

TEACHERS PERSPECTIVES ON THE USE OF ICIBEMBA IN TEACHING
INITIAL LITERACY IN PRIMARY SCHOOLS IN SERENJE DISTRICT, ZAMBIA

By

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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 Curriculum Studies

THE UNIVERSITY OF ZAMBIA

LUSAKA

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AUTHOR'S DECLARATION

I, **Mwimba Chibesakunda**, do hereby declare that this dissertation is my own work, and that all the works of other persons used have been duly acknowledged, and it has never been previously submitted for a degree at the University of Zambia or any other University.

Authors Signature

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APPROVAL

This dissertation of **Mwimba Chibesakunda** is approved as a partial fulfillment of the requirements for the award of the degree of Master of Education in Curriculum Studies, of the University of Zambia.

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ABSTRACT

The purpose of this study was to investigate teachers to investigate teachers Perspectives on the use of Icibemba in teaching initial literacy in primary schools in Chief Kabamba in Serenje district. The objectives that guided this study were; to establish teachers and learners' views on the use of Icibemba in teaching initial literacy in primary schools; to assess how the use of Icibemba had contributed to learner achievement in initial literacy in primary schools; and to analyse constraints faced by teachers and learners in teaching/ learning using Icibemba as opposite to Ici-Lala in primary schools in Serenje district.

The study employed a mixed method embedded design, which involved both qualitative and quantitative methods in a single study. This study used concurrent embedded design thus this study was dominated by qualitative while just some of the significant descriptive statistic to support the quantitative data. Purposive and random sampling techniques were used to come up with 57 respondents, that is, 40 learners, 16 teachers and one educational standards officer. Data was collected through questionnaires, interviews, focus group discussions and classroom observations of literacy lessons so as to observe the practical learning experiences during the medium of teaching literacy. Focus group discussions enabled respondents to give detailed views on exactly the situation learners encounter due to the medium of learning literacy while lesson observations provided information where comparison between what respondents said and actually did in the classroom resonated. Data collected for qualitative were analysed according to themes that were in harmony with research objectives and while for quantitative, it was descriptive statistics analysed.

The study revealed that although most teachers were in support of the use of Icibemba in teaching initial literacy, learners' performance was low because of the language which was unfamiliar to learners. Additionally, findings also showed that learners who were taught using their familiar language benefited much as they actively participated in their learning experiences. Findings showed that there were no books to use in teaching initial literacy hence teacher's delivery of content were hindered. The study concluded that the problem that was identified for this study was that Zambian learners

performed poorly in literacy due to the fact that the zoned language was unfamiliar to learners in that area where it was used as a medium of teaching literacy. The study recommended that, Ministry of General Education should supply revised curriculum textbooks. Additionally, Lessons for literacy should be delivered using concrete real teaching and learning aids that will enhance the learners' participation in learning experiences.

Key words: initial literacy, teaching, medium

DEDICATION

This dissertation is dedicated to my late mother Faides *Mwimba- Chibesakunda*, Mom you always taught us the value of education. The heroic struggles and sacrifices you made as a single parent were not in vain. You were the glue that had held the family together. Your legacy will live forever as it has been passed on to your grandchildren. Thank you for being the model of vision, purpose and passion that this world desperately needs. May your soul rest in everlasting peace. To my late father Godwin *Kaluba Chibesakunda*, the fact that you died before I could make you proud kills me every day, rest in peace my superman, to my late auntie Febby Mwimba-Bvumburai thank you for believing in me at a tender age and the contentment we shared still linger in our memories, I miss you greatly, rest in peace.

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ACRONYMS AND ABBREVIATIONS

BSAC	British South African Company
CDC	Curriculum Development Centre
DEBS	District Education Board Secretary
EFA	Education for All
EMI	English Medium Instruction
EU	European Union
ESO	Educational Standards Officer
FGD	Focus Group Discussion
FL	Foreign Language
FLMI	Foreign Language Medium Instruction
GRZ	Government of the Republic of Zambia
L1	First Language
L2	Second Language
MoE	Ministry of Education
MoGE	Ministry of General Education
MTE	Mother Tongue Education
NBTL	New Breakthrough to Literacy
PRP	Primary Reading Programme
SACMEQ	Southern African Consortium for Monitoring Education Quality
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UN	United Nations

CHAPTER ONE: INTRODUCTION

1.1. Overview

This chapter consists of the background of the study, statement of the problem, the purpose of the study, objectives and research questions. It further contains the significance of the study, delimitation, limitations, theoretical and conceptual framework, ethical considerations and operational definition of terms.

1.2. Background

Bowden (2002), postulated that a curriculum, rooted in the learner's known language culture and environment, with appropriate and locally-developed reading and curriculum materials, is crucial for early learning success. Using the home language, in the early stages of schooling, in multilingual contexts supports child-centric policies. It starts with what is familiar and builds in new knowledge. It creates a smooth transition between home and school; it stimulates interest and ensures greater participation and engagement. This prepares learners for the acquisition of literacy and encourages fluency and confidence in both the mother tongue and, later, in other languages, where this is necessary as stated by Kosonen and Young (2009).

Maeda (2009), stated that learning to read is a complex process and it is essential that it happens early. If learners are not able to read well by third grade, they are likely to struggle to catch up and may never become fluent and confident readers. Ndamba (2008), also stated another factor that affects the learning outcomes of learners at school, early literacy experiences which are particularly important in later school achievement. The correlation between reading ability and academic achievement has been tested in a number of different situations. It is also important to note how teachers, who are one of the agents as curriculum implementer's, implement the curriculum in various classes as they teach literacy.

First language (L1) is defined as the language that an individual use for the very first time in life (UNESCO, 2000). First, learning does not begin in school. Learning starts at home in the learners' home. The school system controls the content and teaching of a

predetermined curriculum which is to be implemented by the teachers. In short, most learners enter school still using their home language (Kashoki,1990). Furthermore, by using the learners' home language, learners are more likely to engage in the learning process thus understanding the fact that learning starts at home in the learner's mother tongue language. The interactive learner-centered approach is attained as teachers implement the curriculum, (MoGE,2013). This learner-centered approach further makes learners to thrive in an environment which they are sufficiently proficient in the language of teaching as they learn the literacy. Unlike when learners start learning in a school in a language that is still new to them, it is likely to lead to teacher-centered approach as elaborated by Kalindi, (2006).

Mbewe *et al* (2016) denoted that, the traces in the medium of teaching in Zambian school settings are seen from the era before the advent of missionaries in the then Northern Rhodesia. During the period of missionary influence; local languages were taught as subjects and used as a media of teaching ranging from sub- standard A up to standard B. Manchishi (2004), also stated that a local language was a powerful linguistic tool that an individual could utilise as a means to impart knowledge in a given community. The medium of teaching changed from the local language teaching to English which was second language when a learner proceeded to standard five onwards and was preceded by the use of a chosen familiar local language, in particular, the use of Ibibemba in the Northern region. At the same time of the introduction of English, a local language was only taught as a subject (Mbewe *et al*, 2016).

Curiosity in the year 1963 prompted United Nations Education Scientific Cooperation (UNESCO) to commission a study with the sole aim of reviewing the education system in Zambia and to suggest ways of improving it. After the review, UNESCO recommendations were that English must be introduced as a medium of teaching so as to upgrade the standards of education in Zambia. Mwanakatwe (1968), gave a suggestion to the effect that this recommendation became a reality in the year 1964 when Northern Rhodesia attained her independence and came to be known as Zambia. Therefore, after this, the new Zambian government decided to adopt the UNESCO recommendations with regard to medium of teaching in Zambian schools and this

meant that English was to be introduced and used as a medium of teaching from Grade One up to Tertiary Level. Manchishi (2004) and Mwanakatwe (1973) postulated that government's position to consider English as a language that would enhance national unity and that the earlier a language was introduced, the better it was for learners and this change was implemented through the 1966 *Education Act*, the *Statutory Instrument Number 312*, 2nd November *Education Act*.

Mbewe *et al* (2016), were of the view that even though this change in policy was implemented, there were still reports from conducted studies that it was not easy for learners to acquire basic skills in literacy when they were taught using a language that was not familiar to them as they were required to learn two complex skills simultaneously. Additionally, studies have evidently shown that societies that are literate have made plausible discoveries that a high level of proficiency in the language of instruction is required for learners to benefit from reading instruction in school (Dickinson and Neuman, 2006). As suggested by Kelly (2000), the policy of education in Zambia then meant that learners were to receive instructions using a language that was relatively not familiar. Kelly further argued that this policy compromised quality in terms of education that was being offered from primary school level through to higher levels.

A survey conducted by the Southern African Consortium for Monitoring Educational Quality (SACMEQ) of 1998 suggested that the use of English language as a medium of instruction did not yield the desired results. Only a few learners were able to succeed in generating the required competencies in reading. SACMEQ (2007), with regard to reading performance levels of sixth graders in the Zambian basic schools, showed that in the year 1995, only twenty five percent out of the 148 learners managed to read at defined maximum levels whereas three percent managed to read at desired levels. This, therefore, suggested that a long period of thirty years that stretched from 1965 to 1995 was characterised by many attempts that aimed at revising the 'straight for English' approach. Mbewe *et al* (2016), contend that in the year 1997, for example, through the provisions of the new policy, *Educational Reforms: Proposals and Recommendations* brought a provision that allowed teachers to explain concepts that might not be

understood using English as a medium of instruction to be explained in one of the seven official local languages. Here, what was necessary to consider was that most of the learners in that particular class were able to understand that local language (Ministry of Education, 1977).

There was a shift in policy, that came in the year 1996, when a new policy document *Educating our Future* was introduced to replace the old one *Focus on Learning*. The guidelines in the new policy were very liberal (MoE, 1996; Mbewe *et al* 2016). Under this new policy document, the Ministry of Education explained the following:

(1) A fundamental aim of the curriculum for lower and middle basic classes is to enable learners to read and write correctly and confidently, in a Zambian language and in English, and to acquire basic numeracy and problem-solving skills.

(2) All learners will be given an opportunity to learn the skills of reading and writing in a local language, whereas English will remain as the official medium of teaching (Ministry of Education, 1996).

This marked the introduction of the Primary Reading Programme. In 1998, New Break Through to Literacy, an initiative of a South African non-governmental organisation, Molteno project was piloted in Kasama and Mungwi in Northern Zambia. This was among Grade One learners. Ibibemba was used as the language of initial literacy. The results of the project were positive as learners were able to read in Grade One and by the time, they reached Grade Two they were able to read at a level equivalent to those in Grade Four (Ministry of Education, 2001). The Molteno project was later renamed as 'New Break Through to Literacy'. In 2000, the project was extended to Mongu where Lozi was used as a language of initial literacy and Chipata and Lusaka where Cinyanja was used to teach initial literacy.

The New Break Through to Literacy approach required a learner to read and write in their mother tongue or familiar language before attempting to do this in a foreign language (English). The New Break Through to Literacy programme is based on Language Experience Approach and includes phonics, syllabic, look and-say and read books. New Break through to Literacy project stated that the expected outcome for the

Grade One was that “learners should demonstrate understanding and knowledge of the writing system of their language, knowing that letters make up words and words make up sentences” (Ministry of Education, 2003). Learners under this programme used to first familiarised themselves with drawing, using of symbols, learning the left to right orientation, and other similar activities which are certainly good for learners who may have never seen books or used a pencil before. In 2003, the New Break Through to Literacy course was extended to all the provinces of Zambia.

Ministry of Education Report (2002), noted that Primary Reading Programme involved interventions at each of the seven Primary Grade Levels. In Grade One, the New Breakthrough to Literacy (NBTL) course, which was taught for one hour per day, is a version of the original South African Breakthrough to Literacy, however, it was modified to suit the Zambian environment in order to help the Zambian Learners. This fast-track one-year initial literacy course in each of the seven official Zambian Languages had significant success. The main aim of the programme was to address the then extremely low literacy levels in Zambian Primary schools which was a matter of concern to the Government and other stakeholders, including parents of school learners in the country. From the inception of NBTL in 2000 and in the few years that followed, it scored notable successes, the major one being grade one learners’s accelerated reading and writing in a familiar language with an improvement rate from 23 percent to over 60 percent (Ministry of Education, 2002). However, the literacy levels of most Zambian school going learners were still low and undesirable.

Kotze and Higgins, (1999), noted that the evaluation report on the Pilot Programme carried out in Kasama, Northern province of Zambia during 1998 stated that ‘the programme was an unqualified success; learners in NBTL classes were reading and writing at a level equivalent to Grade four or higher in non-NBTL classes. Despite these achievements, there were reported instances where learners failed to make improvement at reading despite this effective literacy programme in place. Ministry of Education Report on National assessment (2003) concluded that the proportion of learners attaining the expected minimum grade level of competence in reading in 2003

was at 1.7 percent for Lusaka province and 0.7 percent for Eastern province (Ministry of Education, 2003), which indicates that the expectations for learner's performance were still rather low. A follow-up study was conducted in the same year to verify the earlier findings for Lusaka and Eastern provinces respectively. Results of the follow-up showed improved levels of 24 percent for Lusaka province and 9.4 percent for Eastern province. It was, however, observed that although the results of the verification study were somewhat higher than the prior results, they fell short of expectations (Ministry of Education; 2003). Matafwali (2005) also found that, only 23 percent out of 106 learners in Grade Three from four randomly selected schools in Lusaka province were able to read at a level expected for their grade.

Tambulukani (2004), in his research on Primary Reading Programme 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 learners is believed to be a major contributory factor to the backwardness in reading shown by many Zambian learners. With this in mind, most studies have not tried to look at teachers' perspectives on the use of the medium of instruction in acquiring initial literacy to be a factor in the low literacy levels hence this study. There is strong evidence that learners 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). In Serenje district for instance, Icibemba is used as a medium of teaching in schools when in the actual sense, Serenje is a home to the Lala people whose primary language is Icilala. The Lala language, like most languages spoken on the Copperbelt and Central provinces of Zambia, is however classified as belonging to the Bemba language group. During monitoring of student-teachers doing teaching practice in Serenje rural primary schools, the researcher discovered that teachers taught learners using Icibemba as a medium of teaching in the first four grades of primary schools, yet

learners used Icilala as a language of play and the home environment thereby raising a question on how learners acquired initial literacy skills.

Despite all the earlier concerns, the Ministry in charge of General Education in Zambia, through the curriculum review framework of 2013, went ahead to make compulsory and introduce the use of a familiar local language as a medium of teaching in all Zambian schools at lower primary level (Ministry of Education, 2013). Icibemba, which is a second language, has been maintained as medium of teaching hence, likely to disadvantage the learners of Serenje district. This study sought to investigate on teachers' perspectives on the use Icibemba in teaching initial literacy in Primary Schools in Serenje district of Zambia.

1.3. Statement of the Problem

Research has suggested that learners acquire basic literacy skills when the language which is familiar to them is used as a language of teaching (Mbewe 2015; Tambulukani and Bus 2012; Matafwali, 2010; Mubanga, 2012; Banda, Mostert, Gerd & Wikan 2012; Mwanza, 2012; Kumwenda 2010). Despite the literacy strategies put up by the Government, studies have shown that literacy levels among Zambian Learners still remain low (SACMEQ, 2012; Mubanga, 2010; Mwanza, 2011; Tambulukani & Bus, 2012). However, places like Serenje whose local language is Lala have been Zoned under Icibemba which is not a familiar language to learners. In this study the researcher wondered how the use of Icibemba in a Lala speaking area would help learners to acquire initial literacy skills? A knowledge gap that this study intended to address.

1.4 Purpose of the Study

The purpose of this study was to investigate teacher's perspectives on the use of Icibemba in teaching initial literacy in Primary Schools in Serenje District, of Zambia.

1.5 Objectives

This study was guided by the following objectives.

1. To establish teachers and learners' views on the use of Icibemba as a medium of teaching initial literacy in Primary Schools in Serenje district.

2. To assess how the use of Icibemba had contributed to learner achievement in initial literacy education in Primary Schools in Serenje district.
3. To analyse challenges faced by teachers and learners in the teaching / learning initial literacy using Icibemba as opposed to Lala in Primary Schools in Serenje district.

1.6 Research Questions

The following were the research questions.

1. What views did teachers and learners have on the use of Icibemba as a medium of teaching initial literacy in Primary Schools in Serenje district?
2. How did the use of Icibemba contribute to learner achievement in initial literacy education in Primary Schools in Serenje district?
3. What challenges were faced by teachers and learners in the use of teaching/ learning initial literacy using Icibemba as opposed to Lala in Primary Schools in Serenje district?

1.7. Significance

The findings from this study may act as a reference point to inform Policy Makers, Curriculum Developers and Education Standards Officers to come up with possible solutions on teachers' perspectives on the use of Icibemba in teaching initial literacy in Primary Schools. It is further hoped that the study might contribute to the existing body of knowledge on the teacher's perspectives on the use of Icibemba in teaching initial literacy in Primary Schools. Curriculum specialists may use the information to determine areas of difficulty in the curriculum and how they can be overcome. Additionally; the study may lead education researchers to build on more studies that might contribute to creating a solid foundation for the medium of teaching initial literacy by helping technocrats to make informed decisions.

1.8. Delimitation

Kasonde (2013), looks at delimitation of the study as the subdivision of the study that indicates 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 Serenje district on the Central Province because the researcher wanted to have a bigger picture on how teachers' perspectives were those on the use of Icibemba in teaching initial literacy in primary school in a predominantly Lala speaking area in Serenje district. It targeted primary school teachers for literacy in selected primary schools in Serenje district, 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. Limitations

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 (Creswell, 2012). Since the research was confined only to a few schools in Serenje district, it was obvious that the findings of the study from the sample schools could not be a reflection of the schools which were not in the sample because experiences from schools not covered in this sample could have been different. Therefore, the extent to which this study may be generalised may be limited. In order for the researcher to avoid cases of teachers giving false information on the methods used for teaching initial literacy, the researcher asked for observations of literacy lessons. However, the researcher also employed other methods such as, Questionnaires, Interviews and Focus Group Discussions (FGD's), to supplement those anticipated limitations and enhance the validity and reliability of the data collected.

1.10. Theoretical Framework

This study was informed by Basil's Theory of Pedagogical discourse to guide the investigation of teacher's perspectives on the use of Icibemba in teaching initial literacy in Primary Schools. Basil theory was pioneered by Basil Bernstein. His publications started in 1958 and flowed continuously until 2000. Basil proposed that

the measure of the change that take place to enable knowledge acquisition systems and offer the most developed grammar for understanding the shape and character of our current educational practice (Bernstein, 1996).

Bernstein (1996) stressed that one of the many reasons why his theory has been widely used across different areas of knowledge is that, the most diverse areas of knowledge and of the most diverse fields of analysis and intervention and acquired crescent recognition together with his ideas have gained increasing visibility through international symposiums, dedicated to research made around the theory, the first of which took place in Lisbon, June 2000.

Bernstein (1996) constructed this theory based on the premise that a genuinely original line of thought, developed through a constant refinement, deepening and reorganisation of ideas, as a consequence of a permanent reflexive and interrogative attitude before the problems which interested him. This theory further stressed that, text production in a given context depends on the possession of the specific coding orientation to context. This means that subjects must have both the recognition rules, that is, be able to recognise the context, and the realisation rules, that is, be able to produce a text adequate to that context.

Furthermore, Basil theory hinges on the rules or principles that govern the learners learning, for example according to this theory learners who learn from a known language are more likely to actively participate in their learning experience and perform better academically. Failure to show performance may indicate lack of recognition or realisation rules or both. As to realisation rules, subjects may not be able to select meanings or produce them or both.

Bernstein (1996), in his Basil theory, maintains that in types of societies, the “simple” and the “complex”, the distribution of forms of consciousness and systems of meaning is structurally similar, but that they are specialized differently through different agencies and pedagogic discourses. The applicability of this theory was based on the principle of simple to complex. Consequently, the adoption of the use of Icibemba as a

medium of instruction in primary school seemingly to provide a distribution of society structure into classroom learning using pedagogies constructed in society local language power.

Additionally, Basil theory points out that pedagogic discourse is distinct in that it is totally dependent upon others drawn from outside itself in forming its own. It does not have a discourse of its own, but rather relocates or draws from others and relocates them within itself. This means that the concern is the conditions and the structures which make pedagogic discourse possible and affect its change. Bernstein (1996), in his theory, identifies three principles or rules governing pedagogic discourse, in hierarchical relation to one another: those of a) distribution, b) relocation or recontextualisation and c) evaluation.

To generate these rules or principles, Basil theory distinguishes between the underlying invisible structures through which a pedagogic subject is realised, and what he calls “the text”, that is the actual utterances, written texts, and so on, which are privileged through and by these structures, using the term “text” in its widest semiotic sense. Bernstein argued that if a theory is weak on “relations within”, then it is not possible to realise rules for the description of the agencies or processes with which it is concerned.

Therefore, Basil theory suited this study based on the premise that change occurs as a consequence of the inner potential of the device and the regulation of knowledge coming into conflict with the social base from which its power is derived. Rather than act as an agent of change, the education system, therefore including the curriculum taught within becomes a site of cultural reproduction that aims to reproduce the society within which it is located. The Successful of the (L1) learning is believed to be essential for the success in the (L2) and improves learner’s performance.

1.11. Conceptual Framework

Acquisition of knowledge is a central tenet of education. This aspect helps to awaken and develop the intellectual potentials of every learner (Chuo, Kain Godfrey and Walter, Steve 2011). This assertion underscores the point that the role of language use

in terms of being a medium of teaching is very vital. The medium of instruction that a learner uses will have an impact in their future. Kyeyune (2003), postulated that the efficiency of the process of teaching and learning depends to a greater extent on whether or not effective communication has taken place between the teacher and the learner.

In the same vein, Cummins (2000) asserted that language, as a medium of teaching, through which the process of education is conducted, has far reaching consequences in all systems of education as the conceptual framework as indicated by figure 1.1. This meant that the language in which education is being conducted (the process of teaching and learning) is the language in which basic skills and the aspect of knowledge are transmitted into that group of individuals and the language in which the production and reproduction of knowledge is done. This explains that once learners are literate in their mother tongue and have learned sufficient oral skills in the second language, the literacy skills transfer easily to language two, as well, as there is usually no need for re-learning the same subject matter. Additionally, when teachers and learners have the common medium of communication, it becomes easier for teachers to assess whether the learners have actually learnt the content areas or not.

Salami (2008), also contended that there is an observation that the language in which an education is being conducted is of great importance as it has the potential to enhance or jeopardise the quality of education being offered. Therefore, the language of instruction becomes a critical issue, especially in multilingual contexts where teachers and learners are from different social-cultural and linguistic backgrounds. MoE (1996) stated that quality education is one of the reasons that brought in the factor of medium of instruction into consideration.

In this study, effectiveness is defined as the ability of the educational programme to accomplish its designated purpose. When something is effective, it means it is adequate to accomplish the purpose. Ogula (2002) argued that effectiveness measures the degree of attainment of the pre-determined objectives of the project. Figure 1.1 shows the outline of the attributes of effectiveness that had guided the researcher to determine the

effectiveness of using the right medium of instruction in the bringing out quality type of education in literacy among the first four grades of primary schools.

CONCEPTUAL FRAMEWORK

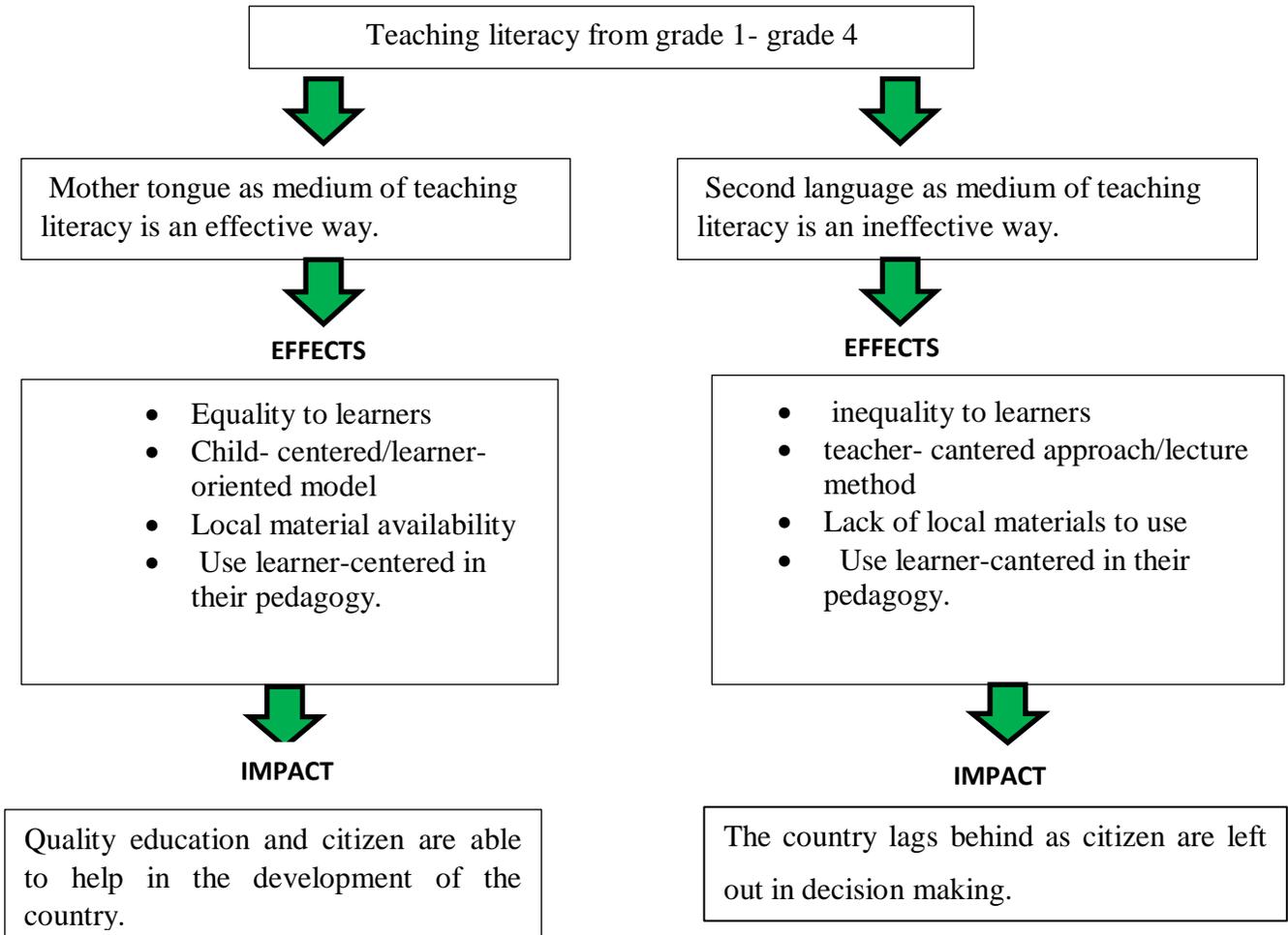


Figure 1.1: Conceptual Framework (Adapted from Ogula, 2002: 6).

1.12. Operational Definition of Terms.

- Icilala* : A predominantly spoken language in Serenje district.
- Icibemba* : A language that the government has designated to be used a medium of instructions in teaching initial literacy in the first four grades of primary schools in Central province.
- Initial Literacy* : This is the beginning of reading and writing done at Grade One.
- Official language* : The language which is adopted by the government to be used when teaching the learners in school.
- Familiar language* : A language which is not a mother tongue but well known and commonly used in a place or province of Zambia.
- Zambian local languages:* These are indigenous local languages predominant in a Particular area.
- Revised* : Something that has been changed or altered.
- Medium of instruction/teaching:* a language through which learning in a school takes Place and It is a chosen official language used in teaching and learning or the language in which curriculum content is taught.
- Literacy* : the ability to read fluently and write accurately for the purpose of communication.
- Mother tongue* : is the language that a person acquires first in his or her life and becomes his or her natural instrument of thought, communication and expression.

1.13. Summary

In this chapter, the study focused on the background to the study that was related as the way of identifying the gap. Thereafter, a description of the statement of the problem was given. Furthermore, the researcher explained the aim of the study, objectives, and research questions. Lastly, a theoretical framework, conceptual frameworks, significance of the study, delimitation, limitations and operational definition of terms has been given.

CHAPTER TWO: LITERATURE REVIEW

2.1 Overview

Literature review has been presented according to the following themes: studies at the global level, studies in Africa, studies done in Zambia, education for all and the language policy in Zambia. This was because the researcher intended not only to examine literature on studies at global level, which provided a general background to this study, but also considered studies done in Africa and Zambia that were related to the topic. Literature from Zambia was used to provide specific background gaps to this study as this helped the researcher to compare various research findings on effects of using a second language to teach literacy in lower primary grades in primary schools.

2.2. Studies at a Global Level

Okello and Kagoire (1996), defined curriculum implementation as a network of varying activities involved in translating curriculum designs into classroom activities and changing people's attitudes to accept and participate in these activities. Putting into practice the officially prescribed courses of study, syllabi and subjects is what is known as curriculum implementation. The process involves helping the learner acquire desirable knowledge and experience in order to fit in the changing society. Therefore, it is significant to note that curriculum implementation cannot take place without the learner. The learner is, therefore, the central figure in the curriculum implementation process. Implementation takes place as the learner acquires the planned or intended experiences, knowledge, skills, ideas and attitudes that are aimed at enabling the learner to function effectively in a society. Putting the curriculum into operation requires an implementing agent. Stenhouse (1979), identified the teacher as the major agent in the curriculum implementation process. She argued that implementation is the way in which the teacher selects and mixes the various aspects of knowledge contained in a curriculum document. The information is vital in that since the teacher is the one who teaches learners to acquire initial literacy, it was important to investigate teachers Perspectives on the use of Ibibemba in teaching initial literacy in primary schools in a predominantly Lala speaking area.

Much of the studies conducted in the field of reading have revealed that learning to read is a huge challenge to learners in primary schools (Wong, 1998). It is a task learners master and try to perfect throughout their years of schooling. Fluency determines one's reading competence. Logan (1977), explained that fluency includes the reader's ability to make connections between and within sentences at a formidable speed. It is thus the teacher's duty to assist learners to be fluent in a language so as to be able to be competent in reading. But what happens with the learners if the teacher is not competent or if the teacher is too competent and familiar that he or she does not consider the pace of the learners? Outside the African continent, the debate on indigenous and non-indigenous teachers was opened by (UNESCO, 2008a). The information is important to this study as one of the objectives required to analyse challenges faced by teachers and learners in the teaching or learning initial literacy using Ibibemba as opposed to Lala in primary schools in Serenje district.

Alexander, (2000), postulated that there are many non-native speakers of English who are not aware that they carry over obvious traits of a foreign accent in speech just because they speak it with a non-native flow. Usually, for the non-native speaking teachers, not fluent and not intelligible, and sounding unnatural to the students. Questions arise as to how such a teacher can teach efficiently if he himself cannot handle the language appropriately and sufficiently. The information is relevant to this study as one of the objectives seeks to analyse challenges faced by teachers and learners in the teaching or learning initial literacy using Ibibemba as opposed to Lala in Serenje district.

Avery and Ehrlich (1987), recommended that in order to assist learners to read, non-native speaking teachers should not retain a foreign accent in their foreign language teaching profession. A high degree of foreign accent is harmful to learners' learning because the teachers may not be understood by their learners. As Rivers (1981: 33) noted that "there is a lot of challenges learners' encounter when teachers themselves do not have a near native like fluency with the language". Similarly, Mwanakatwe (1968) suggested that a particular careful approach to teaching reading is needed with learners who have little knowledge of English if they are to learn and read successfully in a

language. McCarty (2003) argued that, the only strategy for languages is through teacher education. He further argued that being a fluent speaker does not automatically make a skilled teacher because a first language teacher is often unaware of the difficulties of learning that language. However, the use of learners' familiar language in teaching literacy in primary schools in a predominantly Lala-speaking area in Serenje district of Zambia was not clear. Therefore, it was vital to investigate teacher's perspectives on the use of Ibibemba in teaching initial literacy in schools in Serenje district.

UNESCO (2003) also considers the teacher education in mother tongue education as vital towards improving educational quality. It is argued by UNESCO (2003: 28) that:

...all educational planning should include at each stage early provision for the training, further training of sufficient numbers of fully competent and qualified teachers of the country concerned who are familiar with the life of their people and able to teach in the mother tongue.

Similarly, Papua Guinea, a small island in New Guinea, North Australia with six thousand and more languages of the world, is an example of a country where multilingualism acts as a barrier to informal education because it is difficult to conduct training for teachers to teach in the various languages for deployment throughout the country. Previously, primary teachers were trained at Teacher Training Colleges then deployed nation-wide. This was acceptable because the language of teaching was only English. However, when many languages of teaching were introduced, teachers also encountered challenges as they some were not proficient in the zone language which was used as a medium of instruction. This situation is the same in the Zambian teaching fraternity where teachers who teach at Primary School are deployed nation-wide yet the medium of instruction to use might be second to the teacher who teaches it.

While there are many factors involved in providing quality education, language is clearly the key to communication and understanding in the classroom. Many developing countries are characterised by individual as well as societal multilingualism, yet continue to allow a single foreign language to dominate the education sector. Teaching through a language that learners do not speak has been called submersion

because it is equivalent to holding learners under water without teaching them how to swim (Skutnabb-Kangas, 2000). Compounded by prolonged difficulties such as low levels of teacher education, poorly designed, inappropriate curricula and lack of adequate school facilities, submersion makes both learning and teaching extremely difficult, particularly when the language of instruction is also foreign to the teacher and the learner. One of the consequences of depriving students of L1 in L2 teaching is that it reduces the cognitive and metacognitive opportunities to learners (Ojanen, 2007). This study aims at investigating teachers' perspectives on the use of Icibemba in teaching initial literacy in primary schools in Serenje district.

Benson (2004), postulated one of the factors that hindered the teacher's ineffectiveness in the delivery of lessons was language, language stood out as a key factor to communication and understanding in the classroom. Regarding teacher preparation, Benson (2004), further stated that compounded by chronic difficulties such as low levels of teacher education, poorly designed, inappropriate curricular and lack of adequate school facilities, submersion makes both learning and teaching extremely difficult, particularly when the language of instruction is foreign to the teacher. In his argument, he stated that teacher education must be addressed no matter what the innovation, and serious consideration should be made for in-service (in the short-term) and pre-service (in the long-term). The information is necessary in that the performance of learners might be negative due to the fact that the teachers who are teaching are not proficiently in the language of instruction.

Ojanen (2007) carried out a study titled, 'Failure in reading acquisition can be a result of inadequate teaching', and reading is an essential skill in the world and has become a necessity. Therefore, teachers have great responsibility to teach literacy skills efficiently and carefully in order to help as many learners as possible to become fluent readers. Teachers, on the other hand, need adequate training for their profession and well-designed curricula that they can depend their work on. Teachers' preparedness in initial literacy is important as it helps teachers to plan well so that activities will be able to suit the kind of learners.

It is apparent in the literature that there is evidence of concern in many countries about learners not being able to read and write in the early years of learning. The challenge becomes more serious when learners come to a stage where they are completing primary schooling without the requisite standards of reading and writing. In a setting where this has been a challenge, many countries have adopted mother tongue education policies with the objective of improving literacy skills. This shift to a mother tongue-based educational policy is premised on research evidence that supports the view that learning is easier and faster in a child's mother tongue (Benson 2005). Reading is one of the five skills in language acquisition (speaking, reading, writing, listening and comprehension). It is also a skill that must be purposefully acquired.

Ball (2011), defined literacy as the “ability to read, write, calculate and otherwise use a language to do whatever is needed in life.” Ball (2011) stated that;

Since reading and writing are meaning-filled activities, learning to read and write must also be meaning-based; this means, among other things, that it must be done in a language the students understand. Use of the child's language as the medium of instruction and the language of reading accelerates learning, and allows the child to develop the skill and knowledge that will enhance his or her potential for lifelong learning

Ball (2011), has considered in detail how reading is handled, especially in early-exit programmes. He further added that learners are usually exposed to literacy at their first encounter with the school where they are presented with simple stories that are written in a familiar genre. During the first three years of children's study, there is limited reading and writing. Through the simple stories that learners are exposed to, they help them begin to recognize letters of the alphabet, simple vocabulary and simple sentences and other orthographical symbols for example the word mother in Icibemba is Maayo while in Cilala it is *bamaa*.

Malone (2012), noted that the use of the mother tongue as a medium of teaching was recommended by psychologists who proved that learners understood concepts better if taught using the language they speak at home. Nakopdia (2001) also was in support of the psychologist's findings because he believed that the use of English language to the

neglected of mother tongue as a medium of teaching alienates the child from his culture. Most studies show that learners learn well and develop their intellectual, psychological and cognitive development faster if taught in their mother tongue.

The use of the mother tongue as a medium of teaching improves the quality of education by tapping on the existing knowledge base of both teachers and learners. Most of the studies, that have been done so far, have shown that learners explore well in their mother tongue which helps the researcher's need for the current study as it shows the relevance in terms of informing the curriculum designers of the situation at hand. As much as research has been conducted in other parts of the world, little is known on how curriculum implementation of Ibibemba as a language in an area which is predominantly Lala is being done.

2.3. Studies in Africa

In many countries, learners are taught in languages they do not speak at home which can be a disadvantage to the learners who need a chance to learn in their mother tongue as well as the official language. Schools need to teach the curriculum in a language learner understands. A bilingual approach that combines continued teaching in a child's mother tongue with the later introduction of a second language can improve performance in the second language as well as in other subjects (Ibuzo, 1988). This information is relevant to this study to Zambian learners as the government also has introduced the seven Zoned languages to be used in teaching literacy in the first four grades of Primary School and starting from Grade Five up wards English is used as a medium of instruction.

UNESCO (1990) showed that in Ethiopia, for example, primary school learners learning in their mother tongue performed better in grade eight in Mathematics, Biology, Chemistry and Physics than pupils in English-only schools. The same report also indicated that in the Islamic Republic of Iran in 2011, 74 percent of learners who spoke Farsi, the local language, performed better in schools than those who used English language. This study is similar in that it aimed at investigating of how teaching initial literacy among learners was affected in relation to the medium of instruction. It has further helped to focus on teachers' perspectives on the use of Ibibemba instead of

Lala as a medium of teaching literacy to learners in chief Kabamba's area of Serenje district.

Studies have shown that meeting a minimum of standards, including improving school facilities, having teachers who are sufficiently trained, have a mastery of content, pedagogy and having appropriate language strategies, can significantly improve educational quality. Consequently, appropriate language-in education or medium of teaching policies that enable teachers to teach in the language a learner speaks most at home and understands well enough to learn academic content through, that is their mother tongue, as they learn a different language improves learners' critical engagement with content, foster an environment of mutual learning and improve inclusion was commended (UNESCO,2008a). These studies are also in support of the competence of teachers as one yardstick of quality education and they further encouraged teachers to use the correct medium of instruction if they want active participation from their learners, (UNESCO, 2008a)

In addition, the Dakar Framework for Action 2000 recognised the need to tailor primary education to reach those belonging to ethnic minorities to make education contextually located and locally accessible. Learners who understand the language they are taught in are more likely to engage meaningfully with content, question what they do not understand and even enjoy the challenge of new things and thus make learners to actively participate in their learning. The Summer Institute of Linguistics (SIL) noted that students learn best when they are taught in a language they understand well. UNESCO (2008), added that one of the biggest obstacles to Education is when a learner can be passive in his or her learning due the medium of instruction.

The 2010 EFA report on reaching the marginalised somberly noted that learners who are members of an ethnic or linguistic minority or an indigenous group enter school with poorer prospects of success and emerge with fewer years of education and lower levels of achievement". The report advised that to effectively teach around 221 million students worldwide who speak a different language at home from the one used for instruction in schools as they acquire literacy, there is need to first teach them in their

home language which is the mother tongue (L1) while gradually introducing the national or official language (L2) (UNESCO,2008b).

Most developing countries are characterised by multilingual societies yet foreign languages of teaching pervade a majority of education systems as it is different from the mother tongue language. However, research has shown that mother tongue-based schooling significantly improves learning in literacy Benson (2004b); UNESCO (2008); Kosonen (2009). The use of a familiar language to teach learner's literacy is more effective than a submersion system as learners "can employ psycholinguistic guessing strategies" to learn how to read and write (Benson 2004b). This means that since learner's can already speak the language, they can learn to associate sounds with the symbols they see, thus facilitating understanding, this information is relevant in this study as learners use Ibibemba as the medium of teaching instead of Lala in acquiring initial literacy in Primary Schools in Chief Kabamba area.

Kenya's Bill on Language of 2013, was also passed to protect the diversity of languages of the people of Kenya and to promote the development and use of indigenous languages (Government of Kenya, 2013). In 1974, eleven years after Kenya's Independence, it was declared that *Kiswahili* could be used in the National Assembly alongside English. Nevertheless, the business of the House continued unabated in English. Since then, although members of parliament were allowed to make their contributions in Kiswahili, the official language of the house remained English. Further, the use of the local mother tongue in early grades in schools was appreciated while; English was still the mode of official communication in Kenya. There is still such debate going on in the use of the medium of teaching in multi-lingual country. This information is relevant to this study in that although Zambia is also multi-lingual country out of 72 tribes, only seven languages have been designated by the Zambian revised curriculum to be used a medium of teaching initial literacy in primary schools.

It should be noted that the official language in the eight countries (Angola, Namibia, Botswana, Zimbabwe, Mozambique, Malawi, Tanzania and Democratic Republic of Congo (DRC), is English, French or Portuguese. These countries have had problems in

enacting provisions for indigenous languages of teaching mainly due to the multilingual nature of these societies. Though these studies are similar to the researcher's problem, little is known on how curriculum implementation of Ibibemba in a predominantly Lala speaking area is done.

A learner's ethno linguistic heritage, which refers to the ethnic and speech community the child is born into, determines the degree to which they will have interacted with and have access to the language of the dominant group (Benson, 2004). An education system that fosters teaching mainly in the language of the dominant group greatly disadvantages minorities and marginalised communities, denying them their right to a quality education. A Literacy dominant education system, therefore, allows the elite unequal access to the language of education, governance and other official domains (UNESCO, 2008), one of the objectives for this study was to assess how the use of Ibibemba had contributed to learner achievement in initial literacy education in primary schools in Serenje district.

Further, a study of Kenyan lessons conducted by Bunyi (2005) showed that classroom interactions in an L2-dominant school are dominated by safe talk where the teacher makes little demand on learners, encourages choral answers, repetition of phrases and copying of notes from chalkboards or textbooks, undermining efforts to bring up a new generation of teachers. When teaching becomes mechanical and stifling, learners are likely to want to distance themselves from primary school as soon as possible. Thus, without adequate support for an L1-based language policy, as a result primary schools end up encouraging an orientation towards error-free regurgitation of curriculum content rather than the expression of ideas and interaction with new information (Stenhouse, 1971). In this study, one of the objectives was to analyse challenges faced by teachers and learners teaching/ learning using Ibibemba as opposed to Lala in Serenje district.

Gacheche (2010), also carried out a study on challenges in implementing a mother tongue –based language in education policy in Kenya. In his study, Gacheche's focus was basically on the challenges that policy-makers encountered when coming up with language in education policy. In his study, Gacheche main focus was basically on

challenges faced that policy-makers when coming up with language in education policy and the methodology was a qualitative approach and descriptive design was used in that study. According to the results, it was established that the failure by decision makers to allocate sufficient resources negatively affected the process of implementing the use of local languages as a medium of teaching. It was also revealed that imposition of decisions on the linguistic community without engaging them in the process equally proved a challenge as it triggered resistance from the community. Other challenges stressed out by Gacheche (2010) were lack of policy incentives and political will, lack of the skills set required to effectively develop basic learning materials, like writers, curriculum developers, publishing and printing infrastructure as well as an acute shortage of teachers who speak these languages with fluently. This is contrary to one of the criteria for effective usage of local languages as medium of instruction which stipulates that there must be sufficient teachers to effectively teach using local languages. The literature reviewed from the African perspective that it was significant for learners to learn in their familiar language but fewer literature had shown teachers perspectives on the use of IChibemba in teaching initial literacy to familiar language. Therefore, it was worthy investigating on teachers' perspectives on the use of IChibemba in teaching initial literacy primary schools in Serenje district, Zambia.

2.4. Studies in Zambia.

Over the years, a lot of studies have been conducted out to show the medium of teaching on literacy in primary schools in Zambia. A study conducted by Tambulukani and Bus (2012) revealed that learners in Lusaka were not familiar with the language in which they were being taught to read in Chitwa. They preferred to use words in “town Nyanja”, which they commonly spoke at home and at play. This discrepancy could be hampering the learning and teaching process. That study explained that it was difficult and confusing for the learners because some items they knew in Chitwa had different meanings. Although that study that was conducted pointed out some of the factors that led to learner's poor performance in literacy and it was done in Lusaka districts which was a cosmopolitan environment, this study was different in that the language used in

teaching initial literacy, which is considered to be mother tongue, is a second language, as this study was conducted in a Lala predominant area which is a monolingual area.

Another study was conducted by Tambulukani and Bus (2011) on testing the degree of fitness between learners' home language and the language of teaching initial literacy, on the reading skills on learners. The findings showed that learners who were taught using the L1 had better reading skills than those whose teaching were in L2. This study is different from that study in that, the current study's topic is the teacher's perspectives on use of Ibibemba in teaching initial literacy primary schools in Serenje district. Furthermore, this study catchment area is chief Kabamba area of Serenje district while that study was conducted in other districts other than Serenje.

It is worth noting again that various studies have also been conducted within Zambia that looked at the challenges faced when using a familiar local language as a medium of teaching (Banda, Mostert & Wikan 2012, Mwanza 2012, Simfukwe 2010, Ndamba 2008, Gacheche 2010). The studies have indicated various challenges teachers encounter as they implement the curriculum at classroom level in a multilingual country. Banda, Mostert, Gerd and Wikan (2012), as cited in Mbewe (2015) carried out a pilot study on the language of education policy implementation, practice and learning outcomes in Lusaka district at White primary school. One of the findings of this study was that although Cinyanja still remained a lingua franca and recognised as the familiar local language for Lusaka province, the prominent languages spoken by the majority of learners in this school once they got to their homes were Cinyanja, Bemba, Tonga, Soli, Lenje, Lozi, Kaonde and several other Zambian languages. The information is relevant to this study in that that although Ibibemba may be considered as familiar to Icilala, this helped in finding out what challenges encountered by teachers and learners in teaching or learning using Ibibemba as opposed to Icilala in primary schools in Serenje district. Therefore, the conclusion is that even if Cinyanja is considered the language of play for some learners while at the same time being used as a medium of teaching literacy, it is not the mother tongue for many other learners. This study was different from that study in that the current study was carried out in Serenje district which is a mono-lingual area while that study was carried out in Lusaka which is a cosmopolitan area. Therefore, it is

vital to analyse teachers Perspectives on the use of Icibemba in teaching initial literacy primary schools in Serenje district.

In the same year, a similar study was carried out by Mwanza (2012) in Lusaka. That study was on the language of initial literacy in an environment that was more cosmopolitan but where Cinyanja was being used as a medium of teaching. From the study, it was established that Cinyanja was not a language of play in certain parts of Lusaka district. Another result realised was that the Cinyanja spoken in the district was not equal to the standard one recognised in schools. That study further revealed that there was lack of materials that could enhance the teaching and learning of initial literacy and also that both teachers' and learners' levels of proficiency in standard Cinyanja were very low. For this study the focus was investigate teachers Perspectives on the use of Icibemba in acquiring initial literacy in primary school.

It was further established in that study that teachers lacked fluency and enough vocabulary in Cinyanja. Equally, as observed, the standard Cinyanja recognised for use in schools was different from what both teachers and learners knew. As established in that study, it was noted that cinyanja was the dominant language of play in high and medium density areas whereas English was established as the dominant language of play in low density areas. It was also established that local languages such as Bemba, Tonga, Lozi and Nsenga were among the languages of play used in the district.

In this study, one of the objectives sought to assess how the use of Icibemba had contributed to learner achievement in initial literacy in primary schools in Serenje district.

Simfukwe (2010), also carried out a study that sought to ascertain the effectiveness of teaching indigenous languages under the team-teaching arrangement in colleges that offer primary teaching education in Zambia. It was established that indigenous languages were not being taught effectively under this team-teaching arrangement in these colleges. It was also at the same time revealed that teachers lacked sufficient training in the local languages. This study is different from that study in that, this study main focus was to analyse the teacher's Perspectives on the use of Icibemba in teaching initial literacy in primary schools in Serenje district, of Zambia.

Another study that was aimed at determining the progress made by learners when taught to read in the mother tongue was carried out by Matafwali (2010). It was noted from that study that the reading levels for learners who were first and second graders were still very low despite learners being taught in the familiar local language. That study was a longitudinal study that compared reading performance of learners in their first and second grades while this study will not compare the performers in those first four grades of primary but its main focus is to analyse teachers' perspectives on the use of Ibibemba in teaching initial literacy in a Lala predominant area in Serenje district. Matafwali's study focused on two different things namely; the proficiency in the language of teaching and the reading performance while this study had concentrated on teachers' Perspectives on the medium of teaching initial literacy in primary school in Chief Kabamba's area in Serenje district.

Kumwenda (2010), also carried out a study on the reading performance levels of grade one learners. These learners were instructed using Chichewa which was not their first language. The study was carried out in Chipata urban, in the eastern region of Zambia. It was established from that study that learners whose first language were other languages other than Chichewa performed poorly compared to learners whom Chichewa was their first language in the same target area. It is also worth noting that, that study's main focus was reading skills and was also meant to compare the reading skills of children whose native language was Chichewa and those who were not. However, the main aim of this study was to establish teachers' Perspectives on the use of Ibibemba in teaching initial literacy in primary schools in Serenje district.

Additionally, Mubanga (2012) cited in Mbewe (2015) conducted a study in Chongwe district that sought to investigate the effects of the use of Cinyanja in teaching initial literacy in an area that is predominantly Soli speaking. The study revealed that the use of Cinyanja as a medium of instruction in teaching initial literacy skills only made the school to look more alien and hostile in some parts of Lusaka province because it made some learners feel as if they were not part of the classroom, especially in terms of discussions due to language barrier. That study is similar to this study as this study

aimed at investigating teachers Perspectives on the use of Icibemba in teaching initial literacy in primary schools in Serenje district.

2.5. Education for All and the Learning Literacy

Local languages are not only introduced into the educational system to increase their chances of survival; but as the medium of teaching so as to help learners succeed in their studies. According to United Nations Article 26 of 1948 Universal Declaration on Human Rights asserts that everyone has a right to education. But statistics in the 1980s indicated that the reading levels were low: more than One hundred million children, including at least sixty million adults, had no access to primary schooling. However, since the year 2000 the statistics shows that there has been an increased access to primary schooling but less literature on teachers' perspectives on the use of Icibemba in teaching initial literacy in primary schools in a predominantly Lala-speaking area particularly in Serenje district of Zambia.

Education has been found to have a positive impact on human development and attempts to make it available to all has been a priority for development agencies and governments since the UN declared it a human right in 1948. At the World Conference on Education for All in Jomtien, Thailand in 1990, the international community committed themselves to ensuring universal right to education for every citizen and every society, with developing countries making constitutional commitments to provide universal primary education for all (UNESCO, 1990).

2.6. Educational Policies Relating to Language and Literacy in Zambia

Since this study was carried out in Zambia, it was necessary to do a review of the history of language policy in Zambia especially that the policy is seen as having been so inconsistent. The issue of language policy in Zambia (formerly Northern Rhodesia) emanates from the introduction of formal education which came as a result of the influence of missionaries. As Snelson (1974) suggests, every missionary group which entered the country (present day Zambia) had at the core of its tasks the desire to build schools among other infrastructure. To this effect, they had to commit to writing the

vernacular language prominently associated with the community at which the mission station and school were to be established.

In line with the above assertion put forward by Snelson, Manchishi (2004) added that just as the drive for evangelism became tremendously effective as a result of the use of local languages by missionaries in reading bible literature and the singing of hymns, schools too were effective in their operations as local languages were used as medium of instruction up to the fourth grade. The above arguments are that there was commitment on the part of missionaries in ensuring the use of local languages as a medium of instruction in the first four grades of primary schools.

After missionaries had pioneered then came an era of colonialism. This was a historical era where by then Northern Rhodesia became fewer than two administrations (Simwinga, 2006). The scholar stresses that the two types of administration involved a territory under the British South African company (BSAC) whereas the other administration involved a protectorate under Britain. Snelson (1974) as cited by Simwinga (2006) puts an argument that a commission called Phelps stoke was established under the auspices of the British Colonial Office, then based in London. The main aim of this Commission was to study and evaluate the system of education in its colonies and then advise on possible ways of improving it.

When giving its report, the commission highlighted its recommendations and the very notable one was based on how education could be improved generally in the Northern Rhodesia. With regard to language, the Commission still saw the need to use local languages most particularly for the sake of preserving national values and self-identity on or amongst Africans (Manchishi, 2004). The recommendations were made by the commission that the authorities officially recognised Silozi, cinyanja, chitonga and Icibemba as the four main local languages to be considered for use as medium of teaching literacy in African government schools in the first four grades of primary schools as stated by Muyeba (2000). Kelly (2000), stated that by saying that by the year 1950, there was going to be a shift in policy direction, where it required that a familiar local language be used as a medium of instruction in every African school from the first

year of education up to standard five. English language later became a replacement for a used local language beyond standard five.

Although there was this focus to use the familiar local language as a medium of teaching during the initial years of schooling, during the pre-independence era, the post-independence Zambian government replaced this principle by considering English language as an official language of instruction and communication both in schools and offices (Mwanakatwe, 1968). This recommendation was done in order to investigate the challenges of teaching English that Zambian primary school encountered as a result of using English as a medium of instructions. In June, 1965, in the newly established Republic of Zambia, cabinet deliberated on the issue and, on the advice of the then Minister of Education, who by then was Mwanakatwe, decided to legislate on the Hardman recommendation, which became enshrined in the 1966, Education Act. For reasons of national unity plus a belief that the earlier a language was started the better, English was formally adopted, for the first time, as the medium of instruction from the beginning of Grade one to the end of tertiary education. Considerable resources were committed over the following years to establishing and running what was initially called, the English Medium Scheme, later to be called, the New Zambia Primary Course. Despite all this, learners were proficient in the language of instruction which was English as it was regarded as second to learners. Therefore, this triggered low performance in acquiring initial literacy among learners.

Matafwali (2010), argued that there is unequivocal evidence which generally suggests that efforts to learn to read in an unfamiliar language can be thwarted as this is assumed to be an enormous challenge since learners in this case would be learning two complex skills at the same time. The challenge was definitely a result of the fact that the Zambian learners, whose mother tongue was any of the local languages, were being taught using English language which was not familiar to them or which they were not exposed to. As a result of this, scholars such as Kelly (2000) indicated that the initial use of English language in schools compromised to a greater extent, the quality of education being offered in these schools. Additionally, Kelly (2000) further stated that the quality was not only compromised at the initial grades of primary schools, but the

problem also went further to the higher grades as there was no proper transition from the first language to that of the second language.

Zambian government, after attaining independence, and led by the indigenous Zambians, decided to adopt English, a former colonial master's language, as a medium of instruction in schools starting from the initial grades. Arguing from the view of Chishimba (1979), this direction was adopted based on the Hardman Report and the UNESCO recommendations which were sensitive to Zambia's multiplicity of languages. It was, therefore, seen fit to select a language that did not belong to any one of the local linguistic groupings in Zambia.

The above recommendations prompted the Zambian government to consider the adoption of English as a medium of instruction in all the primary schools in the country. As a result, *Statutory Instrument 312 of 1966* constituted the 1966 *Education Act* which saw this decision being passed into law. The following is what the Act read on page 69, "the English language shall be used as a medium of instruction in all schools." Pertaining to the Zambian local languages, the Act read in the following manner, "unless the minister otherwise directs, in any particular case, the vernacular language or language appropriate to the area in which an unscheduled primary school is situated may be used as a medium of teaching literacy in the first four grades in primary school." However, Africa (1980) observed that with regard to language policy, primary schools operated on bilingual principles where by Zambian learners were allowed to be taught in an official Zambian language as well as in English.

There was a draft policy document of 1976 which, to the contrary, recommended the use of Zambian local languages as medium of instruction literacy at lower section in primary schools. This recommendation was however overlooked in the final document that was produced in 1977. Although it is generally accepted by educationists that learning is best done in the mother tongue, this situation has been found to be impracticable in the case of every child in multilingual societies such as the Zambian society (MoE 1997). The mother tongue instruction in Zambia was further disapproved on the following other reasons:

- (i) There would be teacher placement problems if such a policy were to be adopted as “Not all teachers may be conversant with languages spoken in areas where they may be sent”
- (ii) The adoption of such a policy would create unnecessary problems to the child in case of transferring from one province to the other; and
- (iii) There would be problems of learning and teaching materials which to date are not adequate in Zambian languages.

There was a further observation that where it concerns the teaching of Mathematics, Science and Technology, the use of local languages as medium of instruction would obviously be highly inadequate due to the presence of Mathematical, Scientific and Technological concepts which do not have equivalents in local languages (MoE, 1977).

The above observations were very critical to government such that there was no option but to endorse the policy that allowed English to be used as a medium of instruction. Above this, the government recommended that, “the teaching of Zambian languages as a subject in schools and colleges should be made more effective and language study should have equal status with other important studies.” (MoE 1977).

A new policy document titled *Focus on learning* of 1992, challenged government’s earlier decision to use English as medium of instruction in schools. The enunciation of this new policy document meant a radical shift from the existing policy. The new official policy of government now meant that with regard to the medium of instruction, the main local language of an area would be used as the basic language of instruction from the first to the fourth grade (MoE, 1992). The new document quoted the following, “too early an emphasis on learning through English means that the majority of learners form hazy and indistinct concepts in language, mathematics, science and social studies.” (MoE 1992). Equally, the current policy document on education *Educating our future* of 1996 supports the idea of using a local language by stating that the use of English as a medium of instruction from grade one has brought a negative impact on learners’ performance.

The document claims that, “Learners have been required to learn how to read and write through and in this language, which is quite alien to them.” (MoE, 1996).

Simwinga (2006), stated that the fear of ethno linguistic rivalry in case any of the local languages was selected was one of the major reasons why government after attaining independence, saw it necessary to adopt English as a medium of instruction. Equally, Serpell (1978) recognises the controversy that comes with the choice of language of instruction by contending that language issue is a topic that is so controversial in the Zambian set up with special significance to policy on education. Bamgbose (1991), similarly shares his view that a major preoccupation of many African states is how to ensure a consistent oneness of their countries and the forging of a bond of belonging together as nations or states regardless of individual or sub-group differences.

The Ministry of Education (2002), suggested the following reasons to support the medium of instruction in schools through mother tongue especially during initial grades:

- (i) It boosts the learning capacity of a learner thereby making him/her self-confident.
- (ii) It provides the learners an opportunity to express themselves in discussion and to appreciate their culture and tradition.
- (iii) It is “the language in which literacy is best achieved and is also a learner’s most important tool for understanding, ordering and analysing his/her world.”
- (iv) It narrows the gap between the home and school environment, primarily because the same language that a learner comes with into school will be the same language, he/she will meet in the classroom.

Recently, the Ministry of Education made a shift in terms of language of instruction in schools. The Zambian education curriculum framework (2013) stated that the policy on education recognises the use of familiar Zambian languages as the official languages of instruction in the pre-schools and early grades (grades 1-4). All the teaching and learning in all the learning areas at the lower primary will be instructed in familiar Zambian languages. This is because there is evidence that learners learn more easily

and successfully through languages that they know and understand well.” From the year 2014, the new language policy has been implemented in Zambian primary schools.

In spite of regarding the use of a familiar local language in the initial grades in Zambian schools, as evidenced by the assertions above, nothing or very little has been done to ascertain the attitude of teachers whose native language is not the language they are being compelled to use when teaching at a school in a different community set up. It is, therefore, against this concern that this study sought to establish teachers’ perspectives on the use of Ibibemba in teaching initial literacy in primary schools in a predominantly Lala-speaking area in Serenje district, Zambia. It was clear that a lot of factors contributing to low literacy levels such as medium of teaching literacy were reviewed, but none of these addressed teachers’ perspectives on the use of Ibibemba in teaching initial literacy in primary schools.

2.7. Summary

The literature discussed in this chapter has indicated that there are diverse views that scholars have posited pertaining to mediums of instruction. The reviewed literature seems to be drawing two main parallel lines between second language as medium of instruction on one end and Local languages on the other. It should be noted, however, that a large body of research bases its findings and arguments on the benefits of using local languages for initial literacy in government schools. It cannot be refuted that these findings are based on genuine research. However, most of these studies cannot be generalized to districts. This is an indication that little research has been done to establish teachers’ perspectives on the use of Ibibemba in teaching initial literacy in primary schools in Serenje district. It is for this reason that the current study was a necessary endeavor

CHAPTER THREE: METHODOLOGY

3.1. Overview

The researcher in this chapter described the methodology that was used in the study. The chapter is organised under the following sections: research philosophical paradigm, research design and approach, study area, study population, sampling procedure, sample size, data collection instruments, data collection procedure, data analysis, ethical considerations and summary.

3.2. Research Paradigm

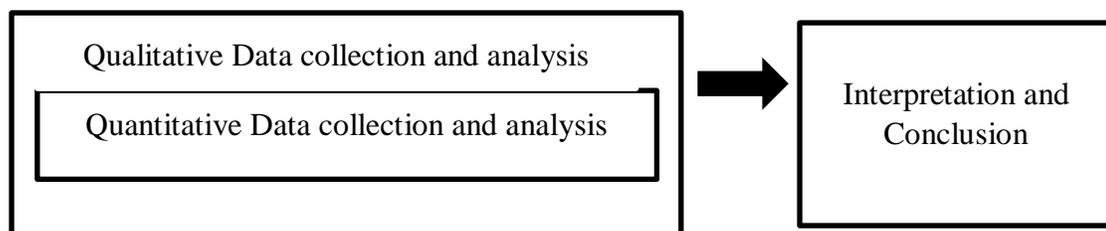
Philosophical assumptions consist of a stance toward ontology, epistemology, axiology, rhetoric, and methodology (Creswell, 2007). Snape and Spencer (2003) stressed that awareness of the philosophical underpinning for the research can secure the quality of the research produced. This study consisted a pragmatist philosophical assumption worldview as advanced by Teddlie and Tashakkori (2009). Pragmatism was considered the best philosophical foundation for justifying the combination of different methods within one study in which both qualitative and quantitative methods are combined. Pragmatists believe that the truth is “what works” best for understanding a particular research problem (Teddie and Tashakhori, 1998).

Pragmatism draws on many ideas including using what works using diverse approaches, and valuing both objective and subjective knowledge (Cherry Holmes, 1992). The assumption in this worldview was that, clear understanding of a phenomenon regardless of circumstances, both objective and subjective knowledge and methods may be used in a single study. The Philosophical assumption that guided this study was pragmatist’s assumption which was neither ontological or epistemological views of the respondents but to value both objective and subjective knowledge of the respondents in the single study.

In other words, the researcher had included the use of induction and deduction in understanding teachers' perspectives on the use of Icibemba in teaching initial literacy in primary schools in a predominantly Lala-speaking area in Serenje district, Zambia.

3.4 Research design

Creswell (2009), defined a research design as the glue that holds all of the elements in a research project together. Similarly, Kombo and Tromp (2006) also defined a research design as a highly specific plan to be followed without deviation, since it serves as a road map. This study employed an embedded design as shown in figure 3.1. In using the embedded design, qualitative methods of data collection dominated over quantitative methods. Using qualitative methods, the researcher had depended on the views of participants, which had implied asking broader general questions through interviews while on the other hand the quantitative methods were used to assist the researcher to ask specific, narrow questions that had allowed the researcher to collect quantifiable data from participants through the use of questionnaires. Furthermore, the other reason the researcher had used an embedded concurrent design in this study was due to the fact that it enabled the researcher to collect and analyse quantitative data and qualitative data in a single study. In particular, the collection of qualitative data during an experiment may be to understand the process the participants are going through, whereas the quantitative data assesses the impact of the treatment on the outcomes (Creswell, 2015). Figure 3.1 shows how the embedded concurrent design was used in this study.



Source: Creswell (2012)

Figure 3.1: Concurrent Embedded Design Illustrations

This study employed embedded design approach to enable the researcher to collect quantitative and qualitative data simultaneously but to have one form of data play a support role to the other form of data. This study was more of qualitative and just some of significant descriptive statistic to support the quantitative data. Creswell (2009), explained that in the mixed method both numerical and text data collected either concurrently or sequentially should lead the researcher to understand the research problem. In this study, simple descriptive data supported the narratives that were gotten from interviews.

3.4. Study Area

This study was conducted in some selected primary schools in chief kabamba's area in Serenje district, Zambia. Chief Kabamba area was selected to be appropriate for this study bearing in mind that places like Serenje, whose local language is Lala, have been zoned under Icibemba which is not a familiar language to learners. Hence, the researcher's wanted to find out teacher's perceptions on the use of Icibemba in teaching initial literacy in primary schools in Serenje district. This study would be of help in a multi-lingual country as it would exactly review what was prevailing during the implementation of initial Literacy in primary schools.

3.5. Target Population

The population was drawn from the primary education sector in Serenje district. Kombo and Tromp (2006), defined population as all members of any well-defined class of people, events or objects. Creswell (2015), also defines a population as an aggregate or totality of all the objects, subjects or members that conform to a set of specifications in the universe of units from which a study sample is selected. This study targeted all learners in the first four grades of primary schools, all primary school teachers of literacy and district education office crew in Serenje district who in this case is Educational Standards Officer (ESO). These participants were selected bearing in mind that at school level, the teachers and Educational Standards Officer are responsible for putting into practice the official planned education curriculum into effect. The (ESO) was included because he is the one who supervises the running of the programme in the

district. The researcher was also of the view that the learners in the first four grades of primary schools shall benefit since they are direct beneficiaries of a successful implementation of teaching literacy.

3.6. Sample Size

Cohen *et al* (2007) defined a sample as a subset of the population that is selected for a particular study. Similarly, Kombo and Tromp (2006), defined a sample size as, a number of individuals or objects from a population, containing elements representative of the characteristics found in the entire group. The study, therefore, comprised forty learners; sixteen Teachers and one Education Standards Officer. A total of fifty-seven participants constituted a total sample size. Based on this information, in this study, the intended sample was sixty-seven participants. However, the researcher captured fifty-seven representing 85 percent of the intended sample of participants. This sample was considered adequate for this study as it comprised a sample population that was considered to have rich information regarding the topic of interest. Samples that are larger than necessary are likely to produce problems. Too large sample results in higher than required costs and can result in ethical concerns. More important than size is the care with which the sample was selected (Creswell, 2006).

3.7. Demographic Characteristics of participants

Participants in the study were asked to state their gender and the information gathered was presented in Table 3.1. Distributions of Teachers' and Learners' according to Gender

	Teachers		Learners
Gender	<i>f</i>	%	<i>f</i> %
Male	4	12	14 17
Female	12	38	26 33
Total	16	50	40 50

Table 3.1 shows the distribution of gender of teachers and learner participants who participated in this study. The findings indicate that twelve teacher participants representing 38 percent were females and four were male's representing 12 percent. Also, learners' participants were 26 females representing 33 percent and fourteen learners were males representing 17 percent.

3.8. Sampling Procedure

Kombo and Tromp (2006: 77), defined sampling as the "procedure a researcher uses to gather people, places or things to study". Bryman (2008), referred to sampling as a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group. Cohen Manion and Morrison (2007), argued that the quality of a piece of research not only stands or falls by the appropriateness of methodology and instrumentation but also by the suitability of the sampling strategy that has been adopted. It is for this reason that every researcher needs to come up with a good and manageable sample representation of the population. Therefore, simple random sampling was used to select six males and 6 females from each school. To ensure the selection of 40 learners a raffle draw was conducted. Using a list of names of learners from each grade attendance registers, names were written on small pieces of papers then put in a box and a raffle draw was done to select ten learners. This gave a total sample of twelve learners that were sampled in each school thus forty-eight learners from the four sampled schools. However, only a total of forty learners participated in the study. This was conducted in all the grades in lower section (Grades 1-4) to arrive at forty learners.

The ideal sample is large enough to serve as an adequate representation of the population about which the researcher wishes to generalised and small enough to be selected economically- in terms of subject availability and expense in both time and money (Best and Khan, 2006). They further explained that there is no fixed number or percentage of subjects that determines the size of an adequate sample. It may depend on the nature of the population and the data to be analyzed. The study used purposive type

of sampling to select participants for qualitative information and for quantitative information simple random sampling was used to select respondents.

3.8.1. Schools

Chief Kabamba's area has nine government primary schools. The nine primary schools were all located in the rural area and are all co-education. However, six of the primary schools were in zone one while the other three schools in zone two. The schools were stratified into two strata of zone one and zone two. Using simple random sampling, two schools were sampled from each stratum giving the researcher a total of four schools that were included in this study. Stratified and simple random samplings were used to ensure that each of the schools had an equal chance of being sampled.

3.8.2. The Educational Standards Officer

The Educational Standards Officer (ESO) in charge of general inspection was purposively sampled in this study. The (ESO) was purposively sampled because the officer was directly connected to the school activities and curriculum implementation programmes, and, therefore was believed to provide rich professional information about the study.

3.8.3. Teachers

All the teachers in the first four grades of primary school for each school were considered for this study because they were the ones who implemented the curriculum at school level. Teachers were later stratified into two strata of male and female so as to have a well representation of both genders. Using simple random sampling two teachers were drawn from each stratum. Thus, four teachers were sampled from each school giving a total of sixteen teachers that were included in the sample.

3.8.4. Learners

Learners were the direct beneficiaries of the literacy teaching and learning programme and it was for this reason that the researcher sampled a bigger number from them. For this study, the researcher targeted primary schools on the basis that this study aimed at investigating teachers' perspectives on the use of Ibibemba in teaching initial literacy in Chief Kabamba's area in Serenje district. In each school that was sampled, a class

register was used to group learners according to their gender, thus male and female using stratified sampling. Stratified sampling was best for this study as it gave a sample that allowed equal participation by both genders.

3.9. Data Collection Instruments

The following data collection instruments and procedures were used:

3.9.1. Questionnaires for Teachers

Ghosh (1992), defined a questionnaire as a list of questions sent or given to a number of persons for them to answer. The scholar further explained that the instrument secures standardised results that can be arranged and subjected to collect data in a statistical manner. Whereas, Kombo and Tromp (2006) postulated that questionnaires are better research instruments due to the fact that they save time. The study used questionnaires which consisted of both open-ended and close-ended questions and the attitude rating scale. These were used to collect information from teachers. Questionnaires were preferred for this group of respondents in order to enable the researcher collect the data within the shortest time. Questionnaires for teachers had three sections. The first section had been designed to collect demographic data about the respondents. The second section was used to collect data on the views of the use of Ibibemba in teaching initial literacy in primary school. The last section had obtained information on challenges that teachers faced in teaching literacy in the classroom.

3.9.2. Interview Guide for the Education Standards Officer

Interview schedules were designed which were used to conduct interviews by the researcher to collect information from the Education Standards Officer. The content of the interview guide was based on the research questions. The Educational Standards Officer was asked to give his views about how the use of Ibibemba as a language of teaching literacy had affected the learners and challenges that teachers encountered as Ibibemba is used as a language of teaching literacy. Furthermore, document analysis was used to verify the responses.

3.9.3. Focus Group Interview Guide for Learners

Focus group discussion was used to solicit information from learners according to the grades. The focus group discussion guide had three sections A, B and C. The first two sections, A and B, addressed objectives 1 and 2 on the learner's views on the use of Ibibemba as a language of learning initial literacy, and assess learners on use of Ibibemba had contributed to their achievement in initial literacy, while Section C addressed challenges faced by learners in the learning of initial literacy in the classroom.

3.9.4. Observational checklist for Literacy Lessons

An observation is a method in which the researcher takes field notes on the behaviour and activities of an individual at the research site (Creswell, 2003). Baker (2001) considered observations to be one of the most important research instruments. Baker (2001), further noted that observation method is a more natural way of collecting data and data collected through it is more reliable. Creswell (2012), expressed that behavioural observations are made by selecting an instrument on which to record behaviour and checking points on the scale that reflect behaviour. The advantage of this form of data was to identify individual's actual behaviour rather than simply record the respondents view or perception. The premise for using this was to depict what exactly happened in the real classroom situation involving literacy learning and teaching in primary schools. The researcher employed an observation schedule to collect data. At each selected school a literacy lesson was observed. The lesson observation was done to obtain information such as finding out the challenges that teachers and learners faced in teaching or learning initial literacy. The researcher also used the literacy lesson to collect information on how the use of Ibibemba contributed to learner achievement for initial literacy. Direct lesson observation contributed profoundly to qualitative data. It also allowed the researcher to ensure validity of the information gathered through the two other tools mentioned earlier.

3.10. Quality Control

Validity, reliability and trustworthiness are very important features to consider for the credibility of research findings. It is for this reason that the researcher put into consideration all the three qualities to ensure quality of the research findings

3.10.1. Validity

In a study conducted by Tambulukani and Bus (2011) the duo explained that validity is the degree to which results obtained from the analysis of the data represent the phenomenon under study. In other words, research findings are said to be valid if the research carried out depicts and brings out what it purported to bring out. One of the approaches of validating research findings is to use triangulation in data collection. Also, Cohen *et al* (2000) argues that the combination of methods complements each other by eliminating overlapping flaws.

In order to validate the findings in this study, the first data collected were coded. Thereafter, respondents were asked to verify if the information collected was correct. Validity was also ensured through expert checking of the instrument to see if the wording of questions were to enable the researcher to collect the intended information from the participants. Furthermore, the questionnaires were pre-tested in order to assess whether questions contained in the questionnaire were measuring what they were supposed to measure. In particular, for this study, some questionnaires were piloted in the selected primary schools in Serenje district to assess whether the questionnaires were able to yield the desired responses.

3.10.2. Pilot Study

The pilot study was done amongst six teachers who taught literacy at lower section in primary schools in Serenje district. This was mainly done to assess the reliability of the research instruments. The pilot study enabled the researcher to find out whether the research instruments were measuring what they were expected to measure, whether the questions could provoke a response as well as to check for the clarity of the wording and if different respondents could interpret the questions in a similar way. The research results were not different from what was found in the actual field. The findings

indicated that some of the teachers who taught literacy in primary schools were not very proficient in the language of teaching as the government had deployed them without considering the language aspect. While for objective number one and three data validation was done through member checking as it was more qualitative.

3.10.3. Reliability

For a research to be reliable, it must demonstrate that if it is carried out on a similar group of participants in a similar context, then similar results would be found (Cohen *et al*, 2007). Prior to the collection of data, the researcher ensured that the reliability of the research instruments measures was taken. Reliability measures were conducted to reduce a high probability of collecting inaccurate data on questionnaires which would have probably paralysed the whole essence of the research carried out. It was in this view that some questionnaires, in this study, were piloted in selected schools in Serenje to assess whether the questionnaires would yield the desired responses. The exercise also helped the researcher to check if the questions phrased could draw a response from the respondents and if the sentences read well as well as transmitting the same message to the respondents. After the piloting exercise, the corrections were made in order to come up with a reliable questionnaire.

Corrections such as adding open ended questions and more statements on the Linkert scale were done. Participants who took part in the pilot were not included in the main research. The reason for the pilot study was to measure accuracy of questionnaires and this was achieved because the questionnaires yielded consistent results after repeated trials.

3.10.4. Trustworthiness

In order for the researcher to ensure that data collected was trustworthy it was important to consider the following: the credibility, transferability, confirmability and the data.

3.10.4.1. Credibility

Bryman (2008), defined credibility as the confidence that can be placed in the truth of the research findings. Kombo and Tromp (2007), also defined credibility as the

credence involved in establishing the results of the research findings. This ensures that the research findings are correct and explicit. In this study, credibility was ensured through the use of various methods for data collection.

3.10.4.2. Transferability

Baidauf & Kaplan, (2004), defined transferability as the degree to which the results of qualitative research can be transcribed to other contexts with other participants – it is the interpretive equivalent of generalisability. In this study, transferability was ensured through purposive sampling. Transferability was done to make sure the research in this study can be transferred to other similar contexts. In short, research findings can be applicable to other contexts (similar phenomena, populations, circumstances and situations). Therefore, ensuring transferability clear and distinctive description of the research context, selection and characteristics of participants, data collection as well as the procedure for data analysis was given.

3.10.4.3 Conformability

Cohen *et al* (2007), defined conformability as, the degree to which the results of an inquiry could be confirmed or corroborated by other researchers. The conformability ensures that there is a degree of neutrality in the research findings. In this study the researcher ensured that the findings are based on participant's responses and not any potential bias or personal motivations. This was done by ensuring that there was no biasness in the interpretation of what the participants said through member checking.

3.11. Procedure for Data Collection

The researchers sought an introductory letter from the Assistant Dean (Postgraduate) of the School of Education at the University of Zambia (UNZA). The researcher also sought permission to visit the schools from the Ministry of General Education districts offices in Serenje district. This was done in order for the researcher to be given permission to freely interact with the selected respondents without abrogating any protocol. Consent was also sought from all participants who participated in the study in particular the grade ones and grade two's. Having in my mind these cannot make

decision on their own hence the researcher involved their parents who were able to decide on their behalf.

Questionnaires were administered to the teachers of literacy from the four primary schools in Serenje district. This was followed by conducting semi-structured interviews to teachers of literacy from the four selected primary schools in Serenje district. Because of limited time, some interviews were conducted over weekends, while other interviews were conducted during working days. After conducting interviews and carrying lesson observation on teachers and pupils, the researcher further interviewed the Education Standards Office. The questionnaire was also used as way of triangulating.

3.12. Data Analysis

This study used mixed method approach which meant that qualitative data were analysed thematically. Thematic analysis according to Kombo and Tromp (2006), involves a process of coding, and then grouping the coded information into similar groups forming themes. This was used to analyse data qualitatively. Responses to open-ended questions were recorded and then grouped into categories or themes that emerged. The purpose of transcribing the interviews was to analyze the collected data and to find common themes. However, before data analysis began, coding of the information was done. The coding required the researcher to read over the transcribed script several times, focusing on recurring and consistent ideas that were found within participants' responses. Using different colored highlighters, each common idea was highlighted in one colour, called open coding.

Then the researcher axial-coded the data collected by grouping it into themes. Sequential coding was applied by grouping the themes according to objectives and presented descriptively, while quantitative data collected using questionnaires were analysed using descriptive statistics which was interpreted using Tables, Pie Charts and Bar Graphs. In this study, data collection, analysis and evaluation were done at the same time with data transcription. Once all the transcription had been done, the researcher had done all the qualitative analysis manually using the constant

comparative method. Creswell (2012), a constant comparative method involves making three passes through the data.

3.12.1. Coding of Participants

For easy identification of participating schools, participants in the four focus discussions groups and their contributions to the study, the teachers and the ESO codes were assigned to all schools and participants as follows: School A (SA), School B (SB), School C (SC), School D (SD), Learners for FGD school A (FGD-SA), learners for FGD school B (FGD-SB), learners for FGD school C (FGD-SC), learners for FGD school D (FGD-SD), initial literacy teacher for school A (T-SA), initial literacy teacher for school B (T-SB) initial literacy teacher for school C (T-SC), initial literacy teacher for school D (T-SD) and an administrator for Serenje district (ESO).

3.13. Ethical Considerations

Wellington, (2000), postulated that, an ‘ethic’ is a moral principle or a code of conduct that serves as a guide to what people do. Bearing in mind that, certain behaviour in research such as causing harm to individuals, breaching confidentiality and using information improperly and introducing bias are unethical. Responses in this study were treated with maximum confidentiality as the data was to be used purely for academic purposes. Since the researcher used interview guides as one of the instruments for data collection care was taken when dealing with sensitive questions and participant’s identity and information given was not exposed in anyway.

3.13.1. Informed Consent

Informed consent is a communication between the researcher and the respondent. Informal consent was sought from respondents by informing them what the study was all about and their benefits in participating. This would make the respondents to decide on their own whether to participate in the study or not (Cohen et al., 2007). Permissions were sought from relevant authorities such as Serenje District Education Board Secretary (DEBS) in order for the researcher to have access to subject specialists, Senior Education Standards officer (SESO) in particular. Furthermore, permission

which was granted by DEBS enabled the researcher to freely interact with teachers of literacy and the learners in selected primary schools in Serenje district.

3.13.2. Research Description, Risks and Benefits

The researcher introduced herself to the respondents and thereafter the respondents were told about the purpose of the study. The researcher informed the respondents by assuring them that there would be no form any risks that they may encounter as a result of their participation in this study. Respondents were told that their constructive contributions in the study would bring out suggestions that could make curriculum developers utilise the findings as they design the curriculum so as to make it beneficial to every learner.

3.13.3. Anonymity and Confidentiality

Considering the significance of ethical issues in every research, in this study responses from participants were treated with maximum confidentiality as the data was used purely for academic purposes. The participants, who included the (ESO), teachers of literacy and all the learners in the first four grades of primary schools, were asked not to write their names and that of their schools on the research instruments. Kothari (2004), stated that the researcher is charged with the duty of ensuring that the privacy of research participants is guaranteed and upheld (Kothari, 2004). This was ensured in this study by the researcher making sure that participants were not easily identifiable in the study. This was also a way of minimising any repercussions on the participants in light of the results from any study, particularly when the results led to some controversial and sensitive findings.

3.13.4. Reciprocity

Reciprocity refers to the researcher- participant relationship where a symbiotic relationship is expected. It is a form of compensation where the participant devotes their time and effort to shape the researcher's study. The issue of whether or not to compensate research participants in cash or kind as a way of reciprocity is controversial just in case compensation can affect the level and quality of data (Creswell, 2009). For

this study, the researcher ensured that no compensation was to be given to participants in order to avoid compromising the research data.

3.13.5. Voluntary Participation

Additionally, the researcher informed the respondents that participation in this study was voluntary and that they were expected to feel free to withdraw from the study at any time as they wished to.

3.14. Summary

What has been discussed in chapter three is the methodology that was used in this study. Mixed methods design was used particularly the embedded design. This design enabled the researcher to collect and analyse both the qualitative and quantitative data. The population and the sample size were fifty-seven participants. The sampling technique used was both purposive and simple random in order to cater for both quantitative and qualitative data.

CHAPTER FOUR: PRESENTATION OF FINDINGS

4.1. Overview

In the previous chapter, the researcher described the research methodology, which was employed in the study. The themes that are presented in this chapter emerged from the data collected from questionnaires, lesson observation, focus group discussions and interviews. In this study, the researcher managed to collect a lot of data, however, the analysis of the data was specifically guided by the information which addressed the research questions that were stated as:

1. What views did teachers and learners have on the use of Icibemba as a medium of teaching initial literacy at lower section in primary schools in Serenje district?
2. How did the use of Icibemba contribute to learner achievement in initial literacy education at lower section in primary school in Serenje district?
3. What challenges were faced by teachers and learners in the use of teaching or learning initial literacy using Icibemba as opposed to Lala in Serenje district?

The chapter begins with the findings from the teachers and learners and is presented alongside those from the Educational Standard Officer interviewed. Under this category, a number of themes emerged as respondents expressed their views on the using of Icibemba as a medium of teaching literacy.

4.2. To establish teachers and learners' views on the use of Icibemba as a medium of teaching initial literacy in primary schools

4.2.1. Learners and Teacher's Views about the Use of Icibemba

In this section, the researcher sought to establish learners and teachers views on the use of Icibemba as a medium of teaching initial literacy in Primary Schools. Information from teachers for literacy and the learners in the first grades of Primary Schools was based on the premise that Icibemba was not a mother tongue language in Serenje as the area was predominately Lala speaking. It was, therefore, cardinal to establish the views of teachers and learners about the use of Icibemba as the medium of teaching literacy.

4.2.2. Learners' views and how it affected their performance

Learners were asked to give their views on whether or not they were compelled to use Ibibemba as a medium in learning initial literacy. Also, learners were asked to give their views on the language predominantly used as a medium of teaching initial literacy. The findings of the study revealed that all the learners who participated in the study indicated that the predominantly used medium of teaching literacy was Ibibemba. One learner from (FGD-SD), a nine-year-old boy indicated that:

For me I fail to understand the teacher especially if the teacher is just teaching without using Ibibemba and this makes me not participate very much in learning experiences and usually it makes me not to ask the questions as learning is taking place.

Another learner from (FGD-SC), an eight-year-old girl, in another group disclosed that:

For me, I have no problem with the use of Ibibemba as we learn because I am able to speak Ibibemba. It is only a problem because the teacher at times uses difficult Ibibemba and that I fail to follow

Learners were asked to give their views on whether or not they were compelled to use Ibibemba as a medium in literacy learning. Learners were also asked to give their views on the language predominantly used as a medium of teaching literacy. The findings of the study revealed that all the learners who participated in the study indicated that the predominantly used medium of teaching literacy was Ibibemba. One learner from (FGD-SB), a nine-year-old boy indicated that:

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Another learner from (FGD-SA), a nine-year-old girl, in another group disclosed that:

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Another learner from (FGD-SB), a ten old boy indicated that:

For me I fail to understand the teacher especially if the teacher is just teaching using icibemba without using Icilala and when I ask questions, he is very busy to explain to me, there are no text books and teaching and learning aids that I see at home

Learners in this study were also asked to indicate if learning in Icibemba as a language of teaching affected their academic performance. The findings indicated that the use of Icibemba had affected their performance. One learner from (FGD-SD), in particular stated that;

No, I-me has been affected with the use of icibemba because when we write a class exercise and a test I always fail.so me I say icibemba when learning in class is very difficult to understand. Maybe others have enjoyed but for me I can say on my own that it is very difficult, I don't know maybe with my friend are ok with it.

Another learner a 10-year boy from (FGD-SC), said that;

Me teacher I don't understand bemba much even at our place in the village we speak lala. My friends I play with speak bemba and under but speaking or writing in bemba is really a problem to me. Teacher this has affected my performance in literacy, writing and reading in bemba is a problem to me

The findings of the study indicated that the teaching of literacy using Icibemba had an effect on learner performance in lower grades in the primary school section. Learners in the study indicated to have experienced some challenges in communication in literacy lessons using Icibemba but were very comfortable in communicating using Lala language.

4.3.3. Teachers Views on the Medium of Teaching Initial Literacy in Primary Schools

Teachers were asked to indicate in which language the delivery of curriculum content was easily delivered and how the learners acquired initial literacy in primary schools with less challenges. Question five and seven in a questionnaire for teachers was used

to collect the information whether learners in lower grades used to interact with their peers and in their learning experience during teaching initial literacy. The findings in figure 4.1 clearly shows that 63 percent of teachers indicated that Lala was predominantly spoken as learners interacted with other peers and in their learning experience during teaching initial literacy and 37 percent indicated that for Icibemba that government has designated to be used in teaching initial literacy in primary schools. This shows that learners were more comfortable with the use of Icilala to learn initial literacy as opposed to Icibemba as a medium of teaching initial literacy. Findings further showed that although Icibemba was used as a language of teaching initial literacy in primary schools, learners actively participated well, when the teaching and learning of initial literacy was done using Icibemba and code switching with Icilala language. The table 4.1 that follows shows the language of predominance used in teaching literacy.

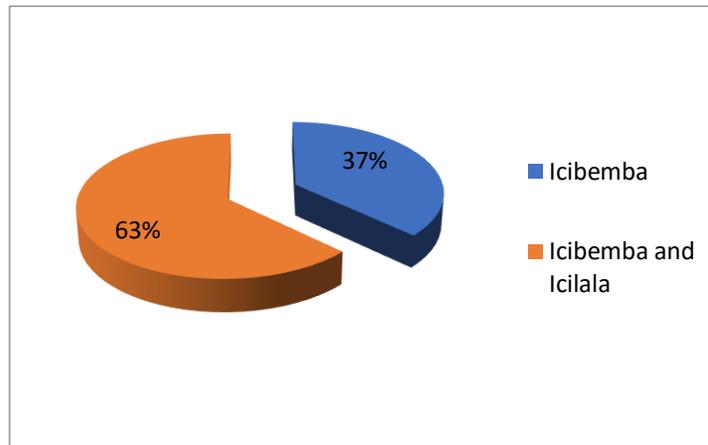


Figure 4.1: *Predominantly Language used in Literacy Teaching*

The findings of the study, therefore, indicated that Icilala was the language of play for most learners so it was difficult for the learners to communicate appropriately in the teaching and learning of literacy using Icibemba. Similarly, when the same question was asked to teachers during interviews about the use of Icibemba in teaching initial literacy if it makes learners to participate in class (see appendix 1). Teachers gave various responses and the following were some of the views as they were expressed by

some teachers. In particular, one male participant, (T-SA), said the following in supporting the selection of Ibibemba;

It is not a bad idea to use ibibemba in teaching and learning of literacy in this area but learners are more comfortable to use Icilala even when they are in class because Icilala is mostly used by learners at school and home even when they play around with their friends. Therefore, a lot of learners find it difficult to communicate effectively in the teaching and learning of literacy.

Another female participant (T-SD), also agreed on selection of Ibibemba as a medium of teaching in initial literacy.

Mhmm... Ibibemba to the way I think it is just okay because most of these pupils speak ibibemba in their homes and the official language of this country which is English they can't speak it and understand. And when these pupils are playing you hear them using ibibemba and not Icilala so it is easy even as you are teaching them you are teaching them in a language, they use always

Additionally, another female participant (T-SA), indicated that;

Okay yaa.... On that one I think it's good that ibibemba was selected as a medium of teaching literacy. You know pupils play around in Ibibemba is sure it is due to the fact that Bemba is similar to lala even though it is a lala speaking area. To me it is fair since I am teaching using a language that the learners are very familiar with. Even those who are like the lala or any language you find them playing around in Ibibemba.

To the contrary, a few teachers opposed the selection of Ibibemba and one who opposed made preference to code switching, the other one preferred Icilala while one preferred either Namwanga or Lamba. One male participant (T-SA), in Serenje district explained that;

For me I have to be very frank I don't like and support the use of ibibemba as a language of teaching literacy. Unless only as a standalone subject. To me I think mixing of Ibibemba and Icilala would be better so that as a teacher you can explain well

Furthermore, a male participant (T-SD), who opposed Icilala but supported English had the following words to say;

It is not a good idea to use icibemba in other subjects maybe just as a standalone subject. I think English can be better because some learners are Bemba, lala others Tonga and Namwanga so at least English caters for everyone. And as a teacher I can explain effectively in English.

Another female participant (T-SA), who opposed the selection of Icibemba said the following words;

Yaa.... I am so sure that the majority of the people here are not from Northern Province. So, I feel it is a bit tricky to use icibemba in such a place. For me Serenje was supposed be using Icilala as a language and so it is not fair to use icibemba when implementing at the school level.

It is clear from the teacher's views that the majority of learners in lower primary section in primary schools were comfortable when communicating using Icilala than using Icibemba. The findings indicated that language used in teaching initial literacy affected learner performance and learners actively participated in learning when a language was well known to them.

4.2.4 Code Switching

Three teachers, who had opposed the selection of Icibemba, made preference to the mixing of English with the mother tongue, Icilala. Teachers emphasised the need to safe guard the usage of English so that learners could integrate the use of Icibemba and English in teaching and learning of Icibemba. One participant indicated that she would have preferred her learners learnt initial literacy using their mother tongue which is Lala alongside English. In particular, one female participant (T-SB), suggested that;

For me obviously I would have wished that teaching and learning of literacy were done in Icilala in this area because whenever you want the learner to communicate in teaching and learning using Icilala will communicate with fewer difficulties. And also, English should have been a must to be used. We can't put English aside because where ever a child goes to

learn even in other provinces or countries one can be able to communicate in English without any problem and it won't affect their performance. So, I think both local familiar language and English are very important. Icibemba is only in Northern Province e.g. Kasama

Furthermore, in referring to code switching, another teacher said that it would have been better to consider Icilala for preserving their culture since Chief Kabamba's area is home to the Lalas. While another female participant (T-SB), suggested that English with alongside Icilala would have been better if it was used as a medium of teaching initial literacy for purposes of national unity. When asked about his views concerning the selection of Icibemba he said that;

My view is that the selection of icibemba in a mono-cultural setting like ours is a very bad idea because it undermines our culture. So, for me I look at two issues: culture and unity in our country. Lala would have been the best culturally since they are the owners of Serenje district but when we look at the aspect of unity in the country, there is no doubt English is the best. So, for me we would have picked English and Lala for purposes of culture and unity.

Another male participant (T-SA), also shared a similar view on the medium of instruction:

For me I think the selection of icibemba is not really a good one. Look it is like some of us our children will be forced only to learn other people's language we don't even see it to be beneficial in any way and I also get involved in helping my child with homework. So, it would have been better if Lala was taught side by side with English because some of us, we want our children to learn in English. It doesn't make sense to concentrate only in icibemba.

4.3. Teaching in Icibemba and Learner Achievement in Literacy

In this section, the researcher sought information from primary school teachers and administrators on how the use of icibemba contributed to learner achievement in initial literacy at lower section in primary schools. Information from open-ended questionnaires and interviews were presented under the themes in the sections that followed and a little of descriptive statistics information was used as a measure for learner achievement.

4.3.1. Reading Levels in Icibemba language

Teachers were asked to indicate how the use of Icibemba had influenced learner achievement in literacy so as to establish the contribution of using Icibemba in the teaching and learning of literacy in lower section in primary schools. The findings of the study indicated that reading level were still very low among learners in primary schools. Although teaching and learning were conducted using Icibemba as a familiar language, learning achievement was found to be still very low at lower section in primary school. Classroom observation showed that most of the learners were able to speak in icibemba but were not able to read and write in Icibemba.

One male participant (T-SA), lamented that:

Literacy teaching and learning is very critical in primary schools because learning achievement and performance entirely depends on whether learners are ready to read and write. Because most learners are unable to read and write, learning achievement and performance in literacy is very poor.

Another female participant (T-SA), stated that:

Reading and writing is important at lower section in primary schools. However, most of the learners in lower grades cannot read and write because teachers find it difficult to handle class instructional appropriately because of overcrowding. Even if the teacher was effective cannot achieve the intended outcomes

Further, one male participant (T-SB), commented that:

There are so many factors that have contributed to low literacy level at lower section in primary school. The use of icibemba to teach literacy is not an answer to the low literacy levels. Me I think the answer is to motivate teachers teaching literacy and improve infrastructure as well as reducing teacher-pupil ratio in primary schools

The Educational Standard Office (ESO) was interviewed and he commented that:

It is difficult to tell as to whether the use of icibemba in teaching literacy has contributed to learning achievement because nothing seems to change in reading levels from the previous learner achievement before the use of icibemba as a medium of teaching literacy was introduced in 2013. Monitoring reports for the district have been constantly showing low reading levels in literacy. This is an indication that the revised curriculum to compel teachers to teach literacy using icibemba has not yet proved its contribution significantly to positive learning achievements. I can say that most contributing factor to low literacy level and consequently low learning achievement is overcrowding in literacy class and poor furniture infrastructure in most of our primary schools

4.3.2 Applicability of learner-learner interaction

To find out information whether Teachers had applied learner-learner approach when teaching literacy, the researcher used a Likert Scale to find out the learner's views about this theme. The following statement was used, There is learner-learner interaction when the lesson is being implemented and the teachers responses were given as follows: Those that strongly agreed were about forty-four point three percent and seventeen point one percent respectively and when combined it gave a total of all those who are agreed that the learners does not actively participate in the learning experience, 5.7 percent remained neutral and 32 percent of the teachers disagreed to the statement. Findings revealed that learners are affected by medium of instruction used in teaching or learning initial literacy as it was shown during the learning processes. The learner-learner interaction was ineffective due to language which was unfamiliar to learners.

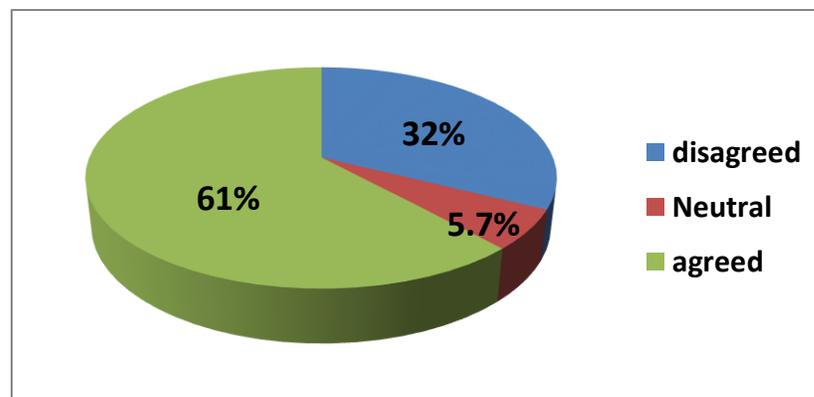


Figure 4.2 Percentage distributions of teacher's views about the learner-learner activity in the classroom.

Teachers were asked to give their views about how they felt learners were participating in a literacy lesson and some of their responses were as follows;

- (a) Specialists who develop the syllabus should make sure the simplify the language used as much as possible 49.7 percent
- (b) Learner actively participate in class activity discussion with their peers if they know the language of instruction 24.4 percent
- (c) Learners participate well if during discussion they have teaching and learning adequate during the activity 15.1 percent
- (d) Learners can only understand if actively participate in the learning experience 6.0 percent?
- (e) Do learners have scaffolders besides you teachers for example their peers who seem to be more knowledgeable to help during the learning discussions 3.9 percent?

These were some of the common responses that were given by the learners. The findings from lesson observation was to identify visible experience during the literacy lessons was an example from the classroom experience where learners could not actively participate during the learning experience. It was also noted that the teachers wasted time when explaining to learners as they needed to translate Ibibemba Hence, when one of the grade two learners was asked whether they grasped the content and actively participated (FGD- SA) commented that,

Mmmmmmm for me I'm unable to contribute in a group activity when Ibibemba is being used in learning literacy, because when am asked a question, I can only answer Icilala well.

The findings of the study indicated that the contribution of using Ibibemba, as a medium of instruction towards learning achievement, was very little as a lot of learners were findings problems in writing and reading in Ibibemba.

4.3.3. Learner Participation in Learning Experiences

It was clearly noted that effective communication was important in teaching and learning initial literacy in Primary Schools. The findings show that, teachers stated that the use of icibemba in teaching/learning initial literacy is one factor that has contributed to low participation among learners in the learning experience. Teachers indicated that using Icibemba in teaching and learning of literacy contributed to low participation in teaching and learning experiences as compared to instances where learners were allowed to use Icilala to communicate in literacy classes. Learners found it difficult to actively acquire literacy concepts using Icibemba and this contributed to low achievements in literacy. The following excerpt indicated what ESO claimed:

Mhmm... The same icibemba I think is just good because if we said Cilala we would disadvantage those pupils who come from where they don't speak Icilala. The majority of the learners we have come from homes where icibemba is used in homes and pupils play with it so since these are in the majority it is fine to use icibemba as a language of teaching literacy when teaching. I just wonder why a lot of learner performs poorly when using Icibemba compared to when they are using Icilala in classroom.

Furthermore, during an interview with the Educational Standards Office explained:

Learner achievement in literacy is bad but the use of Icibemba can't be an excuse. To me, the use of Icibemba is just okay and it is the most appropriate language many people know even here. Serenje is just a district in central province with very few people if you have observed, everywhere you go either in Mkushi or Chitambo you hear pupils playing around in Icibemba. Unless if it were places like Mumbwa I would have said Tonga was going to be okay. Everything here is icibemba so it is just fine. In short, if learners are not performing well in initial literacy then I would conclude that maybe it is due to other factors, e.g. absenteeism of the pupils, distances from home to school and teaching learning materials

The findings of the study also indicated that the use of Icibemba was not the factor that caused or rather contributed to learner achievement in acquiring initial literacy at lower sections in primary schools. Another female participant (T-SA), also said that:

Generally, Icilala is the language of play within the parameters of our school. So, the language of play is what is picked for any particular school environment. So, the most predominant language of play here is Icilala. So somehow it was not a very good idea to select Icilala here and I for one I support this because when you engage learners in teaching and learning experiences involving the use of Icilala participation is very wholesome but when you instruct them to use Icibemba participation reduces.

On the same situation one female participant (T-SB), commented that:

I think in terms of using common sense, teachers need to use diverse methods in teaching initial literacy so as to engage learners to use Icilala in learning acquiring initial literacy processes, and also in terms communicating in class. But I know you need to be very careful when engaging learners in the learning activities by giving instruction in language known to them e.g. Icilala in literacy classes. But it is very difficult to enhance learning achievement by using Icibemba in teaching and learning of literacy. To improve performance and achievement we encourage learners to use Icilala instead of Icibemba.

4.4 Challenges Faced by Teachers and Learners in the Teaching or Learning using Icibemba as opposed to Lala.

The study used interviews and lesson observation to collect data concerning challenges faced in the implementation of Icibemba as a medium of teaching literacy in primary schools in Serenje district. Teachers and learners interviewed indicated divergent views of challenges faced in the teaching and learning of literacy in lower section in primary schools.

4.4.1. Challenges Faced by Learners When learning literacy in Classroom

To find out the views from teachers, about the challenges that they faced during their learning of literacy, the researcher asked the learners to indicate their views on a five-point Likert scale representing; 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, and 5= strongly agree. The findings in figure 4.3 showed that teachers who settled for strongly disagree were 6 percent, while 19 percent of teachers settled for agree, 19

percent teachers settled for neutral and 56 percent teachers settled for disagree and none of the teachers settled for strongly agreed. Figure 4.3 shows the Percentage distribution of the teacher's responses.

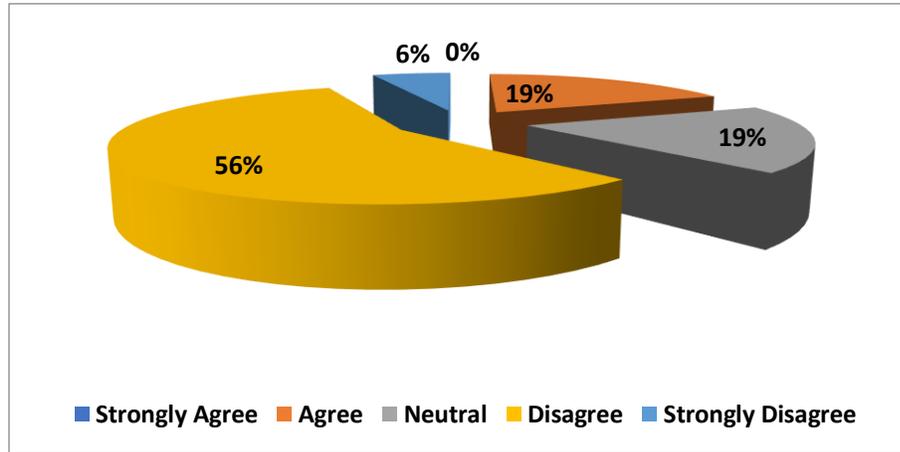


Figure 4.3: Teachers' responses on the use teacher-centered approach in teaching literacy.

The findings of the study revealed that teachers teaching literacy classes faced challenges in the course of implementing Icibemba as a medium of teaching literacy. Learners were asked to indicate challenges faced in the teaching and learning of literacy using Icibemba in classrooms. The findings of the study indicated that learner faced challenges in reading of story books and writing in Icibemba. The learners indicated that Icibemba was like a foreign language to them just like English was because the predominantly used familiar language among learners was Icilala both at school and home. Teachers indicated that they found it difficult to use Icibemba books because even parents who could help them with school work in literacy found it difficult using Icibemba.

4.4.2. Inadequate Materials Relevant for Teaching Icibemba

Teachers were asked the following: *Are the teaching and learning materials available for teaching Icibemba in lower section?* The teachers indicated that lack of adequate materials for using when implementing teaching such as books was posing a very serious challenge as the new language policy was being implemented. They said there

were no books for teachers to use and to give learners during the process of teaching and learning. For example, one female participant (T-SC), indicated the following:

Mhmm... Materials I think are a very big problem. There are very few available books am telling you. learners don't have access to text books hence it is very difficult to explain what you are teaching to learners because they cannot see what you are trying to explain to them, this makes learners to be passive

In a similar way, another male participant (T-SA), indicated that:

It seems this new policy was just brought for teachers to implement without bringing books as well. As I am talking now, there are no books in our school. I think government was just interested in telling us to implement without concern for materials. So, this has really been a challenge and it has made our work so difficult and this has contributed to learner participation in class.

During another interview at one of the selected schools in Chief Kabamba's area, it was mentioned that lack of materials was posing a challenge to the implementation of the policy. For example, one male participant (T-SD), said that:

Mhmm ... I think in terms of challenges one big problem is that there are no books for us to implement the 2013 curriculum using learner-centred approach. You know it is sometimes difficult for us to teach in icibemba because you can't even make teaching and learning aids without materials. Yes, sometimes you can improvise but there is a limit to what one can improvise.

Furthermore, ESO also said also gave similar views as follows:

Lack of materials within the schools and the ministry is also posing a serious challenge to the implementation of this policy. Every policy needs material support for it to be effectively done, it not all about teacher's roles, the languages aspect no also those other aspects need to be considered as contributing factors to performance. Furthermore, lack of books is really a very big challenge in our districts and this makes teachers to work under such difficulties.

Some learners also mentioned some of the challenges that they had experienced during their learning experiences such as the unavailability of materials for them to support their learning of literacy. They indicated that they were unable to find the books written in icibemba. For example, a grade two from (FGD- SA) indicated that:

One problem if I can't find books for my grade level at school, my parents can't not buy it for me especially that it is not written in their language lala. 'The books are not found in our schools to help me in my learning.' The other learner also said the following "The books for what we use when learning in literacy written in icibemba I can't find them in our schools like for other books. You know at least we find Jelita and Mulenga in every school but for this new thing there is nothing. So how can I actively participate in class?"

4.4.3. Complexity of Icibemba

Both teachers and learners bemoaned the complexity of Icibemba which was being taught to learners as the policy was being implemented. It was observed that the Icibemba used in the curriculum was too complex compared to the Icibemba which was used as of a language of play in the different communities of Serenje district. Although the syllabus is developed in a spiral way the Icibemba which is written there is difficult for example the word knife is *umwele* yet a learner in Serenje will cannot understand it as they use *inafi* to me knife, the female participant (T-SD) said that:

One challenge also is that the language that is used in books is totally different with the icibemba we know in our community. It is actually deep Bemba because some words you really have to consult. The cibemba that we speak here is just on the surface. For example, in our simple icibemba we say 'kalete sefa' but in books it is written 'kalete ulunyungo'. This affects the acquisition of literacy among learners as they need to learn the language first before learning the literacy skills.

In a similar way, another female participant (T-SA) said that:

It seems this new policy was just brought for teachers to implement without bringing books as well. As I am talking now, there are no books in our school. I think government was just interested in telling us to implement without concern for materials. So, this has really been a challenge and it has made our work so difficult.

Additionally, the ESO from the district also expressed similar views as he commented that:

Lack of materials within the district and the Ministry of General Education are also posing a serious challenge in the teaching of literacy in the first four grades of primary schools. I think it could have been effectively if the policy being implemented came along with material which support of it. So, lack of books is really a very big challenge in our district and we are only left to work under such difficulties.

The teachers bemoaned the complexity of Ibibemba which is being used as learners learn initial literacy in primary schools. It was observed that the Ibibemba used in the curriculum was too complex compared to the Ibibemba which was used as a language of play in the different communities of Serenje district. In particular a male participant (T-SB), an informant from one of the primary schools that was selected said the following words:

One of the many challenges that we face as teachers is that of the language that is used in books is totally different with the Ibibemba used or known in our community. It is actually deep Bemba due to the fact that some words you really have to consult. The Ibibemba that we speak here is just on the surface. In particular, in our simple Ibibemba we say 'kalete inaiji' but in books it is written 'chalet umbel'

The learners' who were participants, bemoaned the same challenge of language complexity. A 9-year-old boy from (FGD- SA) said this:

The Icibemba the teachers use as the teach is too advanced and it is totally different from the one, I know and used when am playing with my friends. The Icibemba we learn is too difficult, very deep bemba. So, it is so difficult for me to actively participate in the lesson and perform as expected as it takes me more time to first lesson the language and then apply to the situation. Additionally, if my teacher gives me carry home activities my parent refuses to help me and usually sends me back to my teacher at school. While at times my parents would ask a neighbour to help but which cannot be done always

4.4.4. Regional Transfers and Private Schools

Participants were asked about the challenges faced on the use of familiar language in teaching of literacy using Icibemba in cases of regional transfers. The ESO explained that:

The Bemba used by teachers to teach and learn literacy is too advanced and it is totally different from the ones the learners they use as a language of play. This makes teachers to fail to deliver their lesson well and this also hinder learners not to actively participate in the class activities, additionally if some learners are given home take activities to ask my parents to help them with any work as sure so of the parents refuses due to the fact that Serenje is a lala-speaking area. Although other parents may refer their child to neighbour who may be proficient in Icibemba language to help but which cannot be done always hence this affects learner's performance.

The participants expressed how teachers were posing a challenge to the implementation of literacy. It was revealed that it was a challenge for learners who moved on transfers across regions to adapt to a new language which was different from the one he or she was learning. For example, this is what one male participant (T-SB) said:

Local languages affect learner performance due to regional transfers. Imagine a child who through lower primary was learning a certain local language and then he eventually comes here on transfer such a child will eventually fail. We have this problem of such pupils who come on transfer and it is very difficult to help them.

Similarly, another male participant (T- SA) noted the following:

It is very difficult to teach learners who come on transfer from private schools and also from other provinces because they were using a different language where they came from. It is really proving to be a challenge to teach such learners because whatever you say the child will just be looking at you, chorusing, copying activities for the day and talking less in a learning experience and this makes learners to passive participates.

Furthermore, another female participant (T-SC) was engaged in the interview and expressed similar views. This is what she explained:

Again, absenteeism is another challenge we face. This is about those learners who are subjected to walk two and half hours to arrive at school fail to attend classes regularly. This makes the teacher to use the teacher-centred approach as the fail to participate in the learning experiences.

4.4.5. Pronunciation and Mother Tongue Interference

The findings in this study further indicated that there were challenges to do with word pronunciation and mother tongue interference. This was said to be a challenge because the teachers were not familiar with the language used and feared this would affect how they taught the learners. For example, one male participant (T-SC) observed that:

The other problem I have observed is about pronunciation of words due to mother tongue influence. You know like in my case I am tonga by tribe so I can't really pronounce like it should be pronounced in icibemba. For this reason, children may end up learning very wrong pronunciation which is very contrary to the original pronunciation.

In the same vein, another male participant (T-SB) said the following:

You know there is one challenge I have observed about this language policy of using Icibemba here. It is like pupils are getting confused with pronunciation of words. Imagine learners being taught by this teacher today with a different way of pronouncing words maybe because of his or her language background. Then what is going to happen to learners now? It seems we will end up having learners who speak like Nigerians or Zimbabweans.

Findings revealed that both teachers and learners had encountered challenges in line with the use of teaching or learning initial literacy using Icibemba as opposed to Lala. This shows that the language of instruction used was the main factor which brought in a lot of issues.

4.5. Summary

The chapter consisted of the findings as they were collected from the field. The findings were based on teachers' perspectives on the use of Icibemba in teaching initial literacy in primary schools in Serenje district. The findings indicted that teachers had positive experiences as the use of Icibemba was being implemented as medium of teaching literacy in Serenje district while learners find it to be challenging to use the zoned language as a medium of teaching initial literacy. It was further indicated that the informants had divergent preferences where the selection of the medium of instruction was concerned. The teachers argued that the selection of Icibemba was good as Icibemba was the language of play within the parameters of their schools. To the contrary, learners did not support the selection of Icibemba as medium of teaching initial literacy but instead made preference for English and code switching between English and mother tongue, Lala or Icibemba. The chapter also brought out various challenges experienced by the informant.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.1. Overview

This chapter consists of the discussion of research findings that have been presented in the previous chapter. The discussion is done in conformity with the findings from the participants who included teachers for literacy, learners, and education administrator in particular the (ESO). In this study, the researcher used the research objectives to discuss the findings;

1. To establish teachers and learners' views on the use of Ibibemba as a medium of teaching initial literacy in primary schools in Serenje district.
2. To assess how the use of Ibibemba had contributed to learner achievement in initial literacy education in Primary Schools in Serenje district.
3. To analyse challenges faced by teachers and learners in the teaching or learning initial literacy using Ibibemba as opposed to Lala in Serenje district.

5.2. Teachers and learners' views on the use of Ibibemba as a medium of teaching initial literacy.

As indicated by objective one, the study has established that the use of Ibibemba as a medium of teaching and learning in lower section as mandated by the revised curriculum was very low. The majority of the participants in this study comprising teachers, learners and education officers supported to the fact that Icilala was the appropriate medium of instruction than Ibibemba in the teaching and learning of initial literacy in primary in Serenje district. The participant who were interviewed, indicated that Icilala was a familiar language in the area and was predominantly used although the learners opposed to the fact that the predominantly used language was not similar with the Ibibemba used hence it affected their performance. This finding indicated that the Icilala language was of preference among teachers contradicting with the learners who were the beneficiaries of the implemented curriculum. The findings are consistent with Kinyaduka and Kiwara (2013) who postulated that learners understand initial literacy better when taught in a familiar language than in English. Similarly, Matafwali (2010) also said that it is much easier for learners to learn how to read when taught in a

familiar local language. The findings were in conformity with the theory which was used, which stated that learner learn well when the rules are followed, for example Basil Bernstein postulated that learners that from known to unknown perform well and acquire basic literacy, (Bernstein ,2000)

As can be noted from the findings of this study, the teachers and learners interviewed also confirmed that, despite the pronouncement by the Ministry of General Education that the medium of teaching literacy in lower section was Ibibemba for schools in Serenje district, Learners had preferred that the use of Ibilala in the learning of literacy could have helped them in literacy achievement. It was further noted that this finding affected the learning achievements and performance in literacy in Primay School because the use of Ibilala in teaching and learning was contradicting the approved medium of instruction (Ibibemba) in the area. It is fascinating to note that even the Educational Standards Officer interviewed in this study confirmed that the learning achievement in literacy were low. If mother tongue is used to teach the subject matter and to begin literacy, learners gain knowledge and comprehend. This knowledge helps such learners to comprehend better and learn the second language, particularly the subject matter with which they are already familiar, since they have learned related matters in the mother tongue. These findings were in tandem with the theory used which stated that, when the rule of simple to complex is not applied in teaching learners then it has a negative bearing as learners do not actively participate in the learning experience as stated by Bernstein (2000).

The low learner achievements in literacy were attributed to the mismatch between lala language used predominately and Ibibemba used as a medium of teaching initial literacy. This was further confirmed in the classroom lessons for literacy observed in some school that were in the sample. Learner participation in the learning experiences was passive and furthermore some of the learners were chorusing if they had to participate. This information contradicts with what is stated in the curriculum framework document as noted in chapter one that the school curriculum was developed through a consultative and participatory approach through course and subject panels where teachers and other stakeholders were represented (MoE, 2013).

Although this study has revealed that learners have negative views towards using Icibemba as a medium of teaching, Kotze and Higgin (1999) found that learners had more positive views towards their mother tongue which is Lala and they favored first language as the language of instruction in educational system. The results of the analyses also showed that the learners 'awareness of mother tongue or being educated in mother tongue had a positive impact on the learning of English language grammar which resulted in better performance in writing examinations and the learners who were educated and received awareness in mother tongue were more successful than those ones who were not in that setting.

As can be noted from the finding of this study, a large number of the learners were not of the opinion that Icibemba was appropriate for use as a medium of instruction in teaching and learning of literacy. Further, the majority of respondents claimed that the MoGE and CDC officials viewed that Icibemba was predominantly used in Serenje but did not understand that Icilala was the language that was mainly used by learners in the area. This view was supported by the revelation from the curriculum specialist who strongly indicated that curriculum development is done by curriculum development centre and teachers were only given the syllabus after it had already been developed.

Furthermore, these findings provide a clear indication that the 'voice' of the teacher is to a large extent ignored in the curriculum development process. Teachers were mostly considered only as curriculum implementers who should only implement what had been developed for them. This situation is worrisome because teachers were left with a high probability of using the medium of instruction other than the one developed in the curriculum. This has negatively affected the learner's achievement in literacy because teachers and learners lacked proper use of the intended understanding of literacy concept using Icibemba as contained in the curriculum. Positive learning achievement is to a large extent dependent on how well the teacher and learners understands the curriculum content using the approved medium of instruction.

The finding on the extent of teachers and learners' views on the preferences of using Ibibemba in literacy involvement in the curriculum development process is also consistent with the assertions by Ramparsad (2001) that curriculum development in most African countries followed a top down approach and teachers were not often involved in its planning and development and only saw themselves playing a role in the implementation. These and other related results illustrate that when the curriculum is developed at the top with few individuals and then brought to the teachers to implement, it may have great implications on the education system of the country since the implementers may not know what to do. In line with this, it is observed that the degree to which teachers can adopt and implement a top-down curriculum in using the approved medium of instruction in teaching depends on the extent to which those responsible for managing the change acquire informed understanding about the educational theory and knowledge (Morris, 1995).

In addition, the description of co-operative democratic interaction asserted that teachers and learners along with other significant adults should be responsible for designing the medium of instruction in curriculum used in the classroom in particular area (Hopkins, 1941). A common theme in many of these writings was that teacher participation produced more effective and meaningful curricula than those produced by external sources. Teacher involvement in the curriculum development process, therefore, would not only serve to improve curriculum, teaching and learning but could ultimately serve to make better teachers and administrators. When teachers participate in the curriculum development process of medium of instruction for particular areas, they have a detailed knowledge of all the relevant factors about their learners and their whole situation in particular locations (Bude, 1999; Carl, 1995). This in turn may enable the teacher to have a sense of ownership of the curriculum placing them in a good position for effective use of the approved medium of instruction by Ministry of General Education through Curriculum Development Centre. Clandinin (1986), supported this view by stressing that, it is imperative that teachers should be regarded as an integral part of the curriculum development process and not merely as translating other's intentions and ideologies into practice. It is apparent from the preceding observations that teacher knowledge is an essential component in improving practice and underpins the

transformation of curriculum targets into curriculum activities through planning and implementation.

A good curriculum requires careful planning and development and it is worthless and ineffectual if teachers were not alert and receptive to what was required of them and if they could not see how the innovation would be successfully applied in their own classrooms (Marsh and Willis, 1998). Teachers' understanding of the principles underlying reform strategies play a significant role in the degree of implementation of an innovation because teachers with a low degree of understanding may generate a low degree of implementation (Kirgkoz, 2008b).

As noted in chapter one, teachers form an integral part of the education system of any country. Teachers, who are the drivers of instructional delivery in classrooms, had divergent views for using Icibemba in teaching or learning initial literacy in Primary Schools. It is imperative that teachers should assume a more leading and meaningful role in making the necessary adjustments to the curriculum taking into consideration their working experiences and the principles of the school curriculum. Language preferences for instructional delivery in schools are supposed to fall in line with the present school curriculum. Therefore, it is important for teachers to follow the approved language of instructions as approved for use in the school curriculum. The success of any learning achievement depends on how the teacher and learners interact depending on the language of preference.

In addition, Gorsuch (2000) emphasised that the attitudes and beliefs of the teachers was the single strongest guiding influence on teaching and learning. However, the findings of this study revealed that teachers to a large extent had encountered challenges in the teaching and learning of literacy. This state of affairs may lead to the misinterpretation of the 2013 revised curriculum as confirmed by the results of a study carried out in Israel by Eggleston (1999) of Haifa University, which indicated that policies and innovations dictated by heads on teachers were not fully implemented by teachers due to a number of factors amongst others including misinterpretation of the requirements.

In support of this, Batwini (2010) noted that teachers' perceptions and beliefs influence and shape the meanings that the teachers eventually attach to the new reforms which in turn play a vital role in their acceptance and classroom implementation. Teachers therefore can interpret the curriculum correctly if they have a full understanding of it which can only come forth if they were fully involved in curriculum development.

This view is supported by Ben-Perez (1990), who stated that because teachers are familiar with classroom situation; their role is deemed central for discovering the gaps and bringing about change and improvement. This assertion entails that the teacher who is no longer practicing may not be in the position to have the actual feel of what takes place in the classroom. Therefore, involving teachers who left the classroom room in developing the curriculum may not have the same impact on the implementation of the curriculum as it would if teachers who are practicing were involved. This is usually the case because the feel of the classroom and the actual school environment is vital to addressing the actual needs of the learners who are the sole beneficiaries of the curriculum. This assertion brings an emphasis that the quality of curriculum implementation is dependent on the quality of the teacher hence it is cardinal that teachers are involved in the development of the curriculum if the implementation of the curriculum is to be effective.

In addition, Fullan (2002) observed that the teacher has to be fully involved in curriculum planning to fully understand the curriculum. Such understanding enables the teacher to reduce the gap between the intended and the achieved curriculum. In this case, the intended is the planned curriculum whereas the actual curriculum is what happens at implementation. This discrepancy is largely due to teachers' different ways of understanding and interpreting the curriculum handed down to them. This scenario comes as a result of lack of teacher involvement in curriculum development as the case is with the findings of this study. This also confirms the rationale for teachers having not understood the 2013 revised curriculum in Zambia which was revealed during 2016 Ministry of General Education joint annual meeting (MoGE, 2016).

Teachers did not understand the 2013 revised curriculum to a large extent because they were not actively involved in its development. In supporting this assertion, Machingambi (2013) argued that subordinates find it hard to execute decisions made without their knowledge. This may not be different from the Zambian situation as indicated by the findings of this study because teachers who were not involved in the development of the curriculum that they use may not have a clear picture of what exactly is to be done. They are likely to have no competence, knowledge propensity and mind-set that are required to make perfect decisions about it.

The study found that the selection of Ibibemba was good for the learners to yield positive results during the process of learning. The teachers and administrators indicated that the reason for this was because Ibibemba was the language of play for learners within the parameters of their schools. They felt that the learners who were coming from Ibibemba speaking homes were outnumbering those who came from English speaking homes hence it was good that what affects the majority was selected. This shows that using familiar language benefited the majority of the learners. This was in line with Mbewe (2015) who in a similar study suggested that (teachers) who are the implementers of the curriculum supported the selection and use of Ibibemba as medium of teaching in Lusaka urban schools because the learners found it very easy to understand. The learners were said to know Ibibemba better, therefore, making it easier for them to understand instruction. This was similar to what the teachers' suggestions that Ibibemba is the language of play for the learners; hence it was easy for them to learn when it was used as medium of teaching.

The finding of the study also revealed that learners' mother tongue was more appropriate to use in teaching literacy as learners found it easy to interact and acquire basic literacy skills in the first four grades of primary schools. This was inconsistent with a study conducted in Kenya on views that teachers have on the medium of teaching and learning literacy, in that study the majority of the teachers preferred the use of English language (a foreign language) instead of a mother tongue language which was in line with the finding in this study in which teachers also preferred the zoned language which is Ibibemba (Khejari 2014). Teachers in Kejeri's (2014) study,

seem to have had suggested that the use of a mother tongue (local language) was of very little value to the learners compared to the value that the English language had. However, in this study the learners would have performed well if the medium of instruction in learning literacy one that was familiar.

Although Kejeri (2014) established results different from this study, Nyarigoti and Ambiyi (2014) seem to agree with findings in this study pertaining to teachers' views towards using a familiar local language as medium of teaching literacy in the first four grades of primary schools. Kejeri (2014), suggested that the teachers' views towards using a familiar local language as medium of teaching was positive because this made academic progress faster as learners would still engage in learning activities even when they were away from the school premises.

In this study, it was established that learners taught in a familiar language acquired basic literacy levels fast because they were able to communicate easily in the teaching and learning processes. These findings were in tandem with the theory used for this study that confirmed that learners learn well when the rule of simple to complex is applied during the teaching and learning of initial literacy in primary schools. This entails that learners perform well when the right pedagogy is applied and moreover, there are more benefits arising from the process of learning because of their familiarity with the language used as a medium of teaching. This also shows that teachers view in his study were in conformity with Basil theory in that it is good to select a language that learners use as they interact through plays with Icibemba as medium of teaching as their cognitive grows as they discover because learning does not just happen in class.

5.3. To assess t how the use of Icibemba had contributed to Learner Achievement in initial literacy education at in primary schools.

Participants were interviewed to establish their experiences with the contribution of using Icibemba as a medium of instruction in relation to learner achievement.

5.3.1. Parents contributed negatively to the learner achievement

Parental support will be more forthcoming when learning of literacy was taking place in a familiar language which is Lala and not Icibemba which has been designated by the

government in Serenje district. Parents could have been supportive in the learning of their children if they understood the medium of instruction their children were using to learn. The findings of the study revealed that many parents were not in support of Ibibemba as a medium of teaching literacy as they could not participate in the learning of their children, for example in homework activities. It was established that many parents preferred Ibilala as the medium of teaching literacy since it was their local language. Findings showed that parents were not willing to help their children with homework using the zoned language which is Ibibemba as a medium of teaching literacy due to the fact that activities were written in Ibibemba. The findings were in consistence with Gacheche (2010) who noted that if parents are not involved in the implementation of familiar language policy, they do not support the policy. The findings were also in consistency with Kinyaduka and Kiwara (2013) who stated that parents in Tanzania were of the view that it was better for teachers to consider using English as a medium of teaching during implementation. The none involvement of parents in their children learning has also contributed to low achievement in literacy levels in primary schools.

However, it was found that parents were in support of using local language as a medium of teaching literacy. Some parents were against the use of Ibibemba as medium of teaching literacy at lower primary school, some parents were for the view of using mother tongue which was (Ibilala) for every child to benefit. This was in tandem with a study done in Nigeria by Inyamu and Oglegbaen (2007) who also found that the majority of the parents were in support of the policy of using a mother tongue as medium of teaching their children. This argument by Inyamu and Oglegbaen (2006) was in agreement with what some parents argued in this study when they suggest that their children can be better taught if their mother tongue was used as medium of teaching.

Similarly, Ndamba (2008), while getting the views of parents in Zimbabwe, established that parents preferred the use of English to the use of Shona/Ndebele as the language of teaching for their learners during their initial grades of schooling. Further, the study found that among parents who opposed the selection of ibibemba, some felt that it

would have been better to use English as a medium of teaching literacy instead of a local language. The parents made this preference based on the relevance of English with regard to their children's future prospects. In line with the findings, Olaolorun, Ikonta and Adeosun (2013) suggested a similar observation when they argued that parents, in wanting their children to use their education to be more competitive on the job market, prefer the use of English as a medium of teaching their learners in schools. On the contrary, the findings of the study do not agree with Inyamu and Oglegbaen (2007) who established that the majority of parents did not support the use of English but instead saw the use of a mother tongue as medium of instruction as a good policy.

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 Ibibemba language to Icilala. The paradox where the government introduces policy where teaching should be done in local languages but they provide materials in Ibibemba can best be understood by (Muliyunda, 2009). who argued that education policies are normally not characterised by progression or retrogression but by contradictions. Unfortunately, this contradiction has serious potential to jeopardise effective policy implementation as most of the participants were unable to translate some concepts as they lacked skills of translation.

5.4. Challenges Encountered by Teachers and Learners in the teaching / learning initial literacy using Ibibemba as opposed to lala

It is clear from the findings of this study that the teachers and learners faced challenges in the use of Ibibemba in teaching and learning of literacy. The success of any curriculum implementation depends on how teachers teach the developed curriculum, (Brain, Reid and Boyes, 2006). It was therefore vital for the study to establish if at all the teachers encountered any challenges in using Ibibemba as a medium of teaching literacy. This study's findings established that generally a large proportion of teachers and learners faced challenges in using Ibibemba in the teaching and learning of literacy. It was also noted from this study findings that most challenges that teachers faced were as a result of lack of knowledge of Ibibemba as some teachers were not conversant with Ibibemba and Icilala especially those who came from other provinces where Ibibemba

and Icilala was not predominantly used. Additionally, when the government when is deploying teachers who teach in primary schools, they are deployed country-wide without considering the language which they are proficient with hence this affects the quality of education offered. Batwini (2010), added that the repeated failure of the use of Icibemba to achieve the desired outcomes was because curriculum developers overlooked the social issues that surrounded teachers, schools or districts. Warters and Vilches (2008), added that classroom level implementation had been difficult to achieve due to among other things, lack of qualified teachers to teach literacy in the first four grades of primary schools which also affects learner performance

5.4.1. The Complexity of Icibemba

Lala predominantly used language in Serenje. This study found that the language used as a medium of teaching literacy was not the Icibemba used in their communities but instead it was Icibemba which they said was too complex for the teachers and learners. For the teachers, they noted that it was very difficult for them to get in terms with the complex Icibemba they were compelled to use as medium of teaching literacy. Like one teacher indicated. Respondents viewed that the language written in books was too complex for them and the learners to comprehend. This was in tandem with Mbewe (2015) who postulated that, there was a discrepancy between the language used as medium of teaching and the language spoken by teachers and learners, hence it hindered the learner's active participation and it affected their performance. Furthermore, another challenge that teachers encountered was the problems in reading, in the finding this study showed that lack of familiarity with the language of instruction among learners was one of them. This indicates that the language that was used as medium of teaching was different from the one that was spoken by learners.

According to Thompson (1992), what teachers do in the classroom is fundamentally influenced by their personal views and beliefs. Teacher's attitudes are a major predictor of the use of new technologies in instructional settings (Isleem, 2003). Consequently, the negative attitudes held by teachers about changes in the curriculum may negatively affect the use of instructional strategies which may in turn compromise the quality of teaching and learner's academic performance in literacy. In addition, Ponte *et al* (1994)

noted that when a new curriculum is introduced, teachers are normally concerned with the following: the overwhelming work required in the implementation of the new curriculum, lack of proper training on the new curriculum and inadequacy of supporting material for the new curriculum. Therefore, teachers found that using Icibemba, which is more complex, made the teaching and learning of literacy difficulty and also contributed to low performance among learners. Some teachers argued that some changes made in the curriculum were not helping in the learner performance. The findings were in tandem with Skilbeck (1982) who emphasised that the best place for designing a curriculum was where the learner and the teacher meet. Through such, teachers can create learning opportunities to the learners and thus through the types of materials, activities and specific skills needed. It was also noted from the findings of this study that the majority of teachers were not in agreement that learners actively participate in their learning due to some constraints that they faced.

Mwanza (2012), also argued that one of the challenges faced when using a local language for teaching initial literacy is that teachers lacked fluency and enough vocabulary relevant for delivering content to learners. Mwanza further acknowledged that both teachers' and learners' levels of proficiency in standard Cinyanja were very low such that they could not effectively enhance the usage of Cinyanja for teaching and learning initial literacy. Although Matafwali (2010) does not deal directly with the issue of vocabulary among the teachers teaching initial literacy using a local language, she suggested that the first and second graders' reading levels were still very low despite them being taught using a local language as a medium of instruction. This could be attributed to teachers' lack of sufficient skills and vocabulary in the local language used as medium of instruction.

5.4.2 Materials Relevant for Teaching Literacy

Findings related to materials shows that when the teachers were asked on the availability of teaching and learning materials paused a challenge hence teacher's effective quality of teaching was not good. The findings indicated that there were no books for teachers to use and to give to learners during the process of teaching and learning. This indicated that teachers were finding it difficult to prepare teaching and

learning aids for them to deliver lessons effectively. These findings were consistent with Mbewe (2015) who also found that teachers, in some selected schools of Lusaka urban, faced the challenge of inadequate materials while implementing the use of Cinyanja as a medium of teaching in the first four grades of primary schools. It was further revealed that materials were not only unavailable in schools but also in the entire Ministry.

The finding of this study indicated that lack of resources was one of the prominent challenges that teachers encountered when implementing the developed curriculum. These findings are consistent with the observation by Carless (1999) and O'Daniel (2005) who mentioned lack of resources and insufficient curriculum time, expenses for training and lack of appropriate materials as other factors that made curriculum seldom implemented as intended. In addition, Teachers' lack of training in Icibemba language and how to use it as a medium of instruction was another challenge faced in lower section. In relation to this, Sherin (2004) argued that curriculum change implies teacher change. If teachers were not empowered to effectively implement the new concept and education in a language to use as a medium of instruction, the investment of time and resources in developing a new curriculum package can be a waste. The finding is similar to Masatunya (2014) in his study; shortage of materials had made teaching of literacy unsuccessful. It is also important to note that although the MoGE revised the curriculum, the government 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 one learners.

It is common for teachers to find themselves teaching using a language which is not approved as a medium of instructions, perhaps utilising some of the new materials but adapting them to fit traditional patterns (Bell and Gilbert, 1996). To overcome this, teachers should be equal partners in curriculum and material development so as to influence positively the desired learning experiences. As noted in the conceptual framework of this study (see figure 1.1), the teacher should take centre stage in knowing the language to use as a medium of instruction, instructional material development and curriculum implementation. A problem arises if teachers were

actively involved only at using Ibibemba as a medium of instruction without proper training in Ibibemba language because the teachers did Ibibemba as a subject at senior secondary or as a standalone course.

4.5 Summary

In this chapter, the findings of the study have been discussed. The discussion was done under themes emerging from the findings of the study which are informed by the objectives and conceptual framework. The themes presented what the study established from the findings. These emerging themes were; (1) teachers and Learners views on the use of Ibibemba in teaching and learning of initial literacy, (2) The use of Ibibemba as a medium of instruction and learner achievement and (3) Challenges encountered in using Ibibemba as a medium of Instruction.

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.1 Overview

In this chapter, a summary of the main research findings as answers to the research questions has been presented. Furthermore, the study's recommendations and some suggestions on areas for future research have been presented.

6.2. Summary of the Findings

6.2.1. Learners and teachers' views on the medium of teaching literacy.

Research question number one sought to get data that provided answers to what views teachers have on the use of Ibibemba as a medium of teaching initial literacy. The results of interviews for the specialists, learners and teachers for literacy and questionnaire responses from learners showed that although Ibibemba is used as a language of play and some words used are familiar with Ibibilala their performance in literacy is low due to the fact that learners cannot actively participate in the learning experience due to the complexity of the Ibibemba used in text books. The major reason identified for this predicament is that, although teachers' views were in tandem with the specialists' views as both settled for Ibibemba language which has been chosen by the government in Serenje district, learners' views were different as they found it to be a challenge therefore the medium of instruction had affected their performance.

6.2.2. Use of Ibibemba as a medium of instruction and learner achievement

Research question two was meant to facilitate the collection of data which would provide answers to the question on whether the use of Ibibemba as a medium of instruction has contributed to learner achievement or not in a predominantly Lala-speaking area. The findings from the learners were analysed using descriptive statistics while the data from the interviews was analysed using emerging themes. The findings from the learners showed that indeed the learner's performance was affected due to the passive participation in learning of literacy. Furthermore, activities such as debates were not fully utilised due to language barrier therefore, in this study it was concluded that learner's performance in literacy was affected by one of the factors which was the use of a medium of instruction which was unfamiliar.

6.2.3. Challenges faced by teachers and learners when teaching and learning literacy.

Research question three sought to elicit data which provided answers on the challenges faced by teachers and learners in teaching initial literacy in primary schools. Findings obtained from teachers mentioned one of the challenges as the syllabus content for example; the 2013 revised curriculum had been developed without additional teaching and learning materials. Secondly, the complexity of the language used in the syllabus is unable to make all learners access quality education in in a multi-lingual country. Additionally, the findings from the teachers of literacy also brought in the deployment issues in that teachers found the government deploying teachers for literacy in any province without regarding the language they are proficient with. This study concluded that teachers also lacked the proficiency of the Icibemba language hence it contributed to learners performing low in the literacy. Additionally, Zambia is a multilingual country, so teachers teaching in one part of the country may not be very conversant with the language being used hence have a negative effect on their teaching of literacy. While on the other hand, some learners may also not know the language that is used as a medium of teaching literacy, therefore, it has negative effects on their academic performance.

6.3. Conclusion

In this study, the researcher investigated teacher's perspectives on the use of Icibemba in teaching initial literacy in primary schools in a mono-lingual area. The problem that was identified for this study was that Zambian learners were performing poorly in literacy hence low performance has been consistently highlighted in the Educational Statistical Bulletin (2015). If poor performance of learners in initial literacy which continues, it is likely to have a bearing on academic performance of the learners. The summary of the main findings is presented here below as guided by the research questions.

6.4. Recommendations

The following recommendations arose from the research findings, discussions and conclusions drawn in this study.

- i. It was recommended that literacy syllabus should be developed in languages that are simple in order to cater for all learners in this multi lingual country.
- ii. The Ministry of General Education should make sure every time the curriculum is being revised, teaching and learning materials should be available to support the curriculum.
- iii. There should be a system of ensuring that qualified teachers in literacy handle literacy classes in primary schools. Thus, MoGE should be deploying teachers who are qualified and proficient in the zoned language in a particular area.
- iv. Lessons for literacy should be delivered using concrete real teaching and learning aids that will enhance the learners' participation in learning experiences.

6.5. Proposed Areas for Future Research

In view of the findings of this study, which analysed teachers' perspectives on the use of Ibibemba in teaching initial literacy in primary schools in a predominantly Lala-speaking area, it is, therefore, necessary to propose the following as areas for further research.

- i. Analysis of qualifications towards teacher effectiveness in teaching literacy in primary schools in mono-lingual area.
- ii. Perceptions of minority language grouping towards the use of major languages as medium of instruction in Zambia.

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APPENDICES

APPENDIX I: INTERVIEW GUIDE FOR TEACHERS

What challenges have you observed learners face when teaching literacy using Ibibemba

1. Is there any need of teaching literacy among the learners using Ibibemba in the first four grades of primary schools of Serenje District?
2. Does the use of Ibibemba in teaching initial literacy make learners participate in class?
3. How would you describe the learners use of Ibibemba to communicate in your class?
4. What do you know about the change of the policy on the medium of teaching literacy from English to a familiar language in the first four grade of primary school?
5. What is your view in the use of Ibibemba to a learner whose mother-tongue is Ibibemba?
6. Which language would you prefer to be used to teach literacy? (give reason)
7. Are your learners competent in answering tasks in literacy using Ibibemba
8. What pedagogy approaches do you use to teach literacy in your class
9. What challenges do you face using learner-centered method to teach literacy using Ibibemba?
10. What challenges do you face developing learning materials in Ibibemba?

THANK YOU FOR YOUR PARTICIPATION IN THE STUDY.

**APPENDIX II: INTERVIEW GUIDE FOR EDUCATIONAL STANDARDS
OFFICER**

1. How long have you been a Standards Officer?
2. As a specialist in languages, what do you think are the intensions of the curriculum designers on the use of a familiar language in acquiring literacy in the first four grades of primary school?
3. As an administrator, what do you know about the new language policy in Zambia is it being implemented in Serenje district?
4. How do you rate the performance of learners in literacy in the first four grades of primary school in Serenje district? (The researcher will probe on the reasons for the answer given).
5. Do you think the use of icibemba as the medium of teaching has affected the learners in the first four grades of primary schools in Serenje district?
6. What challenges do you face if any as the use of icibemba is being implemented as language of teaching literacy in the first four grades of primary school in Serenje district?
7. Suppose you are given chance to sit on the panel for curriculum designers would you still recommend icibemba to be used as a language of teaching literacy in lower primary grades of primary in Serenje district?
8. What general comment can you make about the performance of the learners in literacy in the first four grades of primary school in Serenje district?

**THANK YOU FOR YOUR TIME AND WILLINGNESS TO PARTICIPATE IN
THIS STUDY.**

APPENDIX III: FOCUS GROUP DISCUSSION GUIDE FOR LEARNERS

1. What language do you use when you are home with your relatives or your parents?
2. What language do you use when playing with your friends?
3. What language would you want your teachers to be using when teaching you in class?
4. Do you feel if teachers were using Icilala you would have been understanding better?
5. Do your teachers end up translating to help you understand lessons in icibemba?
6. Which language do you use when talking to a teacher outside class?
7. Do you support using icibemba when learning literacy?
8. Do you find it difficult learning literacy using icibemba?
9. Do your parents help you with literacy homework using icibemba?
10. Do you think if you were using Icilala your parents would have been helping you (the researcher will probe more questions)?
11. Do you face any problems when icibemba is used in class to teach you?
12. Do you have the books in social studies, integrated science, mathematics and Creative and Technology Studies written in icibemba?
13. Do your teacher's use teaching/ instructional materials that you see even at home or not?

THANK YOU FOR PARTICIPATING IN THE STUDY.

APPENDIX IV: LESSON OBSERVATION SHEET

NAME OF SCHOOL DATE

GRADE.....

DURATION.....

SUBJECT..... TOPIC.....

NO	QUESTION	YES	NO	COMMENT
1	Are the learners speaking Ibibemba fluently?			
2	Are they able to read and write Ibibemba with less difficulty?			
3	Do teachers mix Ibibemba/Icila to teach literacy?			
4	Do pupils use Ibibemba when participating in activities in class?			
5	Do pupils use Ibibemba in their discussions with other peers?			
6	Do pupils use Ibibemba as a language of play as they interact with other pupils outside the classroom environment?			
7	Do the learners actively participate during the learning experiences?			
8	Do pupils ask questions in			

	Icibemba when learning other subject apart from English?			
9	Are the teaching and learning materials in icibemba adequate for all the learners			
10	Do pupils show interest to improve their vocabulary in icibemba by asking how some words are spelt and pronounced in icibemba?			

APPENDIX V: QUESTIONNAIRE FOR TEACHERS

Dear Esteemed Respondent,

I am Chibesakunda, a postgraduate student pursuing a master of education degree in Curriculum studies at the University of Zambia. I am collecting data for research on **“Investigating Teachers perspectives on the use Icibemba in Teaching Initial Literacy in Primary Schools in Serenje District, Zambia.”** It is hoped that the information you give will be useful in educational research. You have been randomly selected to provide information relevant for the study. You are requested to respond to all statements in each section.

BACKGROUND INFORMATION

INSTRUCTIONS

Please kindly respond as truthful as possible to the items in the instrument Indicate your response by filling or by putting a tick (√) under your preferred response.

Demographic information

1. Gender? F [] M []

2. For how long have you been teaching literacy?

Less than 1 year [] 1-5years [] 5years and above []

SECTION A

To assess how the use of Icibemba has contributed to learner achievement in learning initial literacy in primary schools of Serenje District?

3. Which language is predominantly used by the lower grade learners in this school?

Icibemba [] Icilala [] English []

4. Which language do you use when teaching initial literacy?

Icibemba [] Icilala [] English [] Other

5. Do the learners in the lower grades speak icibemba fluently?

Yes [] No []

6 a. Do the learners understand icibemba as you teach them?

Yes [] No []

6 b. If the answer is no in 7a, then give reasons.

7 a. Are there situations when you ask in icibemba, but the pupils fail to grasp the meaning?

Yes [] No []

7 b. If yes please give an explanation

8 a. Do you think learners would learn more easily when lala is used instead of icibemba?

Yes [] No []

8b Give reason for your answer.

9. Are teaching and learning materials which are developed in Icibemba available?

Yes [] No []

10 a. Has the use of icibemba contributed to poor reading levels in this school?

Yes [] No []

10 b. If your answer in (10a) is no, give reasons for your answer.

11. Do you give homework in reading and writing to your learners?

Yes [] No []

12. Do parents assist their children with school homework in reading and writing?

Yes [] No []

13a. Do you sometimes receive complaints from parents on the use of icibemba?

Yes [] No []

13 b. Give reasons to your answer?

SECTION B:

Challenges teachers face in classrooms when implementing the use of icibemba as a language of teaching literacy in Serenje district

		Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
14	I don't perform well because icibemba is not the language of play in this school					
15	I'm forced to use teacher-centered approach when teaching in class.					
16	There is learner-learner interaction when the lesson is being implemented.					
17	Learners have a lot of challenges when using icibemba as a medium of teaching literacy in lower grades.					

18. Explain how you find teaching icibemba in a predominantly Lala- speaking area

19. Do you face challenges using learner-centered approach to teach literacy?

Yes [] No []

20. How do you assist the learners who cannot actively participate in class discussion when learning literacy?

21 a. Do you provide reading and writing for pupils with low literacy levels?

Yes [] No []

21 b. Give reasons to your answer

22 a. Do you think when children learn using icibemba they tend to struggle to translate what they learnt in their mother tongue language, thereby waste time for learning language skill? Give reason for your choice

Yes [] No []

22b. Give reasons

THANK YOU FOR PARTICIPATING IN THE STUDY.

**APPENDIX VI: INFORMED CONSENT FORM FOR: LEARNERS WHO
LEARNER LITERACY**

This informed consent form is for the Learners who learn literacy (boys and girls) in the first four grades of primary schools in chief Kabamba area in Serenje district. I am inviting you to participate in the academic research, was to investigate teacher’s perspectives on the use of Icibemba in teaching initial literacy in primary schools in Serenje district, of Zambia.

[Name of Principle Investigator]

[Name of Organization]

[Name of Sponsor]

**[Name of Project and Version] INVESTIGATE TEACHER’S PERSPCTIVES ON
THE USE OF ICIBEMBA IN TEACHING INITIAL LITERACY IN PRIMARY
SCHOOLS IN SERENJE DISTRICT, OF ZAMBIA.**

This Informed Consent Form has two parts:

- Information Sheet (to share information about the study with you)
- Certificate of Consent (for signatures if you choose to participate)

You will be given a copy of the full Informed Consent Form

Part I: Information Sheet

Introduction

I am Mwimba Chibesakunda, a student doing master’s degree programme at The University of Zambia. I am doing a research on teacher’s perspectives on the use of Icibemba in teaching initial literacy in Primary Schools in Serenje district, of Zambia. I am going to give you information and invite you to be part of this research. You do not have to decide today whether or not you will participate in the research. This consent form may contain words that you do not understand. Please ask me to stop as we go through the information and I will take time to explain. If you have questions later, you should feel free to ask them.

Purpose of the Research

The school system controls the content and teaching of a predetermined curriculum which is to be implemented by the teachers. Learning in mother tongue over a long period of time in school, with the gradual introduction of other languages and a culturally relevant curriculum with appropriate and adequate materials that bridge to the wider world means a quality education is much more likely to be provided. I believe that you can help me by explain how the use of Icibemba in teaching literacy has contributed to learner achievement in primary. Additionally, the researcher wanted to find out what view you have on the use of icibemba and lastly the challenges that which you encounter as you learn in literacy in Icibemba as opposed to Icilala.

Type of Research Intervention

This research will involve your participation in a group discussion that will take about one and a half hour, and a 20 minutes interview.

Participant Selection

You are being invited to take part in this research because I feel that your experience and the knowledge as a learner who is subjected to learn literacy using a second language and is likely to help the curriculum developers to design a curriculum which will be favorable to every learner.

- Do you know why I am asking you to take part in this study?
- Do you know what the study is about?

Voluntary Participation

Your participation in this research is entirely voluntary. It is your choice whether to participate or not. If you choose not to participate, its fine and nothing will change. You are free to decide.

- If you decide not to take part in this research study, do you know what your options are?
- Do you know that you do not have to take part in this research study, if you do not wish to?
- Do you have any questions?

Procedures

I am here to find out how the use of Icibemba in teaching initial literacy and also to explore challenges faced by you as learners as you learn literacy using icibemba which not a mother tongue language. I am inviting you to take part in this research project. If you accept, you will be asked to give me the details on how your performance has been as you learn literacy using icibemba.

(For focus group discussions)

This discussion will be guided by myself. I can also answer questions about the research that you might have. I would like to have a discussion with you on teacher's perspectives on the use of Icibemba in teaching initial literacy in primary schools in Serenje district, of Zambia. Be rest assured that there is no wrong or right answer; feel free to participate by sharing your true feelings and opinions about this topic. The discussion will be kept confidential.

I will not ask you to share personal beliefs, practices or stories and you do not have to share any knowledge that you are not comfortable sharing.

The entire discussion will be tape-recorded, but no-one will be identified by name on the tape. The tape will be kept with me. The information recorded is confidential, and no one else except me will have access to the tapes. The tapes will be destroyed immediately within a month after the discussion.

(For semi guided interviews)

I would you to participate in an interview with me. During the interview, I will sit down with you in a comfortable place or under the tree. If it is better for you, the interview can take place in your home or a friend's home. If you do not wish to answer any of the questions during the interview, you may say so and the interviewer will move on to the next question. No one else but the interviewer will be present unless you would like someone else to be there. The tapes will be destroyed immediately within a month after the interview.

Duration

The research takes place over __4__ weeks in total. During that time, we will visit you once or twice in case there is something I need you to clarify more and each interview will last for about 20 minutes each. The group discussion will be held once and will take about one hour.

- If you decide to take part in the study, do you know how much time will the interview take?
- Where will it take place?
- If you agree to take part, do you know if you can stop participating?
- Do you know that you may not respond to the questions that you do not wish to respond to?
- Do you have any more questions?

Risks

There is a risk that you may share some personal or confidential information by chance, or that you may feel uncomfortable talking about some of the experiences and challenges you encounter as learn in icibemba. However, I do not wish for this to happen. You do not have to answer any question or take part in the

discussion/interview/if you feel the question(s) are too personal or if talking about them makes you uncomfortable.

Benefits

There will be no direct benefit to you, but your participation is likely to help us find out more about how best we can make sure there is quality education to each learner in Zambia.

Reimbursements

You will not be provided with any incentive to take part in the research because this is purely an academic research intended for academic purposes.

- Can you tell me if you have understood correctly the benefits that you will have if you take part in the study?

Confidentiality

The research being done in chief kabamba area in Serenje district may draw attention and if you participate you may be asked questions by other people in the community. I will not be sharing information about you to anyone outside of the research team. The information that I am collecting from this research project will be kept private. Any information about you will have a number on it instead of your name. It is only me who will have this information. It will not be shared with or given to anyone.

The following applies to focus groups:

I will ask you and others in the group not to talk to people outside the group about what was said in the group. I will, in other words, ask each of you to keep what was said in the group confidential. You should know, however, that we cannot stop or prevent participants who were in the group from sharing things that should be confidential.

- Did you understand the procedures that i will be using to make sure that any information that we as researchers collect about you will remain confidential?
- Do you understand that the i cannot guarantee complete confidentiality of information that you share with us in a group discussion?
- Do you have any more questions?

Sharing the Results

Nothing that you tell us today will be shared with anybody outside the research apart from being published in the dissertation and nothing will be attributed to you by name. No information will be shared as this is a purely academic research.

Right to Refuse or Withdraw

You do not have to take part in this research if you do not wish to do so, and choosing to participate will not affect your learning at school in any way. You may stop participating in the [discussion/interview] at any time that you wish without.

Who to Contact

Provide the name and contact information of someone who is involved, informed and accessible -

This proposal has been reviewed and approved by [.....], which is a committee whose task it is to make sure that research participants are protected from harm. If you wish to find about more about the IRB, contact [.....] It has also been reviewed by the Ethics Review Committee of the World Health Organization (WHO), which is funding/sponsoring/supporting the study.

- Do you know that you do not have to take part in this study if you do not wish to? You can say No if you wish to? Do you know that you can ask me questions later, if you wish to? Do you know that I have given the contact details of the person who can give you more information about the study?
- You can ask me any more questions about any part of the research study, if you wish to. Do you have any questions?

Part II: Certificate of Consent

I have been invited to participate in research about examining the effects of icibemba as a language of teaching literacy in the first four grades of primary school.

(This section is mandatory)

I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions I have been asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study

Print Name of Participant _____

Signature of Participant _____

Date _____

Day/month/year

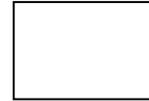
If illiterate¹

I have witnessed the accurate reading of the consent form to the potential participant, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness _____

Thumb print of participant

Signature of witness _____



Date _____

Day/month/year

Statement by the researcher/person taking consent

I have accurately read out the information sheet to the potential participant, and to the best of my ability made sure that the participant understands that the following will be done:

- 1.
- 2.
- 3.

I confirm that the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

A copy of this ICF has been provided to the participant.

Print Name of Researcher/person taking the consent _____

Signature of Researcher /person taking the consent _____

Date _____

Day/month/year

¹ A literate witness must sign (if possible, this person should be selected by the participant and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

APPENDIX VII: ETHICAL CLEARANCE LETTER



THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

Great East Road | P.O. Box 32375 | Lusaka 10101 | Tel: +260 211 290 258/291 777
Fax: +260-1-290 258/253 952 | Email: director@dirgs.unza.zm | Website: www.unza.zm

HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE

Approval of Study

26th September, 2018

REF. No. HSSREC: 2018-AUG-007

The Principal Investigator

Dear Mwimba Chibesakunda,

RE: "CURRICULUM IMPLEMENTATION IN PREDOMINANTLY LALA SPEAKING: EFFECTS OF ICIBEMBA AS A LANGUAGE OF TEACHING LITERACY IN GRADE 1-4 IN SERENJE DISTRICT, ZAMBIA"

Reference is made to your submission. The University Of Zambia Humanities And Social Sciences Research Ethics Committee IRB resolved to approve this study and your participation as Principal Investigator for a period of one.

Review Type	Expedited/Ordinary Review	Approval No. 2018-AUG-007
Approval and Expiry Date	Approval Date: 24 th September, 2018	Expiry Date: 23 rd September, 2019
Protocol Version and Date	Version: Nil	
Information Sheet, Consent Forms and Dates	• English.	To be provided
Consent form ID and Date	Version	To be provided
Recruitment Materials	Nil	Nil

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Excellence in Teaching, Research and Community Service

APPENDIX VIII: INTRODUCTORY LETTER



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

Telephone: 291381
Telegram: UNZA, LUSAKA
Telex: UNZALU ZA 44370

PO Box 32379
Lusaka, Zambia
Fax: +260-1-292702

=====
Date: 16-07-2018

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: FIELD WORK FOR MASTERS/ PhD STUDENTS

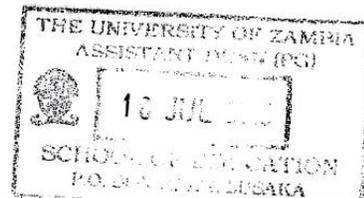
The bearer of this letter Mr./Ms. MWIMBA CHIBESA KUUM Computer number 2016145711..... is a duly registered student at the University of Zambia, School of Education.

He/She is taking a Masters/PhD programme in Education. The programme has a fieldwork component which he/she has to complete.

We shall greatly appreciate if the necessary assistance is rendered to him/her/.

Yours faithfully

Emmy Mbozi (Dr)
ASSISTANT DEAN POSTGRADUATE STUDIES- SCHOOL OF EDUCATION



cc: Dean-Education
Director-DRGS