

**TEACHERS' PREPAREDNESS TO IMPLEMENT THE 2014 REVISED LITERACY
POLICY IN SELECTED PRIMARY SCHOOLS IN KITWE DISTRICT**

BY

KOMBE CHRISTINE

**A Dissertation submitted to the University of Zambia in Partial fulfillment
of the Requirements for the Award of the Degree of Master of Education in
Applied Linguistics**

The University of Zambia

Lusaka

2017

COPYRIGHT

All rights reserved. No part of this dissertation may be reproduced, stored in any retrieval system, transmitted in any form or by any means; electronic, mechanical photocopying or otherwise without prior written permission from the author or the University of Zambia.

© Kombe Christine, 2017

DECLARATION

I, Kombe Christine, declare that this study entitled, **Teachers' Preparedness to implement the 2014 Revised Literacy Policy: A Case of Selected Primary Schools in Kitwe District** is my own work, that all resources used or quoted have been acknowledged by means of complete references and that neither I nor anyone at this University nor any other Educational Institution submitted this study for degree purposes.

Signed _____ Date _____

CERTIFICATE OF APPROVAL

The University of Zambia approves this dissertation of **KOMBE CHRISTINE**, as fulfillment part of the requirements for the award of Degree of Master of Education in Applied Linguistics.

Examiner

Name

_____ Signature _____ Date _____

Name

_____ Signature _____ Date _____

Name

_____ Signature _____ Date _____

DEDICATION

This dissertation is dedicated to my dear children – Prophet Grace, Chakomboka, Kombe and Mwansa, my niece Christabel for their endurance during the time I was away from home.

ACKNOWLEDGEMENTS

Special thanks to Dr. David S. Mwanza my academic supervisor who worked tirelessly to ensure that this work met the required standard. May the Almighty God bless and reward you richly.

I also wish to thank Dr. Dennis Banda for his assistance and encouragement. Furthermore, I would like to thank my colleagues Cletus Masatunya for editing my work, Allan Simukonda for typesetting, Margaret Nambao, Oliver Magasu, Jean Chellah, Patricia Makina Zulu and Idah Lunga for making constructive comments which greatly helped me organise my work. I am indebted to the Provincial Education Officer for Copperbelt Province, the District Education Board Secretary for Kitwe District, the Principals of College of Education and head teachers of the primary schools where the research took place for allowing me carry out this study in their places. The lecturers, teachers and district resource person who accepted to be interviewed, filled in the questionnaire, lessons observed and above all for the warmth and support they accorded me during the study. My dear children, for the love and support during my study. I thank my parent Annie, my brother Henry and my sisters Annie and Veronica for being there for my children during my absence.

I am indebted to Mr Bowa and Mr Chibwe for the encouragement and technical support given to me during my studies at the University and during my research in different schools. May God bless you richly. Finally, I also wish to thank the Board of Kitwe College of Education for the material and moral support. Above all, I wish to thank the Almighty God for granting me good health and all the provisions of life during my

ABSTRACT

The purpose of this study was to establish whether teachers were adequately prepared to implement the 2014 revised literacy policy in selected primary schools in Kitwe district on the Copperbelt. The objectives that guided this study were; to establish whether the teachers were adequately prepared to implement the revised policy; to establish the responsiveness of the pre-service teacher education programme towards the 2014 revised literacy policy; to assess the methods and techniques teachers used to teach initial literacy under the revised literacy policy; and to establish the challenges teachers faced in the implementation of the 2014 revised literacy policy. The study employed a mixed method descriptive design, which involved both qualitative and quantitative methods. Purposive and random sampling techniques were used to come up with 134 respondents, that is, 103 classroom teachers, 30 lecturers and 1 District Resource personnel. Data was collected through questionnaires, interviews, focus group discussions and classroom observations of literacy lessons so as to observe the practical implementation of the revised policy. Focus group discussions enabled respondents to give detailed views on the 2014 revised literacy policy while lesson observations provided information where comparison between what respondents said and actually did in the classroom resonated. The study found that while some teachers were trained, others were not. This was due to the fact that, those who attended the training who were supposed to train those who remained, did not conduct the in- house workshop. Even after commissioning the policy in 2014, schools still lacked teaching resources with which they could implement the policy. In respect to the method, while some teachers were using the new methods, others were not. Colleges of education were finding it challenging to comprehensively revise their teacher education programme because they do not fully understand the content of the 2014 revised policy. The study recommended wider consultation between policy makers and implementers during formulation and/or revision of literacy policies. It was also recommended that teachers needed to be innovative in applying notions of semiotic remediation and resemiotisation in resource mobilisation and use.

TABLE OF CONTENTS

COPYRIGHT	i
DECLARATION	ii
CERTIFICATE OF APPROVAL	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
ABSTRACT	vi
LIST OF ACRONYMS	xv
CHAPTER ONE: INTRODUCTION	1
1.2 Background.....	1
1.3 Statement of the Problem	4
1.4 Purpose of the Study.....	4
1.5 Research Objectives	5
1.5.1. Main Objective.....	5
1.5.2. Specific Objectives.....	5
1.6. Research Questions	5
1.6.1. Main Research Question.....	5
1.6.2. Specific Research Questions.....	5
1.7 Significance of the Study.....	5
1.8. Delimitation of the Study	6
1.9. Limitation of the Study.....	6
1.10. Operational Definitions	6
1.11. Summary.....	8
CHAPTER TWO: INTRODUCTION	9
2.2. The importance of Teacher Preparation	9

2.3. The Role of a Teacher in the Implementation of Literacy Policy.....	10
2.4. Review of Studies done outside Africa	12
2.5. Review of Studies done in Africa	15
2.6. The Situation in Zambia	17
2.6.1. The Primary Reading Programme (PRP)	17
2.6.2. The Separation of Literacy and Language	20
2.6.3. Teacher Competencies.....	21
2.6.4. Introduction of Primary Literacy Programme (PLP)	23
2.7. Summary.....	24
CHAPTER THREE: THEORETICAL FRAMEWORK.....	26
3.1. Introduction.....	26
3.2. Theoretical Framework.....	26
3.3. The Critical Discourse Analysis (CDA).....	27
3.4. The Practical Theory of Teaching.....	28
3.5. Summary.....	29
CHAPTER FOUR:RESEARCH METHODOLOGY	30
4.1. Introduction.....	30
4.2. Research Design.....	30
4.3. Target Population	31
4.4. Sample Size.....	31
4.5. Sampling Procedure	32
4.6 Research Instruments	32
4.7. Data Collection Procedure.....	33
4.8. Data Analysis	33
4.9. Ethical Consideration	34

4.10. Summary of the Chapter.....	34
CHAPTER FIVE: RESULTS.....	35
5.1 Introduction.....	35
5.2 Where teachers adequately prepared to implement the 2014 revised literacy policy in Kitwe district?.....	35
5.2.1. Findings from Interviews by the Classroom Teachers	35
5.2.1.1. Type of Training Received	35
5.2.2 Findings from Questionnaires by the Classroom Teachers	38
5.2.3 Teacher Preparedness: Views from District Resource Coordinator.....	39
5.2.4 Summary of findings on Research Question 1	41
5.3 How Responsiveness is the pre-service Teacher Education Programme to the Needs of a Teacher under the Revised Literacy Policy?	42
5.3.1 Findings from Interviews by the Lecturers on Type of Training.....	42
5.3.2 Findings from Interviews by lecturers from other Study Areas.....	44
5.3.3 Findings from Lecturers: Qualitative Data	45
5.3.4 Findings from Lecturers: Quantitative Data	47
5.3.4.1 Findings from Questionnaire by the Lecturers	47
5.3.5 Document Analysis	48
5.3.6 Trainee Teachers Preparation under the Revised Literacy Policy	48
5.3.7 Summary of Findings on Research Question 2.....	49
5.4 Which Methods and Techniques do teachers use when teaching Initial Literacy?	49
5.4.1 Findings from Interviews by the Classroom Teachers	49
5.4.2 Findings from Lesson Observation	51
5.4.3 Summary of Findings on Research Question 3.....	53
5.5 What Challenges Teachers Face when Implementing the 2014 Revised Literacy Policy?	54
5.5.1 Findings from Interviews by the Class Teachers	54

5.5.2 Summary of Findings on Research Question 4.....	56
5.6 Summary of Chapter 5.....	56
CHAPTER SIX: DISCUSSION.....	58
6.1 Introduction.....	58
6.2 To establish whether teachers were adequately prepared to implement the 2014 Revised Literacy Policy.....	58
6.2.3. Consultation on Policy Formulation.....	61
6.3 Objective: To Establish the Responsiveness of the Pre – Service Teacher Education Programme under the 2014 Revised Literacy Policy.....	61
6.3.1. Transition Period from Teaching in Local language to English language	62
6.3.2. Content Knowledge on the Revised Literacy Policy.....	62
6.3.3. Use of Language of Instruction in other Subject Areas.....	63
6.4 Objective 3: To assess the Methods and Techniques Teachers Used to Teach Initial Literacy under the Revised Policy	64
6.4.1. Methods and Techniques used to teach Initial Literacy under the Revised Policy.....	64
6.4.2. Importance of Training Teachers in Teaching Methods for any Policy Reform.....	65
6.5 Objective: Challenges Teachers Face in Implementing the 2014 Revised Literacy Policy	66
6.5.1 Inadequate and Inappropriate Materials	66
6.5.2 Medium of Instruction	66
6.5.3 Limited Content and Pedagogical Knowledge on the part of Teachers on the Revised Literacy Policy.....	67
6.5.4 Teaching Two Sounds in a Week.....	68
6.5.5 Absenteeism on the Part of Learners.....	68
6.6 Summary.....	69

CHAPTER SEVEN: CONCLUSION AND RECOMMENDATIONS	70
7.1. Introduction.....	70
7.2 Conclusion	70
7.2.1 To Establish Whether Or Not Teachers were adequately prepared to implement the 2014 Revised Literacy Policy.....	71
7.2.2 To Establish How Responsive the Pre-Service Education Programme was to the Needs of a Teacher under the Revised Literacy Policy	71
7.2.3 To Assess the Methods and Techniques Teachers use to teach initial Literacy under the Revised Policy	71
7.2.4 To Establish the Challenges Teachers Face in Implementing the 2014 Revised Literacy Policy.....	72
7.3 Recommendations	72
7.3.1 Recommendations for Future Research.....	73
REFERENCES.....	78
APPENDICES.....	78

LIST OF TABLES

Table 1: Number of teachers trained for the revised literacy policy.....	39
Table 2: The type of training received.....	49
Table 3: Responsiveness of the teacher education programme to the needs of a teacher under the 2014 revised literacy policy.....	50

LIST OF FIGURES

Figure 1: Pie chart showing type of training received by teachers to effectively implement policy.....	40
Figure 2: Pie chart showing responses whether 2014 revised literacy policy was adequate or not.....	41

LIST OF PICTURES

Picture1. Teacher Teaching Initial Literacy to Grade 1 Class	55
--	----

LIST OF ACRONYMS

CDA –	Critical Discourse Analysis
CDC –	Curriculum Development Centre
CPD-	Continuing Professional Development
DEBS-	District Education Board Secretary
DRCC-	District Resource Centre Coordinator
EGRA-	Early Grade Reading Assessment
MOE –	Ministry of Education
MOESVTEE-	Ministry of Education Science, Vocation, Training and Early Education
MOGE-	Ministry of General Education
NBTL-	New Breakthrough To Literacy
NIE-	National Institute of Education
NIEER-	National Institute for Early Education Research
NLF-	National Literacy Framework
NRC-	National Reading Committee
NRF-	National Reading Forum
NRP-	National Reading Programme
PCSP-	Primary Curriculum Support Programme
PEO –	Provincial Education Office
PLP-	Primary Literacy Programme
PRP-	Primary Reading Programme
ROC-	Read on Course
RTS –	Read To Succeed
SACMEQ –	Southern African Consortium for Monitoring of Educational Quality
SIC-	School Inset Coordinator
SITE-	Step In To English
USAID –	United States Agency for International Development

UNZA-	University of Zambia
WEF –	World Education Forum
ZECF-	Zambia Education Curriculum Framework
ZIC-	Zonal Inset Coordinator
ZNAS-	Zambia National Assessment Survey

CHAPTER ONE

1.1 Introduction

This chapter begins by giving an account of the context of the study. Thereafter, it presents the problem under investigation, significance of the study, purpose, objectives of the study as well as specific questions emanating from objectives of the study. Finally, limitations of the study, operational definition of terms and summary of the chapter are presented.

1.2 Background

For any policy to succeed, implementers must be adequately prepared. This is also true with policies in education. Over the years, several policy changes in the teaching of initial literacy to primary school learners have taken place in Zambia. Literacy teaching policy changes have been taking place from the Pre-colonial period to the present (Snelson, 1974; Moyo 2001; Manchishi 2004:1). Literacy in Zambia started with the missionaries who came to Africa from various countries for evangelism in order to bring salvation to the ‘heathens’ (Moyo 2001). They were, however, mindful of the fact that their evangelization would be futile if the local people remained illiterate. Thus, their first task was to raise literacy levels. They did this by first learning the local languages, mostly spoken in the area they settled. They then reduced those local languages to writing and started teaching the local people how to read the Bible using local languages and not English. Manchishi (2004:11) notes that they succeeded greatly, “...because they believed that a local language was a powerful linguistic instrument one could use to impart knowledge to a local community.” From this account, it is clear that missionaries rightly believed that the implementation of any project or policy requires preparation on the part of the implementers. This is the reason why they learnt the local language first, prepared literature in local languages and taught literacy to the local people. All this was part of the preparation which was needed for the successful implementation of their evangelization mission.

Since missionaries came from different countries, they brought with them different language policies according to policies of their countries of origin. Missionaries worked very hard to ensure that local languages were fully developed (Snelson, 1974). The colonial government upon looking at the haphazard manner in which language was being used in education, decided to coordinate the missionaries’ effort of using the mother tongue as media of instruction in early education. It was found that, Zambia like many other countries was multilingual and that only few of the people in the country spoke the lingua-franca. With this as the prevailing

situation in the country, this decision was arrived at owing to the realization that the mother tongue was the best in terms of literacy, cognitive as well as socio-cultural development of any child (Awoniyi 1982, Prah 2009). The trend continued up to 1953 when the federal government took over the affairs of Rhodesia and Nyasaland.

In 1953, Zambia, Zimbabwe Malawi (the then Northern Rhodesia, Southern Rhodesia and Nyasaland respectively) fell under the management of the Federal Government. This meant that most of the issues to do with African affairs, including education, were the responsibility of the Federal office. There was a slight shift in that English was introduced in the school system as a subject as early as the second year. This seemed to be the beginning of shift for Zambian language policy in education. At the end of the federal period in 1963, UNESCO through a group of scholars from Australia recommended that as soon as Zambia got independent, the medium of instruction from Grade 1 to university should be English Language (Linehan, 2004). This was despite the foreseen numerous problems (Manchishi 2004). For the other federal states- Nyasaland and Southern Rhodesia, the status quo maintained, that is, continue with vernacular languages as media of instruction. This obviously was to have a telling effect on the pedagogical as well as socio-cultural status in those countries. In each of these phases, we see some rudiments of teacher preparation although not adequate

After independence literacy was no longer given a slot on the time table as this was split and was taught in English language and/or Zambian language as reading and writing separately (Tambulukani, 2004). During the period 1966 to 1995 reading and writing was taught as stated above and in colleges of education, teacher training colleges then, trainee teachers were prepared as such. The pre-independence policy continued after independence up to 1965 when there was a change to the use of English as the medium of instruction in schools. The country experienced low literacy levels in primary schools as most of the children were not able to read fluently and write accurately in any of the languages used in schools (MoE, 2002).

In 1995, thirty years after independence, the Ministry of Education convened a National Reading Forum (NRF) to relook into the problem of low literacy levels (MOE, 2002). A year later in 1996, a new policy in education, Educating Our Future was introduced in which the use of local languages was adopted to teach initial literacy (MOE, 1996). The new literacy policy then introduced a literacy programme called the Primary Reading Programme (PRP) where learners were expected to learn initial literacy in local language (MOE, 1996). The findings and recommendations of the forum led to a radical change of the policy regarding the teaching

of literacy. A pilot project called the Molteno project was introduced in South Africa which gave birth to the Breakthrough to Literacy (BTL). This programme was adopted in Zambia and became known as the *Zambian Breakthrough To Literacy (ZNBTL)*. It was first piloted in a few classrooms in Kasama, in the Northern Province of Zambia in 1998. Like its predecessor of 1965, it proved to be a resounding success and was subsequently adopted as government policy and introduced in all schools in Zambia from 2003 (Linehan 2004, Manchishi 2004). Again what we see is that apart from the pilot project that was undertaken in Kasama schools and the subsequent workshops for teachers that were conducted, we do not seem to see much teacher preparation in the understanding and appreciation of the policy changes taking place. The introduction of the PRP did not help improve literacy levels among Zambian learners as reported by many studies (Sharma, 1974; SACMEQ, 1995, National Reading Committee (NRC), 1997; 1998; Williams, 1998; Nkamba and Kanyika, 1998; Serpell, Kanyika, 1999 and Matafwali, 2005). These studies revealed that the reading and writing levels among Zambian learners had continued to be exceptionally low, for example SACMEQ, 2013 revealed that 25% of the grade six pupils who were tested and were able to read at a minimum level of only 3% were able to read at desirable levels. Another example is Matafwali (2005) whose study showed that 26% of the children that were involved in the study had some difficulties in reading. The result is that the majority of primary school pupils were unable to read and write at required levels in spite of having passed through school and at some levels having been declared good readers. Many recent studies continue to show this (Khadim 2003, Manchishi 2004, Matafwali 2010, Mubanga 2010, Chibamba 2012, Mulenga 2012).

The Ministry of Education expected learners to improve literacy levels in primary schools as well as to improve oral competence in English language following the implementation of the programme by the teachers but this proved not have had an impact on the literacy levels (ZNAS, 2014; SACMEQ, 2013; EGRA, 2013). These studies have revealed that causes of low literacy levels include poor infrastructure, insufficient reading materials; inadequate teaching and learning materials as well as mismatches between LOI and language of play. However, none of the studies attempted to study teacher preparedness for policy implementation.

With the coming of the new government in 2011, a revised policy was put in place where regional local languages were to be used as media of instruction in all subjects from grade one to grade four with the English language being taught as a subject first orally and then in writing (National Literacy Framework 2013). Like other language –in-Education policies on literacy

teaching, teachers were expected to implement this policy in order to help learners acquire the skills of early reading (NLF, 2013). Teachers were expected to be orientated or re-orientated so as to effectively implement the revised policy. While it is true that for any meaningful literacy development and subsequently improved education quality to be attained the use of local languages for literacy and as medium of instruction is not an alternative but a major need for the Zambian citizenry, there is need to also consider teacher preparedness on the implementation of the policies. As stated above, literacy levels have not improved despite the several policy revisions and studies done so far have mainly reported on lack of teaching materials and lack of adequate time for the use of mother tongue as possible reasons for low literacy levels. Banda and Mwanza (2017) argue that lack of translanguaging is the explanation behind continued low literacy levels in Zambia. Still, the teacher factor in terms of preparation for literacy policy implementation has not been probed. Thus, this study sought to establish the preparedness teachers or their readiness to implement the 2014 revised literacy policy.

1.3 Statement of the Problem

Although the Ministry of General Education has revised the literacy policy in primary schools in Zambia, little is known about teacher preparedness to implement this 2014 revised literacy policy in primary schools. The Ministry of General Education has tried to embark on literacy programmes to help improve literacy levels but this has proved not to yield good results which have been quite low (ZNAS, 2014; SACMAQ, 2013; EGRA, 2013). These studies have revealed that causes of low literacy levels include poor infrastructure, insufficient reading materials; inadequate teaching and learning materials. However, none attempted to study teacher preparedness for policy implementation. Thus, it is not known whether primary teachers were adequately prepared to implement the 2014 revised literacy policy in order to achieve the objective of improved literacy levels in primary schools. Stated as a question, the problem under investigation was: Were teachers adequately prepared to implement the 2014 revised literacy policy in primary schools in Kitwe District?

1.4 Purpose of the Study

The purpose of the study was to establish whether teachers were adequately prepared for the implementation of the 2014 revised literacy policy.

1.5 Research Objectives

1.5.1. Main Objective

To establish whether teachers were adequately prepared to implement the 2014 revised literacy policy in primary schools Zambia

1.5.2. Specific Objectives

The study sought to achieve the following objectives:

1. To establish whether teachers were adequately prepared to implement the 2014 revised literacy policy.
2. To establish the responsiveness of the pre-service teacher training programme towards the 2014 revised literacy policy.
3. To assess the methods and techniques teachers use to teach initial literacy under the revised literacy policy.
4. To establish the challenges teachers face in the implementation of the 2014 revised literacy policy.

1.6. Research Questions

1.6.1. Main Research Question

How adequately prepared were the teachers to implement the 2014 revised literacy policy in primary schools?

1.6.2. Specific Research Questions

The research was guided by the following research questions:

1. Were teachers adequately prepared to implement the 2014 revised literacy policy in Kitwe District?
2. How responsive is the pre- service teacher education programme to the needs of a teacher under the 2014 revised literacy policy?
3. Which methods and techniques do teachers use when teaching literacy?
4. What challenges do teachers face when implementing the 2014 revised literacy policy?

1.7 Significance of the Study

This study may help the Ministry of General Education become aware of the challenges teachers face in the implementation of the 2014 revised literacy policy. It would also help the

policy makers to know the importance of preparing the implementers for any policy changes. It would help to provide information whether or not teacher preparation in Zambia for policy changes is a contributing factor to low literacy levels. Further the findings will contribute to the body of knowledge on the relationship between teacher preparation and education policy implementation.

1.8. Delimitation of the Study

Kasonde (2013) looks at delimitation of the study as the subdivision of the study, indicating the scope of the study. She further states that delimitations of the study are factors that affect the study over which the researcher does not have some control. This study was restricted to Kitwe district on the Copperbelt Province because the researcher wanted to have a bigger picture on how prepared teachers were to implement the 2014 revised literacy policy. It targeted primary school teachers in selected primary schools in Kitwe District and lecturers from two public primary teachers colleges of education. Schools were selected by the researcher according to Zonal areas. This was done to ensure that a wide and representative sample of primary schools for the district was selected.

1.9. Limitation of the Study

Limitations of the study are characteristics of design or methodology which impact or influence the normal flow of the study which might be out of control of the researcher which may restrict the conclusion of the study (Meredith et al, 2003). Since the research was confined only to a few schools in Kitwe District, its findings may not be generalized to all the primary schools in Zambia. In order for the researcher to avoid cases of teachers giving false information on the methods used for teaching literacy using the revised 2014 literacy policy which uses Primary Literacy Programme (PLP), the researcher asked for observations of literacy lessons. However, the researcher also employed other methods such as, questionnaires, interviews and focus group discussions, to supplement those anticipated limitations and enhance the validity and reliability of the data collected.

1.10. Operational Definitions

The study employed the following operational definitions for the following concepts;

Early Grade Reading – These are skills which help prepare learners for reading for writing in their early grade that is, grade 1 to 4.

Implement - to make something that has been officially decided start happening. It can also be referred to as a deliberate and sequential set of activities directed toward putting a policy into effect, making it occur.

Initial Literacy – this is the beginning of reading and writing done at Grade 1.

Literacy – the ability to read fluently and write accurately for the purpose of communication.

Literacy policy – This is a reading and writing plan put in place by a particular nation. In this study it has to do with the introduction of the Primary Literacy Programme (PLP) which is based on the five key skills that is, Phonemic Awareness, Phonics, Oral fluency, Vocabulary and Comprehension. The PLP involves learners from grade 1 to 7. The revised literacy policy emphasizes on teaching all subjects from pre-school to Grade 4 in local familiar languages while literacy should be taught in local familiar languages for two years in primary schools that is, Grades 1 and 2 then from Grades 3 onwards in English language.

Revised – Something that has been changed or altered.

Preparedness – how ready one is to deal with something. Being equipped with different skills to help someone carry out something adequately.

Primary Literacy Programme (PLP) – A new programme of teaching literacy in Zambian Primary Schools aimed at improving literacy skills among primary school learners in Zambia.

Primary Reading Primary (PRP) – the literacy programme in Zambia which has three literacy courses that had been implemented in order to improve the reading and writing levels of learners in primary schools so that they learn effectively in all subjects across the curriculum.

Primary School – The first stage of compulsory education, coming between early childhood education and secondary education. It has duration of seven (7) years.

Teacher – A trained person who helps others to acquire knowledge, competencies or values.

Pre-service – initial training given to trainee teachers (student teacher) before entering the classroom as a fully responsible teacher.

In-service – The processing of offering training for practicing teachers and may take a short-time or a long time in order to upgrade or update them in their area of speciality.

Upgrading Training—the process of offering training for practicing teachers which will result in change of qualification say from certificate to diploma. This may take months or years.

Updating training – this refers to the process of offering some capacity professional development or Continuing Professional Development (CPD) training for practicing teachers to update their knowledge and skills in teaching. This may take even hours, a day or few days depending on the nature of information to be updated in.

Continuing Professional Development – this is part of in-service process of offering training to practicing teachers which can be organised for a short period.

Early Grade Reading – Skills to prepare learners for reading and writing at Grades 1 -4.

Phonemic Awareness – Ability to hear and manipulate sounds orally.

Phonics – A method of teaching reading based on relationships between letters and their sounds by avoiding naming them.

Fluency- Ability to read at an acceptable rate and intonation with good comprehension too.

1.11. Summary

The first chapter has clearly discussed the background to the different language policies in literacy implementation in Zambia before and after independence. The chapter discussed among other items; statement of the problem, purpose of the study; research objectives; research questions; significance of the study; delimitation and limitations of the study and finally operational definition of terms. The following chapter will review the literature related to teacher preparedness to implement literacy policies.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter focuses on the studies that have been conducted globally, regionally and locally (Zambian) with respect to the preparation of teachers in the implementation of literacy policies in primary schools. The chapter begins with a discussion on the role of teachers in the implementation of literacy policy. It will further be followed by related literature on the subject matter globally, continentally and finally locally (Zambia) situation. The chapter will end with a summary.

2.2. The importance of Teacher Preparation

In order to fully understand teacher preparation, there is need to understand the two terms: ‘teacher’ and ‘preparation.’ A teacher is a person who helps others to acquire knowledge, competencies or values whereas preparation is the activity or process of making something/someone ready for or ready for something. Therefore, teacher preparation is the process of making a teacher ready for something. In order to make the teacher ready there is need to undergo a variety of activities which will help him/her to help others acquire knowledge and or other skills. This therefore, means that for teaching to be effective, a teacher has to be provided with appropriate and intensive training to ensure that they know when and how to teach using specific methods (NRP, 2000). With is in mind, it is important then to ensure that the teacher who is a driver in the success of any teaching is prepared before the implementation of any policies takes place.

A teacher plays an important role in the learner’s acquisition of knowledge and development of skills needed in their future survival. It is also believed that competency – oriented teaching has become the most outstanding aspect of teachers’ responsibilities. A teacher who lacks competencies will not deliver as expected. Konstantinos and Charl (2015) state that, the core of teacher’s knowledge is firstly linked to the exhaustive mastery of his subject – matter and adequate methods and means to convey it. Teachers therefore, have a great role to play if children are to learn. This can only be achieved if the teacher has received proper training for him or her to deliver effectively. Once the teacher knows how to handle the learners, learning becomes easy. The education system in Zambia like any other country keeps on changing. Because of the changing nature of education, teachers are themselves supposed to be perpetual

learners. Currently the MoGE has formulated yet another policy hence the need to equip teachers with the knowledge necessary for the change. Goessi (2002) states that, in-service training is an effective means of keeping teachers alert to constantly adapting their teaching to the changing social environment. Therefore, the implementation of any given instruction depends on how knowledgeable the implementer is, hence the need for adequate preparation. Teachers place great emphasis on the content knowledge, skills and the knowledge that learners are supposed to acquire (Darling, Hammond and Branford, 2005). It is believed that for any success in teaching to take place, the teacher needs to be more knowledgeable than his/her learners and hence the need to prepare them for any changes that take place in the education system. The practical theory focuses on the teacher's ability to be practical, stressing that every teacher possesses a practical theory of teaching. According to this theory, the strongest determining factor of a teacher is their experiences in terms of preparation (handal and Lauvas 1987 in Chella, 2015). Zeichner and Liston (1990:9) also support teacher preparation in their statement as they state, "teaching demands an approach to teacher preparation that reflects the complex and uncertain nature of the work." This therefore, means that for a teacher to implement any plan he/she must have knowledge and be able to apply the content practically for the success of that developed plan. Thus, whether or not teachers in Kitwe District were adequately prepared to successfully implement the revised literacy policy was not known and it will be shown in chapter five (findings) whether or not they were prepared.

2.3. The Role of a Teacher in the Implementation of Literacy Policy

In order for the study to be fully understood, it is important to first discuss the role a teacher plays in the implementation of any education policy. A teacher is an agent of change and helps others to acquire knowledge, competencies, values and skills. He/she is expected to be the more knowledgeable other (Vygotsky, 1978). Therefore, in order for any policy to be a success, there is need for the implementer to be knowledgeable and this knowledge can only be acquired through adequate preparation through training, orientation or re-orientation, or through in-service training (World Bank, 1980). Fullan, (1993) agrees with views from World Bank as noted from the following statement which says that: effective curriculum change and implementation requires time, personal interaction, in-service training and other forms of people based support. Due to the changing nature of the education sector, teachers are themselves supposed to be perpetual learners. Consequently, this education and training ought to be conceived as a continuum, a lifelong, flexible process (Musset, 2010:12). In-service

training for teachers is of great importance as it makes teachers more effective in the delivery of their content knowledge and skills, particularly after so many years of experience in teaching. Thus, teacher preparation should not be restricted to class room practice but should apply even when it comes to policy formulation related to education. Whether this teacher preparation took place or not in view of the revised literacy policy was the basis of this study.

The current study which looked at the implementation of the 2014 revised literacy policy whose mandate was to teach initial literacy in a local familiar language (NLF, 2013), met that, the teacher really needs to have the knowledge of the regional language to be used in a particular zone hence the need for adequate preparation. This view is supported by Scribner (1984) and Vygotsky quoted by John- Steiner and Mahn (1986) in Masatunya (2014) who says language is socially constructed and occurs within a social context and that more experienced members of the community play a big part in what the child becomes in future as they help that child develop higher order process. This will make the teacher help foster positive attitude towards literacy as he/she performs the role of a central element. He/she will also be able to engage other stakeholders in the application of the policy-parents in this case. A part from being a role model, he/she needs to act as a facilitator by providing a supportive and a stimulating environment; organizing purposeful activities and enabling learners to develop literacy skills. This can be achieved when the facilitator permits learners some freedom in stating what they would like to do and by providing a wide range of resources for learning such as audiovisual materials, books, and many others including the facilitator's own experience and understanding which learners may want to use in their self-directed learning (Yelon, 1977). The teacher will only be able to meet these demands if one has been adequately prepared for these tasks from planning through to implementation. If a teacher is involved from planning he/she would be able to effectively implement the policy. This is so because he/she will understand what the policy states in terms of when transition should take place from literacy in local language into literacy in English language as well as the aspects involved in teaching literacy at different levels.

In the section that follows, the study analysed literature based on teacher preparation in relation to policy formulation and its content and implication on the teaching and learning process in the class room. This review of literature is divided into three major parts-global, regional (continental) and local, that is, Zambian situations. We start with the global review.

2.4. Review of Studies done outside Africa

Generally it has been observed that generally, literacy levels among learners globally are low (World Education Forum, 2000). There are so many factors that have contributed to these low literacy levels despite interventions which have been put in place in various countries. To this effect, different scholars have undertaken various studies to establish the causes. Based on the different studies in various parts of the globe, different governments have tried to put interventions according to their settings. Although scholars have done various studies on causes of low literacy levels with little or no change in the improvement of literacy levels, some still have investigated on preparations of teachers for policy in order for them to be able to implement the changes in the curriculum. This is shown in the literature presented in the subsequent sections of this review.

In Singapore, there is an initial teacher preparation programme which is implemented by the National Institute of Education (NIE). According to the policy implementers in Singapore, teachers are given training for a period of four years after which only candidates who are qualified are deployed in different schools, (National Institute of Education www.Nie.edu.sg/study_nie/initial_teacher_preparation_programme/special_training_programme). It is clear from this report that teachers are adequately prepared to implement their initial teacher preparation programme. The preparation here seems to be adequate as teachers were trained for a period of four years and that only qualified candidates are eligible to teach or implement the programme. The study looks at teacher preparedness and from the report given, there is evidence to show success in the implementation of the education policy as the researcher gives information that only qualified candidates are deployed in schools so that they are able to help in implementing policy effectively for the intended results to be achieved as suggested by Manchishi and Banda (2015: 689) that, “until the teacher is properly trained the desired end in the field of teaching learning process cannot be achieved”. Higgins (2012: 2) wrote:

An educator is a coach who coaches individuals to become what is essential to develop into human beings who are fully alive. Content Is important but students need guidance towards self-discovery and Integration of what they have learnt into their lives. We should not Teach English to our students but give them the learning tools with Which they will go on learning after schooling is over.

From the above statement from Higgins (2012), a number of aspects can be highlighted to help explain the study. He states that, an educator is a coach. Meaning a coach should have more knowledge about what he/she is coaching and in this case, the teacher needs to be knowledgeable about the policies he/she has to implement. Secondly, the students need guidance, meaning that this guidance should be provided by a person who knows the direction. Thirdly, students should not only be taught a language but rather be given the skills which will help them be functional even after school. From the analysis above, it suggests that, there is need for a teacher to be adequately prepared for the implementation of any education policy. This is also supported by Hugles (2008) from his findings on teacher efficacy and content literacy implementation where he stated that coaching and collaboration were important factors if effective delivery was to be achieved. His research established that teachers who demonstrated high efficacy prior to participating in professional development were more likely to implement the recommended content literacy practices.

Another study which was conducted in Dublin in 2005 by the Primary Curriculum Support Programme (PCSP) was looking at an evaluation of curriculum implementation in primary schools in English, Mathematics and Visual Arts. The researcher used both qualitative and quantitative methods for valid and reliable data. According to the researchers, teacher preparation was one of the most important key to a successful implementation of any education policy. They explained that, educational change involves changing teacher's beliefs and understanding as prerequisite to improving teaching practices. They believed that if any change had to take place successfully there was need to change the mindset of a teacher. This means that teachers require a thorough understanding of the meaning of educational change before there is an acceptance and adoption of the new programmes and approaches. Effective curriculum change and implementation requires time, personal interaction, in-service training and other forms of people based support (Fullan, 1993). From their findings, one of the things highlighted was that a significant minority of teachers were experiencing difficulties in implementing important aspects of the curriculum.

Cheung and Wong (2012) conducted a study to establish the factors affecting the implementation of curriculum reform in Hong Kong. The researcher used purely quantitative to obtain information. The findings showed that they were a number of factors affecting the implementation of curriculum reform. For example, teachers' professional development pertaining to the curriculum reform, teachers' mastery of learning, teaching and assessment strategies were some of the most important factors. This is in line with Ahmadi and Lukman

(2015) who argued that teachers are the major hub around which the successful implementation of new curriculum revolves. In addition, the Nigerian National Policy on Education states that no education system can rise above the quality of its teachers (NPE, 2004). This means therefore that, teachers should be provided with sufficient professional development training in various areas if curriculum implementation has to be effective.

According to the Ahmadi and Lukman (2015) suggestions given were that, each teacher must gain ownership of the curriculum; develop an in-depth knowledge of the appropriate teaching methodologies and approaches and become familiar with the specific content objectives for each subject area. This is an indication that for any effective implementation of any curriculum or policy, there is need for adequate teacher preparation as everything entirely depends on a teacher. Miller (2009) agrees with the above assertion as he state that, ensuring that teachers are rich in information and rich in skills that enable them improve student achievement requires focusing attention from leaders at all levels. This means that there is need for support from policymakers as well as other stakeholders if teachers are to effectively implement any given policy. It is within this context that that the researcher thought of looking at teacher preparedness on the implementation of the 2014 revised literacy policy in Zambian primary schools.

From the studies conducted so far, there is evidence of research on teacher preparedness especially for pre-service teachers who are about to go in the field but little or no evidence in terms of study has been conducted on teacher preparedness for teachers already in the field to implement the new policies so as to help improve the literacy levels globally. This is what has prompted the researcher to carry out this study on teacher preparedness on the implementation of the 2014 revised literacy policy so as to establish how adequate teachers were prepared in order for them to help improve the literacy levels in primary schools. Omojuwa (2005) states that teachers worsen children's lack of reading because of their incompetence in helping their learners master the reading skills. The statement from Omojuwa seems valid in that according to the constructivists theory which talks about more knowledgeable other helping the less knowledgeable, for a teacher to adequately help his/her learners he/she needs to acquire more knowledge so has to practically apply whatever interventions put across to help improve the literacy levels. There seem to be a gap in the way the studies reviewed had been conducted in that, they do not seem to bring out how in-service teachers were prepared to implement the interventions put in place to help improve literacy levels. A lot has been said on how colleges prepare students to implement policy but little or nothing is mentioned on the already serving

teachers. Thus, this study will also establish whether or not both pre-service and in-service teachers were adequately prepared to implement the 2014 literacy revised policy thereby filling the gap on the status of in-service teachers who are often not researched in most teacher preparation studies.

2.5. Review of Studies done in Africa

In the previous section, I reviewed literature on teacher preparation at the global level. The reviewed studies showed that globally, literacy levels were generally low (World Education Forum, 2000). A number of studies conducted so far do not seem to touch the issue of teacher preparedness to implement literacy policy as a factor which could greatly contribute to low literacy levels.

Omojuwa (2005) conducted a study in Nigeria. The researcher wanted to find out the relative effect of Jolly Phonics as a fast track strategy in enhancing pupil's reading skills. The study showed that pupils could achieve high reading rates if they were properly taught (Omojuwa, 2005). (Tinuoje, 1991 and Omojuwa 2005) indicate that most children in Nigerian schools failed to read their languages because of poor teaching methods utilized. Most teachers failed to supplement or adapt teaching materials to suit learners' reading needs. This situation could be similar with Zambia where teachers fail to apply appropriate NBTL methods as supported by the following statement: The introduction of the PRP did not help improve literacy levels among Zambian learners as reported by many studies (NLF, 2013, SACMEQ 2013). These studies revealed that the reading and writing levels among Zambian learners had continued to be exceptionally low.

The result is that the majority of the young people are unable to read and write at required levels in spite of having passed through school and at some levels having been declared good readers. Many recent studies continue to show that pupils could not read at desirable rate due to LOI inappropriateness and lack of teaching materials (Matafwali 2010, Mubanga 2012, Chibamba 2012, Mulenga 2012, and Mwanza 2012).

This situation sets a basis for the questions the researcher has on how adequate teachers are prepared to implement literacy policies. This is so because factors have been listed but none has focused on teacher preparedness as a possible factor for low or high literacy levels in Zambia. One of the factors which most studies have not put much emphasizes on, is the issue of teacher preparedness in implementing any national educational policy. Manchishi and

Banda (2015) points out the importance of preparing teachers for the betterment of learners as they state that the desired goal in the field of teaching learning process cannot be achieved until the teacher is properly trained. This seems to suggest that the teacher needs to be adequately prepared for him/her to help in achieving the intended goal. Therefore, for any change in the education system to be effectively implemented, there is need to go back to the teacher and equip him/her with necessary knowledge and skills if positive results are to be achieved, (Northern Rhodesia, 1939). It is expected that once the Ministry of Education comes up with any change regarding education policies, then teachers who are key players in the implementation exercise need to be oriented or retrained in order for them to be in line with what is prevailing in the education system and what they are expected to do. MOE (1996:115) state that, “teacher education is a continuing process that must be extended throughout the individual’s years of actual teaching”. What this means is that a teacher does not stop learning. This is so because he/she needs to keep on learning new methods, techniques which come with the changes which take place in the education sector.

Ahmadi & Lukman (2015) conducted a study to establish the issues and prospects of effective implementation of new secondary school curriculum in Nigeria. The findings showed that there were a number of issues and prospects of effective implementation of new secondary school curriculum. For example, inadequate qualified staff was one of the issues that affected implementation. Teacher preparation or lack of it was considered important because for any programme of the curriculum to be properly implemented, the implementer must be adequately qualified. This is supported by Cheung and Wong (2012) who argue that teachers’ mastery of learning and assessment strategies is the most important factor in curriculum reform. Thus, teachers should be provided with sufficient professional development training in various areas if the implementation exercise is to be effectively achieved.

In Uganda, Letshabo (2002) conducted a study to evaluate Breakthrough to Literacy in Uganda, which revealed that the level of preparation by teachers was good but the only set back was that the preparation was not sufficient. The study used in- depth assessment elite and focus group interviews as well as questionnaire survey which were used for cross validation of data obtained from context study. According to the study, teachers lacked knowledge on how the learners were to proceed from one stage to another. The study further showed that many teachers had problems on how to follow stages in teaching of literacy to their learners especially the difference between stage 2 and 3 activities. It was established that where learners were supposed to be in different pace groups and stages in terms of activities, they were given

activities that were suitable for learners at a lower stage or a higher stage. This suggests that teacher preparation is very important if learners are to succeed. Cheung and Wong (2012) argue that it is important to enhance teachers' understanding and build capacity if the implementation of curriculum reform is to be successful. While Letshabo's (2002) study evaluated the breakthrough to literacy in Uganda, it reveals that teacher preparation was inadequate. This study seems to provide a factor which this study was trying to establish although it does not clearly state how the policy implementation was done.

2.6. The Situation in Zambia

2.6.1. The Primary Reading Programme (PRP)

In order to improve literacy levels among the Zambian primary school children, the MOE convened a National Reading Forum (NRF) which led to the development of the Primary Reading Programme (PRP). The MOE (1996) education policy 'Education our Future' revived the use of a familiar language to teach initial literacy to Grade 1 learners. The PRP was a comprehensive seven- year plan of action aimed at improving the levels of literacy in the lower basic education sector through the New Breakthrough To Literacy (NBTL), Step In To English (SITE) and middle basic through Read On Course (ROC) which was aimed at consolidating skills acquired in both Grade 1 and Grade 2 (MOE, 2001). The PRP was initiated to reverse the extremely low literacy rates in Zambia (MOE, 2002). This programme at the beginning had a teacher training package intended to prepare teachers to teach initial literacy through NBTL. This was done through workshops at district, zonal and school levels to capacity build the teachers in order for them to implement the PRP. From the information given, it is evident that teachers were being prepared through workshops to implement the literacy policy (PRP). What is not clear is whether or not the preparation was adequate to help the teachers acquire the content knowledge as well as the pedagogies to help them become more knowledgeable and competent enough to practically transfer their knowledge to their learners. This concern comes as a result of the many programmes which the MoE had put in place to help improve the literacy levels all to no avail. It is for these reasons that the current study attempts to establish how prepared teachers were to implement the literacy policy in primary schools in Kitwe.

Despite all these efforts by the government, not much had been done in terms of raising literacy levels among primary school pupils. Matafwali (2005) in her studies in four randomly selected schools in Lusaka Province confirmed low reading levels among grade three pupils. She

employed both qualitative and quantitative methods to obtain data. From Matafwali's observation of poor language abilities, one wonders whether the teachers were themselves competent to help learners with the consolidation on oral language. This is so because a competent teacher would be able to make use of the learner's emergent literacy skills to help them read. There is a serious need to establish whether or not the teachers handling early grades are adequately equipped with literacy competencies for them to know that before these learners come to school, they already have acquired a language from their environment which can act as a tool to help them in terms of learning initial literacy.

Tambulukani (2004) in his research on PRP cited the use of the regional language as opposed to familiar language used by a community as a challenge to literacy levels. According to his study, the use of seven regional languages in NBTL created implementation challenges in schools where the language of the school community was one of the non-official languages for both learners and teachers. The fact that initial reading skills are taught in and through a language that is unfamiliar to the majority of children is believed to be a major contributory factor to the backwardness in reading shown by many Zambian children. With this in mind most studies have not tried to look at teacher preparedness to implement literacy to be a factor in the low literacy levels hence this study. 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, *Educating our Future* (1996:39). While the above statement may be true, it still gives us a puzzle as to why despite using local language to teach initial literacy in schools, children still do not do better in terms of reading and writing which has negatively affected their performance in other subject areas, hence the need to carry out this study on teacher preparedness.

Most of the scholars have concentrated on looking at teacher training neglecting the teacher who is already in the field. For example, Chella (2012) carried out a study on preparedness of trainee teachers in initial literacy while on school experience in primary schools. Her study was conducted using a mixed descriptive method which provided her with valid and reliable information as respondents were involved in both the questionnaires and semi – structured interviews. Findings showed that the majority trainee teachers were not well prepared to teach initial literacy and this was as a result of teacher trainers not being competent on these literacy policy issues. This on its own suggests that most teacher trainers lack knowledge on how to impart literacy skills to trainee teachers which further points to inadequate preparation on their

part. This is also supported by Kashoki (1978) in his study on Zambia Adult Literacy Programme conducted in London where it was reported that there was inadequate preparation of trainee teachers with knowledge and skills to adapt to change in the classroom. In addition he further suggests that all institutions that provide teaching education in literacy to trainee teachers should render professional support and guidance. This shows that there were challenges in the preparation of the people to implement policy from colleges of education.

Nambao (2012) carried out a study on an evaluation of Read on Course (ROC) training in colleges of education. In order to come up with information the researcher used qualitative method. In her findings, she discovered that student teachers were not adequately prepared to teach literacy using ROC as the lecturers asked student teachers to read through the Read On Course (ROC) teachers' handbook as opposed to training them. Based on her findings, it is evident that teachers were not adequately prepared in colleges of education to effectively implement the programme as they went to teach in primary schools. What she did not highlight in her study was whether or not those who were already serving in schools were trained or not to implement the said policy. Further, while her study focused on the ROC in 2012, my study focuses on the revised literacy policy five years after Nambao's study. Thus, the question of whether teachers (both trainees and in service teachers) needed investigation owing to the important role teachers play in the implementation of the policy.

Others are Machinshi and Banda (2015) who have written on the teacher being the pivot of the entire country's education system and that the Zambian government rationale on teacher education is that until the teacher is properly trained, the desired end in the field of teaching learning process cannot be achieved. This is also supported by MoGE (2013) as it states, 'teachers have a professional responsibility to ensure that their own skills and knowledge are regularly updated'. It is against this assumption that the researcher had to establish how adequate teachers were prepared to implement the 2014 new literacy policy in primary schools in Zambia - Africa.

Manchinshi and Mwanza (2016) conducted a study on teacher preparation at the University of Zambia where they wanted to establish whether peer teaching was still a useful strategy. This study was done through the use of a case study. In their findings they established that while peer teaching was useful, its implementation was faced with a lot challenges and inconsistencies which made it less effective. Some of the challenges pointed out were student teacher not being acquainted with the practicalities of teaching, time for practice was not

enough, lack of adequate teaching staff to meet the huge numbers of student teachers and many others. From the findings, it is clear that teacher preparation is very important if teachers are to effectively deliver to the learners. Lassa (2007) views the teacher as the key element to proper development of the child and Shulman (2008) also identified the teacher as a major factor in student learning. These suggest that teacher preparation at any level of the educational system is vital if policies are to be implemented effectively.

Other studies in Zambia, Manchinshi and Masaiti (2011), Manchinshi and Mwanza (2013), Mulenga and Luangala (2015) and Mwanza (2016) all report that teacher preparation at the University of Zambia is problematic. They state that student teachers often graduate with inadequate practical skills while most of the content is irrelevant to what is taught in schools. While these studies have focused on various aspects of teacher training, none of them has attempted to consider how adequate teachers are prepared to implement the literacy policies in primary schools in Zambia.

The problem at hand is how adequate were teachers (pre- and in-service teachers) prepared to implement the 2014 revised literacy policy? Since the curriculum changed in schools, one expects the training curriculum in colleges to change too in order to respond to the new demands of the teachers because on the revised policy they were supposed to implement. Thus, whether or not teacher training institutions revised their syllabus to respond to the changes in schools needed to be researched and chapter four of this study provide answers to this question.

2.6.2. The Separation of Literacy and Language

Another important intervention according to Tambulukani (2004) was the separation of literacy from language in the curriculum. He states that in Zambia up until PRP was introduced reading had not been taught as a separate subject in its own right but had been included in the curriculum under 'language'. Reading then was taught as a component under either Zambian language or English language on the school time-table alongside other supplementary reading. The resulting effect of this arrangement was that initial literacy skills were not adequately taught leading to many children not benefiting from education as they remained in the 'lay by' with no opportunity for reprieve. According to him this situation changed with the introduction of the PRP when literacy was separated from language lessons. From Tambulukani's statement on how reading and writing were taught before the introduction of PRP, it seems to suggest that most teachers teaching learners then were not literacy trained but rather language trained

teachers although they are now involved in the teaching of initial literacy after the separation as explained in the statement. From Tambulukani's study he was looking at factors and interventions used to help improve the literacy levels. His study did not look at teacher preparedness hence the current study. The question my study still asks is, can this attribute to the failure by learners to read and write effectively? Could it be that most of the teachers handling lower grades were not adequately trained to teach literacy? What type of competencies did these teachers who were teaching language have for them to teach initial literacy skills? It is for these questions that this study intends to establish whether or not teachers were adequately prepared to implement literacy policies.

2.6.3. Teacher Competencies

A teacher plays a key role in any education system. His or her knowledge in terms of content and pedagogy is cardinal to the success of any learner. Teacher competence can have substantial effect on the pupil achievement (Baumert et al, 2010; Darling – Hammand, 2000; Darling – Hammand, 2005). This statement from the scholars above suggest that if learners are to achieve success in any field of study the teacher who is the driver should have the expertise in that particular field so as to help them (learners) in the acquisition of the intended knowledge. According to ZNAS conducted in 2014, it reveals that generally teacher performance and level of content knowledge remains relatively high with the mean score being in the range of 80 to 100 percent across the subject areas. If the aforesaid statement is true, then one tends to wonder why the literacy levels are still low in primary schools as observed further from the same report on page 25 which states “the survey results remains as positive development in that our teachers at primary school level possess the knowledge content of the various subject areas however, transmission of the knowledge to their learners remains a challenge as observed from the mean performance with their learners overall”. This statement seems to suggest that despite the teachers having content knowledge, they still fail to make learners performance as expected, meaning therefore, that these teachers have attained content knowledge which is insignificant in that it is not of any help to the learners. It is important for the teacher to apply knowledge to help learners change in terms of behavior. Rogers a humanist psychologist believes in significant learning which helps learners to become learned in any given field (Rogers, 1969). Therefore, it is important that the teachers provide a platform which is conducive for the learners to tap knowledge so as to reach their potential. MOE (1996:108) states,

Training and professional underpin what a teacher can accomplish in a school. The essential competencies required in every teacher are mastery of the material that is to be taught and skill in communicating that material to pupils. The preparation of teachers in understanding of their field and in how to teach requires lengthy and careful attention.

It is from this statement that one tends to wonder as to how a teacher who has the competencies would fail to transfer these skills in the learners so as to help them achieve their goals. Luangala and Mulenga (2010) in their study observed that teacher incompetence is very common in most schools in Zambia. According to them, a teacher is supposed to lay a solid foundation for a learner to acquire intellectual skills or utilize strategies that would induce learning in a child, but this according to their study seems not to be so. From their study it can be suggested that a teacher is indeed key to the success of any child in terms of learning and that if the teacher is not competent then effective learning would not take place. Their study discovered that most teachers lacked competencies in most schools in Zambia. And this is what my study seeks to find out. Other studies conducted underscores the importance of training teachers in methodology prior to giving them classes to teach initial literacy. Muliya (2009) argues that a teacher who has not received adequate orientation in methodology would face a lot of difficulties in delivering lessons to learners.

Masatunya (2014) carried out a study on factors that inhibit the transfer and retention of initial literacy skills from grade one to grade two under the NBTL. His study was purely qualitative as it only involved respondents in interviews. In his study he highlighted a number of factors such as, collaboration factors, resource factors, assessment, remedial factors and teacher factors. Under teacher factors he looked at knowledge of literacy, creativity, mechanical skills and professional attributes as factors contributing to low literacy levels in primary schools. The study did not look at teacher preparedness as a factor hence the need for this study. Another study conducted in 2015 by ZAMISE, UNZA in partnership with the Ministry of General Education (MOGE) and STEP –Up Zambia reviewed that student teachers in colleges of education were learning how to teach Zambian languages using English. From this it is evident that linguistically, preparation of trainee teachers was not adequate under the NBTL. Whether or not the situation has remained the same in colleges is not known.

It is for this reason that there is need to establish whether or not teachers are adequately prepared (both re-service and in-service) to implement the 2014 revised literacy policy in primary schools. Questions still arise as, could it be that teachers teaching initial literacy are not competent? Or could it be that these teachers were not adequately trained while in college or that those who were already deployed never received preparation for the new policies? This is what this study intends to establish in the context of the 2014 revised literacy policy.

2.6.4. Introduction of Primary Literacy Programme (PLP)

After the failure of the PRP to improve literacy levels the MOE further came up with yet another literacy programme, the Primary Literacy Programme (PLP) which is still running in all the primary schools in Zambia. PLP has replaced the Primary Reading Programme (which had one of the literacy courses for Grade one which was known as the New Breakthrough to Literacy, NBTL) as the prescribed approach to literacy that Zambian schools must follow from Grades 1 to 4. It is part of the revised Zambian Education Curriculum Framework. Some 2,400 schools supported by the USAID- funded RTS and Time to Learn projects started implementing the PLP in 2013, and all other Zambian primary schools started implementing it in 2014 (MoGE, 2016). PLP is based on five key components of learning to read that is; Phonemic awareness, Phonics, Oral fluency, Vocabulary and Comprehension (MoE, 2014, NLF, 2013, CDC, 2013). Other key features of the NLF are that; Zambian languages are strongly emphasised as the languages in which Zambian children first learn to read and write, since it is much easier for a child to become literate in familiar language than in English; Zambian languages are to be the medium of instruction in all subjects from Grades 1 to 4, to enable learners to gain strong literacy and learning skills through the medium of a familiar language. However, oral English is introduced for 30 minutes per week in Grade 2, and English literacy replaces Zambian language literacy as the major focus in the literacy classroom in Grades 3 and 4, to prepare the children to switch to English as the medium of instruction in Grade 5 (MoGE, 2016).

The aim of Primary Literacy Programme (PLP) was to improve learners' performance from early childhood education to Grade 7 in seven familiar local languages (MoGE: 2014: iv). The Ministry of General Education (MoGE) recognizes the importance of promoting initial literacy in local familiar languages in the first years of school in order to build a strong foundation for transition to learning to read and write in the English language. The transition from learning to read in local familiar Zambian languages to English language is an important stage which

requires skills by the teachers, and this transition should be done in Grade 3 (MoGE, 2014: iv). A teacher needs skills for the smooth transition from literacy in local languages to literacy in English language, hence the need to prepare the teacher adequately. According to the 2014 revised literacy policy reading and writing (literacy) from local languages to English language should begin in Grade 3 while the medium of instruction in English language should begin in Grade 5 (MoGE, 2014:iv).

PLP also makes use of the four language skills which are listening, speaking, reading and writing. The skills are required in teaching literacy both in local familiar language as well as English language that is, Grade 1 to 2 and Grade 3 to 4 respectively. The design for Grade 3 and 4 English courses is similar to Grades 1 and 2 PLP courses in familiar Zambian language in terms of progression. That is, learners are introduced to English literacy by ensuring that they can sound out letters of the alphabet followed by decoding simple words and eventually reading and making simple sentences. In order for the learners to acquire literacy skills in both local familiar language and English language, teachers need to use an eclectic way of teaching. Nkosha in MoGE (2013:v) states, “ literacy, we believe requires an eclectic approach on the part of the teachers, where instruction builds a compendium of abilities where learners think creatively and critically. It requires teacher preparation based on a wide range of knowledge, skills and values.” Therefore, from the statement by Nkosha, it suggests that, if the literacy policy has to be effectively implemented there is need to adequately prepare the driver who is the teacher in terms of knowledge, skills and values necessary for the learners to read and write. It is for this reason that this study sought to establish whether or not teachers were adequately prepared to implement the 2014 revised literacy policy in primary schools of Zambia.

2.7. Summary

In summary, this chapter has reviewed related literature. It started by presenting the theoretical framework which guided the studied and then went on to look at the role teachers’ play in the implementation of literacy policies. Studies related to the subject were reviewed globally, in Africa and finally in Zambia. Studies in Zambia were highlighted by the use of several themes which helped bring out objectives for the study. Based on the reviewed literature, it is noted that no work had been done on teacher preparedness to implement the 2014 literacy policy in primary schools. It was clear that a lot of factors contributing to low literacy levels such as trainee teacher preparedness were reviewed, but none of these addressed teacher preparedness

to implement the 2014 revised literacy policy in Zambia. The following chapter deals with the theoretical framework that guided the study.

CHAPTER THREE

THEORETICAL FRAMEWORK

3.1. Introduction

The previous chapter reviewed literature that guided the study. This chapter presents the theoretical framework that helped frame the study. The chapter begins with a discussion on theoretical framework. It further highlights on the two theories which guided the study and how they relate to the study.

3.2. Theoretical Framework

A theory is a supposition or speculation about a phenomenon. This can be looked at as a collection of interconnected ideas based on theories (Kasonde, 2013). According to Kombo and Tromp (2006) a theory explains a phenomenon and attempts to explain why things are the way they are basing on the theories. It is a reasoned set of prepositions which are derived from and supported by data or evidence. Imenda (2014:189) defined a theoretical framework as, “the application of a theory or a set of concepts drawn from one and the same theory to offer an explanation of an event, or shed some light on particular phenomenon or research problem. On the other hand conceptual framework can best be understood by first defining the word concept. Kasonde (2013:23) defined concept as, “a word that speaks for several coherent ideas”. Hornby (2010) defines a concept as an idea or principle that is connected with something abstract”. He further defines conceptual framework as a set of ideas or principles that is used as a basis for making judgments or decisions. The researcher decided to use theoretical framework as opposed to conceptual framework because of the nature of the study which needed a theory so as to help shed more light on whether or not teachers were adequately prepared to implement the 2014 revised literacy policy in primary schools in Zambia and try to explain why things are the way they are based on the theories applied or used in this study.

This study used two theories, the Critical Discourse Analysis and the Practical theory. The theoretical framework of this study was based on the concept of power relationships which is advocated by the Critical Discourse Analysis (CDA) theory and the practical theory of teaching.

3.3. The Critical Discourse Analysis (CDA)

The Critical Discourse Analysis (CDA) is an interdisciplinary approach to the study of discourse that views language as a form of social practice. It emerged from 'critical linguistics' developed at the University of East Anglia in the 1970's and the terms are now often interchangeable. CDA was first developed by the Lancaster school of linguistics of which Norman Fairclough was the most prominent figure. Wodak (1989) and Van Dijk (1990) also made major contributions to this field of study. Critical Discourse Analysis according to Fairclough (2000), looks at the education system as constituting power and power relations between policy makers, colleges of education, school administration, teachers and pupils.

According to Huckin *et al* (2012:115): "...the classroom is a place in which power is circulated, managed, exploited, resisted and often directly impacted by institutions policies and changes" The CDA theory draws from social theory and contributions from Karl Marx and many others in order to examine ideologies and power relations involved in discourse (Wodak & Meyer, 2001). CDA generally argue that social practice and linguistic practice constitute one another and focus on investigating how societal power relations are established and reinforced through language use (Fairclough, 1995). Social structure is the patterned social arrangements in society that are both emergent from and determinant of the actions of the individuals. Social structure in this case can be the Government which may come up with an action plan (policy) which it wants put in effect by the individuals in this case institutions (schools or colleges of education). Looking at CDA as a theory what may happen is that the Government may want at all cost to have its policies implemented therefore, it will have to use its power to have these put in effect. CDA looks at a number of issues one of these is the provision of tools for addressing the complexity of movement across educational sites, practices and systems in a globalised world system which has to do with power and inequality (Fairclough, 2000). CDA has been used to study social identity because identity reproduces and sustain power relationships between different social groups. Through discourse strategies of group definition and differentiation, social identity is constructed through position and relation to other groups (Alba-Juez, 2009). The power relations in the context of this study will involve policy makers and teacher training institutions, teacher training institutions and teachers as well as how policy makers directly influence or are influenced by teachers and schools in general. Logically, these stakeholders have to work together in the planning and implementation of the policy. However, practice may suggest otherwise in which case, others may use their power to force a policy on others without consultation, or that some members of the power relation cycle may resist power

directed to them by those above them through refusal or non-implementation of the policy. This is the reason why Wodak (2004) argues that the school is a place where power is produced, circulated, exercised and resisted". In this view, Haugen (2009) argues that education policies are normally not characterized by progression or retrogression but contradictions. The theory was used to analyse both policy maker- teacher interaction and (language) ideologies as enshrined in the revised school curriculum such as the language of Instruction (LOI) and the literacy policy. According to Banda and Mohamed (2008), CDA views language as socially constituted practice where text, whether written or spoken, is considered as discourse which is produced by speakers who are socially situated. The operational assumption in CDA is that discourse takes place within society, and can only be understood in the "interplay of social situation, action, actor, and societal structures" (Meyer 2001: 21). In this regard, Banda and Mohamed (2008) argue that discourse is seen as structured by power and dominance. Power involves control by one group over another, while dominance refers to hegemonic existence where the minds of the dominated are influenced "in such a way that they accept dominance, and act in the interest of the powerful out of their own free will" (van Dijk 1993: 255). In this study, CDA is used to analyse power relations which are observable such as between the teacher and the learners, the policy makers and institutions.

3.4. The Practical Theory of Teaching

The Practical Theory of teaching according to Handal and Lauvas (1987:49) can be understood as the;

Intermingling of personal experience which transmits values, skills and knowledge to learners. Teachers place great emphasis on the content, skills knowledge that learners are supposed to learn. The theory looks at classroom teaching where each teacher's preparedness depends on the value, belief, knowledge, professional identity and action during teaching in the classroom situation. The theory focuses on teachers' ability to be practical, stressing that every teacher possess a practical theory teaching.

The main thrust of the Practical Teaching theory according to Handal and Lauvas (1987) is that teachers need knowledge and experience for them to teach effectively. In this study, the theory frames the study on the need of teacher preparation to effectively implement the revised policy; and that if they are not, they may not do so.

From Handal and Lauvas theory it is clear that there is need for a teacher to acquire the values, skills as well as knowledge if he/she has to deliver effectively to the learners. From their

statement they state that learners need to acquire necessary skills and they can only do so if their teachers are fully equipped with the required skills, values and knowledge. According to Handal and Lauvas the teachers can only effectively help learners acquire the necessary skills if they are adequately prepared as their ability to be practical depends on their knowledge and experience. The practical theory focuses on the teacher's ability to be practical, stressing that every teacher possesses a practical theory of teaching. According to this theory, the strongest determining factor of a teacher is their experiences in terms of preparation (handal and Lauvas, 1987). Thus, this theory will be used to frame and analyse teachers' preparedness and its implications on their ability or inability to implement the policy which have further implications on the success or failure of the revised literacy policy.

3.5. Summary

The use of CDA theory and Practical theory of teaching as a research framework presented a number of challenges on teacher preparedness to implement the 2014 revised literacy policy. The two theories helped frame the study as they both revealed a number of issues which contributed to the failure in the implementation process of the 2014 revised literacy policy in selected primary schools in Kitwe district on the Copperbelt of Zambia. The following chapter presents the methodology that was used in the study.

CHAPTER FOUR

RESEARCH METHODOLOGY

4.1. Introduction

The previous chapter presented the theoretical frame that guided the study. This chapter looks at the research methodology that was employed in the study. These include: research design, study population, sampling techniques and the sample size. It further discusses the data sampling procedure, instruments used in data collection, data analysis and ends with ethical considerations

4.2. Research Design

Kasonde- Ng'andu, (2013:34) defines a research design as a, “guideline upon which the researcher draws his/her roadmap to conduct a particular research project, spells out what type of data will be yielded, indicate the source and the nature of data, whether it is primary or secondary.” It is important to note that a research design indicates the steps that would be taken and also shows the sequence they occur.

This study employed a mixed method descriptive design which involved both qualitative and quantitative methods (triangulation). According to Orodho and Kombo (2002), a descriptive design is used when collecting data about people’s attitudes, opinions, views or any of the variety of education or social issues. Strauss and Corbin (1998) define qualitative research as any kind of research that produces findings in narrative or descriptive form. On the other hand quantitative research is numeric in nature as it uses statistics, it uses numbers. Qualitative and quantitative methods are important if data collected as to be valid.

Weiss and Bucuvula (1998) state that, triangulation results into validity and have reliability of findings. This is so because, triangulation means that the advantage of one method compensates for the weaknesses in the other. Using a variety of methods also gives the bigger picture of what is being researched on. In order for the information to be of value, data was collected using questionnaires, interviews, focus group discussions and sample observations of literacy lessons so as to determine whether or not the teachers had received adequate preparation for them to implement the 2014 revised literacy policy in primary schools. Sidhu (2013) defines a questionnaire as, “a form prepared and distributed to secure responses to certain questions”. The researcher decided to use a questionnaire because it is economical, dependable and it also helps in focusing the respondent’s attention on all significant items.

Interview as stated by Sadhu (2013), “is a two-way method which permits an exchange of ideas and information”. The researcher used interviews because they involve the collection of data through direct contact between the interviewee and the interviewer. Interviews help the interviewer to get more information as he/she will be able to probe for more responses. It was discovered that the use of both qualitative and quantitative method helped in achieving efficiency in the collection of data. This was so because qualitative method is subjective, in that, there is room for manipulation of finding whereas; quantitative method is objective in that it brings out facts, hence the use of both methods.

4.3. Target Population

In research, target population according to Kombo and Tromp, (2011:76) refers to, “a group of individuals, objects or items from which samples are taken for measurement.” A target population is an entire group of individuals, events or objects with common observable characteristics (Crotty, 1990). The target population for the study comprised all primary school teachers from all primary schools in Kitwe District on the Copperbelt Province; the Kitwe District Resource Centre Coordinator (DRCC) who is in charge of in-service training in the district. It also included all lecturers from primary colleges of education.

4.4. Sample Size

Kasonde (2013:36) states, “Sample size is the number of participants selected from the universe to constitute a desired sample.” In this study, the sample comprised two (2) schools per Zone which came to a total number of eight (8) schools as the researcher selected four (4) Zones out of the eight (8). For each school, a maximum of fifteen (15) questionnaires were administered giving a total number of 120 teachers responding but the researcher only managed to collect 103 from teachers, twenty (20) questionnaires were administered in each college of education giving a total number of forty (40) teacher trainers and out that only thirty (30) were collected as some lecturers were not willing to respond. Although a total number of 134 participants were involved in this study, only 80 were interviewed that is, 60 teachers and 20 lectures. Four (4) lesson observations were done from four (4) Zones.

4.5. Sampling Procedure

Sampling simply means making a choice and in research, sampling involves choosing a small group of participants that will represent a larger group (Fullan, 1981). The eight schools were purposively sampled on zonal basis for the purpose of broadening data base and not for comparative purposes. A purposive sampling was used to sample the teachers as the study targeted the primary school teachers teaching the lower section. And then a simple random sampling was done within a purposive sampling procedure as the people involved included both the literacy lecturers and any another teacher trainer preparing student teachers to teach in primary schools. This was done so as to establish whether other lecturers from other study areas other than literacy were also preparing student teachers in line with the LOI. Ngandu (2014:38) defines simple random sampling as, “one in which every member of the population has an equal chance of being included in the sample as it involves the random selection of participants from a list of total population or sample frame”. This was so because as teacher trainers it is mandated that they conduct monitoring to students whilst on their teaching practice hence the need to ask them on the knowledge they had on the revised literacy policy for them to effectively carry out assessment during student school experience.

A part from that lecturers prepare teachers for teaching and following the current revised curriculum, teaching all subjects should be done in local language hence the need for other lecturers other than those teaching literacy to be involved in the study so as to establish their preparedness on the part of the students in their subject specialty.

4.6 Research Instruments

According to Parahoo (1997) research instrument is referred to as a tool used to collect data as well as used to measure knowledge and skills of respondents. The researcher made use of the following research instruments: Questionnaires for both primary school teachers and college lecturers to collect and gather quantitative data, interview guides for both teachers and lectures were used so as to work directly with the interviewee to collect firsthand information. For this study a focus group interview guide was used to help the researcher gather data from a group of participants. This is useful as it helps in clarifying issues where the researcher or interviewee may not have understood clearly and lesson observation check list for initial literacy lesson observations. Other tools used included a video camera to capture lesson demonstrations by the teachers and a voice recorder for both face to face interview as well as focus group

discussion. Before a video was taken, consent was sought to take a video for lesson demonstrations to consolidate the information collected from the respondents. In order to help on the interviews teachers as well as lecturers were recorded and later this was coded and put according to themes.

4.7. Data Collection Procedure

Bloomberg and Volpe, 2003 refers to data procedure as the gathering of particular information aimed at providing some facts. Data collection procedure is the precise and systematic gathering of data. The data collection exercise begun with the researcher seeking permission from the District Education Board Secretary's (DEBS) office to carry out research in the district which was followed by a pilot project where a few teachers were given questionnaires to answer before finally administering it. A face to face interview with individual teachers in order to collect different views on what they knew about the subject matter was conducted. Thereafter, the researcher conducted focus group interviews, classroom lesson observations as a follow up to the interview discussion with the teachers. College lecturers were also interviewed to have a clear picture on how well student teachers are prepared as these are the future teachers.

4.8. Data Analysis

Data analysis involves categorizing; ordering, manipulating and summarizing data before describing this information using meaningful themes (Punch, 1998; Brink, 1997; Bababe, 2011). Analysis of data began in the field as soon as collection began. At the end of data collection, all collected data was categorized for the purpose of orderly examining and refining differences in emerging and grounded concepts (Patton, 2000). In this study the researcher analysed data using both qualitative and quantitative approach. Qualitative data was coded into themes. In other words, thematic analysis would be used. Braun & Clarke (2006) define thematic analysis as a method of identifying, analyzing and reporting patterns within data. This was used because it is a method used for qualitative data so as to help put similar data together for easy analyzing. Quantitative approach was used for statistical data through the use of figures, frequency tables and pie chart. These were generated using the DEDOOSE software to generate emerging themes which were interpreted and used for discussion in the light of the objectives of the study. Lieber & Weisner (2010) states that, DEDOOSE is a cross-platform software application for analyzing text, video and spreadsheet data. This software is used for mixed methods research.

4.9. Ethical Consideration

Cohen et al, (2000) states that ethical considerations relate to the dos and don'ts that the researcher must observe during the research process for the purposes of respecting and protecting the rights and privacy of the respondent. In order for this study to be conducted successfully, written permission was sought from the University of Zambia school of Education Directorate of Postgraduate and The District Education Board Secretary (DEBS) office so as to conduct research in various schools. All participants who took part in the research were informed of all procedures and they were all interested and took part in the research. Confidentiality was observed by respecting the respondents' privacy and ensuring that no names were used.

4.10. Summary of the Chapter

The study made use of a descriptive research design as was required by the mixed approach which involved qualitative and quantitative approaches. It explained why each item was used such as the research design, population, sample size, sampling procedure, research instruments, data collection procedure, data analysis and ethical consideration. The next chapter presents the findings collected using the research questions.

CHAPTER FIVE

RESULTS

5.1 Introduction

In the previous chapter, the methodology used in the study was presented and justification to its choice was given. In this chapter, the findings of the research are presented which have highlighted a number of issues in line with research questions and research objectives. Presentations of findings for this study, is done according to the objectives. These themes are presented both qualitatively and quantitatively through the use of questionnaires, interviews and lesson demonstration.

5.2 Where teachers adequately prepared to implement the 2014 revised literacy policy in Kitwe district?

Question number 1 sought to establish how adequate teachers were prepared to implement the 2014 revised literacy policy. This was important to determine whether or not teachers received adequate preparation for them to effectively implement the revised policy. In order to collect data for this objective, interviews and questionnaires were conducted and administered respectively. The objective was achieved through the question on how adequate they were (that is, the teachers) prepared for them to implement the 2014 revised literacy policy.

5.2.1. Findings from Interviews by the Classroom Teachers

5.2.1.1. Type of Training Received

On the type of training teachers received, the findings showed that most of them received training through GRACE meetings; others received their training through Continuing and Profession Development (CPD) while others still received training through workshops. The findings also showed that a few teachers were not trained as the people who went for training did not come back to train them. This is what one of the participants had to say:

Some of us did not receive any training because only the senior Teacher, the School In-set Coordinator and one Grade 1 teacher were invited for a workshop. These people when they came back they did not orient us but instead they asked us to observe the Grade 1 teacher teach. (Interviewee 1) bambi (some of us) we were not trained but batwee belefyete ati (we were told that) you should observe grade one teachers teach. (Interviewee 4)

Another participant agreed with the first respondent on what was expected on the issue of training and had this to say,

We expected the Ministry of Education to train all of us because we all needed to have full information on the new literacy policy works but only teachers teaching Grades 1 and 2 so far have been trained. (Interviewee 5)

On the follow up question of whether the training received provided adequate training or not, the respondents had different views. Some felt it was inadequate because the period involved in training them was very short, while others felt it was adequate. Those who felt the training they received was adequate based their argument on the fact that they had enough time to grasp the content of the revised policy. One of the participants, for example, had this to say.

I attended a workshop for three days and what was given was Adequate as the trainer was able to go through all the steps for the Primary Literacy Programme (PLP) lesson journey. I feel I was adequately prepared. (Interviewee 7)

On the other hand, the interviewee who felt that the training was not adequate and had this to say.

One day CPD was inadequate as most of the things such as, Methodology was not adequately explained and most of the materials needed for the training were not available the time we were being trained. (Interviewee 8)

During the interview a lot of other issues were raised on the implementation of the revised literacy policy. All the respondents had a complaint on the issue of being consulted on the formulation of the policy. They expected the policy makers to involve them as people on the grass root. They felt that being involved in the initial stage of the policy would have lessened on the issues being experienced now as they are implementing the policy. Majority of them shared the following views with the interviewer. This is what another participant said;

We were not consulted and yet we are the grassroots and we are the contact persons who are with the learners and know their abilities and what would work well for them and yet the policy makers have never consulted us in any change. (inter. 3)

Another group of participants agreed with the views of the first group on the issue of being consulted. The following people involved in the interview had this to say.

We are directly involved with the learners and for any policy to succeed teachers are supposed to be consulted because we know the best methods to be used on the learners (inter.11)

Being the key players it is important that we are consulted so that we lessen on the trial and error which goes on in the education System... (inter. 15)

'Yes because we are not consulted the Ministry keeps on Changing even programmes which can work if only they are modified. (Inter, 13).

On the follow up question of whether being consulted had any importance to the teachers. The answer was, yes.

It is important we are the people on the ground and we have firsthand information and knowledge over what is happening (Interviewee number 16)

At times some education policies are perfect and they do not need to be changed drastically (interviewee 15)

The policy makers do not know the challenges teachers and pupils face for example for the grade 1 programme for the literacy programme the weekly schedule does not exclude the holidays on the calendar as they Monday, Tuesday instead of day 1, 2, 3 etc. (interviewee number 14)

5.2.2 Findings from Questionnaires by the Classroom Teachers

Table 1: Number of teachers who were trained for the revised literacy policy

Theme	Frequency	Percentage (%)	Cumulative (%)
Yes	65	63.1	63.1
No	38	36.9	36.9
Total	103	100	100

The data from the table shows that majority (65 = 63.1%) of the respondents were trained for the 2014 reviewed literacy policy, while few (38 = 36.9%) were not trained.

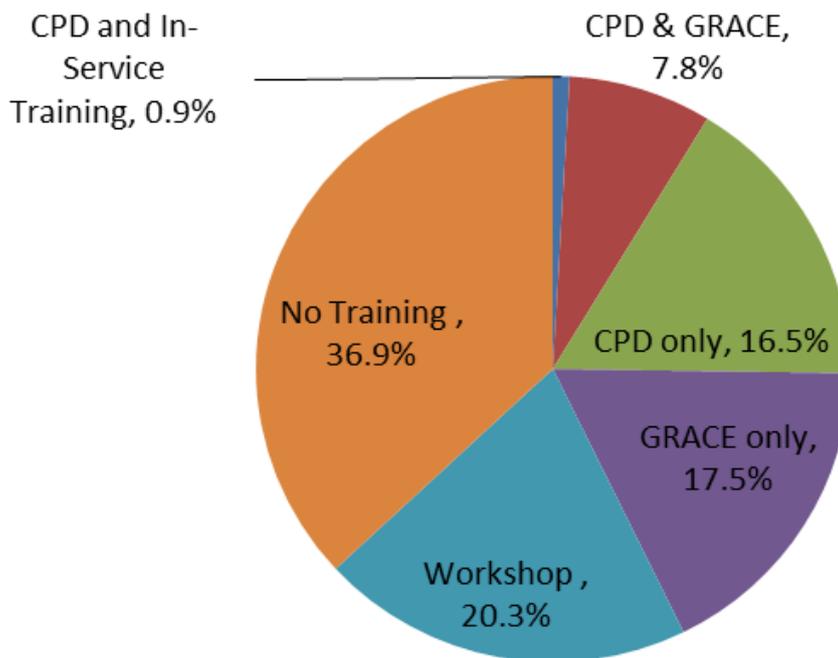


Figure 1: Pie chart showing the type of training received to effectively implement the policy

As reflected in the pie-chart above, 1 = 0.9% participant received training through Continuing Professional Development (CPD) and in-service training, while 8 = 7.8% received through CPD and GRACE meetings. The results further showed that, 17 = 16.5 received training through CPD only; 18 = 17.5% received through GRACE meetings only while 21 = 20.3% received theirs through a workshop. About 38 = 36.9% did not receive any training. For those

who did not receive training the reasons were that, they were not in school during that time while for some it was because they were not involved as they were teaching the upper section.

On a follow-up question on whether or not the training received was adequate for them to effectively implement the 2014 revised literacy policy; in response to this question 12= representing 18.5% said the training was adequate as these participants were people who attended a workshop for three (3) days and were involved in training others that is, (ZICs and SICs). On the other hand, 53 = 81.5% participants said the training was inadequate and cited short period of training (one day), inadequate preparation in terms of materials as some of the reasons. The above presentation can be seen in the pie-chart below:

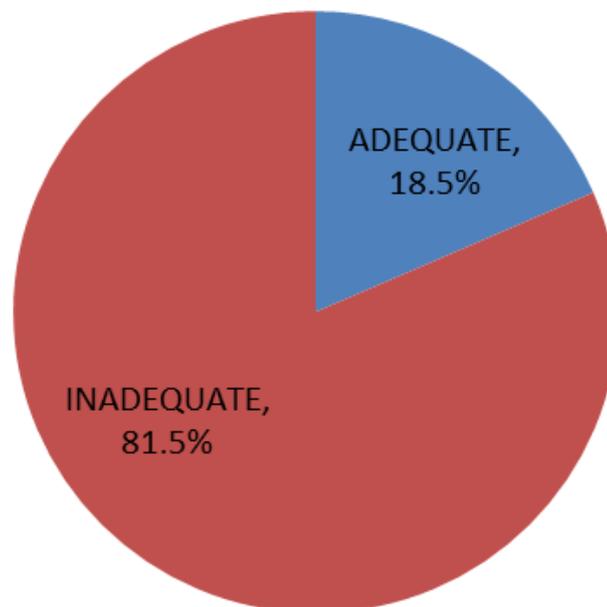


Figure 2: Pie chart showing responses on whether 2014 revised literacy policy training was adequate or not

5.2.3 Teacher Preparedness: Views from District Resource Coordinator

In order to get full data on question one and the follow up questions one of the district resource personnel was also involved. This was done so as to have a representation from other Zones which were not directly involved in the interview. The findings from the participants showed that not all the teachers in the district were trained during the workshop which was held on the implementation of the 2014 revised literacy policy but that, only a Grade 1 teacher and a senior

teacher from each school from all the Zones in the district were trained. The results further revealed that the teachers who were trained were expected to go and train the other teachers who remained in schools. One of the interviewee had this to say.

The type of training the teachers received varied. When the policy was about to be rolled out in schools, the senior teacher, the SIC and one Grade 1 teacher were trained through a three days' workshop. Thereafter the Zonal In-Set Coordinator together with his/her team was supposed to train the rest of the teachers as well as at school level, teacher who were not trained were supposed to do some lesson observation as well as receive training through CPD or GRACE meetings.(inter, 24)

Asked whether the respondent would say the training teachers received was adequate to enable them implement the policy and whether they were sure all the teachers received training in the various schools. The findings from the respondent showed that, all the teachers were adequately trained because each school had a representative during the training workshop. The results further showed that the people involved were those in charge of training such people as; the school inset coordinators (SIC) and zonal inset coordinators (ZIC) and the senior teachers. Therefore, this combination according to the respondent was assurance of all teachers being trained.

If there are teachers saying they were not trained then those are just reporting themselves. You know change is very difficult to adapt but all we know is that they all have been adequately trained and things are happening as seen through assessment. Where results are not showing it is just attitude. (Interviewee24).

The researcher wanted to know why only one teacher was trained and only one teaching in Grade 1. This was the response from one of the interviewee;

Teachers are too many here in Kitwe. We have eight Zones and because of finances schools could not afford to send all the teachers.

We trained the Grade 1 teachers mainly because the new programme was using a phrasing out arrangement so first it was the Grade 1 teachers the following time the Grade 2's until the time we would train the Grade 4 teachers. (24)

Asked whether training three teachers per school was adequate or not. The interviewee indicated that on one hand it was and on the other it was not. The interviewee said that since the people who were involved in the training were in-charge of disseminating information on the changes which were taking place in schools there was assurance that information would trickle down to the other teachers who were not trained. On the other hand there was fear that some information may not be disseminated as presented and that may give challenges to the teachers who were not involved in the initial training. This is what was said.

Yes and no. Yes in the sense that each school has a SIC who is supposed to share whatever new programmes were on board. No in that if the trained teacher did not get the information correctly there would be some miscommunication. If we had the money we would have loved the lower section all the teachers trained, but like I said earlier attitude would hinder proper dissemination of information to the would be recipient.(interviewee number 24)

5.2.4 Summary of findings on Research Question 1

In summary research question 1, sought to establish whether or not teachers were adequately prepared to implement the revised literacy policy by establishing the type of training the teachers received. In trying to establish the type of training they undertook, other issues came out such as, whether or not the respondents were consulted in the formulation of the policy and the importance of them being consulted. From the responses given, majority of the respondents reviewed that their training mainly was through CPD, workshops and GRACE meeting while minority of the respondents disclosed that they did not receive any training. A number of reasons were given, in some cases the respondents disclosed that the people who were trained did not share what they learnt to others, while some missed the training and since there had been no workshop or CPD in their schools they had been left out.

The findings from the research further revealed that the training conducted in schools was not adequate in that, most of the people who received the initial training were unable to explain most concepts clearly and the lesson demonstrations were not properly done as they were in abstract due to lack of materials for both teachers and learners. On the issue of being consulted the results showed that almost all the respondents felt that it was very important for the policy makers to consult and involve them in the formulation since they were the ones who fully understood the learners and that their contributions to the policy formulation would help

effective implementation as they would come up with the best materials, methods as well as techniques to be used in the revised policy.

5.3 How Responsiveness is the pre-service Teacher Education Programme to the Needs of a Teacher under the Revised Literacy Policy?

Research question number 2 sought to establish how responsive the teacher education programme was to the needs of a teacher under the revised literacy programme. This question was important in that change of curriculum in schools should trigger change in teacher education programme in order to train relevant teachers.

Data collected from this question was both qualitative and quantitative. Qualitative data was collected from lecturers using questionnaires whereas quantitative data was collected from lecturers and the officer from the district resource center using semi-structured interviews. This question made use of the questions which were answered by lecturers and the officer from the DRC's office only because these are directly involved in the teacher education programmes.

5.3.1 Findings from Interviews by the Lecturers on Type of Training

Teacher trainers were also involved in the interview and findings from them showed that almost all the lecturers received their training through a one week workshop in their respective colleges, except for a few who were not in college by then. According to the findings, the lecturers received a one week workshop which was conducted by the officers from the Provincial Education Office (PEO). The findings revealed that lecturers were taken through the changes in the revised curriculum and that they were also oriented on how to teach initial literacy to the Grade 1 learners using the Primary Literacy Programme Approach (PLP). The findings also revealed that the training did not provide enough information on some literacy issues especially that the training involved orienting lecturers on all the issues to do with the changes in the 2013 revised curriculum. Two of the interviewees shared the following sentiments.

The training that we received was just a workshop which was conducted by people from the Province (PEO's). So we were trained especially on how to handle the Grade 1. (Interviewee number 17)

... Yes, so it wasn't a long term programme to help us understand and move on how to effectively implement the reviewed Literacy policy although it was five days. (Interviewee number 18)

On the follow-up question on whether the training they received was adequate or not. Most lecturers expressed unsatisfactory on the preparation stage of the implementation of the revised literacy programme, they complained that the programme was hurriedly rolled out without adequate preparation on their part as teacher trainers. One of the participants had this to say.

I cannot say yes it was adequate but especially that we were not adequately trained in how to handle all the Grades except one that is Grade 1. How to handle Grades 2 to 7 were not catered for. So from that I can say that the training we received was not adequately done.

Despite this inadequate preparation the programme was already rolled out in all primary schools. (Interviewee 20).

Although the findings showed that lecturers were trained for a week, further results revealed that the current training was not done as per expectation of the Primary Literacy Programme (PLP) as the trainers only oriented the lecturers on how initial literacy was to be taught at Grade 1 level and neglected issues to do with teaching literacy from Grades 2 to 7. The findings showed that lecturers did not get information on how literacy was to be taught in the other grades making it difficult to help prepare student teachers on the implementation of the literacy policy.

When asked on the type of teachers they send in the field since they (students) were not fully prepared for all the other grades as per their response above, the respondents said that student teachers were encouraged to observe the permanent teachers during their school experience so that they get the required skills. Apart from that, they also said they have started orienting themselves through in house workshops on the content of the revised literacy policy so as to help equip the student teachers. The participants attributed the failure to receive adequate training to non-involvement in the formulation stage of the revised literacy policy. They said that if they were involved or consulted in the formulation stage it would have been easy for them to effectively prepare the student teachers. They were further asked whether it was important for them to be involved in the formulation of the literacy policy. The participants felt

that it was very important to be consulted as they were the people who knew what was best for the teachers as teacher trainers.

It is very, very important reason being that we are the people handling the teachers who should go out there and implement the same policy; meaning that for them to come up with this, they need to consult us to give them the information they need to be implemented so that it could practically help them. Because we are handling the teachers we are training the teachers we are supposed to be consulted at each stage. (Interviewee number 18)

With the coming in of the revised policy, this meant that the teacher education curriculum had made changes especially on the teaching of literacy. The results showed that the teacher education curriculum made changes to the literacy component by removing the Primary Reading Programme with its courses and replaced it with Primary Literacy Programme which had five key skills for teaching reading such as; Phonemic Awareness, Phonics, Oral fluency, Vocabulary and Comprehension. In addition to that, the colleges of education had put great emphasizes on peer and micro- teaching to help prepare student teachers effectively. The findings further revealed that pupils from their practicing schools were brought in college so that the student teachers could practice teaching using the revised literacy policy as a way to assess their understanding. This is what one respondent had to say.

We have not made a lot of changes; however, we have tried to add the new components especially on Primary Literacy Programme (PLP). We have also strengthened peer and micro-teaching were student teachers are taken to our practicing schools so that they are taken through the lessons and then they present to each other as students. (Interviewee 19)

5.3.2 Findings from Interviews by lecturers from other Study Areas

In order to have full information on the implementation of the 2014 revised literacy policy, the researcher involved other lecturers other than those lecturing literacy and language. This extension to other lecturers other than those teaching literacy was done because of what the revised curriculum requires, that of teaching all subjects from Grades 1 to 4 in local familiar language and literacy cuts across the curriculum. The findings from them on how they were helping in the implementation of the literacy policy showed that since these lecturers were not literacy trained, they had no knowledge on issues to do with literacy.

Asked how they were training their students reading and writing in their study areas, one of the respondents revealed that they did not teach literacy but that they taught their students everything in English language and that they did not use Zambian language as prescribed by the revised curriculum. One respondent had this to say,

For me, I do not teach in Zambian language. I teach using English Language and I also encourage the students to go and teach in Zambian language. We believe when they go out in schools, since they know Zambian language that is when they switch into Zambian language. (Interviewee 21)

On how they grade students during school experience once they are found teaching literacy, the findings revealed that it was easier done for students found teaching English language but that for literacy lessons lecturers asked student teachers to change lessons to those they were familiar with. This is what some lecturers had to confess,

For English language, if there is a lesson plan it is easy to follow but a literacy lesson, I should admit that it is difficult because personally I do not know what is involved and how it is done. (Interviewee number 22)

Awe (no) it is challenging and normally when I find that a student is teaching I quickly ask them to change a lesson to something I am familiar with. (Interviewee number 23)

5.3.3 Findings from Lecturers: Qualitative Data

On the issue of how responsive teacher education programme was to the needs of a teacher under the revised policy, the findings showed that the teacher education programme was on one hand responsive and on the other hand not responsive. This came to light as some respondents shared that the teacher education programme had included concepts to do with Phonological and Phonemic Awareness, oral fluency, vocabulary, comprehension and other embedded skills such as writing and punctuation, while others still said that the programme did not fully explain how the literacy programme should run after Grade 1 such issues to do with the transition of literacy skills from local familiar language to literacy in English. Furthermore, the programme had also put in place workshops which were to be conducted on how both student teachers and in-service teachers could be equipped with literacy skills, through the use of eclectic methods, as well as the use of learner centeredness approach so as to help learners

bring out aspects to do with reading and writing using the revised policy. However, some lecturers were not sure whether or not teacher education programme was responsive to the needs of a teacher under the revised literacy programme. The results showed that, the programme did not provide necessary materials needed for a teacher to be effectively prepared as observed in lack of materials for the revised programme in colleges of education as well as most primary schools visited. A few still felt that, they did not know whether teacher education programme was responsive as they did not fully understand the role the programme played to the needs of a teacher.

These were some of the responses from the participants:

Yes the teacher education programme is responsive to the needs of a teacher under the new literacy policy in the sense that, before students graduate they are furnished with skills in the revised literacy policy which they will be able to impart in their learners. (Interviewee number 20).

Language is dynamic and whatever new methods and skills are discovered in literacy, the college is always responsive to such needs. (Interviewee number 19).

Another interviewee had this to say.

Teacher education programme aims to create high competence of teachers. As such it could be argued that teacher education programme of any college is responsive to the adaptive capacity knowledge and skills needed by a teacher to adapt to the revised Literacy policy.(inter. 17)

For me my college of education is responsive to some extent as we are already implementing the new literacy policy to all our trainee teachers. Positive response is actually evident. (inter.20)

Interviewee number 18 said ...not really responsive because of the people who were orienting us didn't explain things like after Grade 1 what next and also inadequate teaching and learning materials such as lack of books that are found in primary school.

On the other hand those who were not from the languages department showed ignorance on the responsiveness of the education programme as one of the respondents had this to say.

I was not involved in the formulation of the revised literacy policy because I am not in the different study area, hence I would not tell whether it is responsive or not. (Interviewee 22)

5.3.4 Findings from Lecturers: Quantitative Data

5.3.4.1 Findings from Questionnaire by the Lecturers

Table 2 below shows responses from lecturers on the type of training they received.

Table 2: Type of training teacher trainers received

Themes	Frequency	Percentage (%)	Cumulative Percentage (%)
Trained (workshop)	20	66.7	66.7
No training	10	33.3	33.3
Totals	30	100	100

The table above shows the number of lecturers who were trained and those who were not trained. From the table above it shows that 20 = 67.7% lecturers were trained out of which 18 were from literacy and language section while 2 were from other sections and 10 = 33.3% did not receive any training at all. The findings showed that, some of those who were not trained were mainly those who did not belong to languages department and those who were not in college the time training was being conducted.

Table 3: Responsiveness of the Teacher Education Programme to the Needs of a Teacher under the 2014 Revised Literacy Policy

Themes	Frequency	Percentage (%)	Cumulative Percentage (%)
Not Responsive	22	73.3	73.3
No Idea	02	6.7	6.7
Totals	30	100	100

As reflected in table 2 above majority (22 = 73.3%) participants indicated that the teacher education programme was not responsive to needs of a teacher as they were the ones who were in-charge of teacher training. (06 = 20%) participants said that the teacher education

programme was responsive as it did not provide materials necessary for the needs of a teacher. While (02 = 6.7%) respondents showed ignorance as they did not know whether or not the teacher education programme was responsive to the needs of a teacher in the new literacy policy.

5.3.5 Document Analysis

With the introduction of the revised curriculum in the MoGE in 2011, it saw the change or revision of the colleges of education curriculum. The major change which was noted was the removal of the Primary Reading Programme (PRP) as a topic with the replacement of the Primary Literacy Programme (PLP). This change also saw the introduction of the phonic approach to teaching literacy from the whole language approach to teaching literacy (Primary Teachers' Curriculum, 2014: 296 – 341). Although the document indicated the change in terms of the topic, one participant had this to say.

Yes, the curriculum has changed, nomba (now) the change is not very elaborate because aya amachanges tabalondola (these changes they have not explained) to the fullest. You know previously the policymakers used to call all lecturers concerned to a workshop for clarity Nomba maimwene (now it's up to individual colleges). (Interviewee 18)

5.3.6 Trainee Teachers Preparation under the Revised Literacy Policy

From interviews, participants stated that they equipped student teachers with the knowledge and skills on how they would teach initial literacy in schools using the new methods and techniques. The findings from participants further revealed that their programme allowed them to first demonstrate to student teachers how they would present a literacy lesson and thereafter student teachers themselves did peer teaching individually so that they (lecturers) could ascertain preparedness on initial literacy teaching. This is what the respondents had to say.

In our curriculum there is a topic teaching initial literacy. This changed as the literacy programmes changed for example, student teachers were previously using the Primary Reading

Programme (PRP) where initial literacy started by teaching the sentence, then segmented into words from words to syllables and finally sounds. (Interviewee number 19)

.....but currently the trend has changed as the teaching of initial literacy begins by introducing the sounds, then syllables which are blended to make words then finally sentence. So as colleges we move with what is prevailing in schools. Currently the method of teaching initial literacy requires the use of phonics based as opposed to whole language approach. So because of this, as teacher trainers we also change and use what is in use in schools. (Interviewee number 17)

5.3.7 Summary of Findings on Research Question 2

In conclusion, majority respondents said that teacher education programme was responsive to the needs of a teacher under the revised literacy policy by training them so as to equip them with skills to go with what was prevailing in primary schools currently. It was also responsive in the sense that, it had tried by all means to ensure that schools and colleges of education were equipped with necessary materials to use in the implementation of the revised literacy policy. On the other hand some respondents still felt the teacher education programme was not responsive as it had not put in place a clear road map to help all the teachers in the implementation of the literacy policy as seen through lack of materials such as books as well as teaching and learning aids. Apart from materials, there is no proper guidance on the transition from literacy in local language to literacy in English.

5.4 Which Methods and Techniques do teachers use when teaching Initial Literacy?

Research question 3 sought to establish the methods and techniques which teachers were using when teaching initial literacy following the revised literacy policy. This was necessary to try and see whether or not the teachers were moving in line with the requirements of the revised literacy policy. In order for the responses to be obtained, interviews were used. The researcher decided to use qualitative method so as to get first-hand information.

5.4.1 Findings from Interviews by the Classroom Teachers

Findings from this question were obtained from lesson observations and interviews. The classroom teachers were involved in providing answers to this question as this provided a tool for their delivery. There were a number of different views on the methods and techniques used to teach initial literacy under the revised literacy policy. Results showed that, majority of the respondents were using the new methods and techniques while minority of them used both the old and new methods. The new methods used the phonic approach to teaching literacy that is,

learners are taught how to read using letters sounds which are then blended to form syllables, from syllables learners are encouraged to make words then sentences while the old methods used the whole language approach to teaching literacy. The teacher started by introducing a sentence to the learners which was then broken into words, from words to syllables then finally these syllables were segmented into sounds. The interviewees had this to say.

We have been told to use the new methods and at times we combine with the old ones because we are more knowledgeable in old ones. (Inter. number 9) mmmm most of the time we use the new ones but limo (sometimes) tula-sankanya (we mix) - (interviewee 6)

Most of the time we use the new ones because we start with vowels then blend with the consonants ... (inter. number 7).

But we still feel the old methods are the best because they had all the materials and the books we used were very well written but today the methods are very well explained and if they give you books it is very difficult to follow. (Interviewee number 9).

The people who came to orient us did not do the demonstration properly. We strongly feel if left to use the old methods like ZPC learners could have been reading. The other reason we are saying it is the best because other subjects were taught in English than what they are saying now. Most of us are not very conversant with the local language, so the teacher teaching is also like learning hence a blind man leading another blind man. (Interviewee number 6)

The finding further showed that most of the teachers seemed to have a serious challenge on the new methods and the techniques to use to teach initial literacy. The results showed that the introduction of two sounds in a week gave them challenges especially with the slow learners and those learners who missed classes regularly. This is what some of them said.

We are trying to implement using the new methods just to follow and Impress the policy makers but what is on the ground is not exactly what the policy makers know. (Interviewee number 8).

We are told to teach two sounds in a week, this is too much for the learners especially the slow learners. So what we do when they are coming for monitoring, we prepare according to their programme but in actual sense we teach according to our plan when we are all by ourselves what we know will work for our children. (Interviewee number 12)

The teachers said that the policy makers wanted to impose what they thought was the best and yet the people on the ground knew better what was to be taught to the learners. According to the teachers the policy makers were not ready to get advice from them and that once they found a teacher teaching sounds which were not supposed to be taught that week they get annoyed and asked them to move according to the schedule. This is what one respondent had to say.

Ine mfunda ukulingana napace yabana bandi (personally I teach according to the pace of my learners) I don't follow the weekly schedule because not all the learners grasp sounds at the same pace. When they come they are annoyed with us especially when we are behind schedule so this time we give them what they want different from what is in our plan. (Interviewee 8)

Another respondent said the following.

We are using the same new methods and techniques of using Phonics but when it comes to teaching two sounds per week, we do not teach two sounds per week because we have realized that learners have challenges with the use of two sounds so we teach one sound per week. (Interviewee 11)

On the issue of policy makers observing them and getting annoyed with them for not following the weekly schedule the some teachers from these particular schools had this to say.

Our head teacher explained to the Standard Officers on the issue of teaching one sound and with the explanation the officers just encourage us to make sure we move fast to finish the sounds before learners move into another level. (Interviewee 5) It is true most officers want us to follow the weekly schedule but once they are explained to with reasons that are to help learners to read, they seem to understand. So we have designed our programme a bit different though using the same methods. (Interviewee 2)

5.4.2 Findings from Lesson Observation

Out of the eight schools visited in the four zones, four teachers taught literacy lessons using the new methods and techniques while one teacher among the four was also asked to teach a social studies lesson so that the researcher can as well see whether or not teachers were making using of the local familiar language to teach other subjects in order to strengthen literacy skills. The researcher took advantage of this as a follow up to the teachers' responses on the methods

and techniques used. The following picture shows one of the teachers teaching initial literacy using the new method.

A teacher teaching initial literacy to a Grade 1 class using the Primary Literacy Programme lesson procedure using the Phonic approach (Picture 1).



Picture 1: A teacher teaching initial literacy to Grade 1 class using the Phonic Approach. The lesson observation made by the researcher during lesson presentation revealed the following:

Most of the teachers had challenges to strictly use local language in their lesson as their lessons started with a prayer in English language. Learners' responses were mostly in English language and teachers did not mind about that. The other challenge which was observed was on the procedure in teaching the sounds. This was not followed as the teachers concentrated more on phonics and did not do Phonemic Awareness and comprehension.

While a few were able to follow the PLP procedure in that they were able to ask learners to first make the vowel sounds thereafter they blended with the sound of the day (consonant) to make syllables, from there they made words and finally learners constructed sentences using the made words. Although the blending of sounds was done, the issue of phonemic awareness was lacking. Most teachers observed omitted this stage in their teaching. When asked why they did not teach Phonemic Awareness, they showed ignorance as one of them said, *"I thought when learners make sounds as we did this was enough."* However, one of the teachers presented the initial literacy following all the steps and involved the learners at each and every stage hence using the learner centered technique.

Asked how she managed to teach following the PLP procedure of teaching initial literacy.

This is what she said.

I am able to teach effectively using the new methods because apart from the CPD I receive, I went for in-service where I acquired the skills fully. During CPD, I didn't understand the procedures of teaching initial literacy but after doing my in-service training from the College, that is when I fully understood how to go about PLP and because of my knowledge, the school administration has put me in charge of training other teachers. I would say for one to fully implement one needs enough time to be trained. (Interviewee number 25)

Asked when she went for in-service training. The participant had this to say.

I went for distance training from 2014 to 2016 and there we were taught on the Primary Literacy Programme.

Findings on the teaching of Social Studies using local familiar language showed that the teacher was able to teach using a local familiar language but when it came to giving learners activities, the activities were all given in English language. This was quite surprising as the two did not correlate. The teacher was asked why she gave the activity in English, this is what she said, and 'we are all giving activities in English because the books which we are using are all written in English so it is difficult to translate.' The researcher further wanted to know whether the policy makers were aware. The teacher went on to say, 'they were and there was nothing we can do.'

5.4.3 Summary of Findings on Research Question 3

In summary, the question on the methods and techniques used under the revised policy, majority of the respondents said that they used the new methods and techniques although for teachers in some schools they had tried to change a bit on the issue of teaching two sounds in a week to teaching one sound a week. The reasons which they forwarded were that they wanted to help slow learners to read, as the current policy did not give room for learners to be taught according to their paces. However some respondents blamed policy makers of being rigid by asking them to follow the weekly schedule as programmed at the expense of learners developing of the literacy skills. A few respondents confirmed having been using both old and new methods since the revised policy did not provide adequate materials to help them apply the intended methods.

5.5 What Challenges Teachers Face when Implementing the 2014 Revised Literacy Policy?

Question 4 sought to establish the challenges which teachers faced in implementing the revised literacy policy. In order to get more and valid data, qualitative method was used involving the teachers using semi-structured questions.

5.5.1 Findings from Interviews by the Class Teachers

Most of the respondents said that there were a number of challenges which they were facing in the implementation of the 2014 revised literacy policy. Some of the challenges highlighted were, inadequate training by the policy makers, lack of correct materials to use, rigidness on the part of those monitoring policy implementation, translation of content from English into Local languages, absenteeism by learners, use of local language for a long period of time, inadequate time to teach the stipulated sounds. Other findings mentioned were lack of understanding of the concepts used in the revised literacy programme, its content and many others. All these were attributed to lack of consultative meetings as well as involving the key players fully in the implementation process.

One of the participants had this to say:

Inadequate preparation on the part of training and availability of materials cause a lot of challenges on the implementation of the revised literacy policy. I say so because not all the teachers were trained for the revised literacy policy making it very difficult to help if the one who was trained is not in school. (Interviewee number 4) further added that this also makes us as teachers very uncomfortable as most of the literacy concepts look strange to some of us who were not trained.

Findings on the issue of lack of materials to be used for the revised literacy policy showed that the revised policy especially the Primary Literacy Programme (PLP) was not well introduced as the organizers were not fully prepared citing inadequate materials to go with the training. One participant had this to say.

This new programme was not well introduced because the people Who came to train did not bring with them the required materials. So you would find that they are explaining things in abstract. The previous policy had all the materials readily

available and it was very easy to follow even if one was not there. But this one was not well organised. (inter.15)

Furthermore, findings revealed that the materials for Grade3 and 4 were all written in English language except for literacy and Zambian languages which were rightly written in Zambian languages. Another participant also said,

The policy requires us to teach and write all subjects in local languages. And yet books which CDC has brought in schools are in English language.

This is a serious problem because it is difficult for teachers to translate into local language. Translation has been left for individual teachers to do, making it difficult to translate as a result we end up teaching in local language and give activities in English as stipulated in the books we have received. (interv.12)

According to the respondents, time allocated to teaching the two sounds in a week proved to be another challenge. According to them most learners were unable to grasp the two sounds in the one week as a result teachers were made to re-teach the sounds over and over. This was also as a result of most learners being absent from school. This is what was said.

One hour is not enough if learners are to adequately acquire the skill of reading. This programme is very good, but the only problem is that most of the learners miss lessons and as a result we are forced to go back to the sounds which were taught to their friends because moving ahead means those who were not present will have a problem so it is very difficult to strictly follow the schedule. (Interviewee 16)

On the challenges highlighted the teachers said that on teacher preparation the issue remained in the hands of zones as well as school levels. Teachers were expected to receive more training through CPD and GRACE meetings and training was to be in phases that is, first the Grade 1 teachers followed by the Grade two teachers until the Grade 4 teachers. The findings showed that not all the grade one teachers were to be trained at once due to lack of funds. The district resource officer acknowledged the challenge in terms of materials not being made available at once and attributed this to the economy of the nation. The officer further said that the head teachers as well as colleges of education were however expected to secure materials to use for the implementation of the revised policy by themselves and not to entirely wait for Curriculum Development Centre (CDC). The findings also revealed that it was expected of teachers to be

resourceful and make use of the other old materials which were available in schools and colleges of education. From the findings it was evident that it was only the methods which changed and not the content, and so most of the old materials were still valid.

An interviewee had this to say,

Most of the schools as well as colleges of education have a lot of old books which they can still refer to in terms of content because what keep changing are the methods but the content remains the same. So these can still be useful. (inter. 24)

Another challenge which was noted by some teachers was the introduction of yet another language in the name of using local familiar language. It was observed that since the policy requires the teachers to use a local familiar language there was an introduction of another new language if not languages. Another participant had this to say.

It is sad that in this country we are now bringing more confusion to the learners by allowing teachers to change English concepts into Zambian local languages and call it familiar local language. I observed a student teacher teaching names of shapes in a language which I would say is not even local language, things like 'shikweya', for square, 'talayango' for triangle and things like 'litelashi' for literacy, 'Geledi' for grade. Really, you know this is something else. I don't know where we are going as a nation which has more than 72 languages. (Interviewee 7)

5.5.2 Summary of Findings on Research Question 4

Research question number 4 looked at the challenges which teachers and teacher trainers faced in implementing the revised literacy policy. From the findings a number of challenges were highlighted. Some of the challenges identified were inadequate training, lack of teaching and learning materials, insufficient time to teach the sounds, challenges of translating from English language into Zambian local languages and many more. The findings revealed that once these challenges are resolved the 2014 revised literacy policy would be implemented effectively.

5.6 Summary of Chapter 5

The chapter presented the findings of the study on teachers' preparedness to implement the 2014 revised literacy policy in selected primary schools in Kitwe District. The findings were presented according to research objectives and the following were some responses given, majority of the respondents reviewed that their training mainly was through CPD which

quantitatively give 17.5%, workshops and GRACE meeting also gave 7.8% while about 36.9% of the respondents disclosed that they did not receive any training. A number of reasons were given, in some cases the respondents disclosed that the people who were trained did not share what they learnt with them, while some missed the training and since there had been no workshop or CPD in their schools they had been left out. The findings from the research further revealed that the training conducted in schools was not adequate in that, most of the people who received the initial training were unable to explain most concepts clearly and the lesson demonstrations were not properly done as they were oriented in abstract due to lack of materials for both teachers and learners. Other responses were that the pre-service teacher training programme was not responsive as most of the lecturers had insufficient information on the revised literacy policy.

The findings further reviewed that the some teachers were using new methods while others still used both the new and the old in some instances. This was due to the inadequate preparation on the part of both the policymakers and the implementers. It was also reviewed that there were a number of challenges which teachers faced in implementing the 2014 revised literacy policy, some of which inadequate materials, lack of content and methodological knowledge and many others. Lastly the chapter provided the summary of findings at the end of each research objective. The next chapter, chapter 6 discusses the findings of the study.

CHAPTER SIX

DISCUSSION

6.1 Introduction

This chapter presents an analysis of the findings presented in the previous chapter. Study objectives will guide the discussion. During the discussion, references will be made to similar or contrasting views from the other studies done elsewhere within the theme of teacher preparation for policy or curriculum reform implementation in the education sector. The following are the sub themes based on the research objectives: to establish whether teachers were adequately prepared to implement the 2014 revised literacy policy; to establish the responsiveness of the pre-service teacher education programme to the needs of a teacher under the revised literacy policy; to assess the methods and techniques do teachers use to teach initial literacy under the revised policy and to establish the challenges which teachers face when implementing to 2014 revised literacy policy. At the end of the discussion a summary is presented.

6.2 To establish whether teachers were adequately prepared to implement the 2014 Revised Literacy Policy?

From the findings presented in the study, it was clear that the teachers were not adequately prepared to implement the 2014 revised literacy policy due to inadequate preparation by the policy makers, while 36.9% were completely untrained. This in itself is very dangerous as it compromises quality and the objectives of the programme may end up not being achieved as planned (Onyeachu, 2008, Babalola, 2004 and Mpaka, 2005).

6.2.1. The type of training received

The findings revealed that the type of training the teachers received varied from GRACE meetings, CPD, to briefings. According to the findings 1 = 0.9% participant received training through Continuing Professional Development (CPD) and in-service training, while 8 = 7.8% received through CPD and GRACE meetings. The results further showed that, 17 = 16.5% received training through CPD only; 18 = 17.5% received through GRACE meetings only while 21 = 20.3% received theirs through a workshop. About 38 = 36.9% did not receive any training. Some participants complained of short period of time for their training but this is in line with the requirements of the type of training they attended. CPD is a form of an in-service training which can be organised for a short period and often within the location of school

(Konstatinos, 2015). The period of time for CPD depends on the type of training as observed from Fullan (1993) who suggests that effective curriculum change and implementation requires time, personal interaction and in-service training if implementers are to acquire necessary knowledge, skills and values. This is further supported by (Cheung and Wong 2012) in their study as they say that, in order to help teachers enhance understanding and build capacity in the implementation of curriculum reform preparation has to be adequate, and that teachers should be provided with sufficient professional development training. This also resonates well with Goessi (2002) who states that, in-service training is an effective means of keeping teachers alert to constantly adapting their teaching to the changing social environment. Therefore, the implementation of any given instruction depends on how knowledgeable the implementer is, hence the need for adequate preparation.

6.2.2. The adequacy of the training

During the discussion the participants had different opinions on the adequacy of the type of training they received as those who were trained through CPD and GRACE meetings felt it was inadequate. From their responses, it seems they had misinterpretation on the role of CPD as observed from MoE (2002) whose observation on CPD was that there was need for regular on- going development in a process that is never complete. According to Ministry of Education, this is because teacher's professional life revolves around two areas of never-ending growth and progression and provision must also be made for the on-going development of each member of the profession. Therefore, the foregoing makes CPD mandatory for all practicing teachers. This seems to suggest that once there are changes in the education system there is need to conduct continuous professional development. However, by the practice from the discussions with the teachers, the picture may not be as stated above by MoE. This also means that the Ministry asked trainers to use CPD hoping that these orientation meetings would be held regularly so as to enhance capacity among teachers which was not the case with the people in- charge as observed from the responses. CPD and GRACE meetings are very important as they help teachers share the changes going on in the education sector.

Another participant informed the researcher that they were not trained by the policy makers but instead they were asked to observe the teachers who were trained teach. According to the researcher, this was not good because the implementers needed to interact with the information rather than observing a lesson where a teacher teaching would not adequately explain the concepts for the other teachers to fully understand if they were to implement. NRP (2000)

recommends that for teaching to be effective, a teacher has to be provided with appropriate and intensive training. Intensive training prepares one adequately in terms of content and pedagogical knowledge. Another participant informed the researcher that the training was done through a briefing. One wonders whether a briefing could adequately prepare a teacher to effectively implement any policy or curriculum reform. Manchishi & Banda (2015) in their writing also points out the importance of preparing teachers for the betterment of a learner as they state that the desired goal in the field of teaching learning process cannot be achieved until the teacher is properly trained. This is also supported by Matafwali (2010) who stresses that teachers should be accorded opportunities to acquire deeper understanding through activities that promote literacy skills. Further, MoE (1996:108) states “training and professional development underpins what a teacher can accomplish in school.’ The essential competencies required in every teacher are mastery of the materials that is to be taught, and skill in communicating that material to pupils. This seems to suggest that the teacher needs to be adequately prepared for him/her to help in achieving the intended goal and that the understanding of their field and how to teach requires lengthy and careful attention. A briefing, for example would not help deepen teachers’ understanding as these meetings are there just for brief announcements.

On the other hand, 36.9% of the participants were not trained but they were expected to implement the revised policy. According to these participants, they were not in school when their colleagues were being trained and all they were asked was to observe the other teachers teach. They informed the researcher that due to their incompetence on the revised literacy policy they were not ready to handle lower grades. Here we see power being resisted (Fairclough, 2000). Teacher competence can have substantial effect on the pupil achievement (Baumert et al, 2010; Darling – Hammand, 2000; Darling – Hammand, 2005). This statement from the scholars above seems to suggest that if learners are to achieve success in any field of study, the teacher who is the driver should have the expertise in that particular field so as to help them (learners) in the acquisition of the intended knowledge and this calls for adequate training on the part of the teacher. Despite teachers not being adequately prepared, the MoGE went ahead to roll out the 2014 revised literacy policy. This in itself results into what Wodak et al (1997) calls exploitation of power where the Ministry does not train a teacher but asks him/her to implement what he/she has not been trained for.

6.2.3. Consultation on Policy Formulation

Apart from inadequate training, majority of the participants revealed that the policymakers did not consult them during the formulation of the literacy policy. Consultation according to the participants was very important as they (teachers) were the best people to advise policymakers on how literacy related issues were to be implemented as they were the ones on the ground. Obinna (2007) observed that in most cases, teachers are deliberately neglected when major decisions on education and matters concerning their welfare are taken. Mkpa (2007) remarked emphatically that as an important person in the programme of curriculum implementation, the teacher must be involved at all stages of the curriculum process. The above statements seem to suggest that for any successful curriculum or policy reform to take place the teacher as the major factor in the implementation exercise needs to be consulted and involved at every stage (Lassa, 2007 and Shulman, 2008). Lassa (2007) further suggests that ensuring that staff is qualified is a crucial stage in implementing any new policy or curriculum. This statement is in itself important as it shows that for any curriculum or policy to be properly implemented, the implementer must be adequately qualified.

In summary, the discussion on whether or not teachers were adequately prepared to implement the 2014 revised literacy policy it is clear that majority of the teachers were not adequately prepared while 36.9% were not trained. From the discussion it was clear that teacher preparation for the implementation of any curriculum or policy reform is very important if the desired goal in the field of teaching learning process has to be achieved. The discussion further revealed that teachers need to be accorded opportunities to acquire deeper understanding through adequate training and professional development which underpins what a teacher can accomplish in school. It was further revealed that although implementers were not consulted during the formulation of the literacy policy there was great need to do so if policy implementation was to yield good results.

6.3 Objective: To Establish the Responsiveness of the Pre – Service Teacher Education Programme under the 2014 Revised Literacy Policy

It can be noted that the teacher education programme was not responsive as colleges lacked sufficient information on the 2014 revised literacy policy to effect changes in their curriculum that would respond to primary school language of instruction (LOI). This implies that most colleges are training teachers based on the old literacy policy while primary schools are implementing a different one. This scenario counteracts Manchinshi & Banda (2015) who

emphasized the importance of good teacher preparation for the betterment of learners in the achievement of learning objectives.

6.3.1. Transition Period from Teaching in Local language to English language

The findings further revealed that lecturers showed ignorance on the difference between LOI and Literacy instruction. During the discussion, some lecturers informed the researcher that they did not know the transition period from teaching literacy in local language to teaching literacy in English. This has an effect on learners' acquisition of knowledge as there seem to be a gap in terms of movement from one stage to another. This is in line with Letshabo's study which was conducted in 2002 in Uganda where the researcher evaluated the Breakthrough to Literacy. In her study it was revealed that the level of preparation by teachers lacked knowledge on how the learners were to proceed from one stage to another which led to learners' failure to acquire the reading skills. It is therefore, important for the policy makers to make sure that the implementers are given adequate information on when changes are to be made and what has to take place when as this may confuse the implementers once information is incomplete.

This scenario contradicts Manchinshi and Banda (2015) who emphasized the important role teacher education plays in equipping prospective teachers with knowledge, attitudes, behaviour and skills if they are to perform their tasks effectively in the classroom, school and wider community. Miller (2009) agrees to the above assertion as he states that, ensuring that teachers are rich in information and rich in skills that enable them improve student achievement requires focusing attention from leaders at all levels. This means that there is need for support from policymakers in providing necessary information on the entire policy from the initial stage up to the final stage than giving piece meals. On the importance of teacher preparation, Tambulukani (2004) suggests that there is need for an effective training programme for pre-service teachers ... and that no teacher should teach PRP courses without undergoing the appropriate training. This seems to clearly suggest that the teacher training programme should make sure that it is responsive to the needs of the teachers under the revised policy.

6.3.2. Content Knowledge on the Revised Literacy Policy

Further, Omojuwa (2005) seems to agree with Miller by citing the constructivists theory which talks about more knowledgeable other helping the less knowledgeable implying that for a teacher to adequately help his/her learners he/she needs to acquire more knowledge so has to practically apply whatever interventions put across to help improve the literacy levels. This is what is needed for a responsive teacher training programme. It should be one where teachers

are adequately equipped with new or revised knowledge about the curriculum or policy reform for onward transition to the learners. Incompetence among teacher trainers on policy matters was also noted in Nambao (2012) and Chella (2014) studies which seem to be in line with the findings on teacher trainers' incompetence in this study. In their studies, they observed that trainee teachers were not adequately prepared due to lack of knowledge by the teacher trainers. Kashoki (1978) also had similar findings in his study on Zambia Adult Literacy Programme conducted where it was reported that there was inadequate preparation of trainee teachers with knowledge and skills to adapt to change in the classroom. He further suggests that all institutions that provide teaching education in literacy to trainee teachers should render professional support and guidance too.

6.3.3. Use of Language of Instruction in other Subject Areas

Findings from colleges of education further revealed that some lecturers from other subject areas did not prepare student trainee teachers to teach in local language as they thought it was not their responsibility to teach as they were not literacy lecturers. The responses from these lecturers teaching other subjects, suggest that the students were not being prepared according to the revised curriculum which requires teachers to teach using local familiar language in all the subjects. This contradicts with MoE (2002:18) which makes the following observations concerning teacher preparation, 'The initial preparation, provided at training colleges and university, does no more than lay foundation for a life time of teaching.' This seems mean that student trainee teachers' need to be adequately prepared at the initial stage hence the need by lecturers to equip their student teachers with changes prevailing in the education system. This seems to further suggest that there are challenges in the preparation of the people to implement policy from colleges of education. This inadequate preparation creates a serious problem in the teacher training programme because lecturers had been mandated to provide adequate initial training to student trainee teachers' in as far as pedagogical approaches and knowledge about any reform in education were concerned. In the event that trainee teachers left the college of education ill-prepared in any form, it would be very difficult for them to improve on their performance in delivering quality education once deployed in primary schools.

In summary, the above discussion on how responsive pre – service teacher education programme was under the revised literacy policy it was noted that in any education sector, the teacher education plays an important role in ensuring that both the students and their lecturers are equipped with necessary knowledge, values and skills if they are to perform effectively.

From the above discussion it is clear that the pre-service teacher education under the 2014 revised literacy policy was not responsive to the needs of a teacher due to the fact that teacher educators did not have sufficient content and pedagogical knowledge on the revised policy. This according to the discussion was as a result of inadequate preparation on the part of the teacher educators as well as lack of teaching and learning materials to be used for the implementation of the revised policy in colleges of education.

6.4 Objective 3: To assess the Methods and Techniques Teachers Used to Teach Initial Literacy under the Revised Policy

For any success in teaching there is need for the teachers to be equipped with necessary teaching methods as well as the techniques or tricks to use if learners are to acquire the necessary skills needed for them to survive and literacy is no exceptional.

6.4.1. Methods and Techniques used to teach Initial Literacy under the Revised Policy

The study revealed that, while some teachers used the newly recommended methods, others did not. Yet still, other teachers combined the new and the old. The three different ways in which teachers reacted to the policy methodological recommendations resonate with Huckin et al (2012) who argued that power through policies can either be accepted, resisted or negotiated. From the discussions, some participants agreed using the newly recommended methods of using the phonics method where learners were taught how to read by starting with the phoneme (sounds) up to the sentence. These participants who said they used the new methods and techniques were in conformity with Steeves (1964) who argues that:

The method of the teacher is what results when He/she organizes what he/she knows about all These factors in some kind of coherent arrangement for teaching and learning through a systematic Classroom process.

Steeves' argument above resonates well with Handal and Lauvas (1987) theory of practical teaching.

The other participants who used the old methods that is, starting with a sentence and ending with a sound rejected what was put in place by the policymakers. This rejection was also noted in the way they responded to the questions on how they taught literacy using the revised methods. This may suggest that once policy makers impose what to do on implementers, some implementers might accept what is being imposed on them while others may reject. Others still may pretend to be doing what the people in power have imposed on them when they (policy

makers) are there but do otherwise when they are not present. Mwanza (2016) says that the rejection of power is not always explicit but subtle as in this case.

6.4.2. Importance of Training Teachers in Teaching Methods for any Policy Reform

Other studies conducted underscores the importance of training teachers in teaching methods prior to giving them classes to teach initial literacy. For example, Muliya (2009) argues that a teacher who has not received adequate orientation in methodology would face a lot of difficulties in delivering lessons to learners. NLF (2013) also suggests that teachers would also require orientation or re-orientation in teaching methodology. This is also echoed by the Ministry Of Education (1996) which states that teacher education is a continuing process must be extended throughout the individual's years of actual teaching. What this means is that a teacher does not stop learning. This is so because he/she needs to keep on learning new methods, techniques which come with the changes which take place in the education sector. This seems to suggest that, once a new or revised programme is put in place the people who are directly involved that is, teachers and teacher trainers need to be abreast with the new methods and techniques if they are to adequately deliver their lessons. This agrees with what Handal and Luavas (1987) calls the practical teaching theory. The theory supports teachers' preparedness in terms of proper methodologies if they are to adequately help learners learn. Therefore, practicing teachers should be able to competently apply new or reviewed methodologies through their classroom practice. It is only through in-service training conducted by qualified trainers that these methodologies can be imparted to teachers.

In summary the above objective on methods and techniques teachers use to teach initial literacy under the revised literacy policy revealed mixed ideas in that some teachers use new methods while it was observed that some used both the new and the old methods. From the discussion it was clear that while the MoE had put in place a revised policy with new methods and techniques to use to teach literacy, the people directly involved were not adequately equipped with the necessary methods. This according to the discussion had a disadvantage on the part of the implementer as well as the learner, hence the need for the policymakers to ensure that teachers are abreast with the methods to go with the change in terms of policy reform.

6.5 Objective: Challenges Teachers Face in Implementing the 2014 Revised Literacy Policy

This study revealed a number of challenges among them were; inadequate materials, medium of instruction in the lower section, limited content and pedagogical knowledge on the part of teachers absenteeism among learners and many more.

6.5.1 Inadequate and Inappropriate Materials

Findings revealed that the revised literacy policy lacked materials to be used in teaching of literacy. It was observed that when the policy was rolled out in schools, materials to go with the revised policy were not in place. This made teaching very difficult as teachers were unable to teach effectively. Some participants cited grades 3 and 4 as grades which faced challenges as the materials were not available for teachers to use. This contradicts Ivowi (2004) who noted that to ensure that curriculum must be effectively implemented; tools and materials must be provided sufficiently. Further participants revealed that materials which were sent in schools especially for grades 3 and 4 were all written in English language as opposed to using materials written in local familiar language. This according to the participants was a challenge as teachers were expected to teach and explain concepts in a local language which meant therefore that, they were expected to translate from English language to local language. The paradox where the government introduces policy where teaching should be done in local languages but they provide materials in English a best be understood by Haugen (2009) who argues that education policies are normally not characterized by progression or retrogression but by contradictions. Unfortunately, this contradiction has serious potential to jeopardize effective policy implementation as most of the participants were unable to translate some concepts as they lacked skills of translation. This is in Masatunya (2014) in his study; shortage of materials had made teaching of literacy unsuccessful. It is also important to note that although the MoGE did not provide adequate materials in schools, teachers were also not resourceful in providing for example simple story books in a local language for grade 1 learners. Teachers needed to be creative and innovative in applying notions of semiotic remediation and resemiotisation in resource mobilization and use (Mwanza, 2015).

6.5.2 Medium of Instruction

Findings revealed that most of the teachers in the lower section were using both English and local familiar language to teach all the subjects. This was mostly observed from teachers

handling grades 3 and 4. From the discussions it was clear that some teachers were teaching in both English and local language while some taught in local familiar language but gave activities in English language. This contradicts with what the 2013 Zambia Education Curriculum Framework suggests on the use of local Zambian languages as a media of instruction from early childhood to Grade 4. The use of either English or Zambian languages to teach all subjects in lower section but give activities in English language is confusion on the part of the learners. This practice by most teachers contradicts with what is stated by the Ministry of General Education (see MoGE, 2014: iv). This scenario is dangerous as it weakens the intended purpose of the policy in that the learners may end up not acquiring the reading skills as the teachers are not making use of the required tool of instruction correctly. It may also make the policy fail like other policies which have since been discontinued (see Tambulukani, 2004). This clearly shows that teachers were not well informed on what the revised policy says on language of instruction and that due to inadequate provision of materials for the revised policy teachers had no access to information on the difference between literacy instruction and medium of instruction (see ZECF, 2013; NLF, 2013; MoGE, 2014). It may also mean that teachers lack adequate proficiency in the official language of classroom instruction such that trans-languaging as practiced by the teachers is a result of language deficiencies in the language of instruction.

6.5.3 Limited Content and Pedagogical Knowledge on the part of Teachers on the Revised Literacy Policy

From the findings teachers generally displayed some knowledge of content and pedagogy. However, all the teachers interviewed showed some gaps especially on some concepts on PLP. For example on the components of PLP, it was evident from the responses that teachers lacked basic knowledge on Phonemic awareness, fluency as well as issues to do with when to teach literacy in English language. Other issues were to do with the PLP lesson procedure, were teachers were expected to teach learners starting from teaching sound awareness to sentence construction. From the lesson observed, most of the teachers were unable to follow the procedure which lacked consistence as teachers omitted the phonemic awareness stage. This contradicts with the National Literacy Framework (2013) guidelines which gives five components of literacy and explains what each of these components is and how literacy was to be taught using the PLP (phonic based) approach.

From the discussions with the teachers it was clear that while some orientations were done to them to prepare them for implementation of the 2014 revised literacy policy training was not adequately done. With such gaps in the teachers' knowledge on the revised literacy policy, it is not possible for one to effectively implement the policy. What this means is that, the policy will not achieve the intended purpose of helping learners in early grade reading. Ukeje (2006) writes that teachers are the pivot of any educational system. Lassa (2007) further views the teacher as key element to proper development of the child. In order for the teacher to help impart knowledge in a learner he/she must have both content and pedagogical knowledge. The success of any educational system in the world relies wholly on the teacher for it is on him/her that implementation of any programme relies. It is for this reason that Zambia's education policy, *Educating our Future* attaches great importance to the training of quality teachers for the attainment of quality education to be achieved (MoE, 1996).

6.5.4 Teaching Two Sounds in a Week

The PLP programme weekly schedule requires that teachers should teach two sounds in a week. From the findings, majority of the teachers interviewed explained that the teaching of two sounds in week was too much on the learners. From the discussions held teachers were of the view that teaching one sound was better and helpful in the acquisition of reading skills. According to them, learners needed more practice than rushing them through and in end achieving nothing. Observations by the teachers over the schedule were that it was rigid as they were supposed to follow it to the letter. They informed the researcher that Standard Officers and other monitors expected them to follow the schedule and that once they were found lagging behind schedule they were not ready to listen to their (teachers') explanation. Asked what they do to help the slow learners since they were to follow the schedule to the letter. Information was that teachers give force information to the Standard Officers so as to go with what they expect meanwhile what was on the ground was different. This on itself is not good as it does not show a good picture of what goes on in schools. This resonates well with Critical Discourse Analysis (2000) of power relations.

6.5.5 Absenteeism on the Part of Learners

Absenteeism posed a challenge on the acquisition of the literacy skills. The findings revealed that teachers were finding it difficult to help learners acquire the literacy skills as learners were not consistent in attending to lessons. The teachers informed the researcher that they were

expected to teach two sounds in a week but this was a challenge as most of the learners were not in school regularly forcing them to repeat same sounds over and over again. According to the findings, teachers would teach for example forty learners today the other day when they are introducing another sound some out of the forty might miss the lesson making the teacher to repeat the same sounds twice or three times in a week. This type of scenario retards progression on the part of the learners and demoralizes the teachers' morale of teaching.

6.6 Summary

In this chapter, we have discussed the findings on teacher preparedness to implement the 2014 revised literacy policy in selected primary schools in Kitwe district. This was done by addressing each research objective. The chapter started by discussing whether or not teachers were adequately prepared to implement the 2014 revised literacy policy. It then went on to discuss whether the pre-service teacher education programme was responsive to the needs of a teacher under the revised policy. Further it discussed the methods and techniques teachers use to teach initial literacy under the 2014 revised policy and finally it discussed the challenges which teachers face in implementing the revised policy. The next chapter presents the overall conclusion of the study. It further provides recommendations and suggestions for further research based on the findings of this research.

CHAPTER SEVEN

CONCLUSION AND RECOMMENDATIONS

7.1. Introduction

In the previous chapter we discussed the findings on teacher preparedness to implement the 2014 revised literacy policy. This chapter concludes the whole study and gives recommendations. It starts by giving an overview of the study; the conclusion and makes recommendations for improvements in areas that require further research.

Further the study has tried to answer the research questions using mixed methods that are, qualitative and quantitative approaches. It used a number of methods of data collections such as; interviews, questionnaires and observations. The main research question for this study was : *how adequately prepared were the teachers to implement the 2014 revised literacy policy in primary schools?* to answer this question the study was guided by the following questions: *how adequate were the teachers prepared to implement the 2014 revised literacy policy?; How responsive was the teacher education programme to the needs of a teacher under the revised literacy policy?; Which methods and techniques did teachers use when teaching initial literacy? And what challenges did they face in implementing the revised literacy policy?*

7.2 Conclusion

This study has revealed a number of issues on teachers' preparedness to implement the 2014 revised literacy policy based on the research objectives. The following were the four objectives set in chapter one that anchored this study: to establish whether or not teachers were adequately prepared to implement the 2014 revised literacy policy; to establish how responsive the pre-service teacher education programme to the needs of a teacher under the revised literacy policy; to assess the methods and techniques teachers use to teach initial literacy and to establish the challenges which teachers face in implementing the revised literacy policy.

7.2.1 To Establish Whether Or Not Teachers were adequately prepared to implement the 2014 Revised Literacy Policy

Teacher preparation is very vital if success in any education policy is to be achieved. The Ministry of Education come up with very rich literacy policies (programmes) to help improve literacy levels in the country but due to lack of adequate preparation on the part of the people directly involved in the implementation of these programmes they fail to yield any positive results. Findings from the current study show that the 2014 revised literacy policy was hurriedly rolled out in schools without adequate preparation of the teachers as well as materials to be used. This was due to inadequate training which varied from CPD, GRACE meeting to briefings of a very short period of time. The findings also reviewed that there was lack of collaboration between the policy makers and the people implementing the policy resulting in the implementers doing what they felt would best help the learners different from what the policy stipulates.

7.2.2 To Establish How Responsive the Pre-Service Education Programme was to the Needs of a Teacher under the Revised Literacy Policy

Teacher education programme in any country is very vital to the achievement of quality education and must follow systematic and classroom oriented approaches in order to produce tangible and effective results in education delivery. For this study, findings revealed that the teacher education programme under the revised policy was not responsive as colleges lacked sufficient information on the 2014 revised literacy policy to effect changes in their curriculum that would respond to primary school language of instruction. This implies that most colleges are training teachers based on the old literacy (PRP) while primary schools are implementing a different one. This was as a result of policymakers' not availing information on the revised policy in full. This defeat the rational of the teacher education programme whose emphasizes is on the importance of adequate teacher preparation for the betterment of learners in the achievement of learning objectives.

7.2.3 To Assess the Methods and Techniques Teachers use to teach initial Literacy under the Revised Policy

A teacher plays a key role in any education system. His or her knowledge in terms of content and pedagogy is cardinal to the success of any learner. Teachers are expected to be able to competently apply methodologies through their classroom practice. This can be achieved

through qualified trainer that these methodologies can be imparted to teachers. This is not the case with the current study where findings revealed that while some teachers used newly recommended methods, others did not. Yet still, other teachers combined the new and old. The three different ways in which teachers react to the policy methodological recommendations shows that power through policies can be accepted, resisted or negotiated. This was as a result of implementers not receiving proper guidance on the methods and techniques under the revised literacy policy.

7.2.4 To Establish the Challenges Teachers Face in Implementing the 2014 Revised Literacy Policy

Overall, results supported the hypothesis that teacher preparation is inadequate for effective implementation of literacy policies leading to low literacy levels in primary schools in Zambia. Surprisingly, teachers seem not to be very sure of what they are teaching due to lack of knowledge in the revised programme PLP. The use of familiar language in all the subjects from Grade One to Four seems to be a problem as most of the materials being used especially from Grade Three are all written in English language, giving teachers a challenge to translate into familiar languages. The issue of local languages as media of instruction from pre-school to Grade Four and literacy being taught in local language from pre-school to grade 2 has caused confusion among teachers. Almost all the teachers teach in local language but give activities in English language. Teachers are not sure when literacy should be taught in English language. This came to light from the responses given by teachers on the transition period. The teachers complained of translating literacy from English into Zambian languages based on the literacy materials received in English language at Grade 3 level. Another challenge revealed by the study was lack of provision of training and teaching materials by government but still expecting teachers to implement the policy which results into discrimination and exploitation of power.

7.3 Recommendations

In view of the findings of the study, the following recommendations were made:

- (i) There is need for concerted efforts by stakeholders in education to providing instructional materials.
- (ii) Teachers should be innovative by making sure that they make use of improvisation where there are no instructional materials. This means that they also require training in skills of resemiotisation and semiotic remediation through CPD.

- (iii) Policy makers to consult and involve teachers during formulation and or revision of education policies.
- (iv) The issue of the use of language of instruction and literacy instruction should be clarified and properly documented in order to have specific details on the manner of classroom implementation.
- (v) Ministry of Education to strengthen training of primary school teachers so that the material acquired during training corresponds to what is expected of them in primary school once deployed.
- (vi) Ministry of Education to strengthen Continuing Professional Development (CPD) and re-training for the in-service teachers in literacy policy implementation.

7.3.1 Recommendations for Future Research

- (i) Find out on the effective practices for the transition from literacy in local familiar languages to literacy in English language.
- (ii) Find out how knowledgeable policy makers are on the transition from literacy in local languages to English.
- (iii) Find out whether vocabulary in Grade 2 is adequate for learners to learn literacy in English language in Grade 3.

REFERENCES

- Ahmadi, A. A. and Lukman, A.A. (2015). *Issues and Prospects of Effective Implementation of New Secondary School Curriculum in Nigeria*.
- Banda, F. and Mohamed, H. I. (2008). *Classroom Discourse and Discursive Practices in Higher Education in Tanzania. Journal of Multilingual and Multicultural Development*, 29 (2): 95 -109.
- Baumert, J. et al. (2010). *Teachers' Mathematical Knowledge, Cognitive activation in the classroom and pupil progress. American Educational Research Journal*, 47, 133 -180
- Bloch, C. (2003). *Young Readers and Writers in Southern Africa: Realities, Vision and challenges. A project for the Study of Alternative Education in South Africa: Cape Town*.
- Chella, J. (2015). *Preparedness of Trainee Teachers in Initial Literacy while on School Experience in selected Primary schools in Kitwe District, Zambia.(M.ed Literacy and Learning dissertation)*. Lusaka: UNZA.
- Cheung, A. C.K. & Wong, P. M. (2012). *Factors affecting the Implementation of Curriculum Reform in Hong Kong*.
- Chibamba, C.A. (2012). *Factors that lead to low Reading levels in Chinyanja and English languages at middle school level: A case of Grades five pupils learning under ROC in selected schools in Lusaka (Dissertation)* Lusaka: The University of Zambia.
- Chondoka, Y.A. & Manchinshi, P.C. (1999). *A study on the Historical background to Curriculum Development in Zambia 1964 – 1999*. Lusaka: CDC.
- Cohen, et al. (2007). *Research Methods in Education*. London: Routledge.
- Creswell, J.W. (2012). *Education Research: Planning, Conducting and Evaluating Qualitative and Quantitative Research 4th edition*. Boston: Pearson.
- Darlington – Hammond, I. & Bransford, J. (2005). *Preparing Teachers for a changing world: What teachers should learn and be able to do*. San Francisco, CA: Jossey – Bass.
- Fairclough, N. (1995). *Critical discourse analysis: The critical study of language*. London and New York: Longman.
- Fairclough, N. (2000) 'Discourse, social theory and social research: the case of welfare reform', *Journal of Sociolinguistics*, 4 (2).
- Fullan, M.G. (1993). *The Complexity of the change process in Change probing the depth of Educational reform pp.19-41*. Falme Press
- Goessi, M. (2002). *Training and Retraining of Teachers*. London: Riggles Educational Publication ISBN:97, 8-960-459-088-9
- Handal, G and Lauvas, P. (1987). *Reading for Reflective Teaching*. New York: Continuum.
- Huckin, T., Andrus, J., & Clary-Lemon, J. (2012). Critical discourse analysis and rhetoric and composition. *College Composition and Communication*, 107-129.
- Imange, S. (2013). *Teacher Preparedness to utilize Emergent Literacy for teaching Initial Literacy in selected schools of Mansa (M.ed Literacy and Learning dissertation)*. Lusaka: UNZA
- Imenda, S. (2014). "Is there a Conceptual Difference Between Theoretical and Conceptual Frameworks?" *Journal of Social Science*, V.3592, 185-195.
- Kashoki, M.. (1990). *The factor of Language in Zambia*. Lusaka: Kenneth Kaunda Foundation.

- Kasonde, N.S. (2013). *Writing a Research Proposal in Educational Research*. Lusaka: University of Zambia
- Kombo, D.K. & Tromp, L.A.D. (2006). *Proposal and Thesis Writing: AN Introduction*. Nairobi: Paulines Publications.
- Konstantinos, G. K. & Charl, C. W. (eds). (2015). *International Handbook of Teacher Education Training and Systems in Modern World*. Cyprus: Studies and Publishing, Nicosia.
- Lieber, E., & Weisner, T.S.(2010). *Meeting the Practical Challenges of Mixed Methods Research*. C.A: SAGE Publications.
- Linehan, S. (2004). *Language of Instruction and the Quality of Basic Education in Zambia*. UNESCO.
- Literacy AcrossThe Curriculum [Online] Available from: <https://www.slideshare.net/pjhiggins/literacy-across-the-curriculum> [Accessed: 16th November, 2016].
- Manchinshi, P.C. & Mwanza, D.S. (2016). *Teacher Preparation at the University of Zambia: Is Peer Teaching Still a Useful Strategy? International Journal of Humanities Social Science and Education 3 (11) 88-100*.
- Manchinshi, P.C. (2004). *The status of Indigenous Languages in Institutions of Learning in Zambia. In the African Symposium an online Journal of African Educational Research Network*.
- Manchinshi, P.C. (2013). *Reforming Zambian Pre-Service Teacher Education for Quality Learning*. Lusaka: University of Zambia.
- Manchinshi, P.C. and Mwanza, D.S. (2013). *The University of Zambia School Teaching Experience: Is It Effective?* Lusaka: University of Zambia (Published in a Journal).
- Masatunya, C.S. (2014). *Factors that Inhibit the Transfer and Retention of Initial Literacy Skills from Grade one to Grade two: A case of selected primary schools in Mansa District of Luapula Province of Zambia. (M.ed. Applied Linguistics dissertation)*. Lusaka: UNZA.
- Matafwali, B. (2010). *The role of language in the Acquisition of Early Literacy Skills: A case of Zambian Languages and English Phd Thesis*, UNZA unpublished
- Meredith, D. G. et al. (2003). *Education Research: An Introduction*. Boston: Pearson Education Inc.
- MoE. (1996). *Educating Our Future: Policy Reform Document*. Lusaka: Zambia Education Publishing House
- MoE. (1999). *A Strategic Plan for Teacher Education in Zambia 2000 – 2005*. Lusaka Zambia, Teacher Education Department.
- MoE. (2003). *Learning Achievement at middle Basic Level: ZNAS Report (2003)*. Lusaka: ECZ.
- MoE. (2003). *Government Quality Monitoring Unit*. A paper presented on Education Quality at Oxford Conference. 9th September, 2003.
- MoESVTEE (2014). *Primary Literacy Program: Approach to Teaching Reading in Local Languages. Teachers' Handout*. Lusaka: CDC.
- MoESVTEE (2014). *The Zambia Primary Teachers' Diploma Syllabuses..* Lusaka: Directorate of Teacher Education and Specialised Services

- MoESVTEE. (2013). *National Literacy Framework*. Lusaka: CDC
- MoGE. (2016). *Enriching Our Teaching: School- Based Coaching Handbook*. Lusaka: Creative Associations International.
- MoGE. (2016). *Improving Learner Performance I Your School: A Resource Manual for Primary School Head Teachers and their Supervisors*. Lusaka: Creative Associations International.
- MoGE. (nd). *Enriching Our Teaching: Effective Practices for Transitioning from Literacy in Zambian Languages to Literacy in English. Teachers' Manual*. USAID – Zambia.
- Mubanga, E. (2010). *The Nature and Prevalence of Reading and Writing Difficulties in Grade two under the Primary Reading Programme: The case of Twelve Basic Schools in Northern Province of Zambia (dissertation)*. Lusaka: UNZA.
- Mulenga A. (2012). *Grade three pupils' Preparedness for the Read on Course (ROC): A case of selected basic schools in Chingola district of Zambia (M.ed Literacy & Learning dissertation)*. Lusaka: UNZA
- Muliyunda, J.M. (2009). *Zambian Teachers' Perceptions and Expectations and Experiences of Teaching Initial Literacy in a Mother Tongue Language, using the New Breakthrough to Literacy Programme*. A Masters of Arts Dissertation. Dublin: University College of Dublin.
- Musset, P. (2010). "Initial Teacher Education and Continuing Training Policies in a Comparative Perspective: Current Practices in OECD countries and Literature review on Potential Effects", OECD Education working paper, No. 48, OECD Publishing.
- Nambao, M. (2012). *An Evaluation of the Read on Course (ROC) Training in Colleges of Education of Zambia: The case of Kitwe and Malcolm Moffat Colleges of Education. (M.ed. Literacy and Learning dissertation)*. Lusaka: UNZA.
- National Institute of Education: *Initial Teacher Preparation*. www.nie.edu.sg/studynie/initial-teacher-preparation-programme/special-training-programme visited on July 26, 2010.
- National Reading Panel (NRP). (2000). *Teaching Children to Read: An evidence-based assessment of the scientific research literature on reading and its implication for reading instruction*. Reports of the subgroups. (NIH Publications No. 00-4754). Bethesda, MD: National Institutes of Health, National Institute of Child Health and Human Development.
- Nkamba, M. & Kanyika, J. (1998). *The Quality of Education: Some Policy suggestions based on survey of schools. Zambia SACMEQ Research Reports No. 5 Paris ILEP and Lusaka*.
- Northern Rhodesia. (1930). *Annual Report upon Nature of Education for the 1930*. Lusaka: Government Printers.
- Orodho, A. J. and Kombo, D. K. (2002). *Research Methods*. Nairobi: Kenyatta University Institute of Open Learning.
- Parahoo, A.K. (1997). *Nursing Research: Principals, Processes and Issues*. London: Macmillian Press.
- Patton, M.Q. (2000). *Qualitative Research and Education Methods 3rd edition*. London: Sage Publishers

- Sampa, K.F. (2003). *Zambia's Primary Reading Programme (PRP). Improving Access and Quality Education in Basic Schools*. Lusaka: Association for the Development of Education in Africa (ADEA)
- Scribner, S. (1984). *Literacy in three Metaphors*. In *the American journal of education*. Chicago: University of Chicago Press.
- Serpell, R. (1978). *Some Developments in Zambia since 1971*. In Ohannessian, S, and M.E. Shana, S.C.B. (1980). *Which language? A brief history of the medium of instruction Issue in Northern Rhodesia, Zambia Education Review, 2. 1*.
- Shulman, L. Wilson, s. and Richert, A. (1987). "150 different ways of knowing representation of knowledge in teaching." In J. Calderhead (ed). *Exploring teacher thinking*. London: Cassell.
- Snelson, P. (1974). *Education Development in Northern Rhodesia 1883 -1945*. Lusaka: Kenneth Kaunda Foundation
- Steeves, F.L. (1964). *Reading in the methods of Education*. New York: Odyssey Press.
- Strickland, D. & Riley –Ayers (2006). *Early Literacy: Policy and Practice in the Preschool Years*. National Institute for Early Education Research (NIEER) at Rutgers University, April 2006.
- Tambulukani, G.K. (2004). *The Primary Reading Programme: The Zambian Experience of going to School: A paper presented at Leiden University Netherlands 1st – 3rd June, 2004*
- UNZA, ZAMISE, Step – up Zambia and Read to Succeed. (2014). *Teacher Training is Critical to Improve Early Grade Literacy in Zambia*
- UNZA, ZAMISE Step up Zambia and Read to Succeed. (2014). *Literacy Development for Children with Reading Difficulties: Home, School and District – Level Analysis, June 2014*
- UNZA, ZAMISE, Step –up Zambia and Read to Succeed. (2015). *Teacher Preparation and Placement: Ensuring teachers are empowered to teach in Zambian Languages, June 2015*
- Van Dijk, T.A., 1990. Social cognition and discourse. *Handbook of language and social psychology*, pp.163-183.
- Vygotsky, L.S. (1978). *Mind in Society. The development of higher psychological processes*. Cambridge: MIT Press.
- Williams, E. (19198). *Investigating bilingual Literacy: Evidence from Malawi and Zambia Education Research paper no. 24,1 -99*
- Wodak, R. (1989) 'Introduction', in R. Wodak (ed.), *Language, Power and Ideology*. Amsterdam: Benjamins, pp. i-ix
- World Bank (2005). *Africa Human Development Series "Recruiting, Retraining and Retaining Secondary School Teachers and Principals in Sub-Saharan Africa, working paper no. 99*
- Zeichner, K. M. and Liston, D. P. (1990). *Theme: Restructuring Teacher Education*. *Journal of Teacher Education*, 41(2), 3-20.
- Zeichner, K.M. and Liston, D.P. (2013). *Reflective Teaching: An introduction 2nd edition*. New York: Routledge.

APPENDICES

Appendix 1: Questionnaire for Classroom Teachers

Introduction

I am a student at the University of Zambia studying for a Master of Education in Applied Linguistics. I am carrying out a research on Teacher preparedness to implement the 2014 revised literacy policy in selected primary schools in Kitwe district.

Please feel free to answer the questions with honest and sincerity as all the information will be treated with maximum confidentiality and will be used for academic purposes only.

Part A: Sex (tick the appropriate answer and fill in the other details)

Male _____

Female _____

School: _____

Grade: _____

Part B: Answer the following questions in details:

Make a tick on questions which requires a yes or no response and write details on those which require explanations.

1. Did you receive any training to prepare you for the new literacy programme?
(a) Yes (b) No
2. What type of training did you receive?
(a) CPD (b) GRACE meeting (c) workshop (d) refresher course (e) None
3. How long was your training?
(a) One day (b) one week (c) one month (d) more than one year (e) None
4. Would you say you were adequately prepared to teach literacy under the revised policy?
(a) Yes (b) No
5. Give reasons for your response in 4 above.

6. Where you consulted on the formulation of the 2014 revised literacy policy?

- (a) Yes (b) No

7. Why do you think it is important for the policy makers to consult you?

8. Do you understand the content of the revised literacy policy?

- (a) Yes (b) No

Thank you for participating.

Appendix 2: Questionnaire for lecturers

I am a student at the University of Zambia studying for a Master of Education in Applied Linguistics. I am carrying out a research on Teacher preparedness to implement the 2014 revised literacy policy in selected primary schools in Kitwe district.

Please feel free to answer the questions with honest and sincerity as all the information will be treated with maximum confidentiality and will be used for academic purposes only.

Part A: Sex (tick the appropriate answer and fill in the other details)

Male _____

Female _____

College: _____

Section: _____

Part B: Answer the following questions in details:

Make a tick on questions which requires a yes or no response and write details on those which require explanations.

1. Where you consulted or involved in the formulation of the 2014 revised literacy policy?
(a) Yes (b) No
2. Did you receive any training to familiarize you to the revised literacy policy?
(a) Yes (b) No
3. Did the training you received adequately prepare you for the implementation of the revised literacy policy in colleges?
(a) Yes (b) No (c) Didn't receive any training
4. Did you revise or make any changes to the curriculum in colleges after the introduction of the revised literacy policy?
(a) Yes (b) No
5. Is the teacher education programme of your college responsive to the needs of a teacher under the new literacy policy?

(a) Yes (b) No (c) Not really

6. Give reasons for your answer in question 5 above.

Thank you for participating.

Appendix 3: Interview Guide for Classroom Teachers

Introduction

I am a student at the University of Zambia studying for a Master of Education in Applied Linguistics. I am carrying out a research on Teacher preparedness to implement the 2014 revised literacy policy in selected primary schools in Kitwe district.

Please feel free to answer the questions with honest and sincerity as all the information will be treated with maximum confidentiality and will be used for academic purposes only.

1. With the coming in of the revised literacy policy, did you receive any training to prepare you for the implementation exercise? Which one/s?
2. Where you adequately prepared to implement the revised literacy policy?
3. Which methods and techniques do you use when teaching literacy?
4. Is there any difference between the methods you used under the Primary Reading Programme (PRP) and the Primary Literacy Programme (PLP)?
5. What challenges do you face in implementing the revised literacy policy?
6. How can the challenges you have mentioned be solved?

**We have come to the end of the interview and I would like to thank you for the time.
THANKYOU!**

Appendix 4: Interview Guide for Lecturers

Introduction

I am a student at the University of Zambia studying for a Master of Education in Applied Linguistics. I am carrying out a research on Teacher preparedness to implement the 2014 revised literacy policy in selected primary schools in Kitwe district.

Please feel free to answer the questions with honest and sincerity as all the information will be treated with maximum confidentiality and will be used for academic purposes only.

1. What type of training did you receive in order for you to effectively implement the 2014 revised literacy policy?
2. How long was the training?
3. Would you say you were adequately trained for you to implement the revised policy to your students?
4. Where you consulted or involved in the formulation?
5. Would you say it is important for the policy makers to consult you?
6. What changes have you made to the teacher education curriculum in order to produce teachers who are qualified to teach under the 2014 revised literacy policy?
7. How responsive is the teacher education programme to the needs of a teacher under the revised literacy policy?
8. As teacher trainers what challenges do you face in preparing the students teachers who are supposed to implement the revised policy?
9. How would you best solve these challenges?

**We have come to the end of the interview and I would like to thank you for the time.
THANKYOU!**

Appendix 5: Interview Guide for Resource Centre Personnel

Introduction

I am a student at the University of Zambia studying for a Master of Education in Applied Linguistics. I am carrying out a research on Teacher preparedness to implement the 2014 revised literacy policy in selected primary schools in Kitwe district.

Please feel free to answer the questions with honest and sincerity as all the information will be treated with maximum confidentiality and will be used for academic purposes only.

1. With the coming in of the revised curriculum, how prepared are the teachers in implementing the literacy policy?
2. What type of training was given to the teachers?
3. Would you say the teachers were adequately prepared for the revised policy?
4. How responsive is the teacher education programme to the needs of a teacher under the revised literacy policy?
5. What methods and techniques are the teachers using to teach literacy under the revised policy?
6. How often do you visit schools to monitor whether the revised literacy policy is being implemented?
7. What are some of the challenges you would say teachers are facing to implement the revised policy?
8. How are you working with colleges of education to help implement the revised literacy policy?

We have come to the end of the interview and I would like to thank you for the time.

THANKYOU!

Appendix 6: Lesson Observation Check List for both Teachers and Teacher Trainers

School/College _____

Date: _____

Grade/Class _____

Subject: _____

Topic: _____

Class: _____

Time: _____

Duration: _____

S/No.	COMPONENT	KNOWLEDGE, SKILLS AND VALUES TO TEACH	COMENT
1.	Pre- reading	<ul style="list-style-type: none"> • Listening to stories • Participation in discussions • Talking about reading material • Direction – left to right eye movement • Visual discrimination • Oral activities – story telling, songs, rhymes, tongue twisters etc. 	
2.	Sounds	<p>Phonemic Awareness:</p> <ul style="list-style-type: none"> • Segment words into syllables • Identify initial, middle and end sounds • Delete sounds (initial, middle and end) <p>Phonics:</p> <ul style="list-style-type: none"> • Identify letter sounds • Identify syllables • Form syllables • Form words using phonemes and syllables • Blend letter sounds • Combine syllables to form words • Identify words differentiated by vowel length 	

3.	Words	<ul style="list-style-type: none"> • Word formation using letters and syllables 	
4.	Sentences	<ul style="list-style-type: none"> • Construct sentences of varying difficulty • Knowledge of word boundary 	
5.	Comprehension	<ul style="list-style-type: none"> • Apply the following: <ul style="list-style-type: none"> ▪ Listening comprehension ▪ Reading comprehension 	
6.	Writing	<ul style="list-style-type: none"> • Ability to draw different shapes of letters • Ability to form letters • Ability to manipulate fingers and hands etc. 	
7.	Fluency	<ul style="list-style-type: none"> • Ability to read words in rapid succession • Ability to read a series of sounds in succession etc. 	

NOTE: Make sure that the teacher or teacher trainer is able to help learners acquire at least three skills from the list.

GENERAL COMMENT
