum	The subjects comprising a course of study in school, college or University
Childhood	A period of remarkable growth and brain development from birth up to 7 years of age.
Familiar Language	A language which is well known and understood since it is used on a regular basis.
Home Language	A language that is most used and spoken by most of the family members at home
Language practices	What children do to develop a language

Language policy	A government ordinance or policy of a country that determines the use and function of a particular language, i.e. the national language, international language, language of education, formal and informal languages.
First Language	The first language or the mother tongue one learns or knows
Multilingual	The ability to speak or use many languages.
Multilingualism	The ability of learners to speak more than two languages which includes the mother tongue, Filipino and English in various contexts.
Multilingual education	is that teaching approach which can incorporate multiple languages in the process of teaching, learning process, fostering the development of language proficiency and promoting cultural understanding among students.
Monolingual	Speaking only one language
Mother tongue	An individual's native language
Pre-school	A school for children between the ages of 2 to 6 attended prior to grade 1
Syllabus	A document that outlines the basic elements or topics of a course
Translanguaging	A pedagogical approach of using multiple languages
Translation	The process of converting the meaning of a written or oral message (text) from one language to another.

1.11 Summary

This chapter outlined the background of the study, the statement of the problem, the purpose of the study, specific research objectives, research questions, hypothesis, limitation of the study, delimitation of the study, and significance of the study and

operational definitions of terms. The next chapter outlined the theories which informed the study.

CHAPTER TWO

THEORETICAL AND CONCEPTUAL FRAMEWORK

2.1 Overview

This chapter presents the theoretical and conceptual frameworks governing this study. The chapter explains the Three Language Orientation Theory (Ruiz, 1984) and the Translanguaging Theory (Garcia, 2009; Canagaraji, 2011). It has also outlined the conceptual framework of the study with the variables under consideration.

2.2 The Three Language Orientation Theory (Ruiz, 1984)

Ruiz (1984) introduced three language orientations to language planning, which have since become influential paradigms in the field of language policy and planning (LPP). These orientations are Language as Problem, language as a right and language as a resource. Under language as a problem orientation language is viewed as issues, challenges or problems that need to be addressed. It focuses on identifying and solving language-related difficulties. Language as Right orientation sees language as a fundamental right for individuals and communities. While language as a Resource orientation considers language as an asset. It emphasizes the practical benefits of multilingualism, such as economic advantages and cultural enrichment.

In formulating the orientations, Ruiz sought to draw attention to the values about language underlying policymaking. Specifically, he was concerned about the prevailing deficit perspective on linguistic minorities and sought to offer an alternative and empowering perspective that could draw attention to the positive aspects of individual and societal multilingualism (Hornberger, 1990, Ruiz, 2010)

Ruiz set forth the three fundamental orientations to guide critical analysis and reflection about “what is thinkable about language in society” not only to facilitate examination of the status quo but also as a way to imagine policy possibilities (Ruiz, 1984, p. 16). Highlighting these tendencies raises awareness about what kind of policy development is needed to establish or maintain quality. According to the proponent, it is useful to clarify the notion of problem right from the beginning that is planning stage. In LPP, scholars

often refer to language problems that policy and planning are meant to address. The field of educational linguistics, which includes educational LPP, is often said to be problem-centered, meaning that it focuses on matters that need to be addressed in practice (Hornberger, 2001). Problems in this sense might best be characterized as issues or themes that emerge from practical needs and circumstances that are the object of focus in applied research (Hult, 2010).

The language as problem orientation is a set of values that stem from a monolingual ideal and assimilationist mindset (Hornberger, 1990; Evans & Hornberger, 2005). In this view, linguistic diversity is a threat to national unity which is best achieved with a single, common language (Ruiz, 1984; Akinnaso, 1994). The vitality of linguistic minority languages, in turn, weakens the status of a national language by competing with it in various domains of society (Ruiz, 1984, p. 19-20; Horner, 2011, p. 502). Policies following this orientation aim to limit or eliminate multilingualism in society in favor of encouraging the development of the dominant majority language (Ruiz, 2010, p. 166).

Linguistic minorities are framed using a deficit perspective that emphasizes lack of linguistic abilities in the dominant majority language rather than focusing on their bi-/multilingual repertoires (Ruiz, 1984, p. 19). “Their languages are not seen as an asset, but as a disability that needs to be overcome,” (Ruiz, 1984, p. 19; Crawford, 1998, p. 52; Mora, Wink, & Wink, 2001, p. 438). It is a disability that is perceived as preventing their access to key domains such as education, employment, and civic engagement and that hinders national unity (Zéphir, 1997; Harrison, 2007). Language problems may be (falsely) aligned with social problems such as poverty or low academic achievement (Ruiz, 1984, p. 21; Crawford, 1998, p. 52; Cummins, Chow, & Schecter, 2006, p. 298). Educational programs that follow from the language as problem orientation seek to remedy this deficit with subtractive language teaching that emphasizes transition to the dominant majority language (Mora, Wink, & Wink, 2001, p. 438; Hult, 2014, p. 169). Indeed, minority language maintenance is deemed unnecessary because at best it contributes to linguistic marginalization of certain communities and at worst it contributes to splintering a nation (Ruiz, p. 20; Petrovic, 2005, p. 398-399; Ruiz, 2010, p. 166). It may be seen as a duty for

linguistic minorities to learn a national language to prevent these possibilities (Horner, 2011, p. 503).

The educational program models informed by this orientation tend to be monolingual in structure, with the rationale that linguistic minorities are best served by as much exposure to the dominant language as possible in the interest of “inclusiveness” (Ruiz, 1984, p. 20). Programs may take the form of specialized second language courses focusing on the dominant majority language or of immersion in mainstream classrooms, which in extreme cases can become submersion as students are placed in classes with no structured support for language learning (Wong, 1988; Mora, Wink, & Wink, 2001, p. 439; Wright, 2014). There is often skepticism of bilingual programs as they may be seen as contributing to societal divisiveness by encouraging languages and cultures other than the dominant ones (Baker, 2001, p. 369). Poorly designed and implemented bilingual programs that do not lead to functional bilingualism may exacerbate such concerns and be used as examples to dismiss bilingual education entirely (Gómez, Freeman, & Freeman, 2005, p. 149).

Like language as problem, the language as right orientation is compensatory. Whereas the language as problem orientation rests on the idea of compensating for a linguistic deficit by focusing on assimilation and transition to a dominant majority language, the language as right orientation seeks to address linguistically based inequities using compensatory legal mechanisms.

Language rights can be understood as what is legally codified about language use, often with special attention to the human and civil rights of minorities to use and maintain their languages (Hornberger, 1990, Hult, 2014). More cynically, in some polities legal rights to language might be related to advancing primarily the acquisition and use of a national/official dominant language rather than to protecting minority languages (Horner, 2011). Language rights can be expansive or limited in scope (Ruiz, 1984). “Certain rights may be limited to specific groups or types of speakers,” (Ruiz, 1984, p. 24-25; Zéphir, 1997, p. 229-230; Cummins, Chow, & Schecter, 2006, p. 298).

The educational programs and related objectives that follow from a language as right orientation may vary depending on where rights fall along the continuum and how they are implemented in practice (Mora, Wink, & Wink, 2001). A distinction can be made, then,

between the right to education via language support and right to language (Akinnsaso, 1994, p. 141). Compensatory programs may facilitate equal access to education by way of providing linguistic support (whether through second language or transitional bilingual education), but they do not establish education as a mechanism for developing life-long bi-/multilingualism as would the strongest form of promotional language rights (Zéphir, 1997; Crawford, 1998; Baker, 2001, p. 370; Mora, Wink, & Wink, 2001). The main purpose of his 1984 Orientations piece was to offer a counter-narrative to the dominant deficit perspective in the United States (Ruiz, 2010). In articulating the language as resource orientation, Ruiz envisioned it as both descriptive and aspirational (Ruiz, 1984). He outlined several ways in which linguistic diversity could be viewed as a resource rather than as a problem. A heightened awareness of language as resource could be used to draw attention to places in policies, what Hornberger (2005) refers to as “ideological and implementational spaces,” that can be used to leverage multilingual education. Similarly, it could be used to identify schools and programs making use of such implementational spaces. In addition, it could be used to envision future policy and practice that promotes societal multilingualism by expanding individuals’ linguistic repertoire.

Fundamentally, language as a resource is the antithesis of the language as problem orientation. Multilingualism and cultural diversity are valued and seen as fully compatible with national unity (Hornberger, 1990, 2002; Ruiz, 2010). Rather than agents of divisiveness, speakers of minority languages are seen as a source of specialized linguistic expertise that is useful for themselves, their communities, and society (Ruiz, 1984). It is thus an inclusive orientation in which linguistic diversity is good for everyone in society, not only linguistic minorities (Cummins, Chow, & Schecter, 2006). It is ultimately an additive perspective in which languages are not pitted against each other in either minority language or majority language conflict; rather, the ability for speakers to develop advanced bilingualism in both a national language and another language is considered desirable (Skutnabb-Kangas, 2000; Hult, 2014). A nation’s social, cultural, economic, and strategic potential is enhanced when its citizens have well developed linguistic repertoires including the national language as well as minority languages and other modern languages. To that end, the orientation encompasses the development and expansion of new multilingual

resources as well as the conservation such as language maintenance of existing resources (Ruiz, 1984; Hornberger, 1990).

Language is both a personal resource and a national resource. Fundamentally, linguistic resources are different from natural resources. As Ruiz explains, “we can leave the oil in the ground, and it will still be there to use in a hundred years; the more we use it, and the more we use it unwisely, the less we have of it later. Just the opposite is true of language and culture. The more we use these, the more we have of them; but the longer we neglect their use, the closer we are to extinguishing them. That has already happened to some languages, and we may be starting to see the consequences. The world will one day end, but the overriding cause is more likely to be a shortage of human resources like language and culture than a shortage of physical resources like coal and oil,” (1983, p. 65).

As a resource, language may have intrinsic value in relation to cultural reproduction, community relations, inter-generational communication, identity construction, building self-esteem, and intellectual engagement, among other possibilities (Crawford, 1998, Ruiz, 2010). Language may also have extrinsic value with respect to, *inter alia*, national security, diplomacy, military action, espionage, business, media, and public relations (Ruiz, 1984; Ricento, 2005).

As an aspiration for language planning, language as resource orientation must be used thoughtfully and with sociopolitical awareness. Critical voices such as Ricento (2005) and Petrovic (2005) demonstrate that it is possible for the resource orientation to be applied in such a way that it reifies power inequities and serves the interests of the dominant majority more so than the needs of linguistic minorities. The language as resource orientation, though, is not necessarily meant to represent an easy, conflict-free solution; rather, it prompts critical thinking about linguistic relations as they are and as they could be, which facilitates analysis and discussion that can lead to social transformation (Hornberger, 1997, 1998).

The heuristic use of Ruiz’s language planning orientations will continue to bring to light situated understandings of “what is thinkable about language in society” in diverse multilingual policy contexts around the world.

2.2.1 Application of the Three Language Orientation Theory to the study

The study is guided by Ruiz's theory of three language orientations. The theory is very cardinal to this study in the sense that it brings out how bilingual or multilingualism can be embraced in language planning as well as teaching and learning of the children.

People move every day in our societies from one place to the other in search of employment or greener pastures. As they move language become mixed up. Several languages become of existence in a particular place. As children grow the community becomes multilingual. Societies become more integrated such that making use of one indigenous language as medium of instruction in schools is deemed unfair to learners from multilingual contexts, learners from different linguistic backgrounds who may not have been exposed to various dialects may not benefit during the learning process. The theory of three language orientations brings on board the aspect of diversity in the classroom during the learning process. For learners to make meaning of what is being taught as far as acquiring literacy skills is concerned Ruiz looks at embracing multilingualism as a resource in the teaching and learning process. In this case a teacher has to find a way of integrating children's home languages in the learning process.

This theory is suitable for this study whose focus is on the strategies teachers use to integrate children's home languages in the teaching process in selected preschools in Luampa District of Zambia. Luampa is an area dominated with a diverse linguistic community and one designated local language namely Silozi is the language or medium of instruction according to the curriculum framework of 2013 of Zambia from early childhood classes to grade 4. Teachers in the district are implementing the language policy as stipulated in the curriculum but then it is seen as a problem in this area in that some learners are not Lozi speakers. These learners who according to Ruiz's theory of three language Orientations have the right to language and so he sees the importance of looking at language as a resource by embracing multilingualism in classrooms for teaching and learning to take place smoothly. The theory informs the study on what ought to be done after noting that language is a problem as far as the teaching and learning of preschool learners in Luampa District of Zambia.

The moment preschool teachers in Luampa district realize that preschool classes are multilingual, they need to put into consideration the linguistic background of the learners they have in class. When this is done according to Ruiz three language orientation theory the teacher would have realized that language is a right of every learner. Amidst challenges experienced in multilingual classes as noted by a number of scholars, a teacher has to come up with a number of strategies on how learners of a diverse linguistic background can learn better. When the strategies are implemented the teacher would have taken note that language is a resource regardless of existing challenges. In as much as language can be a problem especially when there is language barrier it can as well be a resource when a number of strategies are implemented to curb language barrier.

2.3 Translanguaging Theory (Garcia, 2009; Canagaraji, 2011)

Translanguaging is a theory that holds that all language users have a unique linguistic repertoire from which they select and combine resources to suit the needs of the communicative situation at hand. Translanguaging is a term first coined by Williams in 1994 (Williams, C. 1994). The term translanguaging was developed by the Welsh educationalist Williams (1994), cited in Bwalya (2019). It was originally coined as a Welsh word (*trawsieithu*) in reference to a pedagogical practice, which deliberately switched to language mode of input and output in multilingual classrooms (Lewis et al., 2012).

Translanguaging as a theory of language and multilingualism is defined simply as “the multiple discursive practices in which bilinguals engage in order to make sense of their bilingual worlds” (García, 2009, p. 45). Translanguaging describe the normal, everyday practices of multilingual people (Canagarajah, 2011; Gebhard & Willett, 2015; Mazzaferro, 2018).

At a fundamental level, trans-languaging represents a theory of multilingualism that disrupts a classic, structuralist understanding of language as a purely lexical or grammatical set of codes or rules (Sherris & Adami, 2019). Rather, translanguaging positions any “named” language, such as Spanish or English, as sociopolitical constructions, primarily in relation to nation-state building and processes of colonization (García, 2009). This does not mean that named languages are irrelevant or entirely problematic as sociocultural categories, but these categories must be understood as relevant only from the external or

outsider's perspective. They are not as useful, however, for understanding language practices from the insider perspective of a multilingual person.

In translanguaging, languages are not seen as separate but integrated and dynamic while constantly interacting. Translanguaging denotes fluid and dynamic linguistic and nonlinguistic practices in sociolinguistic terms. Translanguaging as a pedagogy refers to an instructional and assessment framework. Teachers can use this framework strategically to support student engagement and comprehension, support the student's socio-emotional development and multilingual identities (García, Johnson, & Seltzer, 2017). Translanguaging may promote deeper and fuller understanding of the subject matter, help in developing weaker language and facilitate home-school links and co-operation (Lewis, Jones, & Baker, 2012). Children translanguage to mediate understanding and construct meaning (García, Makar, Starcevic, & Terry, 2011). Translanguaging is a resource-oriented pedagogy rather than a mere strategy and this pedagogy can fight social inequalities.

As a theory of language and multilingualism, translanguaging serves to describe local variations of global language practices (Guilherme & Menezes de Souza, 2019). Beyond the study of translanguaging as everyday practice, many teachers and researchers are working to validate translanguaging as a classroom practice rooted in critical pedagogy, aimed intentionally at centering and empowering the agency of multilingual learners to transform their classroom language borders (García & Lin, 2016; Otheguy et al., 2015).

At the heart of strong forms of translanguaging pedagogy is the understanding that translanguaging is inherently a political act (Flores, 2014). Translanguaging pedagogy must be about social justice for multilingual learners by contesting dominant narratives about languages and bilingualism and the linguistic hierarchies they often create in the classroom (Fu et al., 2019; Orellana & García, 2014).

García (2009: 45) defined translanguaging as “multiple discursive practices in which bilinguals engage in order to make sense of their bilingual worlds”. This definition portrays bilingual or multilingual practices from the perspective of users rather than language itself and questions the boundaries around languages. García (2009) introduced the term translanguaging in 2009 to emphasize that, bilingualism is dynamic. Translanguaging has

implications for both semiotic systems (how we communicate) and social structures. It goes beyond mere code-switching and highlights the interconnectedness of language. It is relevant in educational contexts because it enhances learning and teaching by recognizing and valuing students' diverse language repertoires.

Canagarajah (2011) regarded translanguageing as 'the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system' (2011: 40). This definition, although reflecting language boundaries to some extent (Garcia and Li, 2014), regards language resources as an integrated repertoire.

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

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

Translanguageing is also when a multilingual person's full linguistic repertoire is used and honored, instead of trying to keep narrowly focused on a single language. Yvonne and David (2017) define translanguageing as using all linguistic and cognitive resources, including one's home language, to make sense of the academic content being delivered in

language one is just starting to learn. As you learn a new language, you are not forgetting what you already learned in your home language; rather, you are leveraging it to learn the target language. In addition, if your home language and the new language are related, you might even recognize some words, especially academic words. Which refers to the process of using one's full linguistic repertoire to gain knowledge, to make sense, to articulate one's thoughts and to communicate about using language (Li, 2011; Garcia & Li, 2014).

Translanguaging is a term that specifically calls for conceptualizing the communicative strategies that multilinguals display in social and classroom settings. Although the term was initially developed to delineate language use in second language classrooms in Wales, it can be extended as a powerful and practical framework to interpret hybridity and creativity of language use in second language classrooms, where the high degree of diversity in students' linguistic and cultural background means that they are able to draw upon a huge database of linguistic resources, Bwalya (2017).

As Garcia (2011) argued, language classrooms in the twenty-first century are moving from Monolingualism towards translingual, encouraging flexible concurrent language use rather than continuing to keep students' linguistic knowledge separate or treating prior languages as non-existent or purely negative influences.

Translanguaging is a normal practice in bilingual communities and educators are beginning to realize that it should be a strategy teachers can use to help learners draw on all their linguistic resources as they read, write and discuss academic subjects in a new language. It is a concept that many find potentially powerful, rooted in a view of multilingualism as a dynamic, complex, and inherently creative practice (García, 2009). Translanguaging aims to empower multilingual learners to disrupt and transform the standardized, political, and socially constructed borders of languages themselves by creating space in the classroom for the entirety of their bilingual meaning-making practices (Otheguy et al., 2015).

At this level, it is argued that multiple languages do not exist as separable categories, but as one unified repertoire in which the entirety of linguistic and symbolic resources, tools, and knowledge are simultaneously active, available, and negotiation in any given communicative interaction (Otheguy et al., 2015). In other words, translanguaging is primarily an interactional, practice-based theory of language and multilingualism. To

embrace translanguaging in theory and practice is to decenter named languages as the object of focus to strategic, communicative practices. With this comes an emphasis on “fluidity and flexibility regarding traditional (socio) linguistic boundaries: boundaries among named languages, boundaries among language modes, and boundaries among social and cognitive spaces where certain practices are considered proper” (Prada & Nikula, 2018, p. 2).

An orientation toward the process of communicative practices, or language, rather than languages as stable structures or standardized grammars, means we should embrace flexible multilingualism as inherently dynamic and creative practices of meaning-making (Vogel & García, 2017). The central concern of translanguaging inquiry and practice, then, is to disrupt the hegemonic categories of national, academic, or standardized languages as to open possibilities for “the deployment of a speaker’s full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named languages” (Otheguy et al., 2015, p. 283).

Canagarajah (2011) draws on translanguaging in relation to concepts like code switching or code meshing that focus linguistic features and idiosyncrasies of how multilingual speakers shift between diverse languages. (2011, 2011), and to explore its implications for rethinking linguistic competence, especially in writing concrete pedagogical frameworks.

García and Kleifgen (2019) make the case that in disrupting monolingual assumptions related to bilingualism and literacy, teachers “engage in acts of social justice, providing marginalized multi-lingual learners opportunities to act as literate multilingual learners, able to use their entire semiotic repertoire (p. 7). In this way, translanguaging pedagogy can and should be aimed at transforming the power dynamics between the named languages present in the classroom (Kleyn & García, 2019) – both as a tool for improving academic outcomes while also disrupting hegemonic language norms (Poza, 2018; Prada & Nikula, 2018). Translanguaging in the classroom further implies a significant shift in the power dynamics regarding multilingual learners in the classroom with more attention being paid to the speakers in the classroom than the specific or standardized language varieties that make up the curriculum (Schissel et al., 2018). In other words, translanguaging pedagogy calls attention specifically to the agency and creativity of multilingual learners themselves,

potentially liberating their multilingual voices and breaking down socially constructed language hierarchies and the inequalities they produce (Kleyn & García, 2019; Poza, 2017). Translanguaging pedagogy must intend to disrupt the ways in which multilingual learners and their translingual practices are racialized and marginalized through ideological constraints on what counts as academic and appropriate language in the classroom (Flores & Rosa, 2015; Rosa & Flores, 2017). Doing so would generate opportunities for students to fully embrace and express their histories, trajectories, and identities and to encourage positive attitudes toward multilingual identities (Prada & Nikula, 2018). Orellana and García (2014) describe trans-language pedagogy as a liberating approach for teachers, allowing them to turn their focus away from standardized language practices toward opening classroom spaces for students to fully translanguage in their learning experiences. In other words, teachers are importantly put into a position of agency to create critical translanguaging spaces.

The primary role of the teacher, then, is to facilitate the creation of critical translanguaging spaces, in which students negotiate and co-construct academic meaning-making while drawing freely from the entirety of their linguistic resources.

2.3.1 Application of translanguaging theory to the study

The theory of translanguaging is very important to the study in the sense that it is relevant in educational contexts because it enhances learning and teaching by recognizing and valuing students' diverse language skills.

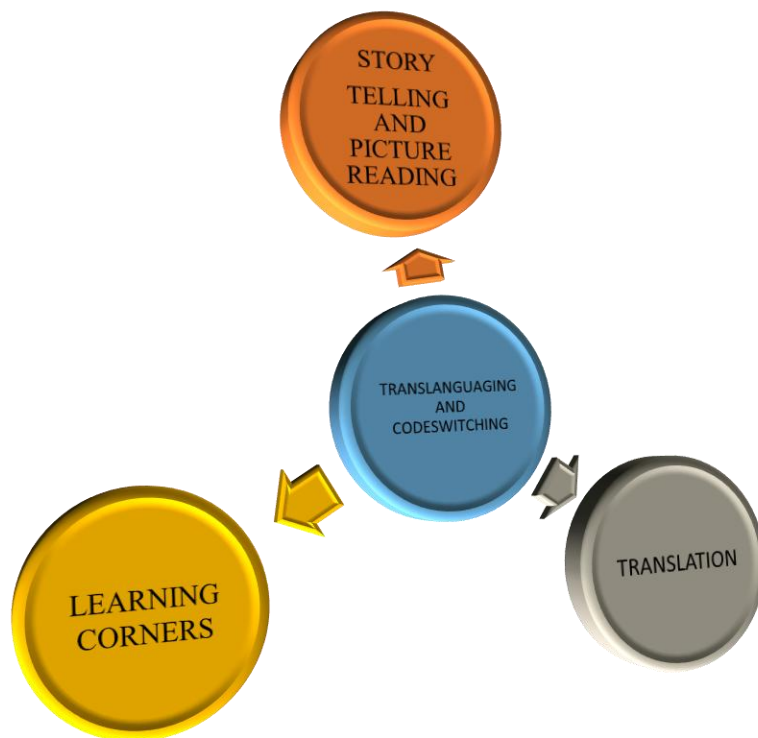
In addition, preschool children drawn from a diverse linguistic community as they report at school will surely speak different languages. It is at this point where there is great need to communicate and understand each other better either with the teacher or friends. Codeswitching as well as translanguaging would really play a vital role for effective communication to take place.

2.4 Conceptual Framework

A conceptual framework is a visual representation of the relationships between variables, concepts, and theories that guide the research study (Creswell and Poth, 2022). It is also referred to as a tool that organizes ideas and concepts to help understand how they relate

to a research study or solve a real problem. Swaen and George, (2024) state that a conceptual framework is a theoretical structure that explains the relationships between variables, concepts, and theories in a research study. It provides a visual representation of the research design, illustrating how the different components interact with each other. In addition; it is also referred to as a visual or written product that explains either graphically or in a narrative form the main things to be studied, the key factors, variables or constructions and any presumed relationships among them.

Figure 2. The integration of children's home languages



A conceptual framework provides a foundation for investigating the effectiveness of translation, learning corners, storytelling and picture reading as instructional strategies for facilitating translanguaging and codeswitching practices in multilingual classrooms.

From the outlined conceptual framework, integration of children's home languages is a dependent variable with teaching strategies such as translanguaging and codeswitching, translation, storytelling and picture reading as well as use of learning corners as independent variables.

A dependent variable is a variable that is being measured or observed in response to changes made to the independent variable (Creswell & Poth, 2022). Miles et al., (2020) defines dependent variable as a variable that is expected to be affected by the independent variable. In contrast to a dependant variable, Creswell and Poth (2022) defines an independent variable as a variable that is manipulated or controlled by the researcher to observe its effect on the dependent variable

For the integration of children's home languages to take place in the teaching and learning processes of a multilingual class a number of independent variables such as translanguaging, codeswitching, translation, storytelling and picture reading as well as learning corners ought to be at play.

2.5 Chapter summary

The chapter has discussed the two theories that guided the study, and these theories include Ruiz's theory of three language orientation and the Translanguaging theory by Garcia and Canagaraji. The chapter has also discussed on how the two theories relate to the current study. The next chapter outlined the reviewed related literature to the study.

CHAPTER 3

REVIEW OF RELATED LITERATURE

3.1 Overview

This chapter revealed what others have written in line with the topic; an analysis of the strategies teachers use to integrate children's home languages in the teaching process in selected preschools in Luampa district of Zambia. The reviewed literature has been presented according to the themes generated.

3.2 Language Situation in Early Childhood Classes

The first research objective sought to establish the language situation in preschool classes. Multiple studies were reviewed and these are presented in this section.

A study done in China by Yang, Shi, Lu, and Huang (2021) on language development in early childhood education showed that high-quality teacher-child interactions in early learning environments have been regarded as a key contributor to children's early language and cognitive development. The study addressed the question of such longitudinal effects by examining the predictive effect of preschool teacher-child interaction quality on children's subsequent receptive vocabulary development in 42 kindergartens in Guangdong Province of China. The results in a nested design showed that except for the factor of Emotional Support, the other two factors (Classroom Management and Instructional Support) were positive predictors to children's vocabulary competency at preschools. Chinese ECE teaching and learning have been heavily influenced by Chinese moral and cultural values (Hu et al., 2016a, b). Given these unique sociocultural factors in the Chinese ECE system and considering the variation in teaching methods across the years of preschool education, the effect of teacher-child interactions on children's language ability might vary across different preschool years.

This study by Yang, Shi, Lu, and Huang (2021) is relevant to the current research in Luampa in the sense that it stresses on high quality teacher-learner interaction which is like the current research in Luampa which focuses on the integration of children's home languages to the teaching processes which directly relates to high quality interaction

between learners and teachers. Although Yang et al's study was conducted in China, its findings are crucial to the Zambian children in Luampa where the current study took place.

A study in Turkey by Gelir (2020) explored preschool children's (aged 5:6) language development in nursery and at home. The study examined how children learn a new language in nursery and practice their learning at home. The data in this study is drawn from long ethnographic research, which included two stages of data collection. The researcher used participant observation, audio and video recorders to collect data. The researcher conducted participant observations in nursery and at home. A video recorder to record the children's interactions at home was also given to parents. This study draws on sociocultural perspectives to examine children's language learning. In majority contexts young children learn a new language when they start nursery/preschool. It is more likely that these children take their learning from school to home if their home language is not used in the school. The findings of this study showed that the teacher scaffolds young children's new language learning by attaching different values to languages in classroom activities. It also indicates that the children practice their learning with collaboration from cousins and parents at home. Second, educational language practices in high-quality ECEC with children under 3 years are characterized by the use of diverse and situated strategies for supporting language learning. Third, language-learning environments for children under 3 characterized by staff being responsive to children, extending children's communication, and facilitating conversations with children are related to vocabulary growth from 3 to 5 years. Based on the findings, three topics are addressed in the discussion section. First, characteristics and possible challenges of child-centred educational language practices are discussed. The main strategy of providing rich and varied vocabulary is seen in relation to the child centred approach. Second, contextual aspects influencing educational language practices are discussed. Characteristics of practices during free play, mealtime and circle time are discussed in relation to supporting language learning in an ECE context. Third, aspects of the language learning environment, and the measures used, are discussed in relation to early language development. In total, these findings contribute to the discussion of how to develop high-quality ECEC for children under 3. This study shows the complexity of the subject and the need for highly skilled staff working with

children under 3. This study adds to the research highlighting the importance of providing a high-quality language-learning environment in children's early years.

Findings from this study indicate that educational language practices in high-quality language-learning environments are characterized by responsive staff who use rich and contextual language and, to a certain degree, expand on children's utterances and explain meanings of words and/or make logical connections. These findings show the importance of staff knowledge and skills in interpreting and following up on children's attempts to communicate in order to take advantage of valuable child-initiated learning situations. In contrast, another finding from this study shows that when staff followed the children's initiative, they created opportunities for a rich and varied language-learning environment, and the child-centred approach was evident (e.g., Example 2 and Example 4 in Article 2). The results from the first part-study showed that preschool teachers valued working with child-centred conversations by building on children's previous experiences or shared experiences. Findings from the second part-study showed the importance of having the skills and knowledge to fully interpret and follow up on children's input. Adding words and expanding on children's utterances are quality indicators included in the item found to predict vocabulary development in the third part-study.

The study by Gelir (2020) is important to the current study in Zambia as it explains the importance of teachers accommodating children's home languages in the teaching and learning processes. The use of observation as a method of data collection is also similar to the present study in Luampa where language use by children and teachers was observed in the classroom and outside the classroom. The results of this study also shed light on the possible outcomes of the present study in Luampa as far as the observation data is concerned.

A study done in Norway by Alstad and Söpanen (2020) investigates the language orientations in education policy documents for early childhood education Care in Finland an officially bilingual country and Norway a predominantly Monolingual country. Seven policy documents were analysed for Finland and Norway. A qualitative research design was used. More children of diverse backgrounds and minority languages attend ECEC. The study showed that language orientation in ECEC policy is rather vague and open. On the

other hand, multilingualism is seen as a resource while on the other hand it is considered as challenging in terms of language diversity. In both countries there is a monolingual ideology underlying the policy.

Thus, multilingualism is presented as a goal, the country places importance on supporting the development of multilingualism since the first language is said to be important in supporting second language learning. ‘Research also shows that bilingual children who have received mother-tongue support in ECEC and school have better outcomes than children who have not received this.’ (Ministry of Education and Research (MER), 2009, p. 94). The study analysed seven policy documents related to multilingual issues in ECEC, respectively four documents from Norway and three from Finland. The study used analytical approach to analyze the language orientations in the policy documents by using Ruíz’ framework of language orientations. It revealed that the resource orientations in the two countries are rather ambiguous and consequently, the ideological spaces are open. In the case of Norway, where Norwegian has hegemony, The ECEC curriculum in Finland do not have the same degree of political involvement as in Norway, as Finnish teachers have more autonomy than in Norway.

The study done in Norway by Alstad and Sopanen (2020) is relevant to this study in that it looked at the importance of integrating children’s home languages in schools since language is a resource.

A study done by Mifsud and Vella (2020) in Malta – Europe state that traditionally, school type has been closely associated with language use. Overall, independent and church schools, especially single-sex girls’ schools and schools in the Northern Harbour region, are known to be largely English-speaking, while in state schools, both teachers and pupils have been found to employ extensive English Maltese codeswitching in the classroom (Camilleri 1995). In an exploratory study on language use in early childhood education, Vella, Mifsud, and Muscat (2018) reported the findings from a mixed-methods study to investigate the strategies adopted by educators and how these might vary according to school type. The quantitative study was based on a survey with 440 ECE educators teaching in Kinder 1 and Kinder 2 classrooms (ages 3–4 years). The educators were asked to report their language use and activities used to promote Maltese and English. In general, the

classrooms can be described as bilingual to varying degrees. The data reveals that the two languages are introduced simultaneously early on. In terms of differences between the state and church schools' sectors, Maltese is predominantly used in state schools, while in church schools English dominates.

The study does not specifically address the needs of children whose first languages are neither Maltese nor English. However, it also provides insight into the reality these children face when educators are not aware of their needs or of inclusive strategies based on language use. The observation data revealed that in most of the case studies, educators were not aware of the children's first languages, and they assumed that they were competent in English. Moreover, the study revealed that some children were silent throughout the observed sessions as their cultural heritage and first languages were not acknowledged.

This study done by Mifsud and Vella (2020) in Malta is related to the current study in that it looked at how multilingual ECE learners were learning in Malta with a number of challenges because the language of instruction was not that which most learners would understand. Teachers were trying to find strategies on how best they can bring on board such learners. This is a similar case of preschools in Luampa District where most of the learners come from a diverse linguistic community and the language of instruction is not familiar to them.

Annegien , Mayra , Marjolein, Jennifer & Strijbos (2020) conducted a study on Early childhood education and stated that the language situation in Early Childhood Education is that which serves an increasing number of multilingual children, and teachers are challenged to create high-quality learning opportunities in the classroom for all children. The child's engagement and interactions with the teacher are important in this respect. The study examined how multilingualism relates to engagement and teacher-child interactions, taking a person-oriented approach. During one school year, 76 kindergarteners (43 multilingual) from 19 classrooms were observed for behavioral engagement and individual teacher-child interactions. Five engagement profiles were identified that reflect different levels of engagement across classroom settings. Multilingual children were overrepresented in profiles that showed lower engagement in one or more settings. Also, five interaction profiles were identified that showed strong

diversity in the interactions of teachers with children in their classroom. Monolingual and multilingual children were equally represented across these profiles. Children in the more beneficial interaction profiles were also often in the moderate-to-high engagement profiles.

The study by Annegian et al (2020) is important for it relates to the study being done in Luampa district in the sense that it analyzed the language situation in Kindergarten or Early Childhood classes. The findings indicate that Early Childhood classes are full of multilingual learners who need teachers who can use a number of strategies to enable them not to be left out in the teaching and learning process.

Wagner (2021) carried out a study in New York and states that a teacher's language choice can play a key role in children's language development, little attention has been given to identifying effective multilingual language practices for teachers. The study considered teachers' language practices in early childhood classrooms, focusing on how multilingual teachers make instructional choices and develop practices about when and how to draw on their own multilingualism to support children's learning. Teacher inquiry was used as a research method to center teachers as producers of knowledge about language practices. The participants were five teachers working in classrooms in a city in the northeastern United States. Participants were recruited through emails and postings targeting multilingual teachers. The first five multilingual teachers were accepted to the program. One teacher worked in a dual-language program where two languages were officially used for instruction. The other teachers reported various amounts of non- English language use in their classrooms. Though official language policies varied across the teachers' schools, all the teachers reported that they could make language choices in their classroom that included the use of multiple languages in instruction.

The study by Wagner (2021) in Newyork is relevant to this study for it acknowledges that pedagogical knowledge about language choices and a need to provide clearer guidance on the role of language choices in supporting language learning is very important in the language development of a child. It revealed that teachers' support in terms of language beginning with a learner's home language will greatly help a child in the development of language and once that support is not provided, learners' language development will be

slow. In preschools of Luampa district there is great need for teachers to pay attention to the quality and diversity of their language practices especially when handling multilingual learners.

Repo et al (2024) conducted a study in Finland and established that increasing linguistic diversity created a need to construct early learning environments as spaces where children's whole multilingual repertoires are represented. The purpose of these spaces is to support the crossing of linguistic boundaries during collaborative, play-based activities. In Finland, the language policies of the National Core Curriculum for Early Childhood Education and Care have been changed to promote multilingualism. This study focuses on data provided by early childhood education and care (ECEC) staff, documenting changing language policies in learning environments through the management of space and practice. The study analyzes what ECEC staff ($N = 81$ participant groups) report on constructing multilingual learning environments and what type of barriers and enablers are described as present in such environments. Theoretically, the analysis draws on pedagogical translanguaging. The data were collected using the LangPeda tool, and the participant groups' textual documents were scrutinized via qualitative content analysis.

The findings suggested that although most of the groups' textual documents reflected either pre-planned or spontaneous pedagogical translanguaging, not all the groups were eager to change their monolingual practices. Linguistic hierarchies were found, and the development of children's linguistic repertoires appeared to be hindered by misconceived understanding of language learning. Enabling pedagogical translanguaging to become part of ECEC institutions' (spatial) practices requires sufficient resources, materials, and systematic education for ECEC staff.

Repo et al (2024) 's study done in Finland is like a study done in Luampa district because both studies focused on the learning processes of Early Childhood Education (ECE) or preschool children. The study focused on data provided by early childhood education and care (ECEC) staff, documenting changing language policies in learning environments through the management of space and practice. The study analyzed what ECEC staff report on constructing multilingual learning environments and what type of barriers and enablers are described as present in such environments. The study also focused on translanguaging

as a pedagogy in a multilingual class, considering its challenges in the implementing processes which is also a focus for a study done in Luampa district which looks at strategies of how children's home languages can be integrated in their learning processes in a multilingual class. Not only that but also has challenges which come on board in trying to integrate children's home languages.

Mwanza and Bwalya (2019) conducted a study which analyzed the teachers' language practices in selected multilingual classrooms of Chibombo district regarding the question of democratization or symbolic violence in Zambia. The study was guided by the concept of symbolic violence which helped to analyse the teachers' language practices and the learners' involvement in classroom activities.

The study found that the classroom sociolinguistics was that majority of the teachers at 40%, have Bemba as their first language followed by Tonga at 23%. The rest, in descending order, are Nyanja at 15%, English at 10%, Lenje at 7% and others at 5%. The "other languages" mentioned in the interviews with teachers were Namwanga, Lozi and Kaonde. As for pupils, it was established that 29% of the learners used Lenje at home, 23% used Bemba, 22.5% used Nyanja, 16% used Tonga, 7% used other languages and 2.5% used English. In other words, the home languages spoken by most of the pupils were Lenje, Bemba, Nyanja and Tonga while the least spoken home language was English. From the findings, it was noted that language zoning is problematic as it does not really reflect the language/s spoken in an area. In addition, the zoning of language turns to assume that languages are static and that the linguistic situation of an area is static.

The study by Mwanza and Bwalya (2019) even when it was done from Chibombo district of Lusaka is so useful to the research done in Luampa district in that it looked at the zoned familiar local languages of instruction designated by the government of Zambia as languages not being spoken by most of the teachers as well as the learners. This is the language situation in schools of Chibombo and Luampa District.

Muzeya (2023) conducted a study which analyzed classroom language practices in multilingual primary schools of Choma district of Zambia and was informed by the three-language orientation theory (Ruiz, 1984). The study adopted the qualitative mode of inquiry and used the descriptive research design. The study sought to address three

objectives: (i). to establish the views of teachers on classroom language practices in selected multilingual primary schools of Choma district. (ii). to analyse classroom language practices by learners and teachers in selected multilingual primary schools of Choma District. (iii). to ascertain the prospects of translanguaging in multilingual classrooms of selected primary schools of Choma district. The sample size was 852 participants comprising sixteen teachers who were teaching grade 1 and 2 classes in the lower primary section and 836 pupils from four lower primary classes. Thematic analysis was used to analyse the data that were gathered through interviews and observations of classroom lessons.

The findings revealed that teachers used translanguaging to promote linguistic inclusivity and diversity. Additionally, the study showed that most grades 1 and 2 classes of Choma district were multilingual in the sense that both teachers and learners were able to speak more than one language. The study recommended that primary grade teachers of Choma district needed orientation on how to mix languages in culturally and linguistically diverse classes. In addition, the study recommended that policy makers such as the Directorate of Curriculum Development (DCD) and Ministry of Education should reconsider the use of monolingual practices in primary schools and adopt translanguaging practices for teacher training institutions to reinforce the component in their curriculum.

The study conducted by Muzeya in Southern province, particularly Choma district which analyzed classroom language practices in multilingual primary schools is like the study done in Luampa district in that they both employ descriptive research design. Both studies look at language practices in a multilingual class even when the grades of concentration are different. The study also talks about how helpful a teaching strategy like translanguaging can be to a multilingual class.

3.3 Strategies Teachers Use to Integrate Children's Multilingualism among Early Graders

The second research objective sought to determine the strategies teachers were using to integrate home languages of children in the teaching process. Multiple studies were reviewed, and these are presented in this section.

Sclafani (2017) conducted a literature review study in the United States of America which noted that the education of bilingual students is a rather a popular topic among educators in today's schools. The literature review aimed at providing teachers of students of all grade levels and ages with a guide containing prevalent theories and ideas related to providing high quality instruction to students with bilingual backgrounds. Educational practices such as translanguaging and the integration of biliteracy can assist students in using their native tongues along with the dominant language of their given settings. Additionally, the usage of cooperative groups and language buddies not only creates a sense of “fitting in” for new bilinguals but also recognizes the ideology that young learners will learn the social aspects of a new language prior to learning the more academic and formalized version of speaking.

Both new and experienced teachers would benefit from training that relates to these culturally responsive teaching strategies. There are also sections within this piece that promote the usage of community and parent outreach methods that aim to improve the school experience for all involved parties. The overarching goal of this literature review is to provide teachers with a variety of literature connected to relevant theory and useful strategies that could potentially assist them in better understanding bilingual students, as well as enhance their overall knowledge base of this subject matter.

Sclafani (2017)’s study which was conducted in America is similar to the study done in Luampa district in that it brings to light several strategies which can be implored when dealing with bilingual children in the process of language learning. Strategies such as use of translanguaging, integration of biliteracy and cooperative groups.

Chaika (2023) conducted a study in Ukraine which investigated the utilization of translanguaging practices in multilingual classrooms and its impact on language learning and academic achievement. Drawing upon a case study analysis conducted in diverse educational settings, the study aimed to explore the benefits and challenges associated with the implementation of translanguaging pedagogies. The research design involved classroom observations, interviews with teachers and students, as well as document analysis of instructional materials.

The findings of the study underscore the positive effects of translanguaging on various aspects of language development and academic engagement. The use of translanguaging strategies in multilingual classrooms facilitated language learning by promoting meaningful communication, scaffolding comprehension, and fostering a supportive language environment. Students demonstrated increased motivation and participation, as translanguaging allowed them to access and express complex ideas in their native languages, bridging the gap between their home languages and the language of instruction. Translanguaging practices proved to be instrumental in enhancing content understanding across subject areas. By leveraging students' linguistic repertoires, teachers were able to facilitate comprehension of complex concepts and provide contextualized explanations, resulting in improved academic performance. Translanguaging also supported the development of critical thinking skills, as students were encouraged to compare ideas across languages, fostering a deeper understanding of concepts and fostering cognitive flexibility. However, the implementation of translanguaging pedagogies in multilingual classrooms was not without challenges. Language policy constraints and standardized testing requirements posed barriers to the widespread adoption of translanguaging practices. Teachers faced challenges related to their own linguistic competencies, as well as limited access to professional development opportunities focused on translanguaging strategies. Additionally, concerns were raised about the potential stigmatization of students' native languages and the need for a balanced integration of translanguaging with the development of the target language.

The findings of this study contribute to the understanding of translanguaging in multilingual education and have implications for educators and policymakers. Based on the results, it is recommended that educators receive comprehensive training on translanguaging pedagogies, including strategies for integrating translanguaging practices effectively within the curriculum. Language policies should be revisited to provide flexibility and support for translanguaging approaches, acknowledging the value of students' home languages in the learning process.

The study by Chaika (2023) in Ukraine is similar to the study done in Luampa district in that both studies look at what could be the best way of integrating children's home languages in a multilingual class. It highlights the benefits of translanguaging practices in multilingual classes emphasizing their role in enhancing language learning and academic achievements well as spotting out several challenges faced by teachers when translanguaging.

Kirsch (2021) which was done in Europe states that multilingual education is mandatory in early childhood education in several European countries. Scholars working in first, second and foreign language learning have shown the effectiveness of interaction-promoting and language-modelling strategies for language development. In addition, teachers in bilingual contexts have been translanguaging to foster language learning. The study takes place in multilingual Luxembourg where 64% of the four-year-olds do not speak Luxembourgish. It focuses on three practitioners who took part in a professional development course on multilingual pedagogies and presents their language-supporting strategies as well as their translanguaging practices. The findings show that the practitioners use a range of strategies in Luxembourgish, French and home languages, in daily conversations, routines and language and literacy activities to address children's linguistic needs.

The data is drawn from the project MuLiPEC (2016–2019) which aimed to help practitioners develop multilingual pedagogies to capitalize on children varied linguistic resources and develop their language repertoires. Forty-six practitioners who worked in the formal education sector (e.g. schools) and the non-formal sector. Practitioners then selected to continue the PD during the academic year 2016/2017.

The participants were three preschool teachers, two of the participants taught in early education and one in a preschool. Thirteen home languages were counted among the 18 preschool children and five among the 11 children in early education. In September 2016, all but one of the preschool children could speak some Luxembourgish but none of the three-year-olds could. The study drew its data from 80 video-recorded observations made

over 32 visits by the principal researcher (Kirsch), a research associate and the doctoral candidate Simone Mortini.

As described in greater detail in Kirsch et al. (2020), translanguaging was a legitimate practice in both classes. The three practitioners used Luxembourgish, French, and at times the children's home languages. Closed questions were used more frequently than open questions and clarification questions in line with research findings (Dickinson, Darrow, and Tinubu 2008; Girolametto, Weitzman, and Greenberg Bond and Hindman 2008). The order of the questions is related to the children's language competence: closed questions demand less linguistically complex responses. Clarification questions as well as open questions compel children to think and express themselves more fully. Young children are exposed to environmental print within their communities and this print may be a useful resource to foster emergent literacy skills.

Kirsch (2021)'s study is relevant to this study because they aimed to help practitioners develop multilingual pedagogies to capitalize on children varied linguistic resources and develop their language repertoires. It embraced multilingualism through strategies such as translanguaging to help learners develop a sense of belonging and express themselves fully in school activities. In Luampa district preschool classes are full of learners who are multilingual, this study will help Provide strategies on how to best handle such learners.

Heikkila and Lillvist (2023) conducted a study where they looked at the revised Swedish national curriculum which stressed that preschools should, on the one hand, place emphasis on stimulating children's language development in Swedish, while on the other hand help children with a mother tongue other than Swedish develop their mother tongue. The aim of the study was to analyze preschool teachers' strategies to develop multilingualism in daily life in preschools. The analysis was conducted by analyzing their reflections on multilingualism and how their beliefs are transformed into educational strategies and parental cooperation. The results reveal two main strategies: joint language expression and reflection with children and parental cooperation in developing children's multilingualism. The analysis revealed patterns of strategies for activities that are argued for as multilingual educational strategies. These various strategies tend to occur in the daily work of preschool staff. The study was implemented as an interactive case study.

The preschool is in a multi-ethnic area in a medium-sized Swedish city where many different cultures and languages meet. The preschool had 16 children aged 1–5 years old, and the children had connections to several different countries, including Albania, Burundi, Chile, Finland, Iraq, Kurdistan, Montenegro, Russia, Somalia and Tanzania.

The study was divided into three main phases, with an emphasis on the first two phases. The first phase was a start-up phase in which the aims and objectives of the project were established between researchers and practitioners at the preschool. The aims and objectives regarding multilingualism and parental cooperation were communicated to the preschool teachers. All preschool staff and the preschool manager were also individually interviewed. The second phase focused on their experiences and thoughts regarding parental interaction, with an initial focus on language development. The interviews themselves turned into more general interviews about multilingualism in preschools, which is mirrored in the aims of the study. The interviews lasted between 30 to 45 minutes. They were semi-structured, with a focus on themes such as different types of parental cooperation and the content of cooperation with a special focus on children's language development. The third phase involved reflective feedback from the researchers on the staff. This joint reflection session did not have a major impact on the analysis.

The study was carried out at one preschool where two preschool teachers and two childcares worked. The teachers both had a preschool teaching degree, consisting of 3.5 years of study; one of the preschool teachers was trained in Chile and the other in Iraq, and both had undergone additional training in Sweden. The child carer who worked in the institution had a high school diploma and the other had a teaching degree and university studies from Turkey. All participating staff were female and had Swedish as a second or third language. The staff's native languages were Spanish, Arabic, French, Turkish and Kurdish. Several had experience of working as a teacher in their home country. The preschool manager also participated in interviews and in follow-up meetings, and she spoke Swedish as her second language, being a native speaker of Spanish. Their life stories, including moving to Sweden as adults as experienced teachers, were an experience that all staff at the preschool shared. The stories were visible and central in different ways and corresponded to some extent to the children's experiences. The analyses of the material

were carried out in several stages. Initial analyses were carried out when the data was collected, and the analytical procedure was applied to the different parts of the material.

The findings reveal that when preschool teachers have positive beliefs towards multilingualism, learning takes place in such classes with the view that integrating children's home languages into their learning processes is very important. Parental cooperation is also another important aspect of language learning for the child. If a parent does not cooperate with the teaching staff of a given preschool there is no way they will quickly note the language challenges of the child.

The study done by Heikkila and Lillvist (2023) in Sweden is like the study in Luampa District in that it places emphasis on the integration of preschool children's home languages in their learning processes as well as the cooperation of their parents. However, the research done in Sweden does not only look at the language of instruction in the language policy, but it further encourages the teaching staff to use children's mother tongue language regardless of whether it is Swedish or not.

Nikolett (2021) conducted a study in Portugal which examined teaching practices developed by teachers to respond to linguistic diversity in a Portuguese case study. It analysed the position that students' languages received in the classroom, and what these practices revealed about teachers' awareness of multilingual pedagogies, a step to social justice. Three main strategies emerged: promoting Portuguese without involving students' languages, using a common language (English) as lingua franca, using students' languages. These strategies appeared in a dynamic way as teachers tried to satisfy the aims of developing the language of schooling, communicating with students and valuing students' linguistic identities. Prioritising Portuguese language dominated, and the strategies were enacted through monolingual views, indicating little awareness of multilingual pedagogies. Thus, the need to support teachers in transforming practices in multilingual classrooms is emphasized.

The study conducted by Nikolett (2021) is very important to the current study done in Luampa district in the sense that it highlights some strategies which can be useful in

integrating children's home languages in their learning process one of which being considering their home languages in order to embrace multilingualism.

Zamel & Spack (1998) conducted a research on Language and literacy. They noted that language and literacy are situated in specific classroom contexts and are acquired as students engage with the subject matter and tasks of these courses. Therefore, all faculty not just those who teach courses devoted to teaching English to speakers of other languages (ESOL) are responsible for contributing to multilingual students' acquisition of language and literacy. Drawing on qualitative research the study explored how faculty can facilitate the learning of multilingual students. After analyzing a variety of pedagogical strategies that faculty across disciplines have enacted in their own teaching, they found confirmation for their theory that when writing is assigned for the purpose of fostering learning, and when instructors provide supportive feedback in response to what students have written, writing can serve as a powerful means for promoting language acquisition. Significantly, this across-the-curriculum research indicates that when faculty transform their pedagogy to meet the needs of ESOL students, all students benefit. This research also has critical implications for the philosophical and pedagogical perspectives that bear on ESOL teaching.

As investigations of courses across the curriculum have demonstrated, the academic work that students encounter is rarely amenable to generic or monolithic representations of discipline-specific work that students can simulate in ESOL classrooms. Students come to understand and engage with the cultural ways of the classroom, its language, practices, norms, genres, and conventions through immersion in that classroom. Language and literacy practices are not static but rather are embedded in content and tied to specific contexts. Language is acquired, and will continue to be acquired, through meaningful engagement with content, as students have ongoing opportunities to use language.

The study done by Zamel and Spack (1998) is very important to the study done in Luampa in the sense that it recognizes the need for meaningful engagement as one of the strategies to language leaning. If the integration of children's home languages is to be done in order

to foster the development of literacy skills in the learners, meaning engagements ought to be initiated.

Lartec et al (2014) conducted a study in Philippines which looked at the use of mother tongue in teaching in a multilingual setting affects the way pupils learn. A melting pot and the educational center of the North, Baguio City, Philippines demands teaching strategies that not only adapt to the interplay of the different cultures and languages but give importance to them, too. Specifically, this paper analyzed the strategies of teachers in implementing Mother Tongue - Based Instruction in a Multilingual Classroom and identified some problems that teachers encounter in implementing them. The study used qualitative analysis with interview as the main data gathering tool. The respondents were teachers purposively selected from the suggested pilot schools of Mother Tongue - Based Multilingual Education (MTB-MLE) in Baguio City. Twelve teachers from kindergarten to Grade 1 from the three pilot schools in the city of Baguio were chosen by the researchers as respondents based on the inclusion criteria set for the study (teachers who are teaching in the pilot schools and teaching Kinder to Grade 1). These teachers had their rich experiences in employing and implementing the MTB-MLE in the pilot schools and they have tried different strategies in teaching in the early grades in a multilingual classroom. These pilot schools were chosen because they implemented the MTB-MLE for the city considering the nature of the learners in these schools. Baguio City is known to be a melting pot of different language and culture in the Northern Philippines, so the pupils have diverse background in terms of language and culture. Having 12 interview subjects for the study was arrived at based on phenomenological inquiry and data saturation criteria. A semi-structured in-depth interview (Patton, 1990) was used as a data gathering tool. Classroom observations were also conducted with their pupils. Video and tape recordings were used during the interview and observation.

From the phenomenological analysis of the data, the findings showed that the teachers used strategies such as translation of target language to mother tongue, utilization of multilingual teaching, utilization of lingua-franca, improvisation of instructional materials written in mother tongue, remediation of instruction, and utilization of literary piece written in mother tongue as motivation. The findings of the study also reveal that some teachers

encountered problems in implementing mother tongue - based instruction due to absence of books written in mother tongue, lack of vocabulary, and lack of teacher-training. Nevertheless, the study indicated that major attention and effort are still necessary to be given to the approach.

The study by Lartec et al (2014) is similar to the study in Luampa district in the sense that it is an analysis of the strategies of teachers in implementing Mother Tongue - Based Instruction in a Multilingual Classroom of preschool learners. Just like the study in Luampa district, it also brings out the challenges teachers faced as they taught multilingual learners using the mother tongue- based instruction.

Zheng, Degotardi and Djonov (2024) conducted a larger, five-year, longitudinal study in Australia on the impact of infants' ECEC language environments on their language outcome in the preschool years. All participating centres catered for children aged from six weeks to five years. The educators extended an invitation to the parents of all infants who were between 12 and 24 months old; attended the centre for at least two days each week, physically and emotionally settled in the centre and had no existing language or developmental challenges. The researcher received written parent or guardian consent of 189 infants (from 12 to 21 months of age) from 37 ECEC centres in Sydney, Australia. The participated infants came from a wide range of socio-economic, cultural and linguistic backgrounds. The study addressed the following questions: How do translanguaging practices support bilingual infants' learning in ECEC settings? What language-supporting strategies do educators use when engaging in translanguaging practices with infants?

The study identified three types of translanguaging practices in infant rooms that vary in their use of resources, activity contexts, the functions and the language-promoting strategies. These types are: translanguaging for meaning making during play-based interactions; connecting two languages during literacy and play activities; and using the home language to provide emotional support or regulate behavior. Educators in our study flexibly used these approaches in conversations, a range of playful activities, literacy activities and transition time.

Translanguaging created opportunities for focal infants to participate and learn through sustained, back-and-forth bilingual interactions with their educators in play-based environments and draw on children's lead and interests, which aligns with the notion of 'translanguaging space' and 'global early childhood education (GECE)' in ECEC contexts (Kultti 2022; 2011). In addition, the study also helped identify a range of language supporting strategies that scaffold bilingual young children's language learning during translanguaging practices. The four educators in the study frequently used repetition, labelling, confirmation and specifying questions with infants. This finding is consistent with prior studies on educators' language practices with monolingual infants which have shown that educators' language supporting strategies are responsive to the child's age and language capabilities (Degotardi, Torr, and Han 2018; Girolametto and Weitzman 2002).

Regarding the functions of translanguaging, the study reviewed that educators used translanguaging during play-based interactions to acknowledge infants' bilingual meaning-making repertoires and support the learning of new objects from the surrounding environment, thereby developing infants' bilingual identities. It also included interactive strategies to engage the child as a conversational participant and maximize the learning opportunities by using questioning and confirmation of the infant's response. As these strategies can further strengthen the translanguaging practices, they are also significant elements of 'global early childhood education (GECE)' (Kultti 2022a). For instance, the infant-oriented approach, following the child's lead/interest, can be linked with implementing the child's knowledge/experience during interactions from Global Early Childhood Education (GECE)' (Kultti 2022a).

Zheng et al (2024)'s study brings out the importance of interaction as well as a number of strategies on how best learners can develop language while in school. The study is similar to the study done in Luampa district in the sense that it looks at translanguaging as a strategy which can be used in a bilingual class of preschool learners for meaning making during play-based interactions; connecting two languages during literacy and play activities; and using the home language to provide emotional support or regulate behavior. The study also looked at class interaction and play time in school as being helpful in language development of a child.

Kleemann (2021) conducted a study on the coastal areas of Finnmark which has deep Sámi roots. With the Norwegian assimilation policy Norwegianization. The transition to the Norwegian language has been extensive, placing the region outside Sámi core areas. Nevertheless, indigenous Sea Sámi identity still exists, and language vitalization and raising awareness of culture are shown in Sámi institution building. Within these frames, kindergarten teachers with Sámi backgrounds work to strengthen their local Sámi language and culture in a Sámi department of a kindergarten outside the core Sámi areas. The study aimed at shedding light on how the use of their bilingual resources in pedagogical translanguaging practices can build sustainable language practices for North Sámi. With children and adults, the study explored how culturally aware, situated outdoors activities, such as building a campfire and gathering berries, encouraged children's use of North Sámi. Both children and adults recorded these activities with GoPro cameras. The material was transcribed and analyzed using Conversation Analysis and translanguaging. The study chose three episodes in which kindergarten teachers used their bilingual language register to interact with children in different pedagogical practices to give children input in North Sámi. Pedagogical translanguaging with young language learners in an emergent bilingual situation could help strengthen North Sámi language and culture outside Sámi core areas.

The study by Kleemann (2021) is similar to the study done in Luampa in that it looked at translanguaging as an important strategy in the integration of children's home languages in Early Childhood Education.

Nursanti (2021) carried out a study in Indonesia which aimed at discovering translanguaging strategy in the process of teaching English material to multilingualism students. Due to the fact that Indonesian country is a multicultural, the children got their mother tongue as a local language, not Bahasa Indonesia as the national ones. The Indonesian students acquire two languages in their daily life; local language and Bahasa Indonesia. Therefore, the role of English teacher is to explain English materials using English as the target language, local language and Bahasa Indonesia to increase students' comprehension. This research used qualitative research with grounded theory design. In collecting the data, the researcher used interview technique to discover further information. In this research, the use of L1 was mostly used in the classroom rather than L2. The students

could understand the material because of the the teachers' effort to translate the language from Bahasa Indonesia to English and vice versa. This phenomenon was challenging because of the lack of students' confidence to practice English. However, translanguaging decreased students' anxiety in the class because they could understand English well by using two languages; Bahasa Indonesia and English. The findings are easy to be implemented by the following teachers in teaching multilingualism students for non English speaking country, because translanguaging facilitates students and teachers to learn English using affordable way.

The study done by Nursanti (2012) is important to the study being done in Luampa district for it brings out the strategy of integrating children's home languages in their learning through the use of translanguaging. A situation where a teacher can use multiple language in one communicative scenario to enhance communication and understanding in the learning and teaching process.

A study done in South Africa, Lesotho by Mokala, Matee, Khetoa and Ntseli (2022) on the impact of multilingualism in teaching and learning reveal that home language teaching and learning are largely dominated by monolingual-oriented practices in the South African context, and such practices are being challenged. The study looked at the impact of multilingualism on teaching and learning in a Sesotho home language classroom in one university in South Africa. Qualitative data were collected through semi-structured interviews with six Sesotho lecturers from different universities and 12 students enrolled in Sesotho home language course. Data was analysed using thematic inductive approach. The recommendation is that teachers should consider the use of multilingual pedagogic teaching practices to address language diversity in their home language classrooms.

The study revealed that lecturers made use of translanguaging pedagogy and many others to address variation in language. All the lecturers showed that one of the main strategies they used to address diversity in their classrooms is translanguaging. In addition to translanguaging they also made use of translation and code-switching. These methods enhanced active participation as well as boosted confidence and students' recognition. The participants explained that the use of translanguaging pedagogy helped them to incorporate different South African languages and maximized students' engagement in their

multilingual classrooms. Mokala's (2021, p. 12) alludes that translanguaging is much needed within a multilingual South African context for learning and teaching to go on smoothly. By making use of students' home languages and their fluency in many languages bring learning experiences closer to natural multilingual settings.

A study done in South Africa, Lesotho by Mokala, Matee, Khetoa and Ntseli (2022) is relevant to this study in that it talks about strategies of how to embrace language diversity in a classroom. Strategies such as translanguaging, codeswitching and translation are helpful strategies in a multilingual class. The study gives insight into what needs to be done in preschools of Luampa district to embrace language diversity.

A study done by Mashinja and Mwanza (2020) on the efficacy of translanguaging as pedagogic practice in selected Namibian multilingual primary schools in two pre-primary classrooms which were purposively sampled. Since there was only one pre-primary classroom managed by a single teacher in the selected two schools, the two teachers and all the learners that formed part of the two classrooms were observed. Thus, the participants were the pre-primary teachers and learners. Qualitative case study methods were suitable for this study. Thus, qualitative methods of data collection were chosen to collect rich and detailed data. The study area was Sibbinda circuit in the Zambezi region of Namibia. The schools are in a multilingual context with Sitwe as predominant local language for communication. Although Silozi is hardly used, it is the Language of Initial Literacy in the Zambezi region as mandated by the Language Policy for schools in Namibia.

Data was collected through interviews with pre-primary teachers and observation of the teachers and learners' interaction in the classroom. Documents analysis of the syllabus and curricular resources were also done. This data was analyzed thematically.

The study sought to establish whether the use of multiple language practices could be an ideal teaching practice in the Namibian schools given that the country is both multilingual and multicultural. The study reveal that learners do not only fail to understand the official language being English but also the familiar language which is used as medium of instruction in schools being Silozi. The local official languages which are assumed to be the familiar languages of children by zone are unfamiliar to some children in the same language zone. This is the case in the Zambezi region where mother tongue and/or

predominant local language was taken to mean Silozi within the education circles (Kangumu, 2008; Kavhura, 2018). Thus, the policy only makes provision for the language of the majority group or the lingua franca in that community to be selected as the language of initial literacy instruction. This implies that not all learners are then taught in their home language (Harris, 2011; Iipinge, 2013; Iitula 2016; Koker 2019; Mashinja and Mwanza, 2020).

Shifidi (2014) did a similar study as Mashimja and Mwanza (2020) where the existence of translanguaging in Namibian schools was explored, the extent to which translanguaging occurred during lessons as well as looking at opinions from teachers whether translanguaging had a potential to enhance learners' understanding of the subject contents. The findings established that translanguaging was indeed prevalent in Namibian schools. The study findings further showed that translanguaging was more predominant in rural schools. Moreover, the study established that translanguaging has potential in enhancing learning and understanding, participation, and socialization in multicultural/lingual classrooms.

The study by Mashinja and Mwanza (2020) concluded that translanguaging enables epistemic access to the multilingual pre-primary children learning initial literacy in Silozi in the pre-primary classrooms in Sibbinda circuit. Apart from that the study findings have also shown that the pre-primary teachers' uptake of translanguaging gave room for changing the conceptualization of language, particularly towards pupil's linguistic repertoires as social communicative and learning tools worth ensuring meaningful learning opportunities for all learners; enhancing positive language teaching and learning experiences; engendering and naturalizing multilingualism.

However, the study also discovered that certain schools had internal policies that prohibited learners from speaking their local languages within the school premises even to the extent of charging them to pay a certain amount as a punishment for using their local languages. This means that despite emphasis on mother tongue as language of instruction in the junior primary the reality is that it has no value in the education circles. Hence, stakeholders such as parents, teachers and learners may show contempt for their mother tongues and devalue

their cultural and linguistic heritage. Nonetheless, the conclusion of the matter is that translanguaging is prevailing in Namibian schools.

Mashinja and Mwanza (2020) as well as Shifidi (2014)'s study which was done on the prevalence and impact of translanguaging as a teaching strategy to embrace multilingualism; the efficacy of translanguaging as pedagogic practice in selected Namibian multilingual primary schools is similar to the study done in Luampa district. It is similar in the sense that it sought to find out whether children's home languages are being integrated by the teaching staff in a multilingual class as well as the strategies they are using to integrate them. In Namibia it was discovered that translanguaging was being employed in schools though with difficulties in integrating children's home languages in a class. The study discovered that certain schools had internal policies that prohibited learners from speaking their local languages within the school premises.

Abah, and Michael (2017), Denuga (2015) and Shilamba (2012) asserted that translanguaging was widespread in most Namibian classrooms and in various subjects. The deployment of translanguaging was mainly to facilitate meaningful teaching and learning. Denuga (2015) stated that teachers translanguaged to help learners understand the subject content, explain concepts, emphasize points and include learners' participation in the subject. Also, Shilamba (bid) indicated that teachers translanguaged because most of the learners' language familiarity was not good. A conclusion drawn is that translanguaging is a necessary tool for teachers to achieve teaching goals in content-based lessons involving students who lacked proficiency in the instructional language (Denuga, Abah, & Michael, 2017).

However, the findings also indicated that some teachers were against translanguaging because examinations were written in English, and the language policy did not recommend the practice. Negative attitudes towards translanguaging were also reported by Ipinge (2018) who established that despite teachers' acknowledgement of learners' lack of familiarity with the language of instruction, did not use the learners' linguistic resources in their classrooms because of the notion that mother tongue (Oshiwambo) compromised the effective mastery of English and that the current language policy did not allow it.

A study done in Namibia by Abah et al (2017) review that in as far as translanguaging can be a good strategy of embracing multilingualism in classes teachers are against it as they feel it is not tabulated in the policy document for the school. Studying is helpful to the current study in Luampa district for it helps establish challenges teachers face in integrating children's home languages into schools.

Kaunda (2022) conducted a study in Zambia using indigenous research methodology in which twenty preschool teachers from Lusaka District were recruited to participate in the study. Results were analyzed using thematic analysis. The research questions of this study were: What are the preschool teachers' beliefs about children's early literacy acquisition? What are the preschool teacher's understandings of early literacy? What early literacy teaching strategies do preschool teachers use to support literacy learning? What early literacy teaching methods are used by preschool teachers to support literacy learning?

The study established that preschool teacher believed that early literacy starts in the womb before the baby is born. Literacy development then continues until the child goes to school. Although the data showed that preschool teachers believed that using local languages to teach early literacy is effective, it was established in this study that using local languages for initial literacy comes with tensions that need serious attention. It was discovered that the most common strategies and methods used by preschool teachers include the use of learning corners, learning through participation, phonics, stories, songs, discovery learning, teaching from known to unknown, learner-centred and learning through play.

The study is relevant to the current study in that it acknowledges that teaching literacy in local languages comes with a lot of tension that needs attention. The study is like the current study in that it had preschool learners as participants and looked at strategies on how best preschool learners can learn. This is like the study in Luampa district where preschool learners are a focus point as well as looking at how best they can learn in a multilingual classroom set up.

Nyimbili (2021) conducted a study where he assessed the impact of translanguaging as pedagogical practice on literacy levels among Grade One learners in multilingual classrooms of Lundazi District of Zambia. The study was guided by four objectives: 1) to assess the differences in literacy performance between pupils who have been subjected to

translanguaging and those who have been subjected to monolingual language practices, 2) to establish the benefits of translanguaging pedagogical practices in a Grade One multilingual classroom, 3). to analyze the translanguaging practices in a multilingual Grade One literacy class of Lundazi District, and 4) to establish challenges teacher and pupils faced when teaching/learning literacy through translanguaging pedagogical practices. The study was guided by the Three Language Orientations Theory, Critical Discourse Analysis Theory and Bernstein's code and pedagogical discourse theory. The study adopted the pragmatism paradigm and employed a multiphase stage design. The study involved two classes and one teacher. An experimental class was treated with translanguaging practices while the second class was a control class. One teacher taught literacy in the two classes and the sample was 83 participants, broken down as 41 pupils per class who wrote the pre and post-tests as well as one teacher. Standardized regional tests were used to collect data from the two classes while classroom observation, field notes and interviews with the teachers were used to collect qualitative data. Quantitative data from the tests was analysed using SPSS version 21 and a

Levene's test provided the means and compared them to understand the significance of the results in the study. Qualitative data was analysed thematically. The study findings revealed that the Post experimental test results showed higher average mean scores for the experimental group ($M=15.10$) than the control group ($M=11.71$). Cohen's $d=0.98$ for the post-test showed the large effect size above .8. The performance of learners in the experimental group was significantly different from the control group [$t(52.960) = 4.454$, $p<0.001$]. Thus, the difference in literacy performance can be attributed to the translanguaging practices which were used to teach literacy in the experimental class. This means that translanguaging led to increased learner performance while monolingual language practices negatively affected learner's literacy performance.

Additional results showed that because of translanguaging, there was increased learner classroom participation, multiliteracy development, cultural preservation and learners' identity affirmation. Translanguaging practices used included translation, code mixing and multimodal learning materials increased learner participation.

Nyimbili's study (2021) even when it was conducted on grade one learners it is relevant to the current study in that it talks about strategies on how to integrate children's home languages in a class for learning to fully occur which the main objective of the study is being done in preschools of Luampa district. Strategies such as translation, code mixing and multimodal materials

Zulu (2019) conducted a study through which he employed both qualitative and quantitative method designs. In his study, he wanted to establish the kind of language practices that teachers employ in the classroom. The other purpose of his research was to analyze the transitional language practices among grade five teachers and learners in selected primary schools of Chongwe district. In the study, 8 primary schools were randomly selected, in which he purposively sampled out 40 Grade 5 teachers. From his findings, he established that most of the teachers used both English and local languages during lessons, and the main reason given was that this was a way of trying to bridge the language barrier that was there during lessons, as most learners were unable to understand the language of instruction, which is English. He also found out that some teachers transitioned to English to the detriment of some of the learners who had not yet broken through to literacy.

The main objective of Zulu's study (2019) was to analyze the transitional language practices among grade five teachers and learners. However, his study is relevant to the current study in that language practices are what learners do to learn language. The current study seeks to establish the kind of language practices teachers employ in the classroom to foster language learning in Luampa district.

A study by Mkandawire, Zuilkowski, Mwansa and Manchishi (2023) sought to establish the instructional strategies used by teachers in multilingual classes to help non-speakers of the language of instruction learn initial reading skills in Lusaka Zambia. Qualitative data was collected through face-to-face interviews, focus groups, and lesson observations with 23 Grade One teachers. Data collected were transcribed and qualitative content analysis was performed through a meaning condensation process. "Findings of the study revealed that teachers in multilingual classes used translanguaging, bilingual materials, remediation and reading interventions strategies to teach literacy in multilingual classes" (p.1).

Furthermore, “parents, multilingual teachers, and bilingual learners were also used as resources in multilingual classes” (p.1). The study recommended that the government should develop and implement a strong simultaneous bilingual or multilingual literacy programme to reflect community languages and avoid imposing monoglossic language ideologies across schools. Early grade teachers should be allowed to use diverse pedagogical approaches in the teaching of reading in multilingual classes within the mainstream curriculum (p.1).

The study by Mkandawire et al (2023) is similar to the present study in Luampa district in the sense that they both focused on the strategies teachers can use to help non-speakers of the language of instruction. Although their study was carried out in Lusaka District with a focus on Nyanja and more complex languages, the current study was in Luampa with a focus on Lozi, Mbunda, Nkoya, Luchazi and a few related languages. Their study is also important as it guided the current research in Luampa on the possible methodological decisions to make.

Banda and Mwanza (2017) proposed translanguaging as a solution to epistemic access among grade one learners in a Zambia’s multilingual-multi-ethnic classrooms. In other words, instead of the monolingual classroom practices which have been practiced since missionary time to date. They proposed a shift to multilingual practices and in this case, translanguaging as pedagogic practice.

Banda and Mwansa’s study on pedagogical practices was done on grade one learners but with the same concept of embracing multilingualism practices in a class. Hence its relevance to this study for it looks at how language diversity can be embraced for learning to fully take place in classes.

Simachenya and Mambwe (2023) conducted a study which investigated language practices in multilingual classrooms in selected primary schools of urban areas of Livingstone city in Zambia among teachers and learners. The purpose of the study was to establish the motivations that teachers and learners had for drawing ‘linguistic features’ from Nyanja, Tonga and English languages in negotiating meaning during teaching and learning activities. The study also interrogated the language practices against the legislative prescription of language(s) to be used in the formal classroom situations in Zambia. Using

purposive sampling, the data was collected from twenty teachers and twenty pupils through semi-structured interviews as well as direct observations of the twenty lessons. The study shows that learners prefer using linguistic features drawn from the named languages as resources in making meaning and for the purposes of learning. The study also establishes that teachers use Nyanja and English as resources for linguistic inclusiveness to facilitate teaching.

The findings seem to counter the traditional expectation in education set ups in Zambia in which highly formalized monolingual languages are to be applied in teaching and learning processes. Therefore, the assumption which language policy formulators make regarding the choice of language(s) to be used in a particular locality for a specific function are contested. In this regard, the study augments the current debate on multilingualism which moves away from the traditional conception of named languages used in informing the formulation of the Zambia Education language policy.

Simachenya and Mambwe (2023) 's study which investigated language practices in multilingual classrooms in selected primary schools of urban areas of Livingstone city in Zambia among teachers and learners is similar to the study done in Luampa district in the sense that they both seek to establish practices which are meaningful and helpful in multilingual classes. The instruments for data collection were the same even when in primary schools of Livingstone, the languages at play were; Tonga, Nyanja and English while in preschools of Luampa district the languages at play were; English, Silozi, Mbunda, Chokwe, Luvale, Luchazi and Nkoya.

Shikwasha (2014) in his study which set out to examine factors affecting the provision of Early Childhood Education in government primary schools. The Case Study Design was used, applying both qualitative and quantitative methods. A sample of 70 respondents was selected from three (3) Early Childhood Education Centres in Kabompo district, with geographic locations of urban, peri-urban and rural/remote primary schools. Data was collected using questionnaires, semi-structured interviews, focus group discussions, observation schedules and ECE class check-lists. Qualitative data was analysed using themes by coding and grouping similar ideas and quantitative data was analysed using

Statistical Package for Social Sciences (SPSS) to generate graphs, charts and frequency tables.

Findings of the study revealed that there were gaps between the government policy on Early Childhood Education provision and implementation. The study established that there were no guidelines on how to institute ECE in government primary schools. ECE centres did not have documents indicating teaching time, teaching was done without curriculum, there were no trained teachers in ECE centres at the commencement of implementation but any primary teacher could volunteer to provide pre-schooling. The study also found that ECE provision was being done in inappropriate infrastructure which were designed for children above the age of six; in dilapidated classrooms, with toilets and play grounds located far from the ECE centres. Implementation of ECE began without supply of relevant teaching and learning materials; instead it was more of academic than play. Further, the study revealed that there was a challenge of long distances between schools and villages/homes, resulting in minimal enrolment and rampant absenteeism in rural and remote centres. However, township centres experienced high enrolment rates, resulting in overcrowding in classrooms due to proximity to the ECE centres and also the 'Free Education Policy' which allowed enrolment of children without paying fees of any kind and attending school without uniforms.

In view of the research findings, it was recommended that appropriate infrastructure, teaching/learning materials and relevant equipment for play be provided in ECE Centres. Further, the government should establish more ECE centres closer to communities so that there is not only dependency on existing primary schools which are far apart. The government should highly fund ECE centres for better operations of the program; pre-schools, unlike conventional education, require a lot of things to use, and most of them involve monies to acquire them.

Shikwasha's study is similar to the study done in Luampa district in that it looked at a number of challenges preschools are facing which is equally one of the objectives of the study done in Luampa District. In his study he highlighted how ECE learning was going on with the focus on infrastructure, learning and teaching materials as well as the teaching

curriculum. Without proper or inadequate infrastructure there can never be a smooth learning environment which would in turn foster the integration of children's home languages.

3.4 Print Awareness in Preschools

The third objective sought to ascertain the print language environment in the school setting. Multiple studies were reviewed, and these are presented in this section.

Ozlem and Neslihan (2014) conducted a study which examined the uses of print features in preschool children's books in the United States of America and Turkey, to helping adults to understand print features and supporting children's print awareness. In this context, two hundred children's books were randomly selected from the US and Turkey. Document analysis was used for examining children's books. For the analysis of how to use print features, this study used coding systems adapted from McCarier, Pinnel, and Fountas (2000), Zucker, Ward, and Justice (2009). After identifying children's book literature as concept books, theme collections, rhythm's books of language, and story books, we evaluated print features of books according to six features: labeling/environmental print, visible speech, visible sound, letters in isolation, font changes, and bold or unique fonts in the coding system. Findings of this study showed that examining children's books in the US contains more print features than examining children's books in Turkey.

Research shows that children's print knowledge is one of the better predictors of children's reading ability (Caplovitz, 2005). The National Early Literacy Panel's study (NELP) found that the best predictor of children's early reading success is word decoding and comprehension, before first grade and beyond (Developing Early Literacy, 2002). Storch and Whitehurst (2002) showed that preschool alphabetic skills are an important factor for kindergarten reading ability. These findings show the importance of early print knowledge for subsequent reading skills. Research also shows that children can recognize environmental print, such as letters or words (Justice et al., 2006). Many studies have shown that books are crucial to print awareness (Naporalla, 2002; Justice et al., 2010; Ozgider, 2010; Saracho & Spodek, 2010).

Three- and four-year-old children begin to recite their favorite books through conventional reading (Caplovitz, 2005). Research (Ezell & Justice, 2000; Justice & Ezell, 2000) has

shown that adult-child shared reading of books is an important method for enhancing children's print awareness, including distinct attention on print focus. Adults have a vital role in children's emergent literacy skills and children are very enjoyable reading aloud and storytelling by their adults. Adults have conversations with children to express writing language and structure. If genre of books has more quality about print, they are valuable for children and they give visual cues (Learning Media, 1997). Looking at the studies that examined children's books, Cecen and Aydemir (2011) examined 50 children's books according to the book's readability, such as word and cause length. They found that 24% of children's books were medium in their readability challenge.

Ozlem and Neslihan (2014) 's examination of the uses of print from preschool children's books in the United States of America and Turkey, to help adults to understand print features and supporting children's print awareness. The study is similar to that of Luampa district in the sense that both indicate the importance of print awareness in the development of emergent literacy skills in the children. As a result of the importance attached to print awareness in children since it is regarded as the basis for emergent literacy there is great need for book or textbook analysis to ascertain the value of print which children are exposed to.

Similarly to Ozlem and Neslihan (2014), Gonen (1993), examined children's books according to their concepts, pictures, and physical qualities, and interviewed preschool teachers about their use of children's books. The study discovered that these books were inadequate for concepts, pictures, and physical quality and teachers did not have any university classes about children's literature or over-choosing children's books. Cakmak and Gonen (1997) also found that children's books were inadequate in terms of physical properties such as: bookbinding, quality of paper, and coloration. Ozgider (2010) examined children's books from England and Turkey, and he found no difference in the concept and formal features of children's books. Gonen et al. (2011) examined 100 children's books in terms of concepts, pictures, and physical quality. They found that 98 of these books had punctuation and spelling errors, and 93 had object pictures. They also determined the adequacy of these books according to the books' size and text-image relationships. Studies have usually examined the external and internal features of

children's books. However, left to right organization of print, top to bottom organization of lines, special punctuation marks, and print meaning are embedded in the books' content (Ruddell, 1999).

Ihmeideh (2009) did a study in Jordan, Asia which centred on early childhood and aimed at investigating the effect of print-rich classroom environment on developing kindergarten children's awareness of the written language as compared to traditional environment. The study sample consisted of (88) kindergarten children. The sample was divided into two groups, the experimental group with (47) children taught in a print-rich classroom environment and the control group with (41) children taught in a traditional environment with no print materials. Results revealed a statistically significant difference ($\alpha = 0.05$) in the written language awareness test between the two groups in favour of the experimental group. The results also indicated that there was significant difference attributed to gender in favour of females. In addition, the results revealed no statistically significant differences attributed to the interaction between gender and group.

The study by Ihmeideh (2009) on Early Childhood which aimed at investigating the effect of print-rich classroom environment on developing kindergarten children's awareness of the written language revealed that a print rich environment is cardinal in the development of emergent literacy in preschool classes. This study is like a study done in Luampa district in the sense that it also seeks to establish the role of having a print rich environment for preschool learners in the developing literacy among preschool children.

Justice and Ezell (2002)'s study evaluated the impact of participation in book-reading sessions with a print focus on print awareness in preschool children from low- income households. A book-reading intervention was conducted for 30 children enrolled in Head Start. Children were matched on chronological age and then randomly placed into an experimental or control group. Pretest measures of children's print awareness were administered. Subsequently, children in both groups participated in 24 small-group reading sessions over an 8-week period. Children in the experimental group participated in shared reading sessions that included a print focus. As an alternate condition, control-group children participated in shared reading sessions with a picture focus. Post testing indicated that children who participated in print- focus reading sessions outperformed their control-

group peers on three measures of print awareness in terms of words in Print, Print Recognition, and Alphabet Knowledge as well as in terms of overall performance.

The study done by Justice and Ezell (2002) looked at the ability to read among children of different groupings. One group after being exposed to words in print, alphabet knowledge while another group after being exposed to pictures. It was noted in this study that exposure to word print and alphabet knowledge enhances the ability to read by learners. The study is like that of Luampa district for it seeks to ascertain the print environment in preschools of Luampa district. An environment rich in print makes it easy for learners to identify print and begin to read.

Kreinbrink (2023) in a study on Preschool approach to teaching alphabet knowledge. The study looked at letters, and how to incorporate the relationship of uppercase and lowercase identification, letter sounds awareness, sound placements, and writing letter formation as critical components of an alphabet knowledge curriculum. This researcher taught preschool for thirteen years. Students received Enhanced Alphabet Knowledge (EAK) lessons daily. The students were asked to identify upper-case letters, lowercase letters, and produce letter sounds in random order. Following each teaching of six cycles of daily EAK lessons. Data was collected with priority standard assessments at the beginning of the school year, after each cycle rotation, and at the end of the school year to determine if EAK was a successful intervention and it was discovered that it was successful.

Kreinbrink (2023)'s study talks about exposing preschool learners to enhanced Alphabet Knowledge which is simply exposing learners to letters, how to incorporate the relationship of uppercase and lowercase identification, letter sounds awareness, sound placements, and writing letter formation as critical aspect in a child's literacy development. The study centred on preschool learners which makes it important and similar to the study done in Preschools of Luampa district whose focus is also on the reading ability of learners through exposure to a print rich environment.

Gerde, Goetsch and Bingham (2016) carried out research in Atlanta on using print in the environment to promote writing. Print in the environment is a useful tool in supporting children's writing and literacy development. The study provided teachers with strategies for creating and using meaningful print in the environment. It also addressed the following

questions: what is print in the environment? Why is it important? What makes print in the environment meaningful? How does the print in the environment of your classroom promote children's writing? How could you ensure that children are engaging with print in the environment? What is your role in making sure that children use print in the environment?

However, the print that exists is often not meaningful to children, and teachers rarely engage children in using the print. This is a missed opportunity to support children's writing. The study presented research-based ideas for how to create and engage children with meaningful print in the environment. Ways for creating print that are related to children's interests, aligned to current classroom content, and co-created with children are provided.

The study revealed that often the print posted in early childhood classrooms lacks relevance or purpose. Thus, it is not acknowledged or used by teachers or children. Print in classrooms functions as wallpaper or decoration rather than as a curricular resource (Neuman, Copple, & Bredekamp, 2000). Meaningful labels have a function to help children navigate the classroom and access materials. What is needed in classrooms is to create print that is meaningful like the center labels, material storage labels, and hand washing chart. Teachers should consider what print children can use by asking questions like, "How can children gain information from this print? How can children use print? How can children write on this print?" The print posted in the classroom serves to support children's writing development and thus, should model the print teachers want children to write and use letter case appropriately.

When teachers actively encourage children to create and engage with meaningful print in the environment, children have opportunities to develop an understanding that print has meaning and to use their developing writing skills (Gerde et al., 2012; Neumann et al., 2012). This practice promotes writing and literacy in meaningful ways. Child-Created Print: Encouraging children to create their own print, such as drawing and writing, is also common practice. This helps them understand the purpose of writing and develop their writing skills. In most Early Childhood Education (ECE) schools, the print environment is designed to be rich and engaging to support literacy development.

A study done by Gerde et al (2016) in Atlanta on using print in the environment to promote writing in Early Childhood Education Schools is similar to the study in Luampa district in that it is also looking at how the print environment in preschools can bring about print awareness in the learners so to help in the development of literacy. The study also looked at ways for creating print that are related to children's interests and aligned to current classroom content. The study revealed that often the print posted in early childhood classrooms lacks relevance or purpose. Thus, it is not acknowledged or used by teachers or children for most print functions such as wallpaper or decoration rather than curricular resource. The study will inform the current study of how to distinguish print which is meaningful and not in the learning of literacy of a preschool learner.

Pullen and Justice (2003) in their study on enhancing phonological awareness, print awareness and oral language skills in preschool children state that the preschool years are critical to the development of emergent literacy skills that will help prevent later reading problems. Early literacy skills, such as phonological awareness and letter knowledge, represent the best predictors of later achievement in reading and oral language is highly correlated with emergent literacy knowledge (Adams, 1990; Snow et al 1998). Parents and teachers of preschool children play an important role in helping to develop these skills, and fortunately, activities that pro-mote phonological awareness, oral language development, and print awareness can be easily incorporated into preschool activities at home and at school.

Throughout the school day, teachers should look for opportunities to incorporate activities that promote emergent literacy skills. Circle time provides the opportunity to play group games that develop phonological awareness; share big books, focusing on print concepts; and engage children in meaningful conversation that develops oral language. Parent volunteers are an excellent resource for shared storybook reading; train volunteers to engage in storybook reading that promotes oral language development and print awareness. Centers throughout the pre-school classroom can incorporate literacy-related props, and parents and teachers can guide children's play in meaningful ways. Incorporating activities that promote phonological awareness, print concepts, and oral language development can enhance the preschool experience for young children. For children in the emergent stages

of literacy development, it is critical to realize that exposure long precedes mastery; increasing explicit engagement in and exposure to phonological awareness activities is more important than relentlessly pursuing mastery of such concepts. Likewise, it is also important to note that children's attainment of phonological awareness moves from shallow to increasingly deep levels of awareness; fostering attention to larger phonological units, such as words and syllables, precedes awareness of phonemes.

Pullen and Justice (2020) s study looked at the important role Parents and teachers of preschool children play in helping to develop emergent literacy skills to preschool learners. There is need to identify activities that promote phonological awareness, oral language development, and print awareness which can be easily incorporated into preschool activities at home and at school. This study is similar with the study being done in Luampa district because they both recognize that parents and preschool teachers play an important role in the development of emergent literacy among preschool learners. Both studies agree that preschool learners need to be exposed to a print rich environment as well as activities that promote phonological awareness as well as oral language development.

A study by Jan-Erik Mansikka et al (2024) in Southern Finland on Early childhood education reveals that Language awareness and multilingualism in early childhood education has received much attention in recent years. The aim of the study was to shed light on challenges and tensions in supporting multilingualism in a minority language ECEC setting in Finland. Many children attending Swedish ECEC come from bilingual Finnish Swedish homes. The qualitative data consisted of interviews with 74 teachers and staff working in 18 Swedish ECEC. Participant observations of children aged 3–5 interacting with peers were conducted. The observations were conducted by three researchers of children aged 4–5, but occasionally aged 3–5. The researchers spent one month observing and interviewing in each ECEC centre. A total of 74 staff members (11 directors, 28 teachers, 25 caregivers and 10 other staff) were interviewed and observed. The interviews were semi-structured with open-ended questions.

The results show that children are aware of language differences and use language as a means for inclusion and exclusion of peers during play. Furthermore, the results indicate

that ECEC staff need more guidelines on how to actively support the children's development of Swedish while supporting children's bilingualism or multilingualism.

Neumann et al (2012) conducted a study in Australia on young children who are surrounded by environmental print daily. Through their visual exploration of environmental print, coupled with sociocultural experiences they discovered that children gain valuable semantic and symbolic knowledge as they make sense of their world. The aim of the study was to examine the question of whether environmental print has value as a literacy learning resource, and if so, the mechanisms by which it promotes literacy development. The findings of the study indicate that interactions with environmental print in the child's sociocultural context can develop their logographic reading skills. These skills, in turn, promote the development of emergent literacy skills that are the precursors to conventional reading skills. Environmental print may also be used more directly when parents and childhood educators use it to scaffold the learning of emergent literacy skills. It is recommended that parents and early childhood educators capitalize on children's natural attraction to environmental print by using it to promote their literacy development.

The study done by Neumann et al (2012) in Australia is similar to a study done in Luampa District in that both studies look at the importance of exposing preschool children to a print environment as it fosters a quick development of emergent literacy skills. A print environment is not supposed to serve as decoration of letters or print but should be useful print, well organized and explained to learners both by teachers and parents in the case of a home.

Reutzel et al. (2003) conducted a study in which evidence was provided that reading environmental print in context might constitute an initial stage of reading. They demonstrated that a range of print and phoneme knowledge including print concepts (Concepts About Print; Clay, 1993), letter recognition, phonemic awareness and word reading play an important role in environmental print reading, both in and out of context (e.g. 'McDonalds', 'Cheerios', 'Crest', 'Kentucky Fried Chicken', 'Jello', 'Snickers', 'Stop', 'Coca Cola'). They classified 97 children aged four to seven years into environmental print reading ability groups: non responders, novices, experimenting and

conventional environmental print readers. As expected, the conventional readers had greater print and phoneme knowledge than experimental readers, who themselves had greater knowledge than novices. Word recognition and Concepts about Print were the most important discriminators of the ability to read environmental print in and out of context as well as with altered spelling. It was further argued that the visual skills used in environmental print reading are not like the skills used in conventional word reading and should therefore be fostered very early in literacy development by encouraging children to attend to letters and sounds within environmental print.

Reutzel et al. (2003)'s study provided important and remarkable evidence of the benefits of exposure to an environmental print, one of them being an initial stage of reading which result into quick literacy development. The study is like the study done in Luampa district in the sense that it was also looking at the importance of exposure of preschool learners to an environment rich of print especially at school and home in order for them to develop print awareness. The earlier it develops in the learners the quicker the development of literacy.

Molfese et al. (2006) examined the development of conventional and environmental print reading skills in four-year-old children from low-income homes. General cognitive abilities, phonological awareness, print knowledge and writing were assessed and autumn to spring gains were measured. In addition, environmental print knowledge was assessed using coloured pictures of logos, signs and products (e.g. 'McDonalds', 'Burger King', 'Taco Bell', 'Kroger', 'Blockbuster', 'Target', 'restroom' and 'school crossing'). The gains made by the children were lower than expected for letter knowledge, although gains in letter knowledge were significantly and positively correlated with reading environmental print in context.

Taken together, there is some evidence that logographic reading of environmental print plays an important role in developing emergent literacy skills which, in turn, contribute to conventional word reading skills. Such evidence supports researchers who propose that logographic reading forms an early and legitimate component of reading development (Cronin et al., 1999; McGee et al., 1988; Mason, 1980; Reutzel et al., 2003). The role of environmental print in promoting conventional reading thus appears to follow a pathway

leading from sociocultural experiences that expose the child to environmental print and its meaning, to the development of logographic skills, followed by the development of emergent literacy skills, and finally the development of conventional reading skills. The extent to which experiences with specific types of environmental print contribute most to literacy learning along this pathway is not known and needs further research. Moreover, it is possible that environmental print may play another role in literacy development through more explicit scaffolding of learning experiences.

Molfese et al. (2006)'s examination of the development of conventional and environmental print reading skills in four-year-old children from low-income homes is very important in determining how children gain print awareness. The study went on to reveal that logographic (association of words to images) reading of environmental print is very important in a child's literacy development for it is the one that leads to conventional reading. The study is similar to the study in preschools of Luampa district in the sense that they both look at what can easily foster emergent literacy skills in a child as well as which print is meaningful for the child.

Laura (2010) In United States of America conducted a study with a purpose to determine the effectiveness of teachers' use of a print-referencing style during whole-class read-aloud with respect to accelerating 4- and 5-year-old children's print-knowledge development. It also examined eight specific children and setting-level moderators to determine whether these influenced the relation between teachers' use of a print-referencing style and children's print-knowledge development. The study was a randomized controlled trial consisting of 59 teachers who were randomly assigned to 2 conditions. Teachers in the experimental group ($n = 31$) integrated explicit references to specified print targets within each of 120 read-aloud sessions conducted in their classrooms over a 30-week period; comparison teachers ($n = 28$) read the same set of book titles along the same schedule but read using their business-as-usual reading style. Children's gains over the 30-week period on a composite measure of print knowledge were compared for a subset of children who were randomly selected from the experimental ($n = 201$) and comparison ($n = 178$) classrooms. Results when controlling for fall print knowledge, child age, and classroom quality, children who experienced a print-referencing style of reading had significantly

higher print knowledge scores in the spring than did children in the comparison classroom. None of the child-level (age, initial literacy skills, and language ability) or setting-level characteristics (program type, instructional quality, average level of classroom socioeconomic status, teachers' education level, and teachers' experience) significantly moderated intervention effects. The findings of the study indicated were in tandem with prior study findings concerning this approach to emergent literacy intervention that print-focused read-alouds appear to constitute an evidence-based practice with net positive impacts on children's literacy development.

Laura (2010) 's study in United States of America with a purpose of determining the effectiveness of teachers' use of a print-referencing style during whole-class read-aloud with respect to accelerating 4- and 5-year-old children's print-knowledge development is very important in determining the levels of print awareness of the child. The study is like that of Luampa district in the sense that the focus is on learners having a meaningful and result oriented print environment that would foster writing and reading skills which would in turn help in the development of language as quickly as possible.

Jan-Erik Mansikka et al (2024)'s study in Southern Finland on Early child hood education revealed that Language awareness and multilingualism in early childhood education had received much attention in recent years just like a study being done in Luampa district where much attention has been tailored to language diversity among preschool learners and how preschool teachers manage to integrate preschool learners' home languages in order for learning to occur. The study highlighted challenges and tensions in supporting multilingualism in a minority language ECEC setting in Finland. The study further indicated that ECEC staff need more guidelines on how to actively support the children's development of Swedish while supporting children's bilingualism or multilingualism though it doesn't state how this can be fully achieved.

Neumann et al. (2014) conducted research which was extended by recruiting preschoolers aged three to four years old from a low- Social Economic Status (SES) community and randomly allocating them to an environmental print or control group. The study showed that environmental print is beneficial for fostering emergent literacy when compared to a

control group the present study did not aim to provide a further test of the specific effects of environmental print. Instead, the present study aimed to establish the value of print in a school environment. Fifty preschool-aged children ($M = 48.81$ months; $SD = 5.30$; range = 38–56 months) participated in the study (29 boys, 21 girls). The children were recruited from six preschools in a low (Social Economic Status (SES) community of south-east Queensland, Australia. Children with any developmental problems (i.e., speech and language delays, eyesight or vision problems, serious illness or injury) as determined by a parent questionnaire or whose main language spoken was not English were not included.

Initial analyses were conducted using principal component analysis (PCA) on the nine measures (upper case letter name, lower case letter name, numeral name, letter writing, upper case letter sound, lower case letter sound, initial phoneme awareness, print concepts, and environmental print reading) with orthogonal rotation (varimax) (Field, 2009). Children were randomly placed in an environmental print group or control group.

The study has shown that organised use of environmental print within a preschool setting over an eight-week period can foster print awareness, print knowledge, and sound knowledge in children from a socioeconomically disadvantaged community. The environmental print programme was beneficial in supporting print-based skills such as letter name knowledge and letter writing, whereby children were guided to use multisensory strategies to identify and interact with individual letters.

The study has shown that regardless of the community a preschool child is coming from as long as they are exposed to organized use of environmental print within a preschool setting, they can acquire emergent literacy skills. This is like a study in Luampa district where a print language environment in preschools is being looked for to assess the level of print awareness among preschool learners.

A study by Rababah (2017) in United States of America investigated the impact of reading storybooks and writing journal activities on print and phonemic awareness of Jordanian kindergarten children. Subjects participated in book-reading sessions with a print focus and writing journals. A total of 50 children were recruited for the study from one kindergarten in Irbid City, Jordan. Two intact sections of 25 children each served as experimental and control groups. Pre-test measures of children's print and phonemic awareness were

administered. Subsequently, children in the experimental group participated in 24 small-group reading sessions that included a print focus, and 14 writing journals over a 14-week period. As an alternate condition, control-group children participated in conventional instruction methods only. Post-testing indicated that children who participated in print-focused reading and writing journal sessions outperformed their control group peers on four measures of print awareness (words in print, print concepts, alphabet knowledge and letter discrimination, and literacy terms), and on phonemic awareness (letter sound identification, rhyme, phoneme blending, phoneme segmentation, and phone mic manipulation), as well as overall performance.

The study done by Rababah (2011) in United States of America is similar to the research done in Luampa district in the sense that all the studies are looking at print awareness among kindergarten children or preschool learners. Both studies consider print awareness and have a print rich environment in school as being a road map to children's easy identification of print and being able to read.

A study done by Giacobazzi and Moonsamy (2021) in South Africa on Promoting Emergent Literacy in underserved Preschools using environmental Print. The study revealed that Children from under-served communities are at risk for delayed spoken language and literacy development. Under-served preschools frequently contend with lack of resources, especially with regard to access to age-appropriate storybooks as well as print resources. Environmental print is a cost-effective material that can be used to stimulate emergent literacy skills. In the context of under-served communities, a collaborative approach and mentorship between preschool teachers and Speech-Language Therapists (SLTs) promote language and literacy development.

The study investigated if any changes occurred in preschool children's spoken language and emergent literacy skills, following a short-term teacher-based intervention using environmental print. It focused specifically on changes shown by individual children in the intervention group in terms of their emergent literacy print concepts at pre-testing and post-testing. The main objective of the study was two-fold; firstly, to discuss the use of environmental print as a stimulus material to promote emergent literacy in preschoolers in under-served preschools. Secondly, to promote the speech Language Therapists (SLT's)

involvement in such education initiatives. A purposive sampling strategy was used to strategically create a sample that would be relevant to the research questions (Creswell, 2009). Two schools appropriate for the study in Johannesburg, South Africa were involved. The schools were randomly assigned as either the intervention group or the comparison group before meeting with the teachers and principals to reduce potential researcher bias. Two teachers were part of the study. The teachers' first language was isiZulu, but the medium of instruction in both classes was English (their second language). Both groups of children spoke a variety of different languages as their first languages, including languages from other African countries (e.g. French, Chichewa, Shona, Yuruba and Thumbuka)

A mixed-method, comparative intervention research design, was used. A pre- and post-test design was employed, with data collected before and after a teacher-based intervention.

The study revealed that participants in the intervention group displayed increased scores on the Concepts about Print (CAP) assessment, participants in the comparison group showed no change in scores using the same assessment over the same period. A short-term, teacher-based intervention using environmental print with Speech Language Therapists (SLT) mentoring and collaboration promoted preschool children's emergent literacy skills. Implications include the value of using environmental print as teaching material and the positive impact of collaboration between SLTs and teachers to promote emergent literacy in preschool children. The environmental print that was used within the intervention comprised of materials that the teachers and learners collected or was readily available in the classroom such as posters. It allows children to learn the variables of print concepts with a similar efficacy to traditional print resources such as storybooks. It is already known that children in under-served preschools often face a lack of resources in their classrooms, especially age-appropriate storybooks and print resources.

A study done by Giacobazzi and Moonsamy (2021) in South Africa on Promoting Emergent Literacy in underserved Preschools using environmental Print revealed that Children in underserved preschools faced a lot of challenges in their learning. They experience challenges such as lack of textbooks as well as word print to enrich the preschool environment with print. Teachers resolved to use local materials which were readily available from the environment such as posters to come up with print as well as

write stores to expose learners to a print rich environment. This worked successfully to the advantage of a learner to promote the development of emergent literacy. The study is like that of Luampa district for the focus is on the development of literacy among preschool learners and how to curb challenges such as lack of print in schools that is through the use of readily available materials from the local environment.

Pratiwi, Padmadewi & Paramartha (2019) conducted an observational case study that examined the components of literacy-rich classroom environment at Aura Sukma Insani Kindergarten. The subjects of the research were the students and the teacher of B1 class of Aura Sukma Insani Kindergarten. The study examined the components of literacy-rich classroom environment and how it was exposed to the students during teaching and learning process. The instruments in the study consisted of researcher, observation sheet, interview guide, and literacy-rich classroom environment checklist. The results indicate that the Aura Sukma Insani Kindergarten applied all elements of classroom literacy environment, namely; classroom setup, classroom library, message center, display of students' work, storytelling chair, sign, label, and quotes, hints, writing equipment, reading and writing corner, reference materials, audiovisual equipment, and dramatic center. The Aura Sukma Insani Kindergarten also used several activities to expose the literacy-rich classroom environment materials, namely; checking the students' attendance using present board, setting day, date, and month on calendar board, using the printed media and classroom equipment during the learning process, and rewarding students' achievement using students' sticker collection and toys, reading log, book week, follow-up activity, and after-hours session class.

The study by Pratiwi, Padmadewi & Pramatha (2019) is very important to the study being done in Luampa district in the sense that it looks at the importance of exposing a learner at preschool level to a rich print environment in order to attain emergent literacy skills.

Ng & Yeo (2013) conducted a study in Malaysia on the development of emergent literacy skills among the learners in multilingual classes. The study has demonstrated that literacy development begins early in literate environment of family settings. The qualitative case study explored how literacy development in early years was enhanced in a print-rich multilingual environment. It involved 3 children from 3 families in a multilingual context.

Data collection focused on emergent literacy of children and how home environment and family practice supported their literacy development. Data were collected through methodological triangulation of interviews; on-site observation of authentic interactions and literate environment; as well as an audit of home literacy resources. The data were analyzed, within and across cases, before identifying discrepancies and commonalities among participants. Three prominent themes emerged from the general research questions: (1) Quality parent-child or adult-child interaction and exchanges; (2) Immersion in language and print-rich environment; and (3) Intentional explicit instruction. The findings of the study indicate that the process of learning to read and write begins as early as children have contact with forms of written communication in the surrounding. Emergent literacy research demonstrates that children's oral language, reading, and writing develop concomitantly in literate environment in early family settings. The study gained insights from children's early literacy challenges. There is need for teachers and educators to think more broadly and inclusively about family literacy.

The study done by Ng & Yeo (2013) in Malaysia on the development of emergent literacy skills among learners is very cardinal to the study done in Luampa district in the sense that it looks at the importance of exposing a learner to a rich print environment in order to foster emergent literacy skills in a multilingual set up. It also adds on that literacy development begins right from home when a learner is exposed to print. The study informs the current study on the importance of exposure to a rich print environment in order to help learners develop emergent literacy skills.

Raban, Bridie; Ure, Christine (1999) conducted a study and established that preschool children are more likely to use and explore print when their environment actively supports the use of print through real-life contexts. Children who have knowledge about print have been shown to have greater success with literacy development on entering school. The study described the Preschool Literacy Project (PLP) which had been established to examine the provision of literacy-based experiences in preschool programs in Victoria (Australia). The project has been implemented in three stages over an 18-month period. The first stage was done in a survey. Preschool teachers' views about literacy in preschool

were examined, the second stage had been designed to provide professional development for teachers in those aspects of reading and writing development they had indicated they wished to learn about. The third phase measured the impact of the changes in practice in preschool on children's concepts about printing on entry to school. Forty (40) preschool centers within socio-economically depressed areas of metropolitan and country regions of Victoria were involved. The responses from a questionnaire of preschool staff indicated an overwhelming uncertainty about the role of literacy in their programs and that, when reflecting on their current practice, teachers indicated that the major focus for literacy in their programs were a range of pre-reading and pre-writing activities. The study findings illuminate how preschool teachers are limited in their expectations of young children and their development of literacy.

The study done by Raban et al (1999) established that preschool children are more likely to use and explore print when their environment actively supports the use of print through real-life contexts. Children who have knowledge about print have been shown to have greater success with literacy development on entering school. The study discovered that preschool learners end up not having to explore and use print as expected due to having preschool teachers who don't know how to go about teaching literacy to the learners. Teachers whose methodology is limited. This study is like the study done in Luampa district in that both studies are looking at how best preschool learners can acquire literacy skills of which one of them is exposure to a print rich environment. The study also highlighted some challenges faced in literacy development of the learners with preschool teachers who don't know how to best intensify that.

Papadopoulos and Bourogianni (2024) conducted a study in Europe which investigated the emergent literacy skills of preschool-aged children through a thorough examination using the Preschool Word and Print Awareness Examination (PWPA). A diverse sample of 45 typically developing children, aged between 3 years and 11 months to 5 years and 1 month, participated in the study. Rigorous screening criteria ensured a homogeneous and suitable sample for the emergent literacy enhancement program. The PWPA, aligned with Marie Clay's interactive literacy assessment paradigm, assessed children's words and print awareness through engaging exercises integrated into shared storybook reading routines.

Results unveiled significant variability in individual and overall performance, providing nuanced insights into the developmental trajectories of emergent literacy skills. The study focused on two key components of the PWPA: Words in Print and Print Concepts, evaluated through carefully selected storybooks.

Findings indicated challenges and strengths in children's ability to recognize written words and understand foundational print concepts, emphasizing the need for early intervention in addressing emerging literacy issues. The discussion highlighted potential applications of PWPA in literacy screening programs, individualized goal setting, and intervention planning. This research contributed to the understanding of preschool children's emergent literacy skills, providing valuable insights for educators, speech-language pathologists, and researchers to foster proficient readers in early childhood.

The study was conducted by Papadopoulos and Bourogianni (2024) which focused on two key components of the preschool Word Print Awareness (PWPA) being Words in Print and Print Concepts which were evaluated through carefully selected storybooks. The study is like that of preschool learners in Luampa district in the sense that they both focus on fostering emergent literacy skills in children through provision of a print rich environment for them to develop print awareness and become proficient readers as they grow. The study done in Europe also looked at the challenges which were faced in developing print awareness in the learners as they tried to recognize letters which are the same as the study done in Luampa district which received more insight on what challenges could be encountered in the development of children's literacy skills.

Kabaghe (2015) did a study in Zambia on preschool a boost to early literacy. She had Participants from public schools in the city of Lusaka. The pupils were recruited at the start of the first grade with the help of the teachers who knew whether children had been to preschool. Per school the first selected 6 pupils with preschool background and then 6 children without preschool background comparable in sex and age. The study was a quasi-experimental design in which the researcher compared children who had attended preschool and those who had not attended preschool. Children from 18 schools in Lusaka District were tested at the start of grade 1 in January and February. The same children were

tested again about eight months later in November. A total of 216 children (98 without preschool and 118 with preschool) took part in the study. One of the schools where data was collected was a girls' only school resulting in a higher female ratio in the sample (118 female and 98 males). Only 197 children from the original sample took part in the second measurement due to attrition ($n= 19$). Some children had changed schools or moved to other places and could not be located.

Some Zambian preschools are like day care centres where children are taken care of while their parents are attending other businesses. It is therefore possible that activities in these preschools do not prepare children for learning to read in elementary classrooms thus explaining the very moderate effects of preschool on basic literacy skills and executive functions. While past research has demonstrated that preschool prepares children for learning to read in first grade (Pretorius & Ribbens, 2005), this does not apply to most Zambian preschools. Thus, unlike children in Western societies where children who are exposed to preschool are expected to be more advanced compared to those who are not exposed to preschool, most Zambian children that attend preschool seem to be deprived of the opportunity to practice precursors for learning to read in first grade and as such most of them enter school without the requisite skills. The use of English as language of instruction in preschool may cause the negative effects. Teaching children in English does not contribute to emergent skills in the Zambian language of instruction.

Kabaghe (2015)'s study even when it was done in schools of Lusaka where the language of instruction was English for, they had diverted from the government language policy it is similar to a study being done in Luampa district for it looked at how preschool learners were learning. The study noted that as long as English language is used as medium of instruction learning cannot take place in most of the Zambian preschool classes because teaching children in English does not contribute to emergent skills in the Zambian language of instruction. In as much as preschool prepares children to read in the first grade, this is not the case with some preschools of Zambia since learners are not exposed to a print rich environment apart from deciding to use English language as language of instruction.

A study done by Pezo (2013) in Zambia on evaluation of instructional strategies pre-school teachers used to present Reading Readiness Activities (RRA) to prepare preschoolers for

Grade One reading in selected Preschools in Kabompo and Solwezi Districts of the Northwestern Province of Zambia employed Farrukh (2011) “Teaching evaluation model”. This evaluation model demanded that among other things establishing whether the teachers applied subject content and pedagogy appropriately to enhance pupils’ abilities to learn how to read was done. The population of the study comprised all pre-school teachers teaching reception classes and preschoolers in the reception classes. The research had a sample of eight pre-school teachers and 60 preschoolers. The main research instruments used in the study were: Semi Structured Interview Guides and Reading Readiness Activities Lesson Observation Guides. Qualitative data was analyzed thematically according to the research questions. The results of the study revealed that pre-school teachers were limited and biased in terms of RRA presented to preschoolers; identification of alphabet letter names and oral language development were top on the list of activities teachers presented to prepare preschoolers for Grade one reading.

The study further showed that the use of differentiated instructional strategies to teach learners with varying abilities lacked. Besides, the use of English as the language of literacy instruction did not prove effective to all preschoolers. Some pupils resorted to code switching and mixing; communication strategies that teachers discouraged. Furthermore, the study showed that out of a sample of eight teachers, only four had pre-school teaching professional qualifications. Based on the findings advanced above, it has been recommended that the Ministry of Education, Science, Vocational Training and Early Education (MESVTEE) should provide continuing professional development to pre-school teachers on reading readiness teaching methods and strategies. This should also be the top priority on the agenda for teacher education colleges offering ECCED. Secondly, MESVTEE and Curriculum Development Centre (CDC) should develop appropriate Language and Literacy teaching learning materials for use in preschoolers. To explore the frontiers of knowledge further, the researcher suggests that a comparative study should be conducted to assess the performance in reading in a Grade one class between pupils with and those without a pre-school background.

Pezo (2013)’s study in Zambia on evaluation of instructional strategies pre-school teachers used to present Reading Readiness Activities (RRA) to prepare preschoolers for Grade One

reading in selected Preschools in Kabompo and Solwezi Districts of the North Western Province of Zambia is similar to a study being done in Luampa district in that the area of concentration is both on reading abilities among preschool learners which is to be achieved with the help of preschool learners being exposed to a print rich environment. The study also looked at challenges preschool teachers face when attending to preschool learners who are multilingual which is the case of the study being done in Luampa district as well.

It was discovered in the study in Kabompo and Solwezi that the use of differentiated instructional strategies to teach learners with varying abilities lacked as a result preschool teachers used English language as a language of instruction. This did not prove effective to all preschoolers, some pupils resorted to code switching and mixing in their mother tongue languages.

Even when the language of instruction in this study was English language and the language of instruction in the study being done in Luampa district is a designated local language being Silozi, both studies look at how children's home languages can be integrated for learners to have that confidence required to learn emergent literacy skills.

Mumba and Mkandawire (2020) conducted a study which sought to investigate the variance, if any, in reading achievements of primary school pupils with pre-school background and those without comparing their technical reading abilities in Grade two at one primary school with multiple classes in Lusaka. The essence of the comparison was to highlight the importance of pre-school or early childhood education to the general well-being of children's technical reading achievements of print letters in early grade classes. It is common practice in Zambia that some pupils enter formal primary school with pre-school background while others do not and, therefore, this comparison would shed more light on the importance of early childhood education in Zambia in technical reading of print letters.

The study was a concurrent mixed method research design. Quantitative and qualitative modes of inquiry were used to collect and analyze data. A technical reading test of print letters and words was administered to Grade two pupils with and those without pre-school background. Face to face interviews were conducted with early grades teachers, head

teachers and parents to the pupils. The sample size consisted of one primary school, one headteacher, twelve primary school teachers, forty (40) Grade two pupils and 36 parents or guardians to the pupils. The forty pupils that took part in the study consisted of twenty pupils with pre-school backgrounds and the remaining 20 comprised those without pre-school backgrounds. Quantitative data from the test was analyzed using Statistical Package for Social Sciences (SPSS), whereas the findings from interviews were analysed thematically by grouping related data together into themes.

Findings revealed that, on reading tests, pupils without pre-school background performed slightly better in reading than those with pre-school background on all the variables assessed. Furthermore, teachers noted that there were several factors that affected reading achievements which included pupil pre-school/nursery education background, parental educational background, parental socioeconomical status, home environment, pupil interest and commitment towards learning, and teacher-pupil ratio. The study recommended that parents should encourage their children to go to school to avoid absenteeism.

The study conducted by Mumba and Mkandawire (2020) which sought to investigate the variance, if any, in reading achievements of primary school pupils with pre-school background and those without comparing their technical reading abilities in Grade Two at one primary school with multiple classes in Lusaka is like the study in Luampa district. It is similar in the sense that both studies see the importance of exposure to meaningful print at a tender stage of a child to enhance literacy skills which will help a learner to read and write effectively whilst young. The findings of the study give insights into the study done in preschools of Luampa district as to why grade two learners with preschool background were unable to compete successfully with learners without preschool background. Apart from absenteeism, which was noted, this can also be attributed to lack of exposure to a rich print environment if not meaningful print at the age when the learner was in preschool.

3.5 Challenges of Multilingualism in Early Grade Classes

The fourth object sought to determine language application challenges that teachers and learners face in the teaching and learning processes. Multiple studies were reviewed, and these are presented in this section.

Zentella (2003) also noted that codeswitching was not favoured by monolingual prone teachers because they thought they were leaving their language, which is the language of instruction, and used a language considered inferior. The language and current monolingual policy support the teacher's stance of using the language of instruction for communication because this is the language in which they have been given the power to control all classroom and social activities in schools. Teachers have a negative attitude towards unofficial languages which are in class. As a result, they ensure that they support monolingual teaching practices at the expense of using the available languages as a resource to learn the target language. Moreover, the hindering of literacy development in the learner's language is a breach to the United Nations declaration that every child has the right to his or her language and culture in schools. Literacy development should enable the sociolinguistic environment to become supportive to the learners and their local languages if the education system is to support multiliteracy development.

The study by Zentella (2003) is like the current study in Luampa district in that it brings out the challenges teachers face in the integration of children's home languages. It was noted that codeswitching as a teaching strategy by teachers to embrace multilingualism in class was not favoured by monolingual prone teachers because they thought they were leaving their language, which is the language of instruction, and used a language considered inferior.

A study by Garcia and Lin (2016) reported that the lack of clear multilingual policy implies that schools and teachers do not have guidelines on how to use or support multiple community languages in their classrooms. Teachers do code-switch, but they are not trained to do so appropriately for educational purposes. A lack of explicit policy also makes it difficult for teacher educators to train teachers in appropriate methods to teach in multilingual contexts. Where the opportunity for translanguaging is alive, the challenges lie in the implementation of the policy, as there is no definite guidance for the teachers to

use translanguaging practices in schools. Cummins (2008) argues that a trained teacher would understand that learners are not ready to use another language apart from their own in the learning situation in class. Helot (2014) revealed that some communities were not ready to learn using another language apart from their first language.

The study by Garcia and Lin (2016) is like the current study because it addresses challenges which are faced by teachers as they try to integrate or embrace children's home languages. Challenges such as a lack of explicit policy on codeswitching, teachers not being trained on how best to teach multilingual classes.

A study done in Spain by Biling Res J. (2016; 39) reveals that teachers have challenges when it comes to dealing with bilingual children for, they require special education services more often. The teachers in Spain most of them are monolingual English speakers. Teachers were divided about whether the same school program works for bilingual and English-speaking children. They agreed that families should use their home language with their children as they benefit from information about other languages and cultures.

Spanish-speaking teachers did provide slightly elevated levels of linguistically responsive teaching than non-Spanish-speaking teachers, Spanish-speaking teachers were still implementing minimal practices. These findings imply that teachers' ability to speak Spanish is not sufficient to support Spanish-speaking Dual lingual learners' (DLLs) learning, just as being English speaking does not equate to the use of best practices for monolingual English children Justice et al 2008). Pollard-Duradola and colleagues (2012) also found that Spanish-speaking preschool teachers were using few evidence-based language and literacy practices during read-aloud with DLLs (e.g., asking no or few questions to students, not using pictures/visuals to teach vocabulary) prior to professional development.

Lack of pedagogical knowledge is another reason teachers used few linguistically responsive practices. When teachers are motivated or feel efficacious in teaching Dual language learners (DLLs), they may use more linguistically responsive practices Lee & Oxelson, 2006.

Additionally, anecdotal evidence indicated there was low administrative support for use of Spanish in some classrooms in the northeastern state. Research indicates that bilingual teachers' instructional practices are influenced by attitudes of administrators Rueda and Garcia, 1996; Walker et al., 2004, and administrators may lack information about how to support DLLs Castro et al., 2013. Teachers may also receive the message from the broader community that only English should be spoken in classroom. Cummins, 2000. Hammer et al., (2009), states that there is need for bilingual teachers who would have been taught how to systematically use both languages English and Spanish when providing high quality language and literacy instruction to dual language learners (DLLs). Professional development is supposed to be offered to administrators to educate them on the importance of using children's home language in the classrooms and ensure they employ their bilingual staff to the fullest advantage. Yet, many teachers in the workforce are not bilingual but are monolingual English speakers (Buysse et al., 2005).

The study done in Spain by Biling (2016; 39) is like a study done in Luampa district in that it reveals the challenges teachers faced when it comes to dealing with bilingual children. It was established that teachers require special education services more often. The study also noted lack of pedagogical skills among teachers on how to best handle bilingual children in a class set up.

A study done in South Africa, Lesotho by Mokala, Matee, Khetoa and Ntseli (2022) on the impact of multilingualism in teaching and learning reveal that home language teaching and learning are largely dominated by monolingual-oriented practices in the South African context, and such practices are being challenged. The study looked at the impact of multilingualism on teaching and learning in a Sesotho home language classroom in one university in South Africa. Qualitative data were collected through semi-structured interviews with six Sesotho lecturers from different universities and 12 students enrolled in Sesotho home language course. Data was analysed using thematic inductive approach. The recommendation is that teachers should consider the use of multilingual pedagogic teaching practices to address language diversity in their home language classrooms.

The study revealed that one of the immediate challenges in multilingual classrooms is that multilingual and multicultural classes require teachers with additional competencies and

skills (McAllister & Irvine, 2002 cited in Chouari, 2016). Inherent challenges towards successful multilingual teaching and learning include appropriate linguistic competence that will foster adequate knowledge sharing, adequate management of classrooms and strategies for adequate class facilitation. The demands of monolingual classes vary significantly to those of multilingual students. At times, attitudes towards other local languages are also another factor which affects the process of successful teaching and learning, especially in Home Language classes. Furthermore, the study noted that overtime several strategies used by locals unofficially to trade among each other ended up making inroads with the education system. The diversity of student population in some countries including South Africa encouraged the employment of linguistic phenomenon such as code-switching and translanguaging in the education sector. Khetoa (2016, p. 4) notes that “learners in South Africa are in constant contact with languages other than their own, which result in them developing codes which they use among themselves in communication circumstances.”

Mokala et al (2022) conducted a study in South Africa and looked at the impact of multilingualism in teaching and learning of Sesotho home language. The findings revealed that home language teaching and learning are largely dominated by monolingual-oriented practices in the South African context. The study is like the study done in Luampa district in that they both look at the impact of multilingualism in the teaching and learning process, especially when it comes to how children’s home languages are to be integrated in the learning process. The study greatly places emphasis on the need of teachers to consider the use of multilingual pedagogic teaching practices to address language diversity in their Mokala et al (2022) ‘s study which was conducted in South Africa looked at the impact of multilingualism in teaching and learning of Sesotho home language. It revealed that home language teaching and learning are largely dominated by monolingual-oriented practices in the South African context. The study is like the study done in Luampa district in that they both look at the impact of multilingualism in the teaching and learning process, especially when it comes to how children’s home languages are to be integrated in the learning process. The study greatly places emphasis on the need of teachers to consider the use of multilingual pedagogic teaching practices to address language diversity in their home language classrooms.

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Shumaila, Muhammad & Najia (2017) conducted a study in Pakistan which looked at Baluchistan as a multi-linguistic and multi-ethnic province of Pakistan. In this region, the inhabitants for communication purpose speak a number of local languages such as Baluchi, Brahvi, Pashto, Saraiki, Punjabi, Urdu, Sindhi and Persian. Students who attend the government schools speak these languages. This study aimed to explore the challenges faced by the secondary school female teachers while teaching the English language in their multilingual classrooms. The purposive sampling was used and 10 government secondary school female teachers participated in the study. The data was collected through a semi-structured interview protocol and classroom observation checklist. The data was analyzed by using thematic analyses technique. The findings of the study revealed a number of challenges. Teaching English language in a multilingual context is an enormous challenge for the English teachers due to linguistic diversity in the classrooms. The students in the multilingual classrooms lack confidence to use English language because they hesitate to commit mistakes. The curriculum may be inappropriate for helping students to improve their English proficiency. In the multilingual classrooms code-switching is commonly used by the teachers to instruct the students. The study suggests that; the teachers may be trained to cope with the challenges they face in their multilingual classrooms.

In as much as the study by Shumaila et al (2017) looked at challenges which were being faced by learners and teachers while using English language as the language of instruction, it is related to a study done in Luampa district where the language of instruction is one of the official regional local languages of the country. Both studies look at the challenges

experienced by teachers and learners in a multilingual class. One of the challenges being noted is lack of confidence in the learners the moment they realize that they don't have the proficiency in the language of instruction.

Yangting and Li (2020) conducted a study which attempted to fill the research gap by reviewing the assessment literature over the past 15 years on multilingualism. They summarized and synthesized three main themes: 1) issues related to multilingualism, 2) difficulties, and challenges of multilingual assessment, and 3) approaches to assessment for multilingualism. They further divided the third theme into five subcategories: ideological shift, new ways of measuring English language proficiency, translanguaging-based assessment, dynamic assessment, as well as incorporating qualitative research. The study introduced the challenges of implementing multilingual assessment, offers an overview of the different approaches, and calls for more work to be conducted using the approaches.

Assessment development needs to catch up with the fast-paced and changing multicultural, multi-dialectical, and multi-ethnic society. Ideological shift, multiple measures, and new approaches to assessing language competence should be advocated, promoted, and implemented in international contexts. Assessment instruments such as portfolio, self-assessment, peer-assessment, can-do statements, and reflective essays need to be incorporated. A review of the literature indicated that although studies on multilingual assessment are emerging and various conceptualization and approaches are proposed, it has remained largely unexplored. Multilingual assessment in the higher education context is greatly needed. Despite the plethora of difficulties and challenges ahead, it is evident that multilingual assessment will improve language learning and teaching, support social equality, and enhance assessment practices.

The study by Yangting and Li (2020) done in China is similar to the study which was done in Luampa for it looks at the importance of embracing multilingualism even in assessment based classroom activities.

Ekene and Suleh (2019) in Nigeria conducted a study that focused on multilingual education as a pedagogical approach in improving learners' learning outcomes. It had two

main objectives: to explore the benefits of multilingual education, and to examine the challenges inherent in multilingual education in culturally diverse high schools in two Cities of Kenya and Nigeria. The study adopted mixed methods to research paradigm, specifically, the convergent parallel triangulation design. It targeted teachers and students. The sample size of the study consisted of 40 teachers and 100 students. The study employed simple random and purposeful sampling techniques in selecting the schools and participants of the study. The researchers used an interview guide and questionnaire for data collection. For data analysis, the researchers transcribed the interviews, coded the data, categorized the data, derived themes from the categories, interrelated the themes, and interpreted the meaning of the themes; then related them to the quantitative data. For the quantitative data, they focused on the descriptive statistics. The study noted that the need for the use of two or more languages as media of instruction in high schools in Africa cannot be over emphasized in the education sector. This is because the present knowledge society demands the use of different teaching and learning methods in achieving the educational potential of students. Based on this therefore, multilingual education is the key for cultural reasoning, which enables students to decipher concepts easily and meet their goals in life.

Ekene and Suleh (2019) findings of the study, which was conducted in Nigeria showed that multilingual education, which is the use of multiple languages in the process of teaching and learning for easy comprehension of concepts is beneficial to the education sector. Therefore, it should be encouraged and promoted. However, the study also established that the teacher factor was the main challenge that the phenomenon of multilingual education was faced with. The study then recommended that in-service training of teachers and proper monitoring of the education policy on the application of multilingual education should be strictly adhered to. This study is similar to a study done in Luampa district in that it sought to embrace multilingualism in preschool classes of Luampa district by analyzing strategies which teachers employ in integrating children's home languages as well noting the challenges which are faced by both learners and teachers in the teaching and learning process in preschool classes. The study by Ekene and Suleh (2019) though

conducted on grade one learners of Nigeria has similar focus with a study conducted in Luampa district on preschool children which is embracing multilingual education.

Ekene and Suleh (2019) 's study which was conducted in Nigeria focused on multilingual education as a pedagogical approach in improving learners' learning outcomes. The study explored the benefits of multilingual education and examined the challenges inherent in multilingual education in culturally diverse of high schools in two Cities of Kenya and Nigeria. The major challenge established by the study is teacher factor and proper monitoring of the education policy on the application of multilingual education. This study is similar to a study in Luampa district for it also sought to establish challenges which were faced by teachers and preschool learners in a multilingual class while trying to integrate children's home languages.

Ticheloven et al (2019) conducted a study in Netherlands on the challenging task of establishing meaningful translanguaging in multilingual classrooms which necessitates negotiation between different stakeholders. Such negotiation requires investigation of the contexts and ways in which translanguaging may be implemented as a suitable teaching strategy. The aim of the study was to elicit practical and pedagogical issues of translanguaging in the classroom via interviews with three different groups of stakeholders: language education researchers, teachers, and multilingual learners. Four differently composed multilingual high schools were visited from which concrete examples were recalled in semi-structured interviews on the topic of translanguaging with the selected stakeholders. Adopting an iterative study design, interviewees were presented with daily life examples from the school visits as well as statements from other stakeholder interviews. Their statements and reactions to the statements of others were recorded, qualitatively analysed and categorised. Purposive sampling techniques were used by contacting participants from within their own network who also directed them to other potential participants via the snowball approach.

The study findings indicated that seven distinct pedagogical challenges concerning a translanguaging pedagogy emerged from the interview analysis which were: (1) Side effects; (2) Goal formulation; (3) Learning the language of schooling; (4) English and other semiotic resources; (5) Affective functions; (6) Effort; and (7) Confusion. These palpable

pedagogic issues may be helpful in understanding how translanguaging in multilingual contexts can be implemented, thus bridging the gap between theory and practice.

The study by Ticheloven et al (2019) in Netherlands on the challenging task of establishing meaningful translanguaging in multilingual classrooms. He noted that translanguaging came with a lot of concerns which needed to be addressed if it was to be effectively done. The study established that as educators try to make use of translanguaging there could be confusion in the teaching and learning process especially in situations where the teacher does not have the language competency in some of the languages spoken by the learners. This study is similar to that done in Luampa district because it is a district which is multilingual. Hence, as teachers use translanguaging as a pedagogy to embrace multilingualism they may face a number of challenges, one of which being lack of language competency.

Nyaga & Anthonissen (2012) 's study in Kenya on language-in-education policy supports mother tongue education as the ideal approach to developing language and literacy skills of young learners. The policy has been informed by findings of various past national education commissions as well as international declarations such as the UNESCO declaration on the use of Vernacular Languages in Education of 1953, the Dakar and the Jomtien declarations. The country's Constitution of 2010 reaffirms this policy. However, available reports indicate that little progress has been made in implementing the use of Kenyan mother tongues in education. Preliminary findings indicate that in most urban and peri-urban schools, where the learner population is highly multilingual, the policy has been implemented in such a way that in effect either the notion of "mother tongue" seems to have been redefined or the term is used in an unconventional way. Even in rural areas where, comparatively, there is minimal diversity, practical aspects of the use of mother tongue in education seem not to be in accordance with policy provisions. Learning materials and assessment systems are not suitably structured to enable mother tongue education to take place. The paper (i) gives an impression of the *status quo* regarding use of language in multilingual primary school classrooms in Kenya; (ii) considers the different interpretations given to the term "mother tongue" in current classroom practices; and (iii) provides pointers to the gap between *de jure* and *de facto* policy, which may eventually be

helpful in improving the implementation of the current education policy, in such a way that it will strengthen mother tongue literacy and facilitate eventual transfer to English as medium of instruction.

Nyaga Susan & Anthonissen Christine (2012)'s study is related to the study done in Luampa district in the sense that it looked at challenges faced by teachers and learners in multilingual classes where mother tongue policy in education is to be considered and implemented.

The study found out that although the policy in Kenya supports the use of the mother tongue in lower primary schools as a subject and as the medium of instruction, this policy is, following Kloss's (1977) classification, merely a tolerance policy. On the one hand, no resources are allocated by the government towards full implementation of a plausible policy. Materials continue to be written and examinations set in English only and the government approves these for use, even for introductory levels and in areas where the children's mother tongue should, according to the policy, be used as the medium of instruction. On the other hand, the postings of teachers by the TSC do not take into account the general language-in-education policy regarding mother tongue education. Thus, teachers are posted to any part of the country regardless of whether or not they can speak the L1 of the children they will be teaching. This gives rise to complex situations, among them that are found in the rural school Z, where the mother tongue of the teacher becomes the language of instruction.

Dinov et al (2021) conducted a study in Philippines on the use of code-switching which is considered a common language phenomenon in bilingual and multilingual settings. Evidently, it has become a subject of controversies and contradicting views among scholars in the field of research, particularly in the Philippine context. However, most of the studies conducted have been directed to the Tagalog English code-switching practices of language teachers. This study employed qualitative research design and conducted in-depth interviews to investigate the perceptions of ESL teachers on the utilization of code-switching in classroom discussions. Moreover, the study sought to explore their reasons on why they code-switch to the student's native tongue. Based on the findings, the respondents believed that code-switching facilitates better comprehension, its use depends on the

students' level of comprehension and learning objectives, encourages student participation, a teaching strategy, hinders students' language development, and becomes ineffective when the teacher has limited background on the students' MT. It was also discovered that the reasons for code-switching include translation, comprehension, identification, contextualization, student engagement, and communication.

The study by Dinov et al (2021) conducted in Philippines on the use of code-switching which is considered a common language phenomenon in bilingual and multilingual settings is similar to the study done in Luampa district in the sense that. Evidently, it has become a subject of controversy and contradicting views among scholars in the field of

Other studies done by (Gersten & Jimenez, 1994, 1999; Graves, Valles & Rueda, 2000; Echavarria & Grave, 2003) have revealed the daunting task teachers face when simultaneously trying to build children's reading and writing ability and enhancing their English-Language growth. What complicates the matter is the fact that many of the learners are from different linguistic backgrounds speaking different languages that are often not only informal but also different from the one spoken by their teachers. Besides, there are language challenges to be dealt with in a multilingual classroom.

A Final Research Report on Problems and Possibilities in multilingual classrooms in Western Cape South Africa (1998) stated communication breakdown as one of the main problems faced by both teachers and learners. In this report, teachers expressed frustration at a situation in which they could not communicate effectively with the majority of their learners. The report stated that more often than not, the teachers' perception that learners will not be able to answer in more than one or two words leads to a teacher-dominated approach to learning. Even though the research was done among grade one multilingual classroom in South Africa, the communication problems faced by the teachers and learners in multilingual classroom are similar to the multilingual classrooms in Chongwe district. (Mwanza, 2016).

Another study that revealed language related challenges faced by teachers in a multilingual was conducted by Ackers and Hardman (2001) cited in Kiramba (2015) in Kenyan primary schools concerning the multilingual classroom interactions by observing ninety lessons in

mathematics, English, and science. The study showed teachers' recitation in the form of interrogation of the learners' knowledge and understanding as being the most common form of teacher-learner interaction. It was also noticed that teacher presentation and teacher directed questions and answers dominated most of the classroom discourse, accounting for 82 percent of the total teaching exchanges. Based on these findings, it was concluded that the discourse pattern reported in that study could in large part be attributed to the English as a medium of instruction which students at the primary school level have not mastered well enough in academic discourse.

The study by Ackers and Hardman (2001) reveals that the teacher's language choice determines the level of success of the learners. If learners do not fully understand the language being used there is no way they can do better. The study is relevant to the current study in that it stresses importance on embracing multilingual learners.

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

The study by Ogechi (2009) is similar to the study done in Luampa district in the sense that both studies look at how multilingual class learn as well as some pedagogical challenges which teachers face when handling classes which are multilingual. The study looked at the use of English language as language of instruction in Kenya in a multilingual class and it

was observed by the researcher that learners were not fully understanding what the teacher was saying through their being silent.

Malakar and Datta (2023) conducted a theoretical analysis study in India drawn from theoretical frameworks and sought to explore the benefits and challenges associated with multilingual education. Based on the point of views gathered from existing literature the study explored the benefits of multilingual education such as enhanced cognitive ability, improved linguistic proficiency and its role in delivering positive outcomes. The study additionally, focused on the challenges which were faced by both educators and students with the view that multilingualism has always been a controversial topic while discussed in the context of medium of instruction. The concept has gained immense support worldwide due to its benefits in terms of students' cognitive, linguistic and socio-cultural development. Alongside the immense popularity it has been a topic of argument because of the challenges it draws. The study provided several challenges experienced in multilingual classes.

The challenges were as follows; lack of qualified teachers who have the grip over multiple languages and are equipped with necessary instructional materials in different languages. This requirement, however, is quite challenging, which thereby hinders the process of multilingual education. The other challenge was that lack of training given to educators to effectively support language development and content learning across various languages. The professional development of in-service training or preservice training in most instances seems to raise problems. There was need to develop and train both foreign and indigenous language teachers that are very instrumental to achieve multilingual practices in education.

Apart from that, Policy makers followed by the educators failed to decide on language policies which would be effective in a multilingual class. The study established that policy makers found it difficult to develop appropriate education policies which could support linguistic diversity. Taking care of the subject content and at the same time balancing with language proficiency was also another challenging task for an educator. Moreover, fulfilling language objectives and maintaining academic standards was also a challenge for the stakeholders involved. Community support in the case of multilingual initiatives was so minimal because of varying linguistic preferences or attitudes towards multilingualism.

Every person from any community had varying perspectives which directly or indirectly affected the success of multilingual education programs. In as much as checking and evaluating the effectiveness of any programme through assessment is necessary appropriate ways of assessing and measuring language proficiency along with content knowledge is a tough job for educators now because it is rarely done.

The study done by Malakar and Datta (2023) which was a theoretical analysis, drawn upon theoretical frameworks and sought to explore the benefits and challenges associated with multilingual education is like the study done in preschools of Luampa district for they both try to establish the challenges faced in handling a multilingual class. Hence this study gives insight into the study done in Luampa district in the light of what challenges are likely to be faced.

Lytrivi et al (2022) conducted a study in Greece in reception classes and it was well noted that Since 2015, thousands of school-age children have been seeking shelter in Europe due to life-threatening conditions in their countries of origin getting them back to school, has been a multidimensional and complex process including curricular and pedagogic challenges (European Commission, 2019). Several European countries, including Greece, established preparatory language courses for students with refugee or migrant experience before or in parallel to their enrolment in mainstream classes (Crul et al. 2019). The study discussed the findings of a small-scale case study conducted in the Reception Class of a Primary School attended by refugee, migrant and Roma students in Greece. Through field observations and a semi-structured interview with the teacher. The study focused on identifying methods, approaches and principles that regulate the specific class trying at the same time to locate the factors and the tools that affect, positively or negatively, the process of Second Language Acquisition.

The findings indicate that, even though teachers' views embraced the principles of multilingual education, the employed teaching approaches aligned with traditional methods. Hence great need to re-examine the context and the teachers' role in Reception classes with respect to multilingualism and second language learning principles. In the case of Greece, the main aim of the Reception Classes (RC) is to help multilingual students achieve communicative and academic proficiency in the Greek language. Multilingual

children attend RC in small study groups, according to their age and levels of fluency in the Greek language, during the morning zone in parallel with their attendance in mainstream classes.

The study conducted by Lytrivi (2022) focused on identifying methods, approaches and principles that regulate the specific class as well as locate the factors and the tools that affect, positively or negatively, the process of Second Language Acquisition. It came to light that teachers did not have the knowledge on how to handle reception classes in order to help them gain second language Acquisition. The study is similar to a study done in Luampa district in the sense that it also looked at strategies teachers used to integrate children's home languages as they learnt their second languages in this case it could be the language of instruction being Silozi by those learners who don't know it or other learners languages as the teacher tries to integrate them in the teaching and learning processes.

Makalela (2015) also conducted a study in South Africa which was guided by two questions: being what the effects of translanguageing techniques on reading comprehension in primary schools are and, what the role of translanguageing techniques in the teaching of African languages to speakers of African languages in South Africa is. Participants in the case of translanguageing consisted of 24 university student who were 15 females, and 9 males enrolled for Sepedi class at an additional language level. These were mother tongue speakers of Isizulu, Siswati, IsiXhosa and IsiNdebele language varieties. They were without prior exposure to reading and writing three Sotho languages: Sepedi, Seswana and Sesotho. Oral and text-based approaches were used. Only grammatical errors were corrected through cultural content teaching. Concepts were compared and contrasted between languages used in the classrooms. The main language of communication was Sepedi and English in the first semester. The study followed a three-phase experimental procedure (pretest, treatment and post-test). The procedure involved bilingual vocabulary contrast, text comprehension, oral reading proficiency (read aloud) and print environment.

The study findings indicated that using translanguageing techniques where input in one language is purposefully juxtaposed to the language of output is an effective way of teaching language in a multilingual context. The study has shown that students preferred the translanguageing approach which gave room for changing negative perceptions towards

African languages, investing in their multiple linguistic identities, enhancing multilingualism as a norm and making language learning a positive experience. The translanguaging offered an alternative to language learning through bypassing monolingual practices in the two cases. It was also noted that translanguaging classroom situations mirrored a constant disruption of orderliness and a simultaneous recreation of fluid recommunication practices that are concomitant with this ancient value system. Translanguaging as a pedagogical practice ensured that deeper understanding of the content and identity formation becomes an important pillar for a positive schooling experience.

Dash & Das (2019) conducted a study in India which looked at the Indian education system as truly multilingual in its character. The study analysed that in today's world, providing quality education for all implies taking into account the many varied cultural and linguistic contexts that exist in contemporary societies. Language and, in particular, language education and the choice of language of instruction, are key issues that are at the heart of the debate on quality. Educational policy-makers are confronted with the challenge of having to ensure language education standards for the whole population of a country and protecting the rights of those who belong to specific linguistic and ethnic populations. Inclusive education expects that all learners learn together through access to common educational provisions. The crucial people in the system are the parents, and community, teachers, administrators and policy makers. All these people have to be supportive towards the diverse needs of children. It should be seen as an experience rather than a problem. This refers to restructuring schools as communities where all children can learn in a common environment without any discrimination. The general philosophy of inclusive education provides for good teaching practices, healthy relationship between teacher and students to improve the quality of education for all children in a classroom. Millions of children and youth are denied of their right to education and they do not receive adequate schooling in an appropriate environment. Most of these out of school children are those for whom the school environment is not conducive.

Language barrier is one of the challenges learners face in multilingual classes. Children with disabilities, children coming from poverty stricken families, daily wage workers,

slum dwellers and children from destitute families, girl children face problems with multilingual, economic, social and psychological environments. Some communities due to their unique physical, linguistic or cultural characteristics face collective discrimination in the society. Their life style, language, culture, origin or faith differs from the majority of people in their surroundings. The study developed elements of a linguistically responsive teaching framework for multilingual contexts in inclusive education as per the diverse needs of children in inclusive classroom. The elements are sociolinguistic consciousness, inculcation of values for linguistic diversity, inclination to advocate for language learners, learning about diverse students' language backgrounds, experiences and proficiencies, identifying the language demands of classroom discourse and tasks, applying key principles of second language learning and scaffolding instruction to promote students' learning. Second language learning occurs in a variety of contexts.

The study conducted by Dash & Das (2019) is similar to a study conducted in Luampa district in the sense that they all looked at challenges faced by both teachers and learners in multilingual classes. One of the challenges being language barrier. The study also highlighted on how best multilingual learners can be taught that is by considering their linguistic backgrounds as well as having a teaching framework for multilingual learners.

The study done by Makalela (2015) in South Africa outlined the importance of a teaching strategy such as translanguaging when the language spoken by the learners is not the language of instruction. It proved its effectiveness with minimal spelling errors noted from students' work. The study agrees that translanguaging disrupts the smooth flow of learning as an educator tries to relate meaning in another language though it achieves its objective at the end of the day. The study is similar to that of preschools of Luampa district in the sense that they both have a view that there are teaching strategies which should be employed when teaching a multilingual class in order for teaching and learning to occur.

Nyimbili and Mwanza (2021) Zambia conducted a study whose aim was to establish challenges teachers and pupils faced as a result of teaching and learning using the translanguaging pedagogical practices in a multilingual grade one class of Lundazi District. A phenomenological design was used in one class for one term on a sample of 41 pupils and 1 teacher of literacy. Classroom observations and interviews were used to collect data

that was analyzed thematically. The study found that the teaching of literacy using translanguaging practices in a grade one multilingual class was associated with challenges like the mismatch between the language of instruction and dominant learner's familiar languages that existed in the classroom: rigidity of the language policy which was based on monolingual language throughout the learner's learning process: strict monolingual based assessment which only tested skills in the regional language and: inadequate teaching and learning materials which supported monolingual language learning. Commenting on the teachers and learners' views on the language practices, the above study adds that the monolingual ideology in school and curriculum promotes teaching using one language to all learners as long as they are in that region. Another view is that the teaching of literacy was only aimed at developing the regional language and its language practices or culture. This resulted in learners failing to understand some of the words which were supposed to be of value to the lesson. It was established that there were insufficient literacy books for grade one in the school as schools were supplied few copies of the Zambian language books in 2015 after the new curriculum revision took place. The study was done in the lower primary school among grade one learners for the whole year in Lundazi. Nyimbili and Mwanza (2021:28) noted that teachers do not have guidelines on how to use or support multiple community languages in their classrooms. The educating our future policy and the national literacy framework realized the need for mother tongue instruction in multilingual communities as noted: "Children arrive on the first day of school with thousands of oral vocabulary words and tacit knowledge of the sound system of their mother tongue but are unable to use and build upon these linguistic skills because they are instructed in a foreign language. Dismissing this prior knowledge and trying to teach children to read in a language they are not accustomed to hearing or speaking, makes the teaching of reading difficult, especially in under-resourced schools in developing countries (MOE, 2014:12)." By foreign language, the policy was referring to English.

Nyimbili and Mwanza (2021)'s study is important to the current study because it looked at challenges teachers and learners faced while using translanguaging as a pedagogical practice in a multilingual class. Even when this study was done to a grade one class, the concept is the same. In Luampa district, challenges teachers face in the integration of children's home languages will have to be established.

Mandyata, Masaiti, Meki, Bwalya, Katatisha, Basavaraj and Zuilkowski (2024)'s study in Zambian primary schools on children's ability to read discovered that children begin learning to read in one of the seven Zambian languages, transitioning to English as the language of instruction by fifth grade. The case study aimed to examine the Language transition in four primary schools of Serenje in Zambia. Study participants included Language of instruction teachers, parents, and Ministry of Education officials. It was established that Primary phonics-based approaches were frequently used by grade 3 and 4 education teachers to scaffold transition, as well as learner-centred approaches. A recurrent theme was the lack of sufficient teaching and learning materials to support transition.

A great deal of support for initial literacy instruction in local languages among parents, in contrast with much of the literature on parental preferences, but parents identified the same challenges as teachers regarding the lack of materials to support language transition. The study recommended the development of a specific transition curriculum for Grades 3 and 4, in alignment with the National Literacy Framework; corresponding alignment of the pre-service and in-service teacher training systems; and the provision by the government of sufficient materials specifically designed to support transition, including home reading materials.

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

English language and they were more active in a Cinyanja lesson. Furthermore, learners could actively participate in answering teachers' questions by using common Cinyanja spoken in towns and cities when playing and not the Chewa taught in schools. It was recommended that teachers at primary school level teaching grade ones should use multiple languages by translating statements, words and phrases from one language to the others which are spoken by pupils in class. This would heighten the levels at which learners grasp reading and writing skills.

Mkandawire (2017)'s study on establishing the educational value associated with mother tongue-based instruction that is familiar to learners verses other languages such as English and local languages that are not familiar to learners as medium of instruction in the teaching of reading and writing literacy skills to grade one at primary level. The study is similar to the study done in Luampa district in that they both place emphasis on the importance of integrating children's home languages to foster the development of emergent literacy skills even when the study by Mkandawire (2017) concentrated on the grade one learners while the one in Luampa district was conducted on the preschool learners.

Machinyise (2017) states that Zambia being multi-ethnic and multilingual nation, has more than 70 languages spoken within its boundaries. As a result of this linguistic landscape the selection of appropriate language of instruction in schools has been a challenge for a long time. In order to meet this linguistic diversity, Zambia has developed an educational framework which stipulates that familiar local languages should be used as the Medium of Instruction (MOI) from grade one to four in public primary schools. The study investigated the impact of mother tongue medium of instruction on pupils' quality of learning in Zambian primary schools.

The findings have revealed that the students' ethnicity and national identity are best portrayed through mother tongue medium of instruction. In addition, acquisition of skills and application seems to be efficient in classes where such skills are taught and explained in the mother tongue of children. It has also been revealed that children in private schools where practical subjects are taught in English perform poorer than their counterparts in public schools. A descriptive method of research was used for the collection of data. 50

teachers from selected public and private primary schools and 10 parents of Mumbwa district were selected for this study. Appropriate recommendations were made in light of the findings. This study will bring to the fore the necessity of equipping teachers with the knowledge of local language of children whilst at teacher training institutions.

The study conducted by Machineryise (2017) in Mumbwa district of Zambia which investigated the impact of mother tongue medium of instruction on pupils' quality of learning in Zambian primary school is similar to that of Luampa district in the sense that both studies consider integration of children's home languages in a class as the best practice of teaching learners of different languages.

Banda and Kabubi (2016) conducted a study on the impact of teaching in local languages of selected primary schools in Chipata District, Eastern province of Zambia the background of the study was anchored on the poor literacy levels of primary schools from grade one to four as a result of using a foreign language (English) as a medium of instruction. After the introduction of local languages as a language policy in primary schools, the study assessed the academic performance of pupils in primary schools especially from grade one to four in selected primary schools of Chipata District. The study employed a case study research design which adopted both qualitative and quantitative paradigms. Data was collected through semi-structured questionnaires for all respondents. The sample comprised 50 participants. A simple random and purposive sampling procedure was used to select pupils, teachers and administrators respectively. Thematic analysis was used to analyze qualitative data while STATA and excel were used to analyze quantitative data.

The study gave more valid reasons as to why using local language as a medium of instruction is better than using English as a medium of instruction. The following recommendations emerged from the study. The study therefore revealed that an African child learning to read in English will face the same problems as an individual who is learning a new language. Language divergence is a crucial factor in learning and reading failure among school children. The more divergence there is between the dialect of a learner and the dialect of the learning the more difficult the task of learning will be. The vernacular speaking child must make correspondence between the forms he already

controls both receptively and productively and the forms found in primers as well as those used in teaching and reading instructions by the teacher.

The study by Banda and Kabubi (2016) conducted in Chipata trying to establish reasons why literacy levels were low at that school finally discovered that the use of English language was a contributing factor. Apart from that they realized that children learn better in the language they understand better. Just like it was highlighted in the Educating our future policy document of 1996. The study is similar to the study done in Luampa district in that both place value on the use of children's local languages as medium of instruction in order to enhance knowledge delivery and better still create room for integration of children's home languages (mother tongue languages).

Mudenda and Nakamba (2017) conducted a case study on the challenges of teaching in local languages of selected primary schools in Kitwe District, copper belt province of Zambia. The background of this study is anchored on the poor literacy levels of primary schools from grade one to four because of using a foreign language (English) as a medium of instruction. Now that primary schools have introduced local language as a medium of instruction. The study was like the study done in Chipata by Banda and Kabubi (2016) such that even the findings are related.

The study assessed the academic performance of pupils in primary schools, especially from grade one to four in selected primary schools of Chipata District. In achieving this task, the study employed a case study research design which adopted both qualitative and quantitative paradigms. Data was collected through semi-structured questionnaires for all respondents. The sample comprised 50 participants. A simple random and purposive sampling procedure was used to select pupils, teachers and administrators respectively. Thematic analysis was used to analyze qualitative data while STATA and excel were used to analyze quantitative data. The study therefore revealed that an African child learning to read in English will face the same problems as an individual who is learning a new language. Language divergence is a crucial factor in learning and reading failure among school children. The more divergence there is between the dialect of a learner and the dialect of the learning the more difficult the task of learning will be. The vernacular speaking child must make correspondence between the forms he already controls both receptively and productively. The forms should include those in teaching and reading

instructions by the teachers. These differences in forms maybe the most crucial for beginning literacy instructions during which a child is supposed to learn how to “crack the code.”

Therefore, the study gave more valid reasons as to why using local language as a medium of instruction was better than using English as a medium of instruction. Hence, the following recommendations were made in order to enhance reading skills in the learners ;(1) the government, through the Ministry of General Education, should build many schools to cope with this increase in enrolments. (2) The government through the Ministry of General Education should print the books and other materials in local languages for easy teaching and proper use of words. (3) The government through the Ministry of General Education should increase the funding to primary schools to meet the needs of the primary schools. (5) The government, through the Ministry of General Education, should train teachers in colleges on how to teach local languages. (6) The government through the Ministry of General Education should retrain teachers in local languages so that they can teach effectively. (7) The teacher should be able to speak three to four languages so as to help implement local languages in schools.

In Zambia a study done by Malesu (2023) on the analysis of classroom language practices of the early graders upon entry into grade one in Chongwe urban district. Thus, the study was guided by three objectives namely: (i) to Analyze grade one teachers’ and learners’ classroom language practices in the first month, (ii) to Establish teacher’s views on the appropriate language practices in the initial stages of grade one schooling, and (iii) to Identify language related challenges faced by teachers when teaching grade ones in the first two months. The research questions were how are the classroom language practices used by grade one teachers and learners in the first month of schooling? What are the teachers’ views on the appropriate language practices in the initial stages of grade one schooling? And what language related challenges do the teachers face when teaching grade ones in the first two months of schooling?

Purposive sampling was used in this study to come up with 270 participants of which 20 were grade one teachers and 250 were grade one learners. Data was collected using interviews and classroom lesson observations. Triangulation of data provided detailed

information on the multilingual nature of the classrooms, teachers' and learners' language practices in the classroom, teachers' language views towards informal languages and the challenges teachers face when teaching grade ones in the first two months in the classroom. Qualitative data was analyzed thematically according to research objectives. The findings of the study are that the grade one classrooms of Chongwe District were multilingual as teachers and learners were able to speak more than one language. The study also found that the commonly spoken languages in the schools were Cinyanja, Soli, Bemba and English. The findings also showed some aspects of translanguaging though not fully. Some teachers tried to teach using the different languages of play for the children in class. The study further revealed that teachers had communication challenges when using Cinyanja to teach learners from different linguistic backgrounds. Inadequate teaching and learning materials, overcrowding and time management were some of the challenges which both teachers and learners faced. The study concluded that since learners entered grade one without adequate proficiency in the regional language, teachers used translanguaging to bridge the gap between home and school literacies. Against this background, the study recommended that the Government through the curriculum Development Center should, (a) Revise the language in Literacy Curriculum Framework (2013) policy to match the linguistic composition of the classrooms by developing Dual-language or Dynamic Bilingual Education system instead of the current Transition Bilingual Education' (b) legitimize translanguaging; and (c) production of teaching and learning materials which will suit the demands of such learners.

A study done by Malesu (2023) in Zambia on the analysis of classroom language practices of the early graders upon entry into grade one in Chongwe urban district is like a study done in Luampa district in the sense that both studies look at multilingual classes. Even when the study site and population are different both studies are similar for, they seek to establish challenges teachers face as they try to integrate children's home languages.

Mwanza (2012) conducted a study in Zambia whose aim was to establish whether the use of standard Nyanja as a sole language of instruction was appropriate in a cosmopolitan and multilingual environment of Lusaka. The study established that many pupils were not familiar with standard Nyanja, and they struggled to learn.

Similarly, some teachers, although teaching grade one classes, were not familiar with the standard language of instruction. There was a mismatch between the language of play in Lusaka, that is, the urban Nyanja lingua franca, which is the familiar language and the language of instruction, the standard Nyanja. This was compounded further by the fact that teaching materials (books) were written in Chewa as spoken in Malawi or rural parts of Eastern Zambia, which most teachers and pupils could not understand. It was clear that having a ‘one jacket fit all’ language policy was not suitable for a multilingual and multicultural country like Zambia. It would have been sound to have more than one language of instruction including the local variety of Nyanja in cosmopolitan cities such as Lusaka.

The study by Mwanza (2012), conducted in Zambia and Lusaka to be specific whose aim was to establish whether the use of standard Nyanja as a sole language of instruction was appropriate in a cosmopolitan and multilingual environment of Lusaka is similar to the study done in Luampa where Silozi as an official local language of instruction is being analyzed as to whether it is appropriate in a multilingual District of Luampa. Mwanza (2012)’s study also established that many pupils were not familiar with standard Nyanja, and they struggled to learn which is the case with some teachers, although teaching grade one classes, were not familiar with the standard language of instruction. The study in Luampa district sought to establish the challenges preschool teachers faced with the local language of instruction by delving further to find out whether they were familiar with the zone local language of instruction which was being used in schools or not.

3.6 Summary

In this chapter, the main concentration was on the analysis and review of related literature from different scholars within and outside Zambia. The literature was reviewed according to identified themes being; the language situation in preschools, strategies teachers use to integrate children’s home languages, print awareness in schools as well as challenges of Multilingualism in Early Grade Classes. The next chapter outlined the research methodology of the study.

CHAPTER FOUR

RESEARCH METHODOLOGY

4.1 Overview

This chapter outlines the methodology for the study ranging from the research paradigm, research design, research site, population, sample size, sampling techniques, data collection methods, data collection instruments, data collection procedure, data analysis and ethical considerations.

4.2 Research Paradigm

It is very significant to illuminate the fundamental rational research outline that designed the basis of this study. A paradigm is a collective world interpretation that denotes the views and values in a particular discipline which monitors the way problems are solved (Schwandt, 2001). Without recommending a paradigm as the initial step, there is no derivation for successive choices concerning methodology, methods and research design. Fundamentally a paradigm replicates people's beliefs about the world they live in and where they want to live in.

This research will employ constructivism as a research paradigm founded by Jean Piaget as well as other scholars such as Jerome Bruner, Lev Vygotsky, and John Dewey who advocated for vigorous engagement of students in the teaching and learning processes in percentages higher than the teacher (Honebein, 1996). They are widely recognized in the academia as the leading figures of the constructivism philosophical paradigm.

Honebein (1996) describes the constructivism philosophical paradigm as an approach that asserts that people construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences. It is also based on the analogy or basis that people form or construct much of what they learn through experience (Cashman et al., 2008; Hein, 1991). Thus, to the constructivist, constructing meaning is learning; there is no other kind. The constructivist philosophy portrays the idea that learning does not just happen from the traditional method of teachers standing in front of the class and lecturing.

However, to the constructivist, learning occurs only when the learner discovers the knowledge through the spirit of experimentation and doing (Kalender, 2007).

The brain behind this kind of philosophical approach is best described in Confucius, the renowned Chinese philosopher's quote: "I hear, and I forget. I see and I remember. I do and I understand." The meaning of his statement is that if teachers "spoon feed" students with knowledge as a mother does the weaning child, the students will forever be immature, not having the keen ability to make constructive arguments about issues and drawing tentative conclusions of situations. This soon makes them forget what they were taught. If they witness the carrying out of the phenomenon, they may remember through the sensory activity of seeing.

The best option which the constructivist philosophers believe and propose is fully engaging the learner in the teaching and learning processes so that his or her engagement would enable him personally discover knowledge or "truth". This paradigm will help the researcher realize mechanisms through which language practices can be best integrated in a child's language learning as the teachers aid them to construct knowledge or learn language. Not only that but also in understanding the complexities and multiplicity of phenomena especially in this 21st century where creative ideas and inventions marking novelty are earnestly sought through our research and education.

Research paradigm is a way of viewing the world (or analytic lens akin to a set of glasses) and a framework from which to understand the human experience Kuhn (1962). Research paradigm is associated with a set of beliefs, values and assumptions that a researcher has in relation to the nature and conduct of research. Easterby-Smith et al (2012:18) defines a research paradigm as an "overall perspective on how research is/should be conducted. It is underpinned by philosophical assumptions (including ontology and epistemology) and informs methodological choice." A research paradigm guides the research in relation to the methods, instruments to use and analysis of the data. Since all research is based on these philosophical assumptions, it was therefore imperative to discuss assumptions underpinning the study. Therefore, constructivism was the research paradigm that directed this study. This paradigm was used because of the nature of the study which was looking at how autonomous learners are in learning of English language. The study envisioned that

there is no one objective way to autonomy but subjective. Learners use various methods to show how autonomous they are. Therefore, this paradigm helped explain how learners become autonomous as they construct their own knowledge in the learning of English Language. The research paradigm discussed aspects dealing of ontology, epistemology, axiology and methodology.

Honebein (1996) views constructivism as a philosophical paradigm that proposes that knowledge of the world is constructed through experiencing things and reflecting on those experiences by individuals. Kim (2005) suggested two main ways in which knowledge is constructed through experiences, these are accommodation and assimilation. Accommodation in many instances looks at the process of taking new information in one's environment and changing pre-existing schemas in order to fit in the new information while assimilation deals with the interpretation of new information in terms of pre-existing concepts, information or ideas. While assimilation deals with keeping existing knowledge and schemas intact and finding a new place to store information, accommodation involves actually changing one's existing knowledge of a topic. Constructivism cannot be separated from accommodation and assimilation because it is a process through which knowledge is constructed by people (Block, 1982). Constructivism paradigm is closely associated with the qualitative research approach because of a great deal of trying to establish understanding of the problem through critically studying experiences of participants. Constructivism focuses on the premise that knowledge is the product of human intelligence interacting with experiences in the real world thus knowledge cannot be separated from the environment. In addition, the knowledge is constructed by people active in the research process and thus the researcher should attempt to comprehend the complex world of lived experience from the perspective of those who live and experience it.

Constructivism also shows that people construct new knowledge based on the prior knowledge which they have. Therefore, under constructivism, there is fitting of information together to form a whole. Learners assimilate new knowledge which they pair with any prior knowledge they have to construct meaning. Driscoll (2000) stated that the knowledge only exists in the mind and does not match any real world reality. Learner's perception of the real world is formed from their own mental model of a real world.

Because of the aforementioned process, there is a constant update on learner's mental models as they reflect new information because of their perceptions, interpretation and experience of new knew knowledge.

This is only attainable through experiences. However, learning new knowledge in the constructivism approach may be affected by the context in which something is presented to the learners such as a learner's belief and attitude. Tam (2000) highlighted on four characteristics of a constructivist learning environment. Knowledge is seen as something that can be shared between the teacher and the learners. Authority between the teacher and the learner is a shared one. In addition, the teacher is not the custodian of knowledge but a guide or facilitator of the learning process, and that learning groups consists of heterogeneous learners who should be small in number.

Ontology

Ontology in constructivism research paradigm tries to find out what is real. Ontology is defined by Crotty, (2003:10) as the “the study of being, what kind of world we are investigating, with the nature of existence, with the structure of reality.” Ontology therefore, focuses on the nature of reality. It aims at providing a definitive and exhaustive classification of entities in all spheres of reality. Constructivism holds a position on ontology that reality is socially constructed. Guba & Lincoln(1994: 110-111) argued that “reality is made up of multiple, tangible mental constructions, socially and experientially based, local and specific in nature... and dependent for their form and context on the individual persons or group holding the constructions.”

Schwandt (2000:197) on the other aspect highlighted on constructivism that “we are all constructivists if we believe that the mind is active in the construction of knowledge. Most of us would agree that knowing is not passive-a simple imprinting of sense data on the mind but active; mind does something with those impressions, at the very least forms abstractions or concepts.” In addition, Lektorsky (2009:28) also posited that, “a human being does not exist without the world; he is part of it and cannot ignore and, at times, unpredictability of the process that he tries to interfere with.” therefore, what is real in the context of this study was what the participants were able to put forward or construct from the data given through mental representations. This reality was constructed based on the

interpretation of the researcher because reality is embedded through a sense making process and thus is subjective in nature. Saunders et al. (2009:111) considered subjectivist view as “social phenomena are created from the perceptions and consequent actions of social actors”. Therefore reality in relation to constructivism is not based on a single position but multiple ones. The themes which emerged was as a result of the researcher constructing knowledge based on interviews and lesson observations and document analysis in order to ascertain how autonomous Grade 11 are in learning of English language in selected secondary schools in Mwense District. Reality in the constructivist view is not independent of the mind. The purpose of constructivism in relation to reality is to understand a social phenomenon through a qualitative approach to research which focuses on guiding the direction of the research since the goal of qualitative research is to understand concepts, opinions, or experiences.

Epistemology

In Epistemology, constructivism holds a belief that knowledge is symbolically and not objectively constructed. Moser (2009:3) defined epistemology as “the study of the nature of knowledge and justification: in particular, the study of the defining components, the substantive conditions or sources, and the limits of knowledge and justification.” Epistemology is concerned with providing a philosophical grounding for deciding what kinds of knowledge are possible and how we ensure it is adequate and legitimate (Maynard, 1994). Constructivism emphasises subjectivism because its core purpose is on diversity of interpretations that can be applied to the world. Guba and Lincoln (1998) viewed epistemology in constructivism as relational, transactional and subjective. Relativist infers that there is no objective truth to be known because the truth is dependent on how one interprets and applies it to the world. Transactional means that the truth emerges from interactions between elements of some rhetorical situation and is a product of these interactions and individuals’ thoughts (Berlin, 1987). The subjectivist part on epistemology positions the world, including the psychological world of research participants, as unknowable and the role of a researcher in constructivism is to construct an impression of the world the way they see it (Ratner, 2008). Therefore, to avoid biasness, the experiences shared by the participants were collected and constructed as they were presented through

interaction activities and observations since the epistemological view entails that the researcher interacts with that which is being researched. To achieve meaning, engagement must be there with the realities in our world, thus opt for a more personal, interactive mode of data collection.

Epistemology in constructivism refers to the sources of knowledge. In this study, the source of knowledge was the participants of the study as well as using different data collection tools such as observations, document analysis, questionnaire and interviews. Therefore, the role of a researcher is that of a facilitator and not a participant in order to avoid biasness.

Axiology

All researchers using different paradigm are expected to adhere to ethics in relation to conducting research. Christian (2005:148) posited that “a morally neutral, objective observer will get facts right.” constructivist asserts that reality is constructed in the mind and thus it is dependent on it and knowledge is subjective and thus this is value-bound and value laden. As a researcher, values and biases related to the topic under study, which may interfere with the neutrality of the study need to be reported. Edelheim, (2014:31) explained that, “axiology, or the study of value or of goodness, is definitely the philosophical strain out of these three that has received least attention, even though it is fundamentally linked to our actions in our daily lives. The value of something can be seen as having intrinsic properties, valuable in its own right, or to have extrinsic properties, valuable for the sake of something else, which in turn can have intrinsic properties.” Axiology refers to what the researcher sees as of value or ethical in research which the researcher acknowledges research to be of value.

Values and ethics that shape the research include the interpretations of the researcher and participants. Ethical considerations is a key element which underpins any research work. This philosophical view ensures that the ethical considerations attached to research are adhered to which include among other, anonymity of participants, and confidentiality. Generalization is an ethical issue which was critically investigated because of the nature of the research which was quite qualitative. Generalizing findings in a descriptive research which is highly qualitative would have ethical issues. Generalization of the findings is not

the focus in qualitative research because the focus is towards providing an in-depth explanation and meaning rather than generalizing.

Methodology

Methodological aspects have an underlying theoretical perspective. Constructivism, which aims to interpret research participants' meaning, which is themselves interpretations, and produce a substantial theory or working hypothesis (Lincoln and Guba, 1985), is dependent on the researcher's view. Methodology in constructivism paradigm focuses on researcher-centred research methods, which emphasize data collection tools such as observations, interviews, focus groups and document analysis. Therefore, constructivism is grounded in qualitative methods in research because its foundation is interpretation of data through the specific themes that the researcher picks from the data. This entire data analysis procedure is processed inductively. Thomas, (2006, pg. 238) defines inductive analysis as "approaches that primarily use detailed readings of raw data to derive concepts, themes, or a model through interpretations made from the raw data by an evaluator or researcher." This process of analysis is central to qualitative research in order to have a depth understanding of the phenomenon.

In addition, Eichelberger (1989:9) illustrated the methodological work of constructivism as "wanting to know what meaning people attribute to activities... and how that relate to their behaviour. These researchers are much clearer about the fact that they are constructing the 'reality' based on the interpretations of data with the help of the participants who provided the data in the study. They often carry out their research much as anthropologists do in their studies of culture. They do a great deal of observation, read documents produced by members of the groups being studied, do extensive formal and informal interviewing, and develop classifications and descriptions that represent the beliefs of the various groups."

Furthermore, such specified activities derive meaning making from the participants, which call for detailed capturing of activities in relation to their behaviour toward a given situation through interaction. Therefore, qualitative research will range from case studies, phenomenological or ethnographic studies. Denzin & Lincoln (2011) asserted that qualitative research draws from a constructivism research paradigm which tries to

understand the subject being investigated and not predict outcomes. The focus is to understand a phenomenon and not to predict outcomes through building of knowledge on specific study subjects. Qualitative research, conducted thoughtfully, is internally consistent, rigorous, and helps us answer important questions about people and their lives (Lincoln & Guba, 1985).

Constructivism views knowledge as constructed as people work to make sense of their experience (Creswell & Poth, 2018). In whole, qualitative research values people's lived experiences and is inherently subjective and sensitive to the biases of both researchers and participants. That subjectivity, while considered a serious flaw from the positivist perspective, speaks to the core value of qualitative research and the interpretivist/constructivist paradigms.

The methodology that was used in this study was qualitative in nature that aligned with the constructivism paradigm. A descriptive case study was selected because of its ability of allowing the researcher to gain an intensive, detailed understanding of a phenomenon in its real-life context. The real life context that was used in order to gain understanding on integration of children's home languages was a preschool class in Luampa district. Therefore, a descriptive case study was used to offer a detailed insight on how the integration of children's home languages is done in the teaching process of preschool learners among the preschool teachers.

4.3 Research Design

This study used descriptive research design. A descriptive research design according to McCombes (2022) aims to precisely and systematically describe a population, situation or phenomenon. Kothari (2004) defines descriptive research as a design with a major purpose of describing the situation, as it exists at present. In addition, descriptive research design enables the researcher to study a phenomenon in its naturally occurring situation without any form of manipulation. The study was purely qualitative because the aim was to study the views and classroom language practices with a view of getting deeper insights into the subject under study. Bricki and Green (2002) stated that qualitative studies are designed specifically to observe social interaction, in which individuals' experiences, understandings and perceptions regarding a certain issue are elicited (Quinlan et al.,

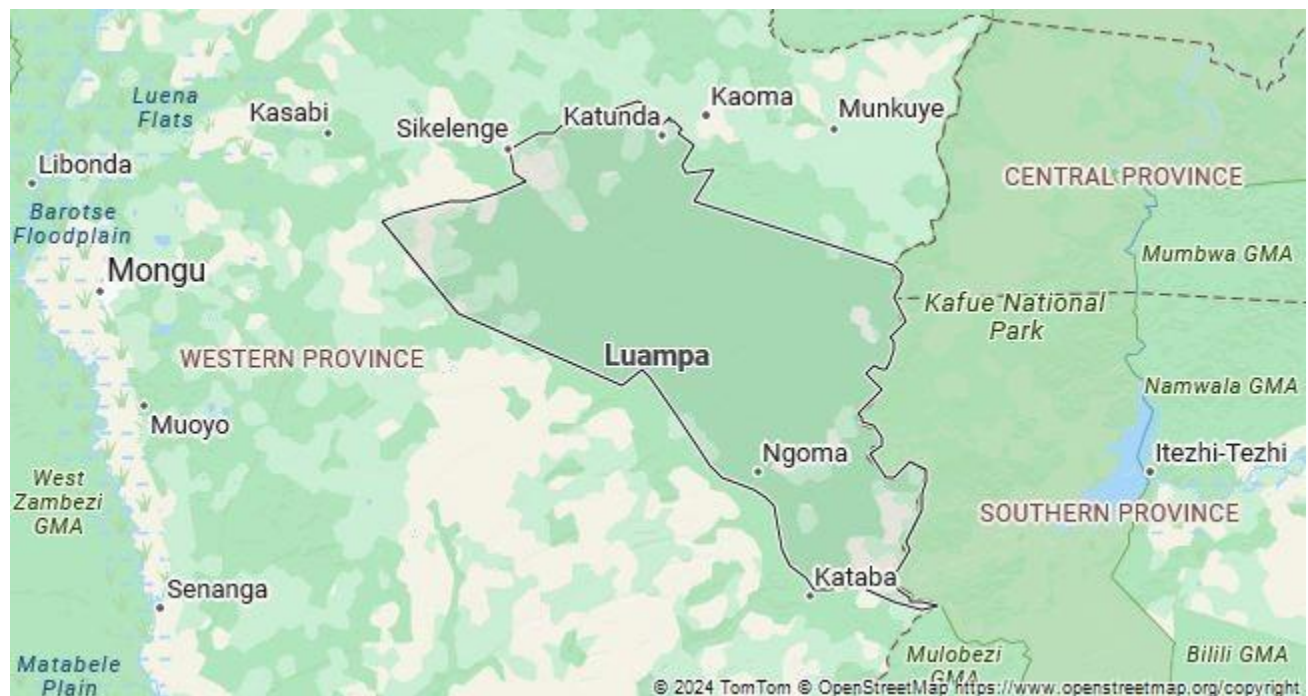
2015:124), through a small group of participants in order to obtain a richer description of the phenomenon in question (Masenya, 2018).

4.4 Study Population

McMillan and Schumacher (2001:16) defines a population as, “a group of elements or causes, whether individuals, objects or events, that conform to specific criteria and to which the researcher intends to generalize the results of the research.”

The target population consisted of pre-school children (Nursery level , 3 to 6 years) from all Government preschools of Luampa District, all preschool learners, all preschool managers and teachers in Luampa District.

Figure 3. Map of Luampa District



4.5 Sample Size

A sample according to Johnson and Christensen (2012) is a group of subjects or participants from which data is collected. The total sample size was 212 comprising 6

Headteachers (4 female and 2 male) from each preschool, 12 preschool teachers (10 female and 2 male) and 18 parents (10 female and 8 male) to preschool learners. All the preschool teachers from the six preschools were part of the sample since each school had only two preschool teachers. Lessons were also observed from 6 classes of preschool learners comprising 28 to 42 learners in each class aged between 3 to 6 years from each of the urban preschools of Luampa district being; Preschool A, B, C, D, E and F. School A had 35 preschool learners, school B had 28 preschool learners, school C had 32 preschool learners, school D had 42 preschool learners and school F had 39 preschool learners. This brings the total of learners to 177 (95 girls and 82 Boys) bringing the total sample size to 212.

4.6 Sampling techniques

Research and sampling techniques refer to a case selection strategy, i.e. the process and methods used to select a subset of units from a population.

The study used a homogeneous and convenient type of purposive sampling technique.

Convenience sampling is a method of collecting data by selecting participants who are easiest to reach or most readily available. This approach does not involve random selection, and therefore, the sample may not be representative of the larger population (Creswell, 2014). In qualitative research, convenience sampling is often used in social sciences and education where it's convenient to use pre-existing groups, such as students.

A homogeneous group consists of individuals or elements that are highly similar in terms of key characteristics, such as age, gender, socioeconomic status, education level, or attitudes. This low level of diversity means that the variability within the group is minimal, making it easier for researchers to identify patterns or relationships because there are fewer external differences influencing the results.

Through selecting participants who are similar in key respects, researchers have better control for extraneous variables that could affect the outcome of the study. It also helps raise clarity for results since differences between participants are minimized. This leads to clearer, more consistent results. Apart from that, homogeneous sampling allows

researchers to gain in-depth insight into a particular subgroup, providing a detailed understanding of how a particular intervention or phenomenon affects that specific group.

Homogeneous type of purposive sampling technique was used when sampling preschool headteachers, teachers and learners while convenient type of purposive sampling was used to sample parents to preschool learners.

To sample preschools the study used non-probability sampling which is a technique where researchers select a sample based on their judgement rather than randomly. Non-probability sampling involves selecting participants without randomization, relying instead on accessibility, judgment, or predefined criteria. It is commonly used in qualitative research, pilot studies, or situations where the population is hard to define or access. This entails that not every member of the population has a chance of being included in the sample (Hornberger and Rangu 2020). Effective inclusion and exclusion criteria create the ideal pool of participants to get the most beneficial data for the study. In judgmental sampling of non-probability sampling, participants don't have an equal chance of being selected. Only participants who hold desirable characteristics that fulfil a researcher's requirements are more likely to be selected. Morse, (2018) alluded that clear documentation of inclusion and exclusion criteria is essential for transparency and reproducibility in research.

Patino and Ferreira (2028) stated that inclusion and exclusion criteria are key features of the target population that the investigators will use to answer their research question. When establishing study participants inclusion and exclusion criteria is a standard, required practice for designing high-quality research protocols. Inclusion criteria are defined as the typical inclusion criteria include demographic, clinical, and geographic characteristics. In contrast, exclusion criteria are defined as features of the potential study participants who meet the inclusion criteria but present with additional characteristics that could interfere with the success of the study or increase their risk for an unfavorable outcome. Common exclusion criteria include characteristics of eligible individuals that make them highly likely to be lost to follow-up, miss scheduled appointments to collect data, provide

inaccurate data, have comorbidities that could bias the results of the study, or increase their risk for adverse events (most relevant in studies testing interventions).

Hornberger and Rangu (2020) stated that the inclusion criteria explains the different requirements someone must meet in order to participate in a particular study depending on the study's aims and procedures. The inclusion or exclusion criteria set the stage for who can participate in the study, for they are simply characteristics or conditions that must be met for participants to be included in the study. These criteria help ensure that the sample is representative of the population of interest.

The total list of criteria should amount to three or ten sentences describing the exact type of participant a researcher is looking for. This means that if any participant screened meets all the criteria, they must be included in the study unless the research team requests an exclusion from the Institutional Review Board (IRB). Similarly, any major deviations to the exclusion criteria must be conveyed to the IRB.

In terms of inclusion, this study only included preschools which were in the radius of less than 25 kilometers from the town center, with multilingual learners and had trained preschool teachers.

4.7 Data Collection Methods

The researcher used semi-structured questionnaires, semi structured interview guides, lesson observation guides, as well as document analysis to collect qualitative data. Semi structured questionnaires were administered to preschool teachers, semi structured interview guides were administered to preschool headteachers as well as parents to preschool learners. Lesson observation guides were used as a tool during class lesson observation while document analysis was done on the important documents for the ECE section such as Syllabus and textbooks.

4.7.1 Semi- Structured Interviews

Creswell (2012) states that interviews are primarily done in qualitative research and occur when researchers ask one or more participants general, open-ended questions and record their answers. Often audio tapes are utilized to allow for more consistent transcription. The

semi-structured interview is an exploratory interview used most often in social sciences for qualitative research purposes or to gather clinical data. While it generally follows a guide or protocol that is devised prior to the interview and is focused on a core topic to provide a general structure, the semi-structured interview also allows for discovery, with space to follow topical trajectories as the conversation unfolds. In this study semi – structured interviews were used as data collection instrument when collecting data from head teachers, preschool teachers and parents to preschool children.

Preschool headteachers and parents to preschool learners were interviewed. Headteachers were being interviewed to find out the curriculum in use for that school under ECE as well as establish the challenges as a school in the area of literacy for the preschool learners. Not only has that but also stated possible interventions which can be made by the government to improve the learning process of preschool children in Luampa district.

Parents to preschool learners were interviewed since they play a vital role in this study as people who are responsible in taking these preschool learners to find out their home language and why they chose to take their children to that particular school of their preference. In addition, find out how many languages are prevalent in the community where they are as well as state possible challenges they may have noted in the learning of their children at school.

4.7.2 Semi structured questionnaire

Semi-structured questionnaires allow respondents to answer more freely and, on their terms, with no restrictions on their responses Ranganathan et al (2023). They allow for unusual or surprising responses and are useful to explore and discover a range of answers to determine common themes. Typically, the analysis of responses to open-ended questions is more complex and requires coding and analysis.

Preschool teachers answered the questionnaire because the researcher wanted to get an in-depth understanding of several questions ranging from the language used in school as a

medium of instruction, whether the teacher knows each child's home language to what strategies are used in order to integrate a child's home language.

4.7.3 Observation

Observation is one of the data collection techniques that were used in this research study. Observation is described by Heigham and Croker (2009: 166) as an act of conscious noticing and detailed inspection of participants' natural occurring behaviors in each naturalistic setting. Observation is the process of gathering open-ended, first-hand information by observing people and places at a research site (Creswell, 2012:213). In addition to that, Heigham and Croker state that observation is used to specifically gain a deeper understanding of the behaviors of participants during the process of teaching and learning rather than passing judgments about them.

Observations were done to ascertain the strategies teachers use to embrace children's home languages in their classrooms as well as to check the environment of the school in terms of print awareness. Not only that, but observation was also used when taking note of challenges the teachers and learners were facing in the application of children's home languages in school. The researcher visited the school playground, classrooms as well as school environments at different times. Pictures were taken on the observation site, to support the findings. The researcher observed each preschool class two times in two weeks at the school.

4.7.4 Documentary Analysis

Documentary analysis is a systematic procedure for reviewing or evaluating documents both printed and electronic (computer-based and Internet-transmitted) material. Like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted to elicit meaning, gain understanding, and develop empirical knowledge (Corbin & Strauss, 2008; see also Rapley, 2007). Documents contain text (words) and images that have been recorded without a researcher's intervention. For the purposes of this discussion, other mute or trace evidence, such as cultural artifacts, is not included. Atkinson and Coffey (1997) refer to documents as 'social facts', which are produced, shared, and used in socially organized ways (p. 47).

Documents that may be used for systematic evaluation as part of a study take a variety of forms. They include advertisements; agendas, attendance registers, and minutes of meetings; manuals; background papers; books and brochures; diaries and journals; event programs (i.e., printed outlines); letters and memoranda; maps and charts; newspaper articles; press releases; program proposals, application forms, and summaries; radio and television scripts; organizational or institutional reports; survey data; and various public records. Scrapbooks and photo albums can also furnish documentary material for research purposes. These types of documents are found in libraries, newspaper archives, historical offices, and organizational or institutional files.

In this study the ECE syllabus of the 2013 curriculum framework as well as textbooks were reviewed to ascertain languages which are visible in print. It was discovered that these documents are mostly written in English language and Silozi language in Literacy in Silozi.

This entails that, English and Silozi language are the only languages which are seen in printed important documents for preschool learners in Luampa district.

4.7 Data collection instruments

Neil (2010) defines a research instrument as tools or means by which investigators attempt to measure variables or items of interest in the data collection process. Semi structured interview guides (See Appendix A), lesson observation guides (See Appendix B), observation checklist (See Appendix C), and document analysis checklist (See Appendix D).

4.8 Data collection procedure

The researcher got a letter of introduction from the University, sought permission from the District Education Board Secretary (DEBs) office and the Head teachers from the schools which were part of the study sample size. Consent was as well sought from teachers as well as pupils.

4.9 Data analysis

Dawit (2020) describes data analysis as the changing of collected raw data into meaningful facts and ideas to be understood either qualitatively or quantitatively. It is also studying

the tabulated material to determine inherent facts or meanings that involve breaking down existing complex factors into simpler parts and putting the parts together in new arrangements for the purpose of interpretation. Kothari (2004) adds on to say, data analysis includes comparison of the outcomes of the various treatments upon the several groups and making of a decision as to the achievement of the goals of research. The analysis, irrespective of whether the data is qualitative or quantitative, may be to describe and summarize the data, identify relationships between variables, compare variables, identify the difference between variables and forecast outcomes.

The data which was collected was qualitative in nature and content analysis was used to analyze the data where themes, codes and key words were generated from the data. Neuendorf (2017) defines Content analysis as a research method used to analyze, categorize, and interpret the content of communication in a systematic and replicable manner. It involves breaking down material such as text, images, or audio into manageable data categories, often to identify trends, patterns or underlying themes. Coding refers to the process of assigning numerals or other symbols to answers so that responses can be put into a limited number of categories or classes which should be appropriate to the research problem under consideration (Kothari ,2004). Coding is necessary for efficient analysis and through it the several replies may be reduced to a small number of classes which contain the critical information required for analysis.

The data collected through questionnaires, interview guides, and document analysis and lesson observation were grouped into scripts according to the method of data collection which was used. The researcher then coded the data from the scripts by identifying statements which were relevant to the research questions. Responses expressing certain views on strategies to integrate children's home languages into the teaching processes in preschools were identified.

4.10 Validity, Reliability and Trustworthiness

This part discussed what validity, reliability and trustworthiness of research instruments mean and how they have been applied in the study.

4.11.1 Trustworthiness

Trustworthiness in research refers to the degree to which research findings are credible, dependable, and confirmable. It is a critical aspect of qualitative research, as it ensures that the findings are accurate and reliable (Creswell & Poth, 2022). Qualitative research, which is supported by the concept of trustworthiness, has important consequences for the development and execution of policies. Policymakers depend on strong evidence to create well-informed and adaptable policies that tackle social concerns and foster fair outcomes. Reliable qualitative research findings, enhanced by a thorough understanding of the context and a range of views, are crucial evidence for informing policy decisions. By incorporating these discoveries into policy deliberations, legislators can formulate more comprehensive, culturally astute, and efficient laws that align with the actualities and requirements of varied demographics.

Trustworthiness of a research in qualitative research is divided into four elements: credibility which involves validity of the study; confirmability that relates to the presentation of the study; transferability which entails external validity; and dependability which relates to the internal validity of the study (Gunawan, 2015). To ensure that the research is credible, every crucial factor in the research question was identified while also completely and accurately defining the ways that the data collected reflected these factors.

Credibility of the study refers to the degree to which research findings are believable, accurate, and trustworthy. It is considered a crucial aspect of qualitative research, ensuring that findings are reliable and dependable.

Confirmability pertains to the impartiality and objectivity of the findings, guaranteeing that they remain unaffected by any biases or preferences of the researcher. It also refers to the degree to which research findings can be verified or confirmed by others. It involves demonstrating that the research findings are accurate, reliable, and consistent with the data collected. Confirmability is about ensuring that the research findings are trustworthy and can be replicated by others.

It is a critical aspect of qualitative research, as it ensures that the findings are accurate and reliable (Silverman, 2020) Confirmability is achieved through a detailed record of the

research process, peer debriefing, and member checking. Peer debriefing entails soliciting input from colleagues or experts to authenticate interpretations and mitigate researcher bias while member checking is a process in which participants thoroughly examine and validate the accuracy of the findings.

Sirwan (2024) states that transferability pertains to the degree to which the research findings can be extrapolated to alternative contexts or situations. It also refers to the degree to which research findings can be applied to other contexts, settings, or populations. It involves demonstrating that the research findings are relevant and applicable to other situations or contexts. Transferability is about ensuring that the research findings are generalizable and can be useful in other contexts.

Qualitative researchers aim to offer comprehensive and intricate depictions of the study's environment, participants, and procedures to enhance the potential for transferability. In order to improve this study's transferability, the research provided detailed and comprehensive explanations to allow readers evaluate how applicable the findings are to similar situations.

Dependability is a key criterion for evaluating the quality of qualitative research (Denzin & Lincoln, 2017). It is essential for establishing the trustworthiness of qualitative research findings (Guba & Lincoln, 2019). It pertains to the enduring and unwavering nature of the research findings across time. In order to assure reliability, researchers rigorously document their approaches, techniques for data gathering, and procedures for analysis. Creating and preserving an audit trail, which consists of a comprehensive log documenting the decisions made throughout the research process. This allows other researchers to reproduce the study, therefore guaranteeing the dependability of the results.

Dependability is a critical aspect of qualitative research, as it ensures that the findings are consistent and reliable" (Creswell & Poth, 2022, p. 234). Not only that but also ensures that the findings are not due to chance or bias, but rather are a result of the systematic and rigorous research methodology employed.

The credibility of the research was strengthened by triangulating data through an increased number of data sources. Confirmability was achieved through a detailed record of a research process where as transferability of the research was achieved by providing detailed and comprehensive explanations including sampling procedures to allow readers evaluate how applicable the findings are to similar situations. The methodological documentation and audit trails ensured the dependability of the data. These measures together strengthened the trustworthiness of the research.

4.11.2 Validity

Validity is defined as the extent to which a study measures or reflects the concepts it claims to measure (Park et al 2019). In other words, a study is considered valid when it accurately represents the intended constructs or variables under investigation. Validity of the research is the integrity of the conclusions that are generated from a piece of research (Bryman and Bell 2003). In academic research, it is a complex and multifaceted concept with different types and interpretations. Park et al. (2019) proposed a framework for evaluating validity in qualitative research, emphasizing the importance of data richness and operational measurement. There are several types of validity, which include content validity (ensuring that all relevant aspects of a concept are covered), construct validity (assessing how well a test or scale measures a theoretical construct), and criterion validity (evaluating how well a test predicts an external criterion).

Leung (2015) defines Validity as “appropriateness” of the tools, processes, and data. He stated that it is a term that looks at whether the research question is valid for the desired outcome, the choice of methodology is appropriate for answering the research question, the design is valid for the methodology, the sampling and data analysis is appropriate, and finally the results and conclusions are valid for the sample and context. In assessing validity of qualitative research, the challenge can start from the ontology and epistemology of the issue being studied. Choice of methodology must enable detection of findings or phenomena in the appropriate context for it to be valid.

In this study, a lesson observation tool was designed according to the lesson observation form and requirement of the Ministry of Education thereby looking at all important aspects of lesson delivery. The lesson observation tool was used while observing lessons to access

the integration of children's home languages in their learning process. Document analysis was done on the actual ECE syllabus and text books to ascertain the language of print in preschools. This helped validate data which was collected.

4.11.3 Reliability

Reliability, refers to the consistency and stability of the results obtained from a research study (Olayinka and Abideen, 2023). Not only that but also the consistency and dependability of research findings. It is the degree to which a research instrument measures what it is supposed to measure, and yield consistent results over time. A study is only considered reliable when it produces consistent results under the same conditions and over time.

Leung (2015) refers to reliability as the exact replicability of the processes and the results over time. Hence, the essence of reliability for qualitative research lies with consistency. Reliability relates to the issues of consistency of measures, their stability, inter- reliability and inter-observer consistency (Saunders, Lewis et al. 2007). It is imperative that the measures chosen for the concepts are, are consistent, and stable over time.

In this study to test for reliability, Pilot testing was done to test the research instruments in order to identify and address any issues of weakness which arose even when the findings of the pilot test were not documented in the study. Questionnaires were administered to four preschool teachers, four preschool headteachers were as well interviewed using an interview guide. Apart from preschool headteachers and teachers, five parents to preschool children were as well interviewed. Based on feedback from participants and experts research instruments were refined in order to provide reliable research results which would be consistent over time.

4.11 Ethical considerations

The researcher collected an introductory letter from the institution and sought consent from the District Education Board Secretary of Luampa District as well as school administrators of selected Pre-schools from the mentioned District. Consent was also sought from teachers teaching preschool children from the selected preschools.

The researcher was responsible for the ethical standards of the research. Before conducting or administering interviews, the researcher assured the respondents of confidentiality and that the information collected would be purely for academic purposes. The researcher sought consent from the respondents and used codes for anonymity.

3.11 Summary

The chapter presented the research methodology, which was applied in this research, the selected appropriate research paradigm, research design, research sites, study population, sample size, sampling technique, data collection instruments, data collection procedure, data analysis as well as stated the ethical considerations which were made. The next chapter will outline the findings of the study

CHAPTER FIVE

PRESENTATION OF RESEARCH FINDINGS

5.1 Overview

In the previous chapter, the research methodology was presented. In this chapter, the research findings of the study are presented. The findings are presented following the research questions as outlined in chapter One. These research questions were.

- (i) What was the language situation in preschool classes of Luampa district of Zambia?
- (ii) What strategies did teachers use to integrate children's home languages into their teaching processes?
- (iii) Which languages are visible in the print environment around the preschools?
- (iv) What challenges did teachers and learners face in the application of diverse languages in the teaching and learning processes?
- (v) What recommendations did teachers make in the integration of children's home languages in the teaching processes?

In trying to address the above questions, themes were also presented under the main research questions. The themes were generated from the data during data analysis as presented in the methodology chapter.

5.1 What was the Language Situation in Preschools of Luampa District?

The first research question sought to establish the language situation in selected preschools of Luampa district of Zambia. The source of data for this research question were school managers, teachers, learners and parents. The data was collected through semi-structured interviews with head teachers and parents to preschool children. Apart from that data was also collected through the semi-structured questionnaire which was administered to preschool teachers as well as class lesson observations which were done while teachers were teaching. The findings of the study on this research question are presented in these sections.

A. Parents

B. Head Teachers

C Teachers

D. Pupils

The voices of respondents and what they said are presented in the sections below. Some voices were very similar from one respondent to another.

SECTION A: PARENTS

Although these voices are limited in this sub section, there were more respondents who reported the diverse nature of the language situation in Lampa.

Parent 1 from school A: *Here we have a lot of languages such as Lozi, Mbunda, Luvale, Kaonde, Luchazi and Nkoya. These languages are used in the markets, community and schools as well as in offices where these people with jobs work. We also use the same languages where we live.*

Parents 2, 13 and 16 from school B: *there are a number of languages spoken here such as Nkoya, Mbunda and Luvale.*

Parents 3 ,5 and 11 from school C: *The dominating language here is Mbunda and Lozi, Mbunda is what is mostly spoken by most of learners as well as community members. Lozi is the language which teachers use when teaching children from preschool to grade 4 according to what the government said.*

Parent 4, 7 and 12 from school D: *There are a number of languages in Luampa, languages such as Mbunda, Chokwe, Luvale, Silozi and Nkoya. Most of these languages are spoken in the community while Silozi is used at school by teachers when teaching the learners.*

Parent 14 from School E: *In Luampa there are a lot of languages which people and children speak. Languages such as Lozi, Luvale, Mbunda and Nkoya. The most spoken languages are Mbunda but Lozi is mostly used in schools though Lozi is spoken by a few people since many Lozi speakers are found in Senanga and Mongu.*

Parent 16: from school F. *In most schools which are found in Luampa district there are learners who are Mbunda and Lozi. Lozi is used by teachers when teaching children.*

Parent 17 from School F: *Lozi and Mbunda are mostly spoken by learners in schools with the majority of them being Mbunda. A small number of them are also Chokwe, Nkoya, Luchazi and Luvale.*

Parent 18 from school D: *The community of Luampa has a number of languages spoken such as; Mbunda, Chokwe, Luvale, Luchazi, Chokwe and Nkoya. Some people who came to Luampa on transfer as civil servants speak languages like Chinyanja, Tonga, Bemba and some English. In schools children are learning in Lozi. Mbunda as a language has more speakers.*

SECTION B: Preschool Headteachers

Head teachers also added their voices on the language situation in Luampa and they acknowledged that Luampa is a multilingual community of several languages spoken within the district.

Headteacher 1 from school A: *Luampa district is a multilingual district with learners coming from different linguistic communities. There are a number of languages spoken here such as Mbunda, Lozi, Luvale, Luchazi, Chokwe, Nkoya and Silozi. Of all these languages, the majority language, which is widely spoken is Mbunda followed by Luvale while the language of instruction in schools is Silozi. English is spoken by teachers and government offices by virtue of being a language of instruction.*

Headteacher 3 from school C: *The language of the majority here is Mbunda and Lozi. Silozi is used in schools as a medium of instruction. Mbunda is has a big number of learners who can speak it as compared to Lozi.*

Headteacher 5 from school E: *The language of instruction at this school is Lozi as guided by the Ministry of Education under the 2013Curriculum. However, we have learners who speak different languages in school such as Mbunda, Luvale, Chokwe, Luchazi and Nkoya which are languages even spoken in the community. Some children whose parents are here due to transfers of their parents in line with work speak English, Tonga and Nyanja.*

SECTION C: Preschool Teachers

Preschool teachers also added their voices on the language situation in Luampa and their voices are summarised in the following.

Teacher 1 from school A: *The language of instruction is Lozi Though when teaching I combine Lozi, English and Mbunda because most of the learners are Mbunda speakers while others don't understand any of the languages spoken here.*

Teacher 5 from school C: *The language of instruction is Lozi and English language. I use English language at times to help those learners whose parents and home language is neither Lozi nor any of the spoken languages within the district. These are people who may have just come into the district due to transfers.*

Teacher 9 from school D: *Most of the learners are Mbunda by tribe with a few being Luvale and Luchazi.*

Teacher 8 from school E: *Most learners at this school speak Lozi, Luchazi and the majority Mbunda.*

Teacher 10 from school A: *A number of languages are spoken by learners at this school including languages which are not of western province.*

Teacher 12 from school B: *At this school there are a number of languages spoken by the learners such as Nkoya, Mbunda and Luvale. Lozi is a language of instruction but with few speakers among learners.*

SECTION D: Preschool pupils

The data in this section was mainly collected using the observation method on the language situation in Luampa schools. The following conversation reflects some dialogue between and among pupils.

5.1.1 A Sample Conversation among preschool children from school A

Learner 1: I want to sit down

Learner 2: Na ni bata kuya kwaku shusha (I want to go and urinate) the learner mixes Lozi and Mbunda

Learner 3: Wena zamaya uyo luta (Silozi meaning, go and urinate)

Learner 4: Yenu tuyeni mu clasi tukasoneke ba teacher banezya... (Mbunda; meaning let's go in class the teacher has come)

From the above dialogue, which was noted as a conversation among preschool learners, the researcher established that the language situation of preschool A was a multilingual one since learners were of different linguistic backgrounds. Some learners' mother tongue was Mbunda while others Silozi. As these learners, learner 1, 2 and 3 interacted codeswitching was also taking place. Learners were shifting from Silozi to Mbunda and Mbunda to Silozi. A situation which entails that language learning takes through interactions while using home languages. Additionally due to interaction, preschool children are able to learn other languages including the language of instruction which is seen through codeswitching as they speak to one another.

5.1.2 A Lesson observation in a preschool class

The following is part of the actual classroom conversation which took place in one of the preschool classrooms (School B). It reflected that children come from deferent linguistic community with different home languages. Others are free to speak in the language they feel the teacher has the competency while those of different languages which are not known by the teacher would opt to keep quiet and follow through while learning at a slow pace.

The teacher would also translanguage and in some instances use translation to make sure that he or she is on the same page as the pupils.

Teacher: *(singing) good morning children....*

Pupils: *(singing) good morning teacher...*

Teacher: *(singing) good morning children....*

Pupils: *(singing) good morning teacher....*

Teacher: *How are you children?*

Pupils: *we are fine teacher....*

Teacher: *kacenu luka ituta mulumo wa /C/... (today we are going to learn the sound /C/ Kaufela amubulele kuli Chi...*

Pupils: *Chi.... Chi...*

Teacher: *Mulumo wa /C/ ufumaneha mwalinzwi la Chika. Kaufela amubulele kuli Chi.... Chika.... Chi.....Chika (the sound /C/ is found in the word Chika (motor) all of you say /C/...Chika (motor).../C/.... Chika (motor) booshe amuyandeke (Mbunda.....all of you say) kuli Chi....Chika (Silozithat Motor).*

Pupils: *Chi.... Chika....Chi.....Chika*

Teacher: *amutolunduluza fa board mulumo wa /C/ Silozi... (come and do some tracing the letter of the sound /C/ on the board.*

Pupils: *Try to scribble through....*

Teacher: *obe! Soneka bwino, muzhe, uhitisemo moshe bwino (Mbunda.....sketch though /C/ properly)*

Pupils: *Bo muluti (Teacher in Silozi) kunjesi kumona bwino (Iam not seeing properly.... in Mbunda)*

5.2 What strategies did teachers use to integrate children's home languages into their teaching processes?

The second research question sought to determine the strategies teachers used to integrate children's home languages in their teaching processes in selected preschools of Luampa district of Zambia. The findings of the study on this research question are presented in themes as outlined below.

5.2.1 Code-switching and Translanguaging

Preschool teachers were asked about the strategies they were using to integrate children's home languages in their teaching processes in selected preschools of Luampa. Most teachers noted that they switched from one language to another or use more languages in the same conversation to help learners learn.

Teacher 1 from school A: *I try to code switch when I realize a learner is not understanding the language of instruction. Sometimes when I don't have proficiency in a particular learner's language, I ask the class to help say it in a particular language the other child will understand.*

Teacher 4 from school B: *My preschool class is full of learners who speak different languages. When I am teaching, I use both the familiar language of instruction as well as the majority language spoken by the learners. For learners who would have just come in the district due to their parents' transfers I use English language.*

Teacher 3 from school C: *For me I mix languages when I teach to help children understand in class thereby using some of children's home languages in the teaching process.*

Teacher 6 from School C: *The area has a lot of languages spoken by the learners. In order for effective teaching and learning to occur, I make use of learning corners where children are free to interact with their friends through a number of literacy learning activities. It is through such activities that children use their home*

languages to interact as well as learn the language of instruction for some who don't know it.

Teacher 10 from School D: *The area itself has so many languages and so some times its difficulty to just stick to one language that's why we switch languages to bring in children's languages.*

Teacher 12 from school F: *I make use of translanguaging so to make sure that learners grasp the concepts am teaching and avoid the language gap that can be brought on board due to a certain group of learners not understanding Silozi as a language of instruction..*

5.2.2 Translation

Some preschool teachers indicated that they used the translation strategy to integrate children's home languages in different ways. The following were the voices of teachers.

Teacher 3 from school B: *When teaching using the familiar language some learners find certain words difficult for them to understand and this can be during picture reading or when reading words in relation to images given. I ask learners to mention what they are seeing in the picture or the image they are seeing in their home languages for them to understand what is being taught.*

Teacher 3 from school C: *Due to the challenge of language barrier I experience in my class when teaching and worse that I don't fully know the language of instruction as well as most of the children's home languages the moment I encounter certain words I can't fully explain to learners in their home languages I simply call other teachers to translate the words for me into children's home language so they understand.*

Teacher 5 from school D: *When I am teaching in class and realize that some learners are not understanding due to language barrier, I simply ask pupils who know two or more community languages to explain to them what I meant.*

Teacher 3 from school F: *In my class, there are times when it is clear that children are not understanding the language of instruction being used in the teaching and learning process. I also discovered that the majority of the learners speak Mbunda. I translate certain Lozi words into Mbunda for learning to take place. I do the same for learners who seem to have come from other places due to their parents' transfers who may not know any community language of the district. In this case I would translate some words to English language or a language which a child would understand.*

The picture below was taken from the preschool environment depicting translation on talking trees. The word 'boy' (English) translated to 'Mushimani' in Silozi.



Preschool Class A lesson observation

From the class lesson observed, a class was full of learners who were of different languages such as Nkoya, Luvale, Lozi, Mbunda, and Luchazi. Not only these but others could not understand the language of instruction being Lozi which was used by the teacher and could not as well speak or understand any of the mentioned languages. To help learners understand the teacher codeswitched as well as used translation by letting children say what

the teacher has said in their own languages. Codeswitching and translation are strategies which were used by the teacher to effectively integrate children's home languages in the teaching and learning process.

5.2.3 Learning Corners

Some preschool teachers mentioned use of learning corners as one of the methods which would help integrate children's home languages. The following are their voices.

Teacher 1 from school A: *In my class I create an interactive learning environment by creating learning corners. Through these learning corners learners learn a lot of concepts. Sometimes they can role play on topics like, greetings especially how to greet people. Through such role plays I encourage them to first say how they greet each other in their local languages. Thereafter, I teach them how to greet in the local language of instruction. By so doing I would have integrated children's home languages in their learning process which in turn help them develop emergent literacy skills.*

Teacher 3 from school B: *I create an environment conducive for interaction, such as learning corners so they can interact even in their home language though the learning time is normally limited.*

Teacher 6 from school D: *In my class, there are times when I divide children in groups and give them activities such as letter games. Children would pick letter cards and mention the letters they see on the cards. While mentioning the letters children interact and at some point they even use their home languages especially in instances where they need to consult the friend on what was said.*

To supplement the data which was obtained from the preschool teachers on the use of learning corners to create an interactive learning environment which would also foster the integration of children's home languages, the research observed the following from a given preschool class.

Preschool Class A Lesson Observation

The teacher from preschool A created an environment conducive for interaction. This was done through creating learning corners for the learners so they could interact with their

friends in their home languages. Children were involved in a number of guided role plays by the teacher. There were role plays on how to greet and how to open and close a bottle whilst mentioning words, 'open' then 'close'. The teacher first asked the children to mention how they would say it in their home languages. In this case, how they would greet in their home languages as well as how they would say 'open' and 'close' in their home languages while opening a bottle. After children had done as the teacher instructed they were then taught on how the two activities are done while using the familiar local language which was Silozi. Through such an interaction which happened as a result of learning corners, learners were able to interact by using their home languages in the process language learning took place.

5.2.4 Story Telling and Picture Reading

During the reading of the story, some teachers asked multiple questions to children on what they heard in the story and what they saw in the picture. They also encouraged children to say what they saw in other home languages thereby integrating children's home languages.

Teacher 1 from school A: During lessons I make use of storytelling and picture reading. As children look at the picture I ask them to say what they are seeing in the picture in their home languages. In terms of storytelling, after telling them story using the familiar language I ask them to re tell what the story was all about in their home languages.

Teacher 4 from school C: *In order for me to integrate children's home languages I integrate language practices such as storytelling, picture reading and play. Through story telling I tell a story in Silozi language and later trans-language to a majority language so they could better comprehend. I would do the same with picture reading. I would read with them in the language of instruction then later trans-language to a common local language. For play learners are sometimes given word games, trying to identify letters of the alphabet by making them interact because interaction is essential as far as language development is concerned.*

Teacher 8 from School E: storytelling and picture reading are among some teaching strategies which learners find interesting. But in certain instances language can become a barrier and distort the teaching and learning process. Since my class is full of learners of diverse linguistic background, after teaching using the language of instruction I as well go against the education language policy of 2013 curriculum by explaining the words, images in the picture and saying the story in another language spoken by my learners in order to integrate home languages. In stances

Teacher 12 from school F: *In the teaching journey of my preschool learners there are times when they need to learn through stories and picture reading. Even when most of the times these stories and pictures have print written in English language I try by all means to simplify them and write them in the language of instruction for learners to understand. However, some learners in my class do not understand Silozi being the language of instruction. In such cases I try to communicate to them in the majority community language being Mbunda in order to integrate their homelanguages. For languages which I don't know which are home languages for other children I simply ask them to say that particular word in their home languages simply to foster learning.*

To supplement the data from the interviews and themes, the researcher also observed the following strategies used in the conversation.

Preschool Class C Lesson Observation

The teacher integrated children's home languages through language practices such as storytelling, picture reading and play. Through storytelling, a teacher would tell a story under Literacy in Lozi language and later translanguage to a majority language so they could better comprehend and this would be repeated even with picture reading. The teacher also used translanguaging as well as codeswitching as pedagogy to integrate children's home languages in the teaching and learning process. The teacher would read some words with the learners in the language of instruction then later trans-language and codeswitch to a common local language. During play time, learners were given word games so to try and

identify letters of the alphabet. By so doing they were made to interact and since interaction is essential in the development of language, it fostered the integration of children's home languages as it created a free interactive environment.

Preschool class D lesson observation

The preschool class was of learners who spoke a number of languages other than the language of instruction. The teacher never had the language proficiency in these other languages spoken by the learners. In order to help learners understand, the teacher made use of learners who knew the majority language of the learners to translate what had been said by the teacher in their language so they would understand.

5.3 Which languages were visible in the print environment around the preschools?

The third research question sought to ascertain the print language in the preschool setting in selected preschools of Luampa district of Zambia. The sources of data for this research question were preschool headteacher, teachers, document analysis as well as the school environment observation. The data was collected through interviews with preschool headteacher and preschool teachers while document analysis was done by going through certain documents the school has such as textbooks as well as the syllabus for early childhood education. Apart from that school environment observation was done by the research who checked inside the classes as well as the outside surrounding itself. The findings of the study on this research question are presented in these sections.

- A. Headteachers
- B. Teachers
- C. Document analysis
- D. School environment

SECTION A

Headteacher from school A: *Learners are exposed to print through materials which the school has such as letters of the alphabet as well as picture reading which are stuck on the walls*

Headteacher from school B: *The language of print learners are exposed to is Lozi being the language of instruction as well as English language since its Zambia's official language. Posters containing print are also pasted on trees outside the within the school environment"*

Headteacher from school D: *"Learners are only exposed to print when the teacher writes on the board and tells them to scribble something because print can't be pasted in class due to lack of learning space, and when the teacher does so uses Lozi as a language of instruction"*

Headteacher from school F: *"Due to lack of a permanent structure for preschool children, exposure to print is limited. The teacher carries his or her print materials every time he or she goes to class for fear that they can be stolen by other learners as a result will only expose learner to print if the lesson topic demands so"*

SECTION B

Teacher 1 from school A: *"Most prints are written in English and Silozi Language here in Luampa because Silozi is a local language of instruction according to the ministry of education and the curriculum framework of 2013"*

Teacher 5 from school C: *"At this school the language used in most documents such as ECE syllabus and text books is English Language except for Literacy in Silozi. When the teacher is teaching has to explain and write in Silozi especially in Literacy, topic titles are written in Silozi language. Talking trees have words in Silozi language as well since it is a language policy for ECE learners."*

Teacher 8 from school D: *"Preschool learners are rarely exposed to a print rich environment due to lack of a permanent learning structure so we only carry meaningful print resources as the lesson topic demands on that particular day. We tried to have initiatives of having posters with print pasted on the walls but they are stolen with time"*

Teacher 10 from school E: *"At this school print language on the talking walls we use both English and Silozi languages. Print for learners to see in only pasted on the wall as well as flash cards containing words as they play word games in class"*

SECTION C

Results from document analysis

School A

Most of the school documents which were analyzed in line with early childhood teaching and learning such as syllabus, textbooks to be used in literacy reviewed having prints in English Language other than the one for Literacy. When a teacher is teaching to use a familiar language, he must translate into Silozi as language of instruction.

SECTION D

School Environment Observation

School A

The school has word trees or talking trees where words are written on paper and stuck on branches of a small tree of flower in a flowerpot and displayed in class for learners to read coupled with images the words present. Most of these prints are written in Silozi and English. The classroom walls are talking walls with colorful letter writings of the alphabet, words written as well as some picture stories”

School B

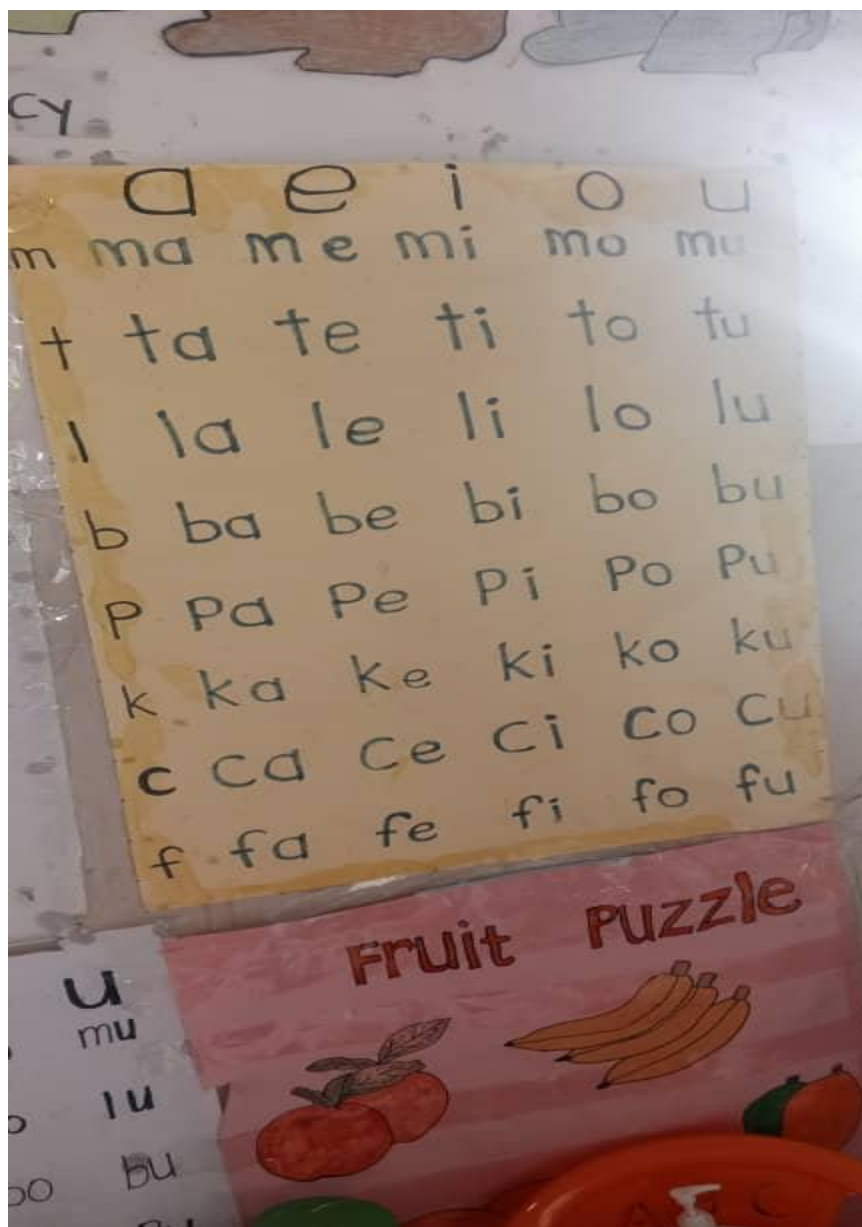
Apart from talking walls inside the school classroom which had picture stories, letters of the alphabet as well as images with some labelled parts, the outside school environment also had print on posters and pasted on the trees.

School F

A print rich environment was not visible or seen inside the classes be it on the walls nothing was pasted apart from the text book the teacher was using. There was nothing else on the outside environment one would point at as print. Preschool learners were not exposed to a rich print environment which is cardinal in the development of emergent literacy.

To show some proof of the language in print especially on classroom wall from the preschool classroom of Luampa the following pictures were taken from a preschool class which indicate languages in print being Englis and Silozi.







5.4 What challenges did teachers and learners face in the application of diverse languages in the teaching and learning processes?

The fourth research question sought to determine the challenges teachers and learners faced in the application of diverse languages in the teaching and learning process in selected

preschools of Luampa district of Zambia. The sources of data for this research question were school Head teachers, preschool teachers and lesson observation. The data was collected through semi-structured interviews with head teachers, a semi – structured questionnaire administered to preschool class teachers and lesson observation tool used during lesson observations. The findings of the study on this research question are presented in themes as outlined below.

5.4.1 Language Barrier

Preschool headteachers were asked on the challenges they faced in the integration of children's home languages. Most of them mentioned language barrier as one of the challenges which was making the integration of children's home languages difficult. Their voices are as below.

Headteacher 1 from School A: *At this school learners find it difficult to understand the language of instruction being Silozi because the majority language in the community of the learners is Mbunda. As a result of this teachers who have the language competency in both Mbunda and Silozi code-switch during lessons as well as translanguage to make learners understand Teachers who do not know any of the community local languages find it very difficult to teach learners drawn from a vast linguistic community.*

Headteacher 2 from school B: *Luampa district is a multilingual district with learners coming from different linguistic communities. There are a number of languages spoken here such as Mbunda, Lozi, Luvale, Luchazi, Chokwe, Nkoya and Silozi. Of all these languages, the majority language, which is widely spoken is Mbunda followed by Luvale while the language of instruction in schools is Silozi. In order for teachers to teach effectively, they make use of translation as they teach. They translate certain words in Silozi to children's home languages in order for them to understand.*

Headteacher 3 from school C: *The school experiences a challenge of language barrier because while Silozi is used as a language of instruction Mbunda is a language of the majority here and most learners are Mbunda by tribe. The biggest*

challenge comes in to the realization that some teachers cannot speak Mbunda fluently while others do not even know it as a result you would find that there is language gap as learners first report for school especially with those who don't understand silozi. Learners find it difficult in the first days of schooling to effectively communicate to the teachers and the other way round.

Headteacher 5 from school E: *In as much as the language of instruction at this school is Lozi as guided by the Ministry of Education under the 2013 Curriculum, the school also has learners of different linguistic background. Learners who speak different languages in school such as Mbunda, Luvale, Chokwe, Luchazi and Nkoya which are languages even spoken in the community. Some children whose parents are here due to transfers of their parents in line with work speak English, Tonga and Nyanja. Such children also find it difficult in the first place to communicate with their friends during their first days of schooling.*

Preschool teachers also added their voices on the challenges they faced in preschools in order to integrate children's home languages. Most of them noted language barrier as one of the challenges. Their voices are as below.

Teacher 1 from school A: *Regardless of being Lozi by tribe and silozi being the language of instruction I normally find Some silozi words to be too complicated to understand not only for learners but including myself as a teacher. Apart from that I have also realized that even when the government of Zambia chose Silozi language to be used as a medium of instruction in schools some children do not understand silozi language for they are not Lozi by birth but belong to a different ethnic grouping. This really makes my work difficult. There are times when I don't even know how to best teach my learners especially those children whose mother tongue or L1 is not the language of instruction"*

Teacher 2 from school A: *Most text books we are using for the preschool section are written in English language even when the language of instruction is Silozi. Before I start teaching, I need to Translate English words to silozi language in order for the learners to understand and be in accordance with the language education*

policy of 2013. However, it becomes a challenge for me as I teach the learners because some words are too complicated when it comes to translation and that not all learners understand the language of instruction being Silozi. Making matters worse some learners speak other languages other than Silozi as a result, to integrate their home languages so that I make their learning easy I need to translate school work from English language to Silozi and later from Silozi to Mbunda and any other languages which are spoken by the learners.

Teacher 5 from School C: *In my class, the moment I realize some of my learners are not understanding I ask those learners who I can tell they have understood what I said to explain to their fellow learners in a language they would understand to make learning interactive and enable all the learners learn. Sometimes this act does not yield good result for you would find that even a child fails to say a particular word in a different language spoken by learners. In such instances I consult on vocabulary of certain words of a given majority language from fellow teachers to help learners understand. However, by so doing most of my teaching time or children's learning time is consumed through language vocabulary consultations since preschool children have limited learning time since they only learn for three hours.*

Teacher 7 from school D: *I have a challenge in my class most of the learners do not understand Lozi language, I don't like using translanguaging as well as code-switching as a teaching strategy to integrate children's home languages for it becomes time consuming.*

Teacher 8 from school E: *There are a number of learners in my preschool class whose home languages are different from the language of instruction. In trying to integrate children's home languages in order to help them understand, I make use of translanguaging and translation. However, I normally face a challenge of mismatch of words as well as having homogenous words.*

Teacher 12 from school F: *"I am Tonga by tribe who is just trying to learn Lozi for the sake of teaching learners. Most learners don't understand Silozi but Mbunda as a result am indirectly forced to learn Mbunda which am finding difficult but am*

progressing bit by bit. It would be better if the government brought back the use of English language as medium of instruction together with Silozi because some learners in my class neither do they understand Silozi nor any other language of the community of Luampa district. Their L1 is totally different from the languages of the Luampa community. English language can best work for such learners if it was to be used as medium of instruction

To supplement the voices from preschool headteachers and preschool teachers, classroom lesson observations were done by the researcher and the observations were as explained below.

Class Lesson observation of school A

Language barrier was observed in the class in the sense that learners who did not know the familiar language which was used by the teacher opted to be quiet, not as active as those who knew the language not until the teacher made efforts of asking them in their home languages did they become active. Some learners were seen to have language challenges because they would only be seen freely expressing themselves when it was time to interact with friends be it learning corners or play time.

Apart from that the school faced a challenge of shortfall of preschool teachers. This was noted through having preschool children of different age groups learning under one roof or class and at the same time especially instances where the other teacher is sick or is on leave

Class Lesson observation of school C

It was observed the teacher used a teaching strategy known as translation in order to integrate children's home languages in the teaching and learning process. In stances where the teacher was unable to translate due to not knowing the language of the learner assistance to translate was sought from pupils who knew their friends' language in order to bridge the gap created by language barrier. If learners failed to translate what the teacher said another teacher was consulted so to help learners understand.

Class Lesson observation of school D

The teacher experienced a challenge of language barrier in the teaching and learning process but avoided the use of strategies such as translanguaging, codeswitching, translation since they are looked at as time consuming and may lead to confusion in the class especially when it comes to trying to explain on words which are homogenous.

Class Lesson observation of school E

It was observed that due to language barrier experienced in preschools of Luampa district some preschool teachers who did not know the language of instruction being Lozi opted to use one of the languages they knew and was being spoken by the majority of the learners in this case being Mbunda. By so doing the government education language policy was tempered with by not being fully adhered to.

5.4.2 Limited classroom space

Another challenge which preschool headteachers and teachers brought out which they were facing was limited classroom space. Their voices on this are below:

Headteacher from School A: *This school only has one classroom specifically meant for ECE learners. Preschool children aged 3-4 and 5-6 all learn under one class and at the same time which is not supposed to be the case.*

Headteacher 2 from school B: *The preschool section for this school only has one permanent class and one office. There is need for another permanent class for ECE learners. The two categories of learners learn at different times while*

Headteacher 3 from school C: *At this school we don't have a permanent classroom for preschool children. As a result this makes their learning difficult.*

Headteacher 5 from School D: *The preschool section of this school does not have adequate classroom space as well as a play park for the pupils. The learners don't have where they can go and play from apart from making use of the very classroom which has limited space*

Headteacher 4 from school F: *The school does not have a permanent class meant for ECE learners as a result for them to learn the school has to fully plan for them.*

Learning for ECE children only take place when other primary school grades have knocked off.

Preschool teachers also added their voices which were similar on the challenge of classroom space which schools of Luampa district were facing.

Teacher 1 from school A: *At this school we only have one permanent class meant for ECE learners, a few text books and without a play park.*

Teacher 4 from school B: *The school only has one classroom specifically meant for ECE learners, one office and a few text books. The play park does not have most of the required equipment.*

Teacher 6 from school C: *The preschool section does not have enough text books and classroom space. The school only has one permanent classroom which is used by both groupings of ECE learners.*

Teacher 7 from school D: *The preschool section of our school does not have the necessary learning and teaching materials for a preschool class because much attention in terms of finances is not given to the section. Most of the times as teachers we improvise and try to be resourceful by making teaching and learning aids out of local materials as well as buy manila paper to make number or object cards for the learners.*

Teacher 10 from school E: *Our school does not have a class for ECE learners and we don't have enough text books. For learners to learn at this school they have to wait until other primary grades have knocked off so to have a class where to learn from. This hinders the effective integration of children's' home languages in the teaching and learning process because the time they also come to learn plays a very important role. In this case time is not well managed for the learning of the learners.*

5.4.3 Lack of preschool teachers

The challenge of not having a lot of preschool teachers was also noted by preschool headteachers. Below are their voices.

Headteacher from School A: *At our school the preschool section faces a number of challenges such as lack of preschool teachers so they can attend to preschool groupings or categories according to their age groups effectively. There are times when the other teacher goes on vacation leave and the other one falls ill. Handling preschool learners becomes a challenge. At the end of it all we end assigning any teacher from the primary section who may not really know the learners as well as their home languages to teach them.*

Headteacher from school B: *We have a challenge of having a few ECE teachers at this school. In instances where they all fall sick teaching of ECE children becomes a problem such that a teacher who is not trained to teach preschool children is assigned to handle them.*

Headteacher from School C: *The school does not have a lot of ECE teachers. Not having a lot of ECE teachers is a problem as far as integration of children's home languages is concerned to foster an effective teaching and learning process in a class. When you have a lot of ECE teachers then you are assured of having teachers who can speak a number languages different from each other which can be to the benefit of the learner as they team teach. Unlike a situation you only have one or two who may be both Lozi and don't know other languages spoken by the learners.*

Headteacher from school E:

5.4.4 Lack of teaching and learning materials

Preschool Headteachers and teachers of Luampa district also noted the challenge of lack of teaching and learning materials in schools.

Headteacher1 from school A: *At our school the preschool section faces a number of challenges such as inadequate teaching and learning materials like textbooks the school only has limited numbers. Apart from that the school does not have a playpark for the learners for it also help provide learners with learning space to help them develop creative thinking and social interaction only to mention a few among others*

Headteacher 2 from school B: *The school does not have enough teaching and learning materials needed for both categories of preschool children. The school play park is not well established.*

Headteacher 4 from school D: *Our school only has few copies of the required text books and does not have a play park. When its time to foster social interaction, creative thinking, psychomotor skills which may require a lot of space I take the children to the school football field.*

Headteacher 5 from school F: *The preschool section is less stocked in terms of teaching and learning materials. The school does not have a playpark*

5.4.5 Lack of professional support from school Administrators

Preschool teachers noted another challenge in the integration of children's home languages in preschools lack of professional support from the school administrators.

Teacher 1 from school A: *The school administrators are aware of the fact that preschool learners are supposed to learn according to their age grouping that is 3-4 and 5-6 years but there is nothing they are doing about it other than letting children of different age learn under one class. Teaching is hectic in the sense that different work has to be prepared each age group. Due to pressure of work involved we stop paying attention to challenges learners have such as language barrier and as result the integration of children's home languages would not be effectively done for learners to acquire emergent literacy skills.*

Teacher 3 from school B: *Many are times when school administrators are reminded on the importance of having an established playpark as well as having two or more permanent classrooms for preschool learners as cardinal in the development of children's literacy skills but opt to give it a deaf ear.*

Teacher 8 from school D: *When it comes to the teaching of preschool children a teacher has to be eclectic, resourceful and creative. However, in order to integrate children's home languages children need an interactive environment. The moment I am seen going outside with my learners for an interactive environment through play it becomes an issue with my*

supervisors. School administrators will deem the practice as time wasting and tell you to take the learners back to class and teach them from there. Some language practices which would help integrate children's home languages not encouraged by school administrators who feel they are time wasting.

Teacher 12 from school F: *Schools now receive grant from the government which is money to be used in the running of the school. In spite of government effort school administrators fail to support the preschool section by procuring the required materials for learners.*

5.5 What recommendations did teachers make in the integration of children's home languages in the teaching processes?

The fifth research question sought recommendations from teachers on how to integrate children's home languages in the teaching and learning in selected preschools of Luampa district of Zambia. The source of data for this research question were school headteachers and preschool teachers. The findings of the study on this research question are presented in this section.

- A. Headteachers
- B. Preschool teachers

SECTION A

Headteacher from School A: *"The government of Zambia should employ a number of ECE teachers in order for preschool children to be well taught according to their age groups"*

Headteacher from School B: *"The government under the ministry of education should provide adequate teaching and learning materials for preschool classes such as textbooks and any other relevant material for preschool children"*

Headteacher from school C: *“English language should be used together with the regional local language as medium of instruction to bridge the language barrier being experienced so far”*

SECTION B

Teacher 1 from School A: *“The government should consider employing preschool teachers who do not only know the language of instruction but also able to speak a number of languages in that particular area.”*

Teacher 2: From School A *“The Curriculum Development Centre should include written stories for preschool lessons under literacy than leaving it all up to the teacher to come up with stories to teach children.”*

Teacher 10 from School E *“The Curriculum Development center should investigate the content of the syllabus for ECE especially Literacy in Silozi. The content for Literacy is quite shallow such that teachers are made to teach the same things over and over as mandated by the syllabus. This in turn makes the teaching and learning process boring.”*

Teacher 12 from School F: *“The government of Zambia should embrace a duo local language of instruction policy with the inclusion of English language”*

5.6 Summary

The previous chapter presented the findings of the research as guided by the five research questions. The next chapter discussed the findings according to the research objectives, stated the implication of the findings, cited literature in line with the findings as well as how the theories considered in the study conquer with the findings.

CHAPTER SIX

DISCUSSION OF FINDINGS

6.1 Overview

In the previous chapter, the research findings were presented. In this chapter, the discussion of the research findings is presented. The findings are presented following the research objectives as outlined in chapter One. These research objectives were.

- (i) To establish the language situation in preschool classes of Luampa district of Zambia.
- (ii) To determine the strategies teachers, use to integrate children's home languages in their teaching processes in preschools of Luampa.
- (iii) To ascertain the print language environment in the school settings
- (iv) To determine language application challenges that teachers and learners face in the teaching and learning processes
- (v) Propose guidelines that teachers can use on the integration of children's home languages in the teaching processes.

The findings for each research objective are first summarized in brief or on each point, followed by the supporting or contradicting literature and ending with the author's voice on the interpretation of the results and the subsequent literature. After literature the voice of the author is added to comment on the implication of the results.

6.2 The Language Situation in Preschools of Luampa District

The first research objective sought to establish the language situation in selected preschools of Luampa district of Zambia. The source of data for this research question were school managers, teachers, learners and parents. The data was collected through interviews with head teachers, class teachers and parents while focus group discussion data was collected from pupils. The findings of the study as presented in the previous chapter on this objective are summarized below.

The language situation in preschools of Luampa district as presented in the previous chapter was that preschool classes were multilingual as they were full of learners coming

from a diverse linguistic community with a small number of teachers who were proficient in Silozi. While Silozi is the regional official language used as a medium of instruction according to the curriculum framework of 2013, what was reported and observed in schools was that Mbunda language was more pronounced in Luampa district. Most of the preschool learners were Mbunda speakers while other learners' first languages included Nkoya, Luvale, Chokwe, and Silozi. Most of the preschool teachers were speaking Tonga, Mbunda, and Nyanja with a few being Lozi. Therefore, several teachers in preschools of Luampa were mixing languages such as English, Silozi and Mbunda when teaching these multiple classes.

These findings are in tandem with other previous studies which showed that some teachers who are operating in multilingual classes regularly mixed languages when teaching through code-switching, translanguaging, and translation (Mumba & Mkandawire 2019; Chella et al., 2023; Iversen & Mkandawire, 2020; Muzeya & Mkandawire, 2023). The practice of language mixing in multilingual classes is recommended by multiple studies as it supports diversity and promotes multilingualism (Nyimbili & Mwanza, 2020; Tambulukani & Bus, 2012; Chibamba, 2020). It is imperative that the government provide appropriate policy directions to allow teachers in multilingual classes to mix language when teaching and assessing learners for effective instruction as this helps learners to easily understand teaching points.

This is also in agreement with Ruiz (1984)'s three language orientation theory which views language as a resource and tries to embrace multilingualism as well as cultural diversity. It is thus an inclusive orientation in which linguistic diversity is good for everyone in the society. Ruiz's theory suggests that a language as resource orientation prioritizes the development of language resources, including the use of multiple languages in education. The findings from Luampa district preschools support this orientation, highlighting the importance of valuing and promoting multilingualism in education.

In view of this, Policy makers in Zambia need to provide support for teachers to continue using language mixing strategies, rather than enforcing a monolingual approach. This would involve revising language policies to promote multilingualism and provide resources for teachers to develop their language skills.

The findings on language situation in Luampa as presented in the previous chapter also showed that 66% of the teachers in preschools had difficulties understanding the official language of instruction (Silozi) as their language proficiency in Silozi was exceptionally low. These findings agree with Kanoka (2024) who observed that some teachers that were teaching in primary schools of Solwezi were not familiar with Kikaonde, the official language of instruction in Solwezi and in many cases, they were being guided by learners in class. This practice is common in Zambia due to the placement and deployment policy by the Teaching Service Commission which allow teachers to serve anywhere their services are required including places where the language of instruction is different from their mother tongue. This policy will need revision in primary schools and Early Childhood Education areas so that teachers in these areas should be familiar with the language of instruction for most of the learners.

In view of the *Zambian education system* with regard to Ruiz (1984)'s theory of language orientation, the placement and deployment policy by the Teaching Service Commission reflect a language as problem orientation. The policy prioritizes the deployment of teachers regardless of their language proficiency, potentially creating a barrier to effective teaching and learning.

To align with Ruiz's theory, a more effective approach would be to adopt a language as right orientation. Through this language orientation theory the Teaching Service Commission of Zambia will be ensuring that teachers are proficient in the language of instruction and that learners have the right to receive instruction in a language they understand. By so doing the integration of children's home languages would be effectively done in their teaching and learning process. In addition, adopting a language as resource orientation could also be beneficial for it would involve valuing and promoting the use of other local languages, such as Mbunda, as resources for teaching and learning, rather than simply having them used in respective communities only and not recognized in *Zambian schools*.

Furthermore, the study has shown that according to the 2013 *Zambian Education Curriculum Framework*, seven local languages were outlined to be used in *Zambian schools* as medium of instruction from early childhood education as well as from grades 1-

4 to make literacy learning easy for it is believed that children learn better when they are taught in their mother tongue. While English language which is Zambia's official language was to be introduced in grade two as a subject. These languages were Chitonga, Cinyanja, Ibibemba, Kiikaonde, Lunda, Luvale, and Silozi. However, in as much as the Curriculum framework is clear on which language is to be used as language of instruction in all the provinces of Zambia in Zambian schools and to be specific Preschools, some preschool teachers in Luampa District still opted to use both Silozi and English language whilst teaching due to the fact that some learners' languages were not among the designated zone local languages and not even one of the dominating local languages in the province or Zone. These are learners who may have just moved in the area coming from a different province due to their parents' movements be it transfer or in search of greener pastures. When the teacher was asked to do so, the reason was to enable these learners whose L1 is not one of the Zone local languages and not even the dominating languages in the area understand the concept being taught.

This fact that some learners cannot speak the Zone language of a particular area as well as any of the dominating languages in that area could be one of the burning reasons why the Zambian language education policy of 2023 has shifted with the focus of English language as a medium of instruction at all levels. The 2023 curriculum framework is in accordance with the Education Act of 2011 that gives legal guidance on language of instruction. According to the 2023 Zambian Education curriculum framework English language is Zambia's official language of instruction from early childhood to tertiary education. Policy makers believe that the continuity in language of instruction will help build a solid learning foundation for young learners. The curriculum framework of 2023 further states that Zambian local languages could be used to explain concepts while English language remains as a medium of instruction across the curriculum except when teaching a Zambian or foreign language as a subject (2023 Zambian Education Curriculum Framework p7.)

It was observed in most preschools of Luampa district that the Zone local language is not the first language for most of the preschool learners as well as preschool teachers.

This is in accordance with a number of studies, (Banda 2005 and Kapambwe 2013, Cummins 2000, Chilupe 2020) who noted that using local languages in Education can

improve learning outcomes and promote linguistic diversity. (Mwansa (2019, UNESCO 2016) state that the implementation of the 2013 Zambian Education Policy has been challenging particularly in areas where the Zone local language is not the first language of most learners. Kabwe (2019) alluded that teachers in Zambia often lack the training and resources needed to effectively teach in local languages. Gelir (2020) stresses the importance of providing a high-quality language-learning environment in children's early years. Mashinja and Mwanza (2020) revealed that learners do not only fail to understand the official language being English but also the familiar language which is used as medium of instruction in schools. Wagner (2021) also alluded that most schools are multilingual in preschools of New York, but many are times that such learners who are multilingual become only exposed to two languages Spanish and Korean English. The sad part is that some of the learners their languages were not part of the two languages. This made their learning difficult as their home languages were not embraced. The worst situation is that certain home languages for learners are not even known by the teachers. Repo et al (2024) noted that increasing linguistic diversity created a need to construct early learning environments as spaces where children's whole multilingual repertoires are represented.

There is a need for education policy makers to consider the linguistic diversity of learners as well as provide teachers with the training and resources needed to effectively teach in local languages.

6.3 To determine the strategies teachers use to integrate children's home languages in their teaching processes in preschools of Luampa.

Luampa district being a multilingual district, in order to accommodate learners who may not understand Silozi teachers embraced teaching pedagogies such as code-switching, translanguaging, learning corners, storytelling, picture reading and translation in order to integrate children's home languages to facilitate the process of language learning with minimal difficulty. Learning corners are a pedagogical approach that involves creating designated areas in the classroom where learners can engage in language learning activities (Kabiru, 2017). Learning corners were designed to support language learning in multiple languages, promoting linguistic diversity and inclusivity.

Storytelling and picture reading are two popular teaching strategies used in early childhood education to promote language and literacy development particularly among children in preschools. Picture reading which also known as picture book is reading involves reading a book with children using the illustrations or images and text to facilitate discussion, comprehension and language development (Dickinson& Tabors, 2021). Story telling is an act of sharing a narrative either verbally or through gestures and expressions to engage and convey meaning to children (Vygotsky, 1978; Bruner, 1990)

In multilingual classrooms, teachers often employ various pedagogies to accommodate learners' diverse linguistic backgrounds. Luampa district, being a multilingual district, is no exception. Seven out of twelve teachers representing 58% in Luampa district had been found to be using teaching pedagogies such as code-switching, translanguaging, learning corners, and translation to integrate children's home languages and facilitate language learning.

This is in agreement with a number of studies which stress the importance of translanguaging in a multilingual class. (Kirsch et al (2020), Zheng et al (2024) Mokala et al (2022) on the where it was observed that lecturers used translanguaging pedagogy to address language variation. (Garcia, 2009) stated that translanguaging is another pedagogy that involves the use of multiple languages in the classroom to facilitate learning (García, 2009). Mkandawire et al (2023) revealed that teachers in multilingual classes used translanguaging to teach literacy in multilingual classes. Translanguaging recognizes the fluid and dynamic nature of language use in multilingual classrooms and seeks to leverage this diversity to promote language learning and academic achievement (Lewis, 2013). Mashinja and Mwanza (2020) noted that translanguaging has potential in enhancing learning and understanding, participation, and socialization in multicultural/lingual classrooms. Nyimbili (2021) also alluded that when translanguaging is done with translation and codeswitching it has the potential in enhancing learning and understanding, participation, and socialization in multicultural/lingual classrooms. Banda and Mwanza (2017) proposed translanguaging as a solution to epistemic access among grade one learners in a Zambia's multilingual-multi-ethnic classrooms.

Baker (2011) views translanguaging as the process of making meaning, shaping experiences, gaining understanding and knowledge through the use of two languages. Hornberger and Link, (2012) stated that it is a purposeful pedagogical alternation of language in spoken and written, receptive and productive modes which is also the process performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximize communicative potential, (Garcia, 2009:140).

The use of code-switching, translanguaging, learning corners, storytelling and picture reading as well as translation as teaching strategies in Luampa district's multilingual classes is proof enough of the district's commitment to promoting linguistic diversity and inclusivity. These pedagogies recognize the importance of learners' home languages in the learning and teaching processes of preschool children and seek to leverage this diversity to promote language learning and academic achievement. Through integration of children's home languages into the learning process, teachers facilitated language learning and improved academic achievement.

Furthermore, teachers who used a number of teaching strategies demonstrated commitment to linguistic diversity and inclusivity there by enhancing their professionalism and effectiveness. In order for teachers to be more creative and resourceful in their duties they need to have the necessary training and support to effectively integrate children's home languages into the learning process. The use of these pedagogies has implications for language policy, highlighting the need for policies that support linguistic diversity and inclusivity in education.

What studies and findings of this study have revealed is in line with the theory of translanguaging by Garcia, (2009) and Canagaraji, (2011). The theory states that translanguaging enables children to realize and maximize their potentials in the learning of one language using the skills of the already existing linguistic repertoires. Apart from that in translanguaging, languages are no longer assigned separate territories or even separate functions, but they co-exist in the same space and they are not graded with regards to their importance in the community. Translanguaging pedagogies help bridge the gap of language

boundaries between languages, recognizing that languages are not separate entities, but rather interconnected systems.

Through translanguaging, linguistic diversity is valued. The use of translanguaging pedagogies recognizes and values the diverse linguistic backgrounds of learners, rather than viewing them as a problem to be solved. In addition; the theory of translanguaging emphasizes the importance of recognizing and valuing linguistic diversity thereby promoting multilingualism, and enhancing epistemic access.

The use of translanguaging pedagogies in Luampa district aligns with these principles, suggesting that educators in the district are taking a positive approach to supporting the linguistic and academic needs of the learners.

Fifty percent of teachers in preschools of Luampa district embraced translation as a teaching strategy in a multilingual class for it helped to bridge the gap of language barrier which was faced by the learners and teachers while using the local language of instruction. For some preschool teachers who lacked the language competency of a particular child's home language learners with the linguistic competency of that particular language would be identified and tasked to translate to the fellow learners what the teacher said in that home language they understood better.

Translation is another useful teaching strategy used in multilingual classrooms, where teachers translate instructional materials and lessons into learners' home languages. A number of studies have conquered this statement. (Mwansa, 2019, Tambulukani, 2020) noted that translation can facilitate language learning and promote academic achievement, particularly for learners who may not be proficient in the language of instruction. Translation is a widely recognized pedagogy in multilingual classrooms, where teachers translate instructional materials and lessons into learners' home languages (Cummins, 2000; García, 2009). Translation can play a crucial role in multilingual classrooms, where learners may not share the same language background (Lewis, 2013). By translating instructional materials and lessons into learners' home languages, teachers can promote language learning and academic achievement, particularly for learners who may be struggling with the language of instruction (García, 2009).

With these benefits of translation in a multilingual class which would help in the integration of children's home language there is great need for language policy to support the use of translation as a teaching strategy in a multilingual class. Teachers also need to be trained in how to use translation effectively in order to attain their goal.

It was observed that out of 12 teachers only 3 teachers which is a representation of 25% of preschool teachers in Luampa district are able to integrate children's home languages by dividing learners into learning corners regardless of their tribe and make them interact freely using any language they understand better while some cant due to having congested classrooms. Sometimes during the learning process learners are divided into leaning corners so they can have some time to interact with each other even through play. Whilst learners have been given something to scribble, they will interact in their learning corners hence helping them to interact in their home languages as they do so language learning is enhanced.

The use of learning corners as a practice in preschool which would help in integration of children's home languages and foster language development agrees with a number of studies as being effective. Kaunda (2022) noted that the use of learning corners helps learners to learn through participation, phonics, stories, songs, discovery learning, teaching from known to unknown, learner-centered and learning through play can enhance the integration of children's home languages as well as language development in preschool children. (Hedges, 2011; Siraj-Blatchford, 2010). Learning corners provide opportunities for children to interact with each other, engage in play, and develop their language skills in a supportive and interactive environment. (Morrow, 2012; Neuman, 2014). Indicated that the classroom environment plays a crucial role in supporting language learning and development in preschools. A well-designed classroom environment that includes learning corners and play-based learning activities can support language learning and development, particularly in children's home languages.

In line with Ruiz's three language orientation theory, the use of translation as a teaching strategy in multilingual classrooms has the potential to promote language learning, academic achievement, and linguistic diversity. Its effectiveness can be enhanced through language policy support and teacher training. Translation creates a shift from language as

problem orientation because through its use and learning corners, focus is shifted from viewing language diversity as a problem but something solved to valuing it as a resource. By promoting multilingualism and supporting language development, teachers recognize learners' right to maintain and develop their home languages. Hence emphasis on language as right orientation comes into play.

Overall, the use of translation, learning corners, and play-based learning activities in preschools of Luampa district reflects a language as resource orientation, promoting multilingualism, valuing linguistic diversity, and fostering language learning.

Preschool classrooms should be designed in a way that includes learning corners and play-based learning activities to support language learning and development. Not only that but should also receive training on how to use these learning corners and play-based learning activities to support language learning and development. There is a need for a shift in language education policy which should support the use of children's home languages in preschools.

6.4 To ascertain the print language environment in the school settings

According to the research findings most of the school documents in preschools are bilingual in that it's either they are written in English language or Silozi language. Most of the documents are written in English language and a few in Silozi. Those which are written in Silozi are textbooks such as Literacy in Silozi.

The dominance of English language in school documents, including bilingual documents, is in accordance with several studies which noted that it is a common phenomenon in many African countries, including Zambia (Banda, 2005; Kapambwe, 2013). This is often attributed to the legacy of colonialism, which imposed English as the language of instruction and administration (Mwanakatwe, 1994). Language policy and planning plays a crucial role in determining the languages used in school documents. In Zambia, the language policy emphasizes the use of local languages, including Silozi, in education (Ministry of Education, 2013). However, the implementation of this policy is often hampered by the lack of resources, including textbooks and other educational materials (Kapambwe, 2013).

The fact that most print seen in important documents useful in a preschool such as syllabus and textbooks were written in English with a few in Silozi language indicates language preferences and value in preschools of Luampa district. The dominance of English language in school documents perpetuates language inequality, where learners who can speak English and Silozi language had an advantage over those who spoke other languages and this was noted even by (Banda, 2005). Lack of educational materials even in other local languages which are not languages used as medium of instruction in schools, including Silozi, limits access to education for learners who are not proficient in English and Silozi.

The findings highlight the need for language policy reform to ensure that local languages are promoted and used in education as well as developing educational materials, including textbooks, in local languages to promote language equality and access to education.

In two out of six preschools of Luampa district which is a representation of 33%, print is seen on the walls of the classrooms, especially inside the classrooms. Once a child enters the classroom they will note letters of the alphabet, some pictures as well are pasted on the walls, cards hanging in the classrooms with numbers written on them including some drawings done on the cards such as images of fruits or animals symbolic to the words written. Apart from pasting print on the classroom walls inside the classes. The two preschools made use of talking trees inside the class as well as around the school environment. An act of enhancing print awareness in learners by cutting a branch of a tree and putting it in a flowerpot then sticking some words as well as images which symbolize the words pasted. The outside environment has posters of words written in Silozi as well as English language pasted on trees for learners to identify print as they move around the school.

In as much as these prints pasted on the walls as well as images enhance language learning in their form as language practices, they do not create room for integration of children's home languages because they are prints written in either English Language or Silozi language. In some schools those prints instead of serving their purpose they simply act as decorations. Teachers rarely make use of them in the teaching and learning of the children.

Several studies have shown that the use of print materials in preschool classrooms is a common practice to support language learning (Kenner, 2004; Gregory, 2008). However, the dominance of English language or Silozi language in these materials can limit the integration of children's home languages (Banda, 2005; Kapambwe, 2013). Language and literacy practices in preschool classrooms can either promote or hinder children's language development (Hall, 2012; Comber, 2015). The use of print materials in English language or Silozi language can create a monolingual environment that marginalizes children's home languages (Banda, 2005). Kabaghe (2015) noted that most Zambian children that attend preschool seem to be deprived of the opportunity to practice precursors for learning to read in first grade and as such most of them enter school without the requisite skills. Multilingual education emphasizes the importance of integrating children's home languages into the learning process (Cummins, 2000; García, 2009). The use of print materials in multiple languages can promote language diversity and inclusivity in preschool classrooms (Kenner, 2004). Neumann et al.'s (2014) stated that organized use of environmental print within a preschool setting foster print awareness, print knowledge, and sound knowledge in children regardless of the status of the community from which they come from be it a socioeconomically disadvantaged community or a community of high status.

Studies have also highlighted the importance of teacher agency in determining the effectiveness of print materials in the classroom (Kenner, 2004; Gregory, 2008) such that when teachers fail to utilize print materials, they can become mere decorations, undermining their potential to support children's learning. The failure to utilize print materials can have significant implications for children's literacy development. Research has shown that children who are exposed to rich literacy environments, including print materials, tend to have better literacy outcomes (Neuman, 2014; Dickinson, 2012).

What a number of studies revealed on the importance of exposing a child to a print rich environment is in accordance to Ruiz's three language of orientation theory view of a print rich environment. The theory emphasizes that the more print rich material written in a number of languages a child is exposed to at an early stage the greater and faster the development of emergent literacy skills will be. This in turn would help embrace

multilingualism by seeing to it that children's home languages are integrated in their teaching and learning processes.

Lack of print materials in children's home languages limited their access to education and hindered their language development. Hence, there is a need for multilingual education in preschool classrooms, where children's home languages are valued and integrated into the learning process. Teachers need training on multilingual education and language diversity to effectively integrate children's home languages into the learning process.

There is a need to develop multilingual materials that reflect the language diversity of the preschool classrooms as well as teacher professional development programs that focus on the effective integration of print materials into teaching practices. Such programs can help teachers develop the skills and confidence needed to utilize print materials in ways that support children's literacy development. Apart from that, there is also a need for educational policies that promote the effective use of print materials in classrooms. Such educational policies can help ensure that print materials are not merely decorative but rather serve as valuable tools for supporting children's literacy development.

6.5 To determine language application challenges that teachers and learners face in the teaching and learning processes

Preschools of Luampa district are not an exception to some challenges faced by the learners and teachers in the teaching process due to different linguistic backgrounds of the learners and teachers. As noted by Banda and Mwanza (2017) that even when preschool teachers believed that using local languages to teach early literacy is effective, teaching children coming from a diverse linguistic background while using local language as medium of instruction for initial literacy comes with tensions that need serious attention.

The integration of children's home languages in most preschools of Luampa district has faced several challenges such as lack of multilingual teachers, teachers who can fully use translanguaging, translation as well as code-switching effectively for the betterment of learners who are of a diverse linguistic community and may not fully understand the language of instruction. This is evident in a number of studies.

The integration of children's home languages in preschools is a complex issue that requires careful consideration of various factors, including teacher training, language policy, and community engagement (Cummins, 2000; García, 2009). Lack of multilingual teachers can hinder the integration of children's home languages, leading to language barriers and decreased academic achievement (Mwanza 2017, Nyimbili 2018, Banda, 2005; Kapambwe, 2013). In as much as (Garcia 2009; Lewis, 2013) noted that translanguaging and code-switching are essential pedagogical strategies for promoting language learning and academic achievement in multilingual classrooms, teachers need training and support to effectively use these strategies, particularly in contexts where children's home languages are diverse and complex (Kapambwe, 2013).

Nyimbili and Mwanza (2021) noted that teachers do not have guidelines on how to use or support multiple community languages in their classrooms.

A study by Garcia and Lin (2016) reported that the lack of clear multilingual policy implies that schools and teachers do not have guidelines on how to use or support multiple community languages in their classrooms. Teachers do code-switch, but they are not trained to do so appropriately for educational purposes. A lack of explicit policy also makes it difficult for teacher educators to train teachers in appropriate methods to teach in multilingual contexts.

What studies revealed is in accordance with Ruiz's theory of three language orientation which states that Policies play a role in the teaching and learning of language. The language as problem orientation is a set of values that stem from a monolingual ideal and assimilationist mindset. Linguistic diversity is viewed as a threat to national unity which is best achieved with a single, common language. The vitality of linguistic minority languages, in turn, weakens the status of a national language by competing with it in various domains of society. Policies following this orientation aim to limit or eliminate multilingualism in society in favor of encouraging the development of the dominant majority language. This theory well informed this study in the sense what Ruiz reviewed under language as a problem orientation is the exact situation happening in the Zambian education system where the language education policy borders on one minority language there by failing to embrace multilingualism.

There is a need for teacher training programs that focus on multilingual education, translanguaging, translation, code-switching and some other language practices which would in turn help in the development of language learning. The Ministry of Education should consider revising the language education policy to promote the use of children's home languages in preschools. Multilingual education should be promoted as a way to support language learning and academic achievement in diverse linguistic communities.

Inadequate teaching and learning materials are another challenge preschools faced in Luampa district. Preschools did not have enough textbooks to be used in the teaching and learning process. When an analysis was done on the documents each of the six sampled preschools had less than three copies of the required textbooks in literacy meaning they were only meant for the school and teachers. In real situations learners are supposed to have a feel of their textbooks especially literacy. As they look at the book and peruse through, they would be able to identify letters of the alphabet including some phonemes as well as be exposed to various prints other than that which are pasted on the walls of the classroom. The direct contact of the print rich environment can make learners be good readers and develop their linguistic competency in each language quickly.

Several studies concur with what was discovered in preschools of Luampa district. The inadequacy of teaching and learning materials is a perennial challenge facing many preschools in developing countries, including Zambia (Mwanza, 2017; Mkandawire, 2019). Studies have also highlighted the importance of textbook availability and quality in promoting literacy and academic achievement. Lack of textbooks and other instructional materials can hinder the quality of education and academic achievement (Tambulukani, 2020). Ntumi Simon (2016) noted that preschool teachers are faced with a lot of challenges in implementing the early childhood curriculum and a notable one among them are that most pre-school teachers do not understand the early childhood curriculum for they do not have enough teaching and learning materials to help them implement the Early childhood curriculum. This makes teaching and learning difficult. Mkandawire (2010) noted that there were several challenges in the implementation of the school curriculum, one of them being lack of teaching and learning materials. Nyimbili and Mwanza (2021) also established that there were insufficient literacy books for grade one in the school as schools

were supplied few copies of the Zambian language books. Zimba (2011) also revealed that children had poor emergent literacy skills because it was uncommon for them to receive regular reading sessions including shared reading experiences which were due to lack of textbooks as well as poor teaching methodologies exemplified by teachers.

However, the findings of this study suggested that preschools in Luampa district faced significant challenges in accessing textbooks, because if it was not so the preschools visited were going to have several copies of the required textbooks enough to cater for all the learners. Finding each preschool having less than three copies of the required textbooks is something which needs serious attention. Hence, there is a need for policy intervention to address the shortage of textbooks and other instructional materials in preschools.

It was also discovered that in preschools of Luampa district some teachers were not for the idea of using translanguaging as a teaching strategy to help integrate children's home languages in preschools because they lacked the language competency in the language of instruction as a result, they decided to use English language while deviating from the education language policy. While others opted to use a local language in which they are fluent other than the familiar language. While others were discouraged from using the mentioned teaching strategies for, they felt that the act of translanguaging, codeswitching and translation was time consuming since preschool learners only had a few hours of learning for most of their time is characterized with play.

Furthermore, the findings revealed that the failure to translanguage by teachers was also attributed to the fact that some Silozi words were too complicated for the teachers to translate them to the learners. Learners who are Lozi by tribe also found it difficult to understand certain Silozi terminologies due to the language having terminologies which are so complicated. In some schools where the preschool teacher was Mbunda by tribe, the moment he or she found some Silozi words to be so complicated they opted to code switch and teach the learners in Mbunda all because he or she as a teacher had failed to explain or teach certain language practices such as phonics in Silozi.

Apart from words being difficult to translate they found that a word maybe similar in structure both languages or in another language but with different meanings (homonyms)

as they tried to make learners understand it brought about confusion in the learning process and consumed time.

These findings of the challenges of translanguaging in a multilingual class agree with several studies. Research has shown that teachers' lack of language competency in the language of instruction can hinder their ability to use translanguaging effectively (Tambulukani, 2020). The complexity of certain languages, such as Silozi, can also pose challenges for teachers who may struggle to translate complex terminologies (Mwanza, 2017; Mkandawire, 2019) this can in turn lead to confusion among learners and hinder the learning process (Nyimbili, 2018).

The result of failure by the teacher to translate complex terminologies from a local language of instruction to a child's home language may lead to a lack of confidence in using translanguaging as a pedagogy, particularly in preschools where learners may not have the cognitive ability to understand complex language structures (Mwansa, 2017). The practice of code-switching among preschool teachers in Zambia is a common phenomenon, particularly when teachers are faced with complex language practices such as phonics (Mkandawire, 2019). However, this can lead to lack of consistency and coherence in language instruction, as well as lack of support for learners who may not be proficient in the dominant language (García, 2009)

The time constraints faced by preschool teachers also hindered their ability to use translanguaging effectively (García, 2009; Lewis, 2013). With limited instructional time, teachers may feel that translanguaging is too time-consuming, particularly when learners are still developing their language skills (Mwanza, 2017). Arocena et al., (2015) also alluded that realizing the learner's language in class is time wasting since the teacher gives more time to learners to participate in the lesson which creates confusion. Arocena et al (2015) is similar to Mwanza (2020) who found out that teachers believed that learner participation through their local languages was time consuming and impractical to language learning situation. In view of these negative monolingual language ideologies, Mwanza (2020) suggests that decolonizing the curriculum and the minds of the teachers should be the first step into democratizing literacy classrooms in Zambia and sub-Saharan Africa. Nyimbili and Mwanza (2021) noted challenges such as the mismatch between the

language of instruction and dominant learner's familiar languages that existed in the classroom, rigidity of the language policy which was based on monolingual language throughout the learner's learning process, strict monolingual based assessment which only tested skills in the regional language and inadequate teaching and learning materials which supported monolingual language learning.

The theory by Ruiz' three language orientations is against the monolingual ideology of language learning instead it brings on board the aspect of diversity in the classroom during the learning process. The theory believes in the power of exposing a child to diverse languages in order for them to make meaning of what is being taught as far as acquiring literacy skills is concerned. He looked at embracing multilingualism as a resource in the teaching and learning process. In this case a teacher has to find a way of integrating children's home languages in the learning process.

There is need for preschool teachers to be trained on how to effectively use translanguaging as a pedagogy to embrace multilingualism in classes, particularly in preschools where learners are still developing their language skills. Apart from that preschool teachers also need language support to help them develop their language competency in the language of instruction. There is great need for teachers to collaborate with the Curriculum Development Center as well as enhancement of Continuous professional Development meetings for simplification of complex terminologies. It is during such meetings that discussions can be tendered in line with the curriculum or the learning of the children. Complex terminologies in languages like Silozi can be simplified to make them more accessible to learners and teachers when heads are put together to brainstorm over them before going to teach. Preschool teachers in public preschools need flexible instructional time to accommodate the needs of learners who may require more time to develop their language skills unlike the situation which prevailed in preschools of Luampa district where only three hours was allocated as learning time for preschool learners.

Preschools in Luampa district have inadequate learning classrooms and because of this learners all learn under one roof and at the same time regardless of age. Those who are 3 to 4 years old are supposed to learn separately from those who are 5 to 6 years old because their learning abilities are different. Since learners all learn under one room and only for 3

hours most of the teachers deem translanguageing as a strategy used to integrate children's home languages to be time consuming. As the teacher integrates children's home languages through translanguageing a lot of time is being consumed and so most of the day's activities are not done as far as teaching and learning is concerned.

Moreover, apart from lack of enough classroom space, preschools in Luampa district do not have play parks. The ones which are found in some of the preschools are just a skeleton example of how a preschool play park must look like. Since a play park is a place where children can go and interact with their friends as well as their teachers thereby facilitating the integration of home languages they are of great importance in the learning of preschool children. Therefore, play parks create a very good environment for the integration of children's home languages. It is through interactions during play that learners interact freely. Play cannot be successfully done in the classrooms since classrooms seem to be congested due to having two groups of learners learning under one roof. In the teaching of literacy to preschool children there are language practices which are supposed to be taught to help in the development of language. Language practices such as writing, reading, playing, sounds, picture reading, sounds and storytelling. The syllabus for ECE does not provide teachers with stories so revealed the findings. Teachers are made to come up with their own educative stories and then translate the stories into a local language which learners will understand with minimal difficulty. To the teachers this is more work and quite challenging.

Studies have shown that the inadequate learning environment in preschools, including the lack of separate classrooms for different age groups and play parks, can hinder the effective integration of children's home languages as noted by (Mwansa, 2017; Tambulukani, 2020). Play-based learning is essential for language development, particularly in preschools where children are beginning to develop their language skills (García, 2009; Lewis, 2013). Generally, the teaching of literacy in preschools requires a range of language practices, including writing, reading, playing, sounds, picture reading, and storytelling (Hall, 2012; Comber, 2015). However, lack of resources, including stories, can hinder the effective teaching of these language practices (Mkandawire, 2019).

There is a need for infrastructure development in preschools, including the construction of separate classrooms for different age groups and Play Park. Preschool teachers need to be trained in how to effectively integrate children's home languages, including the use of translanguaging and play-based learning. The curriculum Development center needs to develop teaching and learning resources, including stories as they come up with school curriculum to make work easy for the implementers as well as support the teaching of language practices in preschools.

The study also established that teachers found the planned and prepared work for preschool learner's shallow. One teacher cited an example of Literacy in Silozi as a learning area 'Literacy Mwasilozzi' textbook for ECE p.41 for learners aged 5 to 6 where the whole of term 1 teachers are meant to teach on vowels, "a, e, i, o, u." and then sounds for the whole year. Teachers feel the content is too shallow and become boring teaching the same things for a period which they deemed as too long.

The findings of this study resonate with existing research on the challenges faced by preschool teachers in developing countries, including Zambia. (Mwansa, 2017; Mkandawire, 2019) noted that teachers often found the curriculum content for preschool learners to be shallow and inadequate, leading to lack of engagement and motivation among learners (García, 2009; Lewis, 2013). The curriculum content for preschool learners in Zambia, as cited in the study, appears to be overly simplistic and focused on basic literacy skills, such as vowels and sounds in Silozi. This can lead to a lack of challenge and engagement among learners, as well as a lack of autonomy and agency among teachers as noted by (Tambulukani, 2020).

They are needed to give preschool teachers more autonomy and an agency to develop their own language teaching practices and materials unlike a situation where any language specialist can design a curriculum for early childhood learners.

The study also reviewed that whenever teachers were teaching using Silozi as a language of instruction they experienced mother tongue or home language of the children interference in the classroom. When this was not given proper attention, it distorted the conducive learning environment due to an interaction in different home languages making it difficult for the teacher to grasp what each learner is saying at that moment.

Several studies agree with this research finding. The phenomenon of mother tongue or home language interference in the classroom is a common challenge faced by teachers in multilingual settings (García, 2009; Lewis, 2013). When teachers use a language of instruction that is different from the learners' home language, it can lead to language interference, which can distort the conducive learning environment (Mwanza, 2017; Nyimbili, 2018). Moreover, Language interference can manifest in various ways, including code-switching, code-mixing, and language convergence as observed by (García, 2009). When learners interact with each other in different home languages, it can create a chaotic learning environment, making it challenging for teachers to grasp what each learner is saying (Lewis, 2013). Finally, this can lead to a breakdown in communication, which can hinder the learning process. Banda, (2010), Sichone (2017); Tambulukani (2020); Kapambwe (2013); and Mumba K. (2015) highlighted the importance of language policy and language education in promoting effective communication and academic achievement. Teachers need training on how to effectively integrate children's home languages, including the use of translanguaging, translation, and code-switching.

6.7 Chapter Summary

The previous chapter discussed findings in line with research questions. The next chapter outlined the conclusion and recommendations of the study according to research objectives.

CHAPTER SEVEN

CONCLUSION AND RECOMMENDATIONS

7.1 Overview

In the previous chapter, the discussion of the results was presented. In this chapter, the conclusion and recommendation of the study is presented. The findings are presented

following the research objectives as outlined in chapter One. These research objectives were.

- (i) To establish the language situation in preschool classes of Luampa district of Zambia.
- (ii) To determine the strategies teachers, use to integrate children's home languages in their teaching processes in preschools of Luampa.
- (iii) To ascertain the print language environment in the school settings
- (iv) To determine language application challenges that teachers and learners face in the teaching and learning processes.
- (v) Propose guidelines that teachers can use on the integration of children's home languages in the teaching processes.

The conclusions and recommendations of the study are made in different sections headed by appropriate numbering.

7.2 Conclusions

The conclusion of the study is made on each of the research objectives by highlighting the key findings and the implications of each.

In the first research objective, the study found that there were several languages that are spoken in preschools of Luampa district and these included Lozi, English, Nkoya, Chokwe, Mbunda, Luchazi and Luvale. The other finding was that Lozi, English and Mbunda were the major languages as they had huge numbers of speakers.

These findings imply that Luampa is a multilingual district and there is need for stakeholders to find ways of treating diverse districts like Luampa equally. The existence of multiple languages such as Mbunda, Silozi, Chokwe, Luvale and Nkoya in preschools of Luampa district indicates a multilingual setting, which can have implications for teaching, learning, and communication. The presence of multiple languages implies a need for language support for learners who may not speak the dominant languages, to ensure equitable access to education. Teachers may also require training and resources to effectively teach and communicate with learners in a multilingual setting.

Additionally, the findings have implications for language policy and planning, highlighting the need for language policies that support linguistic diversity and multilingual education. Moreover, the finding that Silozi, English, and Mbunda are the major languages with huge numbers of speakers suggests a language hierarchy, where these languages may have more prominence or prestige. It could be that these languages are associated with some clan or speakers of high status.

The findings on objective two showed that there were a number of strategies which teachers were using in order to integrate children's home languages in some preschools so to help them in the development of language. Strategies such as Translanguaging, code-switching and translation. In addition, language practices which enhance learning of a given language since language is viewed as a vehicle that transmits culture were also practiced in the preschools. Language practices such as storytelling, picture reading, singing, word games and play.

These findings imply that in several preschools in Luampa District, teachers are trying to integrate children's home languages for they are using various strategies namely, translanguaging, code-switching, and translation in order to promote linguistic diversity and inclusivity in the teaching and learning process of the learners. There is also an aspect of making use of culturally responsive teaching. This is seen when teachers make use of language practices like storytelling, reading, singing, and play which indicates that they are acknowledging the importance of culture in language learning.

Moreover, the incorporation of various language practices suggests that teachers are focusing on developing children's overall language skills, rather than just emphasizing one language skill. Some Preschool teachers were creative and resourceful, and this is evident through the use innovative approaches to language teaching, such as word games and play, to engage children and promote language learning. As preschool teachers do all this, they are providing support for Multilingualism. Their support is essential for children's linguistic, cognitive, and socio-emotional development.

The findings on objective three showed that preschools in Luampa district had a print rich environment because most of the preschool classes had talking walls with letters of the alphabet well written on them, some phonics, words with symbols or images referring to

the words written as well as images depicting parts of the body or some other important information. The outside environment of the school had talking trees, words were written on posters and stuck on the barks of the tree for learners to identify print even as they moved around the school. The print language in all preschools of Luampa district is English and Silozi language only. Other children's home languages were not seen in print within the preschool classrooms, school offices or anywhere outside the classrooms. If Zambia is to embrace the value of its local languages as the curriculum framework of 2013 indicate through the use of local language instruction so to preserve literature and culture, there is great need to consider having a rich print environment even in the other home languages of the learners in that community.

These findings imply that Print-Rich Environments were so cardinal in a learner's school set up and for preschools in Luampa district. Therefore, the presence of print-rich environments in preschools, such as talking walls and trees, suggested that schools made efforts to promote literacy skills. However, there was limited representation of Local Languages because language in print showed some dominance of English and Silozi languages which implied a missed opportunity to promote linguistic diversity and cultural preservation. There was a need for Inclusive Print environment in preschools of Luampa district. The findings highlighted the need to create print environments that reflected the linguistic diversity of the community, including the representation of children's home languages. Furthermore, the discrepancy between the Curriculum Framework of 2013, which emphasizes the use of local languages, and the actual practice in preschools of Luampa district suggested a need for better policy development, implementation and support.

The findings on objective four showed that teachers and learners in preschools of Luampa district faced several challenges in the learning and teaching process due to having children or learners who are multilingual and coming from a diverse linguistic community. With silozi being a medium of instruction in Preschools it was observed that it was not only English language which most learners could be unfamiliar with because it is a foreign language, but also certain Zambian local languages were unfamiliar to both the teachers and the learners. In short, the language barrier in most cases was at play and it took time

for learners who were not Lozi by tribe to learn Silozi just like it took teachers who are Lozi a lot of time to learn Mbunda to effectively communicate with the learners. Even when at times teachers used their initiative to let children with linguistic competency in a particular language translate to their fellow pupils in a language, they would understand better, they didn't even know if the concept was well explained in accordance with how they would have loved it too.

Teachers faced challenges such as not being fluent in the language of instruction, some words in Silozi were too complicated for the teachers such that even when they wanted to translanguaging to integrate children's home languages so to help learners whose mother tongue was not Silozi they failed to do so. Some teachers worse still failed to make use of translanguaging or codeswitching as pedagogies which would work better in a multilingual class because of not having the linguistic competency in the majority language and so they opted to ask learners who seemed to understand what the teacher said to translate to other learners. By so doing teachers did not feel confident enough as they taught the learners. The question that rung on their minds was that "Are my learners acquiring the concepts correctly?"

Lack of adequate teaching and learning materials such as textbooks is also another challenge preschools of Luampa District were facing. Once in a while there is great need for learners to have a touch of textbooks so in order to expose them to a print environment other than having them to look at the talking walls only time and again. The print language of all documents in preschools of Luampa district are either written in English or Silozi language. This provides proof of the reason why teachers who do not know the majority languages of the community which are not used as language of instruction fail to use translanguaging. If multilingualism was embraced in the print language of most documents of the preschools, teachers would find it easy to learn the majority language within a short period other than making children help them to translate to others where they are unable.

Teachers also find the integration of play in their lessons challenging since most play is to be done from outside in a play park. All preschools in Luampa district don't have fully furnished play parks for learners to play and interact in their home languages for it is believed that as learners interact language learning takes place. Classrooms are congested

to be used for play practices since the two categories of preschool learners in most preschools learn under one roof due to lack of classroom space as well as teachers.

Apart from playing as a language practice, storytelling is also another practice that tests learners' ability to remember as well as comprehend. However, actual stories are not provided in the textbooks. Teachers in preschools of Luampa district find it difficult to build stories in line with what they are teaching and later translate the stories into the language the learners would understand.

These findings imply that there were several challenges in the preschools of Luampa district in the teaching and learning processes of multilingual classes. Challenges ranging from language barrier to lack of classroom space, as well as textbooks. The presence of language barriers in preschools simply indicated that teachers and learners were not able to share a common language without difficulty which hindered the learning process. Apart from that, the findings highlighted the challenges of teaching and learning in multilingual settings, where some teachers needed to communicate with learners who speak different languages but couldn't do that effectively.

The findings further implied that there were limitations in terms of language use in preschools of Luampa district which was evident through the use of a single language as language of instruction. The use of Silozi as a medium of instruction was not effective for learners who did not speak the language, this created a barrier to learning. The findings suggested that teachers and learners needed language support to facilitate communication and learning even as home languages were being integrated by some teachers through the use of pedagogies such as translanguaging, codeswitching and translation.

In addition, the study implied that instruction in the mother tongue would have been more effective, especially in multilingual settings if implementation of multilingual education programs was that which promoted the use of multiple languages in instruction. Inclusive Print Environments that would reflect the linguistic diversity of the community including the representation of children's home languages needed to be developed in preschools of Luampa district. The study findings also implied that preschool teachers lacked confidence in their linguistic competency which affected the effectiveness of their teaching and ability to integrate children's home languages. Lack of exposure to print environments and limited

teaching and learning materials may hinder learners' cognitive development and literacy skills.

There is great need for preschool teachers to develop their linguistic competency to teach effectively. The findings also suggested that learners who were not Silozi speakers faced challenges in acquiring the language of instruction, which negatively impacted their overall learning outcomes the first few months or years of being enrolled in school depending on how quick a child was to learn a language as well as whether the environment was conducive. There was a need for preschool teachers to be resourceful and creative in the delivery of their lessons to make learning for the learners interesting.

7.3 Contribution of the Study

7.3.1 The study made a publication and that is a contribution to the world of academia.

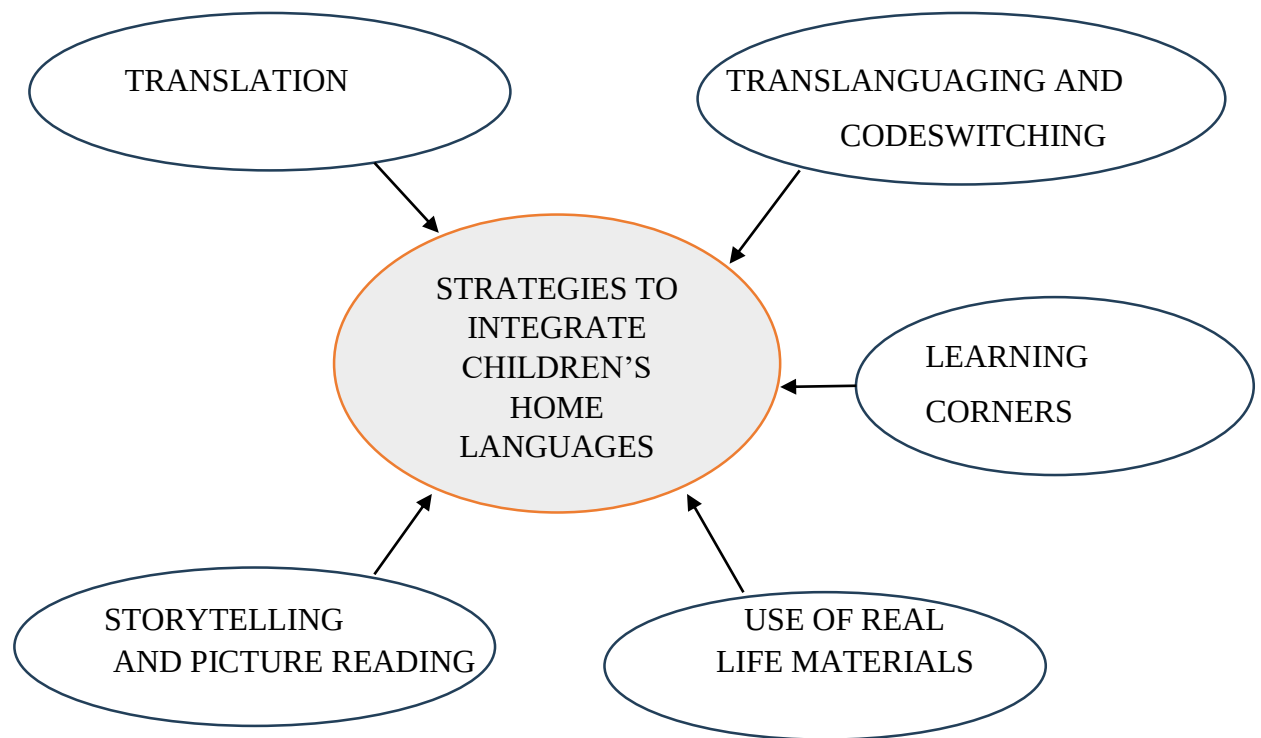
7.3.2 The study has revealed that multiple teachers in Luampa are not integrating children's home languages in the teaching and learning process which is a problem for some learners in some areas as they cannot understand the language of instruction.

7.3.3 The researcher developed a guide on how teachers in schools can integrate children's home languages and this guide reads as follows:

- (i) Preschool teachers should embrace the idea of integrating learners' home languages alongside the official language of instruction to effectively facilitate active learning and play among children in preschools.
- (ii) Preschool teachers can integrate learners' home languages through the following strategies:
 - (a) Codeswitching where a teacher can switch from Mbunda to Silozi and to English during the teaching and when interacting with Mbunda speaking learners.
 - (b) Translanguaging
 - (c) Translation
 - (d) Use of realia (real life materials) and ask children to state them in their home languages.
 - (e) Use of practices such as learning corners, storytelling and picture reading.

Preschool authorities (head teacher and deputy) should compel teachers that do not know the major language of play and the official language to learn these languages first before they can be given preschool classes.

Figure 4. Integration of children's home languages in the teaching and learning process.



7.4 Recommendations

The study makes recommendations to two groups. The first recommendations are demanding action from government, schools, and other stakeholders such as non-governmental organizations (NGOs) on possible actions to take about multilingualism in Luampa district. The second recommendation is suggestions for further research.

7.4.1 Recommendations for Actions

The study recommends the following:

7.4.2 The Government of Zambia

- (i) The Ministry of Education should see to it that they improve on the delivery of Early Child Education in Zambia by employing a lot of Early Childhood Education teachers.
- (ii) The ministry of Education through Curriculum Development Centre (CDC) should consider having a trilingual language of instruction policy for each province to embrace the multilingual ideology with the addition of English language while the other two languages to remain local languages mostly spoken in that province..
- (iii) The Ministry of education through CDC should ensure that adequate teaching and learning materials as well as a compacted syllabus full of meaningful lessons are delivered to schools unlike a situation of having literacy textbooks with shallow content.
- (iv) The Curriculum Development Centre should include written stories for preschool lessons under literacy than leaving it all up to the teacher to come up with stories to teach children or better still involve Early Childhood Education Specialists in the planning stage of the curriculum and development of a syllabus.
- (v) The Curriculum Development center should look into the content of the syllabus for ECE, especially Literacy in Silozi. The content for Literacy is quite shallow such that teachers are made to teach the same things over and over as mandated by the syllabus. This in turn makes the teaching and learning process boring.
- (vi) The government should consider employing preschool teachers who do not only know the language of instruction but also able to speak several languages in that particular area.

7.3.3 Schools

- (i) Head teachers for preschools should ensure that preschools are provided with rich print materials such as textbooks, phonemes written in home

languages of the learners as well if they are to create a school environment which integrates the home languages of the learners.

- (ii) Headteachers should advise Early Childhood Education Teachers in their stations to improve on the qualifications they have for those who still have low qualifications like certificates. It is believed that the more qualified teachers are, the greater the scope of knowledge they would have. When teachers are well qualified, they move confidently when attending their class and face the learners with fruitful teaching strategies.
- (iii) Preschool teachers of Luampa district should learn to create a conducive environment for multilingualism to thrive in their classes as learners come from different homes where different languages are spoken.

7.3.4 Non-Governmental Organizations (NGOs)

- (i) They should partner with the government of Zambia through the ministry of education and see to it that children's home languages are embraced in their learning or else Zambia is going to produce graduates who do not appreciate the linguistic value of their local languages. The Zambian language literature would have been distorted with no origin.
- (ii) Should help the government through the Ministry of education build more classrooms for schools, especially in the rural areas, set up for schools to have adequate learning space.

7.3.5 Suggestions for further research

- (i) Now that Zambia will be implementing the 2023 Curriculum framework in 2025, the language education policy will purely shift to the use of English Language at all stages of learning including preschools. There is need for research to assess the reading levels of children coming from a diverse linguistic community at the time when English language is the medium of instruction.
- (ii) A study is needed to check if there is any significant difference in reading performance for learners from diverse language and homes in Luampa district.

- (iii) A study is needed to assess language development by non-speakers of Silozi after being exposed to it as the language of instruction.

7.4 Chapter Summary

The chapter outlined the conclusions of the findings of the objectives and proposed a guide on how teachers should integrate learners' home languages in their teaching and learning processes based on teachers' recommendations and researchers' observations. Moreover, the chapter also outlined recommendations based on the research objectives which were at three levels being recommendations for action from the government of Zambia, schools and non-governmental organizations. Suggestions for further research were also highlighted.

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APPENDICES

APPENDIX A: QUESTIONNAIRE FOR PRESCHOOL TEACHERS

Signature:.....

Date.....

Kindly tick where applicable and give an explanation where you need to do so.

1. Gender

Male

Female

2. Level of professional qualification

Certificate

Diploma

Degree

Masters

Doctorate

3. Which institution where you trained?

.....

4. How old are most of the learners in your class?

.....

5. What is the language of instruction in your class?

.....

6. Do most of your learners understand the language used as a medium of instruction? NO / YES

7. If the answer to number 6 is NO, kindly list the languages most of them understand better.

.....
.....
.....
.....

8. How do you manage to interact with all the learners in your class using their home languages?

.....
.....
.....
.....
.....

9. What strategies should be used by teachers to integrate children's home languages in their teaching process?

.....
.....
.....

10. Language practices are what learners do to learn languages such as singing, talking, reading, writing and playing; how often do you integrate language practices in a lesson?

Every lesson

Rarely

Not at all

11. Give reasons for your answer to question 5 and state why as well as how?

[illegible]

12. In the teaching of literacy, what language practice is more cherished by the learners and why do you think so?

[illegible]

13. Throughout your teaching journey is there any language practice you would consider the most effective in language learning? YES/NO

14. If the answer to question 8. Is yes kindly state the language practice as well as state the reasons you feel it's the most effective.

.....

.....

.....

.....

.....

.....

.....

15. How is the print environment of your school, especially for the preschool learners?

.....

.....

.....

16. Are there any challenges you are facing as far as teaching literacy in your class is concerned? YES/NO

.....

17. If yes. State the challenges.

.....

.....

.....

.....

.....
.....
18. What recommendations would you love to make to the government through the ministry of education in the integration of children's home languages in the teaching and learning process?

.....
.....
.....
.....
.....

APPENDIX: B

INTERVIEW GUIDE FOR PRE-SCHOOL HEADTEACHERS

1. How many preschool teachers do you have at this school?
2. What is the level of professional qualification for the preschool teachers you have at this school?
3. What is the total enrollment of preschool learners according to their categories in terms of age?
4. What curriculum are you following under the preschool section?
5. What is the language of instruction for preschool learners?
6. How has the breakthrough in terms of literacy skills been among the learners at this school?
7. Are there any challenges being faced by both learners and teachers as far as the teaching and learning of literacy is concerned at your school?

8. How have you intensified the print environment of the school, especially the preschool section?
9. Do you think there is any relationship between a teacher's qualification and quality delivery in the classroom?
10. What recommendations would you love to make in the area of language of instruction for preschool learners through the ministry of education to the government of the republic of Zambia.

APPENDIX C

INTERVIEW GUIDE FOR PARENTS TO PRESCHOOL LEARNERS

Gender Signature.....

Date.....

Kindly tick where applicable and give an explanation where you need to do so.

1. Gender

Male Female

2. What tribe are you?

3. Do you have any idea how many languages are commonly spoken in Luampa District? YES/NO

4. If the answer to question 3 is YES kindly state the languages commonly spoken in Luampa District.

5. What is your home language with your children?

6. How many languages is your child able to speak as well as understand?

7. What incited you to have your child enrolled at this preschool?

.....

8. Are there any challenges you have noted in the learning of your child?
YES/NO

.....

9. If the answer to question number 6 is yes, kindly state the challenges.

10. What recommendations would you love to make to the government through the ministry of education in the learning of preschool children as far as integrating their home languages is concerned.

APPENDIX D

TEACHER LESSON OBSERVATION TOOL

Class.... Total

Enrolment.....Boys.....Girls.....

Professional qualification.....

Subject.....

Language of Instruction:..... Date of
observation.....

Time of Observation..... Lesson
topic.....

Subtopic.....

.....

Key score: 5 = Outstanding 4= Very Good 3 = Good 2 = Fair 1 =
Unsatisfactory

COMPETENCE AREA	INDICATORS	SCORE S					
CLASS DOCUMENTS	Syllabus						
	Scheme of work						
	Individual work plan						
	Timetable						
	Assessment records						
	Marked lesson plans						
	Talking walls Print language						
	Marked registers						
CLASS ORGANISATION	Distribution of teaching and learning Aids						
INTRODUCTION	Lesson introduction						
	Clarity of lesson outcomes						
LESSON PRESENTATION	Teacher's appearance						
	Teacher voice projection						
	Integration of language practices						
	Learner involvement						
	Pupil-pupil interaction						
	Classroom management Integration of learners' home languages						
LESSON CONCLUSION	Evidence of remedial work						
	Evidence of homework						

APPENDIX E

APPROVAL OF STUDY LETTER



THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

Great East Road Campus | P.O. Box 32379 | Lusaka10101 | Tel: +260-211-290 258/291 777 **Fax:** (+260)-211-290 258/253 952 | **E-mail:** director.drgs@unza.zm | Website: www.unza.zm

APPROVAL OF STUDY

IORG No. 0005376

HSSREC IRB No. 00006464

25th August 2023,

REF NO. HSSREC: -2023 AUG - 011

Ms. Peggy Zulu,
 School of Education,
 P.O.BOX, 32379,
 LUSAKA.

Dear, Ms. Zulu,

**RE: “THE INTEGRATION OF LANGUAGE PRACTICES USING THE
 LOCAL LANGUAGE OF INSTRUCTION: A CASE OF SELECTED PRE-
 SCHOOLS IN LUAMPA DISTRICT”**

Reference is made to your submission of the protocol captioned above. HSSREC resolved to approve this study and your participation as Principal Investigator for a period of one year.

REVIEW TYPE	ORDINARY REVIEW	APPROVAL NO. HSSREC: -2023- AUG-011
Approval and Expiry Date	Approval Date: 25 th August 2023	Expiry Date: 24 th August 2024
Protocol Version and Date	Version - Nil.	24 th August 2024
Information Sheet, Consent Forms and Dates	□ English.	To be provided
Consent form ID and Date	Version - Nil	To be provided

Recruitment Materials	Nil	Nil
Other Study Documents	Questionnaire.	
Number of Participants Approved for Study		

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

CONDITIONS OF APPROVAL

- No participant may be involved in any study procedure prior to the study approval or after the expiration date.
- All unanticipated or Serious Adverse Events (SAEs) must be reported to HSSREC within 5 days.
- All protocol modifications must be approved by HSSREC prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address.
- All protocol deviations must be reported to HSSREC within 5 working days.

- All recruitment materials must be approved by HSSREC prior to being used.
- Principal investigators are responsible for initiating Continuing Review proceedings. HSSREC will only approve a study for a period of 12 months.
- It is the responsibility of the PI to renew his/her ethics approval through a renewal application to HSSREC.
- Where the PI desires to extend the study after expiry of the study period, documents for study extension must be received by HSSREC at least 30 days before the expiry date. This is for the purpose of facilitating the review process. Documents received within 30 days after expiry will be labelled “late submissions” and will incur a penalty fee of K500.00. No study shall be renewed whose documents are submitted for renewal 30 days after expiry of the certificate.
- Every 6 (six) months a progress report form supplied by The University of Zambia Humanities and Social Sciences Research Ethics Committee as an IRB must be filled in and submitted to us. There is a penalty of K500.00 for failure to submit the report.
- When closing a project, the PI is responsible for notifying, in writing or using the Research Ethics and Management Online (REMO), both HSSREC and the National Health Research Authority (NHRA) when ethics certification is no longer required for a project.
- In order to close an approved study, a Closing Report must be submitted in writing or through the REMO system. A Closing Report should be filed when data collection has ended and the study team will no longer be using human participants or animals or secondary data or have any direct or indirect contact with the research participants or animals for the study.

- Filing a closing report (rather than just letting your approval lapse) is important as it assists HSSREC in efficiently tracking and reporting on projects. Note that some funding agencies and sponsors require a notice of closure from the IRB which had approved the study and can only be generated after the Closing Report has been filed.

- A reprint of this letter shall be made at a fee.

- All protocol modifications must be approved by HSSREC by way of an application for an amendment prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address or methodology and methods. Many modifications entail minimal risk adjustments to a protocol and/or consent form and can be made on an Expedited basis (via the IRB Chair). Some examples are: format changes, correcting spelling errors, adding key personnel, minor changes to questionnaires, recruiting and changes, and so forth. Other, more substantive changes, especially those that may alter the risk-benefit ratio, may require Full Board review. In all cases, except where noted above regarding subject safety, any changes to any protocol document or procedure must first be approved by HSSREC before they can be implemented.

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

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

Yours faithfully,



Dr. J.I. Ziwa

DR. J. I. Ziwa

ACTING CHAIRPERSON

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

cc: Director, Directorate of Research and Graduate Studies

Assistant Director (Research), Directorate of Research and Graduate Studies

Assistant Registrar (Research), Directorate of Research and Graduate Studies

APPENDIX F

ETHICAL CLEARANCE



THE UNIVERSITY OF ZAMBIA

**HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS
COMMITTEE**

REF NUMBER: 2023 AUGUST 011

EXPEDITED

PROGRAMME (MASTERS/PHD): PHD, SCHOOL OF EDUCATION

**STUDY TITLE: THE INTEGRATION OF LANGUAGE PRACTICES
USING THE LOCAL LANGUAGE OF INSTRUCTION: A CASE OF
SELECTED PRE-SCHOOLS IN LUAMPA DISTRICT**

PRINCIPAL INVESTIGATOR: PEGGY ZULU

SUPERVISORS: DR. GEOFFREY TAMBULUKANI

1. Title

The title should be edited as shown above.

2. Statement of the Problem

This section is clear.

3. Purpose of the Study

The purpose of the study is clear.

4. Objectives and Research Questions

- i) To establish how language practices are integrated in a preschool child's language learning in local language of instruction in school.
- ii) To investigate challenges faced by both learners and teachers in the integration of language practices in a local language of instruction.
- iii) To establish the most effective language practice from the integrated practices as far as learning a local language for a pre-school child is concerned.

5. Significance of the Study

There is need to add the benefits of the study at individual (learners) and school level..

6. Theoretical Framework

The theoretical framework has been explained and justified.

7. Literature Review

There is a description of the literature reviewed without applying it to the current study. There is also no reference to the gap to be filled by the current study.

8. Methodology

8.1 study Site

There is need to give a justification why Luampa District will be the selected site for the study.

8.2 Research Approach and Design

This section is clear.

8.3 Study Population

This section is clear.

8.3 Study Sample

The PI should give justification for the selected study sample. For example, why will 6 parents of pre-school learners be involved in this study?

8.4 Data Collection Procedures

This section should be strengthened by giving justifications for use of interview, questionnaire and observation methods.

8.5 Research Instruments

This section should be presented, explaining and justifying the use of three instruments: Interview guide, questionnaire guide and observation check list. There is no instrument designed for the parents.

8.6 Validity, Reliability, Credibility and Trustworthiness

The PI should explain how the above terms related to quantitative and qualitative research will be achieved.

8.7 Data Analysis

This section is clear.

9.0 Ethical Issues

Other ethical issues: ensuring that interviews are held at the time and place convenient to participants; informing participants how long it will take the PI to conduct the interview and participants to complete the questionnaire.

10. Verdict

The protocol is recommended for approval subject to the following corrections:

- i) Strengthen the title, significance of the study and literature review
- ii) Strengthen methodology chapter: study site, study sample and data collection procedures
- iii) Presenting and explaining research instruments
- iv) Presenting and explaining Validity, Reliability, Credibility and Trustworthiness
- v) Strengthening ethical issues

APPENDIX G

INTRODUCTORY LETTER



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

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

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

Date 31.08.2023

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: FIELD WORK FOR MASTERS/ PhD STUDENTS

The bearer of this letter Mr/Ms. ZULU PEGGY Computer
number 3019099454 is a duly registered student at the University of
Zambia, School of Education.

He/She is taking a Masters/PhD programme in ... APPLIED LINGUISTICS ...
The programme has a fieldwork component which he/she has to complete.

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

Yours faithfully

le

Bibian Kalinde (Dr)
ASSISTANT DEAN POSTGRADUATE STUDIES SCHOOL OF EDUCATION

cc: Dean-Education
Director-DRGS

