



Positive and Negative Effects of Balance of Power between Teachers and Learners in the Teaching of English in Multilingual Classrooms in Zambia

Wise Mwelwa¹, David Sani Mwanza²

The University of Zambia

Abstract— The purpose of this study was to establish effects of balance of power between teachers and learners in the teaching of English in multilingual classrooms. The study employed a qualitative approach and a case study research design. Data was collected through interview guides and focus group discussion guides. The sample size was 12 secondary schools, 60 teachers and 12 HODs and 48 grade 10 pupils. Data was analyzed thematically. Theoretically, this study was grounded on: Multimodality and Bernstein's Code and Pedagogic Discourse theories. The study revealed that balance of power between teachers and learners; aroused learning interests in the learners, built confidence in the learners, made both the gifted and less gifted learners access learning.

Keywords-- Balance of power, Communicative competence, English.

I. INTRODUCTION

In the early 1900s, Zambia became a British protectorate and later its colony. Therefore, even after her political independence in 1964, Kashoki, (1978). Zambia still adopted English language as its official national language Simwinda (2006). Thus Zambia's language in education policy in terms of language of classroom instruction is greatly influenced by the legacy of British imperialism which had left many countries including Zambia with English language thoroughly institutionalized in their courts, parliaments, civil service, schools and higher education, Manchishi (2004) as cited in (Mwanza and Mwelwa 2020). Numerous studies such as Munakampe (2005), Chishipula (2016), Mwanza, (2017), Mumba (2019), Mwelwa (2020) and Nyimbili (2021) have been conducted on the teaching of English as a second language in Zambia. It is clear in these studies including the syllabus that teachers in Zambia have been and should be using the Communicative language teaching approach and the Text Based Integrated Approach when teaching English. By implication, the teaching of English should be learner centered. Learner centeredness also entails power sharing between teachers and learners (Bwalya, 2019).

This approach to English language teaching, requires teachers to realize that they share authority with learners by inviting them to make sense out of learning as intellectually autonomous agents who should direct their own classroom activities. Because, a teachers' establishment of shared authority is fundamentally related to the co-construction of learning opportunities. This is because authority, if not well regulated in a classroom, is a gatekeeper to conceptual learning; because learning opportunities in classes are those that support learners' authorship of ideas, to develop or build on understanding, Berry, et al, (2017). Therefore, this entails the establishment of shared authority in classrooms is a shared social regulation of opportunities to learn. Thus, Sellman (2009) augments the above statement by also stating that;

to create an enabling school and classroom environment, teachers need to acknowledge learners' power, and how they can use this to break down the current complex interactions. Furthermore, schools need to be willing to recognize all learners as equals and try to develop learners' identities to help break these power imbalances. In this way, learners who previously have been disengaged by the school culture and curriculum may be empowered to give feedback to ensure they are challenged critically, within a positive learning environment.

Therefore, the ability for schools to allow learners to challenge the unequal power relations through learner empowerment, improves teacher-pupil relationships, and through this, learning becomes a way of negotiating and working together, rather than facilitating a transfer of knowledge Robinson and Taylor, (2013). Thus, this entails that the key to successful learning and teaching, anchor on the need for schools to develop an effective democratic environment, which begins with teachers releasing some of their own power to help empower their learners and build effective working relationships Robinson, (2011) and this too, is what CLT propagates. The word "power" is often associated with one's ability to influence another less dominant individual's opinion, behavior, and values Vičková, Mareš, and Ježek, (2015).



While others argue that power is not an institution, a structure, or the strength of an individual; power is not a rule leading to subjugation or a general system of domination Foucault, (1990). But power is an omnipresent element of reality that can be found in all social interactions, it is not in macrostructures; rather, it is spread throughout the social system (Foucault, 1980).

Besides that, power also refers to something that can modify or alter the world through our actions Popitz, (2017); then another scholar also adds and says power is something that needs to be actualized through interactions among people Arendt, (2013). Therefore, power is just a chance to enforce our will against the will of others Weber, (1978), or ascendancy over for instance; resources Dahl, (1961), agendas Bachrach and Baratz, (1970), and ideational components of reality creation Carstensen and Schmidt, (2016) or interests shaping (Lukes, (2005). In compliance with Foucault (1990) this therefore, means that power cannot be possessed, power is not permanent, power can be negotiated, given, and taken in social interactions among people. Therefore, because of that what needs to be done in that matter is to shift our attention to power relations. Whitehead (2010) conceptualized power relations as a competition among constructions of power, based on a perception of power symbols. The other is situationally seen as powerful when (and only when) one acknowledges their potential capacity to do something.

Thus, given the uneven distribution of power among actors, power relations are characterized by an asymmetry in the perceived potential capacity among actors. Classrooms are unique in terms of how centrally authority relations play out and, traditionally, this authority is held unilaterally by the teacher Wagner & Herbel-Eisenmann, (2014). For that matter a scholar in the field of education Ernest, (2008: 42) for instance, argues that “teachers’ authority takes on both social and intellectual dimensions;” he further stresses that, “that is because the teacher traditionally has two overlapping roles namely, as a director of the social organization and interactions in the classroom (social controller) and as a director of the classroom tasks and work activity of the classroom (task controller).” This distinction corresponds to the traditional separation between being ‘in authority’ (social regulator) and being ‘an authority’ (knowledge expert).”

In the above sense, social authority is always operating in classrooms, occurring whenever learners and teachers are interacting, whereas, intellectual authority is at play when individuals are engaged in intellectual work, defined in schools as engaging in academic tasks Ernest, (2008: 42).

Traditionally, a student’s role in a classroom has largely been to obey the teacher or textbook; but in modern day education systems, the role of learners in classrooms have shifted; as learner centered learning has taken on greater importance in instructional activities, such as classroom discussions, quizzes, and collaborative small group problem-solving tasks, (Boaler & Greeno, 2000).

II. STATEMENT OF THE PROBLEM

Yet, as central as authority is to the teaching and learning of subjects in schools, it remains little understood. Just like in the Zambian English language teaching context, relatively little work has been done to theorize the effects of balance of power in the teaching of English language in multilingual classrooms. In that most of the studies done so far have focused more on the implementation of CLT, for instance; Munakampe (2005), Chishipula (2016), Bwalya (2019), Mwelwa (2020) and Nyimbili (2021) to mention but a few. Therefore, because of that, power continuously operates through differing forms of pedagogy that regulate and control learners’ freedom and choice within educational spaces as stated by (Nelson, 2017). Thus, the repetitiveness of this transactional process throughout learners’ education journey, creates a “culture of silence” Friere, (1971), as cited in Robinson, (2011), meaning that learners often refrain from questioning or rebelling against the norm. Arising from the above understanding and pedagogic expectations of balance of power, this study was interested in establishing the effects of balance of power between the teacher and learners in the teaching of English in multilingual classrooms of Muchinga province of Zambia. Therefore, the research question was: What is the effects of the balance of power between the teacher and learners and amongst learners themselves in the teaching of English language in multilingual classrooms in Muchinga province of Zambia?

III. PURPOSE OF THE STUDY

The purpose of this study was to; establish the effects of the balance of power between the teachers and learners and learners themselves in the teaching of English language in multilingual classrooms in Muchinga province of Zambia.

IV. METHODS AND MATERIALS

This study was qualitative and it targeted all secondary schools, all teachers of English language, all grade ten learners and heads of departments for literature and languages departments, in Muchinga province of Zambia.



The sample size was 12 secondary schools, 60 teachers of English language, 12 heads of departments and 48 grade ten learners and these were purposively sampled. Data were collected through; interview guides and focus group discussion guides. The collected data were analyzed thematically according to the objectives and question of the study

V. DATA PRESENTATION

In the first place it has to be reiterated that; teaching in general is considered to be an interactive process which should be enjoyed by the teacher and the learners, for effective teaching and learning to take place and this is the aim of any education institution in the world.

5.1.1 How the balance of power in the classroom affected the teaching and learning of English language: Interview Data with Teachers.

Findings from teachers who were interviewed revealed a number of different effects. Some of them can be categorized as being positive effects while others as being negative effects. Therefore, the first part of the answers to this research question, looks at the positive effects while the second part looks at the negative effects of power sharing between teachers and their learners and amongst learners themselves in the teaching and learning of English language in multilingual classrooms, as presented below using sub-themes;

5.1.2 Positive effects of balance of power in English language classrooms

As earlier states indicated above the following were some of the revelations on the positive effects of balance of power in a classroom.

5.1.3 Balance of power arouse learner interest in the topic

The responses that came from teachers revealed that balancing power between the them and the learners as well as among learners themselves, positively affected learners, as it aroused their interest in those classroom activities which involved them. This was reflected through what some teachers said. For instance, a female teacher 3 said:

Some learners feel good when it is time to be in groups because, there they are free to express themselves and share ideas even by code switching to their local languages because they do not fear to do so with their friends.

5.1.4 Balance of power build confidence in learners

The findings further, revealed that when teachers balance power in their classrooms through classroom activities which involve learners. The learners slowly start to believe in themselves through those classroom activities which require them to make oral presentations and speak in class. For instance, one male teacher 5 said;

When I usually involve learners during lesson presentations, by putting them in groups. I usually start by first teaching and explaining concepts to be learnt then, after that I break them into small groups and give them tasks to work on and then one member of the group reports to the whole class on their findings, this is a good practice because it gives them courage to learners to speak in public.

5.1.5 Balance of power make both gifted and less gifted learners access learning

Then the findings from teachers further revealed that when they share their power in classrooms by balancing the way classroom activities are done through the use of learner centered classroom activities like; group work, group discussions, debate and oral presentations. Both the gifted and less gifted learners are given equal chance to share ideas and knowledge through interactions. This was revealed by a female teacher 9 respondent who said:

The good part of us teachers balancing power during English lessons is that both slow and fast learners move at the same pace in class, because we become considerate to even the weaker learners.

5.1.6 Balance of power make lessons more enjoyable to all learners

The findings further, revealed that when power is balanced and shared in the classroom during English language lessons, through learners centered strategies and techniques or activities. Learners develop a positive attitude towards activities which they see as being beneficial to their learning. For instance, a female teacher 12 stated that:

My learners have a tendency of being excited whenever I ask them to discuss a topic in class. Most learners from my class like group discussions and oral presentations and they usually enjoy such activities.

5.1.7 Balance of power ensure inclusion in the classroom

The findings further, revealed that some teachers allowed learners to use other languages during English language lessons more especially during group work and activities.



These teachers even justified why they did that during English language lessons, for instance, one of them teacher 10 said:

Our classes are multilingual in nature and most of our learners are not fluent in English language, so if I insist on the use of English language only during such activities, then it would not be inclusive to those other learners who are not able to utter even a single word in English, that is why we allow it depending on the situation at hand.

On the other hand, another teacher 11 also said:

I always try to strike a balance, depending on the situation because in our district most learners do not go through preschool to get that early exposure to English language, so with that in mind, I try my level best to be accommodative to the learners, by somehow to some extent allowing them make a point or two using their mother tongue when they fail to express themselves on a given point clearly in English language.

The findings from the focus group discussions with learners also highlighted a number of issues on the positive effects of balance of power between teachers and learners and amongst themselves as learners.

5.1.8 Balance of power bring enjoyment of English language lessons

For instance, in one focus group discussion, a respondent learner 5 indicated that:

We enjoy English language lessons where more especially when the teacher brings activities like group discussion, pair work and debate because such activities involve us, as learners in a lesson by contributing our ideas on the topic of discussion on that particular day and then the teachers just concludes our points.

While another learner 30 in another group said:

When our teacher involves us in class activities like debate, quiz, oral paper presentations, questions and answers. We enjoy because through those activities we share ideas as learners and learn from each other and we get encouraged to study hard, so that we come and contribute during such activities in class and shine.

5.1.9 Balance of power compel learners to freely contribute in class during lessons

Findings also revealed that when there is balance of power between teachers and learners and among learners themselves, it forces learners to freely contribute in class during lesson activities. For instance, learner 3 in a focus group discussion revealed that;

I am forced to contribute to the discussions whenever, our teacher puts us in groups because I even switch to my local language when I fail to finish a sentence using English because the groups are small and I mostly have friends there, so I don't feel shy to contribute and through such contributions, I am now gaining confidence to speak English better than when I came to this school.

5.1.10 Balance of power help learners to remember the learnt content

While other learners revealed that they too, benefited a lot from the way their teachers were involving them in different classroom activities because they remembered most of those things they did as groups than when the teachers were the ones who always did all the explanations to them. A female learner 1 shared her experience by stating that;

When teachers allow us learners to work in small groups we interact well and freely and we get to know a lot of things by learning from each other, as a result we remember most of those things.

5.1.11 Balance of power induce shy learners to speak in class

On the other hand, the findings also revealed that when there is balance of power between the teachers and learners and among learners themselves, it makes shy learners to speak in class because they become free to speak in small groups during learners centered classroom activities. For instance, this is what learner 4 said during a focus group discussion:

When a teacher puts us in small groups, I am forced to speak English unlike when it's the whole class discussing, in most cases I keep quiet during such lessons because I feel shy to speak in public because I don't know a lot of English, so I make a lot of mistakes and I fear to be laughed at.

5.1.12 Balance of power enable learners to assist, teach and learn from each other in class

The findings further revealed that balance of power between the teachers and learners and among learners themselves, enabled some learners to assist other learners by teaching them on where they remained behind therefore, learn from each other during small learners centered activities in class. That was revealed by another learner 13 from another group who said;

When we are put in groups, we are able to help friends who did not get the questions given, even by explaining to them in 'Icibemba and Namwanga languages which they understand very well, hence, they become very active too during group works and they mostly remember those things discussed.

5.1.13 Balance of power make lessons more learner friendly

Furthermore, the findings also revealed that when there is balance of power between the teachers and learners and among learners themselves, it makes lessons more friendly to the learners. For instance, learner 23 said:

Some lessons make us feel part of the class especially when the teacher makes us work as groups or in pairs because during such activities we even use our local languages on difficult concepts and therefore, we understand them better in our own local languages.

Therefore, from the above revelations from the learners themselves, the researcher can safely conclude that if balance of power is effectively embraced in the teaching of English language in schools, it can be a game changer in the way classroom interactions are done between the teachers, learners and amongst learners themselves, to the empowerment of learner voices and in the end it can lead to effective epistemic access by all the learners, regardless of their sociological and linguistic backgrounds.

5.2 Negative effects of balance of power in English language classrooms

While on the other hand, the results also revealed some negative effects of balance of power in the teaching of English language in classrooms. These findings are presented as sub-themes below:

5.2.1 Balance of power is time consuming

The findings on the other hand, also revealed that some teachers never liked to use learners centered classroom activities which meant power sharing, because such teachers in most cases viewed such activities as time consuming and therefore, slowed their pace of work

coverage if they were frequently used. For instance, one HOD 9 mentioned that:

Some teachers never use learners centered classroom activities which are involving and time consuming. For example, activities like; role play, projects, discovery learning and drama, these activities do not usually reflect even in their lesson plans which I mark. Despite them, being part of the syllabus' list of techniques and strategies to be used.

5.2.2 Balance of power is very demanding on the teacher

Besides that, the findings also revealed that some teachers complain that the use of some learner centered classroom teaching strategies and techniques which meant power sharing with the learners were too demanding on their part. The HODs revealed that such teachers lamented that they were required to do a lot of preparations before going to the classes to teach, because if that was not done properly classes ended up being very disorganized and no proper learning took place. This was reflected through what was said by a male HOD 2 who said;

For the teacher to effectively ensure balance of power in a classroom proper preparation and planning is required, because if that is not done, classrooms become disorganized and disorderly. Therefore, this entails teachers spending more time in school, but very few teachers are ready to sacrifice their time. More especially these teachers of nowadays.

5.2.3 Lack of balance of power in classrooms lead to symbolic violence

The findings also revealed yet another interesting phenomenon, where some teachers and heads of department were never bothered with the learners in their hands in terms of epistemic access. For them, as long as they did what the syllabus and policy wanted them to do. The responses from these HODs accounted for their stance on this matter, for instance, a female HOD 4 insisted that;

This is because, this is the only chance some of these learners get exposed and get to learn and know how to speak English because some of them come from homes where their parents cannot even utter a single word in English. So then, if even us here allow that, then we will not be helping them.

5.2.4 Lapses in the balance of power irritate learners

Meanwhile, the findings from the focus group discussions with learners also highlighted a number of issues on the negative effects of balance of power between teachers and learners and amongst themselves as learners.



In contrast the findings further revealed that when there are some lapses in the balance of power between the teachers and learners and among learners themselves, some learners become irritated more especially if the teacher fails to coordinate classroom activities very well. This was revealed by some learners in different groups. For instance, this is what learner 9 said:

When we are put in groups, we usually know that it is now time to make noise and interact with each other, because in most cases our teacher just gives us books and tells us the pages where we will find work to do as groups and she is not usually there to help maintain order and noise from the overcrowded groups, because in most cases she leaves the classroom while we are working in groups making noise in big groups while she visits the staff room or become busy on her cell phone and that annoys me a lot because we more like just waste time being in those groups.

Therefore, through these revelations we are able to see that balancing power in the teaching of English language in multilingual classrooms come with a number of benefit and a few challenges, as outlined above by the respondents who are teachers and the learners themselves.

VI. DATA ANALYSIS

This study sought to establish how the balance of power between teachers and learners and among learners themselves affected the teaching of grade 10 English in multilingual classrooms and the findings revealed a number of different effects that came out and some of them were categorized as being positive effects while others as being negative effects. Therefore, in my discussion of findings, I will first present and discuss the positive effects whereas in the second part I will present and discuss the negative effects of power sharing between teachers and their learners and amongst learners themselves in the teaching and learning of English language in multilingual classrooms, as presented below using sub-themes;

6.1 Positive effects of balance of power in English language classrooms

As earlier alluded to above, I now present and discuss some of the revelations on the positive effects of balance of power in the teaching of English language in a multilingual classroom as revealed by the findings of the study.

6.1.1 Balance of power arouse learner interest in the topic

The findings established that balancing power between teachers and the learners as well as among learners themselves, positively affected learners, as it aroused their interest in those classroom activities which involved them, because during learners centered class activities like; whole class oral questions and answers, group discussions, learners were able to code switch and code mix local languages just to help other learners get the concepts and that aroused their interest to learn. Thus the findings above mean that when teachers balance power in the teaching of English language by using a number of learner centered techniques and strategies they arouse learners' interests in learning and that leads to effective teaching and learning in the classrooms. The above finding concurs with Omolewa (2007) whose study also revealed that learners were usually interested in learner centered activities when used in teaching and learning from a cultural point of view.

6.1.2 Balance of power build confidence in learners

The findings further, revealed that when teachers balance power in their classrooms through classroom activities which involve learners. The learners slowly start to believe in themselves through those classroom activities which required them to make oral presentations and speak in class. In line with that the findings also showed that teachers made sure that they started by first teaching and explaining the topic then, after that they broke the learners into smaller groups and gave them tasks to work on and then asked at least one member of the group to reports to the whole class on their findings. The revelation above also implies that when "power" which is often associated with one's ability to influence another less dominant individual's opinion, behavior, and values Vičková, Mareš, and Ježek, (2015) is used in a balanced and positive way as revealed above. Teachers become more democratic in their teaching through their use of democratic classroom practices, which create a conducive classroom atmosphere where learners are able to tap into their learning potential and become prolific speakers as evidenced through the revelations of this study above.

6.1.3 Balance of power make both gifted and less gifted learners access learning

The findings also revealed that when teachers share their power in classrooms by balancing the way classroom activities are done through the use of learner centered classroom activities.



Both the gifted and less gifted learners are given equal chance to share ideas and knowledge through interactions. Therefore, the finding above implies that some teachers had a right mind set to foster effective English language teaching and that drove them to use a number of good learner centered classroom strategies to the empowerment of learner voices in the teaching-learning process which brought about the balance of power in their teaching in those multilingual classrooms in Muchinga province. Just like it can also be argued that even though power has a structural nature, it “is never anything more than a relationship that can and must be studied only by looking at the interplay of the terms of the relationship” Foucault, (2006) as cited in Lynch, (2014: 21). Therefore, a balanced interplay of power relations between the teachers and learners and amongst learners themselves as clearly demonstrated in this study’s findings above, leads to epistemic access by both the gifted and less gifted learners in classrooms.

6.1.4 Balance of power make lessons more enjoyable to all learners

The findings further, revealed that when power was balanced and shared in the classroom during English language lessons, through learners centered strategies and techniques or activities. Learners developed a positive attitude towards activities which they saw as beneficial to their learning. The study also showed that learners had a tendency of being excited whenever they were asked to be in groups and discuss a given topic in class because through such classroom activities they got involved in the teaching-learning processes, especially when the teacher had guided them nicely in the lessons, because that helped boost their morale and zeal to learn and therefore, they actively participated in the lessons. The findings above agree with Nyimbili (2016) who cited a study by Chiphiko and Shawa (2014) who also reported that learners had a positive attitude towards learning using the learner centered approaches in the secondary and primary schools despite the numerous hardships. Their study further revealed that the positive interest in learners came from the fact that learning for them was perfect when they interact among themselves and share knowledge, just like it was also revealed by the findings of this study.

6.1.5 Balance of power ensures inclusion in the classroom

The study also established that some teachers were inclusive in their teaching, in that during classroom lesson observations in some classrooms, some teachers demonstrated compassion towards learners in their classrooms.

In that there were instances during lessons when the situation required them to make certain critical decisions to ensure inclusivity in their teaching of English language, for instance, during classroom lesson observation in district C, school D, a female pupil 20 was making a contribution and then it seemed she could not find a word to use in English, then the teacher came in and encouraged her to express her point even using a local language and the learner was able to finish making her point and then the teacher translated and the lesson continued. Besides that, the findings also established that learners were able to use English language and some other local languages as they learnt in class and their classroom participation in oral answer session were quite good. This revelation implies that when teachers become democratic in their classroom practices learners feel free to actively participate in classroom activities and that leads to effective teaching and learning, which is the aim of any learning institution. Osuna, (2016) also expressed a similar view when he said; this is particularly true during learner-led partner and small group work, where learners are expected to drive not only the classroom work but also the collaborative dynamics turn-taking, attention, consideration of ideas, and influence in shared, inclusive ways. That is because, learners are expected to take on and share both intellectual (content knowledge) and social authority with one another.

6.1.6 Balance of power bring enjoyment of English language lessons

The findings through focus group discussions with the learners also revealed that teachers who used and brought a lot of modalities like; illustrations, charts and situations. Made learners enjoy those lessons because such modes made learners think and respond to the oral brain storming questions. The findings above imply that when teachers incorporate a number of teaching learning aids or resources in their teaching they also balance power. In that the use of these aids also foster effective teaching-learning experiences to the learners because the use of different teaching-learning aids also appeals to different learning models of learners and caters for divergent learnings needs of learners in classrooms. Therefore, learners enjoying such lesson and that result into effective learning. This revelation resonates very well with one of the education theories which underpinned this study, in that this theory of multimodality refers to the mixed composition and representation of written, visual, and audio modes of communication. It also refers to the interpersonal meaning as the enactment of social relations and finally textual meaning which refers to the organization of the meanings as coherent texts and units.



Thus, multimodality brings to the fore a new era of communication which is characterized by images, color, sound, and various nonverbal elements and these make teaching and learning lively and memorable Matthews, (2009:52). In line with that, Mwanza (2016) also theorizes that in a classroom context; multimodality provides teachers an opportunity to vary the teaching and learning materials to make the teaching and learning experience an interesting and motivating one. Just like it has also been revealed above and elaborated upon in my discussion. This approach to teaching in classrooms brings about epistemic access in a joyful way hence fostering retention in the learners as well, because it also caters for divergent learnings needs and modes of learners.

6.1.7 Balance of power compel learners to freely contribute in class during lessons

The study also established that when there was balance of power between teachers and learners and among learners themselves, it compelled learners to freely contribute in class during those lesson activities. In that, whenever teachers had put learners in smaller groups they became free, such that they were even switching to local languages and back to English whenever they failed to finish a sentence using English because the numbers in groups were smaller and mostly the groups were composed of friends, so most learners did not feel shy to contribute and through such contributions, some of them were now gaining more confidence to speak English better than when they just went to those schools. Thus, the revelation above is also supported by Hassan and Ahmed (2015) who talked about the advantages of translanguaging saying that it enables certain concepts to be reinforced through repetition in several languages repertoires and clarified in much more detail as opposed to using one language.”

6.1.8 Balance of power help learners to remember the learnt content

The findings also revealed that when there was balance of power in class, learners benefited a lot in the way their teachers were involving them in different classroom activities and that made them to remember most of the contents they learnt and did as groups than when the teachers were the ones who always did all the explanations to them, because when teachers allowed learners to work in small groups they interacted well and freely as they were able to express themselves and because of that they got to know a lot of things by learning from each other and as a result they remembered most of what was learnt.

The above revelation yet again shows the positive effects of balance of power by teachers in their classrooms to the empowerment of learner voices. This revelation is in agreement with Cobb, (1995) and Langer-Osuna, (2016) who stated that when teachers share authority with learners, they expect learners to, in turn, share authority with one another. This is particularly true during learner-led partner and small group work, where learners are expected to drive not only the classroom work but also the collaborative dynamics turn-taking, attention, consideration of ideas, and influence in shared, inclusive ways.

6.1.9 Balance of power induce shy learners to speak in class

The study also revealed that when there was balance of power between the teachers and learners and among learners themselves, it made shy learners to speak in class because they became free to speak in smaller groups during learners centered classroom activities, because when teachers put them in those small groups, the shy learners were at least able to speak some words in English unlike when it was the whole class discussing, in that in most cases most learners kept quiet during such lessons because they felt shy to speak in public because they did not know a lot of English, so they made a lot of mistakes when speaking and they feared being laughed at. In line with that the study also established that the use of oral question and answer sessions induced learners to speak some English, because if they fail to respond they were not allowed to sit down in class and remain standing in that lesson for some minutes and that was at least compelling learners to speak some English in class.

Therefore, through all these revelations, we are able to see that when there is effective balance of power between the teachers and learners and amongst the learners themselves, learners learn well as they enjoy attending lessons and become free to express themselves and in the end epistemic access is enhanced. Thus, this entails that the key to successful learning and teaching, anchor on the need for schools to develop an effective democratic environment, which begins with teachers releasing some of their own power to help empower their learners and build an effective working relationships Robinson, (2011) and this too, is what balance of power propagates.

6.1.10 Balance of power enable learners to assist, teach and learn from each other in class

The findings further established that balance of power between the teachers and learners and among learners themselves, enables some learners to assist other learners by teaching them on where they remained behind, because when teachers were putting learners in small groups,



learners were able to help friends who did not get the questions given clearly, even by explaining to them in their local languages which they understood very well, hence, they became very active too, during group works and they mostly remember those items discussed. In line with the finding above other scholars also posit that, much as we would like teachers to learn how to share authority with their learners; learners must also learn how to share authority with one another. Social interactions that foster shared social and intellectual activity are complex; unpacking the complexity can make collaboration more manageable for teachers and learners alike. For instance, Cobb et al (2009) as well as more recent research on an ideal classroom, has focused on how teachers share authority with learners by inviting them to co-direct the classroom work, among these studies include; Amit & Fried, (2005), Cobb, et al, (2009), Gerson & Bateman, (2010), Gresalfi & Cobb, (2006), Wagner & Herbel-Eisenmann, (2014), Hamm & Perry, (2002). Therefore, the revelation above is not out of context with regards to classroom democratization.

6.1.11 Balance of power make lessons more learner friendly

The study also found out that when there was balance of power between the teachers and learners and among learners themselves made lessons more friendly to the learners, in that, the findings through lesson observations revealed that learners were more free to interact amongst themselves while teachers mostly engaged them in either oral questions and answers, pair and group works and also through individualized attention by calling out some learners to help in explaining some concepts as they taught and that made learners to always be alert and follow through the lessons. Not only that the study also revealed that even when some teachers gave out work to the learners to do independently, some teachers still went round seeing what their learners were doing and through that some learners with challenges on the given tasks were able to engage with the teacher on a one to one bases and that demonstrated the friendliness of those classroom practices to the learners because learners became free to interact with their teachers and fellow learners and through these personal interactions they were able to share their learning challenges and share ideas on the topic of the day therefore learning in their own unique way and these features can only be associated with a classroom where there is balance of power between the teachers and the learners just like in was revealed in this study.

Therefore, from the above revelations from the learners themselves, the researcher can safely conclude that if balance of power is effectively embraced in the teaching of English language in schools, it can be a game changer in the way classroom interactions are done between the teachers, learners and amongst learners themselves, to the empowerment of learner voices and in the end it can lead to effective epistemic access by all the learners, regardless of their sociological and linguistic backgrounds. The above finding is also augmented by Bishop (1998) who states that a classroom is a place where young people's sense-making processes are incorporated and enhanced, where the existing knowledge of young people are seen as 'acceptable' and 'official', in such a way that they provide the learning base from whence they can branch out into new fields of knowledge. In this process, the teacher interacts with students in such a way that new knowledge is co-created. Such a classroom will generate totally different interaction patterns and educational outcomes different from a classroom where knowledge is seen as simply something that the teacher makes sense of and then passes onto students.

6.2 Negative effects of balance of power in English language classrooms

On the other hand, the study results also revealed some negative effects of balance of power in the teaching of English language in multilingual classrooms. These findings are presented as sub-themes below:

6.2.1 Balance of power is more helpful to more gifted learners

Findings also revealed that balancing of power between teachers and learners and amongst learners themselves, was more helpful to more gifted learners, because they mostly became more active during group work and discussions as they were mostly seen being in charge of what their groups did and in most cases to their liking. Because during learners centered classroom activities, like group discussions, debate and quiz, more gifted learners in those classes felt good because to them, it's now a chance to shine by guiding and explaining to their less gifted friends, what they know and what they learnt in the lesson. While on the other hand findings also established that English language fluent learners shined during small group discussions and works because they were usually seen guiding their friends by explaining to them what was required of them during group work and not only that they also helped in translating what other learners said using local languages into English for easy oral presentations.



The findings above also imply that as teachers try to balance power in their teaching they must also be mindful of the fact that all learners are important and equal in the teaching-learning process therefore, they must as well be on the lookout for some negative elements that may surface in the process of trying to balance power in their teaching and among such vices is a tendency where a particular teaching strategy seem to favor a particular group of learners, because if that happens and it is not countered, then it befits the whole essence of this concept. Because teacher must also realize that while they try to respect the structural nature of power, which Foucault (1980) expressed as that which manifests itself in relationships among people. In that sense, Arendt (2013) also describes power as a ubiquitous potential that springs up when people interact. Hence, power is situational, relational, changeable, and an unreliable entity. Thus fluid in nature, it can also become an instrument of abuse if not well handled in this particular context in a classroom by those who may seem to possess more power than others even amongst learners themselves.

6.2.2 Balance of power is time consuming

The findings established that some teachers never liked to use learners centered classroom activities which meant power sharing, because they thought and believed that using such learner centered classroom activities like; group work, role play, projects, discovery learning and drama were very involving and time consuming as they required a lot of time hence they derailed their work coverage. The above revelations from teachers imply that such teachers preferred to use teaching methods and techniques that did not take more time and in most cases such techniques are more teacher centered and this is a situation in which most learners currently find themselves in because most teachers are guided by past policies of assimilation and integration and which take little, or no account for their learners' learning needs and differences, thus such teachers are determined by and for the dominant culture as revealed above.

This revelation also above also agrees with Barrett (2007) who also established that teachers used more time when they used learner centered techniques to teach learners unlike when they used teacher centered approaches. While on the other hand, this finding disagrees with Lungu (2012) whose study recommended the use of learner centered activities as the best way of teaching reading and writing to grade eight learners in selected basic schools in Chongwe district. Just like it is also argued by Walkowiak, et al, (2017) learning opportunities in classes are those that support learners' authorship of ideas, to

develop or build on understanding. This therefore, entails the establishment of shared authority in classrooms is a shared social regulation of opportunities to learn.

6.2.3 Balance of power is very demanding on the teacher

The findings also found out that some teachers complained that the use of some learner centered classroom teaching strategies and techniques which also meant power sharing with the learners were too demanding on their part, because they were required to do a lot of preparations before going to the classes to teach and that meant, teachers spending more time in school because if that was not done properly classes ended up being very disorganized and no proper learning took place. The finding above is similar to the findings by O'Sullivan (2004) who also reported that teachers were not interested in using learner centered approaches because it was a tiresome process of teaching learners.

Furthermore, the revelation above also resonates well with the code and pedagogic discourse theory, together with its extended notion of recontextualisation of education knowledge, whose proponent is Bernstein (1973) which is one of the theories used in this study, because under this theory, it is believed that classroom teaching does not take place in a vacuum, hence it is affected by several factors such as government through the curriculum, syllabus, teacher training and attitude, national exams, school inspections, school administration and the context of the school on one hand, and informal knowledge and the learners' social cultural background on the other hand (Mwanza 2016) as cited in (Mwelwa 2020). Thus from the findings above and from the theoretical perspective above, it is evident that some teachers' perceptions of some learners centered teaching techniques and strategies were not positive and that also justifies to some extent as to why in some classes where the researcher did some lesson observations, there was less learner involvement in that, some teachers' perceptions did not support democratic classroom strategies because indeed the use of learners centered strategies require proper planning and dedication to duty if they were to yield expected results. Therefore, from the findings it is clear that indeed external framing seriously affects internal framing in formal teaching and affected learners' learning.

VII. CONCLUSION

Therefore, to conclude on the discussion of findings on the effects of balance of power between the teachers in the teaching of English language in multilingual classrooms.

The study established that; there were a number of positive effects among them; arousing learning interests in the learners, builds confidence in the learners, makes both the gifted and less gifted learners access learning, it is more helpful to the more gifted learners, makes lessons more enjoyable to all learners, ensures inclusion in classrooms and all the above effects enable epistemic assess and help avoid symbolic violence in the teaching-learning process and the findings also revealed some negative effects which included; some teachers not being interested in teaching English language using some learner centered techniques and strategies because such activities were time wasting and demanding on their part and that their use made them move slowly in terms of syllabus coverage hence, their avoidance regardless of the harm that caused to the learners in terms of epistemic access.

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