

**THE EFFECTIVENESS OF TEACHING INDIGENOUS LANGUAGES  
UNDER THE TEAM TEACHING ARRANGEMENT IN PRIMARY  
(BASIC) COLLEGES OF EDUCATION IN ZAMBIA.**

By

SIMFUKWE MICHAEL GEORGE

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## **AUTHOR'S DECLARATION**

I, Simfukwe Michael George, do hereby declare that this piece of work is my own and that all the work of other persons have been duly acknowledged, and that this work has not been previously presented at this University and indeed any other University for similar purposes.

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**CERTIFICATE OF APPROVAL**

This Dissertation of SIMFUKWE MICHAEL GEORGE \_\_\_\_\_ is approved as fulfilling part of the requirements for the award of the degree of Masters of Education in Applied Linguistics by the University of Zambia.

Examiners' Signatures

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## **ABSTRACT**

This study sought to establish the effectiveness of teaching indigenous languages under the team teaching arrangement. The research methodology of the study involved both qualitative and quantitative data which was collected through questionnaires, lesson observations, curriculum materials and structured interview schedules. The sample comprised twelve teacher educators from Kitwe and Malcolm Moffat Colleges of Education in Zambia, who were selected purposively from the Literacy and Language Education study area to take part in the study. The data collected was analysed using both qualitative and quantitative techniques. The major findings of this study revealed that teacher educators regarded indigenous languages as important as English though teaching them under team teaching was not practicable as they were not qualified teacher educators for Indigenous Languages. The study also revealed that only English was taught and group discussion among other methods was more commonly used to teach it. From the findings, it was also observed that until teacher educators with both content and pedagogical knowledge in the two contributing subjects in the Literacy and Language study area were recruited into colleges of education, teaching of Indigenous Languages and English integratively (team teaching) would not work.

In view of the research findings, recommendations were made that Teacher Education should address the issue of recruitment and staff professional development in colleges of education.

**To my beloved parents, brothers and sisters.**

I dedicate this piece of work to them for their love, care, guidance, support and several other things that have enabled me to be what I am today. I will forever be indebted to them. Above all, may the Almighty God be honoured.

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## **LIST OF ABBREVIATIONS**

CDC	-	Curriculum Development Centre
CDU	-	Curriculum Development Unit
DANIDA	-	Danish International Development Agency
DFID	-	Department for International Development
DTED	-	Department of Teacher Education and Development
GRZ	-	Government of the Republic of Zambia
INSET	-	In-Service Training
IPTE	-	Initial Primary Teacher Education
KCE	-	Kitwe College of Education
KITE	-	Kitwe Institute of Teachers' Education
LLE	-	Literacy and Language Education
MASTERRP	-	Malawi Special Teacher Education Programme
MIE	-	Malawi Institute of Education
MISTERP	-	Malawi Integrated In-Service Teacher Education
MMCE	-	Malcolm Moffat College of Education
MOE	-	Ministry of Education
NBTL	-	New Break through to Literacy
PCAR	-	Primary Curriculum
PRESET	-	Pre-Service Training

PRP	-	Primary Reading Programme
SITE	-	Step In To English
UNESCO	-	United Nations Educational,Scientific and Cultural Organisation.
UNZA	-	University of Zambia.
TED	-	Teacher Education Department
TESS	-	Teacher Education and Specialised Services
ZATERP	-	Zambia Teacher Education Reform Programme
ZATEC	-	Zambia Teacher Education Course
ZBEC	-	Zambia Basic Education Course
ZDTE	-	Zimbabwe Department of Teacher Education
ZPC	-	Zambia Primary Course



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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 CONTEXT OF THE STUDY**

This section starts by describing the general context of Kitwe and Malcolm Moffat colleges of education. Kitwe College of education is situated on the Copperbelt region while Malcolm Moffat is situated in Central Province of Zambia. Both of them are public colleges of education in Zambia providing pre-service teacher education to basic (primary) school teachers.

Teacher education has undergone significant changes since independence. The land mark change that characterized literacy and language education involved the integration of English and any of the seven local regional official languages (indigenous languages) which included: Bemba, Nyanja, Tonga, Silozi, Kaonde, Luvale and Lunda into the Literacy and Language (LLE) study area. This new primary Literacy and Language Education curriculum embraced learner-based teaching as opposed to the teacher-centred approach which was common in the previous two programmes namely Zambia

Primary Course (ZPC) and the Zambia Basic Education Course (ZBEC). All the literacy and language educators at both colleges have taught LLE for sometime now. In addition, they have been inducted into the Zambia Teacher Education Course. Having provided the context of Kitwe and Malcolm Moffat Colleges of education, the rest of this chapter describes the background to the study.

In doing this, the chapter outlines the different programmes which basic school colleges in Zambia have offered since 1966. The year 1966 marked a new era in the development of teacher education in Zambia in which the teacher education curriculum for basic (primary) teacher training colleges had just shifted from being largely practical-based, which was associated with the colonial period to theoretical subjects which were associated with the post independence era. Furthermore, the chapter sets out to describe the statement of the problem, the purpose of the study, the objectives as well as the research questions and the

significance of the study. Finally, the chapter defines the terms used in the report.

## 1.1 **BACKGROUND TO THE STUDY**

There have been three different basic (primary) teacher's training courses in Zambia since 1966. Each course had its own specific focus and was deliberately designed to respond to the objectives defined by the national education policy documents of the time. Therefore, each of the three basic (primary) teachers' courses influenced the teaching and learning differently. In other words, a change from one primary teacher training programme to another is expected to have a corresponding influence in the manner teacher educators organize their knowledge and teaching methodology. In this regard, how LLE teacher educators at basic (primary) school colleges of education in general, and at both Kitwe and Malcolm Moffat colleges of education in particular, interpret their own practice with regard to indigenous language teaching

under the team teaching arrangement will form the background to this study.

The first basic (primary) teachers' training course in Zambia after independence was known as the Zambia Primary Course (ZPC). This course ran from 1966 to 1973. The course was strictly teacher centred, content-focused and highly prescriptive in nature. In addition to this, the leadership style of language teacher educators in this paradigm of curriculum was authoritative (MOE 2000). During the period of the ZPC, teacher educators of indigenous languages in basic (primary) colleges interpreted activity based teaching largely as consisting of making trainee teachers listen and copy notes as they lectured (MOE 1999). Learners' knowledge was essentially at the verbal level and yet language is a doing subject (Young, 1988). Some educationists, both local and international tend to view the teacher centred approach to teaching any subject, in general as being inflexible and incapable of equipping the learner with the ability to cope with the real world (Frazer et al, 1993; Wellington, 1989).

The second primary teachers' training course in Zambia was the Zambia Basic Education Course (ZBEC). The course ran from 1974 to 1997 at Kitwe, Mufulira and Solwezi primary teacher training colleges while other colleges in Zambia continued with it until 2000. In both ZPC and ZBEC the languages department taught English and indigenous languages or Zambian languages as separate subjects and trainee teachers went to teach them as separate subjects. That is, there were teacher educators specifically for the English section and those for the Zambian languages section. Both ZPC and ZBEC had some features of both teacher-centred and learner centred approaches. In the teacher-centered approach, the teacher dominated all learning processes. Here, the teacher was regarded as the knowledge giver while in the learner-centered approach, the teacher functioned as a facilitator and learners dominated the learning processes.

In addition, the curriculum still remained examination driven coupled with rote learning of facts simply for the purpose of passing an examination (MOE 2000). In order to improve the quality of education and to increase the number of teachers at Primary and Basic Education levels, the Ministry of Education initiated a new course called ZATEC from ZBEC. The course, ZATEC was based on the principle of the integration of the traditional subjects rather than their differentiation, to produce a curriculum that was relevant to local needs. Before the course was taken to scale in all primary colleges in Zambia, it was first piloted as a programme at three colleges: Kitwe, Mufulira and Solwezi under the name ZATERP from 1997 to 1999 (MOE : 2001). In 2000 ZATERP gave birth to a third primary teachers' training course in Zambia. The third primary teachers' training course was known as the Zambia Teacher Education Course (ZATEC). ZATEC was still in force at the time of conducting this study. ZATEC marked a major shift from teaching languages (English and Indigenous languages) as separate entities to teaching them as one subject. The concept of



integration was introduced and the languages department became known as the Literacy and Language Education Study Area (LLE). Teacher educators assumed the role of facilitator, co-learner, co-researcher, guide and mediator rather than that of knowledge giver (MOE 2001).

## **THE PLACE OF LLE STUDY AREA AT BOTH KITWE AND MALCOLM MOFFAT COLLEGES OF EDUCATION**

The curriculum that was running at both institutions of learning at the time of this study, comprised six study areas namely: Education study area, Literacy and Language study area, Mathematics and Science study area (at the time of my research, there were plans to separate this study area), Expressive Arts study area, Social, Spiritual and Moral Education study area and finally Technology study area. The formation of these study areas was based on the principle of

integration of traditional subjects. The table below shows the traditional subjects that contribute to different study areas.

**Table 1: Study areas and contributory subjects**

<b>STUDY AREA</b>	<b>CONSTRIBUTORY SUBJECTS</b>
Education Studies	Aspects of Sociology and Psychology as they relate directly to classroom practice.
Literacy and Language Education	Local languages (indigenous languages) English
Mathematics and Science Education	Mathematics General Science Agriculture
Expressive Arts	Art Music Physical Education
Social, Spiritual and Moral Education	History Civics Geography Religions Education Moral Education
Technology Studies	Design Home economics Industrial arts Technology

*Source: Adapted from CDC (2000)*

According to the ZATEC programme, LLE is concerned with the teaching and learning of both English and any of the indigenous languages integratively. In view of this, the

curriculum at the time of this study was to enable student-teachers plan, implement and evaluate their lessons in literacy and language education using the most appropriate methods of teaching a given topic and learners particularly during their teaching and their school teaching practice (that is, school experience as it is called in ZATEC).

Unlike other study areas, Literacy and Language education deals with the nature of languages which are English and any of the regional official languages integratively. The aspects of languages are important, if not imperative to be known by students who are training to become teachers of languages. Against this background, the task of LLE at the two institutions (Kitwe and Malcolm Moffat) is to produce a scholar that would use LLE methods in solving problems in real life situations and become useful to oneself as well as to the country through knowledge and application of language skills and related culture of that language. Thus, the role of LLE educators at both colleges is essentially concerned with preparing a teacher

trainee who can plan, implement and evaluate effectively pupil learning, taking full account of the needs of the nation, the community, the school and the learner (MOE, 2001). It is expected in this course that teacher trainees will acquire language skills under the integration approach which is a major principle in this course.

## 1.2 STATEMENT OF THE PROBLEM

Since Zambia's attainment of independence in 1964, primary colleges of education have had three types of syllabi. These were Zambia Primary Course (ZPC), Zambia Basic Education Course (ZBEC) and the current Zambia Teacher Education Course (ZATEC). Zambia Teacher Education Course is following the integration programme where English and indigenous languages are taught as one subject through team teaching. However, the effectiveness of teaching indigenous languages under the team teaching arrangement is not known. In addition, it is not clear whether or not the system works to the advantage of either

indigenous languages or the English language. These two areas of knowledge gap prompted the need for the study at Kitwe and Malcolm Moffat colleges of education.

### **1.3 PURPOSE OF THE STUDY**

The purpose of the study was to establish whether indigenous languages were receiving equal attention as English under the integration arrangement at Kitwe and Malcolm college of education.

### **1.4 RESEARCH OBJECTIVES**

The objectives of this study were:

1. To establish the attitude of staff towards the importance of indigenous languages in comparison with English in basic (primary) colleges of education.
2. To establish the qualifications and background knowledge of teacher educators in the Literacy and Language Education study area.

3. To analyse the attitude of staff towards the importance of teaching indigenous languages in colleges of education.
4. To establish whether teaching Indigenous Languages under team teaching is effective or not.
5. To establish whether indigenous languages receive as much attention as the English Language in the Literacy and Language Education study area.
6. To suggest ways of how Indigenous Language could be effectively taught in these Collages of Education.

### 1.5 **RESEARCH QUESTIONS**

The following research questions guided the study.

1. What is the attitude of staff towards the importance of Indigenous Languages in comparison with English in basic (primary) colleges of education?
2. What qualifications and background knowledge do teacher educators in Literacy and Language Education study area have?
3. What is the attitude of staff towards the importance of teaching indigenous languages in colleges of education?

4. How effective is teaching Indigenous Languages under team teaching arrangement?
5. Do the indigenous languages receive as much attention as the English Language in the Literacy and Language Education study area?
6. How should Indigenous Languages be taught effectively to student teachers in Colleges of Education?

#### **1.6 SIGNIFICANCE OF THE STUDY**

We appreciate and commend government (MOE) for initiating a new course: Zambia Teacher Education Course (ZATEC) in basic (primary) colleges of education, based on the principle of the integration of the traditional subjects, rather than their differentiation, to produce a curriculum that is relevant to local needs. On the contrary nothing has been done to establish whether indigenous languages are effectively taught under the team teaching arrangement.

The findings of this study could be very important in establishing whether teaching of indigenous languages under the team teaching arrangement (integratively) has an effective impact or not. The study is important in the sense that it may reveal or provide useful information on policy formulation pertaining to curriculum designing for the Literacy and Language Education study area, where curriculum designers may make appropriate adjustments to the ZATEC syllabus to address local needs. Furthermore, the study may add to the existing knowledge and the needed possible remedies to the effective teaching of indigenous languages.

## **1.7 OPERATIONAL DEFINITION OF TERMS**

This section of the dissertation defines and clarifies the concepts used in this study.

### **1.7.1 Integration**

It means grouping all related subjects that is, traditional subjects together. For example, English and Indigenous Languages are grouped together as one study area.



### **1.7.2 Team teaching**

It is one of the procedures used in teaching in ZATEC where teacher educators in the study area plan and teach together.

### **1.7.3 Study Area**

ZATEC has adopted the concept of Areas of study, in which subjects are grouped according to clearly definable relationships among them. ZATEC has a curriculum based upon six study areas for example; Education Study area, Literacy and Language Education study area, Expressive Arts study area, Social, Spiritual and Moral Education study area, Technology study area and Mathematics and Science study area.

### **1.7.4 School Experience**

ZATEC is a two year programme. The second year activity when student teachers go out to practice teaching at various basic (primary) schools is called school experience. While at

these basic schools, stakeholders such as school mentors, standard officers and college teacher educators go to monitor them. School experience is a term under ZATEC that replaced the traditionally known “Teaching Practice.”

#### **1.7.5 Team Planning**

It means that cooperating with others including the learner to find ways to reach the educational goals while team teaching means working together with a close colleague or colleagues to deliver the material.

#### **1.7.6 Indigenous language**

It is a language of a place or a particular nation. For example, Zambia is a multi lingual state with at least 73 indigenous languages. English in Zambia is not an indigenous language.

#### **1.7.7 Regional Official Language**

Is one that has been selected for either teaching purposes or for the purpose of communication in Zambia. In Zambia, regional official languages include: Bemba, Nyanja, Lozi, Tonga, Kaonde, Lunda and Luvale.

#### **1.7.8 Official language**

It is one that is chosen by authorities of the government for the purpose of communicating in places of work, and other government institutions. In Zambia, English is the official language being a neutral language and having some relation to technological and scientific terminology currently in use in our industries and related literature. English is a medium of instruction right from grade one.

### **1.7.9 Learner-Centred approach**

It is the process intended to promote the holistic development of the child (learner) that is, physical, intellectual, social, affective, moral and spiritual qualities for their own fulfilment and the benefit of their immediate society.

### **1.8.0 Medium of Instruction**

This is a language that is used to teach other subjects. In Zambia, English is used as a medium of instruction right from grade one.

### **1.8.1 Foreign Language**

This is a language that comes outside one's community. In Zambia we have English as one of the foreign languages though it is used as our official language.

### **1.8.2 Local Language**

This is a native language found in an area or community. All  
Zambian languages apart from foreign ones are all local  
languages.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 INTRODUCTION**

Indigenous languages transmit knowledge and education from one individual, one generation and one era to another. They also provide the means for cooperation between communities and the homogeneity found in them. Furthermore, children learn the basic values of their society through their language (Awoniyi, 1982). Zambia is well known for its ethnic and family loyalty. Complex human relationships are based on language which regulates, modifies and enhances human behaviour in society.

Though indigenous languages have effectively performed their functions of communication, it has often been argued that they are marginalized and despised because unlike English, French and Portuguese, they are not well taught at virtually all levels of the education system (Miti and Monaka 2006). This research is,

therefore an attempt to examine the nature, state and challenges of the training of primary school teachers of indigenous languages in Zambia in order to ascertain the claim highlighted in the opening sentence of this paragraph in relation to teaching of indigenous languages under the team teaching arrangement.

The research further analyses and describes, the language situation in Zambia, education language policy, the syllabi used in primary colleges of education, the materials used in the training programmes including methodologies, the language in which the materials used are written and published and the media of instruction in these colleges. In addition, the research describes the minimum academic and professional qualifications for teacher educators of indigenous languages at Kitwe and Mufulira colleges of education. The challenges of teaching indigenous languages under the team teaching arrangement in these colleges are also spelt out before concluding the topic and making recommendations.

## 2.1. THE LANGUAGE SITUATION IN ZAMBIA

Zambia is a multi-ethnic and multi-lingual country with at least 73 ethnic groupings and about 40 languages. However, Kashoki (1998) states that there are approximately 80 dialects as the total stock of indigenous linguistic resources available for communication in Zambia. According to Kashoki (ibid) this number may be reduced to between 20 and 25 distinct languages using such linguistic measures as mutual intelligibility and vocabulary and grammatical correspondence as determinants of similarity or dissimilarity.

It should be borne in mind that in addition to indigenous Zambian languages, several non-Zambian languages are also used for domestic or non-formal daily communication in the country. These include such non-African languages as Italian, French, English, Gujarati, Hindi and Urdu as well as such African languages as Swahili and Ndebele (Kashoki, 1998). Of these non-African languages, English is a very special case having been accorded a unique role to play in Education,



government administration, legal matters, parliament, commerce and industry as well as national and international official communication since colonial rule.

Although we may talk of between 20 and 25 distinct indigenous languages or approximately 40 languages, the government has recognized only 7 of them as official regional languages. These are Bemba, Kaonde, Lozi, Lunda, Luvale, Nyanja and Tonga. Besides serving as languages of learning and teaching in the first year of primary school, these seven languages are also taught as school subjects in secondary schools though they are not compulsory (Kashoki, 1998).

Furthermore, all the seven languages have airtime on radio and limited airtime on television for news bulletins, advertisements and sketches or comedy in entertainment programmes. Although newspapers used to be regularly published in these indigenous Zambian languages before and after the attainment

of independence in this country, at the moment, their publication is erratic and in many cases not done at all.

## **2.2 EDUCATION LANGUAGE POLICY**

Before Zambia attained independence from Great Britain in 1964, all the learning and teaching during the first four years of schooling was carried out in Local indigenous languages (Nkossa, 1999; Ohannessian and Kashoki, 1978; Miti and Monaka, 2006). Upon the attainment of independence, the new Zambian government continued with the pre-independence education language policy of using a dominant local language as medium of instruction, as well as school subject in each region. However, in 1965 the government decided to reverse the policy and recommended that English would be used as the language of instruction from first year of primary school up to university level. This decision was enacted into law in 1966 in the Education Act. It is worth mentioning, however, that although the government espoused the use of English as the language of instruction from Grade 1, the teacher was allowed

to explain in one of the seven official Zambian languages, English concepts which could not be easily understood provided the majority of the pupils in that class understood the language. This consideration prompted the government to encourage teachers that were fresh from training colleges to go to schools in provinces where they had done their training, since it was assumed that they were familiar with the dominant local language used there and that they would easily use it in explaining new and difficult concepts to children (Kelly, 1999)

The decision to allow teachers to explain difficult concepts in a familiar language attested to some of the problems of implementing the English medium policy. As Nkosha (1999) and Miti and Monaka (2006) observe, the policy was only on paper since the majority of the children, especially those in rural schools and schools situated in high density townships or compounds of urban areas, had very little knowledge of English when they first went to school. The declaration of English as the sole language of learning and teaching from the first year of primary school was done in the firm belief that the standard and

quality of spoken and written English amongst learners would be enhanced (Miti and Monaka, 2006) and that English, as a 'non-tribal' language, would foster national unity more effectively than any local language. Some people may give credence to the argument that the use of English has played a pivotal role in fostering unity in Zambia, but the assumption that this policy would improve children's spoken and written English has proved to be a fallacy. As Miti and Monaka (2006) and the Zambian Reading Appraisal Team (MOE, 1996b) argue, contrary to this belief, literacy levels both in English and indigenous Zambian languages dropped considerably as a result of this policy and the standard of English spoken and written by primary school learners worsened. This did not come as a surprise because there is sufficient research evidence to show that literacy and or learning skills do not develop so well in children who learn in a language other than their mother tongue (Kelly, 1977; Ansre, 1977; MOE, 1992; MOE 1996a).

Although the problem of low literacy levels, associated with the use of English in learning and teaching in primary schools, was identified and documented in the 1976 and 1977 Education Reforms recommendations, it was only in 1992 and 1996 that the Zambian government decided to take a position on this issue. The policy document, Focus on Learning (MOE, 1992) records the following observations:

*Too early an emphasis on learning through English means that the majority of children form hazy and indistinct concepts in language, Mathematics, Science and Social Studies. A number of studies in Zambia have confirmed that children' subsequent learning has been impaired by this policy.*

The following views expressed in another National Policy document, Educating Our Future (1996), also support the use of a home language in teaching initial literacy:

*...there is strong evidence that children learn literacy skills more easily and successfully through their mother tongue, and subsequently they are able to transfer these*

*skills quickly and with ease to English or another language. Successful first language learning is, in fact, believed to be essential for successful literacy in a second language and for learning content subjects through the second language.*

It is the case, therefore, that by 1996, the Ministry of Education had accepted that literacy is best introduced through the familiar indigenous language. This realisation led to the official launching of the Primary Reading Programme (PRP) in 1999, following the evaluation of the 1998 Breakthrough to Icibemba Pilot Project conducted in Kasama. According to this programme all learning and teaching was to be carried out in a familiar indigenous Zambian language during the first years of primary school. The seven languages employed in the provinces are:

- Bemba – In the Northern, Luapula and Copperbelt provinces, including Mkushi, Serenje and Kabwe (Urban) districts in the Central Province.

- Kaonde – (Kasempa and Solwezi districts), Lunda (Zambezi, Kabompo and Mwinilunga districts) and Luvale (Zambezi and Kabompo districts) in the North Western Province.
- Lozi – In the Western province
- Nyanja – In the Eastern province and Lusaka urban, Chongwe and  
Luangwa districts in Lusaka province.
- Tonga – In the Southern province and Kabwe (rural), Lusaka (rural) and Mumbwa districts.

This programme was, however, amended before the implementation stage. Therefore, in practice, Zambian languages are used as languages of learning and teaching in Grade 1 (Miti and Monaka, 2006). From Grade 2 onwards English is the major medium of instruction, though a teacher is expected to use his/her discretion, particularly in Grade 2 where they are at liberty to use a familiar local language if they realize that some pupils' literacy levels are still too low. As if the motive for the adjustment made to the policy was to fulfill the

observation made in the quotation we saw earlier from *Educating Our Future* (1996a), Zambian languages are used in Grade 1 only for the purpose of making learners literate enough for them to study English. It is believed that the Department for International Development (DFID), the sponsors of Zambia's New Breakthrough to Literacy Programme then made the Ministry of Education amend the language in education policy to facilitate early introduction of the study of English (Nkosha, 2006). It seems the main purpose of introducing the New Breakthrough to Literacy in Zambian Languages was "Skills transfer", so that once children acquired literacy and numeracy skills in a familiar indigenous language, it became easier for them to learn to read, write and count in English. Thus, the popular saying in the Zambian Ministry of Education: "If you learn to ride a Zambian bicycle first, you can learn to ride an English bicycle better and faster."

### **2.3. THE SYLLABUS AND TEACHING/LEARNING MATERIALS FOR PRIMARY TEACHERS TRAINING IN INDIGENOUS LANGUAGES**



The primary teachers' colleges have had three types of syllabi since Zambia's attainment of independence in 1964. These are Zambia Primary Course (ZPC), Zambia Basic Education Course (ZBEC) and the Zambia Teacher Education Course (ZATEC). ZATEC began as a pilot project at three primary teachers' colleges (that is, Kitwe, Mufulira and Solwezi) in 1997 under the name Zambia Teacher Education Reform Programme (ZATERP). After running successfully, this programme was introduced at the other seven primary teachers' colleges as well in January, 2000. It was then that the name changed to ZATEC (MOE, 2000).

It should be noted that whereas the first two syllabi (that is, ZPC and ZBEC) covered English and indigenous Zambian languages as separate subjects, ZATEC integrated the two subjects areas under the title Literacy and Language Education. This radical shift from the previous practice of offering a large number of separate subjects, as reflected in the ZPC and ZBEC syllabuses, did not apply to English and indigenous languages

only, but to all the traditional subjects and are taught using the team teaching arrangement.

In ZATEC the traditional subjects are grouped according to clearly definable relationships between or among them. Thus, this curriculum, as presented in Table 1 on page 5 is based on the principle of the integration of the traditional subjects, rather than their differentiation, to provide a curriculum that is relevant to the local needs (MOE, 2000). According to MOE (2000) the seven official regional languages are represented in colleges of education as shown in the table below:

**Table 2: Indigenous Languages Associated to Colleges of Education**

<b>No</b>	<b>INDIGENOUS LANGUAGE (S)</b>	<b>PRIMARY COLLEGE OF EDUCATION</b>
-----------	----------------------------------------	---------------------------------------------

1	Bemba	Kasama, Kitwe, Mansa, Mufulira and Malcom Moffat
2	Nyanja	Chipata
3	Tonga	Charles Luanga and David Livingstone
4	Lozi	Mongu
5	Kaonde, Lunda and Luvale	Solwezi

**Source:** *Adapted from MOE (2000)*

As stated earlier, the Literacy and Language Education Syllabus comprises both the indigenous Zambian languages and English.

### **2.3.1. LITERACY AND LANGUAGE**

ZATEC draws its content from the history of Language, Language development, Language analysis, Language appreciation, Language for Life and Language use. The syllabus prepares the student teacher to be able to perform the following in his/her career at the basic school: create opportunities for learners to develop and apply literacy, language and language life skills through; listening, speaking, reading and writing (MOE, 2007). Similarly, the basic school teacher who has been trained in the LLE syllabus has knowledge and skills of teaching language from Grade 1 to Grade 7. The teacher is expected to organize materials and prepare to teach reading and writing in both a Zambian language and English.

English is the official Language of instruction in the education system in Zambia (Manchishi, 2007). Approaches to initial literacy through the medium of English have not however, been successful, with initial reading skills being taught through a language unfamiliar to the majority of children. This is one of

the major contributory factors to the under-achievement in reading in many Zambian children. Thus, the study area introduces student teachers to comprehensive concepts of teaching and learning. It also emphasizes the context in which teaching and learning is set.

The Syllabus has two parts: the Literacy component and the Language component for both indigenous Zambian languages and English and these are:

- **The Literacy Syllabus: Grade 1-7**

This covers reading and writing in a Zambian language at Grade 1 and English at Grade 2, further development and consolidation of literacy skills in Zambian languages and in English from Grades 3 to Grade 7.

- **The Language Syllabus: Grades 1-7**

The language syllabus covers the language skills: listening, comprehension, vocabulary, oral and written expression,

reading, information gathering, giving and following instructions, awareness of similarities between indigenous Zambian languages, Zambian culture, life skills, Literature and culture, translation and cross-cutting issues.

To achieve the above (MOE, 2007) the teaching methodologies to be based on varied learner centred communicative, interactive and participatory techniques such as: role play, drama, problem solving, information transfer, pair or group discussion, Field trips or project work, case studies and debates. The study area covers:

- **Language awareness**

The major focuses are: the structure, the roles and functions of Language including Language acquisition and learning.

- **Initial Literacy**

The major focus is based on the nature of learning, reading and writing and the process involved in initial literacy.

- **Listening**

The major focus is on listening purposes and activities that enhance listening skills, causes of poor listening and appropriate remedial work.

- **Speaking**

Major focus is on fluency, appropriacy and self expression in speaking and also the influence of gender and culture on speaking.

- **Reading**

Major focus is on methods of teaching reading adapted to different stages of reading and different reading purposes and also identification of reading difficulties and remedial programme.

- **Writing**

Major focus is on different kinds of writing: controlled, guided, free, creative, journal writing and also writing exercises incorporating all language skills. In addition, purposes for writing and stages in writing should be developed.

- **Linguistics**

Major focus is on understanding of linguistics and its branches and also apply the knowledge of descriptive linguistics in spoken and written texts. Similarly, plan and teach simplified descriptive linguistics including phonetics and phonology, morphology, syntax, semantics and pragmatics.

- **Literature**

Major focus is to demonstrate appreciation of literature (oral and written) and research on types and forms of Literature and application of Language skills in teaching literature.

Although it is often argued that the Primary Reading Programme which teachers offer to pupils in primary schools promotes quick development of pupils' literacy skills in both English and indigenous Zambian Languages, this programme does not appear to have been meant primarily to benefit the learning and teaching of the indigenous Languages per se. As Miti and Monaka (2006) observe, this programme appears to



have been initiated in order to make the study of English easier and better. A closer examination of the books, modules and other teaching and learning materials used in the Primary College of Education Course (ZATEC) and/or the Primary Reading Programme reveals glaring imbalances in coverage between English and indigenous Zambian languages. The scale tilts more towards promoting teaching and learning English. Except for the Zambian New Breakthrough to Literacy programme which introduces initial literacy at Grade 1 through the seven official Zambian languages, the rest of the books and modules used in the Primary Reading Programme from Grade 2 to Grade 7 put more emphasis on studying English. Even the ZATEC materials developed from the same syllabus meant for both English and indigenous Zambian languages do not reflect a balanced coverage of the two traditional subjects which have supposedly been integrated (Nkosha, 2006).

### **2.3.2. THE MEDIUM USED IN PRIMARY COLLEGES OF EDUCATION**

It is argued that the complex multi-ethno linguistic situation in Zambia probably poses the biggest challenge in training of primary school teachers of indigenous Zambian languages (Nkossa and Kashoki, 2006). Before developing and implementing any learning programme a decision has to be made concerning the language of delivery and the medium to use in texts. In the Zambian situation, one would think each of the seven officially recognized indigenous Zambian languages would be used both in writing the learning/teaching materials or text books and the actual delivery of lessons to students in classes taking indigenous Zambian languages.

However, not only is the Literacy and Language Education syllabus written in English but all the modules, text books and learning/teaching materials are also written in English. Furthermore, all the lectures, research and consultations are conducted in English. Students, too, are required to submit tasks or assignments written in English inspite of the fact that the course they are doing is an indigenous Zambian language one. The irony of this is that you have a group of student

teachers at each college who are preparing to learn in indigenous Zambian Languages but receiving instructions through the medium of English and using learning/teaching materials written in English (Nkosha, 2006 and Manchishi, 2007).

It is worth mentioning that student teachers have to be trained in one of the 7 officially recognized indigenous Zambian languages, particularly the one used in the areas or region where the college is located. The complex nature of this study programme is further elaborated by Miti and Monaka (2006) thus:

*The situation is complicated further by the fact that the teacher trainees for indigenous Zambian Languages follow the same syllabus as those training to teach English. Moreover, students training to teach indigenous Zambian Languages and those training to teach English sit in the same class and are lectured to by one and the same instructor at the same time since they all follow the*

*integrated Literacy and Language Education programme.*

One wonders how or whether this kind of study programme can produce competent users and teachers of indigenous Zambian Languages.

#### **2.4.0 LITERATURE FROM OUTSIDE ZAMBIA**

Literature based on training of primary school teachers of indigenous Languages from abroad has been drawn from Tanzania, Malawi and Zimbabwe. It should be noted that much of this literature does not explicitly talk about the effectiveness of teaching indigenous Languages under the team teaching arrangement in colleges of education but covers some features based on teaching indigenous Languages in colleges found in the countries mentioned.

#### **2.4.1 TEACHER TRAINING IN TANZANIA**

Kishe (2006) at the international conference held in Malawi on the training of primary school teachers of indigenous

Languages, revealed that Tanzania is a multilingual state and has about 120 tribes speaking different languages. Kiswahili is the national language in Tanzania as well as the second to most Tanzanians except for those born along the Indian Ocean coastal strip and urban areas. These people grow up speaking Swahili as their mother tongue. Kiswahili was declared the national language soon after independence in 1962 and is extensively used as the main language of communication at national level and later on as the official language of the government. It was adopted as the medium of education in primary schools in 1967 (that is, it is taught from standards i-vii) after the Arusha Declaration. Kiswahili is spoken by almost 97 percent of Tanzanians as either their first or second Language.

The Tanzanian Education Policy and Training (1995) of the Ministry of Education and Culture clearly states that “the medium of instruction in pre-primary schools shall be Kiswahili and English shall be a compulsory subject.” It further states

that, “the medium for secondary education shall continue to be English and Kiswahili shall be a compulsory subject up to Ordinary level.” Therefore two languages, Kiswahili and English are used as media of instruction in the Tanzanian education system.

As far as teacher education is concerned, Kiswahili is the medium of instruction in Grade A teacher Training Colleges (that is, the colleges training primary school teachers). However, the Open University of Tanzania has adopted a bilingual policy, whereby English and Swahili are allowed to be used as instructional media. It should be noted however that Kiswahili language is taught up to University level. English is also offered as a subject (in public schools from standard III up to University level).

#### **2.4.2 TRAINING OF PRIMARY SCHOOL TEACHERS IN TANZANIA**

The Tanzanian education policy states that, Teacher Education Department offers both Pre-Service (PRESET) and In-Service (INSET) programmes or courses which are either residential, distance or semi-distance mode. The Teacher Education Department of the Ministry of Education and Vocational Training prepares Grade 'A' and Diploma teachers for Pre-school, Primary and Secondary education. There are 32 government teachers colleges and 14 registered non-government ones. There are two types of primary school teachers, namely Grade 'A' Teachers and Grade B/C teachers. These undergo different forms of training. Grade A is a "Teacher's Certificate" while grade B/C is an upgrading programme for those who have to reach grade 'A'. Initially these are serving teachers who are below grade A level.

Topics undertaken in training include, listening and speaking skills, reading and writing skills, punctuation marks, artistic language, story writing, essay writing,

letter writing, comprehension and grammar (for example, types of words, adjectives, verbs, conjunctions, tense markers, measurement and evaluation as well as references).

In short, the Tanzanian Education Policy and Training of the Ministry of Education and Culture has a bilingual policy where Kiswahili and English are allowed to be used as instructional media. Kiswahili and English are not taught integratively (that is, under the team teaching arrangement) in teacher training colleges in Tanzania. Kiswahili language is taught through Kiswahili and English is taught separately as a subject.

#### **2.5.0 TEACHER TRAINING IN MALAWI**

According to Mbewe (2006), the Department of Teacher Education and Development (DTED) is given the responsibility to coordinate all activities related to primary and secondary school teacher education and development. It is responsible for initial teacher education and continuing professional development for teachers at primary and secondary level.



The national language (which is an indigenous African language) in Malawi is Chichewa. This has been the case since independence in 1964. The choice of Chichewa as national language has helped to foster unity among Malawians from all the three regions. It also serves as an identity for Malawians abroad. Previously, according to Mbewe (2006) other languages such as Yao, Tonga, Tumbuka, Lomwe and Sena were also taught in schools in addition to Chichewa.

### **2.5.1 SYLLABUS USED IN TEACHER TRAINING COLLEGES IN MALAWI**

Mbewe (2006) asserts that, literacy and languages are key to human development. People use language to get things done, to inform, warn, persuade and influence others to behave in a particular way. This is achieved through listening, speaking, reading and writing. The ability to read and write well is crucial to children's academic achievement. When children have a good understanding of grammar and syntax of the language,

they learn, they acquire skills to communicate to a wide range of audiences for different purposes (IPTE Framework).

A series of training programmes states Mbewe (2006), have been put in place to provide teachers into the education system. The modes of training teachers include the two year continuous training programme, one year programme, three year Malawi Special Teacher Education Programme (MASTERP) and the Malawi Integrated In-Service Teacher Education (MIITEP).

Mbewe (2006) further asserts that, the Malawi Integrated In-Service Teacher Education Programme (MIITEP) had no prescribed syllabus. Lecturers taught using 5 handbooks which contained 12 subjects which are: Foundation stories, Agriculture, Chichewa, Creative Arts, English, General Studies, Home Economics, Mathematics, Music, Physical Education and Science and Health Education. Under that mode of training, Chichewa was allocated three periods per week. Similarly, the IPTE programme has 10 learning areas and these are: Literacy

and Languages (Chichewa and English), Numeracy and Maths, Expressive Arts, Social and Environmental Science, Science and Technology, Religious Studies, Agriculture, Life skills and Foundation Studies.

### **2.5.2 CHICHEWA SYLLABUS**

Under the Literacy and learning area, Chichewa according to Mbewe (2006) has been allocated 3 periods per week of a one-hour lesson in teacher training colleges. The three periods are split into one period for teaching grammar and two periods for methodologies. Grammar has been given only one period on the understanding that these student teachers already learnt enough of it in secondary school. Previously, the teaching of Chichewa as a language followed the teaching of four basic skills of listening (Kumva), Speaking (Kuyankhula), Reading (Kuwerenga) and Writing (Kulemba). With the introduction of PCAR and IPTE, two more basic skills have been added. These are critical thinking and reasoning (Kuzukuta ndi Kuganiza mozama) and structure and use of language (Kusanja mawu ndi

kutsata malamulo a chinyankhulo). The six language skills are now called core elements (Maluso in Chichewa).

Apart from being a national language, Chichewa is used as medium of instruction when teaching Chichewa in all the five teacher training colleges in Malawi. The Education Policy in Teacher Training in Malawi does not provide for the team teaching arrangement. For example, Chichewa is taught as a subject and also as medium of instruction. The hand books for both lecturers and students are written in Chichewa.

#### **2.6.0 TEACHER TRAINING IN ZIMBABWE**

Gondo (2006) states that there are 14 teachers' colleges and 12 universities in Zimbabwe. Of these 11 colleges and 2 universities train primary school teachers. Among the teachers' colleges, there are 3 that are private and church-run while the rest are government funded. All the teachers' colleges in Zimbabwe that train primary school teachers are affiliated to

the University of Zimbabwe's Department of Teacher Education which supervises training programmes and certifies the trainees through the associate or affiliate status arrangement. This relationship between colleges and the Department of Teacher Education allows the University of Zimbabwe to approve syllabi and to supervise all the examinations administered by the colleges.

However, Gondo (ibid) argues that, the colleges are run on a semi autonomous scheme where they are allowed to produce their own course syllabi and programmes which are approved by the Department of Teacher Education at the University of Zimbabwe. The syllabi documents are therefore not the same for all the colleges as they differ in content and approach from college to college. In Zimbabwe, Gondo (ibid) illustrates that the syllabi for teacher training of both Shona and Ndebele indigenous languages are prepared by the Curriculum Development Unit (CDU) which is a department under the Ministry of Education, Sport and Culture.

### **2.6.1 TEACHER TRAINING METHODS**

As pointed out earlier, there is no absolute uniformity in the way Shona and Ndebele primary teachers are trained in Zimbabwe because teacher training institutions in Zimbabwe are running their programmes as semi-autonomous bodies with all colleges being supervised by the University of Zimbabwe independent of other stakeholders.

There has never been a time when all institutions involved in teacher training and curriculum development have been brought together for the purpose of evaluating these programmes. One can see that the present set up runs on assumptions that whatever teacher training programme different colleges are running are approximately the same and producing approximately the same teaching material for Shona and

Ndebele. However, Gondo (2005) has noted that there is a marked difference in the conceptions of Shona teachers in what constitutes a broad topic and content when planning and scheming work.

Some teachers use the skills approach and prepare their broad topics under Kuverenga (reading), Kunyora (Writing), Kutaura (Speaking) and Kuteerera (Listening) with other teachers only planning and scheming for Kuverenga (reading) and Kunyora (writing) only. This suggests that there are differences in the way teachers are trained in Shona language approach skills. Other Shona teachers were observed to be approaching the teaching of speaking skills as the same as teaching listening skills. This was because these teachers combined the two skills in their teaching preparation and yet the two skills are sufficiently different to warrant use of different approaches. Such confusion among Shona teachers of methods of teaching definitely comes from the different approaches used by different teachers' training colleges. Gondo (2005) has found

out that there are also teachers who derive their broad topics and content from the text books they use without any adaptation. Such teachers reproduce the text book topics as their lesson topics.

Thus, a reading, writing, speaking or listening lesson will take its description from the actual textbook heading, such as *Rwendo rwa VaMuchatuta KuHarare* (Muchatuta's journey to Harare). Obviously this approach creates problems of focusing the lesson as the teacher may not be familiar with the subject of the lesson from a reading or writing or speaking or listening skills point of view. It is fair to assume that such differences in conceptualizing lessons arises from the different approaches adopted by colleges and training institutions in the training of indigenous language teachers. As a result, some teachers do not cover all the language skills or major teaching concepts systematically



It would not be inaccurate to state that the different ways in which teachers teach indigenous languages is indicative that different colleges and training institutions are approaching the way Shona and Ndebele should be taught differently. This would equally signify some weak methodologies of training indigenous language teachers by some colleges in Zimbabwe. Nyagura (1991) and Masukusa (1995) note that there are some teachers who do not know how to prepare their documents properly and this affects the learning of children. This problem would not be there if teacher training of Shona and Ndebele primary teachers was well coordinated for all the training colleges. That leaves the teacher training model in Zimbabwe a little bit weaker than expected.

As noted above, different training institutions in Zimbabwe train their primary school teachers of indigenous languages such as Shona and Ndebele differently. For example individual Shona and Ndebele teachers plan, scheme and assess their Shona or Ndebele differently. The present set up in Zimbabwe

does not seem to offer any room for the team teaching arrangement which is practiced in Zambia.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter describes the research methods that were employed in the collection and analysis of data for this study. In addition, this chapter discusses the credibility of the data collected and the limitations of the study.

#### **3.1 RESEARCH DESIGN**

The research design that was used in this study was primarily a case study. This study involved both qualitative and quantitative methods. The qualitative approach was used to determine the perceptions and attitudes towards the status of indigenous languages. The quantitative approach through a questionnaire was used to establish the extent of language knowledge by social variables such as age, educational level, and years of teaching experience. Structured interviews and

observation of teaching and learning sessions were among some of the added instruments in this research. As a result of this, detailed responses were obtained for the study. The research instruments used in this study complemented each other with regard to the collection of both qualitative and quantitative data.

### **3.2 TARGET POPULATION**

All teacher educators at Kitwe and Malcolm Moffat colleges of education from the Literacy and Language Education (study area) formed the target population for this study. These teacher educators were considered to be ideal for this study by the researcher because they were teaching at these two colleges of education at the time of this study. As a result of their experience in practical teaching, they were regarded to be a rich source of information by the researcher concerning the teaching

of indigenous languages under the team teaching arrangement, a research topic which this study sought to explore.

### **3.3 SAMPLE SIZE**

A sample of twelve teacher educators in all (that is, six from KCE and six MMCE) participated in this study to answer the research questionnaire, to be interviewed and to undergo class teaching observation in line with the research design. In all they were eleven males and one female teacher educators. There was only one female participant out of twelve because at the time of this study, the Literacy and Language Education study area at both colleges did not have many female teacher educators. Thus, the total number of respondents from the two colleges of education was twelve only.

The respondents who formed this sample were chosen because of their vast experience of teaching at these two teacher training institutions. Kelly (1999:312) puts it that "... teachers in a school are considered capable when they have taught for a few

years (experience) and the majority of them have taught together in the school for sometime (stability).”

### **3.4 SAMPLING PROCEDURE**

Sampling was done purposively by identifying all Literacy and Language Education study area teacher educators from the population described above. A purposively selected sample was used in this study because as noted earlier on, only practicing teacher educators in the Literacy and Language Education study area formed this sample and were regarded to be a sufficiently rich source of information which this study sought to find. Since it was rather a small sample the researcher decided to employ structured interviews, and observations to follow-up questionnaire responses that needed clarifications. Interviews, observations and questionnaires yielded detailed information that required enough time to process.

### **3.5 RESEARCH INSTRUMENTS**

After looking at the methods of data collection available to the researcher and how they could be used to answer the questions this study posed, the researcher developed the following research instruments:

### **3.5.1 QUESTIONNAIRE**

After reading extensively on the preparation of questionnaires (Bell, 1993); Cohen et al (2000) and the Central African Correspondence College an adapted version of Dekker's and Maboyi's (2000) questionnaire was made. This is appearing in appendix A of this report. The questionnaire covered all the six critical questions of this study noted earlier. The questionnaire was selected

for this study because, in the view of the researcher, open ended questions contained in the questionnaire for this study provided the opportunity for the respondents to qualify their answers and thus give a more adequate indication of how they interpreted the questions. Closed ended questions also required the

respondents to give factual, short responses as required by the question.

### **3.5.2 INTERVIEW**

A structured interview schedule was prepared and used. Members of the study area were interviewed individually. The researcher asked oral questions related to the study at hand. This instrument was used to obtain additional data regarding the teaching of indigenous languages under the team teaching arrangement.

### **3.5.3 LLE TEACHING OBSERVATION SCHEDULE**

In order to determine what the respondent claimed in the questionnaire and structured interviews was appropriate in their actual practice, an observation from which one could generate data to search for patterns or themes in the events taking place in classrooms, was found to be very suitable for this study.



### **3.5.4 JUSTIFICATION FOR THE USE OF THE ABOVE RESEARCH**

#### **INSTRUMENTS**

The questionnaire had both open and closed ended questions. From the open-ended questions contained in the questionnaire, the researcher wanted the respondents to state their responses much more freely and honestly than would have been the case if only closed-ended questions were used. According to Cohen et al (2000), an open-ended questionnaire is ideal in generating data which is authentic, rich and honest. Cohen et al (2000) further state that authenticity, richness, depth and honesty of a response are some of the hallmarks of qualitative data. In addition, open-ended questions in a questionnaire are known to go "... beyond statistical data or factual information into hidden motives that lie behind attitudes, interests, preferences and decisions" (CACC, n, d: p.105).

In order to strengthen the design of this study, the researcher used structured interviews as well to individual teacher

educators. The interview was necessary because it carried out follow-up probes in order for respondents to make their answers as stated in the questionnaire, clearer and much more meaningful for this study.

In addition, lesson observations were conducted in order for the researcher to obtain an in-depth knowledge concerning the teaching of indigenous languages under the team teaching arrangement in the two colleges of education (Kitwe and Malcolm Moffat).

Furthermore, to justify information raised in questionnaire and interview were appropriate, the researcher analysed teacher educators teaching files, schemes of work and students note books as these were thought to be ideal sources of information for the study as well.

### **3.6 THE PILOT STUDY**

Before conducting the actual research, a pilot study was undertaken in order to test the research instruments like the questionnaire for teaching of indigenous languages under the team teaching arrangement. Structured interviews and lesson observations were conducted at Kitwe Institute of Teachers' Education (KITE). It is a private college located in Buchi Compound near Kitwe Central Hospital. Three teacher educators at this institution participated in this pilot study. The study was conducted from 14<sup>th</sup> to 16<sup>th</sup> January, 2009. It was easy for the exercise to be conducted at this institution because of its proximity to Kitwe College of Education.

Before the commencement of the data collection exercise, the respondents at KITE were briefed on the purpose of the study and were humbly requested to participate in the exercise. The questionnaires were piloted to three teacher educators of LLE

study area in order to check for suitability of instructions, wording of questions and any form of ambiguity.

The following observations were made upon piloting the questionnaire:

- The three respondents complained that the questionnaire was bulky. That is, it had too many questions and it appeared that some questions were repeated. Arising from this observation the number of questions were reduced and those found to be similar were removed.
- It was observed that there were unfamiliar terms while some sentences were ambiguous. Ambiguity and unfamiliar terms were removed and replaced with familiar ones so as to make the questionnaire clearer enough for respondents to provide accurate and adequate responses.
- The structured interview schedule needed to be designed so as to follow up questionnaire responses. This done, the researcher observed that structured interviews were an

alternative source of information for this study (triangulation).

The outcome of the pilot study brought in issues that made the researcher adjust both the questionnaire and the structured interview schedule to suitable levels for the final or main study.

### **3.7 DATA COLLECTION**

After conducting the pilot study, the main study took off. Data collection at the two colleges of education, was carried from 21<sup>st</sup> January to 6<sup>th</sup> March 2009. The procedure followed is described below.

#### **3.7.1 ADMINISTRATION OF THE QUESTIONNAIRE**

The questionnaires were distributed personally by the researcher to the individual teacher educators in the Literacy and language Education study area at the two learning institutions (Kitwe and Malcolm Moffat). At Kitwe College of Education, the distribution of questionnaires to the six members of staff was done on 21<sup>st</sup> January 2009 and to those at Malcolm Moffat on 23<sup>rd</sup> February 2009. All the respondents were

assured of confidentiality and anonymity by the researcher. The collection of completed questionnaires from Kitwe College of Education was set for 6<sup>th</sup> February 2009 and those from Malcolm Moffat for 6<sup>th</sup> March 2009. Questionnaires were attended to individually by each respondent. The data collected from the questionnaires was then compiled by the researcher.

### **3.7.2 INTERVIEW(S)**

The individual interviews were conducted as a follow-up to the responses given in the questionnaire for clarification sake. It was easy to carry out this interview because individual teacher educators were interviewed during their free time in their tutorial rooms. Interviews for teacher educators at Kitwe College of Education (KCE) were conducted from 21<sup>st</sup> January to 4<sup>th</sup> February 2009 while for those at Malcolm Moffat College of Education, the exercise took five days from 23<sup>rd</sup> February to 27<sup>th</sup> February 2009.

The researcher requested respondents to give detailed information during the interviews. For clarity's sake, the researcher adjusted questions where need arose as much as possible in order to get in-depth conclusive information. Each respondent was accorded at least thirty minutes. The results of the interviews were noted down in the researcher's note book with permission from the respondent. Information given by respondents was noted down to avoid forgetting after the interview was over.

### **3.7.3 LESSON OBSERVATIONS**

Out of twelve teacher educators from the two institutions, it was only possible for the researcher to observe eleven. These included five from Kitwe College of Education and six from Malcolm Moffat College of Education. The one not observed at

Kitwe College of Education could not avail himself even when concrete arrangements were made. The reasons advanced for failure to fulfill the arrangements were either due to college or personal commitments elsewhere. The teacher educators at Kitwe college of Education were observed from 21<sup>st</sup> January to 4<sup>th</sup> February 2009 while those at Malcolm Moffat college of education from 23<sup>rd</sup> to 27<sup>th</sup> February 2009.

The Literacy and Language Education study area lessons were observed to find out whether the respondents practiced what they claimed in the questionnaire and in the open interviews. At Kitwe College of Education, the classes observed had an average of fifteen to eighteen second year students and twenty to twenty five first year students while at Malcolm Moffat the size of the classes ranged from twenty to twenty five in all the streams. The timetable comprised both contact and non contact periods. Thus, teacher educators met their classes during contact periods. Students utilized non contact periods for either library work or consultations with their teacher educators. After



each observation, the researcher made notes to ascertain the effectiveness of teaching indigenous languages under the team teaching arrangement. The data obtained from these teacher educators observed consisted of detailed information required for this research study.

#### **3.7.4 DATA COLLECTION FROM CURRICULUM MATERIALS**

Teaching files and schemes of work from respondents (teacher educators) and note books from trainee teachers were seen by the researcher as an added rich source of information for this study. This was done in order to establish how topics and lessons in both English and indigenous languages were planned and implemented on the part of teacher educators and what activities were practically done and written on the part of trainees. At Kitwe College of Education, six teaching files and six schemes of work from respondents were seen and twenty copies of note books from trainees were as well studied during observation times. This was between 21<sup>st</sup> January and 4<sup>th</sup> February 2009 for KCE and between 23<sup>rd</sup> to 27<sup>th</sup> February 2009

for Malcolm Moffat College of Education. At Malcolm Moffat College of Education teaching files and schemes of work from two teacher educators were not seen. The respondents concerned claimed that they had not yet received them from their Section Head at the time of this exercise and as a result of that, the researcher did not check note books from any of their classes as there was nothing to compare with. However, fifteen note books from different classes were sampled for this study.

#### **3.7.4.1 TEACHER EDUCATORS' TEACHING FILES**

The researcher specifically examined teaching files to conclusively assess learning outcomes, student learning activities and assignments given under the integration teaching mode. Teaching files from each respondent revealed tangible information which the researcher took note of regarding the subject under study.

#### **3.7.4.2 TEACHER EDUCATORS' SCHEMES OF WORK**

Schemes of work from teacher educators at the two institutions were studied since they equally formed part of this study. At the

time of this study, both institutions had copies of schemes of work for LLE study area which they had prepared at a workshop organized by TED officials for LLE teacher educators held at Mufulira College of Education between February and March 2008.

The researcher checked schemes of work from teacher educators to ascertain methods of teaching and type of activities that the LLE study area at both institutions had planned for use in teaching LLE integratively under team teaching. Time planned for each topic was also noted. Brief notes were made from the findings.

#### **3.7.4.3 STUDENT NOTEBOOKS**

Students' notebooks at both institutions were sampled and closely examined by the researcher during the periods of class lesson observations in order to establish work done in English or any of the indigenous languages integratively under team

teaching. Information gathered from students' notebooks was necessary for this study as well.

### 3.8 **DATA ANALYSIS**

Both qualitative and quantitative techniques were used to analyse the data collected. A combination of the above mentioned techniques was used in this study because the researcher felt that these two techniques would complement each other in the processing of data (Asheen, 2004).

The study used qualitative technique in data analysis because this study yielded detailed information from the structured interviews and from lesson observations. The questionnaire had also some open ended questions which contributed to qualitative analysis. From the structured interviews and the open ended questions contained in the questionnaire, respondents attempted to answer the questions in a much more detailed manner as they wanted (Langley, 1987). In addition to this, Langley (1983:31) notes that "observational data as well

usually consists of detailed information...” In view of this, the researcher felt that such detailed information could be meaningfully analysed through qualitative techniques.

The data obtained from open-ended questions contained in the questionnaire, structured interview schedule and lesson observations was analysed by reviewing it repeatedly to establish sub-themes and themes in the data. Such themes or patterns that emerged in the data collected from this study were referred to as response categories in this report. The quantitative techniques employed in this study were presented graphically, as well as by charts and tables.

Teaching files, schemes of work of teacher educators and trainees’ notebooks were analysed by using a method known as content analysis. According to Langley (1987:53), “content analysis is one method social scientists use to analyse products of the mass media and other secondary data.” The results of

content analysis were presented in this report by using either graphs, tables or charts. 1

### **3.9 CREDIBILITY OF DATA COLLECTED**

This study was more concerned with validity of responses collected rather than reliability of the research findings. This was due to the research design which employed both open and close ended questions in questionnaire to answer the research questions. Open ended questions were also used in the in-depth interview to get views from respondents regarding the teaching of indigenous languages under the team teaching arrangement at both Kitwe and Malcolm Moffat colleges of education. The following steps were used to increase the validity of responses obtained in this study.

The first step taken to increase validity was to pilot the data collecting instruments used in this study. The researcher did not go straight into research at these two colleges of education but

had to test (pilot) the research instruments to check for their suitability.

The validity of the in-depth interviews was further increased by the researcher ensuring that no leading questions were asked to the respondents. The respondents were not given hints to the questions asked during the interviews whatsoever. Furthermore, the researcher had established a friendly atmosphere in which respondents were favourably at ease to give their in-depth views regarding the questions asked. Still, some questions were deliberately repeated to find out if the respondents were consistent in their responses. All the respondents were subjected to the same questions. Information that was unclear from the questionnaire was clarified during interviews.

### **3.10 LIMITATIONS OF THE STUDY**

It is worth noting here that this research study was not easy to conduct. It required a lot of financial and material support. To start with, the researcher was denied both financial and material

support. The researcher was told by his supervising officer of Kitwe College of Education that the course he was pursuing (Master of Education – Applied linguistics) was irrelevant for work to do with basic (primary) colleges of education. As a result, the researcher had difficulties to cover payments required at the University of Zambia for tuition, stationary, accommodation, feeding and transport costs between Kitwe and Lusaka and also Serenje where Malcolm Moffat College of Education is situated.

Furthermore, money was needed for private consultations, typing and printing and the use of the computer for skillful analysis of data as well. It is worth mentioning also that not all purposefully selected teacher educators were observed while teaching or interviewed due to reasons beyond the knowledge of the researcher.



## **CHAPTER FOUR**

### **PRESENTATION OF RESULTS**

#### **4.0 INTRODUCTION**

Chapter 3 has outlined the methodology used in the collection of data that constitutes this chapter. Data was obtained from teacher educators from Kitwe and Malcolm Moffat Colleges of education. In this chapter, the results of the study are presented according to the research questions namely:

- 4.1 What is the attitude of staff in colleges of education towards the importance of indigenous languages in comparison with English?

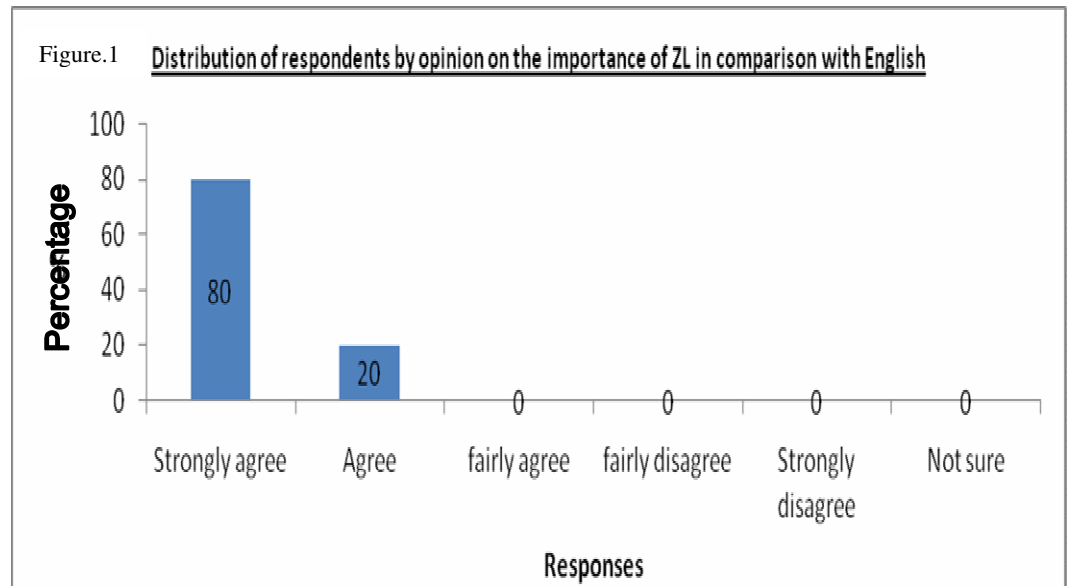
- 4.2 What qualifications and background knowledge do members of the Literacy and language study area have?
- 4.3 What is the attitude of staff towards the importance of teaching indigenous languages to student teachers in colleges of education?
- 4.4 How effective is teaching Indigenous Languages under team teaching arrangement?
- 4.5 Do the indigenous languages receive as much attention as the English language in Literacy and language study area?
- 4.6 How should indigenous languages be taught to student teachers in the colleges of education?

In presenting data, headings were used. Each heading covered a certain aspect of the study. In this study, headings were

thought to be ideal for the purpose of keeping the presentation of the findings relevant to the objectives of the study. During the presentation of the findings, quotes from structured interviews were used in order to highlight certain points that required clarifications. Furthermore, graphs were used in presenting some data that was collected. Graphs were used to indicate how one category response compared to other category responses concerning each critical question the study was seeking to reveal. Data in graphs is presented in percentages.

#### **4.1 ATTITUDE OF STAFF ON THE IMPORTANCE OF INDIGENOUS LANGUAGES IN COMPARISON WITH ENGLISH**

Respondents' reaction towards the importance of indigenous languages in comparison with English is shown in Figure 1. below.



The data in Figure 1 on page 52 shows the results of teacher educators' attitude towards the importance of indigenous languages compared with English language. Teacher educators were asked to indicate their opinion whether they thought indigenous languages were as important as English. From the figure above, all the respondents (that is, 100%) were in agreement that indigenous languages were as important as the English language. Results from the figure above indicate that none of the respondents went for; fairly agree, fairly disagree, strongly disagree and not sure. Thus, all agreed that the two languages are equal in status.

## 4.2 QUALIFICATIONS OF MEMBERS OF STAFF IN LITERACY AND LANGUAGE STUDY AREA

Qualifications of staff in Literacy and language study area were determined by analysing results obtained at junior, senior and higher levels of education attained.

### 4.2.1 QUALIFICATIONS AT JUNIOR LEVEL

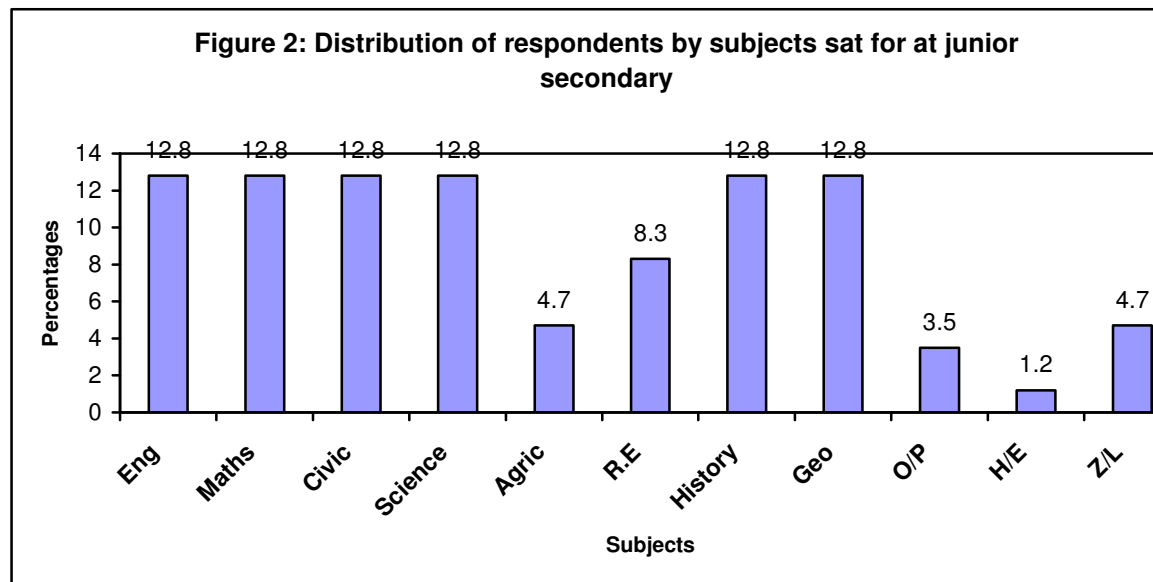
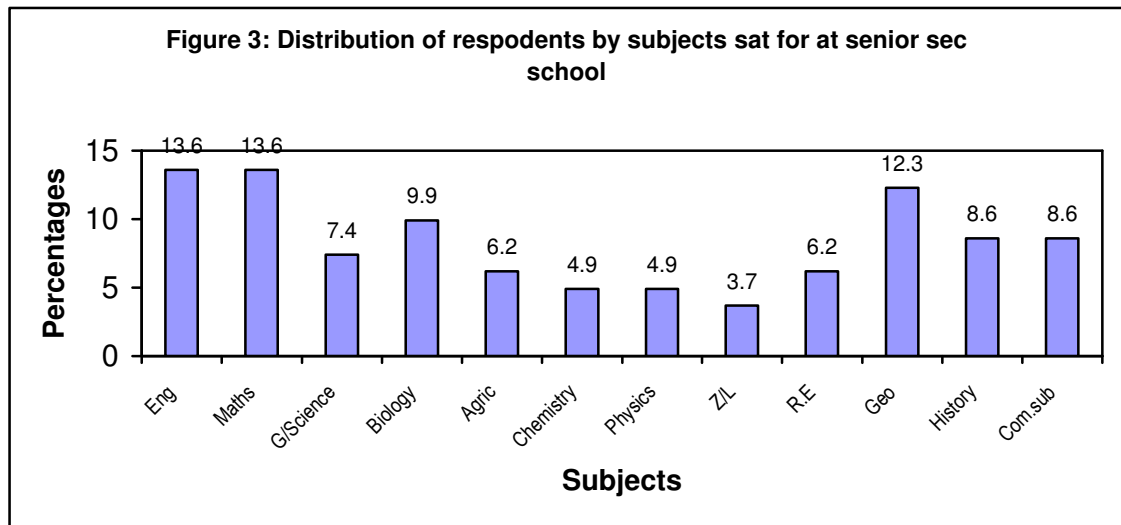


Fig 2 on page 53 shows the distribution of respondents by subjects sat for at Junior Secondary School level. This figure

has been derived from raw data obtained from the questionnaire (appearing in appendix A) of this report.

The figure shows subjects that were sat for at Junior secondary school level. Some subjects according to government policy are compulsory while others are optional. The figure shows that subjects such as English, Mathematics, Civics, Science, History and Geography are compulsory subjects and all respondents attempted them as shown by the percentage 12.8%. However, subjects such as Agriculture, Religious Education, Office Practice, Home Economics and Zambian languages are all taken as optional subjects. Thus, out of all the respondents, 4.7% attempted Agriculture, 9.3% attempted Religious Education, 3.5% attempted office practice, 1.2% attempted Home Economics and finally only 4.7% attempted Zambian languages.

#### **4.2.2 QUALIFICATIONS AT SENIOR LEVEL**



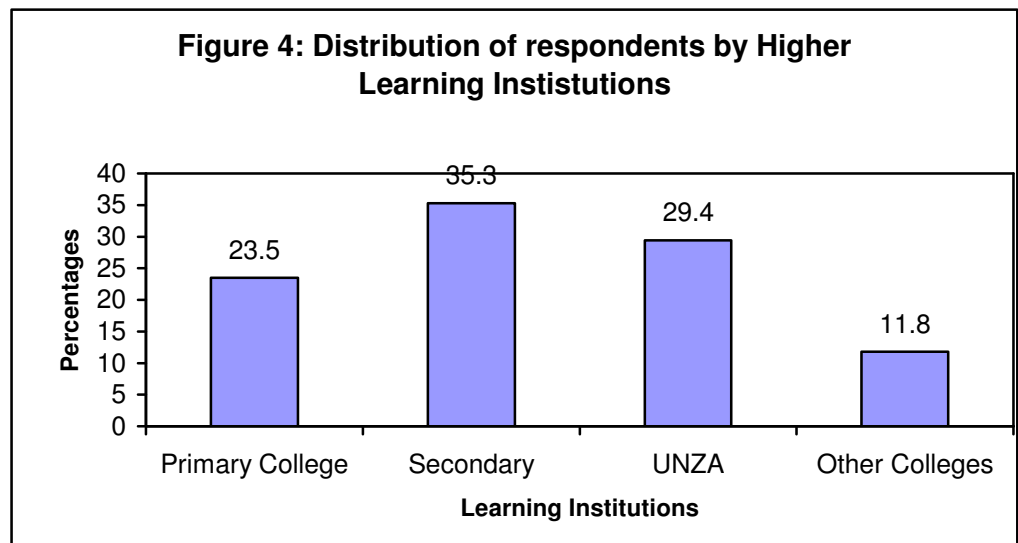
**Note:** The total percentage may exceed 100 due to multiple responses.

Total number of responses=86.Total number of respondents=12

Fig 3 on page 54 shows distribution of respondents by subjects sat for at senior secondary school level. The graph shows that all the respondents attempted two subjects which are English and Mathematics as indicated by their percentage 13.6%. The majority of the respondents as shown by the percentage 12.3% attempted Geography followed by Biology which has a

percentage of 9.9. History and commercial subjects had 8.6% attempted respondents. The graph also shows that 7.4% of respondents attempted General Science, 6.2% attempted Agricultural Science and Religious Education. 4.9% of respondents attempted Chemistry and Physics. At senior level, the least attempted subject by respondents is Zambian languages which was 3.7%.

#### 4.2.3 QUALIFICATIONS FROM HIGHER INSTITUTIONS



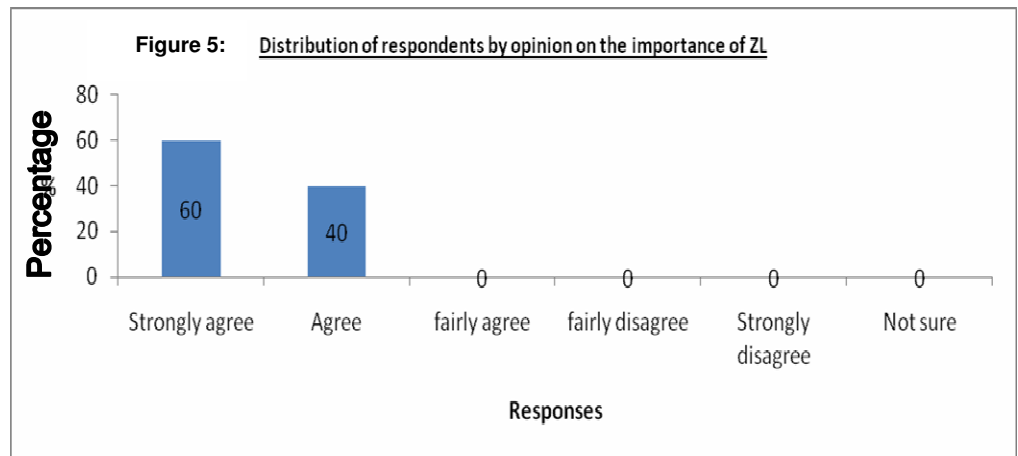


**Note:** The total percentage may exceed 100 due to multiple responses. Total number of responses=17.Total number of respondents=12

Figure 4 on page 55 shows the distribution of respondents by higher learning institutions attained. After Senior Secondary School level of education, respondents had to go for higher attainment of education standard as shown by the graph. Higher levels of education include; Primary (Basic) College of education, secondary college of education, university education or any other college of education other than the ones mentioned. The graph shows that of all the respondents only 23.5% undertook further learning or training at primary colleges of education while 35.3% undertook further learning or training at secondary colleges of education. In addition, 29.4% managed to attain University level of education and finally only 11.8% of the respondents' pursued higher qualifications from other institutions.

### 4.3 ATTITUDE OF STAFF TOWARDS THE IMPORTANCE OF TEACHING INDIGENOUS LANGUAGES TO STUDENT TEACHERS IN PRIMARY (BASIC) COLLEGES OF EDUCATION

Figure 5 on page 57 shows the distribution of respondents by opinion on the importance of teaching indigenous languages in colleges of education.



The figure above gives the findings from Literacy and Language Education teacher educators from Kitwe and Malcolm Moffat colleges of education on the importance of teaching indigenous languages in primary (basic) colleges of

education. The graph shows that 60% of the total number of respondents strongly agreed that indigenous languages should be taught in primary colleges of education. The graph also shows that 40% of the respondents also agreed that indigenous languages should be taught to student teachers in colleges of education. None of the respondents indicated fairly agree, fairly disagree, strongly disagree or not sure. In short, all the respondents were in support of teaching indigenous languages in colleges of education.

#### **4.3.1 THEME: THE ATTITUDE OF STAFF TOWARDS THE TEACHING**

##### **OF INDIGENOUS LANGUAGES**

As regards to whether indigenous languages should be taught to student teachers or not in primary (basic) colleges of education, respondents stated their thoughts

and feelings as shown below: Teacher educators from Kitwe College of education were quoted as shown below.

*“Yes, indigenous languages should be taught to student teachers in colleges of education because students who have been recently trained have had problems when it comes to teaching Zambian languages in Basic Schools. If you go round our communities, you will find very few children from Basic Schools who can read and write in Zambian languages which includes even their teachers.”*

*“Ideally yes, let Zambian languages be taught to student teachers in Primary Colleges of education”.*

*“Yes, Zambian languages must be taught to student teachers because:*

- *Not every student that comes to the college knows customs, beliefs, traditions of other people hence the need to share information and compare what happens in different parts of the country.*
- *Each language has its own ethics, norms and values, written history and indeed the spoken and written language (or literature) which*

*students should learn from others so as to be conversant of other tribe's language heritage."*

*"Yes, Zambian languages should be taught for the following reasons:*

- *Zambian languages are regarded as first language of children, teachers must be conversant with them to communicate effectively.*
- *Teaching Zambian languages to student teachers will help to preserve culture of the ethnic tribes; culture and traditions transmitted through language.*
- *Teaching of Zambia languages will help rekindle interest in the Zambian languages and will lead to more books (literature) being developed."*

*“I feel it is very important for Zambian languages to be taught in Primary Colleges of education. Zambian Languages (L1) are the foundation of the other languages. Before a child is taught any other language, it should learn the Zambian language. Zambian languages are the backbone of other foreign language.”*

Teacher educators from Malcolm Moffat College of education were quoted saying:

*“The answer is definitely yes. If we want to remain a respectable nation we must teach our Zambian languages. We must even do more than we have done. We need our languages to maintain our traditions, culture and identity. We need to reactivate teaching our languages so that writing literature is done in local languages, making movies also in local languages. Without teaching local languages, all knowledge in them will be lost or forgotten.”*

*“Yes there is need for Zambian Languages to be taught because when students graduate, they go into the field (Schools) where they are required to teach Zambian languages as a subject.”*

*“Important issues like greetings, days of the week, months in the year, norms and values of different languages, and culture prepare student teachers to integrate into different societies where they are appointed to go and serve. Thus, Zambian languages should be taught to student teachers in colleges of education.”*

*“It is important that Zambian languages are taught to student teachers for the following reasons:*

- To keep and maintain our languages and culture ongoing.*
- A Primary School teacher plays an important role in upbringing the child language and*

*cultural development in any society thus, if sent to work in any province he/she will be able to communicate and interact with School pupils and society at large.”*

*“Student teachers should be taught Zambian languages for many reasons:*

- The English language does not suffice performing all functions of language in Zambia.*
- Some concepts are better expressed in indigenous languages for example proverbs.*
- To preserve culture and other values transmitted by other languages.*

*“If student teachers have such knowledge, they will teach it to children who will eventually master their mother tongue.”*



#### **4.4 THEME : THE EFFECTIVENESS OF TEACHING INDIGENOUS LANGUAGES UNDER THE TEAM TEACHING ARRANGEMENT**

The teaching of indigenous languages and English has been conducted under the team teaching arrangement since the inception of the course in 2000. In order to find its effectiveness, the researcher sought to interview teacher educators in the Literacy and Language Education study area. The narratives below reflect the thoughts and feelings from respondents on what they have experienced concerning the teaching of indigenous languages under the team teaching arrangement. Teacher educators from KCE were quoted as saying;

*”The teaching of indigenous languages under team teaching is not effective. Literacy and language education is taught basically individually instead of team teaching as this is almost unpracticable due to*

*understaffing and the ratio between lecturers with English bias and Zambian languages. The teaching of indigenous languages under team teaching would only be possible if each lecturer for English was paired with a lecturer for Zambian languages. This would solve the problem of over loading our Zambian language lecturers with too much work. On the all the languages should be taught separately.”*

*”LLE is taught individually by subject lecturers in their classes. Indigenous languages are not taught. They should be taught separately when lecturers to teach them are found. Poor planning in our study area has caused a failure to team teach. People do not plan for such type of teaching. Infact it has not been on the agenda of our study area meeting.”*

*”LLE is taught as a single subject but bearing in mind that it has two components (English and Zambian*

*language(s)). No team teaching ever takes place. Members are comfortable to handle their own classes. There is need to team teach in order to gain skills and knowledge from experts in different components for example indigenous languages. There is need to send more lecturers in the College(s) by balancing their fields of speciality. Zambian language lecturers will enable effective teaching of indigenous languages separate from English.”*

*”Teaching of indigenous languages has not been effective or possible because of the shortage of staff. The department of languages is supposed to have 12 lecturers (KCE) but has only 6 which would make team teaching cumbersome. It can be corrected by employing more staff who should team plan. The two languages should be taught separately hence it will be effective.”*

*”Languages under literacy and language study area should be split and taught separately. Integration of two subjects has failed due to understaffing”.*

Teacher educators from Malcolm Moffat College of education were as well quoted saying;

*”The languages in the study area should be split so that languages are taught separately. It is only on paper that there is teaching of indigenous languages under team teaching arrangement. Colleges are understaffed with qualified personnel. In my college (MMCE) there is no one in the study area qualified to teach indigenous languages.” The system does not want to solve understaffing levels.”*

*”It should be split. At the moment it is taught as one learning area. There is no team teaching practised, reason being that the teaching staff is not enough. This means that a lecturer has to teach even in an area where he/she has no strength. The languages should be taught separately and the Ministry of Education should adequately staff the study area with relevantly qualified staff for effective teaching.”*

One of the respondents had contrary views about splitting languages in the Literacy and Language Education study area. He strongly supported the teaching of indigenous languages under the team teaching arrangement with English.

*”LLE should continue to be taught as a single subject while bearing in mind that it has two components. Members in the study area will gain skills and knowledge from those that are qualified to handle indigenous languages and English. If the study area had enough qualified teacher educators in all the contributory*

*subjects, team planning and team teaching would be very effective. Continuous professional development workshops should be initiated to orient staff.”*

#### **4.5 SUBJECT RECEIVING MORE ATTENTION IN LITERACY AND LANGUAGE STUDY AREA.**

Responses of teacher educators to question 24 of the questionnaire appearing in

appendix A which set to focus on the subject receiving more attention in literacy

and Language Education study area, the findings the researcher came across are

shown in the figure below.

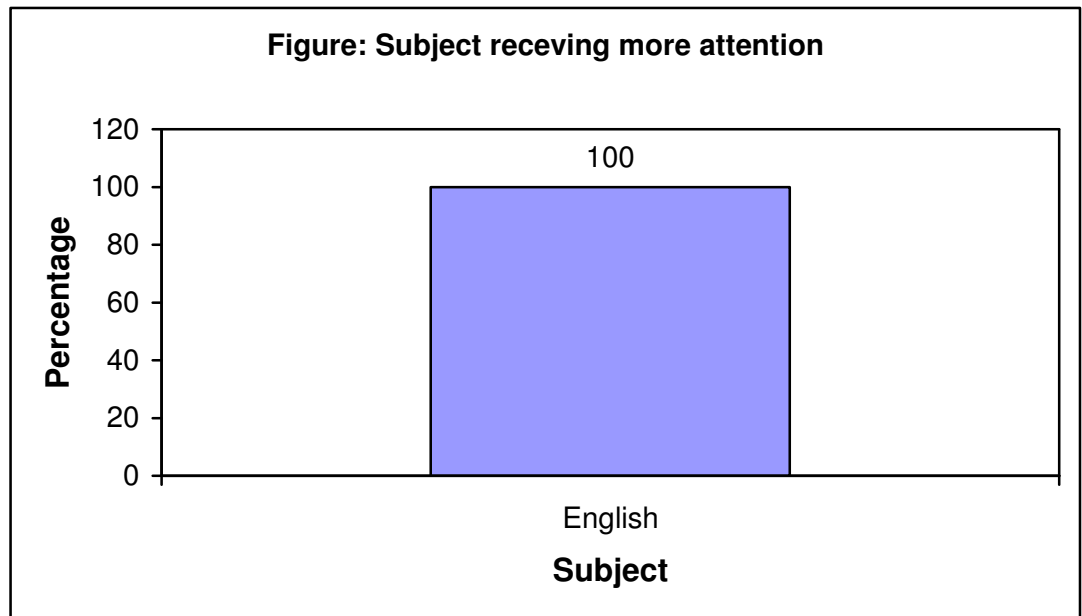


Figure 6 above reflects conceptions of teacher educators in Literacy and Language Education study area. Respondents were asked to state the contributory subject which receives more attention in terms of teaching and learning coverage. From the graph above, 100% of the respondents indicated that the English language receives more attention than the indigenous (Zambian) languages.

**THEME: SUBJECT RECEIVING MORE ATTENTION**

In reference to the above subject, respondents were interviewed. They gave their thoughts and feelings about the contributory subjects in Literacy and language study area that receives more attention in terms of teaching, setting class activities such as tests and assignments. Those from Malcolm Moffat College of education were quoted as follows;

*”At my college we do not have any member of staff trained in Zambian languages. So, all work is done in English language.”*

*”The English language receives more attention because we prepare and teach in English.”*

*”All study area meetings take place in the English language. All plans are done in English.”*

*”At my college all the teachers in Literacy and language study area have English as their*



*subject speciality. Thus, English receives more attention than indigenous languages. The*

*College has been without any lecturer for Zambian languages since ZATEC started.”*

Teacher educators from Kitwe College of education had their own views as individuals interviewed. Below are the quotations.

*”We plan all tests, assignments and other class activities using the English language. Students attempt all their tests and assignments in the English language.”*

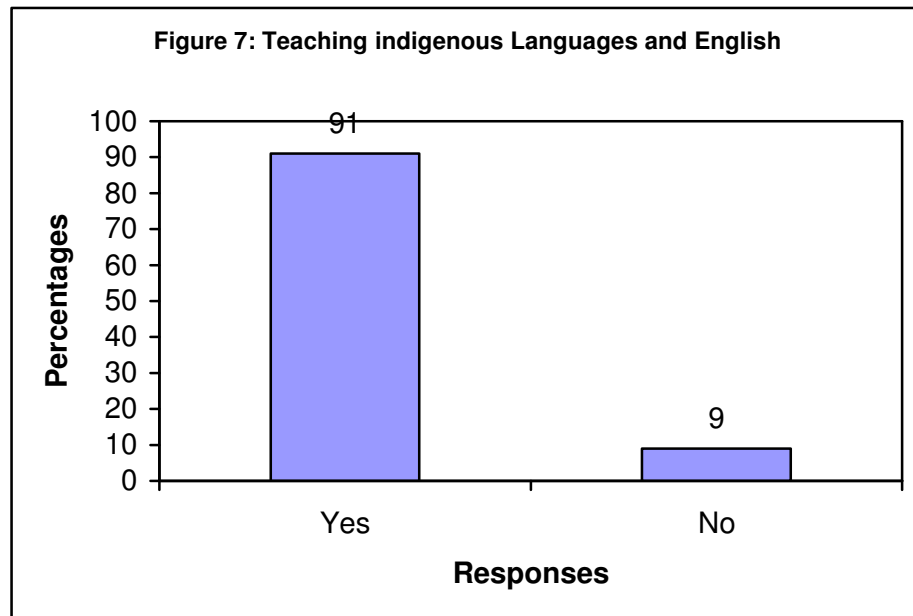
*”Of course everything that we do as members of the study area is done in English. The study area does not have any textbooks to be used when teaching Zambian languages apart from the New Break Through to Literacy Teacher’s Guide for grade ones. Between the two contributory subjects, English receives more attention.”*

*”The syllabus and all other teaching and learning materials are prepared in the English language and students’ work is done in English. The system should revisit the staffing levels in order to balance and provide effective teaching in all the two subjects.”*

*”The timetable does not indicate the two subjects separately. Thus, no one knows which period is for Zambian Language or English. Thus, we are left to teach English concepts.”*

#### **4.6 TEACHING OF INDIGENOUS LANGUAGES**

From the respondents’ reaction to question A 30 of the questionnaire appearing in appendix A and question 10 and 11 of the structured interview appearing in appendix B of the report respectively, the following response categories were realised as shown in the figure below.



The above response categories in figure (7) represented the responses obtained from the respondents in this study. As stated above, the data comes from the questionnaire and structured interview schedule appearing in appendices A and B. Figure 7 shows that 91% of respondents were in favour of teaching indigenous languages in Literacy and Language Education study area as separate subject(s) while only 9% of the respondents still maintained that the teaching of indigenous languages should continue under the team teaching arrangement.

#### **4.6.1 LANGUAGES TAUGHT IN LITERACY AND LANGUAGE STUDY AREA**

From the respondents' reactions to question A 19 of the questionnaire and question 2 of the structured interview schedule appearing in Appendix A and B, categories of responses were generated. The responses were entered onto a data spread sheet of the computer to generate a figure of teacher educators' conception of the expected languages to be taught in literacy and language study area at both Kitwe and Malcolm Moffat Colleges of education. The figure that was produced is appearing below.

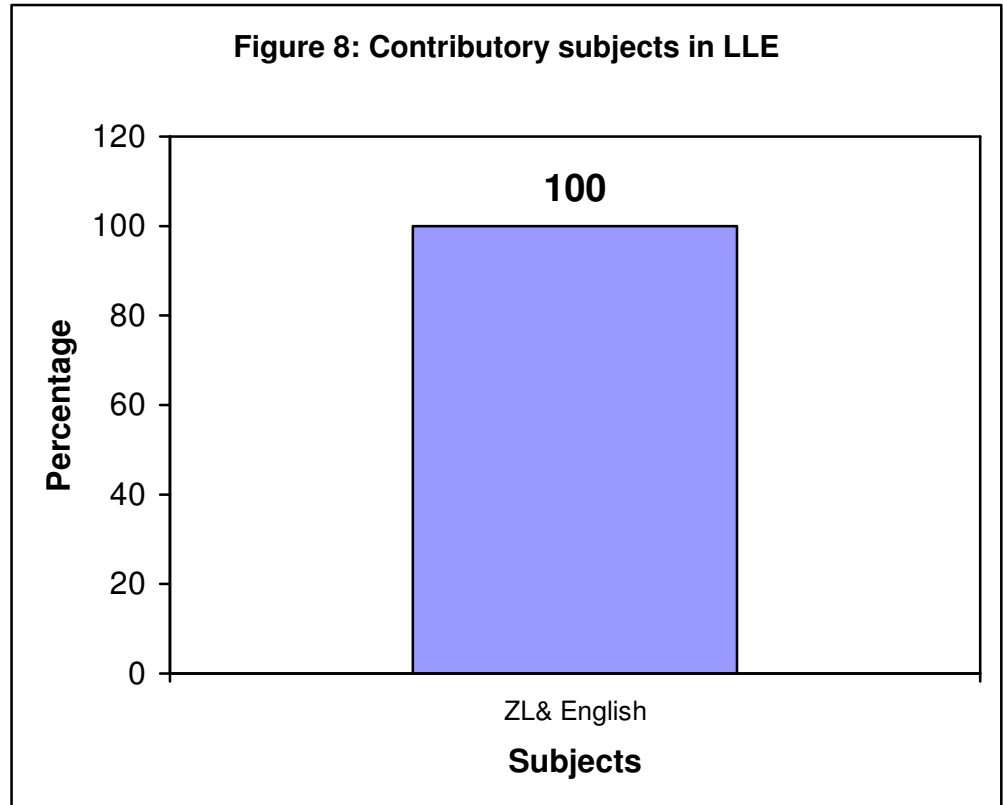


Figure 8 shown on page 66, shows the opinion of the respondents on the contributory subjects in the Literacy and Language Education study area. As can be seen from the figure, 100% of the respondents indicated that English and Zambian languages (indigenous languages) are contributory subjects expected to be taught in the Literacy and Language Education study area.

#### **4.7. RESEARCHER'S LESSON OBSERVATIONS**

As noted earlier, the main methods of collecting data were through questionnaires, structured interviews and observations. The researcher observed 11 respondents out of 12 who took part in the study using the observation schedule (See appendix C). The purpose for conducting lesson observations was to verify the information given by the respondents.

The following were the notable observations regarding this study. The researcher observed that teacher educators used the English language as they conducted their teaching and learning sessions. All the instructions given, class exercises, tests and assignments were presented in the English language. Regarding the number of teacher educators presenting the teaching in any given Literacy and Language Education lesson, the researcher observed that individual teacher educators handled a class solely. As for methodology used during teaching and learning, the researcher observed that most of the

teacher educators used discussion, group work, question and answer and lecture methods. As for notes, student teachers copied notes presented to them by the class teacher educator on the chalkboard.

#### **4.8 PROCESS OF TEACHING AND LEARNING LITERACY AND**

#### **LANGUAGE EDUCATION AT KITWE AND MALCOLM MOFFAT**

#### **COLLEGES OF EDUCATION**

In this study, the curricular materials such as; scheme of work, teaching file/records of work and students exercise books were analysed in order to determine further the processes of teaching and learning LLE at the two colleges stated above. The analysis of the schemes of work, teaching files and students' exercise books revealed valuable information for the study.

#### **4.8.1 TEACHING-LEARNING ACTIVITIES IN THE RESPONDENTS' SCHEMES OF WORK**

An evaluation of the schemes of work used by teacher educators in the Literacy and Language Education study area revealed that each member of the study area was given a planned copy by the Head of Section which contained all topics to be covered in a term (See appendix D<sub>1</sub> and D<sub>2</sub> of KCE and E<sub>1</sub> and E<sub>2</sub> of MMCE). All the respondents at Kitwe College of Education had one common scheme of work and those at Malcolm Moffat College of Education also had a common scheme of work. The researcher also observed that the planned work for term one 2009 at the two colleges (See appendix D<sub>1</sub> and D<sub>2</sub> and E<sub>1</sub> and E<sub>2</sub> ) of education was based on English language topics without aspects of Zambian languages.

#### **4.8.2 TEACHING-LEARNING ACTIVITIES IN THE RESPONDENTS'**

##### **TEACHING FILES**

An analysis of the respondents' teaching files (term one 2009) revealed that teacher educators indicated topics in English that



they had covered or taught from the planned schemes of work and the method applied in teaching English in each case. Some teacher educators indicated successes and failures in their teaching of the English language and how they would improve in their delivery of lessons. It was observed that they indicated nothing to do with how team teaching had been implemented in teaching with English and Zambian languages.

#### **4.8.3 LEARNING ACTIVITIES RECORDED BY STUDENTS IN THEIR NOTE**

##### **BOOKS**

An analysis of the students' note books revealed that the most prominent activities students were exposed to by their teacher educators were mainly group discussions and lecture note writing. All the books sampled from the classes visited at Kitwe and Malcolm Moffat colleges of education showed note taking from lecturers' lesson presentations or copying notes written for them on the chalk board. There were no signs of practical work such as debate, role-play or field trips in their

note books. Notable aspects in the note books were few class exercises in addition to what has been stated above. All work presented in the exercise books was written in the English language.

## **CHAPTER 5**

### **DISCUSSION OF THE FINDINGS**

#### **5.0 INTRODUCTION**

Chapter four has presented the research findings. This chapter discusses the findings of the study under four headings. All the research questions have been addressed in this chapter. The results of the study collected were interpreted by referring to the relevant literature and principal data sources such as open-ended questionnaires, structured interviews, literacy and

language teaching observations, analysed curriculum materials which included teacher educators' teaching files, schemes of work and student's exercise books.

### **5.1 CONTRIBUTORY SUBJECTS, ATTITUDE OF STAFF TOWARDS INDIGENOUS LANGUAGES**

In view of the complex multi-ethnolinguistic situation in Zambia, the researcher addressed the question to teacher educators at Kitwe and Malcolm Moffat colleges of education as to which subjects contributed to the Literacy and Language Education study area. From the teacher educators' responses, it was evident that contributory subjects are English and Zambian languages (indigenous languages). The evidence came out strongly from the responses given in the questionnaires and the interview conducted by the researcher.

The study further addressed the question of attitudes staff had towards indigenous languages in comparison with the English language in colleges of education. From the findings, it was noted that teacher educators strongly regarded indigenous

languages just as important as English. In addition, teacher educators revealed that indigenous languages had been taught successfully in previous courses like Zambia Primary Course and Zambia Basic Education Course

In relation to the study, the researcher observed that the radical shift from ZPC and ZBEC to ZATEC appear to have been conducted hurriedly without much preparation on the part of staff professional development, supply of teaching and learning materials and other educational requirements to facilitate effective teaching under integration. National as well as in-house workshops that called for all teacher educators in their respective study areas to attend without fail have not yielded positive results in the teaching of indigenous languages at the two colleges. The findings do not show any evidence of the assertion by MOE (2001:3) that ...

*“College tutors have undertaken a major re-training programme in*

*order to adopt the changed methodology.*

*Methods... based on*

*learner centered principles and the emphasis is on encouraging*

*teaching approaches that are practically oriented.”*

The effectiveness of workshops alluded to above could, however, be questioned as to whether their objectives regarding implementation of teaching indigenous languages under team teaching in literacy and language study area were being met or were just another form of ‘window dressing’. This point is made in view of the fact that the lesson observations conducted in the study had surprisingly shown that the respondents’ classroom practice was at variance with interpretation of teaching indigenous languages under team teaching. Generally, respondents did not show any teaching of indigenous languages under the team teaching arrangement. One would therefore question the validity of in-house workshops that were used to induct literacy and language study area teacher educators into

the ZATEC syllabus. The non-actualization of respondents' interpretation of teaching indigenous languages in classroom practice could not, however, be blamed entirely on the nature of the workshops that had been conducted in ZATEC. From the study conducted it was observed that lack of skilled manpower, inadequate materials and other administrative issues contributed to non-teaching of indigenous languages under the team teaching arrangement in colleges of education.

## **5.2 ACADEMIC AND PROFESSIONAL QUALIFICATIONS**

From the survey, the researcher wanted to know whether there was a connection between the teacher educators' academic and professional qualifications and the way they performed in the classrooms in relation to effective teaching of indigenous languages under the team teaching arrangement. To obtain a clear picture about the individual's academic and professional qualifications, the researcher relied upon information supplied by respondents in the questionnaires.

From the results shown in Figure 2 on page 53, the evidence obtained indicate that at Junior level of Secondary School (Upper Basic as it is currently called) where there were compulsory and optional subjects, all the respondents attempted compulsory subjects however only a small percentage, 4.7% of the total respondents attempted indigenous languages. From the start it can be deduced that only very few of the teacher educators (who were the respondents of this study) had basic education in indigenous languages.

On another hand, qualifications obtained at senior level of education (grade 12 or GCE) revealed that very few of the total respondents had attempted indigenous languages as shown by the low percentage (3.7%) compared with other subjects. Such revelation indicates that most of the respondents hardly acquired any linguistic knowledge in indigenous languages at senior level of education.

Thus, from the evidence obtained from figures 2 and 3 which appear on pages 53 and 54 respectively in reference to Junior and Senior levels of education, the researcher observed that very few of the total number of respondents had attempted indigenous languages. In short, it was observed that, they had no knowledge of the subject matter. The inability to acquire linguistic knowledge in indigenous languages, impacted negatively on classroom performance that is, teaching of indigenous languages under the team teaching arrangement.

Responses from questionnaires and structured interviews conducted, further revealed that nearly all the teacher educators in primary teachers' colleges (Kitwe and Malcolm Moffat in particular for this study) had either a Secondary Teachers' Diploma or Secondary Teachers' Bachelors Degree (refer to figure 4 on page 55). Some teacher educators it was noted trained as primary school teachers after their Secondary School education. Later on, they went for in-service course such as diploma or degree. Figure 4 shows that 35.3% of the total



respondents obtained secondary teacher's diploma while 29.4% obtained Secondary Teacher's Bachelors degree. Upon completion of their studies and after serving for sometime as secondary school teachers, they were promoted to teach at primary teachers' colleges. However, at the two colleges of education where the study took place, all the teacher educators in the Literacy and Language Education study area unfortunately were specialists in English and not in indigenous languages. Due to such a set up, no wonder, the researcher observed that curriculum materials such as schemes of work prepared for study area numbers had topics to teach with a bias to English language as a subject. Equally, what was written in the teaching files did not reflect any work covered under indigenous languages as a subject.

Further check from students' exercise books, revealed that learning exercises and lecture notes were presented and written in English. There was hardly any indigenous language activity taught or written as required by the integration principles of

ZATEC. The respondents' apparent preference of teaching English as opposed to teaching English and indigenous languages integratively (team teaching) could be linked to inadequate knowledge of subject matter in indigenous languages. In view of this, some respondents might have been unable to make sufficient adjustments in switching to the ZATEC principles of integration. According to Brinner and Paul (1971:85).

*“It is useless to tell teachers over and over again that they should be guides and advisers.....unless, in the course of their training, they have themselves taken part in a community experiment in an atmosphere which gives them an idea of what the atmosphere of a class should be.”*

Thus, the findings are in line with lesson observations conducted by the researcher where teacher educators conducted their teaching and learning sessions in the English language,

that is, they taught topics related to English subject without any correlation with indigenous language(s). All forms of teaching, class activities such as exercises, assignments and tests were all conducted in English. Observations made also revealed that the class time tables in classes visited did not separate the periods for the two components. The letters, LLE on the timetable could not explicitly indicate which was which. Most of the respondents interviewed acknowledged that there was a link between one's academic and professional qualifications and their classroom performance.

### **5.3 THE EFFECTIVE TEACHING OF INDIGENOUS LANGUAGES UNDER TEAM TEACHING ARRANGEMENT**

As noted in this study, teacher educators in the Literacy and Language Education study area are expected to teach English and indigenous language(s) under the team teaching arrangement (refer to figure 8 on page 66). Interviews conducted with respondents in connection with attitude towards teaching indigenous languages and how the two contributory subjects could be taught revealed interesting points to note down. Most of the respondents argued that indigenous languages were just as important as English. Further, they observed that indigenous languages were important in that they helped an individual to understand his culture that is, norms and values of society where one lived and also they assisted in appreciating the literature of that language. Other respondents revealed that Indigenous Languages stimulated and awakened an individual's imagination through songs, stories, rhymes, folk-tales and proverbs.

During the survey, the respondents were asked to state how they taught their classes and to state which of the two contributory subjects received more attention. Information given by respondents revealed that allocation of classes to teacher educators in the study area was done by Heads of Section. Each teacher educator handled a class solely alone. English, according to the respondents, received more attention (refer to figure 6. on page 63). In short, all teacher educators observed during lesson observations only taught English without any form of team teaching with indigenous languages at all.

The findings also revealed that there were no teacher educators for Indigenous Languages at the two colleges of education (Kitwe and Malcolm Moffat) at the time of this study. The respondents' views were that Indigenous Languages were not being taught effectively under the team teaching arrangement in the colleges simply because those with content knowledge and

adequate pedagogical knowledge were not available. It was observed that those entrusted with the responsibility of recruitment and appointment of qualified personnel had paid lip service to the requirements of colleges of education. These findings confirm what a number of studies (which include: Begle, 1979; Monk, 1994; Winglinsky, 2000; Shipley, et al, 1972) have shown that teachers need both content knowledge and knowledge of pedagogy (MOE, 1977; MOE, 1992; MOE, 1996). Hence, the fact still remains that teacher educators should not emphasize either content knowledge or pedagogical aspects only, but it should be noted that teacher educators need both for effective teaching of a given subject. Thus, the researcher noted that there was need to have in both English and indigenous languages teacher educators who were more knowledgeable for their field and were skilful at teaching it to others.

Further, analysis on the subject that received more attention between the two contributory subjects revealed that English

received more attention. According to the respondents, there were no teacher educators to teach indigenous languages in the colleges of education. It was observed that literacy and language education was taught basically individually instead of team teaching as this was almost unpracticable due to understaffing and the ratio between teacher educators with English bias and those to do with indigenous languages. The respondents claimed teaching of indigenous languages under team teaching would only be possible if each teacher educator for English was paired with a teacher educator for indigenous languages.

For effective teaching of indigenous languages under the team teaching arrangement research findings from interviews conducted indicate overwhelming response in favour of the two contributory subjects in the Literary and Language Education study area to be taught separately (refer to figure 7.on page 65). The effective teaching of any subject, according to the respondents, require the availability of financial resources,

relevant teaching and learning materials, a supportive college or school management in addition to the relevant qualified personnel. The mentioned elements lack in the two colleges hence teaching indigenous languages under team teaching in the LLE study area has been practically impossible.

On the part of methodology used when teaching literacy and language education, respondents at the two colleges where the research took place revealed that group discussions dominated most of the lesson presentations. Some discussions were 'free' while others were 'strictly' controlled. Some discussion sessions were meant to elicit information required. According to Bentley (1989) two types of discussion have been identified, namely, horizontal discussions and vertical discussions. Horizontal discussions have been associated with those discussions which '...serve to alert the learners to the width of topics, test knowledge and comprehension....vertical discussions... enable the sharing of ideas and theories of given phenomenon' (Bentley 1989:43).



In view of this, group discussions that were intended by the respondents to seek information were 'tightly' controlled as opposed to those in which learners were given the freedom to explore concepts. Most of the respondents at the two colleges visited were, however, using horizontal discussions to the exclusion of the other type of discussion stated above. This was because the respondents had chosen less controversial topics such as, "Discuss the functions of language" for their students' discussion. Questions of such nature did not have a lot of areas for 'disagreement' from students who formed such discussion groups in the class. From the lessons observed, it was evidently clear that not every topic in the ZATEC Literacy And Language Education syllabus could be taught well entirely by applying the discussion method. Other methods used included, lecture, question and answer, role-play, phonic, demonstration, look and say, debate and project. The specific reasons for which teacher educators used group discussions in their teaching of literacy and language education were not given

in the study. It can, therefore, be deduced that the discussion sessions were far easier to organize than the other forms of methods. Group discussions allowed student teachers to make presentations of their findings (verbal information in form of facts, concepts and principles) to the rest of the class. The phonic method, it was observed, was used to demonstrate word building in NBTL and SITE lessons. Only demonstrations of Stages 1, 2 and 3 lessons in NBTL were done in indigenous languages but any other components of NBTL were covered in the English language.

#### **5.4 RESEACH FINDINGS IN RELATION TO THE LITERATURE REVIEWED**

The research findings of this study were found to be different from those of Kische (2006), Mbewe (2006) and Gondo (2006) in relation to the teaching of indigenous languages under the team teaching arrangement in Zambia compared with Tanzania, Malawi and Zimbabwe respectively.

In Tanzania for example, the Tanzanian Education Policy and Training (1995) of the Ministry of Education and Culture clearly states that, “the medium of instruction in pre-primary schools shall be Kiswahili and English shall be a compulsory subject.” It further states that, “the medium for secondary education shall continue to be English and Kiswahili shall be a compulsory subject up to ordinary level.” Thus, two languages, Kiswahili and English are used as medium of instruction in the Tanzanian Education system. The study found out that as far as Teacher Education was concerned Kiswahili is the medium of instruction in Grade A teacher training colleges. It should be noted however, that Kiswahili language in Tanzania is taught up to University level. Further research findings showed that there were corresponding similarities between Tanzania’s and Malawi’s education policy (Mbewe, 2006). In Malawi, the Education Policy allows learning of Chichewa from Grade 1 up to secondary school level. In teacher training colleges three periods of one hour each have been accorded to learning Chichewa. In Zimbabwe, on another hand the study has found

out that the Department of Teacher Education supervises training programmes and certifies the teacher trainees in both Shona and Ndebele indigenous languages. Further research study reveal that Shona and Ndebele indigenous language teachers are trained by autonomous institutions supervised by the University of Zimbabwe (Gondo, 2006).

Zambia's Education Policy in teacher training colleges in comparison with countries like Tanzania, Malawi and Zimbabwe is different. In Zambia, it has been found out that teacher training is based on the principle of integration of the traditional subjects rather than their differentiation to produce a curriculum that is relevant to local needs. As a result of integration, there are study areas where teaching is done under the team teaching arrangement. In countries like Tanzania, Malawi and Zimbabwe it has been found out that team teaching arrangement does not exist in their education system instead, particular subjects are taught as single subjects for example,

Chichewa is taught in the medium of Chichewa in Malawi and Kiswahili in Tanzania is taught through Kiswahili.

## **CHAPTER SIX**

### **CONCLUSION AND RECOMMENDATIONS**

#### **6.0 INTRODUCTION**

This research was set out to establish the effectiveness of teaching indigenous languages under the team teaching arrangement in selected primary (basic) colleges of education. The specific colleges selected for this purpose were: Kitwe college of education and Malcolm Moffat

college of education. This chapter concludes the study and also makes recommendations based on the major findings of the study.

## 6.1 CONCLUSION

The study revealed that teacher educators in the Literary and Language Education study area at the two colleges of education were expected to teach English and Indigenous language(s) which are contributory subjects of the study area.

This study noted that respondents had placed particular emphasis on covering contents of the English language component without indigenous languages integratively. It is clear that respondents' interpretation of teaching in the study area was at variance with the actual teaching of indigenous languages under the team teaching arrangement. That is to say, the respondents' theoretical knowledge and actualization of indigenous languages

teaching were “poles apart”. The study has noted that, the apparent preference of teaching English as opposed to both contributory subjects under the team teaching arrangement could be attributed to inadequate knowledge of subject matter since the teacher educators available at both colleges had specialized in English and not indigenous languages. In short, indigenous languages could only be taught effectively if there were teacher educators who had both content knowledge and adequate pedagogical knowledge of these languages.

This study further revealed respondents’ attitude towards indigenous languages. It was noted that teacher educators strongly considered indigenous languages just as important as English. In the mind of the researcher, it was felt that teacher educators’ feelings about indigenous languages were at variance with the complex multi-ethnolinguistic landscape and the ambivalent language in education policy which makes it very difficult for

education planners to develop and run satisfactory training programmes for primary school teachers of indigenous languages. It has further been established that writing Indigenous Zambian languages syllabuses, text books, if any, and other teaching and learning materials in English as well as delivering lectures or lessons through the medium of English undermine the learning and teaching of indigenous languages in Zambia.

Moreover, the low status bequeathed to indigenous languages by society in general and the education system in particular, has set the stage for linguistic bankruptcy or lack of good background knowledge in indigenous Zambian languages on the part of the teacher educators and prospective teachers of these languages. The prominent role English plays in the education system and other spheres of life in Zambia gives it an edge over indigenous languages. This explains why the training of teachers of indigenous languages is not taken as seriously



as that of teachers of English. It also helps us to understand why even every little effort made to promote learning and teaching of indigenous Zambian languages inadvertently ends up as a complementary activity to better learning of English.

Similarly, the study further revealed and noted that teaching of indigenous languages under the team teaching arrangement in the two colleges of education has not been effective as the course entails. The findings have shown that teaching indigenous languages under the team teaching arrangement has failed in the two colleges where the study took place due to the following reasons; inadequate knowledge of subject matter in indigenous languages, lack of teacher educators with both content and pedagogical knowledge and also lack of relevant teaching and learning materials for indigenous languages.

## **6.2 RECOMMENDATIONS**

This study has, undoubtedly given a catalogue of factors that impede effective learning and teaching of indigenous languages under the team teaching arrangement in the two colleges of education investigated. The recommendations arising from this study are three fold:

1. Recommendation to policy makers;
2. Recommendation for future research and;
3. Recommendation for College Management and Teacher Education and  
Specialised Services.

### **6.2.1 RECOMMENDATION TO POLICY MAKERS**

- Since indigenous languages are not taught under the team teaching arrangement in ZATEC, an appeal to policy makers to

formulate language policies for Colleges of Education to teach languages in the study area separately.

- Lectures, seminars or workshops in colleges of education must be conducted in the respective indigenous Zambian languages and not in English or any other European ex-colonial language;
- The learning of indigenous languages in Zambia must be compulsory from primary to the end of high school.
- Speed up the appointment of teacher educators who have both content and pedagogical knowledge in the teaching of indigenous languages in colleges of Education.
- CDC to re-visit the ZATEC syllabus and formulate separate syllabuses with clearly defined topics and time frame for English only and for Zambian languages only.
- Examinations Council of Zambia (ECZ) to re-visit the format of setting examinations for LLE to allow for indigenous languages

to appear in local languages and not in English language alone as it has been the case in the past.

### **6.2.2 RECOMMENDATIONS FOR FURTHER RESEARCH**

Because of the vast nature of the topic studied one cannot hope to deal exhaustively with it in a single study such as this. Thus, many aspects of teaching indigenous languages under the team teaching arrangement were not fully covered. In view of this, the following should be considered for future studies:

- The study was limited to two selected colleges (Kitwe and Malcolm Moffat) of education and it further limited to teacher educators of LLE. Hence, there is need to take a study of teacher educators performance in the same study area on a wider scale involving registered private colleges in Zambia.
- The study looked at the effective teaching of indigenous languages under the team teaching arrangement in relation to teacher educators’

academic and professional qualifications. Further studies should focus on the performance of trainee teachers in the teaching of indigenous languages upon completion of their training in their schools of practice.

- The Literacy and Language Education study area according to ZATEC principles should be taught integratively. Thus, a study should be conducted to identify topics in English and Indigenous languages which can be taught integratively.

### **6.2.3 RECOMMENDATIONS TO COLLEGE MANAGEMENT AND TEACHER EDUCATION AND SPECIALIZED SERVICES**

- From the findings, some respondents revealed that they could not handle work to do with indigenous languages since they were specialized to teach English. In view of this, college management through TESS should solicit for both financial and human resources and organize in-house workshops to orient

existing staff with basic knowledge in how to teach indigenous languages under the team teaching arrangement.

- Secondly, TESS should to solicit financial resources to procure various types of teaching and learning materials (also literature copies) specifically for indigenous languages.
- College management to help scout for teachers with both content and pedagogical knowledge in indigenous languages for quick recruitment and appointment to enter colleges of education.

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## **APPENDICES**

**APPENDIX A: QUESTIONNAIRE**

**THE UNIVERSITY OF ZAMBIA**

**MASTERS PROGRAM IN EDUCATION (APPLIED LINGUISTICS)**

**A QUESTIONNAIRE ON: THE EFFECTIVENESS OF TEACHING INDIGENOUS LANGUAGES UNDER TEAM TEACHING ARRANGEMENT IN PRIMARY (BASIC) COLLEGES OF EDUCATION**

Your response will be treated anonymously and confidentially.

**INSTRUCTIONS:**

1. Give your responses by ticking in the es provided
2. Where space is provided, give your brief explanation.
3. Do not write your name or any personal identification on the questionnaire.
4. Where in doubt seek clarification from the researcher.



**PART A PERSONAL DETAILS**

1. Age

21 - 30	
31 - 40	
41 - 49	
50 - 60	

2. Gender

M	
F	

3. Work place

Kitwe	Malcolm Moffat
-------	----------------

4. Period of service at the above working place:\_\_\_\_\_years.

5. Total number of years served for the Ministry of Education:\_\_\_\_\_years.

6. In which study area are you?\_\_\_\_\_

**PART B BACKGROUND**

7. Tick subjects you learnt and sat for examinations at Junior

Secondary School (or Grade 9)

Eng  Maths  Civics  Science  Agric   
 R. E  Hist.  Geog.  O.P.  BK   
 Music  Art  H/E  Any Z/L  French

8. Tick subjects you learnt and sat for at Senior Secondary School

(or Grade 12/GCE)

Eng  Maths  Ad Maths  G/Science   
 Biol  Chem  Agric  Phys.  R. E   
 Hist.  Geog.  Comm.  Principles  Acc.   
 Art  Any Z/L  French

9. Where were you trained as a teacher?

Primary College	Secondary College	University	Any Other
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Did the training you took have an impact on what you are currently teaching in the College?

Very much	Quite Much	Very little	Note related

11. If you went to Primary (Basic) College of education indicate courses you learnt

.....  
 .....  
 .....

12. If you went to secondary College education indicate courses you learnt

.....  
 .....  
 .....

13. Have you ever taught at primary (Basic) School?

Yes	
No	

14. If your answer to question 13 is yes, how long did you teach there?.....

15. Have you ever taught at secondary school (or High School)?

Yes	
No	

16. If your answer is yes to question 15, what subjects did you teach?

.....

.....

.....

**PART C COLLEGE SERVICE**

17. Indigenous languages should be considered as vital as English.

1. Strongly agree
2. Agree
3. Fairly agree
4. Fairly disagree
5. Strongly disagree
6. Not sure

18. Indigenous languages should be taught in primary (Basic)

Colleges of education

1. Strongly agree
2. Agree
3. Fairly agree
4. Fairly disagree
5. Strongly disagree
6. Not sure

19. What are the contributory subjects in Literacy and Language education?

.....

.....

20. Of the contributory subjects stated in question 19, which one is your speciality?

.....

.....

21. State the contact time per week per class (number of periods per week).

1	2	3	4	5	6	7	8

22. How many lecturers are expected in a single contact time per class?

1	2	3	4	5

23. Are there enough lecturers to support the answer given in question 22?

Yes	
No	

24. Which contributory subject do you think receives more attention than the others?

English	
Indigenous Languages	

25. Do you think teaching of indigenous languages is effective under team teaching arrangement?

Yes	
No	

26. If your answer to question 25 is yes, give reasons:.....

.....  
.....  
.....

27. If your answer to question 25 is no, state what has caused the ineffectiveness.

.....  
.....  
.....

28. State the methods used in team teaching:.....

.....  
.....

29. Are the methods used in question 28 effective for teaching English and Indigenous Languages?

Yes	
No	

30. In your view, should teaching of indigenous languages and English in the LLE study area be split and taught as separate entities of the languages department?

Yes	
No	

31. If your answer is yes in question 30, suggest a better method that should be used for effective teaching of indigenous languages.

.....  
.....  
.....

32. List down any Zambian languages literature texts that are used when teaching indigenous languages under team teaching arrangement.

.....  
.....  
.....

**End of Questionnaire.**

Thank you for your co-operation.

## **APPENDIX B: INTERVIEW SCHEDULE**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**MASTER OF EDUCATION (APPLIED LINGUISTICS)**

1. How long have you been teaching LLE at this College?
2. Which subjects make up the Literary and Language study area?
3. Which one of the contributory subjects is your speciality?
4. How is LLE taught? Do you team teach?
5. How do you plan your work to teach in your study area?
6. Which of the contributory subjects receives more attention?
7. In which language do you set your class activities such as exercises, tests or assignments?
8. Which textbooks do you use when teaching indigenous languages?
9. Make a list of any literature copies that your students read (Indigenous languages).



10. In your view, do you think teaching of Indigenous languages under team teaching is effective?

11. How would you like the languages in literacy and language study area to be taught, integratively (under team teaching) or as separate subjects?

Thank you for your cooperation.

**APPENDIX C: OBSERVATION SCHEDULE**

**THE UNIVERSITY OF ZAMBIA**

**POST GRADUATE STUDIES – MA APPLIED LINGUISTICS**

1. Number of teacher educators presenting in an LLE lesson.

.....  
.....  
.....

2. Language(s) used in lesson delivery

.....  
.....  
.....

3. Methodology applied

.....  
.....  
.....

4. Teaching aids used in lesson delivery

.....  
.....  
.....

5. Text books/Library books (For indigenous languages)

.....  
.....  
.....

6. Mode of writing notes for teaching/class activities (Language used)

.....  
.....  
.....  
.....

7. Learner Vs Teacher educator rapport (Language used for interaction)

.....  
.....

## APPENDIX D<sub>1</sub>: SCEMES OF WORK

### KITWE COLLEGE OF EDUCATION LITERACY AND LANGUAGE EDUCATION

#### YEAR 1 : TERM 1 2009

WEEK	GENERAL OUTCOMES	SPECIFIC OUTCOMES	RESOURCES
$\frac{3}{4}$ 26-30/01/09 and 02-06/09	<b>BASIC EDUCATION</b> <ul style="list-style-type: none"><li>• Demonstrate understanding of Literacy and Language learning area.</li></ul>	<ul style="list-style-type: none"><li>• Analyse Basic Education in Zambia in relation to Literacy and Languages.</li></ul>	<ul style="list-style-type: none"><li>• MOE Curriculum Framework document.</li></ul>
5 09-13/02/09	<ul style="list-style-type: none"><li>• Apply study skills in the production of academic and professional documents required as trainee teachers</li></ul>	<ul style="list-style-type: none"><li>• Discuss teaching literacy and Language syllabi of localized curriculum under community studies</li></ul>	<ul style="list-style-type: none"><li>• Communication skills by Mutna, R. W (1992)</li></ul>
$\frac{6}{7}$ 16-27/02/09	<ul style="list-style-type: none"><li>• Applying study skills in the production of academic and professional</li></ul>	<ul style="list-style-type: none"><li>• Design localized literacy and Language syllabi of localized curriculum under community</li></ul>	<ul style="list-style-type: none"><li>• Communication Skills by Mutna, R. W</li></ul>

	documents required as trainee teachers.	<p>studies.</p> <ul style="list-style-type: none"> <li>• Apply language skills in information gathering processing and use.</li> <li>• Study skills (ICT).</li> </ul>	
8/9 02-13/03/09	Apply study skills in the production of academic and professional documents required of trainee teachers.	<ul style="list-style-type: none"> <li>• Apply language skills in information gathering, processing and use.</li> <li>• Research on pupils' skills and attitudes towards independent learning.</li> </ul>	
10 16-20/03/09	<p><b>LANGUAGE AWARENESS</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of Language and language features</li> <li>• Demonstrate knowledge of language acquisition, language learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss definitions origins, nature and forms of language.</li> <li>• Analyse Language functions including language situation in Zambia, Gender and Language, Language and culture.</li> </ul>	<ul style="list-style-type: none"> <li>• The Study of Language by Yule G. (1996)</li> </ul>
11 23-27/03/09	Demonstrate knowledge of Language acquisition, Language learning and language teaching.	<ul style="list-style-type: none"> <li>• Distinguish language structures.</li> <li>• Analyse texts to identify different structures of language</li> <li>• Teach structures of language.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching Grammar by Mckay S. L (1978)</li> <li>• Language and its structures by Langacker. R. W (1967)</li> </ul>
12/13 30/03/09	<b>STRUCTURE OF LANGUAGE</b>		

<p>To 10/04/09</p>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to distinguish language structures.</li> <li>• Apply language teaching skills</li> <li>• Apply language teaching skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish language structures</li> <li>• Discuss the two schools of thought in relation to language acquisition and learning.</li> <li>• Teach structures of language.</li> </ul>	<ul style="list-style-type: none"> <li>• The acquisition of language by McNell, D (1970)</li> <li>• The study of Language, by Yule G (1996)</li> </ul>
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## APPENDIX D<sub>2</sub>: SCHEMES OF WORK

### KITWE COLLEGE OF EDUCATION LITERACY AND LANGUAGE EDUCATION

#### YEAR 2 : TERM 1 2009

WEEK	GENERAL OUTCOMES	SPECIFIC OUTCOMES	RESOURCES
3/4	<b>APPROACHES AND METHODS</b> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of teaching language.</li> <li>• Apply language teaching skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse approaches, methods and techniques of teaching language and definitions.</li> <li>• Analyse different ways of teaching language: Grammar translation, situational, communicative, audio linguilism etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Approaches and of teaching language by Richard, J. C. (1986).</li> </ul>
5	<ul style="list-style-type: none"> <li>• Apply language teaching skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse different ways of teaching language: Grammar translation, communicate, situational Audiolingualism etc.</li> <li>• Prepare and teach using different approaches, methods and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>•The Practice of Language Teaching</li> <li>•by Harmer, J, (1991)</li> </ul>
6	<b>READING</b> <ul style="list-style-type: none"> <li>• Research on different aspects of reading</li> </ul>	<ul style="list-style-type: none"> <li>• Reading different types of literature, applying a variety of strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• The Teaching of Reading by Moyle, D (1968).</li> </ul>
7	<ul style="list-style-type: none"> <li>• Research on different aspects of</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse types of reading and teaching</li> </ul>	<ul style="list-style-type: none"> <li>• STEP IN TO</li> </ul>

	reading..	approaches including purposes, processes, difficulties and remedial strategies.	ENGLISH (MOE 2002)
8	<ul style="list-style-type: none"> <li>• Apply language teaching skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare lesson plans and teach reading.</li> </ul>	
9	<p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of writing</li> </ul>	<ul style="list-style-type: none"> <li>• Produce different types of writing</li> <li>• Evaluate features of writing including processes, purposes, teaching approaches, difficulties and remedies.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching Writing Skills by Byrne Don (1988)</li> </ul>
10	<ul style="list-style-type: none"> <li>• Apply teaching skills to teaching writing in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess forms of writing including letters, reports, stories, essays etc.</li> <li>• Plan, prepare and teach writing.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
11	<p><b>TESTING</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of testing.</li> <li>• Apply language skills in testing learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss concepts on forms related to testing including assessment.</li> <li>• Setting, marking and recording marks.</li> <li>• Administer different types of tests to learners.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>• Writing English Language tests by Heaton, J. B. (1968)</li> </ul>
12/13	<b>REVISION</b>	<b>REVISION</b>	





**APPENDIX E<sub>1</sub>: SCHEMES OF WORK  
MALCOLM MOFFAT COLLEGE OF EDUCATION  
LITERACY AND LANGUAGES DEPARTMENT**

**YEAR 1 TERM 1 2009 SYLLABUS**

<b>WEEK</b>	<b>OUTCOMES</b>	<b>RESOURCE</b>
1-2	Registration and induction	
3-6	2.1 Basic Education 2.1.1 General Outcomes 2.1.1.1 Demonstrate understanding of Literacy and language learning area of Basic Education. 2.1.1.2 Apply study skills in production of academic and professional documents required as student teachers HIV/AIDS (i) Demonstrate knowledge of HIV/AIDS 2.1.2 Specific outcomes 2.1.2.1 Analyse Basic Education in Zambia in relation to Literacy and languages 2.1.2.2 Discuss teaching of literacy and languages in Basic Schools 2.1.2.3 Apply language skills in information gathering, processing and use. Study skills and ICT. <ul style="list-style-type: none"> <li>• Discuss meaning of HIV/AIDS, how it is contracted, spread and prevented</li> </ul>	LLE Syllabus Basic Education Curriculum  Teaching in the Window of Ho  Life skills Eng
7-9	2.2 LANGUAGE AWARENESS 2.2.1 General Outcomes 2.2.1.1 Demonstrate knowledge of language and language features. 2.2.1.2 Demonstrate knowledge of language acquisition, Language learning and language teaching. 2.2.2 HIV/AIDS- Demonstrate knowledge of Psycho-Social life skills.	Interactive Methods Logie Manual Yule Baruah Harmer

	<p>2.2.2.1 Discuss language, origin, nature and forms of language.</p> <p>2.2.2.2 Analyse language functions including language situation in Zambia</p>	
10-13	<p><b>2.3 APPROACHES, METHODS AND TECHNIQUES OF TEACHING LANGUAGE</b></p> <p>2.3.1 General Outcomes</p> <p>2.3.1.1 Demonstrate knowledge and skills of teaching language</p> <p>2.3.1.2 Apply language teaching skills</p> <p>HIV/AIDS – Show how Gender and reproductive health assist in empowering a girl child.</p> <p>2.3.2 Specific Outcomes</p> <p>2.3.2.1 Analyse the approaches, methods and techniques in teaching language.</p> <p>2.3.2.2 Analyse different ways of teaching language.</p>	<p>Richard and Rodgers. Stern Hubbard al</p> <p>Teaching in the Window Hope</p>
<b>REVISION AND EXAMINATIONS</b>		

**APPENDIX E<sub>2</sub>: SCHEMES OF WORK  
MALCOLM MOFFAT COLLEGE OF EDUCATION  
LITERACY AND LANGUAGES DEPARTMENT**

**YEAR TWO – FIRST TERM 2009 SYLLABUS**

<b>WEEK</b>	<b>OUTCOMES</b>	<b>RESOURC</b>
1-2	Registration	
3-6	<p>2.13.0 READING</p> <p>2.13.1 General Outcomes</p> <p>2.13.1.1 Demonstrate knowledge and skills of reading</p> <p>2.13.1.2 Research on different types of reading.</p> <p>2.13.1.3 Apply language teaching skills</p> <p>2.13.2 Specific Outcomes</p> <p>2.13.2.1 Read different types of Literature, apply a variety of strategies.</p> <p>2.13.2.2 Analyse types of reading and teaching approaches including purposes, process, difficulties and remedies.</p> <p>HIV/AIDS</p> <ul style="list-style-type: none"> <li>• Use LLE Handbook to teach skills of writing.</li> <li>• Initiate role plays, dialogues and debate on HIV/AIDS related topics.</li> </ul>	<p>Reading file Vol. 1</p> <p>Moyle Harm</p> <p>Teaching in Window Hope.</p>
7-9	<p>2.14.0 WRITING</p> <p>2.14.1 General Outcomes</p> <p>2.14.1.1 Demonstrate knowledge and skills of writing</p> <p>2.14.1.2 Develop understanding about different features of writing.</p> <p>2.14.1.3 Apply teaching skills of teaching writing in different ways.</p> <p>HIV/AIDS</p> <ul style="list-style-type: none"> <li>• Use the Movie More Time to discuss HIV/AIDS related topics.</li> </ul> <p>2.14.2 Specific Outcomes</p>	<p>Byrne</p> <p>Reading Vol.4</p>



**APPENDIX F: LLE LESSON PLAN**

**LITERACY AND LANGUAGE EDUCATION SECTION**

## LLE LECTURE PLAN

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Content:

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Outcomes:

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Resources:

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Activity 1:

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Activity 2:

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Activity 3:

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Evaluation:

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**APPENDIX G: TEACHING NOTES**

**LITERAY AND LANGUAGE EDUCATION TEACHING  
NOTES**

Class:

Topic/Concepts/Issues:

References:

Objectives:

Student Learning Activities:

**APPENDIX H: RECORDS OF WORK**

**LITERACY AND LANGUAGE EDUCATION CURRICULUM**

**COVERAGE RECORDS OF WORK**



**NAME:**.....**TERM:**.....**YEA**

**R:**.....

DATES	WORK COVERED	TUTOR'S REFLECTION

Supervisor's Remarks:

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.....  
.....

.....

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