Multilingualism as a Classroom Resource for Communicative Language Teaching: A Case of a Primary School in Warren Park, Zimbabwe

Mildred Shingirirai Nyamayedenga, PhD
ORCID: https://orcid.org/0000-0003-3121-6130
Department of Education, Women's University in Africa, Zimbabwe
Email: mildrednyamayedenga@gmail.com

Abstract: This study sought to explore the use of multilingualism as a classroom resource to implement Communicative Language Teaching at a primary school in Zimbabwe. The study employed a single case study design which is qualitative in nature. The population comprised of 21 teachers at the school. Three purposively selected teachers were used as the sample of the study. The study established that multilingualism has different roles that it plays in implementing CLT in the teaching and learning of English language. The learners' inability to express themselves in English caused teachers to code switch. When code switching was used, learners communicated more effectively and this led to a conclusion that code switching is a powerful technique to use as a resource in a multilingual classroom. Teachers' positive attitudes towards multilingualism and code switching provided learners with greater opportunities of collaboration in the classroom. It is therefore important for teachers to understand other indigenous languages. The use of multilingualism will not only assist teachers to implement CLT effectively but it will also help learners to learn effectively and improve their communicative skills.

Keywords: Communicative language ; indigenous languages; language policy; multilingualism; teaching.

Introduction

While Zimbabwe has thirteen indigenous languages, this study sought to establish whether English Communicative Language teaching and learning can be implemented using indigenous languages so that learners produced are globally relevant with effective mastery of English language skills. A study carried out in Italy by Garrote (2014) found that teachers may encourage dialogue through cooperative learning which embraces CLT. The study goes on to state that cooperative learning encourages learners of different cultural backgrounds to interact during the learning process and develop problem solving skills. Thus, in the process of cooperative learning, multilingualism may be used as a learning resource since learners will be interacting among themselves. In Kenya, Okal (2014) found that one

of the benefits of multilingualism is that it may be used as a teaching and learning resource to assist learners synthesise knowledge and express it accordingly. This may mean that multilingualism promotes interaction which assists learners to easily communicate during the teaching and learning process.

Interaction is an aspect of the Communicative Language Teaching approach. For multilingualism to be productive in language teaching, learners are encouraged to contribute during their interaction using the language they understand best. The use of learner's first language is an important multilingual tool that assists with the learner's speaking and writing abilities.

The Ministry of Primary and Secondary Education in Zimbabwe (2014) stipulated that the learning of

English language should assist learners to use English in a functional way in different contexts. Therefore, teachers should use interactive methods of teaching that assists learners to use language in real life situations.

Schools in Zimbabwe have classrooms with learners who are ethnically and lingual, divergent with varied learning capabilities (Frederickson & Cline, 2015). Therefore, there is a need to come up with ways of how to implement CLT in a multilingual class to teach these linguistically diverse learners. CLT is considered as a teaching method that may be implemented using multilingualism as a classroom resource to increase the learners' communication.

Research findings show that language learning may involve code switching as teachers and learners negotiate meaning in a CLT classroom (Levine, 2011). While there is little research on how multilingualism is used as a classroom resource to implement CLT at primary school in Zimbabwe, code switching may be used in the classroom for meaning-making. This study therefore sought to investigate on implementation of CLT using multilingualism as a classroom resource in the teaching of English as a second language at primary school.

Review of Literature

According to Edwards (2008), speaking English can be necessary, "but the ability to speak other languages, nonetheless, ensures a competitive edge" (p. 164). This means speaking English is very essential and speaking other languages is an advantage that is more valuable than being monolingual, hence the need to use these languages to learn English better. In view of the importance of having knowledge of other languages, it is important to understand what is meant by a multilingual person.

Wei (2008) defines a multilingual person as "anyone who can communicate in more than one language, be it active (through speaking and writing) or passive (through listening and reading" (p. 4). According to the European Commission (2007), multilingualism is "the ability of societies, institutions, groups and individuals to engage, on a regular basis, with more than one language in their day-to-day lives" (p. 6). Aronin (2019) goes on to give an encompassing definition by stating that multilingualism symbolises "the presence of a number of languages in one country or community. It is the use of three or more languages, and the ability to speak several languages" (p. 8). Skutnabb-Kangas (1981) agrees with the definitions and views multilingualism as the ability of speaking or using more than one language. In this study, multilingualism will include the concept of bilingualism and tringualism, the former meaning the use of two languages and the latter meaning the use of three languages (UNESCO, 2012). In this study the concept of multilingualism is viewed as including all forms of multilingualism together with bilingualism and trilingualism. The definitions of multilingualism are pertinent to discuss in this study so as to allow readers understand what it entails as the study discusses how it can be used as a resource in the implementation of communicative language teaching.

Education policy application in the classroom
Education policies in Zimbabwe and in other African countries may be one of the aspects that may determine the implementation of CLT using multilingualism as a classroom resource. In South Africa, the Language in Education policy (Language in Education Policy, 1997) endorses multilingualism and approves the use of all languages as well as the South African sign Language in the teaching and learning of English as a second language (Department of Education (DoE), 1997; Manyike, & Lemmer, 2014). In Nigeria, multilingualism is encouraged in practicing education. Three local languages namely Igbo, Hausa and Yoruba together with English are recognised as official languages for formal communication in schools (Adegbija, 2004).

In Nigeria learner's first language is used as the medium of instruction in the first three years of school while English is taught as a subject from Grade 4 upwards (Federal Government of Nigeria, 2008).

Zimbabwean Education system is a product of the colonial era. Expounded in the beginning, English remains an important subject as it is used in business transactions, administration and as a means of communication in the global village (Nyamayedenga 2017; Nziramasanga, 1999). According to the National Language Policy Advisory Panel Report (1998), indigenous languages are not recognised as they should be because of the importance that is attributed to

English. Gora (2013) opines that the marginalisation of indigenous languages is still continuing years after its independence in Zimbabwe. The marginalisation is enhanced by the language of instruction in Zimbabwean Primary Schools as well as lack of a clear cut language policy.

To note, Zimbabwe like most sub-Saharan countries, has a language policy that is not distinct and it does not have one meaning. The Zimbabwean amended act states that Shona, Ndebele, English or any other local language may be used as a medium of instruction at primary school level but the reality on the ground is that indigenous languages are marginalised and teachers only use them at lower levels of education. According to Kadodo (2015), the Amended Education Act of 2006 states that Grades 1 to 3 learners may be taught using English or any other local language understood by learners. From this statement, it may seem the policy advocates for the use of all the indigenous languages in Zimbabwe even the so called minority languages during the teaching and learning. Yet the teachers do not consider using the minor languages spoken in the country to implement CLT in language teaching.

The idea of the policy advocating for the use of the learners' mother tongue is supported by Gora (2013) who states that, "modern curriculum at primary school level is based on concepts of activity, discovery and expression" (p. 125). Therefore, primary school learners should be given an opportunity to express what they know through talking freely with their teachers and peers using a language they understand better. This is supported by UNICEF (2007) which states that learners learn better in their own mother tongues. For them to do that, the teacher should use the Communicative Language Teaching Approach. This means the use of multilingualism can assist the learners to communicate in a natural way.

In the United States of America, multilingualism is considered as providing lessons in the learner's mother tongue to assists them progress effectively through the education system (Stewner-Manzanares, 1988; Gándara, & Escamilla, 2017). This means the teaching and learning of English as a second language alone is considered inadequate. According to Gándara,

and Escamilla (2017), multilingualism is intended for learners who come to school speaking a native or home languages other than English.

In Switzerland, multilingualism is emphasised in language lessons. Teaching in schools is done using the local official language and at least two other foreign languages (Kayir, 2018). In West Africa, Obanya (1995; 2005) encourages the use of mother tongue as the medium of instruction to enable learners to be successful in learning English language. In South Africa, multilingualism is used for teaching and learning though English is mainly used in schools (Okal, 2014). Mutasa (2006) states that indigenous language instruction increases learner's communicative abilities especially at their lowest level. Thus, the use of multilingualism in teaching and learning is psychologically and socially sound and must be encouraged.

Communicative Language Teaching and its Prominence

English is used as a medium of instructions in some sub-Saharan countries like Botswana, Zimbabwe Nigeria, Malawi and South Africa. The language, therefore, may seem to remain a superior language to these countries because it is viewed as a language of upward mobility in climbing the social ladder. In addition, English as a mode of intercultural communication, has continued to be used universally (Crystal, 2008; Jorda, 2005; Sharifian, 2009). Due to its prominence, it has become vital to teach English in ways that are effective so that it may lead to adequate proficiency among learners. A way of teaching English that was pioneered in Britain and is becoming increasingly popular in Sub-Saharan Africa is Communicative Language Teaching (CLT) (Nyamayedenga, 2017). Communicative Language Teaching as a method of language teaching relates to the study in that it may be implemented effectively if learners are allowed to interact in a language that they understand best. This means multilingualism may be used as a resource to implement CLT.

Studies show that quite a number of countries across the globe are attempting to hold on to the use of Communicative Language Teaching (CLT) in their curriculum perhaps due to the fact that over the past thirty years, researchers have developed a high regard for CLT as a teaching approach (Memari, 2013). CLT has increased its latitude and

is being used as one of the preferred methods of teaching internationally.

Savignon (2005) defines CLT as an approach that views language as involved to the learners' identity and social behaviour. Ying (2010) defines it as an approach that uses interaction to achieve the learning of a language. Larsen-Freeman (2000) defines it as an interactive approach that facilitates communication. Littlewood (2011) views CLT as an approach that can be used by teachers to develop a teaching framework that they can use to design methods and activities suitable to their environments. Pica (2000) views CLT as a communicative approach that is more effective than the traditional approach that improves the learner's confidence and fluency in English language. From this background, CLT resonates well with multilingualism in that learner's identity and social behaviour can be expressed through interaction, using their own language.

CLT uses interaction to facilitate communication because where there is communication, there is interaction. This communicative approach further emphasises on the function rather than the form of the language and its main aim is to make learners become interactive, allowing them to become communicative competent. CLT activities that the teacher may use must take cognisance the learners' environment, identity and social behaviour. It should also take into cognisance the interactive activities and the teaching/learning aids to be used. These should be socio-cultural related to the learner's environment so as to enhance the interaction. This requires the use of multilingualism.

Code-switching as an Aspect of Multilingualism

While teachers may find it difficult to teach interactively, they have resorted to using code-switching which is an aspect of language teaching and can be used as a tool in a multilingual classroom (Lugoloobi-Nalunga, 2013). According to Cook (2013), code-switching is moving from one language to the other during conversation, when both teacher and learners understand the two languages in use. Code-switching works as an instrument for communication between classroom participants of different languages. Through active teacher-talk and systematic code-switching, the teacher can provide clarification,

explanations and meaning while learners responding accordingly, interpreting and negotiating meaning of the target language which in turn leads to a communicative classroom (Hedge, 2000). The classroom becomes learner-centred as learners actively engage in meaningful content- and task-based activities (Ur, 2012; Yule, 2012).

Communicative Language Teaching Based on Multilingual Education

Implementing communicative language teaching based on multilingual approach refers to the learner centred activity or participatory method which allows diverse learners to learn and engage with peers using their mother tongues. During the implementation of CLT, learners use their indigenous languages in learning English as a second language. In this type of Education, teaching of English is done in any language that helps learners to understand and interact among themselves thereby creating intended new knowledge.

The multilingual approach in implementing CLT is recommended by Mohanty (2009) and Pinnock and Vijayakumar ,(2009) who opine that implementing CLT using multilingualism ensures effective and successful acquisition and mastery or competency in both the learner's second language and their first language. They argue that it produces high quality learning outcomes. According to Shizha 2007), learners who learn in multilingual environments are motivated in their learning and interact better in given activities. On the other hand, Lubbe (2004) found that multilingual education produces learners who are divergent and creative in their thinking.

Socio Cultural Theory and CLT Implementation

This study links multilingualism as a teaching resource in implementing CLT with the socio cultural theory (STC). The STC, propounded by Vygotsky (1978), has three important principles namely social interaction, language as a tool to the learning process and the fact that learning takes place within Zone of Proximal Development (ZPD). The ZPD assists exhibiting the learner's thinking that has not yet developed and is in the course of developing (Wertsch, 1985). Frank, Tenenbaum and Fernald (2013) and Vygotsky (1978) believe that language learning is a social activity that is easily learnt in a social context and

is underpinned by three features: the role of language, thinking or individual consciousness and social context of learning (Vygotsky, 1978). The SCT further resonates with the constructivist view which states that new knowledge is constructed through interaction in different contexts (Hew & Cheung, 2008). Socio cultural theory links with Communicative Language teaching in that, they both have the view that learners should be allowed to interact. Multilingualism as a teaching resource allows learners to interact meaningfully with the teacher, peers and content in the language they best understand. The use of multilingualism as a resource in the implementation of CLT is therefore guided by the socio cultural theory which subscribes to the notion that learning is constructed through social activity (Hall, 2017). It is therefore the duty of the teacher to understand the language that is to express and share ideas effectively. The duty of a teacher in a multilingual class is to guide the learners during their interaction, thus providing a scaffold that will take the learner to the next psychological level. This model is suitable for this study as language learning embraces both intra-psychological and inter-psychological processes, which are associated with language learning strategies and development (Wertsch, 2008).

Research Methodology

The study was hinged on the interpretivist constructive view which is qualitative in nature. Interpretivists believe that meaning is assigned by participants through sharing their subjective views and experiences (Creswell, 2013). Qualitative approach was therefore used in this study as interpretivists believe the world is socially constructed and reality is not objectively determined (Nieuwenhuis, 2010). The study used a single case study design to establish how the primary school teachers are implementing CLT using multilingualism as a classroom.

Population and Sampling

Three teachers were purposefully selected from one school in Warren Park Zimbabwe. The three teachers had 120 learners who were different L1 speakers and were of varied linguistic and social backgrounds. The criterion used to select the teachers was that their classes had learners who spoke Shona, Ndebele and any other language as mother tongue. The chosen teachers taught Grades 1 and 2 classes where mother tongue is

used according to the language policy in Zimbabwe.

Instruments

Data was collected through observations, interviews and documents. Teachers were interviewed first on how they used multilingualism as a tool. To complement the interviews, the teachers were observed teaching in a natural setup Denscombe (2010). Furthermore, teachers plan books were reviewed to see how they planned for multilingual classes. Participants were interviewed twice, observed twice and documents were reviewed each time teachers were observed.

Validity and Reliability

For validity of data, the researcher made it a point that participants may not share information during the face to face interviews. This was done by interviewing the participants separately at different venues and time. In addition, participants were not allowed to disclose their identity. The researcher was very patient and she probed participants further to get thick data and deep understanding of the phenomenon under study. To meet the criteria of reliability, the researcher used audio recordings and stayed in the field for a long time until data saturation was reached.

Statistical Treatment of Data

Data was analysed using the spiral data analysis framework (Creswell, 2013). According to Creswell in Leedy and Ormrod (2005), qualitative data is voluminous and it needs to be analysed following the spiral data analysis which is done step by step by bringing together the data, reading through it and then coding it. The coded data is organised into themes which are presented and interpreted. In other words, in spiral data analysis, collected data is broken down from larger units to smaller units.

Ethical Considerations

Ethical considerations were in accordance with the Ministry of Primary and Secondary Education requirements. The researcher was cleared by the District officer then sought permission with the head of schools who introduced the researcher to the sampled teachers. The researcher then sought consent from the teachers who showed that they have agreed to take part in the study by signing consent forms. Learner's parents or guardians

also signed consent forms to have their children observed while they were being taught. The researcher took the consent forms to the three teachers who in turn gave the forms to the learners to take to their parents. The learners brought back the consent forms and the researcher was able to carry out the study.

Results and Discussion

Findings indicate that teachers used multilingualism to teach English. In all the three observed classes, English was the primary language used and the teachers further used indigenous languages understood by the learners. The teachers used multilingualism to give instruction to learners, especially when they wanted their learners to learn interactively.

Teacher's knowledge on other languages and its effect

Findings indicated that two teachers were bilingual and only one teacher was multilingual. The two teachers spoke Shona and English while the third one spoke English, Ndebele and Shona. None of the two teachers had good command in Ndebele or other indigenous languages. When asked what happens when they come across learners who speak Ndebele and have problems in understanding what is taught, the two teachers gave the following responses: "*I usually ask for help from the teacher who has good command in Isi Ndebele" (Teacher 1). The other teacher added: "The Ndebele speakers in my class are also good in Shona, so they usually assist each other when there is need to explain in that language" (Teacher 2).*

From the excerpts, one can conclude that multilingualism, as a teaching and learning resource, takes place in form of bilingualism and triangualism. While bilingualism should not be confused with multilingualism, in this study, it refers to the use of any indigenous language together with English. The importance of teachers' knowing different languages is brought to view by Qorro (2013) who states that for teachers to be effective, the language that is spoken by them and understood by learners should be used for teaching and learning. The language understood by teachers and learners enables teachers to effectively implement CLT because learners are in a position to interact through discussion, debating, asking and answering questions which assist them to construct new knowledge. Pflepsen and Pallangyo, (2019) support Qorro (2013) by explaining that teachers should be allocated schools and classrooms where they speak the same language as their learners. For this reason, it is important for teachers to understand the languages of their learners in order to assist them during the learning process.

When asked how they made learners become interactive during their English lessons as a way of implementing CLT, the teachers gave the following responses. "It is important for me as a teacher to know the indigenous languages because when learners fail to communicate effectively in English, I usually resort to using their indigenous language" (Teacher 1). Another teacher reported that "I usually use English because examinations are in English. Unfortunately, when learners fail to interact and negotiate meaning, I have no choice but to resort to the indigenous language which is Shona" (Teacher 2). Teacher 3 further revealed that "I hardly give the learners interactive activities because learners are not able to communicate in English. As a result it is important for me as a teacher to speak in learner's language. The findings could mean that learners lack the ability of using English and they also fail to convey meaning in the second language.

All the three participants indicated that although they preferred using English, sometimes they ended up using either Shona or Ndebele as medium of instruction to exchange meaning with the learners. This approach is supported by Nishanthi (2020) and Gora (2013) who found that learners understand what is around them through their mother tongue. The teachers gave reasons for their preference to using English as it is the language of all examinations except for Shona and Ndebele languages as subjects.

Unfortunately if they use English language throughout, their lessons are not usually successful. Findings show that it is important for teachers to have knowledge on the indigenous languages of their learners because the languages are at the centre of effective reading as it is their responsibility to make sure that there is consistent interaction among learners. Therefore, teachers' indigenous language proficiency is very important. As a result, there is a need for teachers to strengthen their proficiency in target

languages so that they are able to support their learners when they use their first language (Munna, & Kalam, 2021).

Language of Discourse in a Multilingual Classroom

When asked on the language of discourse in their classrooms, the three teachers indicated that although they used English, they also code switched into other indigenous languages. The three teachers indicated that they liked the idea of code switching because it assisted their learners to interact meaningfully and effectively among themselves, thereby implementing CLT more effectively. The following excerpts highlight what they said: "Yes I do code switch although I do not want to do so. But I have no choice. My teacher in Charge does not recommend that I code switch because parents want their children to learn in English" (Teacher 2). Furthermore, Teacher 3 held that "I code-switch from English to Shona because I am used to speaking in Shona and the language policy allows me to speak in Shona or Ndebele as communicative strategy. Sometimes I fail to get words to use in English that can best suit my class and learners."

The findings show that some teachers code switch because they are also not used to speaking in English effectively. The three teachers were in agreement that they should use the indigenous languages in teaching and learning. They were cognisant of the fact that the language policy allows them to use indigenous languages. They only had a challenge with parents who wanted their children to be solely taught in English.

Teacher 1 was of the idea that Shona could be used to teach learners if they did not understand English. Teachers 2 and 3 indicated that it was not easy for them to implement CLT using English language. For them to teach communicatively, they preferred their learners to use indigenous languages. This makes it easy for the learners to interact during the learning of English using their indigenous language. This was in agreement with Mufanechiya and Mufanechiya (2010) and Viriri and Viriri (2013) who stated that learners use Shona more often than the teachers but this has helped increase interaction and participation during lessons. The increase in participation by learners when using Shona during lessons suggests that the sole use of English restricts the effective implementation of CLT which requires learners to interact among themselves and with the teacher in an English classroom. This interaction is necessary for meaningful learning.

Teacher's Attitudes towards Multilingualism in CLT

All the three teachers presented a positive attitude towards multilingualism as a classroom resource in implementing CLT into the school's language of instruction. They all agreed that even if they would not want to use indigenous languages in their classes, they did not have a choice if they wanted their learners to become communicative. Teachers indicated that giving instruction, interactive activities and peer scaffolding are the reasons for the use of indigenous languages which lead to multilingualism. Communication, concept and vocabulary development, elucidation of instruction and peer scaffolding purposes were mentioned as reasons leading to code-switching in the English multilingual classroom (Lugoloobi-Nalunga, 2013). All the participants opined that multilingualism is a teaching resource that can be used to effectively implement CLT in the English lesson.

During observations, multilingualism was used as a classroom resource. Teacher 1, for instance, was observed teaching about domestic animals and their young ones. The teacher had pictures of the animals and they were written in English, Shona and Ndebele. Findings showed that teachers used both indigenous languages and English language to teach their learners. Every time the teachers spoke in English, they would also interpret to Shona to make sure learners understood. The teachers also used a lot of repetition and choral answers with the learners. Although these were not a characteristic of the communicative language teaching, they were useful. This is supported by Agwu and Chikwu (2019) who stated that a large amount of repetition is necessary for leaners to master a language during the learning process. They purported that the repetition should be done for learners to achieve automatic control of the structure of a language. The repetition together with chorus answers was done in both English and Shona where learner's repeated after their peers or the teacher.

The Grade 2 class teacher was teaching about the days of the week. Although there was a lot of repetition and a lot of Shona used, the Grade 2

lesson was very interactive which is a dictate of CLT. Learners did their group work in a very interactive way using Shona. Interaction is one of the characteristic of the CLT approach. This is supported by Gora (2013) and UNICEF (2007) who stated that learners communicate freely with a language they understand better. In this case, the language they were using a lot was Shona. The researcher found that other than Shona, Ndebele and English, no other language was used. Findings revealed that at ECD levels, the teachers used an English rhyme to teach the English lesson. Singing is one of the interactive activities that teachers can use in a communicative class. The ECD classroom used a lot of Shona. The lesson was effective in that learners managed to read the days of the week effectively.

The study found that the use of indigenous languages by the teacher and learners was very prevalent in all the classes. Although teachers brought out conflicting ideologies, where on the one hand some would have loved to teach in English but were forced to use multilingualism to assist learners interact effectively, other teachers agreed that multilingualism can be used as a resource to implement CLT in an English class. The use of indigenous languages in the classrooms is similar to the findings made by Viriri and Viriri (2013) who found that multilingualism is used as a tool in the English lessons. Multilingualism was also evident in the classrooms through the learning aids used by the teachers. The learning aids that were used also served the main function of code-switching and multilingualism to help the learners understand what they were reading and at the same time develop their English language ability.

The fundamental experiences of learners in a multilingual class were encouraging. Learners were taught using English but the teachers used a lot of indigenous languages which allowed them to interact among themselves effectively even during the lessons. The learners were able to act, react, and communicate in various activities that they were to do in groups or in pairs during their English lessons. The study encourages teachers to use multilingualism in the implementation of CLT for effective teaching and learning. Teachers who do not have adequate knowledge on other languages can ask learners to assist their peers, thus helping them to learn interactively.

Conclusions and Recommendations
Conclusion
It is concluded that multilingualism has different roles that it plays in implementing CLT in the teaching and learning of English language. Therefore, it is important for teachers to understand other indigenous languages in case they were given linguistically diverse learners. The knowledge of other languages assists teachers to help learners to learn effectively. On the basis of this conclusion, it is recommended teachers need to be conversant with indigenous languages for them to serve better their learning in multilingual contexts.

The fact that learners' inability to express themselves effectively in English caused teachers to codeswitch, and that when codeswitching was used, learners communicated more effectively leads to a conclusion that codeswitching is a powerful technique to serve better a multilingual classroom. The use of multilingualism will not only assist teachers to implements CLT effectively but it will also help learners to learn effectively and improve their communicative skills. The study therefore recommends that teachers should ensure they allow learners to use the language they understand better for effective learning to take place.

Finally, since positive attitudes that teachers had towards multilingualism provided both the teachers and learners with greater opportunities of collaboration in the classroom, teachers need to develop positive attitude toward multilingualism and codeswitching as powerful tools for learning effectively. Furthermore, the Ministry of Primary and Secondary Education should consider providing schools with textbooks that are written in Shona and Ndebele which are primary languages in Zimbabwe.

References
Adegbija, E. (2004). Language policy and planning in Nigeria. *Current issues in language planning*, 5(3), 181-246.

Agwu, S. N. and Chukwu, J. N. (2019) Teaching and learning of English language in a multilingual society: The case of Nigeria.

Aronin, L. (2019) What is multilingualism? In: Singleton, D. M., & Aronin, L. (Eds.). (2019). *Twelve lectures on*

multilingualism. Clevedon: Multilingual Matters: 3–34.

Cook, V. (2013). *Second language learning and language teaching*. Routledge.

Creswell, W. (2013). *Qualitative inquiry and research design: Choosing among five approaches*. Sage: London.

Crystal, D. (2008). Two thousand million? *English today*, *24*(1), 3-6.

Denscombe, M. (2010). *The good research guide: For small-scale social research projects (Open UP Study Skills)*. McGraw-Hill.

Department of Education (DoE), (1997). Language in education policy. Pretoria: Department of Education. Available at http://www.gov.za/files/LanguageEducati onPolicy 1997_1.pdf (Accessed 20 March 2020).

Edwards, V. (2008). *Multilingualism in the English-speaking world: Pedigree of nations* (Vol. 5). John Wiley & Sons.

European Commission. (2007). *Final report: High level group on multilingualism*.

Hedge, T. (2000). *Teaching and learning in the language classroom* (Vol. 106). Oxford, UK: Oxford university press.

Leedy, P. D., & Ormrod, J. E. (2005). *Practical research* (Vol. 108). Saddle River, NJ: Pearson Custom.

Lubbe, H. J. (2004). Linguistic rights litigation. *Alternation*, *11*(2), 118-143.

Luxembourg:European Communities. Retrieved from http://ec.europa.eu/education/ Polici es/lang/doc/multireport_en.pdf

Federal Government of Nigeria. (2008). *National policy on education.* 4th ed. Lagos: NERDC Press.

Frank, M. C., Tenenbaum, J. B., & Fernald, A. (2013). Social and discourse contributions to the determination of reference in cross-situational word learning. *Language Learning and Development*, *9*(1), 1-24.

Frederickson, N., & Cline, T. (2015). *EBOOK: Special Educational Needs, Inclusion and Diversity*. McGraw-Hill Education (UK).

Gándara, P., & Escamilla, K. (2017). Bilingual education in the United States. *Bilingual and multilingual education*, *10*, 439-452.

Garrote, P. R. (2014). Second language learning in a multilingual classroom: Didactic interaction development. *Journal of Educational and Social Research*, *4*(3), 429-429.

Gora, R. B. (2013). Continuity and change: Towards a national language policy for education in Zimbabwe. *Online Journal of Social Science Research*, *2*(5), 123-129.

Hall, G. (2017). *Exploring English language teaching: Language in action*. Routledge.

Hew, K. F. and Cheung, W. S. (2008). Attracting student participation in asynchronous online discussions: A case study of peer facilitation. *Computers & Education*, *51*(3), pp.1111-1124.

Jorda, M. P. S. (2005). *Third language learners: Pragmatic production and awareness.* Clevedon. Multilingual Matters.

Kadodo, W. (2015). Implementation of the 2006 Education Amendment Act on indigenous languages in Zimbabwe: A case of the Shangaan medium in Cluster 2 primary schools in Chiredzi District. *International Journal of Learning, Teaching and Educational Research*, *11*(1).

Kayir, G. (2018). A Successful Language Teaching Model: Switzerland Case. *Anatolian Journal of Education*, *3*(2), 35-46.

Language in Education Policy (LiEP) South Africa (1997).Government Notice No. 383, Vol 17997. Pretoria: Government Printers.

Larsen-Freeman, D. (2000). *Techniques and principles in language teaching*. Oxford University.

Levine, G. S. (2011). *Code choice in the language classroom*. Bristol: Multilingual Matters.

Littlewood, W. (2011). Communicative language teaching: An expanding concept for a changing world. *Handbook of research in second language teaching and learning*, *2*, 541-557.

Lubbe, H. J. (2004). Linguistic rights litigation. *Alternation*, *11*(2), pp.118-143.

Lugoloobi-Nalunga, M. (2013). Teaching and learning English in a multilingual classroom: A study of code-switching in an EFL/ESL teaching/learning situation.

Ministry of Primary and Secondary Education (MoPSE) (2014). *Curriculum Framework for*

Manyike, T. V., & Lemmer, E. M. (2014). Research in language education in South Africa: Problems & prospects. *Mediterranean Journal of Social Sciences*, *5*(8), 251-251.

Memari, M. (2013). How appropriates communicative language teaching (CLT) in EFL Context (an Iranian Case Study). *Journal of life science and biomedicine*, *3*(6), 432-438.

Mohanty, A. K. (2009). Multilingual education: A bridge too far. *Social justice through multilingual education*, pp.3-15.

Mufanechiya, T., & Mufanechiya, A. (2010). The Use of English Language as the Medium of Instruction in the Zimbabwean Junior Primary Schools. *NAWA Journal of Language & Communication*.

Munna, A. S., & Kalam, M. A. (2021). Teaching and learning process to enhance teaching effectiveness: a literature review. *International Journal of Humanities and Innovation (IJHI)*, *4*(1),1-4.

Mutasa, D. E. (Ed.). (2006). *African languages in the 21st century: The main challenges*. Simba Guru Publishers.

Nieuwenhuis, J. (2010). Analysing qualitative data (pp. 72-80). *First steps in research. Pretoria: Van Schaik*.

Nishanthi, R. (2020). Understanding of the Importance of Mother Tongue Learning. *International Journal of Trend in Scientific Research and Development (IJTSRD), 5(1),* 2456 – 6470.

Nyamayedenga, M. S. (2017). *The implementation of Communicative Language Teaching in primary schools* (Doctoral dissertation, University of Pretoria).

National Language Policy Advisory Panel Report. (1998). Zimbabwe Government.

Nziramasanga, C. T. (1999). *Report of the presidential commission of inquiry into education and training*. Zimbabwe Government.

Obanya, P. (1995). Case studies of curriculum innovations in Western Africa. *International Review of Education*, *41*(5), 315-336.

Okal, B. O. (2014). Benefits of Multilingualism in Education. *Universal Journal of Educational Research,* 2(3), 223-229.

Pflepsen, A., & Pallangyo, A. (2019). Handbook on Language of Instruction Issues in Reading Programs. USAID. http://r. issu. edu. do/l. php

Pica, T. (2000). Tradition and transition in English language teaching methodology. *System*, *28*(1), 1-18.

Pinnock, H. and Vijayakumar, G. (2009). *Language and education: the missing link: how the language used in schools threatens the achievement of Education For All*. CfBT Education Trust.

Qorro, M. A. (2013). Language of instruction in Tanzania: Why are research findings not heeded?. *International Review of Education*, *59*(1), 29-45.

Savignon, S. J. (2005). Communicative language teaching: Strategies and goals. In *Handbook of research in second language teaching and learning* (pp. 659-676). Routledge.

Sharifian, Farzad. (ed.) (2009). *English as an International language – perspectives and pedagogical issues: New perspective on language and education;* Clevedon, UK: Multilingual Matters.

Shizha, E. (2007). Critical analysis of problems encountered in incorporating indigenous knowledge systems in science teaching by primary school teachers in Zimbabwe. *The Alberta Journal of Educational Research,* 53(3):302-319.

Skutnabb-Kangas, T. (1981). *Bilingualism or not: The education of minorities* (Vol. 7). Multilingual Matters.

Stewner-Manzanares, G. (1988). The Bilingual Education Act: Twenty Years Later. New Focus, Occasional Papers in Bilingual Education, Number 6. *New focus*.

UNESCO. (2012). *Language matters for the millennium development goals.* UNESCO; Bangkok. Thailand.

UNICEF. (2007). A Human rights-based approach to education for all: A framework for the realization of children's right to education and rights within education. Paris. [http://unesdoc.unesco.org/images/0015/001548/154861e.pdf].

Ur, P. (2012). *A course in English language teaching*. Cambridge University Press.

Viriri, E. and Viriri, M. (2013). The prevalence of code-switching in secondary schools Where English is the official medium of instruction: A case study of Buhera south District. *International Journal of Academic Research in Progressive Education and Development*, *2*(1), pp.227-234.

Vygotsky, LS. (1978). *Mind and society*. Cambridge, MA: Harvard University Press.

Wei, L. (2008). Research perspectives on bilingualism and multilingualism. *The Blackwell guide to research methods in bilingualism and multilingualism*, 3-17. Oxford, UK: Blackwell.

Wertsch, J. V. (1985). The narrative organization of collective memory. *Ethos*, *36*(1), pp.120-135.

Yule, G. (2012). The Study of Language. 5thed. Cambridge, Cambridge:University Press.