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Abstract: This study explores the phenomenon of auxiliary inversion in the English language and its corresponding challenges among learners and teachers at Nkulumashiba Secondary School in Luanshya, Zambia. The aim of the study is to improve English language education in Secondary schools and potentially serve as a basis for the development of instructional materials and interventions that can enhance learners' overall syntactical competence. Using a qualitative approach, the study gathered and analyzed data through interviews and questionnaires. Primary data was collected using 28 respondents/informants who were selected purposively who included 3 teachers and 25 learners of English. The generative grammar theory was used to underpin the study. The study reveals that learners encounter difficulties with auxiliary inversion because the structural exponent is not adequately taught. The study further shows that there is a mismatch between the curriculum and the books in terms of the content. The further challenge is that the existing information about inversions is scanty hence both learners and teachers face critical challenges. Teachers also lack the required pedagogical approaches to teaching English inversion which eventually impedes the acquisition and mastery of knowledge and skills by the learners. The findings of this research have practical implications for English language teachers and curriculum developers. Therefore, eradicating the challenges encountered by learners regarding auxiliary inversion and delineating effective approaches would contribute to the ongoing efforts to improve English language education.

Keywords: *Challenges, Nkulumashiba Secondary, Subject-auxiliary inversion.*

1. Introduction

English language education in Zambia, particularly in settings such as Nkulumashiba Secondary School in Luanshya, presents unique challenges and opportunities shaped by the local socio-cultural and educational contexts. As one of the many secondary schools in Zambia where English serves as a medium of instruction, Nkulumashiba Secondary School plays a crucial role in equipping students with the language skills necessary for academic success and future endeavors. Within this context, auxiliary inversion emerges as a pertinent aspect of English grammar that demands attention due to its complexities and implications for language learning and communication.

It is envisaged that an auxiliary inversion, a syntactic phenomenon involving the inversion of subject and auxiliary verb in certain sentence constructions, presents a unique set of challenges for learners of English as a second language. Klein (2009) says, "English inversion is a syntactical feature that involves the reversal of subject and verb order, commonly used in questions, negations, and certain sentence structures." It can be argued that that the concept of inversion requires an understanding of grammatical rules and the ability to apply them accurately. Additionally, Richard (2020:12) says, "In English grammar, inversion is a reversal of normal word order especially the placement of a verb ahead of the subject." Several studies have examined the nature and functions of inversion in English syntax, providing insights into its usage and grammatical principles. Inversion errors can impact communication and written expression, hindering students' overall language proficiency.

The 2019 to 2022 Examination Performance Report from the Examination Council of Zambia (ECZ) has highlighted the persisting challenges faced by learners at Grade 12 regarding inversion in English specifically in English paper two. The report indicates that a significant number of learners struggled with the accurate usage of inversion in their examination. This finding further emphasizes the urgency and importance of investigating the syntactical difficulties encountered by Grade 12 pupils in relation to English inversion.

Auxiliary inversion, the syntactic phenomenon involving the inversion of subject and auxiliary verb in certain sentence constructions, presents a notable challenge for learners at Nkulumashiba Secondary School. Given the diverse linguistic backgrounds and varying levels of exposure to English among students, mastering auxiliary inversion requires careful instruction and support tailored to the specific needs of the learners in this setting. Moreover, the broader educational landscape in Zambia, characterized by resource constraints, teacher shortages, and curriculum demands, further underscores the importance of addressing challenges related to English language acquisition effectively.

Therefore, the present study was conducted at Nkulumashiba Secondary School in Luanshya, Zambia, to explore the phenomenon of auxiliary inversion in the English language and investigate the corresponding challenges faced by learners in this particular educational context.

2. Literature Review

The literature review provides an overview of relevant scholarly work and research findings related to English inversion and second language acquisition. The review explores existing studies, theories, and pedagogical approaches that shed light on the challenges faced by Grade Twelve pupils in mastering inversion in English. This literature review serves as a foundation for the present study, highlighting the knowledge gaps and providing insights for further investigation.

According to Cambridge Dictionary (2023:34), “English inversion refers to the syntactical structure in which the subject and verb order are reversed, typically occurring in questions, negations, and certain sentence types.” On the other hand, Crystal (2003:225) says, “Inversion is term used in grammatical analysis to refer to the process or result of syntactic change in which a specific sequence of constituents is seen as the reverse of another.” These studies highlight inversion as a complex syntactical feature that poses challenges for both native and non-native English speakers and writers. Akinwamide & Oguntade (2023) posits that Subject-auxiliary inversion can be used after restrictive adverbs such as scarcely, hardly, seldom, really, never, no sooner, barely, only and little is similar to the use of inversion with negatives because it emphasizes and strengthens the point that something has never seen before or that there was little knowledge of something, for instance in these sentences: Little did I know, he was actually French, No sooner had we arrived than dinner was served, Never have I seen such a wonderful view, Barely has he seen her, Only afterward did I learn the truth. Based on the above given examples, the materials currently used in Zambian secondary schools on English inversion are limited which is in tandem with Smith (2019) who observes that the current curriculum addresses fundamental grammatical concepts but overlooks the intricacies of inversion for secondary school learners.

According to Govindasamy & David (2002), Inversion is defined as the appearance of the main verb before the subject auxiliary inversion, where an auxiliary verb changes places with its subject. The challenges that learners encounter in understanding certain linguistic nuances and grammatical systems such as inversion poses a problem for practitioners. Comrie (1989) posits that English word-order patterns are among the most confounding textual features second language learners encounter where learners at Nkulumashiba Secondary School in Luanshya are not exceptional. Lack of syntactic study on the challenges encountered by the Grade Twelve learners in particular causes a persistent

poor performance at final examination based on 2019-2022 Examination Council of Zambia Performance report.

A similar study on English inversion by Quasim Obayes (2017) shows that most of Iraqi college students face more challenges in mastering inversion in making correct grammatical sentences of their own as well as in paragraph writing. The scholar concluded that fourth year students have challenges when they use inversion because they do not have a complete mastery of subject auxiliary inversion in English. His research targeted students in college, however, the current study deals with difficulties in English inversion among students at secondary level before they proceed to college and to improve their performance at Grade Twelve examination in the Zambian context.

Aladdin et al., (2021) conducted a research in Palestine and Malaysia respectively on inversion and word order in English; functional perspective. The duo studied their research among secondary school students and their study aimed substantially at finding out whether inversion verb subject has semantic meaning as opposed to non-inversion subject verb contributed any meaning to the pragmatic process of communication.

In addition, Aladdin et al., (2021) provided a good attempt at describing the factors that drive the distribution and pragmatic use of inversions in scientific texts and concluded that most of literature on inversion in English is syntactic rather than functional in nature and orientation. However, the present study focuses on learners' performance during examination and not at functional level, hence based on writing and analyzing the syntactic literature which is used by learners in their spoken and written discourses.

Literature shows that there are limited studies conducted on inversion difficulties among Grade 12 pupils in Zambia was found. However, broader studies on English language learning and challenges faced by Zambian students provide valuable insights into the potential difficulties learners encounter when learning the syntactic feature of inversion. A study conducted by Mwaba (2018) investigated the general challenges faced by Zambian students in English language learning and highlighted issues related to grammar, vocabulary, and sentence structure. The findings suggested that students struggle with complex sentence structures, including inversions. However, the study was very broad and did not address specific inversions such as the subject auxiliary inversion which the present study has accounted for.

Another study by Banda & Chabala (2019) explored the challenges faced by Zambian students in writing English essays. The results indicated that students often struggled with sentence structures involving inversion, leading to errors in their written compositions. The scholars indicated a need for further research specifically focusing on the difficulties associated with inversion structures in English particularly in sentence transformation among Grade Twelve pupils in Zambia. According to the available literature, it appears there is no study in Luanshya that has attempted to establish the difficulties encountered by Grade Twelve when utilizing the structural exponent of English inversion, a gap this study has filled.

The research done by Govindasamy & David (2010) in second language acquisition (SLA) explored the acquisition and development of syntactic structures in non-native English speakers. The scholars have indicated that learners face challenges in acquiring the syntax of a second language, including inversion. Factors such as the learners' first language transfer, age, language aptitude, and exposure to input play crucial roles in determining the level of difficulty and accuracy in mastering inversion. Literature highlights issues such as subject-verb agreement, word order, and the comprehension of inverted sentence structures as key areas of difficulty (Fahad, 2020). Studies have identified common error patterns, misconceptions, and challenges encountered by learners when applying inversion rules. In addition, based on studies on error analysis and inversion difficulties, error analysis studies have examined the specific types of errors made by second language learners in various aspects of English grammar, including inversion.

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Closing the information gap requires conducting comprehensive research that specifically explores the inversion challenges faced by Grade Twelve pupils in Zambia, providing detailed analysis, and offering insights into effective pedagogical strategies to address these difficulties. By filling this gap, researchers, educators, and policymakers can gain a better understanding of the specific issues faced by Grade Twelve pupils in Zambia and make informed decisions to enhance English language instruction in relation to inversion structures.

Furthermore, on pedagogical approaches and interventions perspective, it appears many Scholars and educators have proposed various pedagogical approaches and instructional strategies to address the challenges faced by English language learners in mastering inversion. These approaches include explicit grammar instruction, communicative language teaching, interactive activities, and form-focused instruction. Therefore, the integration of technology, multimedia resources, and authentic materials has been explored as means to enhance students' understanding and application of inversion rules (Govindasamy & David, 2010).

The reviewed literature shows that there is limited research specific to English language education in Zambia, particularly focusing on inversion difficulties. However, studies have highlighted contextual factors such as language policy, curriculum design, teacher qualifications, and resources as influential elements in the effectiveness of English language instruction. Understanding the specific challenges faced by Grade Twelve pupils in Luanshya District can provide insights into the local context and contribute to more targeted pedagogical interventions.

Therefore, the reviewed literature shows the significance of investigating the syntactic difficulties related to English inversion faced by Grade Twelve pupils in Luanshya District. Existing studies highlight the complex nature of inversion, the challenges encountered by second language learners, and various pedagogical approaches for addressing these difficulties. By examining the specific challenges faced by Grade Twelve pupils in Luanshya district, the study aims to contribute to the existing body of knowledge, inform pedagogical practices, and enhance English language education in Zambia.

3. Theoretical Framework

The study was guided by the generative grammar theory (Chomsky, 1976). Generative grammar theory, particularly within the framework of transformational-generative grammar (TGG), provides a linguistic perspective for examining the syntactic structure of English inversion. This theory, pioneered by Chomsky (1976), focuses on the innate, rule-based nature of language and the role of transformational rules in generating grammatical sentences. Within the study, generative grammar theory underpinned the analysis of inversion rules and the identification of common error patterns made by Grade Twelve pupils. The theory provided insights into the underlying syntactical principles and structures that contribute to the difficulties encountered by students in correctly employing inversion (Krashen, 1987).

In the present paper, generative grammar theory was used to analyze the specific syntactical difficulties related to English inversion. This theory allowed for a deeper exploration of both the cognitive and linguistic aspects of the phenomenon under investigation.

In addition, the theoretical framework was complemented by relevant empirical studies, scholarly literature, and research findings in the field of second language acquisition and syntactic analysis. These sources provided additional support and context for the research, aiding in the interpretation of the data collected and the formulation of meaningful conclusions.

Therefore, generative grammar theory in this paper provided a robust theoretical foundation for investigating the subject auxiliary inversion in English and understanding the corresponding challenges faced by learners in Grade Twelve in Luanshya district. Drawing upon the insights and principles of this theory, the presented undertaking contributed to understanding of the challenges

associated with learning English inversion and second language acquisition. The theory further provided insights for pedagogical practices that can enhance students masterly of knowledge and skills on the said structural exponent.

4. Methodology

The study used qualitative research whose results are normally holistic, non-numerical, inductive, subjective, and process-oriented methods used to understand, describe, interpret, and develop a theory on a particular phenomenon (Brink & Wood, 1998; Siame, 2022a; Siame et al, 2023; Siame & Banda, 2024). The results of the present undertaking were obtained using the qualitative design and reported using words and sentential expressions (Mutch, 2005; Siame, 2022b). The study was conducted at Nkulumashiba Secondary School in Luanshya district on the Copperbelt Province of Zambia. The study population included teachers of English and the Grade Twelve learners. Purposive sampling was employed to select 3 teachers of English and 25 learners of English who were the respondents during the study.

Data were collected from both primary and secondary sources. The data collection instruments used in the study were the interview guides, the questionnaire and the pre-test was administered to learners. Empirical primary data were collected through interviews and language proficiency assessments whose aim was to achieve a comprehensive understanding of the factors influencing learners' proficiency in auxiliary inversion. The pre-test on subject auxiliary inversion in English was administered to 15 learners and thereafter the questionnaire was administered to 10 learners of English selected randomly to supplement data generated from both tests results and the questionnaire. The 3 teachers selected purposively were subjected to interviews.

Data collection went hand in hand with data analysis (Mugenda & Mugenda, 1999). The collected data were read through and interpreted before a detailed analysis was conducted. The study employed a descriptive thematic analysis to make interpretations or meanings of the data (Siame & Lubungu, 2023). The data were analyzed inductively (Creswell, 2009).

5. Results and Discussion

The study set out to explore several key points regarding the understanding of subject-auxiliary inversion in English and its corresponding challenges to learners at Nkulumashiba secondary school of Luanshya District in Zambia. The results and discussion are presented using four themes, namely, knowledge of auxiliary inversion, auxiliary inversion errors faced by learners and challenges faced by teachers when teaching auxiliary inversion.

5.1 Lack of the Basic Knowledge of Auxiliary Inversion

The Grade Twelve learners expressed uncertainty about whether they had learned about learning the subject-auxiliary inversion. Grade Twelve learners A, B and C said:

We are not sure whether we have learnt that topic or not because we cannot remember what it deals with.

The study shows that all participants (learners) who were subjected to interviews expressed a lack of knowledge about subject-auxiliary inversion. This suggests a widespread lack of understanding or exposure to this grammatical concept among the learners at the school under investigation. This indicates a potential gap in the curriculum or teaching methods, where learners may not have received adequate instruction or reinforcement of this grammatical structure. This result correlates with Banda & Chabala (2019) who argue that Zambian students lack knowledge in the correct usage of subject-auxiliary inversion hence face challenges when writing English essays. These results indicate that students often struggle with sentence structures involving inversion, leading to errors in their written compositions which agrees with Crystal (2003) who opines that inversion is a complex syntactical feature that poses challenges for both native and non-native English speakers and writers.

Despite the uncertainty expressed by learners, the present study shows that subject-auxiliary inversion is indeed present in the educational materials used in the curriculum referred to as in English 8 pupils' book 2 page 243. It can be argued that the information provided on page 243 on inversion is not enough for learners to acquire adequate knowledge. This suggests a potential discrepancy between the content covered in the curriculum and the learners' perception or retention of the content. These findings clearly show that learners at Nkulumashiba Secondary School face challenges in terms of understanding and engaging with subject-auxiliary inversion. The study underscores the importance of addressing these challenges through targeted instructional approaches and curriculum enhancements to improve grammatical comprehension among learners.

The study also shows that learners of mastering the grammatical rules of subject-auxiliary inversion at Nkulumashiba Secondary School due to the way teachers teach the topic. Pupil J expressed dissatisfaction with the teaching of inversion in their class. Pupils E, F, G and K submitted that:

The teaching of topic 'subject-auxiliary inversion' is not effective at all at Nkulumashiba Secondary School. This is one of the reasons we fail to answer questions on structure in Grade Twelve because we are not equipped with the necessary knowledge and skills.

This result outlines the potential shortcomings in the instructional strategies employed by teachers. This shows that learners are not prepared adequately academically due to lack of effective teaching. It can be argued that there is a need for more engaging and comprehensive approaches to effectively convey grammatical concepts to learners.

Further data on the knowledge of subject-auxiliary inversions were obtained from 20 learners using a questionnaire. The results are summarised in the table below:

Table 1: Knowledge of subject-auxiliary inversions by Grade Twelves

Results	Descriptive statistics (Frequencies)			Percent
	Boys	Girls	Total	
I do not know	05	07	12	60
I partially understand	03	01	04	20
I fully understand	02	02	04	20
TOTAL	12	08	20	100

The results in Table 1 reveal that out of 12 learners who did not have knowledge about subject-auxiliary inversion, 5 were boys representing 42% while 7 were girls representing 58%. Results also show that 3 boys (75%) and 1 girl (25%) partially understood the structure. Results further reveal that 2 boys (50%) and 2 girls (50%) had full understanding of the structural exponent.

The analysis of results in Table 1 reveals that a total of sixty percent (60%) of the participants (learners) demonstrated a complete lack of understanding or awareness of the inversion structure. This finding underscores a substantial gap in the participants' linguistic knowledge and suggests a need for targeted instruction and reinforcement in this area. This finding is in tandem with Govindasamy & David (2010) who argue that learners face challenges in acquiring the syntax of a second language, including inversion. The results suggest the necessity to provide targeted intervention and instructional support to address gaps in learners' comprehension and facilitate their mastery of inversion in English grammar.

The results in Table 1 also reveal that twenty percent (20%) of the participants (learners) exhibited shallow or minimal information about inversion. While they may have some basic familiarity with the concept, their understanding appears to be insufficient for accurately identifying inversion errors. This result highlights the importance of deepening learners' understanding through comprehensive instruction and practice.

Despite the challenges observed in Table 1, results further reveal that twenty percent (20%) of the participants (learners) showed a positive response toward inversion. This subgroup demonstrated a level of familiarity or confidence with the structure, indicating a potential foundation upon which to build further understanding and proficiency.

Similarly, the responses provided by pupils R, Q, and D who were subjected to oral interviews point to lack of knowledge of inversion in English grammar. Pupil R expressed a lack of understanding of inversions by saying:

I don't understand exactly what inversion is. I have no idea about the structure although our teacher introduced the concept to us.

The above response indicates a complete lack of knowledge or familiarity with the concept of inversion, suggesting a need for foundational instruction in this area.

Similarly, pupil Q stated:

I don't have any knowledge about inversion. The topic was taught, but it was very confusing to me. I am sure that most of my classmates did not fully understand this topic.

This response echoes the sentiment of lacking awareness or understanding of inversion in English grammar. Pupil Q's acknowledgment of their lack of knowledge underscores the importance of providing comprehensive instruction and support to address gaps in linguistic understanding.

On the other hand, Pupil D provided a definition of inversion, albeit inaccurately. Respondent D defined inversion as follows:

Inversion are words that are used to express a place, action, or an idea of someone, it is a kind of speech which makes a write sentence to look wrong one.

The above verbatim shows that respondent D committed a graphological error by using a wrong lexical item "write" instead of 'right' which came about due to the same sounds. This response indicates a misunderstanding of inversion, associating it with the expression of ideas or actions rather than its grammatical function and does not reflect Crystal's (2003:225) definition of an inversion who opines that the term is used in grammatical analysis to refer to the process or result of syntactic change in which a specific sequence of constituents is seen as the reverse of another, in this case the subject and the auxiliary. In addition, the incorrect spelling reflects potential challenges in language proficiency.

Further investigation of subject-auxiliary inversion involved Pupil F who was asked to construct a sentence expressing surprise or shock using inversion which resulted into a grammatically incorrect sentence as illustrated below:

I was surprised when I saw my aunty at our place and I was shocked when I heard that we are not opening school on 8th January 2024.

The above sentence is not in any form of subject auxiliary inversion. It can be argued that the reference made in the above sentence contributes to learner's poor grammar, spelling and understanding which is in tandem with Govindasamy & David (2010) who posit learners' first language transfer, age, language aptitude, and exposure to input play crucial roles in determining the level of difficulty and accuracy in mastering inversion. The correct usage of inversion in this context would have involve inverting the subject and auxiliary verb in the subordinate clause that expresses surprise or shock. Therefore, the learner should have inverted the sentence by starting with 'Surprised was I when.....and shocked was I.....'

It can be argued that the responses from the informants and respondents highlight varying degrees of misunderstanding or lack of awareness of inversion among the pupils. Addressing these misconceptions and gaps in knowledge through targeted instruction and clarification of concepts is crucial to supporting their development in English grammar. The study shows that learners committed comprehension and recognition errors during auxiliary inversion. The majority of the participants faced challenges in identifying inversion in sentences. This level of difficulty suggests a lack of fundamental misunderstanding or lack of knowledge regarding the grammatical structure of inversion.

5.2 Lack of Materials on Auxiliary Inversion

The responses from the three teachers (participants) who were interviewed regarding the curriculum and materials used for teaching inversion in English highlighted various inadequacies and provided suggestions for improvement. Teacher GT1 expressed dissatisfaction with the curriculum and materials by stating that:

The curriculum and materials that we use do not give enough information at all.

This comment underscores a perceived lack of depth or comprehensiveness in the existing curriculum and instructional resources and is in line with (Govindasamy & David, 2010) who propose the integration of technology, multimedia resources, and authentic materials to enhance learners' understanding and application of inversion rules. The teacher's assessment suggests that the current materials may not adequately cover the necessary content or provide sufficient guidance for effective teaching of inversion.

Based on extensive experience in teaching English, Teacher GT2 noted a discrepancy between the curriculum and the available materials. The teacher remarked:

The curriculum and the materials that we use for teaching contrast in terms of the content available.

This observation highlights a potential mismatch between the content prescribed by the curriculum and the resources actually accessible to teachers and learners. The observation by Teacher GT2 suggests the importance of designing a curriculum that encompasses a wide range of content, tailored to meet the interests and requirements of learners. This result emphasizes the need for flexibility and adaptability in curriculum development to cater to diverse learning needs and preferences. The above results are in tandem with Smith (2019) who observes that the current curriculum addresses fundamental grammatical concepts but overlooks the intricacies of inversion.

Furthermore, results reveal that due to limited content on inversion, teachers opt to scout for unauthorized sources for instance 'West Line' and 'Tropical' books for English. Teacher GT3 that, said:

Grade Twelve learners lack understanding on inversion due to insufficient information in the curriculum and materials in school

Teacher GT3's insight underscores the critical role of teachers' proficiency and knowledge in shaping students' understanding of grammatical concepts like inversion. By acknowledging that insufficient information or expertise among teachers regarding inversion can lead to challenges for learners, Teacher GT3 highlights the importance of providing adequate support and resources for educators. The results imply that the repercussions of this lack of understanding can manifest in various difficulties experienced by students. These challenges may encompass comprehension issues, errors in application, and overall struggles in mastering the grammatical concept. Teacher GT3's perspective underscores the interconnectedness of teacher preparedness and student learning outcomes, emphasizing the need for ongoing professional development and support to ensure effective instruction in English grammar. These results correspond to Mwaba (2018) who established the

general challenges faced by Zambian students in English language learning that include grammar, vocabulary, and sentence structure which include complex sentence structures as well as inversions. It can be argued that addressing the challenges identified in this study requires a multifaceted approach that encompasses both structural and pedagogical reforms. The integration of innovative teaching methodologies, supplemented by ample learning resources, is imperative to bridge the gap between educators' expectations and learners' capabilities. Additionally, fostering collaborative initiatives between educators, learners, and educational authorities can facilitate the implementation of sustainable solutions aimed at enhancing the overall learning experience at Nkulumashiba Secondary School in particular and Zambia in general. There is a need to prioritize curriculum alignment, resource provision, and the adoption of innovative instructional strategies, stakeholders can work towards fostering a conducive learning environment conducive to the holistic development of learners.

6. Conclusion

Study concludes that secondary school learners face subject-auxiliary inversion challenges in their learning of English language. The study also concludes that teachers on the other hand have difficulties in teaching the said topic. There is a need for curriculum reform in order to overcome the challenges of teaching and learning of inversion. The curriculum development Centre (CDC) should initiate a comprehensive review of the curriculum to align it with best practices in language education. There should be an integration of clear learning objectives and instructional strategies for teaching grammatical concepts such as inversion across all grade levels. This reform should prioritize the development of a coherent and scaffolded approach to ensure progressive mastery of linguistic structures. The third conclusion is that there is lack of provision of teaching materials. These materials should be accessible, engaging, and aligned with the curriculum objectives, catering to diverse learning styles and abilities. There is also a need to promote teacher engagements through professional continuous development activities or training programmes which should focus on equipping educators with the necessary knowledge, skills, and pedagogical strategies to enable the educators teach the subject-auxiliary inversion effectively. The study also concludes that there is a need to provide opportunities for teachers to engage in professional development workshops, seminars, and conferences focused on language instruction and curriculum development. Therefore, there is a need to implement the following activities; departmental meetings and collaboration by facilitating regular departmental meetings and collaborative discussions among teachers to deepen their understanding of the concept of inversion and share effective instructional practices; integration of communicative language teaching (CLT) principles into the pedagogical approach for teaching inversion structures which emphasize interactive and communicative activities that provide learners with authentic contexts to practice and apply their understanding of inversion in meaningful ways such as role-plays, debates, and problem-solving tasks to engage learners actively; monitoring and Evaluation by conducting regular assessments to gauge learning outcomes, identify areas for improvement, and inform instructional decision-making.

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