TRANSLANGUAGING PRACTICES LECTURERS USE WHEN TEACHING LITERACY AND LANGUAGE IN MULTILILINGUAL CLASSROOMS AT A SELECTED UNIVERSITY IN ZAMBIA

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ABSTRACT

The purpose of the study was to analyse the translanguaging practices lecturers use in their lectures at one selected public university in Zambia. This study was conducted after all the lecurers underwent training on multlingual education and mothwr tongue based multilingual language education (MTB-MLE) strategies. The lecturers were trained because zambia is multilingul and they needed to train teachers according to how they were required to teachh in multilingual classrooms in primary schools once deployed. The study was conducted on a sample of 20 literacy and language degree students who are in the first year and 5 lecturers teaching literacy and language at the university. The sample was homogeneously sampled and interview guides were used to collect data from lecturers while classroom observation method was used in the classrooms. The study found that most lecturers translaguaged using practices such as code switching, translation and code mixing. The study showed that most lecturers and students translanguaged while a few did not. Those who did not translanguage explained that university teaching did not require translanguaging on the assumption that university students were conversatnt with english. Therefore, the study concludes that even with intensive taining into translanguaging pedagogy, it is impossible for some university lecturers to apply the pedagogy at the university owing to the anecdotal assumption that all universiy students are proficient in english.

Keywords: Translanguaging, public university, literacy and language, lecturers.

1. INTRODUCTION

The concept of translanguaging has been a topic of debate especially with its application in most african curricula which are monolingual. Translanguaging was coined by William (1994) and since then, other scholars have developed it from being a social practice into a pedagogical practice. Weihong and Xiao (2019) states that translanguaging practices used in universities can be largely grouped into four categories: bilingual label quest, simultaneous code-mixing, cross-language recapping, and dual-language substantiation. By definition, Bilingual label quest refers to the teaching of terminologies, concepts or fixed expressions in one language by eliciting corresponding labels from another, allowing "the teaching to be accomplished bilingually.

By definition, 'Trawsieithu' or translanguaging' was constructed as a purposeful cross-curricular strategy for 'the planned and systematic use of two languages for teaching and learning inside the same lesson' (Lewis et al., 2012). Nyimbili (2021:227) defines translanguaging as a pedagogical practice as "the teacher's pedagogical knowledge to utilise the learners' emergent literacies (community languages) to support content/knowledge acquisition in a multilingual classroom in order to promote multiliteracy development in every learner's language. From these two

definitions, we can state that the concept of translanguaging is not limited to learners but to also the teachers or instructors who should initiate it.

Recent studies have proved the presence, use and benefits of translanguaging pedagogical practices in the education system. A study by Muzeya and Mkandawire (2023) found that t*he study also established that translanguaging was a promising strategy for teaching diverse learners in multilingual classes of Choma district as it improved learners' participation, cognition and aided the connection of what they were doing in class to their language of play and home language. In addition,* Hillman, Graham and Eslami (2019) noted that while instructors may report minimal mixing of languages in classrooms at the international school due to different ideological tensions, in practice instructors still engage in translanguaging for various pedagogical purposes, both inside and outside of the classroom space. To these scholars, the presence of translanguaging can not be disputed.

In addition, Nyimbili and Mwanza (2021) found that the translanguaging practices which were used by teachers and learners involved translation of key linguistic concepts from the target language to the learner's languages to enable learner understanding the classroom lesson of the day. Also, Shifidi (2014) confirmed that teachers acknowledged the necessity of translanguaging and cited the potential of translanguaging in enhancing learning and understanding, participation, socialization in multicultural/lingual classrooms. The power of translanguaging in the teaching and learning environment can not be overemphasized to this effect.

In other scholarly arguments, Shank-Lauwo (2020) indicated that parents in Tanzania prefer to enrol their children in Kiswahili and English-medium school because Kiswahili is a national language and enables learners to become member of national community while English is gatekeeper to employment opportunities. From China, Li (2014) claimed that in bilingual and multilingual educational settings, translanguaging is an effective pedagogical practice, because it has a crucial impact upon student development in social relationships and identity. He argues that in the classroom, translanguaging has been described as a process in which two languages are used together for meaning-making, experience-shaping, understanding, and knowledge. Zambia provides a bilingual education system which states that one language and learners transition to another language during the education process. therefore, teachers and learners cannot fail to be forced to translanguage due to their linguistic capabilities which might affect their competences in both languages.

Others studies by Nyimbili, Sakala and Mungala (2023) have noted that the monolingual teaching practices fail to make learners make meaning in multilingual classrooms because learners are not helped to make meaning of the lesson which is in a foreign language to them. Further, Tembo and Nyimbili (2021) added the use of Nsenga in the teaching to the Nsenga learners provided the learners with the practical understanding of the content the teacher was teaching about. To this, Nyimbili and Mwanza (2020) concluded that translanguaging practices brings about increased learner achievements in multilingual literacy classes while monolingual practices did not improve learner performance. Making the Zambian curriculum be monolingual is not a simple thing as the curriculum is designed to have bilingual and multilingual literacy development.

Meanwhile, the Zambian policy on university education is clear as it stated that all public universities shall use English as a medium of instruction (MOE, 1977; 1996). Despite this declaration, there is a wider assumption that all students in universities are fluent in English

because they have leant it for 12 years from primary to secondary schools. A study by Mwanza (2016) showed that even second language teachers of English who are university graduates struggle to use the English language fluently. He further found that some teachers of English could not differentiate an acronym from an abbreviation and were code switching without realising that she was doing so. This proves that translanguaging has also a presence in the teacher training institutions while evidence to prove this fact is not documented by the Zambian scholars which this study did at a public university.

Statement of the problem

Zambian universities and colleges train students using English language as per policy (MOE, 1996). Some students do not have the fluency and linguistic abilities to effectively understand the training content the official language while they have the meaning of the concepts in their languages which are not part of the classroom language of instruction in the university (Weihong and Xiao, 2019) and this leads to lecturers and teachers to engage into different translanguaging practices in the universities so as to bridge the knowledge gap. Studies conducted on translanguaging have been in the primary schools (Nyimbili, 2021: Muzeya, 2023: Mkandawire, 2022 and Hanzooma and Musonda, 2024) leaving a research gap in the universities which this study problematised. Therefore, the problem was that it was not known what translanguaging practices lecturers used in their lectures at one selected university in Zambia.

Objectives

To establish the translanguaging practices lecturers use in their lectures at one selected university in Zambia.

2. METHODS AND MATERIALS

Methods

The study adopted the constructivism paradigm to investigate the problem at hand. A qualitative approach (Milingo, 1999; Milingo, 2004; Milingo, Changwe and Hara-Zulu, 2021) was used and adopted a descriptive research is to describe the state of affairs as it exists at present. This research design enabled the researcher to interact with the lecturers and students in their lecturer rooms and learn from their experiences on how they used translanguaging practices in their lectures.

Population and sample

The population was drawn from all first year students who were attending lectures in literacy and language at a public university and all the lecturers. The study sample included three classes from literacy, language and education. This catered for 20 students who are in the first year and 5 lecturers were also sampled from the literacy and language department at the university. The total sample was 25 participants.

Sampling procedure and instruments

The study used purposive procedures to come up with both students and lecturers who participated in the study. Nyimbili and Nyimbili (2024) states that homogeneous sampling is that type of sampling which regroups the sample into similar characteristics and then take them as independent sample within the main sample. The study used homogeneous sampling to sample the lecturers because this type of sampling reduces variation, simplifies analysis, facilitates group interviewing and enable the researcher to learn from the people concerned. The lecturers were sampled homogeneously because they were the people lecturing literacy and language in the university hence their contribution was relevant to the study. The literacy and language classes were

homogeneously because these are the only classes which are involved in the literacy and learning lessons where multilingualism and its space is respected.

Interview guide

Lecturers were interviewed in this study so as to learn on their knowledge of translanguaging and if they translanguage or not and how they did it in their lectures. Interviews helped the researcher to understand the classroom practices which they used in their classrooms and why they used such in their lectures.

Classroom observation guide

The study used an observation guide to collect data from the classroom interactions between the lecturers and the students in three courses. The researcher used the participant as observer technique to collect data. Nyimbili and Nyimbili (2023) states that participant as observer technique in the literacy class is where translanguaging is used, collaboration and learner centeredness are used to make learners interact and share knowledge. In doing so, the researcher is also relegated to the learners so that linguistic practices are recorded at all times. This technique helped the researcher to record conversations and other language practices which both the lecturer and the students were involved in during the lessons. This tool helped to observe how the lecturers were using language in delivering their content and if the students were given the right to have access to knowledge in their local languages which they used to teach in the class. Therefore, this research instrument was used to ensure that the classroom practices were understood from the classroom point of view in the university.

Data analysis

Thematic analysis was used to analyse the data collected from the participants in this study. Valsiner (2006) explains that thematic analysis involves the researcher looking for related themes and describing the information in themes and patterns exclusive to the set of participants. Theming means putting data into identifiable themes and categories after which interpretation was made easier. In this study, identical data was put in common brackets so that the understanding of what respondents meant became easier. Verbatims were presented in the findings to authenticate the voices of the participants on key responses.

Ethical consideration

In order to conduct this study, permission was sought from University of Zambia Ethical Committee and a letter of introduction to the research institution was obtained. Permission was sought from the authorities at a public university, and the relevant schools involved. The other ethical issue to be considered was anonymity in research. The names of respondents, places and any other feature that can lead to identifying the respondents and areas of research was mentioned, written and listed in this dissertation so as to protect them from vindication. In addition, a consent form was signed by the participants as a form of assurance that they would be protected in this study. All information to be obtained in this study was treated as confidential and was used for the sake of academic purposes. The benefits and risks of taking part in the study were explained to the participants. Participants were told that this study was purely academic and that the findings were communicated to them once the research was published. Any participant willing to withdraw from the study was allowed to do so without any question.

3. FINDINGS AND DISCUSSION

This research question was answered by lecturers through interviews, students through focus group discussion guide and classroom observation. These tools were used to ensure there was adequate data triangulation in the study so that all the practices which lecturers used to lecture their students were presented in this study.

Findings from Interviews with Lecturers

The participants were asked on the common language which they used in their lectures as they taught the students in the university. Interview data showed that different lecturers had different ways of using language in their university classrooms. Some participants established that they used English language because the students were university students and needed to learn and use English language. When asked what languages they used when they intended to engage students in their lessons, they insisted that they only used English language when they were engaging the students in the classroom situation. Lecturer 1 said:

> I can only use English language when teaching my students because they are in a university, and we have to ensure they practice the official language. Personally, there is no room for local languages in my class and in this university.

Lecturer 3 noted that:

> It is common sense that all students who come to the university should have passed English and they should know it well. therefore, I have no chance to use their local language in the teaching of my subject in the classroom. I just have to be consistent with English language all the time.

Participants were asked on how and when the incorporated the Zambian language or local language in their lessons. Participants established that they only used local language to the students when they wanted to give a practical example which was known to the students and when explaining a difficult concept. Lecturer 2 observed:

> I have been using local language in my lectures when I want to give a practical example to my learners. I switch to local language because I want the students to easily understand the example which can make them learn from it.

Lecturer 1 said:

> I have used local language time and again in my class when I want to explain a difficult concept to my students especially if I know they will not understand the English concepts. So, I have time and again used local language only when explaining such difficult concepts and not anywhere else.

Participants were also asked on the instances when they used translation of content from English into the local language when lecturing. It was established that lecturers used translation of concepts from English into local language when they wanted to give practical examples which existed in the local languages and also when explaining the difficult concepts which were not familiar to the students. Lecturer 2 stated that:

> I have been using local language in my classes to give example to my learners when I want to make them understand the situation I have described in English. This makes the learners to understand what I am teaching in the classroom situation and allows them to participate through laughter.

Lecturer 3 said:

> I have used local language to my learners when the concepts I am teaching
> are difficult to them. I have ensured that I have used the local language to
> make them know the concept I am talking about in simple language.

Lecturers were further asked on how the use of authentic teaching and learning materials help break the language barriers between the lecturers and the students. Participants revealed that the language barrier is broken when students are allowed to explain what they can see in the teaching and learning material using their local language. Lecturer 1 stated that:

> I have been using the teaching and learning materials strategically to make
> sure my students are free to use the local language in class and make
> meaning out of the language used. I allow them to read the picture in local
> language and then translate into English language so that they can realise
> their learning abilities.

Lecturer 3 said:

> It is natural to ask students what they are seeing from the picture or chart
> and then they will usually respond in local language, Nyanja, in most cases.
> I usually ask them to translate into English when they respond in local
> language. Anyway, I allow some use of local language in my lectures.

From the questions asked and responses provided by the participants, it was clear that lecturers allowed the use of local languages in their lectures to a certain extent while they did not appreciate the idea of using local language to lecture students to a larger extent.

Findings from Focus Group Discussion with students

Participants were asked on the languages which were common in their classrooms as they attended lectures in the institution. It was established that two languages were very common in the classrooms of a public university being Nyanja and English. These languages were common because English was the official language while Nyanja was the common language which most learners used for social interaction and was also common in the district. Student 2 said:

> We usually speak English and Nyanja amongst ourselves in school,
> classroom and at the rooms because these two languages are very common.
> I have also learnt Nyanja because it is a common language of
> communication in this institution.

Student 4 added that:

> I can tell you that English language is one of the most common and spoken
> language in this institution because we all know the language and we use
> it in class and outside. Apart from that, Nyanja is also a second common
> language which we use when we are not using English for our daily
> communication.

Students were also asked on how they incorporated the Zambian languages in their responses to the classroom questions during lectures in the university. Participants established that they used Nyanja to explain some answers in a presentation when they failed to find suitable words in English language for that concept. It was also established that the participants used Nyanja to give an answer during classroom presentations and whenever they failed to express themselves accurately in English language. Student 1 said:

> It is a common practice now that when we are giving answers to a posed question in class, we usually combine English and Nyanja when responding. I can say this is common because I feel this is when we express ourselves fully and give a good and clear answer than using broken English continuously.

Student 7 noted that:

> At times, I use Nyanja not because I don't know English but because I want to explain the concept to my friend very well. so, when I explain a concept using Nyanja, all my friends understand what I am talking about, and they make me feel happy because I would have shared what was supposed to be shared at that particular day.

Student 6 also added that:

> I love my Zambian languages and that is the more reason I use it when presenting in class after class discussions. I feel free to give a presentation of our group findings using Nyanja because I know everyone will understand what I would be talking about unlike using English which can make other not get my meaning to the fullest. So, when I present using the local language, I make everyone understand what we have discussed as a group.

Students were also asked if their lecturers were able to use the local languages when presenting lessons in class especially when the students were not getting the concepts clearly. Participants revealed that only one or two lecturers could explain the concept in Nyanja while the rest of the lecturers never even paid attention to the students' linguistic needs. Student 3 stated that:

> Ever since I stated learning in this university, I have only come to appreciate one lecturer who usually uses Nyanja to explain some difficult concepts when lecturing. He ensures that he makes us understand the concepts of the day by explaining such content in the local language or by giving examples in the local language. Others, they do not even seem to know the local languages.

Student 5 added that:

> In my case and from my experience this year, I can say only two lecturers use local languages to explain some content to us when they are teaching. They do so when we ask what they are talking about, and this makes them to directly use the local language to explain and we even become happy after the explanation is given in the local language to us.

Student 8 noted:

> I can tell you that not all lecturers use the local languages to explain to us. So far, only two are the ones who usually use the local languages to ensure the concepts they are teaching are understood by us students. Other lectures they just speak English and never use a local language.

The researcher asked that participants on the instances the lecturers translated content from English into the learner's language when lecturing. Students established that the lecturers translated content from English language into local languages during lessons and explaining concept that seemed difficult for learners to understand. The other instances were when giving examples in a classroom and also when introducing some topics in the classrooms. Student 1 stated that:

In most cases, the few lecturers who use local language to help us understand content usually translate the teaching content from English into local language when they are introducing a lesson which is new in class. This is common in our courses with only few lecturers.

Student 7 added that:

I have seen some lecturers provide translated version of the examples they give in class to use using a local language, Nyanja. This is common when the examples in English cannot be understood by us students according to the topic being presented.

Student 8 noted that:

Translating some content from English into local languages actually depends on some topics which are being taught. In one course, the lecturers almost translated all the elements he was to teach on that particular day into local language because we knew such elements in our languages and not in English. So, some topics are just naturally translated into local language.

Students were also asked on how authentic teaching and learning materials helped them to break the language barriers between the lecturers and the learners in the university. It was established that some lecturers brough pictures and conversational posters to teach and explain certain concepts in class. It was during this time that the lecturers were able to use the local languages and engage the students in the lesson who were allowed to respond using the local languages as well.

Student 3 noted that:

I have realised that lecturers were making us use the local languages when they brought some charts into the classrooms to be used for teaching us. They asked us questions and allowed us to express ourselves in local languages, Nyanja, if possible so that we can give more answers.

Student 8 observed that:

The time lecturers used local language more than ever was when they brought a teaching and learning material which was then used to teach in class. We were allowed to provide responses in the local languages at this particular time and this brought about interaction.

Therefore, the concept of familiar language in teaching students in the university was becoming more prominent with some lecturers while other lecturers were not allowing the use of local languages in the teaching of content. It was however noted that some lecturers told students to use English only because it was the official language and not the local language.

Classroom Translanguaging Practices: Findings from Classroom Lesson Observation
From the classroom observations which were conducted in three classes, it was established that in some classes both lecturers and students were involved in different forms of translanguaging practices while in other classroom, there was no translanguaging. The following are the trascripts of the three observed lessons:

Lecturer A in Classroom A

Lecturer: So, in groups of five, write syllables using the sound /k/ and explain how you can teach that in your class. Kindly follow how I have explained the sound I have used as an example. Let us do this simple exercise in groups.

Student A: *Iwe ba sir bakamba ati tilemba ma syllables monga mwamene balembela pa board*. English: you, the sir said that we write the syllables the way he has written on the board).

Student B: *Manje which language tizalemba ndaba balemba uku muchizungu uku mu chibemba nanga ise?* (English: now, in which language are we supposed to write because he has written in English and Bemba and what of us?)

Student C: *Let us ask so that tulembe ifituntulu and she raised the hand.* (English: let us ask so that we write correct things).

Student C: *Sir, tizalemba in which languages?* (English: in which language should we write?)

Lecturer: *You can use English languages and chitundu chanu as long as you tell us what it means muchizungu*. (English: you can use English and your languages as long as you explain the meaning in english).

Students: Okay sir.

Lecturer B in Classroom B

Lecturer: *Listen students, munayenda ku class observation last week and you saw a lot of things. What challenges munaona kubane mu class where literacy learning is concerned?* (English: listen students, you went to observe lessons last week and you saw many things. What challenges did you see in class where literacy is concerned?)

Student A: *Bana basukulu they don't know Cinyanja*. (English: school pupils do not know Cinyanja).

Student C: *Even ma teachers sibaziba kulemba Cinyanja apart from kukamba*. (English: even teachers do not know how to write Cinyanja apart from not knowing how to speak).

Lecturer: So, the current policy recognised the importance of the first language in the primary schools. the policy further states that all learners from pre-school to grade 4 should use the regional languane as a language of instruction. Now, the regional language is not known by all the learners in the classroom and that is exactly what you saw during the observation. What do you think can be done to solve this problem?

Student D: I think (we) should ask the government to increase the number of regional languages *pantu* the languages are different.

Lecturer: Yes, another response?

Student E: I also think we should just use *ma* community languages which we talk about last time. *Ndaba* every school is surrounded by the community and the language of the community should be use *mu ma* class by *ma* pupils. For example *apa pa skulu* we went to observe, it is a pure Soli community. So, why *bapunzila* using Nyanja which is not known here? I think that is why *tiona ma* literacy levels *yali pansi* its because of the language of instruction and not teachers or pupils.

Lecturer C in Classroom C

Lecturer: Why do you think the Zambian languages should be used as LOI in the Zambian curriculum?

Student B: To allow all of us to speak our language so that *tizibe* (we know) our languages.

Lecturer: Please use English and not local languages.

Student E: To make sure that we learn and use our culture like *ukwishiba ama* (we know) practices and teach them to children.

Lecturer: I have asked you not to use your local languages please. Use English only because this is a university.

Student A: Sir, we cannot get meaning of some of the words you are using in English.

Lecturer: You are university students and you passed English that is why you are here. So, I expect you to use English in this class and not any other language. English is the official language in this university and in Zambia so let us just know and comply. I am not making this up, it is policy.

Student C: But sir, how do you help us with the concepts we are not understanding which are in English.

Lecturer: Kindly buy a dictionary and use it when I am teaching because I do not know the Zambian languages you want me to use and I cannot pretend.

Lecturer: So, let us answer the question. Why do you think the Zambian languages should be used as LOI in the Zambian curriculum?

Student F: So that the children can learn the Zambian languages I think and use them in school.

Lecturer: That is good. Any other view class?

Student H: May be sir, it is to show that we are Zambian and we have the Zambian languages which should be used to teach our children.

Lecturer: Yes, another view?

Student B: I think sir, the issue of using the Zambian language as LOI it is a policy thing and we cannot say much sir.

Lecturer: Perfect. So, we have such a policy and this is what guides us. Let me now explain what they policy states and why we have such a policy.

4. DISCUSSION OF FINDINGS

The study established that lecturers mainly used English language when lecturing because the students were university students and needed to learn and use English language. This resulted into some lecturers not accepting translanguaging as a practice in the university for the benefit of the students. These findings are supported by Muzeya and Mkandawire (2023) who stated that t*he study also established that translanguaging was a promising strategy for teaching diverse learners in multilingual classes of Choma district as it improved learners' participation, cognition and aided the connection of what they were doing in class to their language of play and home language. Despite the lecturers not accepting the reality of classroom multilingualism, the schools and its teachers have no option but to follow this reality and translanguage for the benefit of the learners.* Just like in Zambian universities, the use of English language has taken centre stage and some radical lecturers do not want to use other languages apart from English as they believe it is the language in which knowledge has to be shared. Therefore, if a lecturer is following the government and higher education policy on language use in the universities, then, they are not providing the linguistic rights to the students who come from different linguistic and ethnic backgrounds which should be a mandate of the lecturer.

The findings of the study also established that some lecturers only used local language mainly Nyanja to the students when they wanted to give a practical example and when explaining a difficult concept in the university classrooms. These results are in tandem with Hillman, Graham

and Eslami (2019) whose results show that while instructors may report minimal mixing of languages in classrooms at the international school due to different ideological tensions, in practice instructors still engage in translanguaging for various pedagogical purposes, both inside and outside of the classroom space. Inside classroom, they used well known languages while outside they used isolated languages according to the person they are talking to. This applied to the Zambian lecturers as well. Since Chongwe is a Nyanja speaking community especially when the elite are interacting, it was prudent that the lecturers used Nyanja to explain the concepts as they knew to say it was a university common language. With this usage of a local language pedagogically, it can be assumed that translanguaging was taking place purposive for the sake of making some concepts be well understood by the learners. This can be seen to be a way of providing linguistic rights to the learners instead of supressing them through monolingualism as per policy provision.

The study further established that lecturers used translation of concepts from English into local language when they wanted to give specific examples which existed in the local languages and also when explaining the difficult concepts which were not familiar to the students in English. The findings are supported by Nyimbili (2021) who found that the other translanguaging practices involved translation of key linguistic concepts from the target language to the learner's languages to enable learner understanding the classroom lesson of the day. Also, Shifidi (2014) confirmed that teachers acknowledged the necessity of translanguaging and cited the potential of translanguaging in enhancing learning and understanding, participation, socialization in multicultural/lingual classrooms. Further, the study found that there are certain schools with internal policies that prohibit learners from speaking their local languages in the school premises even to the extent of charging them to pay a certain amount as a punishment. This tendency and local policy are not supporting the idea of using classroom languages as resources to learning. In support of this view, Kukano and Malwa (2023) note that school leaders can encourage high academic achievement in their institutions by using leadership styles that influence learners' academic success which include lecturers as they choose the language of instruction.

It was established that two languages were very common in the classrooms of a public university being Nyanja and English. These languages were common because English was the official language while Nyanja was the common language which most learners used for social interaction and was also common in Chongwe district hence, they were used by the lecturers and students in class and outside. These results are in line with Shank-Lauwo (2020) who revealed that parents in Tanzania prefer to enrol their children in Kiswahili and English-medium school because Kiswahili is a national language and enables learners to become member of national community while English is gatekeeper to employment opportunities. The use of both the official and community language known to most students in the community for educational purposes provides an avenue for both lecturers and students to use such languages as resources instead of seeing the local languages as a problem. This is in line with the view of Kukano, Hapompwe and Silavwe (2020) who postulate that teacher educators have a huge responsibility in supporting the future development of student teachers through effective curriculum change and management. From this, it can be realised that students learn more from lecturers when concepts are translated into local languages while lecturers feel better when they explain the concepts in a familiar language since they get assured that understanding would have taken place. This is good evidence of how local languages can be used as resources instead of seeing them as problem to knowledge sharing in a classroom situation in the Zambian context.

Further findings of the study established that students used Nyanja to explain some answers in a presentation when they failed to find suitable words in English language for that concept. The practice is not isolated to Zambian lecture room but even in other universities and classrooms where multilingualism is common. To this, Nyimbili, Sakala and Mungala (2023) argue that the monolingual teaching practices fail to make learners make meaning in multilingual classrooms because learners are not helped to make meaning of the lesson which is in a foreign language to them. The findings are supported by Tembo and Nyimbili (2021) who revealed that the use of Nsenga in the teaching of Nsenga learners provided the learners with the practical understanding of the content the teacher was teaching about. The lecturers were then using translanguaging to enable students learn in their classrooms using the local knowledge of their local languages where they did not understand english. It can be noted that translanguaging in the Zambian lecture rooms is in form of code switching between English and the classroom languages which can be either a linguistic challenge or a pedagogical strategy. However, what is key is that learning is taking place and people are understanding what is being discussed.

Other results of the study established that the lecturers translated content from English language into local languages during lessons and explaining concept that seemed difficult for learners to understand. The other instances were when giving examples in a classroom and also when introducing some topics in the classrooms. Therefore, the use of local languages in the lecture rooms was common and purposive instead of using the languages spontaneously. Li (2014) agrees to these findings when he claimed that in bilingual and multilingual educational settings, translanguaging is an effective pedagogical practice, because it has a crucial impact upon student development in social relationships and identity (see also Banda and Mwanza, 2020: Nyimbili and Mwanza, 2020; Mashinja and Mwanza, 2020; Mwanza, 2020). Li (2014) further argues that in the classroom, translanguaging has been described as a process in which two languages are used together for meaning-making, experience-shaping, understanding, and knowledge (Mubita and Mwanza, 2020; Banda and Mwanza, 2020; Mwanza and Bwalya, 2019). This is what has been seen in the Zambian lecture rooms where the lecturers are able to explain difficult concepts using the local languages to facilitate student understanding. He adds that teachers and learners constantly engage into translanguaging practices like translation of concepts from one language to the other so as to make meaning of the learning situation in a classroom. Through this, better conceptual understanding is arrived at by both the teachers and the learners in a learning environment. Through translation, it becomes clear that classroom multilingualism is no longer perceived as a problem but as a resource to knowledge acquisition because students share understanding through their local language and its experiences.

The study futher revealed that students were initiating the translanguaging procsses through code switching but the lecturers were not allowing any form of translanguaging in the literacy and language classes. From the classroom observations, it was evident that the students had the zeal to make the lecturer translanguage but the lecturer was rigidy and insisted on the use of English because it was the official language for all Zambian universities. In view of the findings, Nyimbili and Mwanza (2020) concluded that translanguaging practices brings about increased learner achievements in multilingual literacy classes while monolingual practices did not improve learner performance. However, some lecturers used translanguaging practices to their advantage during the lectures while others were rigid and valued the policy rigidity which divides the learners within their linguistic capabilities and saw mulitlingualism as a problem. This also resulted into the lecturers not using the classroom sociolinguistics to their advantage but they stuck to the

monolingual practices which are generally rigid in multilingual classrooms as seen in this study. Therefore, the study findings do not support the principle which gives students the rights to their language and use their languages for academic purposes.

5. CONCLUSION

The study has establish translanguaging practices lecturers use in their lectures at one selected public university in Zambia. The study found that the translanguaging practices included code switching between English and the Zambian local languages, content translation between English and the Zambian languages, giving examples using the local languages, code mixing when explaining concepts in the lecture rooms and allowing students to use their local languages when explaining some content in lecture room. To this, both lecturers and students appreciated the way languages aided content understanding during the lectures and it can be stated that translanguaging practices have a place in the Zambian universities which should be supported. Therefore, the study concludes that translanguaging was taking place in the lecture rooms taught by literacy and language lecturers. The study recomends that university lecturers should adopt translanguaging pedagogical practices to enable students to benefit from the monolingual curriculum prepared for universities in Zambia. This will help students and lecturers share knowledge and experiences from a practical point of view and facilitate learning.

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