

PERCEIVED EFFECTS OF TRANSITION OF LANGUAGE OF INSTRUCTION (L.O.I) ON LEARNER CENTRED TEACHING IN GRADE FIVE IN SELECTED RURAL PRIMAR Y SCHOOLS IN CHIPATA DISTRICT

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Abstract

The purpose of the study was to establish the Perceived effects of transition of language of instruction (L.O.I) on learner centred teaching in grade five in selected rural public primary schools in Chipata district. The objective of the study was to establish language practices teachers and learners used in the classroom in order to successfully interact and transmit knowledge. The study used mixed methods were qualitative method was mainly used and in a few instances quantitative method was used. The research instruments were interview guide, questionnaire, Focus group discussion, and observation check list and document analysis schedule. Study area comprised 19 rural government schools. The sample size was 220 participates and these were 30 grade five teachers, 3 zonal head teachers, 186 grade five learners and 1 senior education standards officer for languages - Eastern province. Purposive sampling and simple random sampling were used to select participates. Findings of the study indicated that most learners were passive when English was used as a L.O.I, therefore, to counteract the language barrier created by the English language the teachers and the learners used code-switching, code-mixing, interpretation and reciprocity as language practices to interact and transmit knowledge successfully. The study recommends that policy makers should not pronounce the transition of language of instruction based on number of years but must be based on the learners' proficiency. At primary school level, English hegemony be removed so that Zambian language and English be used as complementary languages of instruction so that learner centred teaching is enhanced.

Key words: Perceptions, Effects, Transition, Learner Centred, Language of instruction.

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