

From Curriculum Guide to Classroom Practice: Teachers’ of English Language Narratives of the 2013 Revised Curriculum Implementation in Zambia

by

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Abstract

Curriculum is a backbone of any education system across the universe as it guides learning institutions, teachers and educational authorities on the planned and unplanned learning experiences to guide the teaching and learning processes. Curriculum implementation is a critical parameter that dictates the success and failure of an education system. It is impossible to conceive of curriculum implementation without implying the existence of principle implementers. Teachers, instructors and learning facilitators are among the principle implementers of any curriculum as they interpret it conscientiously at a designated level. The focus of this paper was to establish the experiences encountered by teachers of English Language when implementing the 2013 revised Senior English Language curriculum in Zambia. The qualitative mode of inquiry was utilised as data was collected through face to face interviews with 44 in-service teachers. Data was analysed thematically. Findings revealed that teachers of English Language in Zambia faced multiple challenges in the process of curriculum implementation. These included insufficient teaching and learning materials, poor work culture by some teachers, the backwash effects, inadequate school facilities, pupil absenteeism and co-curricular activities. Most principle implementers of the curriculum such as teachers were not consulted when developing the 2013 curriculum. The study recommended that school authorities and the government should prioritise the procurement of teaching and learning materials. Schools and educational officials should also ensure that co-

curricular activities such as sports, clubs, fundraising events and others that involve pupils, take place at their appropriate time without interrupting the running of the formal curriculum. The study further recommended that wide consultation with curriculum implementers needed to be taken into consideration when developing or revising a curriculum.

Keywords: curriculum, curriculum implementation, syllabus, challenges to curriculum implementation, planning to teach, professional documents of a teacher

1. Background

There is nothing easy about the process of change as it takes out comfort zones. Nowhere is this more the case than in education, yet in no other fields are innovations and reforms more needed (Shaeffer, 1990). If curriculum is a process for preparing children for a living and life in their own societies and for competition in the global economy of tomorrow, then it is only logical that secondary school curriculum both formal and informal, contents and processes should be dynamic enough to adopt to the new socio economic, political, scientific and technological realities of time (Mulenga and Kabombwe, 2019). Studies by Bray (2004) and Hawkins (2005) have shown that in regions and countries where the will to provide quality education is present, adequate resources are equitably provided for effective curriculum development, implementation and management. School materials including books and writing material are provided in adequate quality and quantity. Education of poor quality is equivalent to no education at all (UNICEF, 2012). It is for this reason that Bishop (1985) and Hawes (1979) emphasized the need for societies to carefully plan their education through the school curriculum.

The success, or otherwise of curriculum initiatives depends on teachers at the chalk-face (Gatawa, 1990). This is the case because the quality of education system is dependent on its teachers who

should initiate, develop and direct pupils learning (Bishop 1985; Havelock. 1971). In the quest to improve the quality and relevance of education in Zambia, the school curriculum was revised in 2013. However, it is evident from the revelations from the Ministry of General Education joint annual review meeting that teachers did not understand the 2013 revised curriculum (MoGE, 2016). In addition, Mwanza (2017) noted from her study that teachers were dissatisfied with the existing practice of curriculum development which insignificantly involved them. It was noted that a majority of secondary school teachers in Lusaka had never participated in the development of the curriculum and this, they thought, was the main reason why they faced challenges with implementing it effectively. It is from this background that the authors of this paper aimed to look into the experiences that teachers of English language encountered when implementing the revised curriculum in Zambia.

1.1 Research Questions

The study sought to address the following research questions:

- (i)** What were the experiences of teachers in interpreting, adopting and implementing the 2013 Senior English language revised curriculum?
- (ii)** How did teachers of English language address the challenges encountered for effective curriculum implementation?
- (iii)** What did teachers of English seek to see as prospects as far as curriculum design and implementation was concerned?

1.2 Theory

This study was guided by interpretivism theory which involves researchers to interpret elements of the study by looking at cause and relations that integrates human interest into a study. Myers (2008) noted that interpretive researchers assume that access to reality that is given or socially constructed, is only through social constructions such as language, consciousness, shared meanings, and instruments. The authors of this paper argue that curriculum is socially constructed and therefore, may be interpreted differently by various stakeholders

from the development to the implementation point. Saunders, Lewis and Thornhill (2012) reported that, interpretivism acknowledge divergent views between people and how they interpret their events, situations and circumstances. Furthermore, Collins (2010) noted that interpretivism is associated with the philosophical position of idealism, and is used to group together diverse approaches, including social constructivism (Nkhata et al, 2019), phenomenology and hermeneutics that promote the subjective view which support the idea that meaning is socially constructed through interaction. Kumatongo and Muzata (2020:4) noted that “interpretivists employ methods that enable them to generate qualitative data”. Saunders, Lewis, and Thornhill (2012) reported that interpretivism is important for a researcher as a social actor to appreciate differences between people or social phenomena.

Many times, interpretivism studies usually focus on meaning collected using multiple methods to reflect different aspects of the issue (Saunders et al, 2012). The Online American Heritage Dictionary of the English Language defined Hermeneutics as a theory and method of interpretation. McNamara (1994) observed that in modern world, the meaning of hermeneutics includes verbal and non-verbal communication as well as semiotics, presupposition and pre-understandings. Nkhata et al (2019:97) contended that “in the educational realm, research is widely recognized as playing a critical role in discovering knowledge, testing hypotheses and uncovering new relationships, associations or causal imperatives about various aspects of education. This includes student learning, teaching and assessment methods, teacher training, and classroom dynamics”. These variables are at the core of the interpretivist theory.

The hermeneutics theory of interpretivism was used in this research to help understand how in-service teachers of English in Zambia interpret the curriculum and what their experiences had been in working with a curriculum. Furthermore, the theory was used to help researchers understand the circumstances surrounding curriculum development and implementation from the experiences of in-service teachers.

2. Methods and Materials

This study employed the qualitative mode of inquiry (Gupta and Gupta, 2011). Phenomenological design was used to collect and analyse data. Phenomenology is used to identify phenomena and focus on subjective experiences and understanding the structure of those lived experiences and consciousness (Zahavi, 2003). Many times, phenomenology is used to describe in depth, the common characteristics of the phenomena that has occurred (Farina, 2014). The primary data collection method in phenomenology is through in-depth interviews which was used in this study. Mkandawire (2019) reported that an interview is an interpersonal conversation between two people about a theme of mutual interest. Furthermore, Brinkmann and Kvale (2015) observed that a research interview is a situational conversation between two partners about a common theme. This view was supported by Yin (2011:133) who stressed that “all interviews involve interaction between the interviewer and the interviewee.

The sample size was 44 participants extracted from 30 secondary schools across Zambia. Although some scholars such as Creswell (1998) recommended 5 – 25 respondents, and Morse (1994) suggested a minimum of six respondents to be involved in a phenomenological study, this paper adhered to the latter and then, respected the ultimate qualitative principle which states that the required number of participants in a qualitative research should depend on when saturation is reached. In this study, 23 in-service teachers of English language were interviewed face to face towards the end of 2019 and mobile phone interviews were carried out with 21 more in-service teachers between January and April 2020.

During data collection process, notes were written down on our note books as respondents were answering questions. When data collection was completed, researchers harmonised their data into one scripted document. The script was subjected to a qualitative content analysis through thematization and data coding as described by (Brinkmann and Kvale 2015: 234). Authors first identified statements

in the script that were responding to research questions and those that had similar themes. These were further scrutinised and discussed in detail to contextualise the data with respect to the research questions in readiness for presentation of findings.

3. Findings and Discussions

The findings and discussion section was presented in subheadings derived from the research questions and themes generated from data. The study sought to address the following questions; (i) What were the experiences of teachers in interpreting, adopting and implementing the 2013 English language revised curriculum? (ii) How did teachers of English Language address the challenges encountered for effective curriculum implementation? (iii) What did teachers of English Language desire to see as prospects as far as curriculum design and implementation was concerned in Zambia secondary schools?

3.1 Experiences of Teachers in Interpreting and Implementing the Revised English Curriculum

When asked what their experiences were in interpreting and implementing the 2013 revised curriculum for English Language, 39 teachers out of 44 interviewed reported that they perceived, interpreted, adopted and implemented the curriculum the way they felt like or the way they had been doing it in the past years. When probed further about their involvement in curriculum development, the study revealed that 41 out of 44 in-service teachers interviewed had never at any point been involved in the development of any curriculum material for English language. This was evident from the responses that teachers provided during the interviews. For instance, when asked if they had ever been involved in the development of any curriculum material for English language, some teachers had this to say:

Teacher 1: *I have never at any point been involved in the development of any content of English language. In fact, I was not even aware that the curriculum was undergoing some revision.*

Teacher 2: *I have not even heard of any teacher being consulted by people from CDC (Curriculum Development Centre) concerning the revision of the curriculum. I was just shocked to be told that as teachers; we need to start implementing the new/ revised curriculum.*

Teacher 11: *I don't even know the people in charge of revising the English language curriculum, all we were told was that we need to start implementing the new curriculum with immediate effect.*

Teacher 4: *I heard about the new curriculum two years ago but I have never seen it and at this school, we have been teaching the same old topics and I don't think any member in our department has that new thing you are talking about.*

It can be established from the responses above that some teachers were left out in aspects of curriculum development or revision. This scenario provides a challenge for teachers because a good curriculum requires careful planning and development and it is worthless and ineffectual if teachers are not alert and receptive to what is required of them because they will be hindered from realizing how the innovation can be successfully applied in their own classrooms (Marsh and Willis, 1998). Involvement of teachers in curriculum reform and revision is crucial if educational programmes are to be effectively implemented at both national, regional and school levels (Mulenga and Mwanza, 2019). The views from teacher 4 seemed more serious. That teacher was not involved in the curriculum development but above all, the teacher has never seen the revised curriculum. This has negative implications on attaining the national goals where educational goals are outlined. Teachers should not just work with the subject syllabus but interact with the national curriculum as a whole for them to understand what the nation aspires

to see in education. If teachers are not aware of the changes in the revised curriculum, then, the education system is totally messed due to the absence of key implementers. These findings are consistent with Mwanza (2016) who found that most teachers of English in Central were not familiar with the recommended methods of teaching English. Most teachers did not know the recommended methods of teaching. They could not even explain the meaning of some of the methods such as the Eclectic Method. This showed that they were not familiar with the syllabus which also implied that there was no teacher orientation after the syllabus was revised (See also Mwanza, 20). The problem of lack of teacher involvement in curriculum reform appear to be common at all levels of education in Zambia. For example, Kombe and Mwanza (2019) found that primary school teachers of literacy and language were not familiar with the methods and content of the curriculum since they were not involved in curriculum reform and they were not even trained after the curriculum was revised. As hinted above, lack of teacher involvement in curriculum development and reform has negative implications on curriculum implementation.

With regards to teachers experience in the implementation of the English language in the revised curriculum, the study established that most teachers encountered a number of challenges in as far as implementation of the English language syllabus was concerned. Some teachers had this to say;

Teacher 5: *It is a very big challenge for us to implement the revised curriculum because we were required to implement the revised curriculum in the absence of any teaching and learning material*

Teacher 6: *I find it very challenging to teach English language in the revised curriculum because the content which is there is very shallow for our learners and a lot of nice perquisite knowledge was removed so I really feel for our learners...*

Teacher 15: *The revised curriculum has poorly written*

textbooks with very little content so I always find myself using the English textbooks from the previous one...

From the above findings, it can be noted that overlooking teachers' full participation in any curriculum development or revision can lead to teachers experiencing a number of challenges during the implementation of the curriculum. One of the notable challenges in this study was lack of understanding of the English language curriculum. In relation to this, Sherin, (2004) argued that curriculum change implies teacher change. If teachers were not empowered to effectively implement the new curriculum, the investment of time and resources in developing a new/revised curriculum package can be a waste. In recognizing the significant role played by teachers in the success of curriculum implantation Kennedy (1996: 87) emphasised that:

Teachers can be a powerful positive force for change but only if they are given the resources and support which will enable them to carry out implementation effectively otherwise the change is more likely to cause stress and dissatisfaction with change remaining as a pilot with certain schools rather than creating renewed national system.

It is common for teachers to find themselves teaching in the same way they always have, perhaps utilizing some of the new materials but adapting them to fit traditional patterns (Bell and Gilbert, 1996). This can actually be noted from one of the responses from teachers when they stated that *'I always find myself using the English textbooks from the previous curriculum.'* To overcome this challenge, teachers should be equal partners in curriculum and material development (Graham-Jony, 2003). Mumba and Mkandawire (2019) indicated that the absence of appropriate teaching and learning materials compel eclectic teachers to improvise texts to supplement the existing gap. Silavwe etal (2019) noted that laziness to read by literate elites may interfere with their abilities to learn thereby making them passive. Passive and inactive teachers that are less eclectic rely more on

conventional texts, and these should be very good instructional materials. This scenario where the absence of good teaching and learning materials is eminent explains to a large extent the challenges that teachers encounter when implementing the revised curriculum.

Some teachers interviewed also reported that unavailability of some school facilities and equipment such as inadequate classrooms, absence of school libraries, resource centres, offices, desks, schools halls, lack of computers and others were reported to be among the factors that hindered the effective implementation of curriculum. Some teachers had the following to say:

***Teacher 7:** ...actually at our school, there are so many grade 10 pupils and all these use two classes only. So we decided to ask some pupils to be coming in the afternoon to accommodate them and this means repeating the same information taught in the morning to those in the afternoons.*

***Teacher 3:** apart from having poorly written textbooks, they are inadequate because pupils just have to share them in class and there are very few in our library. In fact, that is not even a library because it is our departmental office where we keep a few copies of books.*

***Teacher 8:** ... we have never had good internet. Imagine, internet failing to open a video on youtube. It's a shame. Our mobile phone internet is even better than the school one. If our internet was okay, it would help those MK poorly written books which are a disaster to our education system.*

The data above suggests that curriculum implementation in Zambia is only to a limited extent. The absence of teaching and learning facilities, services and equipment are a sign that the education system is underfunded. This view is consistent with Mkandawire (2010) and Mwanza (2020) who contended that the education sector in Zambia is under-funded by government which result in chronic shortage and unavailability of quality teaching and learning facilities, materials

and services. It has been observed that in most government schools in Zambia with an exception of the newly built, infrastructure is in a deplorable condition. Kelly (1999:196) describes the buildings as “dilapidated, unsafe and sometimes unusable.” In certain instances, some schools have inadequate classroom accommodation, which gives rise to double or triple shift in order to give all eligible children an opportunity to learn (Mkandawire, 2010). Meanwhile, some schools, especially in remote areas, have one or two buildings blocks with limited classrooms as low as two classes yet running from grades 10 to 12. Furniture is also inadequate in most schools and in some cases the seats and desks are battered or totally absent. Several teachers complained that they were given a curriculum without their involvement. Some teachers had this to say:

***Teacher 6:** Imagine they left those very good yellow books and brought these trash materials without consulting us. Who does that...I have been teaching here for over 21 years and those CDC people have never called me at any time for curriculum issues. This time, they messed up our education system terribly ...*

***Teacher 9:** ...it's a fact, these people call their friends or relatives to do important work leaving out seasoned experts. For example, that man sited there [pointing at a man seated], he is very knowledgeable about English, qualified with degrees and has been teaching for several years. He has also written better materials than what we see in our classes now but they have been leaving him all these years. Instead, they picked a dd teacher from some school this side just because he is related to someone at the boma...*

The common lamentation by several teachers was that they were not involved or consulted in curriculum revision and others preferred more knowledgeable teachers to take part in curriculum revision. Some teachers also expressed disappointment that nepotism and favoritism was observed in selecting teachers to take part in curriculum reform in some places. It is cardinal that teachers are involved and

fully consulted in any curriculum development or revision process because 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). The best place for designing a curriculum is where the learner and the teacher meet (Skillbeck, 1982). While curriculum experts often dictate the skills covered by the curriculum, a teacher can provide awareness into the types of materials, activities and specific skills that need to be included in the curriculum. It can be noted from the research findings that the majority of teachers were in agreement with the point of view of Skilbeck as it was established that most of the challenges that teachers of English faced when implementing the revised curriculum were attributed to lack of consultation with them. In line with this, UNESCO Global Monitoring Report (2015) found that teachers lacked understanding of the reforms intentions and the reforms lacked grounding in the classroom reality as teachers were not involved in curriculum development process resulted in the removal of some important build up topics in the developed curriculum (Mwanza, 2017). This scenario is not different from the findings of this study. Most teachers felt that a number of important topics and very significant perquisite knowledge was removed from the English language syllabus for the revised curriculum.

From the findings of this study, it is important to note that the teachers' role should not only be seen when it comes to curriculum implementation, it should be seen from the very first stage of curriculum planning and design because they are the ones who know the needs of communities they serve and based on that, their input in the curriculum development or revision process is likely to result into a relevant curriculum that may easily respond to the needs of society. If teachers of English were accorded an opportunity to fully participate in the revision of the English language and development of teaching and learning materials, almost all the noted challenges would have been nonexistent thereby paving way for effective

curriculum implementation.

Lack of resources was one of the prominent challenges that teachers encountered when implementing the revised curriculum. This finding was consistent with previous studies such as Carless (1999), O'Daniel (2005), Mkandawire (2010) who noted that lack of resources and insufficient curriculum time, expenses for training and lack of appropriate materials are some of the other factors that made curriculum seldom implemented as intended. The findings on lack of teaching and learning materials were consistent with Mkandawire (2012), Mkandawire and Tambulukani (2017) who observed that the inadequacy of teaching and learning materials in education system is a common weakness at all levels of education in Zambia. When the absence of teaching and learning materials is coupled with language handicap, learning achievements become a problem (Matafwali and Bus, 2013). Kachong'u and Muzata (2020) also noted that the absence of teaching materials may make learning so difficult for some learners. In line with this, Eshiwani (1993) explained that the objectives of any educational system can be achieved mainly through very pertinent curriculum questions that require the teachers themselves to answer rather than the teachers having the questions answered for them by detailed syllabi, study guides, examinations boards, inspectors and other ways employed by central bodies that develop the curriculum.

It is thus imperative that any curriculum reforms as noted from respondents, should largely be influenced through decisions by teachers in the classroom because they know the local situations and local dynamics. Most teachers interviewed agreed to this assertion for instance, when asked what could be possible solutions to the challenges encountered for effective curriculum implementation, some teachers said;

***Teacher 10:** There is need for the people from CDC to have a number of consultative meetings with us whenever they see any need to revise the English language syllabus...*

Teacher 3: *People from CDC should communicate with our heads of department who should further hold meetings with us as teachers to deliberate on the possible revision areas because we know what is workable and what is not from our different classroom scenarios...*

Teacher 9: *When it comes to textbooks development, us teachers have a great potential to do a commendable and even provide practical examples for our learners to easily understand. We don't know where CDC sources the textbooks with very shallow content...*

Teacher 11: *Teaching and learning materials are very important in any curriculum implementation process. The government should ensure that these are provided in good time and in good numbers... not telling us to implement the curriculum whose materials we don't know when they will be availed.*

It can thus be noted from the findings of the study that most teachers of English felt that at the classroom level, they know their learners needs better than others involved in the curriculum development process. Because of this, they are better placed to know and advise what works well for the learners in as far as learning of the language is concerned. This only proves that teachers are key players of curriculum implementation in the life of the school and so it is crucial that they are fully involved in any curriculum development for effective curriculum implementation to be realized. Warters and Vilches (2008) supported that classroom level implementation had been difficult to achieve due to among others, lack of professional support and instructional materials.

1.2 Improvised Ways Teachers of English Used to Resolve Curriculum Challenges

When asked what teachers of English were doing to resolve the challenges encountered during the curriculum interpretation,

adoption and implementation processes, common responses from respondents were that, they improvised on various challenges differently depending on their experiences, school environment, availability of resources, personal initiatives, and history. In this regard, some teachers had the following to share:

Teacher 6: *when I realized that the current MK books were shallow, with several mistakes and less interactive, I opted to use those good old yellow books and my phone internet to look for appropriate content with other available literature.*

Teacher 12: *At our school, we just followed the syllabus to draw schemes of work at district level and on each topic, we could not rely on those MK books but used a mixture of old materials and other literature with reliable content because the current books has many problems which needs to be corrected.*

Teacher 14: *we went to develop schemes of work at district level two years ago and I remember there were several topics where we debated for a long time on whether or not they should be taught in term 1 or term 3 before or after certain topics were taught. So interpreting the syllabus can be involving for teachers. We just had to vote to reach a decision.*

The views from teachers above seem to suggest that interpreting and implementing a curriculum comes with challenges which at times may demand for consensus decisions. It was also reported that some teachers used various initiatives to resolve challenges encountered in the curriculum implementation process. This is a form of creativity or eclecticism exhibited by teachers as far as curriculum implementation was concerned. Another teacher indicated that;

Teacher 16: *.... Oooh the funding issue is difficult for teachers to handle. What can a teacher do when there are fewer classes where to teach or learn from at a*

school? This should be a government issue.

Teacher 13: *The government just need to have a good budget to cover all the basic necessities in education because this is the future or legacy of the state. If funding is limited in education, nothing much should be expected because there is a limit we teachers can do.*

Teachers have indicated that issues of financing of education should be addressed adequately by the state and other funding agencies. These views are supported by Mkandawire and Ilon (2018) who reported that it is very difficult to implement a curriculum successfully if the education system has limited funding capacities. Under funding raise a lot of other implications on the part of curriculum. The economy of a nation will determine the success of curriculum implementation. In developing countries, the numbers of pupils and teachers have kept on rising but government money available for education is less (Mkandawire, 2010). Since manpower in the education sector has increased, the bulk of money allocated to education is absorbed by salaries leaving very little for teaching materials, books, in-service training, monitoring and other things needed for the smooth implementation the of curriculum. Sibulwa (1996) noted that in the absence of teaching and learning materials, the teaching and learning processes will be hampered and if standard officers do not go out to evaluate, it will be difficult to know whether the curriculum is being effectively implemented or not. Although the government introduced tuition fees in secondary schools and higher institutions of learning to cushion the dwindling resources, the move has had little impact as most learning institutions are still experiencing liquidity problems. This has had a negative effect on curriculum implementation.

1.3 Teachers' of English Views on Curriculum Implementation Prospects

Teachers were asked to comment and recommend what their ideal or preferred management of curriculum development and

implementation should be. They extrapolated several action points to be taken into consideration in order to improve the development and implementation of curriculum. Among the issues highlighted included the active stake holder involvement in curriculum development and implementation. Teachers also explained that whenever government wanted to change the curriculum after a period of time, they should consult extensively and evaluate the new materials in comparison to the existing curriculum so that quality materials are given to the learners in the country. Some teachers had the following to share:

Teacher 17: *what they did in this period was not good. They brought incorrect textbooks with wrong grammar, wrong spellings... Oooh no. There was so much wrong in the text books that they introduced and one wonders where standards had gone. The government needs to thoroughly evaluate materials before sending them to school because it is very embarrassing.*

Teacher 18: *I think CDC needs to involve and consult more teachers specialized in the subject area to make informed decisions. It appears the current curriculum was just prepared by one or two people.*

Teacher 11: *Teaching and learning materials also needs to be provided to schools on time. Some books were supplied years after the revised syllabus had been in schools for three years plus.*

These suggestions from teachers are part and parcel of the good practices in countries where education is valued and prioritized. The supply of teaching and learning materials should under normal circumstances precede the commencement date of the revised curriculum (Mulenga, 2015; Mulenga and Luangala, 2015). This is not the case in most curriculum reforms in Zambia and in some cases, materials are supplied years later.

***Teacher 19:** The government through ministry of general education should also ensure that relevant facilities such as libraries, classroom blocks and computer labs with internet services are provided at each school. These would help meet the basic requirements for educational provision in Zambia.*

The importance of ensuring that basic necessities are put in place in education in Zambia are to help address educational goals, values and outcomes as enshrined in the Zambian national curriculum framework. Mumba and Mkandawire (2020) noted that the absence of basic school facilities such as classroom space may lead to overclouded classrooms which in turn may affect the effective implementation of the curriculum with less and less learning achievements on the part of learners.

4.0 Conclusion and Recommendations

The study has highlighted pertinent issues emanating from research questions and emerging themes from the data and specific recommendations have been made as discussed in the two sections below.

1.1 Conclusion

Teachers of English Language in Zambia faces multiple challenges in the implementation of curriculum. Teachers shared several views from the first research question based on their experiences in interpreting, adopting and implementing the 2013 English language revised curriculum. Among these experiences included insufficient teaching and learning materials, poor interpretation of the syllabus, inadequate school facilities and pupil absenteeism among others. On research question two, teachers shared strategies that they used when resolving the challenges encountered in the implementation of the curriculum which included improvisation and previous experiences.

Teachers also shared desirable outcomes that they wanted to see in the education system in Zambia which included the provision of teaching and learning materials on time and involving experienced and well-trained teachers when revising the curriculum.

4.2 Recommendations

The study recommended that:

- (i) Secondary school authorities and the government should prioritise the procurement of teaching and learning materials to help in the effective implementation of the curriculum.
- (ii) The government through curriculum development center should ensure that any curriculum change or revision should be highly consultative with full involvement of teachers because they are key in any curriculum process.
- (iii) Novice and seasoned teachers should learn to prepare well for their class through the standard professional documents of a teacher such as the subject syllabus, schemes of work, lesson plans and records of work.

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