

**TEACHERS' PERCEPTION OF THE EFFECTIVENESS OF COMPOSITION
TEACHING STRATEGIES USED AT GRADE TWELVE (12) LEVELS WITH
PARTICULAR REFERENCE TO PUBLIC SECONDARY SCHOOLS IN MONZE
DISTRICT, ZAMBIA**

BY

MARY BANDA

**A dissertation Submitted to the University of Zambia in partial fulfillment for the Award
of the degree of Master of Education in Applied Linguistics.**

The University of Zambia

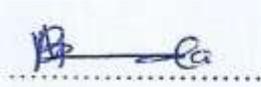
Lusaka

2020

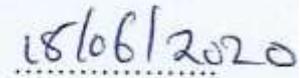


DECLARATION

I, **Mary Banda**, do hereby declare that this dissertation entitled: **Teachers' Perception of the effectiveness of Composition Teaching Strategies used at Grade twelve (12) level with particular reference to two public school in Monze District, Zambia** is my own work, which has not been previously written or presented anywhere for similar purposes. Where other people's work has been used, acknowledgements have been made.



Author's Signature:



Date:

COPYRIGHT

All rights reserved. No part of this publication may be reproduced, stored in any retrieval system or device, or transmitted, in any form or by any means, electronic, mechanical, photocopy, recording or otherwise, without prior permission of the author

© Mary Banda, 2020

APPROVAL

This dissertation of Mary Banda has been approved as fulfilling part of the requirements for the award of the degree of master of Education in Applied Linguistics by the University of Zambia.

Examiner 1

Dr. David Sam Mwenya

Signature



Date

18-06-2020

Examiner 2

Dr. Dennis Banda

Signature



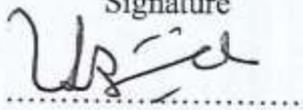
Date

18/06/2020

Examiner 3

Dr. John Simwina

Signature



Date

19.06.2020

Chairperson/
Board of Examiners

P. Dr. G. Kaulu

Signature



Date

18/06/2020

Supervisor

Dr. Dennis Banda

Signature



Date

18/06/2020

DEDICATION

I dedicate this piece of work to my husband, Jacob. My two sons, Thaonga, Mwiza and my only daughter Namudolo. You believed in me even when I did not believe in myself and inspired me when I felt like giving up. I wish to express my sincere gratitude from the very foundation of my heart for your thoughtfulness, unwavering support and sacrifice, which you have rendered unreservedly. I will forever be indebted to you as you are absolutely beyond comparison. I will forever be reminiscent and emulative of your hard work, kindness, motivation, endurance and patience. You are virtuous family indeed. I pray that God blesses you abundantly.

ACKNOWLEDGEMENTS

Most of all, I am greatly indebted to the Almighty God for giving me life, providing safety in my daily endeavours. I am also thankful to Him for giving me good health, patience, strength, knowledge, expertise, finances and endurance, which I needed in order to succeed in this demanding academic journey. Indeed, your love is immeasurable and great afar than tongue or pen could ever tell. Writing your love would drain the oceans dry if they were filled with ink. Give glory and honour to you now and forevermore.

Special thanks go to my Supervisor, Dr Dennis Banda for his expertise and professional guidance throughout the research process. Indeed, your kindness and patience with me made you the best Supervisors ever.

My far-reaching gratitude and appreciation also extends to the Director, Directorate of Research and Graduate Studies at the University of Zambia Prof H, M Sichingabula, Chairperson, Ethics Committee Dr Jason Mwanza. To the Course Co-ordinator Dr. Peter Manchishi, the Dean at the Post Graduate School Dr. B Nkhata and the Assistant Dean Dr E, M Mbozi thank you for your unwavering professional and administrative guidance. This dissertation is a product of the efforts of a number of lecturers such as the Head of Department Dr. David Mwanza, Dr Joseph Mwansa, Dr H Jimaima, Dr E Munsaka, Dr A, Akakandelwa, Dr Mbewe, Prof Bwalya Kasonde Ng'andu, Mr B Mukandawile and Ms Christine who provided me with insight and guidance from the onset of my studies. Without your concern, support, co-operation and guidance, this work would not have been completed. I therefore, wish to thank you all. I am greatly indebted and thankful for the time you took out of your busy schedule to ensure that even the finer details of this dissertation were attended to. May the good Lord bless you mightily for your contribution to my academic life?

I would also like to give special mention and heartfelt gratitude to Mr Simaambo, the Head Teacher for Namwala Secondary School, for his encouragements and fatherly heart in letting me work on my dissertation at a time when my services were needed at my workplace. His relentless financial and social support indeed contributed significantly to the fruition of this dissertation. God bless you.

I am particularly indebted to my family especially my father Mr Banda John and my mother, Mrs Banda Petronella for being the source of inspiration in my academic life. To my dear brothers, Ason, Paul, Emmanuel, Brain and William I thank you always for praying for me, supporting and encouraging me. Your belief in me and in our God gave me courage each day.

To my sisters Leya, Rahabi, Elina and Ngoza thank you for your understanding when I could not be available for you and for being a shoulder, I could lean on when things got tough. Their valuable input at the different phases of my life steered me in the right direction. Thank you.

Appreciation is also extended to my dear friends and colleagues in the area of research, for their encouragements and academic guidance throughout my study. Edith Kazamba, Beggan Mashinja, Wise Mwelwa, Martin Muntanga, Aubrey Phiri, Kapalagoma Mukanu, Chinyama Naipelekela, Fred Muyawa, Mubita Eddie, Malumo Inonge, Jackline Pali, Timothy Meki, Muhau Namakau and Thelma May God bless you all for all your goodness and supporting me.

Appreciation is also extended to my pupils and church mates for the help they rendered during the process of data collection. Equally, I am greatly indebted to my colleagues at work and the whole Namwala Secondary family for their understanding, prayers, patience, moral and material support during my continuous absence, as I was busy collecting data for the dissertation.

Without their prayers, love, patience, moral, social and financial support, this dissertation would not have been brought to its logical completion. It is my sincere hope that this dissertation will be truly reflective of the kind of output they all expected of me. May the Almighty God bless you exceedingly abundantly and above all that, you think or ask.

Finally, special thanks go to Mr. John Siingwa, Education Officer at Road Transport and Safety Agency, formerly a teacher of English Language at Ndola Girls' National Technical School for his contributions and criticisms to this research. May God bless you? Shalom.

ABSTRACT

This study explored teacher perception of the effectiveness of English composition teaching strategies used at grade twelve level with particular reference to two public secondary schools in Monze District of Southern province. This was accomplished through the study objectives which were: establishing teacher perception of the effectiveness of composition teaching strategies in using the teaching materials; finding out teacher perception of the feedback comments, as strategies teachers give to the learners in composition work and establishing teacher perception of the inclusion of composition teaching strategies in Capacity Professional Development Studies (CPDs). The study was based on Jerome Brunner (1975) and Vygotsky (1978) theoretical framework of scaffolding. The duo promoted the idea of teaching, especially, the role of teachers and others in supporting learners' development and supporting structures to get to that next level. The study employed the qualitative research design and data collection was done through lesson observations, interviews, Focus Group Discussion (FDG)s and document analysis. Data analysis was done thematically using the phenomenological protocol to ensure trustworthiness and credibility, through member checking and triangulation. The sample size consisted of twelve teachers from two selected secondary schools, two heads of department and one chief examiner for English paper one final examinations. Purposive and criterion sampling techniques were engaged in the selection of the participants.

The study revealed that most teachers did not adequately teach composition using the prescribed teaching strategies. This scenario was caused by: (a) lack of teaching materials with appropriate strategies, (b) lack of knowledge in the teaching of composition among teachers especially from the private colleges. (c) Lack of effective feedback given to learners and (d) lack of CPDs programme in composition teaching strategies. The study recommended the following: teachers should have the in-service workshops conducted at zonal level, be resourceful enough in using strategies that can benefit learners in composition teaching, give not only effective feedback to learners but also conduct remedial teaching in composition where possible and finally, increase composition teaching activities in both the classroom and CPD programmes to equip teachers to teach composition effectively and not just giving topics to learners to write a story on as if it is testing.

Key words: *Teacher perception, composition teaching, strategies, public secondary*

TABLE OF CONTENTS

DECLARATION	i
COPYRIGHT	ii
APPROVAL	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
ABSTRACT	vii
LIST OF FIGURES	xi
LIST OF TABLES	xii
LIST OF APPENDICES	xiii
ACRONOYMS	xiv
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background	1
1.2 Statement of the problem	4
1.3 The purpose of the study.....	4
1.4 Objective	5
1.5 Research Questions	5
1.6 The significance of the study	6
1.7 Limitations of the study	6
1.8 Delimitation of the Study.....	6
1.9 Definition of Terms.....	6
1.10 Organisation of the Dissertation	7
1.11 Summary	8
CHAPTER TWO	9
CONCEPTUAL, THEORETICAL FOUNDATIONS AND LITERATURE REVIEW	9
2.1 Introduction.....	9
2.2 The conceptual framework	9
2.3 The theoretical framework.....	10
2.4 Understanding the Teaching of Composition	13

2.5 Strategies used in teaching English composition writing	17
2.6 The teaching materials	20
2.7 The levels of Qualifications	23
2.8 The teachers' feedback comments to learners	26
2.9 The CPD in schools	27
2.10 Summary	30
CHAPTER THREE	31
METHODOLOGY AND METHODS	31
3.1 Introduction.....	31
3.2 Research Design.....	31
3.3 Location of the study	31
3.4 Population	32
3.5 Sample size	33
3.6 Sampling Procedure	33
3.7 Data collection methods and instruments	33
3.7.1 Interviews.....	33
3.7.2 Focus Group Discussions (FGDs)	34
3.7.3 Document Analysis	34
3.7.4 Lesson Observations	35
3.8 Data collection procedure	35
3.9 Data Analysis	36
3.10 Trustworthiness and credibility of data.....	36
3.11 Ethical Considerations	37
3.12 Summary	37
CHAPTER FOUR.....	38
PRESENTATION OF FINDINGS.....	38
4.1 Overview.....	38
4.2 Teaching strategies in teaching materials.	38
4.3 Teachers qualification.	50
4.4 Feedback.	56

4.5 CPD Programme	65
4.6 Summary	70
CHAPTER FIVE	71
DISCUSSION OF FINDINGS	71
5.1 Overview	71
5.2 Teaching strategies in teaching materials.	71
5.3 Teachers qualification.	78
5.4 Feedback.	80
5.5 CPD Programme.	83
5.6 Summary	86
CHAPTER SIX	87
CONCLUSION AND RECOMMENDATIONS	87
6.1 Overview	87
6.2 Conclusion	87
6.3 Recommendations for practice/policy	90
6.4 Recommendations for further research	91
REFERENCES.....	92
APPENDICES	101

LIST OF FIGURES

Figure 1: Conceptual framework	10
Figure 2: Product- oriented approach	14
Figure 3: Stages of good writing.....	17
Figure 4: Effective Feedback	26
Figure 5: Map of Southern Province.....	32
Figure 6: Small group work Teacher providing guidance (scaffolding).....	42
Figure 7: learner’s marked script	57
Figure 8: Marked script of the learner	59

LIST OF TABLES

Table 1: Strategies used in Teaching materials.....	49
Table 2: Findings on Teachers' qualifications. (N=12).....	54
Table 3: ECZ results in English paper 1 Grade 12 (2018) vs. teacher qualification	55
Table 4: Correction code.....	61
Table 5: Feedback strategies.....	64
Table 6: CPD Work Plan for Term One (1) (2019) Apple Secondary School	65
Table 7: CPD Work Plan for Term One (1) (2019) Mango Secondary School.....	65
Table 8: School Timetable	70

LIST OF APPENDICES

Appendix A: Observation Check List.....	101
Appendix B: Observation form.....	103
Appendix C: Interview Guide for Heads of Departments	104
Appendix D: Interview Guide for Teachers.....	106
Appendix E: Focus Group Discussion Guide for Teachers	107
Appendix F: Interview Guide for Chief Examiners Officer	108
Appendix G: Learners Scripts.....	109
Appendix H: Letters.....	113

ACRONOYMS

CEO	Chief Examinations' Officer
CPD	Capacity Professional Development
CW	Class work
DRCC	District Resource Centre Co-coordinator
ECZ	Examinations Council of Zambia
EFL	English as a Foreign Language
ESL	English as a Second Language
FGD	Focus Group Discussion
HOD	Head of Department
HW	Home Work
INSET	In-service Education Training
MKO	More Knowledgeable Others
MOESVTEE	Ministry of Education Science Vocational Training and Early Education
MoGE	The Ministry of General Education
SSC	Secondary School Certificates
STF	Scaffolding Theoretical Framework

TSC	Teaching Service commission
UNICEF	United Nations International Children Emergency Fund
UNZA	The University of Zambia
ZPD	Zone of Proximal Development

CHAPTER ONE

INTRODUCTION

This chapter presents the research background. It describes the statement of the problem that the study attempted to address. It also states the purpose, the objectives and questions of the study that needed to be answered. In addition, the chapter presents the significance of the study, conceptual, and theoretical framework, delimitation, and limitations of the study. It concludes with the operational definitions and summary.

1.1 Background

In June of 2010, the chief examiner for English paper one published an article on Times of Zambia media about the inadequate composition teaching abilities of the secondary schools' teachers. The author emphasised the need for teachers to strongly evaluate their teaching and marking at the secondary school level. This recommendation was prefaced with the statement offered to teachers stating that 'if teachers were teaching the learners all the necessary steps needed for teaching compositions by using the correct methodology and not testing them, the chances that learners would write better compositions were high. Though anonymous, the facts turned out to be true based on official records from the Ministry of Education (2015-2018). Tomlinson (1982) stated that teachers should follow and explain well all the correct procedures of teaching composition not simply giving the learners the topic and ask them to write.

Equally, Emig (1971) argued that in the teaching classroom, reflexive (personal) writing initiated by teachers, should be used more often than extensive (formal) writing, sponsored by the teacher. The influence of Emig's study lies in its conception of composition as a process and it is suggested that the composing process should be taught and studied. Information on how teachers address the issue of poor composition teaching skills remains less explored. Specifically, information on how teachers should teach using various strategies and attributes contribute to learners teaching how to write composition has not been adequately researched (Long, 2006).

Nyoni (2012) asserts that teachers ultimately contribute to learners learning, but "there is less information about the specific strategies that can lead to learners' increased performance. He further stated that in the process of solving a composition problem, pupils should communicate

with one another in groups, making suggestions and guiding each other using overt speech. Teaching composition is facilitated through dialogic speech in a group as learners share and scaffold each other's thought processes and patterns.

Equally, Sidambi (2011) pointed out that composition writing seemed to be treated with very little enthusiasm by learners. The observation made was that learners were performing below expectation in the English composition at 'O' level.

The chief examiner's (2018) report says that the record of marks was worrisome in that some public secondary schools were performing poorly without any signs of improvement, both in free style and guided composition. The report further recommended that this situation needed attention.

Ng'ona's (2015) study findings revealed that teachers lacked skills in various important areas of teaching composition in secondary schools at 'O' level. The study highlighted a need to investigate teaching using various methods and strategies and how these may become influential in the teaching of writing. Therefore, this study questions the type of the methods that qualified teachers of English language are using in two selected public secondary schools in Monze district. All these scholars their focus was not on teaching composition strategies.

In some public secondary schools, the performance has not been the same despite the similarities they have in many challenges such as lack of teaching material, lack of qualified human resource, poor government funding and inadequate infrastructure to mention but a few. Moreover, the performance of learners at grade twelve (12) national examinations for English paper one (1), where composition is housed, in some public secondary school's National wide has consistently been poor for many years Examinations Council of Zambia (2015-2018). The assumption is that these National results of English paper one (1) at grade twelve (12) reflects a group of learners who are lacking not just knowledge and understanding competences but a poor interpretation of the reading materials.

Knowing the writing theories English language teachers prefer bridges the gap of establishing how teachers of English use their teaching strategies. Though teachers of English language may enter the teaching profession with a preferred English composition theory, choosing an effective teaching strategy requires further investigation. According to Richards and Rodgers (1982) strategies refers to procedures used in the classroom. Specifically, strategies include practices that derive from particular teaching designs and lesson applications. They further justify strategies as having three uses in the classroom, including: 1. using tactics to present content, 2. using activities that offer suggestions for teachers to follow and 3. Recognising resources such as time, space and equipment in educational settings. Though the word strategies refer to teachers' chosen teaching procedures, a strategy is different from teaching method. The term method is considered the umbrella category, meaning system, plan, procedure or a way. Therefore, strategies are defined as the subset of method and the researcher main concern was on the strategies teacher's use in the teaching of English composition at grade twelve (12) levels.

According to the general objectives of the senior English syllabus on the teaching of the writing (composition), the syllabus recommends that 'the teaching of writing at senior secondary school level should be based on acquiring high level knowledge and values of writing and demonstrating high level competencies of different types and style of writing (CDC, 2013). This means that learners write legibly, confidently and effectively to communicate messages and produce the kind of writing required of them in tertiary education and the world of work. There should be writing contest in school.

The teaching of composition in English language, just like any other macro skill, needs to be governed by well-outlined approaches, methods and strategies to be used to deliver the particular content to the learners. Furthermore, Finch, (2003) attest that English language composition teachers involve either one favourite delivery strategies or perhaps a multitude of them. It is vital to choose between the chosen strategies to meet the specific teaching objectives within a given content of the subject component. This means that secondary school leavers need to have mastered all the receptive and productive skills in the use of English language required for effective communication in the real world outside school; in political, commercial and social administration (Alidou, 2006).

The teachers in the colleges and universities are trained to use the different strategies to teach English language, which includes composition writing, in the Zambian schools. Despite this surmountable effort from the Government of the Republic of Zambia, there is no clear evidence to indicate why some public secondary schools have been performing poorly in composition in the District, hence the study to establish teachers' perception on the effectiveness of composition teaching strategies teaching used at grade twelve level with particular reference to two public secondary schools in Monze District.

1.2 Statement of the problem

The problem of poor composition teaching among the Grade twelve (12) learners in some public secondary schools is the major concern of the education sector in Zambia. According to ECZ (2018) report, Zambia has been producing about forty per cent (40%) of the School leavers who cannot write in Standard English. The report further stated that the teachers' perception on the strategies used to teach English composition could be an issue that requires some investigations. An exploration of English composition teaching lessons is vital because these are the programmes were teachers are observed in their real natural world setting as they deliver lessons were learners are taught how to enhance their writing skills. Monze District has a number of secondary schools with teachers who graduate from same colleges and universities. Additionally, these teachers receive the same basic Capacity Professional Development together. However, the performance in composition teaching in national examinations has been poorer in some secondary schools than other Districts (MOGE, 2015-2018). The poor results in English composition have been attributed by poor composition teaching. Suggesting that there may be need to establish teachers' perception on the strategies of composition used when teaching by teachers in public secondary schools in Monze District. Thus, in question form that statement of the problem was: What are the teachers' perceptions of the effectiveness of composition teaching strategies used by secondary school teachers in the teaching of English composition at grade twelve levels in Monze District?

1.3 The purpose of the study

The purpose of the study is to establish teachers' perception on the effectiveness of composition teaching strategies used by teachers at grade twelve levels in selected public secondary schools in Monze District, Zambia.

1.4 Objective

The objectives of this study were to;

1. establish teachers' perception of the effectiveness of teaching English composition strategies, if any, found in composition teaching materials teachers use in the selected schools.
2. find out whether the views of teachers on the levels of qualification in the strategies, if any, used in the lessons in English composition teaching in the selected secondary schools in Monze District.
3. find out the teachers' perception of the effectiveness of feedback comment, as teaching strategies, if any, teachers write in learners' composition work in selected secondary schools in Monze District.
4. establish teachers' perception of the inclusion of composition teaching strategies in Capacity Professional Development Studies (CPDs) in the selected secondary schools in Monze District.

1.5 Research Questions

The study sought to have the following questions answered;

1. What is the teachers' perception of the effectiveness of composition teaching strategies found in teaching Composition material?
2. What are the views of teachers on the levels of qualification in the strategies used in lesson implementation in composition teaching?
3. What is the teachers' perception of the types of feedback comment, as teaching strategies do teachers give in learners' composition work in the selected secondary schools in Monze District?
4. What is the teachers' perception of the inclusion of composition teaching strategies in Capacity Professional Development studies (CPDs)?

1.6 The significance of the study

This study may help to identify the suitable strategies teachers could employ when teaching English language composition in selected public secondary schools for better results. The findings of this study may help teachers to adjust their teaching strategies in order to better the performance of the learners in composition writing. Further, the findings may be useful to the specialist of English at the Examinations Council of Zambia (ECZ) and Curriculum Development Centre (CDC) to help teachers teaching composition so that their performance could be improved. It is hoped that teachers of English language may use the research findings to introduce effective strategies to improve the teaching of composition writing skills. The syllabus designers may learn from this study and may be enlighten on how the English language syllabus is being interpreted by some teachers.

1.7 Limitations of the study

The study was done in two schools in Monze District, hence, results on this aspect cannot be generalized to other schools or Districts because the small sample used.

1.8 Delimitation of the Study

This study was conducted in the Southern Province of Zambia. It was limited to one District in the southern province, which is Monze District. The two selected public schools that were sampled were drawn from the aforementioned District of Southern Province. One urban school was sampled while the other was from the rural area and both are public secondary schools.

1.9 Definition of Terms

Approach: A set of assumptions, beliefs and theories because else where people thought it is a method about the nature of language and teach (Anthony, 2008).

Composition: A composition is a carefully structured piece of written work whose aim is to communicate clearly some ideas (Shaun, 2018).

Feedback:	“information about the gap between actual performance level and the reference or standard level, which is subsequently used to alter that gap (MOGE, 2018).
Foreign Language	a language that has come from outside a particular country (Christine, 2018).
Method	the level at which the plan of the theory is put into practice (Anthony, 2008). While other people think that a method is the same as an approach.
Picture	Referred to visual images, which could be seen while language is being spoken, a visual aid (Donn, 1980). When teachers use pictures in teaching, they activate two from the five senses. Pictures therefore better explanations.
Public school	a free local school paid for by the government (MOGE, 2018).
Strategy/ Technique	this is a small trick that is meant to achieve a particular purpose or gain an advantage (Anthony, 2008).
Teaching strategy	is defined as the specific actions or techniques used by teachers, usually intentionally, to improve their progress in developing second language (MOGE, 2018).

1.10 Organisation of the Dissertation

This chapter gives the background of the study. In order to show the gap that this study sought to fill in and to ground the study on solid theoretical and conceptual composition base, the review of relevant literature on teacher perception, qualifications, feedback and CPD programmes in teaching of composition strategies as well as a review of the relevant and relate literature on teacher perception are presented in chapter two. Chapter three explained the justification of the research design and methods used in this research. Highlights of chapter three includes the qualitative

methods used in this research. The consideration of ethical issues and description of the research settings. Research results analysis and findings are presented in chapter four according to research questions. Chapter five focuses on the discussions of the findings their implications the theory and practice of teacher perception on the strategies used in teaching materials in composition teaching. Chapter six provide the conclusion of the dissertation, theoretical and practical implications and recommendations based on the findings of the study.

1.11 Summary

This chapter introduced the topic of this study. First, the background of the study, the statement of the problem and purpose of the study were established. The research objectives, research questions, the significance of the study, delimitation and limitation of the study were then presented. The next chapter is a review of literature that has informed this study. The chapter has covered literature from the world, Africa and Zambian views on the teachers' perception of the effectiveness of composition teaching strategies in secondary schools presents.

CHAPTER TWO

CONCEPTUAL, THEORETICAL FOUNDATIONS AND LITERATURE REVIEW

2.1 Introduction

This chapter presents the conceptual, theoretical frameworks of scaffolding theory and the review of literature. The chapter starts with an explanation of the conceptual framework and then gives a chronicle of the theoretical framework of scaffolding. In this chapter the researcher explains the understanding the teaching of composition in relation to scaffolding theory. The literature review chapter has been presented following the world, African and Zambian views on Composition teaching. Themes emerging from this wider reading have helped in the generation of sub themes that have been used to logically present the literature review chapter. The chapter has also covered a number of case studies conducted in various places to enrich the research.

2.2 The conceptual framework

From the onset, we need to have a clear and commonly shared understanding as to what is meant by composition teaching strategies. Tomlinson (2003), an accomplished writer of teachers of English, he started the chapter ten of his famous books on composition teaching, preparing teachers of English for secondary teaching, ‘What teachers should learn and be able to do in a real classroom situation’. It is argued that people learn just in social environment, where we construct meaning through interaction with others. This simply means that teachers are to create the teaching environment for the learners to learn best. When learners start to learn new concepts, they need help from teachers and other adults in form of active support as illustrated below in figure 1.

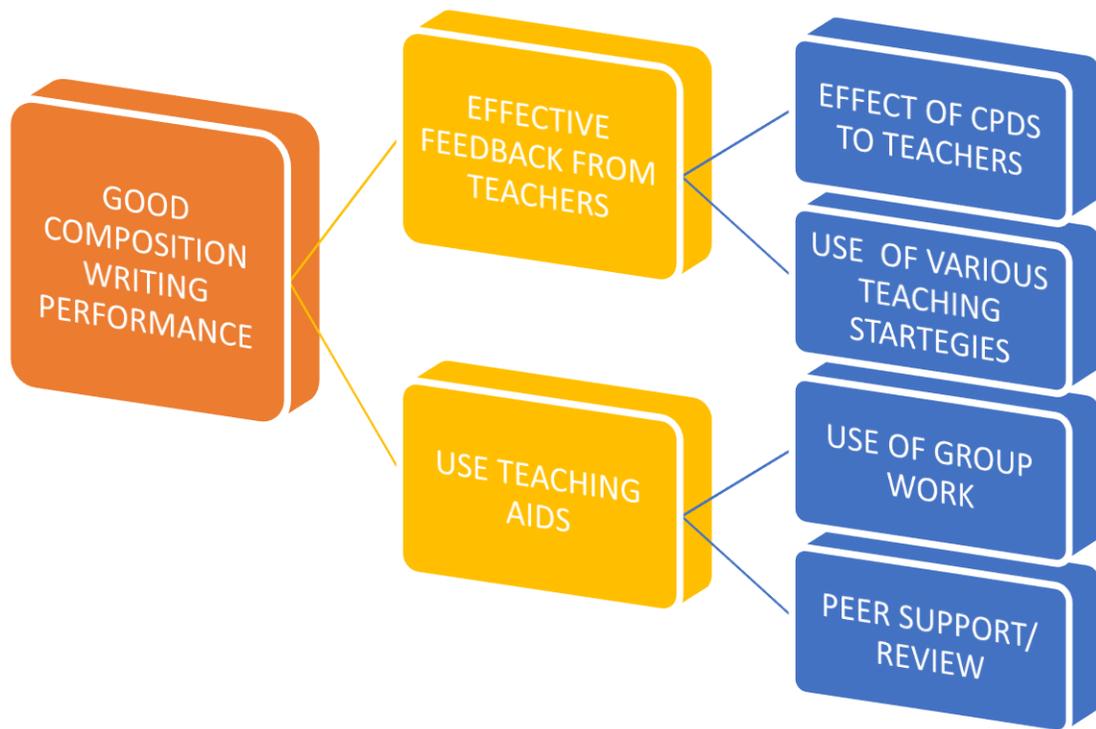


Figure 1: Conceptual framework

This conceptual framework is in line with scaffolding theory and the assumption is that when learners are supported (scaffolded) their performance improves. When teachers employ all the valuables listed above in the conceptual framework correctly, learners may be able to write good compositions and hence, their performance would improve. Scaffolding is a means to which teachers can build upon learners' strength. They should be contextual, social and temporary frameworks used to support successful teaching with a specific academic domain such as writing (Vygotsky, 1987). Scaffolding is thought of using steps in a process, modelling the steps, and then giving students the opportunity to try it themselves. This strategy should be prepared with the cognizance of gradual release after the learners have reached the predetermined point in their writing, which is of course controlled by the teacher.

2.3 The theoretical framework

This study is anchored on the scaffolding theory and its concept of Zone of Proximal Development (ZPD), which arose in the 1978 and was deeply influenced by Vygotsky and Jerome Bruner's ideas

on teachers, especially, the role of teachers and others in supporting the learners' development and provides support structures to get to that next level (Raymond, 2000).

Gagne et al (2013) argued that this theory is based on the notion that when learners are given the support they need while teaching something new, they stand a better chance of using that knowledge independently. The theory proposes that teaching was a process of setting up the situation to make the learners' entry easy and successful and then gradually pulling back and handing the role of the learner, as he/she becomes skilled enough to manage. The instruction, with the appropriate adult help, children can often perform tasks that they are incapable of completing on their own. "Scaffolding" however, is not simply another word for help; it is a special kind of help that assists teachers to move towards new skills, concepts, or levels of understanding. "Scaffolding" is thus the temporary assistance by which a teacher helps a learner know how to do something so that the learners may later be able to complete a similar task alone (Vygotsky, 1978)). It is future oriented: Vygotsky said, what a learner could do with support today, he/she can do it tomorrow. Scaffolding as teaching strategy and its concept of the Zone of the Proximal Development (ZPD) can be defined as the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers. Success at the task is the zone of proximal development, which requires support for teaching. The support is gradually withdrawn, as the teachers take over more and more responsibilities in a problem-solving situation. They become self-regulated and independent. The strategy should be prepared with the mind-set of gradual release after a student has reached a predetermined point in his writing that is of course controlled by the teacher. Effective teachers know that they cannot leave teaching to discovery but must structure the activities at the just right level and support teaching through conversations, modeling active participation in tasks (Pressley, 2002).

Simasiku, (2011) posited that since teachers teach much through interaction with learners, peers and society, the teaching environment should be designed in such a way that it promotes the interaction between learners and teaching tasks. Therefore, during the process of instruction, only when the scaffolding is put up on time and rightly can the learners arrive at their zone of proximal development. The learners' potential abilities cannot be developed without effective support. It is essential to consider teachers' problem solving in context rather than the traditional testing format.

Baradaran et al (2011) found that teachers who had the opportunity of using scaffolding principles outperformed those who did not experience scaffolding thus having a significant impact on the learners' academic writing. Read (2010) suggests that IMSCI (inquiry, modelling, shared, collaborative, independent) model for scaffolding and find it extremely effective for second language teachers. The first stage is inquiry, which facilitates 'background knowledge.' After the activity prior knowledge, the teacher then models drafting the type of writing expected. Learners and teachers then participate in shared writing where the learners have significant input in the topic, sentence usage, among others. They are then given the opportunity to write collaboratively with one or more other learners to produce one piece of writing. Finally, learners are ready for independent writing which is the ultimate goal of the scaffolding process. This is the main reason the study intended to establish: teachers' perception on the effectiveness of composition teaching strategies used at grade twelve levels.

Gagne et al (2013) stated that scaffolding strategy could also be used in a different manner involving learners' scaffolding amongst themselves leaving the teacher as the less active participant. Learners' are consequently completing writing tasks that are collaborative in nature and facilitate the opportunity for group work. Research has shown (Storch, 2007) that in small groups' learners have more opportunities to use the second language for a range of functions than in teacher led classroom activities. Furthermore, Storch (2007) suggests that group work allows learners to combine their linguistic resources in order to collaboratively create new knowledge about language, which leads them to more successful writing experiences. Active participation in a collaborative process with personal past/current knowledge and experience to construct knowledge constitutes what is essential for teaching. In a scaffolding process of composition task, peer response, viewed as one of the important instructional strategy, supports the writing activity by learners' through group work, engagement in constructing texts through negotiation of meanings, peer review, the use of multiple pictures in the classroom, multiple feedback from multiple audiences, and multiple revision and editing. These interactions change the pre-existing knowledge of the learners. Thus, what is learned is not just based on an individual's experiences, but rather on the collective experiences of the entire community of learners. This implies that teachers are actively involved in the teaching process. The teacher, as facilitator, fosters critical thinking and helps create motivated and independent students (Kwo, 1994).

The researcher used the theory of scaffolding and its concept of Zone of Proximal Development in order to gain full insight of the respondents. The teacher helps learners by engaging them in various teaching activities in the classroom such as using various strategies, group work, peer review, teaching aids and feedback from teachers. (See figure 1: conceptual framework). This is the main reason this study aimed at establishing: the teachers' perception on the effectiveness of composition teaching strategies (scaffolds) which would eventually enhance performance.

2.4 Understanding the Teaching of Composition

Writing Research (Singleton, 2003) has paved way for new theories on composition writing. Although still partially a mystery, composition writing has been defined as a complicated process that requires several activities simultaneously. In other words, the writer has to generate, organise and review ideas using the correct grammar, vocabulary and rules of the written language. Thus, the experience of composition writing is a cognitive process in which writers draw on 'information stored in long-term memory as they juggle a number of simultaneous constraints' (Shaun, 2003). A central component in composition writing seems to be the working memory. Research has shown (Torrance et al, 1999) as cited in (Singleton et al,2003) that the better working memory we have the better we can write due to a greater capacity to carry out several tasks simultaneously. However, writing depends on well-known memory aspects. When people write, they transfer messages they hold in working memory to writing symbols. Mwansa (2016) observes that if learners write too slowly or take time to think how a word is spelled, they may forget the message they meant to convey. Incoherent writing may be at least partly due to transfer issues and a slow writing speed. It sounds iconoclastic, but perhaps there should be writing speed.

According to the general objectives of the Senior English language syllabus on the teaching of writing (composition), the syllabus recommends that 'the teaching of writing at senior secondary school level should be based on acquiring high level knowledge and values of writing and demonstrating high level competencies of different types and style of writing (CDC, 2013). This means that learners write legibly, confidently and effectively to communicate messages and produce the kind of writing required of them in tertiary Education and the world of work. There should be writing contest in schools. The traditional view to teaching composition is rightly

referred to as the product-oriented approach because of the three common features as illustrated below in figure 2.

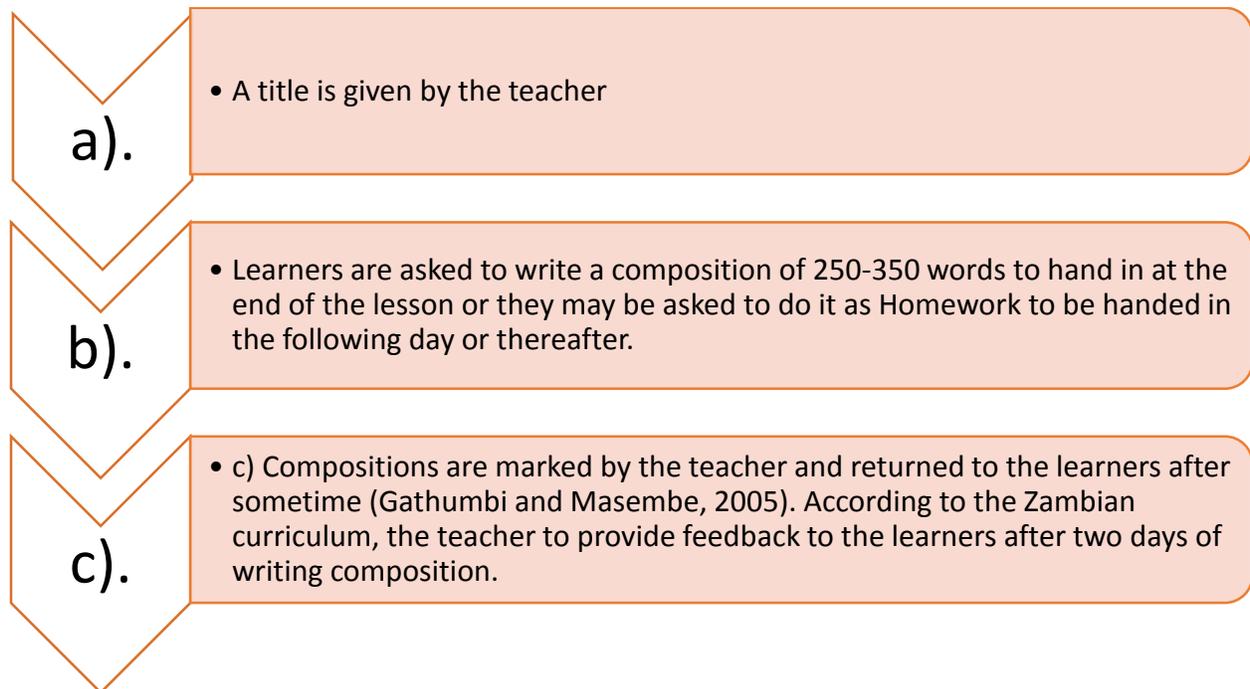


Figure 2: Product- oriented approach

Source: Adapted from Gathumbi and Masembe (2005)

This approach is based on the assumption that the creative aspects of the writing process cannot be explained and understood, hence cannot be taught. The approach is deficient in a number of important aspects: first, the teacher views the learners’ writing as a product. The teacher takes it for granted that the learners know how to write and what the learners produce is used as a test of the ability to write. The focus is always on the written product and not the process the learners have to go through in order to come up with the finished work (Benjamin, 2016). Williams (2003) said that the traditional or product approach is “Mindless, repetitive and anti-intellectual.” Silva (1993) also added that the Product Oriented approach is an exercise in habit formation. All these assertions just show that the Product Oriented approach perceives language teaching as the mastery of structures. The approach does not expose learners to the process of writing. It limits learners to the first and final production of written composition as opposed to the multiple re-writes of drafts allowed in process writing. Secondly, the teacher concentrates on forms, which is syntax,

grammar, mechanics and organization rather than content. The teacher evaluates the written product/s and judges its form and content. The content is only considered as a vehicle for the correct expression of grammatical and organizational patterns on which the teacher is focusing. Thirdly, the learners are not given any directions on how to go about with the given task, as a result, most of them lose interest and writing becomes a burden. The teacher does not take time to find out if learners are familiar with the topic or not. Lastly, the feedback is sometimes delayed (Gathumbi et al, 2005). The teacher may take time to mark the work for learners and to respond to their errors. In the classroom where the approach is used, the teacher acts as the judge of learners' writing rather than the facilitator. This was what the study targeted to find out teachers' perception on the effectiveness of composition teaching strategies used at grade twelve level.

The modern strategy to the teaching of composition is a direct opposite of the traditional or product-oriented strategy and it is referred to as the Process-Oriented Strategy to teaching writing (Gathumbi et al, 2005). This strategy combines communicative and process strategy to writing. They further asserted that this is based on the understanding that people write to communicate with readers to accomplish a specific purpose and that writing is a complex process. In this strategy, there is understanding that writing is a process. Hence, writing is considered and perceived as a communicative act. Learners are encouraged to think of their audience and the purpose for writing. The process of teaching must aim at encourages learners to experience the writing and composing of their own texts in the process of writing. The approach also empowers the learners by enabling them to make decisions about the direction of their writing through group discussion, drafting and feedback from the teacher. Doing so, learners become responsible for making improvements themselves. The modern approach stresses the meaning rather than the form and it treats writing as a process that can be divided into three stages. These stages are pre-writing, composing and revision (Chan, 1986). At the pre-writing or brainstorming stage, when the teacher presents the question or situation, learners are given the freedom to think and create ideas on the given topic, experiences or situation without much interference and restrictions from the teacher. This is an active stage where learners are encouraged to freely exchange ideas and opinions in pairs and groups concerning the information structure, the language, supporting arguments and the best way to perform the task given. This stage promotes creativity by encouraging generation of ideas. At this stage, learners are responsible for improving their own work themselves. Learners are given time to think about ideas and to discuss them (Chan, 1986). When conducting the pre-writing

activity, the teacher should encourage the learners who seem to be lost to begin the activity. The teacher may suggest a few ideas and then look for ways to prompt learners to participate. Pre-writing stage prevents learners from experiencing hopelessness due to lack of adequate possibilities or solutions to a given situation. It helps learners to develop and improve their communication skills. It also encourages enthusiasm and a competitive spirit among learners (Thungu et al, 2008). This is what the study aimed to find out teachers' perception on the effectiveness of composition teaching strategies used at grade twelve level. The next stage is the writing stage; it is known as the composing stage. Learners are encouraged to work together and to consult one another. They are given time to draft what they want to say. At this stage, learners are allowed to discuss and then write a more detailed account. This gives room to learners to explore the topic fully. As the learners are exploring through drafting, they are also getting guidance from the teacher and their fellow learners. The stage allows them to make drafts and more drafts, read over their work and think about it. This moves them to new ideas. While learners are writing, they are thinking and discussing in groups. It makes them create more ideas and at the same time eliminating errors (Tomlinson, 1980). The teacher's role at this stage is to facilitate and provide guidance wherever it is needed. What could be the teachers' perception on the effectiveness of composition teaching strategies used at grade twelve levels in the selected secondary schools in Monze District?

The final stage is the revision stage. At this stage, learners edit as well as proof read what they have written (Chan, 1986). All these processes should go along with appropriate feedback from the teacher as a facilitator. With proper guidance, learners maybe enabled to discover new ideas and new words as they write drafts, edit or proof read until the final production. The Process-Oriented is a learner-centered way of teaching composition writing. One would wonder whether teachers are carrying out these stages of writing as they are teaching composition writing in schools, and hence the need to investigate. At each of these stages (the pre-writing, composing and revision), the learners are fully involved in the writing processes. A process of good writing entails stages (Raimes, 1983). These are:

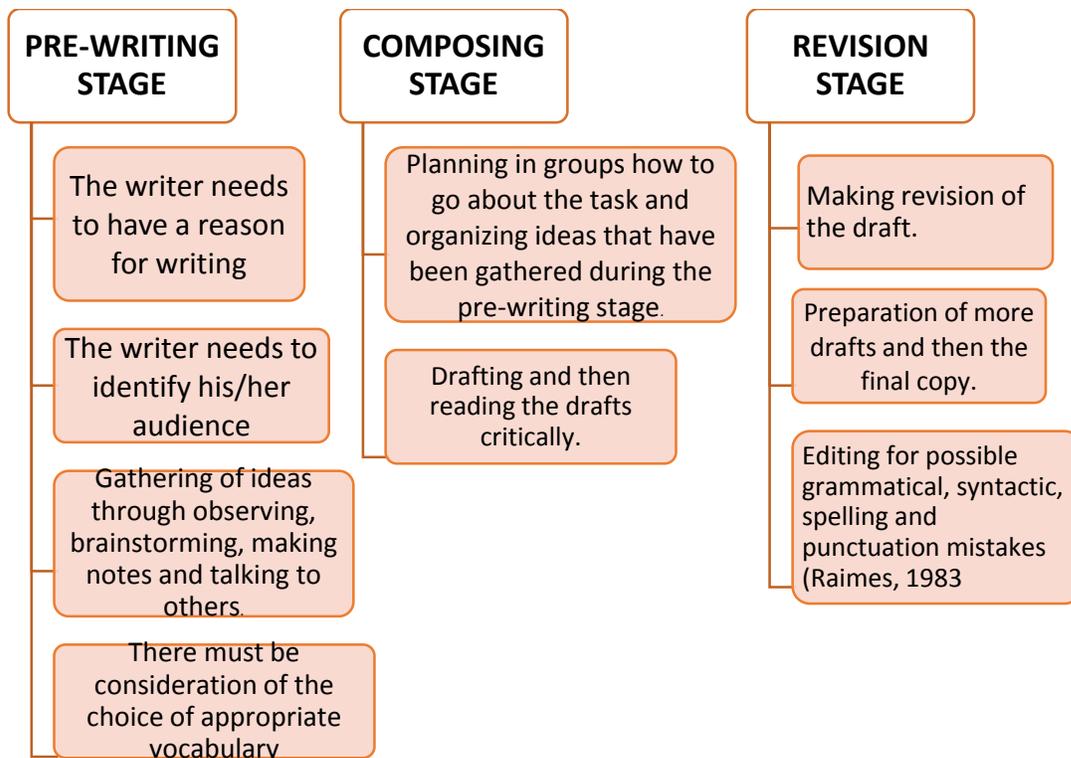


Figure 3: Stages of good writing

Source:adapted from Raimes (1983)

Learners need to go through all the necessary stages before handing in their work to the teacher for marking. It is not known if teachers were using all the stages when teaching composition writing or they simply write a topic and ask learners to write a composition. This may justify the significance of this study to find out teachers’ perception on the effectiveness of composition teaching strategies used at grade twelve level in public secondary schools.

2.5 Strategies used in teaching English composition writing.

Just like this study, Kochung (2012) conducted a similar interesting study on the strategies used in teaching English Language composition to learners with hearing disabilities. The purpose of the study was to establish strategies used in teaching English language composition to learners in Nyanza Province. Results of this study indicated that repetition, discussion, questioning, guided writing, and demonstration were the most frequently used strategies in teaching English language composition to learners with hearing disabilities. However, group work; peer-teaching, story-

signing, cooperative teaching and dramatization were the least used strategies to learners with hearing disabilities. These findings are important to the learners with hearing disabilities since they reveal that the most effective strategies such as peer teaching, cooperative teaching and dramatization were least used among learners with normal hearing abilities and this may be the cause of poor performance in English language during writing composition. Although Kochung (2012) conducted a similar study to this one, he did not specify the grade of the study and at the same time, the study was done on learners with hearing disabilities. On the contrary, this study was conducted on normal learners who are in grade twelve in Zambian selected public secondary schools in Monze District. It must be mentioned that this study looked at the teachers' perception on the effectiveness of composition teaching strategies used during lesson implementation. In any case, the strategies that are least used to learners with hearing disabilities were in fact the strategies that the syllabus did not recommend to be used to learners without any disability.

Mistar et al (2014) carried a study on strategies of learning English writing skill to Indonesian senior high school students. The research objective was to identify learning strategies of writing skill used by senior high school students in Indonesia. The ultimate goal of its teaching was to equip the students with the command of communicating orally and in written English. Thus, the instructional process is carried out by focusing on the four language skills, which are speaking, writing, listening, and reading. The resulting factors were treated as posteriori strategy categories and named self-monitoring, language-focusing, planning, metacognitive affective, cognitive compensation, self-evaluating, social process-focusing, authentic practicing, meaning-focusing, vocabulary developing, metacognitive commencement, and mental processing strategies. All of these strategies were used at the moderate frequency level. Finally, successful learners reported using the strategies more frequently than less successful learners did. While Mistar et al (2014) did an interesting study in Indonesia and had a huge sample of 766 second year students from an Indonesian university. The current study was conducted at a Zambian Secondary Schools to learners who are preparing for their final examination in composition writing in selected public secondary schools of Monze District. Many differences exist between the current study and that conducted by Mistar et al (2014). Firstly, Mistar et al (2014) focused on writing skills and they covered all the components in English Language that is reading, writing, speaking, and listening. While the current study focuses, only on one component in English Language and that is composition writing skills.

Research by Lin (2010) in Taiwan proposed that teaching English Language was better done using learner-centered activities in class. In this study, Lin sought to investigate the effectiveness of integrating a learner-centered Blogging Approach into English as a Foreign Language writing classroom in Taiwan. The results suggested that the integration of learner-centered blogging into English as a Foreign Language (EFL) helped learners develop writing skills, motivation and self-efficacy. This study involved teaching language using computers so that learners could write their own views on the topic that gave them room for creativity. The case study by Lin (2010) in Taiwan was focused on the equipment of teaching, this study wanted to find out if these findings could be the same here and that despite the fact that there are plenty variables such as classroom facilities and many others.

United Nations Education and Scientific Cultural Organization (UNESCO) (2005) studies reveal that drama and arts in education were conducted in European countries. The findings indicated that schools should use drama as a method of teaching English languages in secondary schools. Dramatic activities should involve all learners in class so that if they could have a simple role to play, they would be able to speak English to the audience. The continuous exposure of such learners makes them become confident speakers, perfect writers of English language and above all, appropriate users of the English language in all situations. While the study describe drama as a method of teaching languages, it classifies drama as one of the strategies that can be used in teaching English language composition writing in the classroom in order to improve results in public secondary schools. UNESCO (2005) study does not inform us whether teachers had knowledge of differentiating between methods and strategies. The classification of drama as a method of teaching is misleading in that drama is a strategy that teachers can use in order to achieve the intended objectives. In terms of the focus, one of the objectives of this study is to establish the type of strategies teachers use in the classroom to teach English language composition in selected public secondary schools.

Hedge (2005) suggests three main teaching methods that can be used in teaching English language composition writing and the activities that are involved. There is shared teaching which involves exchanging of letters, sharing journals. Additionally, cooperative teaching which involves, keeping a class journal, making a class magazine, working together on a project, sharing cultural information and reading together. Finally, role-play involves news casting and peer teaching. Other

strategies suggested as effective in teaching English language composition writing are shared reading and scaffolding writing Trupe (2001), Hedge (2005) Medwell, Coates, Wray, Griffiths, & Minns (2006). Gathumbi et al (2005), argues that there are many strategies that a teacher can use in teaching English language composition writing namely: field trips, hands on activities, songs, project work, group work and pair work, storytelling, discussions, poems, debates, drama and presentation among others. Although Hedge's study is similar to the current one in terms of focus, it helps us know the possible reasons why teachers opt for some strategies and not others. However, the current study looked at the teachers' perception on the effectiveness of composition teaching strategies used at grade twelve level with particular reference to two selected public secondary schools in Monze District.

In a study conducted by Tabulawa (2003) in Botswana entitled 'Pedagogical Classroom Practice and the Social Context,' found that it was difficult for learners to use most techniques since they were imposed ideas from the Western World? He therefore argued that learner-centered approaches aimed at elevating democratic social relations in schools. He found that student-to-student interaction was absent except in occasional small groups, limited verbal interaction was initiated by the teacher through question and answers and the teacher took more control of the lesson. He concluded that despite some variations in classroom activities such as the involvement of learners to use the language at intervals, teachers still used more of teacher-centered strategies in classes. The learners are made to be public speakers when they represent their groups in class and probably informing everyone that leadership ought to oscillate from one person to another. Tabulawa (2003) did not point out specific learner strategies which teachers of English language should use to teach English language composition writing effectively and that what the study sought to be investigated.

2.6 The teaching materials

Pan et al (2011) conducted a study in Taiwan on how pictures influence learner performance in reading. The study showed that the use of pictures had a significant effect on experimental groups than in control groups where pictures were not used both in low and high levels achieving learners. The learners were also interviewed to establish their views on the use of pictures to enhance reading and the results showed a high significant difference. The results implied that the use of

pictures might have a very significance influence in fostering instruction during teaching of English language composition. He further said that pictures inspire teachers in their teaching and play a vital role in activating and building learners background knowledge. Learners can get together, discuss and share ideas and experiences with classmates. Very little evidence is there to show how the use of pictures as instructional resource challenges teachers to use pictures resources in teaching composition writing. Although Pan et al (2011) conducted the study in Taiwan on the usefulness of pictures in composition writing. As to whether or not such strategies like using picture resources are used in the selected schools is what this study wanted to find out.

In a different study conducted by Okonkwo (2015) on teaching material as enhancement tool for teaching composition writing skills in secondary schools in Nigeria. The findings were that most instrumental teaching aids are not available in schools and that most available textbooks in the libraries were obsolete. He further added that teachers scarcely teach with teaching aids and composition writing is not an exception due to various factors such as unavailability of teaching aids. While Okonkwo's (2015) findings were based on non-availability of teaching aids and obsolete textbooks. The study was premised on the argument that a well-trained teacher should be able to design and produce materials that would meet the characteristics of the learners and should be relevant to the objective of the lesson. Nonetheless, there is need for the government to provide quality-teaching materials to enhance effective teaching in public secondary schools. The shortage of teaching materials implies that the available materials are insufficient to enable the teacher to deliver a lesson in English Language composition strategies. Consequently, quality is compromised as learners may only have access to teaching but will not have sufficient time to enhance their reading skills.

A study conducted by Obemeata (1995) and Ubahakwa (1991) observed that the problem of learning composition writing in Nigerian schools was compounded by the teachers' inability to improvise the necessary enrichment material that could stimulate the desired intellectual development in composition writing. A lot of differences exist between the current study and that conducted by Obemeata (1995) and Ubahakwa (1991). The duo did not focus on any specific teaching materials that can enhance the teaching of composition writing at the secondary school. It must be mentioned that the study under review looked at the teacher's inability to improvise the necessary enrichment material that could stimulate the desired intellectual development in

composition writing. Therefore, it can be stated that the teachers over relied on the use of the conventional methods of teaching at the expense of learners' interest. This study therefore, points out the inadequacy in development of instructional resources used in teaching. Furthermore, it also identifies the gaps in training of teachers in the use of teaching materials that should be bridged. The investigation showed that teachers could not use the teaching materials during English Language composition lesson in secondary schools. While the study conducted by the duo looked at the teaching materials, the current study focuses on the teachers' perception of the effectiveness of composition teaching strategies used in the selected public secondary school in Monze District of Southern Province.

Chanda (2008) carried the study entitled "Teaching of English in secondary schools: A Zambian case study in improving quality". This study was based on the argument that lack of teaching resources for basic and secondary school in English language teaching had been the major cause of poor progression at basic level and poor performance at secondary level respectively. Lungu (2001) affirms with Chanda that without adequate financial resources, schools are unable to procure multi modalities and yet the curriculum is communicative language teaching in that pupils are expected to work out exercises in pupils' workbooks. Lack of resources adversely affects pupils' performance and achievement in English language composition. Furthermore, government funding has been below expectation such that schools do not have enough classroom and teaching materials. While Lungu (2001) said that there are no multi modalities in schools for teachers to use during lesson implementation, this study wanted to find out if there were strategies teachers were using to enhance the teaching of English Language composition lessons in public secondary schools.

Sidambi (2011) observed that some learners in Zambia completed Grade Twelve (12) with very poor composition writing skills. He therefore conducted a study to find out how composition was taught in the classroom and data were collected through interviews and classroom observation. The study revealed that some teachers lacked knowledge in the teaching of composition. In addition, out of the twelve (12) teachers whose lessons were observed, only two (2) used the right procedure while eight (8) used a wrong procedure of teaching English language composition. The study recommended that teachers needed refresher courses on the teaching of composition. Sidambi (2011) looked at the teaching of English language composition in general and did not

focus on strategies used; an aspect that the current study looked at the strategies teachers use in teaching of English language composition in selected public secondary schools of Monze District.

Chanda (2008) carried a study entitled “the strategies that teachers use to teach English: A case study in improving quality in secondary schools of Lusaka Province.’ The findings revealed that even if the components of the English language such as composition, reading, grammar, essay writing, listening and speaking were taught as separate lessons, the strategies used in the teaching differed and thereby affecting the learners’ performances. She further discovered that the differences in the linguistic starting point of the pupils make the learning further different and suggested that it could be strategies teachers used in the teaching process; they may have had an impact. Chanda’s study was however generalized because the investigations looked at English as a subject but this study looked at the teachers’ perception of the effectiveness of composition teaching strategies used at grade twelve levels in public schools in Monze District

2.7 The levels of Qualifications

In a doctoral study conducted by Sanders (2009) in Ohio in two Universities that were preparing teachers of English language, the researcher recommended that teacher education preparation programmes should be totally recreated to allow universities and colleges the ability to teach what was most important. The study revealed that most of what was learnt in the two Universities was far from what the potential teachers had to teach upon graduation. Sanders (2009) suggested that teachers needed to understand their subject matter, while at the same time faculties of education in the two Universities were to be held accountable for the teachers’ lack of knowledge and skills in their subject matter knowledge. According to Sanders (2009), too much emphasis was placed on passing the prescribed tests and examination to earn degree, diploma and a license to teach. Clearly, this situation may be familiar with the experience that this study sought to analyze. However, Sanders (2009) did not look at teachers’ perception of the effectiveness of composition teaching strategies for the teachers of English in Ohio an aspect that this study has taken from a Zambian perception.

A study done by Mulenga (2015) in Zambia, which established whether or not the English language teacher education curriculum at the University of Zambia had the relevant knowledge and skills for teaching English language in Zambian secondary schools and can produce a quality

teacher of English language despite curriculum designers not conducting a job analysis as the starting point of the curriculum designing process. The results showed that the two schools which taught the subject content and methodology courses had different aims about the same curriculum. While the school of education aimed at producing a teacher of English language, the school of Humanities and Social sciences intended to produce a graduate who would use the knowledge and skills learnt to venture in any field related to what would have been studied since they thought producing a teacher is not of the mandate. Mulenga (2015) recommended that student teachers and graduate teachers did not have sound understanding of the subject matter they were to teach, pedagogical knowledge and skills to effectively teach English language in secondary schools at the same time of their graduation. Mulenga (2015) did not focus on teachers' perception of the effectiveness of composition teaching strategies which this study sought to address.

Ng'ona (2015) established factors contributing to poor performance in English language composition writing among grade twelve (12) pupils in Kabwe District Zambia. The results of the study revealed that teachers lacked skills in various important areas of teaching composition in secondary schools at O' level. These areas included composition-writing skills, teaching approach to mention but a few. The study questions the qualifications of teachers of English Language in selected public secondary schools as they were failing to deliver quality composition writing skills to the pupils. While Ng'ona (2015) looked at the skills and approaches in composition writing, this study looked at the strategies used by teachers in teaching English language composition writing in selected public secondary schools of Monze District of Zambia.

Beyani (2013) observed that, "Secondary education is the most neglected part of the education sector" in Zambia. This appears to be correct when one considers Longe (2003) who noted that secondary schools in Zambia are mired by shortages of teachers and ill-qualified ones resulting into poor quality teaching. This was observed especially in rural areas and the mushrooming secondary schools in Zambia where teachers were seconded to teach in secondary schools without possessing proper qualifications. Although in some secondary schools' teachers are seconded the current study wanted to establish teaching strategies teachers including such seconded ones used to teach composition.

Malambo (2012) conducted a study in Western Province in order to identify factors that affected performance of learners in selected Grant and non- Grant aided secondary schools. A case study design was adopted by employing both qualitative and quantitative technique of data collection and analysis. The study revealed that despite the schools under investigation having teachers of similar qualifications, the two categories of schools differed in school performance; with non-Grant- aided schools underperforming compared to Grant-aided schools. The reasons for the poor performance were attributed to inadequate resources and facilities, over enrolment, pupil indiscipline and lack of school policies among others. Malambo's (2012) findings are somewhat similar to those of Mbozi (2008) who after conducting a study in Kazungula and Livingstone Districts, concluded that most schools with poor performance were characterized by lack of inadequate materials. However, these two studies did not attempt to explain why some schools without enough resources (especially public secondary schools) were still able to rise to the challenge and secured success for the fifty (50%) per cent of their pupils in examinations. Although the studies focused on the performance of the learners in general, this study looked at the teachers' perception of the effectiveness of composition teaching strategies used at grade twelve level in Monze District of Zambia.

Masaiti et al (2011) conducted a study on teacher educational training in order to establish whether the University of Zambia (UNZA) pre-service teacher education programme was responsive to secondary schools and the aspirations of the communities. They also found weaknesses in the content and methodology of the teacher education programmes. Trainee teachers were unable to apply the broad content learnt and the methods of teaching into real classroom situation. They noted that the problem was with the teacher education programme that needed to be revised if it was to respond to the needs of secondary schools. The mismatch between what was taught at UNZA and what was obtaining in secondary schools meant that teachers had problems fitting in secondary schools because their abilities, skills, and attitudes were not of the required or expected standard. There were gaps between what UNZA programme was offering and what was obtaining in the high schools. There was evidence that UNZA trainee teachers were exposed to a broad content material that, in some cases, did not take into consideration what was obtaining in the Zambian secondary schools. The study also revealed that UNZA prepared teachers who were weak in the delivery of subject matter (methodology) and professional ethics were not part of UNZA teacher education programme. Although the finding of the study gives a general understanding of

the training of teachers at UNZA, the findings cannot be said to explain the situation regarding teachers of English because the sample in the study included student teachers from different teaching subjects in Zambian secondary school. Moreover, there was no specific strategy, which was being investigated unlike in this study which focuses on the strategies teachers use in the teaching of English language composition in the selected public secondary schools.

2.8 The teachers' feedback comments to learners

Marja (2016) conducted a study on written essay feedback given by a teacher and as experienced by students. The aim of the study was to investigate the kind of written feedback a teacher gave on students' essays and the students' experiences of that feedback. The students wrote a handwritten essay in English language at home, as part of their course work and their teacher marked these essays and gave written feedback. The finding was that students value written feedback given by a teacher and find it useful when considering their learning. They do not find it either judgmental or demotivating. Therefore, the feedback does not discourage students and one could assume that they would pay more attention to it and consciously aim to develop from it. However, this current study targeted at establishing the strategies teachers use to teach composition writing and not put more feedback teachers give after marking.

Below is Figure 4, which is a summary of the type of feedback content that teachers need to provide to the learners in the marking of composition writing in secondary schools.



Figure 4: Effective Feedback

Source: Adapted from Marja (2015)

Patrinvoth (2016) conducted a study on teacher written feedback on learners' writing: teachers and learners' perspective in the Republic of Benin. The purpose of the study was to determine the nature of the feedback that teachers provided and to identify their rationale for feedback. The results indicated that the majority of the participants in English as a Foreign Language (EFL) learners are not favorable to their teachers' feedback practices and therefore, do not use the feedback that they get effectively. The study revealed that the teachers consider their feedback as a tool to promote accuracy in writing in their EFL classes but some of the learners prefer a type of Teacher feedback that would also take into account the content of their written product. Patrinvoth's (2016) study looked at teachers' feedback on writing and the nature of feedback teachers provided and the reaction of learners towards the feedback, the study revealed that issues of feedback was one way of establishing some strategies that maybe used even in form of feedback comments. On the contrary, this study be held at the teachers' perception on the effectiveness of composition teaching strategies used at grade twelve levels with particular reference to two selected public secondary schools in Monze District.

2.9 The CPD in schools

United Nations International Children's Emergency Fund (UNICEF) (1999) says that the effect of illiteracy is profound and potentially life threatening. Without Capacity Professional Development (CDP), pupil performance may be affected. Therefore, this study questions the quality of teachers, administrators and heads of Departments in schools, if they are doing the needful in delivering quality English Language lessons to the pupils from various schools. While UNICEF (1999) looked at the effect of illiteracy as a life threatening in Zambia without CPD programmes in schools, the current study looked at whether or not there was an inclusion of strategies in composition writing covered in CPD programmes in schools.

Badia (2015) conducted a research at the English Language Institute (ELI) at King Abdulaziz University (KAU), Saudi Arabia whose focus was a variation of opinion held by the participants on the current evaluation and appraisal process at ELI. The findings of the study revealed that teachers supported the common belief that the teacher evaluation and appraisal processes could enhance the level of professional development and lead to the teaching improvement if conducted in a constructive approach. On the other hand, they expressed dissatisfaction with the current

schemes of the teacher evaluation system at ELI and pointed out that the appraisal system practiced at their institution was not objective enough to measure their performance properly. Therefore, they called for the trained and objective observers to conduct a fair evaluation. Although Badia (2015) conducted the study in Saudi Arabia, the study was generalized in that he addresses the entire process of evaluation and the appraisal process. The overview of research conducted in the field provides an impetus for the present study, which sought to assess teachers' perception on the effectiveness of composition teaching strategies used at grade twelve levels in Monze District and teachers can be made to play a more active role by participating in CPD programmes.

Abdulrahman (2016) conducted a study on capacity professional development programme for English language teachers: perception and practice at Taif University English Language Centre. The purpose of the study was to promote significant investment in CPD to improve teacher quality and to meet the changing needs of the students. The sample consisted of 121 teachers of English language from various countries and having varied educational and academic experiences. The survey comprised items relevant to learning approaches, concept of professional development perceptions and feedback on CPD. The findings revealed that CPD was essentially perceived as a learning activity that challenged teachers and learners to think creatively and critically. While Abdulrahman (2016) study looked at CPD for teachers of English language, his study was generalized. However, the current study was establishment of strategies used in teaching composition writing in the selected secondary schools in Monze District.

Kamwengo et al (2004) conducted a research on CPDs courses in schools of Lusaka. The study set to investigate the usefulness of CPDs programmes in schools. The findings were that professional courses comprises of conferences, seminars, workshops and courses which are designed to provide teachers with professional knowledge and skills not provided in schools. They further state that the trainers of Capacity Professional Development include school based In-Service Educational Training (INSET) programmes, self-development effort, observation, induction and team teaching. These vital programmes can support and encourage teachers to teach effectively, thus, there is need to support the initiative in order to motivate the teachers. Although Kamwengo et al (2004) study differed with the current study. Firstly, his study did not focus on any specific teaching component in English language while the current study focuses on the

teachers' perception on the effectiveness of composition teaching strategies used at grade twelve levels with particular reference to two public schools in Monze District.

A study conducted by Phiri (2019), the purpose of the study was to establish the views of the teachers on the effectiveness of the lesson study in teaching of English among teachers in secondary schools of Lusaka District. The findings showed that CPD through lesson study improves teaching skills and learners' performance. However, the study showed that some respondent found the programme difficult to organize and attend because it was not timetabled and without incentives, and there was lack of adequate teaching materials such as learners' textbooks. The study recommends that school head teachers should ensure that the lesson study programme for teachers of English is included in the weekly timetable in order to make it easier for the teachers to gather and plan for the programme within the school hours. Although Phiri (2019) conducted a study in Lusaka, his study was generalized in that entire subject as teachers of English language. The overview of the study conducted in the field provides motivation for the current study, which sought to establish the perception of teachers on the effectiveness of composition strategies used at grade twelve level and the inclusion of composition teaching strategies in CPD programmes at departmental level.

A study by Kabila et al (2018) revealed that teachers were aware of the CPD programme but not all participated in CPD because some had not embraced it as a viable form of in-service training because it did not lead to any credible form qualification. The findings revealed that most of the teachers in Lusaka Central Zone indicated that they participated in CPD sessions as per requirement by the school management and that those who did not participate in these sessions were reproached by their supervisors. Hence, Kabila et al (2018) concluded that most participants implemented the model with a sense of obligation and duty as opposed to it being for professional benefit. The results revealed that teachers in Lusaka Central Zone faced challenges with CPDs because they deemed it as monotonous in nature of the content and delivery styles. Teachers indicated that the presentations were repetitive and lacked creativity and that their facilitators were either qualified or lacked the experience of instructional design and delivery. The same study also reviewed that lesson study was conducted at inappropriate times thereby encroaching on teachers' personal time, freedom also leaving fatigued causing an unfavorable environment in the school. The practice of CPD has been criticized for some of the challenges and the ultimate lack of desired

benefits for the target teachers. Thus, there is a new search for strategies in composition teaching which teachers can employ to ensure CPD success in the English department. While Kabila et al (2018) looked at CPD programme in general; he did not specify the subject. The current study looked at the inclusion of composition teaching strategies in CPD programmes in the languages department and also looked at the teachers' perception of the effectiveness of composition teaching strategies at grade twelve levels in Monze District.

2.10 Summary

The literature has revealed that schools where teachers use a variety of strategies, appropriate teaching materials, levels of qualifications of teachers in the strategies used during lesson implementation. Besides, effective feedback as a teaching strategy and Capacity Professional Development programme in English language composition teaching strategies are a factor in composition teaching performance in schools. Chapter Three present the selected methodology and the Research Design used in the study.

CHAPTER THREE

METHODOLOGY AND METHODS

3.1 Introduction

This chapter discusses the methodology and methods that were used in the study. It presents the research design, target population, sample size, the sampling techniques, research instruments, data collection procedure, data analysis procedure as well as ethical issues that were considered before the research commenced.

3.2 Research Design

Msabila et al (2013:27) note that a research design is a plan on how a study can be conducted or a detailed outline on how an investigation would take. The study employed a qualitative design and triangulated the methods used. Triangulation potential allows for an in-depth understanding of a phenomenon in its real- life context using different methods of data collection and analysis (Wellington, 2000). According to Baxter et al (2008), triangulation permits a researcher to explore similarities and differences between and within cases in order to replicate findings across cases. It is appropriate in providing explanations to similarities and differences, as well as facilitating the understanding of social reality in different context.

3.3 Location of the study

This study was conducted in Monze District of Southern province at two secondary schools which are represented by the names of the fruits Apple, and Mango. The selected secondary schools are government institutions. Apple has a good performing secondary school based on ECZ results while Mango is said to be a poor performing secondary school based on the same results captured. Equally, selection of the District was necessitated by the unique position it holds among other Districts in the province, as it was one of the oldest Districts to be created among the old Districts in the province. The District has only five public secondary schools and only two schools sampled are drawn from the same District. One school was sampled from the good performed public secondary and another one from poor performing public secondary school. Travelling by road, the District is the midpoint between Lusaka and Livingstone at about 270 kilometers both ways.

From the traditional authority perspective, the location of the schools is in chief Monze Chiefdom. The main economic activity of the District is farming, both crop and animal rearing though mainly at a subsistence level. The following Districts surround the district: Mazabuka, Chikankata, Siavonga, Gwembe, Pamba, Choma and Namwala as shown in Figure 5.

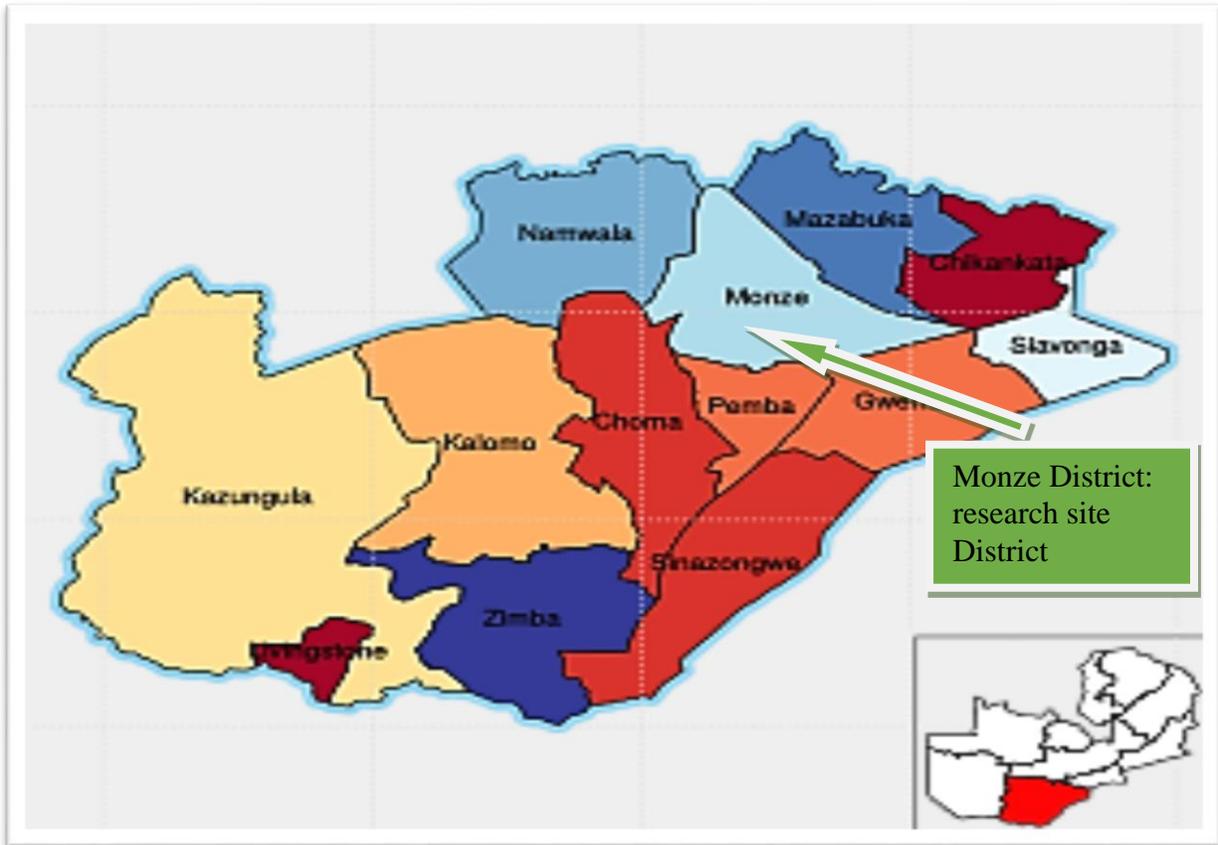


Figure 5: Map of Southern Province.

Source: Google maps

3.4 Population

In the study, the population included all the secondary schools in Monze District of the Southern Province. It also included all teachers of English language, all examiners of Grade Twelve English paper one examination, all the Heads of Department for languages and all chief examiners for paper one (1).

3.5 Sample size

Bless (1995) noted that a sample, in research, refers to the number of participants selected from the universe to constitute a desired sample while Kasonde (2014) looked at sample as a portion of the population. The schools sample size was drawn from the five secondary schools in the District, two public secondary schools of Monze District were sampled and ten teachers, two Examiners for English paper one, two heads of department and one chief examiner making a total study sample of 15 respondents, were drawn from these two secondary schools sampled.

3.6 Sampling Procedure

This study used two types of sampling techniques namely criterion and purposive sampling. Patton, (2001) defined criterion sampling involves selecting cases that meet some predetermined criterion of importance. The two sampling designs were chosen in order to come up with specific individuals who were involved in the teaching of English. The two secondary schools, the selection were based on the results from the Examination Council of Zambia (E.C.Z) analysis reports from 2015-2018. Both selected schools were public secondary schools. One school performed better than the other one based on the aforementioned results. Equally, the heads of departments and chief examiners these are also teachers who have the experience of teaching English were purposefully selected. The teachers were selected based on criteria that they were teachers of English Language who had been teaching Grade twelve (12) classes in Monze District at public secondary schools and those that examine Grade twelve (12) English paper one (1) examination.

3.7 Data collection methods and instruments

Four methods of data collection were used namely: semi-structured interviews, Focus Group Discussions (FGD), lesson observations and document analysis. This Combination of methods was employed in the study to ensure triangulation.

3.7.1 Interviews

The interviews were developed to collect in-depth qualitative data on the strategies used to teach English composition at grade twelve (12) levels in two selected schools of Monze District. Respondents were approximately equally distributed from Apple and Mango secondary schools.

Giorgi (1997) posits that an interview seeks to adopt an attitude where the researcher places him/herself in the state of reduction and bracket his perceptions. Equally, Maxwell (2013) suggested that interviews should be conducted in the posture of wonder and openness, seeking concrete details with an eye toward action in order to uncover the meaning or essence of the experiences of the respondents. Important to mention the interview were conducted in natural setting of the respondents choosing mainly in empty serene offices. The interview session lasted for thirty-fifty minutes. Other respondents were met several times for the process of member checking as required in qualitative research (Grix, 2010).

3.7.2 Focus Group Discussions (FGDs)

Focus Group Discussions (FDG) equally known, as Focused Group Interviews are interviews in which more than one person is involved (Bryman, 2008). In this particular study, FDGs were conducted to teachers to get their views collectively and patch up gaps from individual interviews on English composition strategies used at grade twelve (12) level in the selected schools of Monze District. Riding on Bryman (2008) and Punch (2011) views FGDs were chosen firstly and had a composition of twelve individuals who share similar characteristics which were relevant to the study, through group interaction, diverse realistic and more clearly considered ideas are uncovered; it is a quick way to generate and consolidate a wealth of data; and as teachers were already peers in their schools, this increase the group ability to discuss and interact. Through the two FGDs, meetings that were conducted with each session ranging from thirty-fifty minutes the study managed to explore the English composition strategies used at grade twelve level in the sampled schools.

3.7.3 Document Analysis

During the interviews and observations process, varieties of documents were collected. The first categories of document collected were related to research schools. These documents included demographic reports, departmental work plans and results from ECZ for 2018 grade twelve-school certificate (SC).The second category of documents were obtained from teachers who took part in the study. These were lesson plans, Homework policy, books, timetables and syllabi.

3.7.4 Lesson Observations

Classroom observations were used as an additional method of gathering data. This data source is important because using observations along with documents, Focus Group Discussion and interviews provided additional data sources to examine thereby allowing for triangulation of data. This type of triangulation encourages researchers to use multiple data source for information “by examining evidence and using it to build coherent justification for themes,” (Creswell, 2003). The purpose of the study was to establish: teachers’ perception of the effectiveness of composition teaching strategies used at grade twelve (12) level with particular reference to two public secondary schools in Monze District. In order to experience what goes on, the researcher needed to observe the teachers in their natural, real-world settings to see what strategies were used in the teaching of composition. The observations were scheduled at the convenience of the teacher during the data collection process, but based on the usual timetable schedules.

Using ideas from Creswell (2003), the researcher constructed an observation checklist (see Appendix A). During each observation, the researcher took careful descriptive notes. In addition, for each observation checklist form which included demographic information, and labelled each checklist with the scheduled time, date and location of each observation? The form was separated into two columns. The first column was entitled “Descriptive Notes,” included detailed descriptions of what the researcher observed. The second column entitled “Reflective Notes,” included more interpretive descriptions of the researcher’s personal perceptions on the observations. These included personal thoughts, questions, impressions and concerns.

3.8 Data collection procedure

FGD was held with teachers of English language in the selected schools and it took thirty to fifty minutes while a face-to-face interview was conducted with the Heads of languages department in each school and the chief examiner and it lasted for thirty to forty minutes. The researcher took a minimum of two days per school and a maximum of three days where the school program failed to accommodate the researcher’s schedule.

3.9 Data Analysis

The researcher began the process of data analysis during the interviews by recording what is considered relevant to the research questions since the present study was mainly qualitative. At this stage, one of the things the researcher would do was to ensure that the data were internally consistent. For example, the researcher made follow-ups with participants to clarify any contradictions and gaps in the interviews. Data preparation, summarize and organize data according to categories. At the final stage, the researcher made interpretations of the observations and responses according to the interview guide.

3.10 Trustworthiness and credibility of data

Creswell (2014) posit that trustworthiness in qualitative research pertains to use of checks for accuracy of the findings from stand -point of the researcher, respondents or the readers. Equally, Graneheim et al (2004) suggest that in qualitative research a variety of trustworthiness are used such as transferability, dependability and credibility. To achieve trustworthiness for this study triangulation (using different sources of data) was used. The researcher collected data through interviews, focus groups, taking pictures, and journaling. Field journal to document experiences, thoughts, and personal reflections during the data collection process were used. Equally, following Creswell's (2004) advice the general notes were taken back to the respondents to ascertain if they felt the notes were accurately collected and were a true reflection of what was said.

Graneheim et al (2004) argued, "Trustworthiness would increase if the findings are presented in a way that allows the reader to look for alternative interpretations". Consistency in qualitative research may be achieved through documentation of the steps of the research procedures (Creswell, 2014). One procedure of ensuring consistency used in this study was to ensure the transcripts were devoid of mistakes in the transcription process. The researcher also made sure that the definition of codes was maintained throughout and during the process of coding.

3.11 Ethical Considerations

The study took into consideration all possible and potential ethical issues. The issues include respondent's rights to withhold their consent to participate in the research undertaking and maintenance of confidentiality of the people who participated in the study and the values of the participants was given due respect. The researcher obtained both written and verbal permission. The researcher started getting permission from the District Education Board Secretary's Office, and then the schools, some Head teachers felt that they did not need to write or sign anywhere since the higher authority had already consented. The two selected schools were given the pseudonyms names. That is Mango and Apple secondary schools. Teachers who participated in the study were given number codes from both secondary schools for easy identification and the faces of people in the pictures have been blotted for ethical considerations.

3.12 Summary

This chapter described the methodology used in this study. The research design in this study was defined. The data collection procedures and data analysis procedures were then presented and Ethical considerations was discussed last. In chapter four, the participants are introduced and data was presented in categorized themes.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Overview

The current chapter is dedicated to the presentation of the results. As earlier alluded to, the purpose of the study was to establish teachers' perception of the effectiveness of Composition teaching Strategies used at grade twelve level with particular reference to two public secondary schools in Monze District, Zambia. The results are grounded on the data that were collected through interviews, FGD, class observation and document analysis which were directed to grade twelve teachers, HODs and the chief examiner. The data from the said research methods provided several themes; however, the analysis was narrowed only to those which related to answer the research questions. In this chapter results from the study are described and highlighted from themes that emerged from data analysis including verbatim from respondents. In order to ensure easy reference to the two sampled schools and the teachers while at the same time protecting their privacy, pseudonyms have been created (see page 31 for details).

4.2 Teachers' perception of the effectiveness of composition teaching strategies found in teaching composition materials.

In this study teachers claim to use a number of strategies found in the composition teaching materials such as "small group work," "teacher exposition," "class discussion," "collaborative learning," "personal stories," "pair work" "debate," "demonstration," "field trips," "peer teaching," and "dramatization" to mention but a few,". Some of the respondents from Apple School had this to say on the use of these strategies found in the teaching materials:

I intend to use the following strategies in the teaching of composition and these are: small group work, discussion, collaborative learning, pictures, stories and sometime I use teacher' exposition when explaining new concepts to the learners (Teacher 1).

I usually use lots of group work, discussion, debate, drama and I do small group work. Sometime I use entirely group work, and labeled it as a group games and collaborative learning (Teacher2).

I do not just lecture during teaching but I equally use discussion sessions and group work. However, I do lots of talking and ask a lot of questions to the learners during lesson implementation (Teacher 3).

These arguments were similar to other respondents from Mango School as seen below:

In most of my composition lessons, I use team teaching, group games, teacher' exposition, class discussion, sometimes cartoons, group work, review, songs and personal stories (Teacher 3).

However, these were some respondents who had challenges even with the term strategy as one teacher said:

Personally, I don't understand these strategies and how to use them in class. If I may ask, are these strategies synonymous to the methods? If they are then it means I mostly use the learner centered and teacher -centered strategies. (Teacher 4)

Madam, to be honest I don't know how to use the strategies during composition lessons. I find it hard to use the strategies only in composition teaching but the only strategy that I'm fond of using is teacher exposition.(Teacher 5)

The responded wanted to know how the use of drama when teaching report writing would be appropriate (Teacher 6). Despite the teachers responding with apt answers to the already said question, the findings from classroom observations proved that not all the teachers implemented

what they claimed to be doing based on what teaching materials have. The most common occurrence that was observed among teachers was the use of past papers and not teaching materials. This implied that some teachers did not teach composition but simply tested the learners' composition competences. The Education Standards Officer at District Education Board Secretary's Office (DEBS) argued that one of the challenges experienced in schools in the District was as a result of ill-qualified teachers to teach in secondary schools. The situation was worse among teachers of English Language who were trained to teach English language especially among teachers from private colleges as he reports:

Our inspection reports show that some teachers do not know how to teach and in the case of English, most of them are comfortable to teach comprehension as the passages already have answers but when it comes to teaching composition writing, all they do is give a question from past papers and ask pupils to write. When marking, there are no guidelines that can help learners know their mistakes or errors but all you see are long ticks and often at the middle of the pages. This is an indication that some teachers do not read the compositions while marking.

However, in some case the study established that a good number of teachers in the sampled schools were using some strategies such as small group work. All teachers from Apple Secondary School for example and three from Mango Secondary School said they were using small group work as a teaching strategy. A concerned Teacher from Apple secondary School had this to say:

I often use a lot of small group work and this seems to work very well sometimes. Sometimes I use entirely group work, and labeled it as a group games and I combine this with collaborative teaching. The group work works very well with composition teaching especially guided composition were notes are given and they are to expand them. In groups, they come up with various samples of expression (Teacher five).

However, some teachers from the same school; Mango school did not present small group work as a strategy they were frequently using, for example, one teacher said: “Madam Banda, for me I use only group work during lesson implementation.” I later discovered that actually various teachers had a different definition for group work. For example, Teacher (5): labeled ‘small group’ work as” group games, while teacher (6) labeled it as ‘collaborative learning’. However, teacher (3) concluded by saying:

There is need for the District Resource Centre Co-coordinators (DRCC) to hold the in-service workshops for teachers in the District where we would identify and learn the composition writing strategies. As it is now, there is confusion between what the syllabus says about the strategies and the methods and these are reflected even in our lesson plans. It may appear to be a small problem but when these things are not well clarified, they affect the actual planning and even implementation of a lesson. One should know what strategies one is using and from which method is that strategy it is derived. Group work under situation approach of teaching is different from group work under cognitive code approach, and this is a fact.

A number of respondents (teachers) from various schools stated small group work as a teaching strategy they used when teaching composition writing. Classroom observation conducted during this study showed very few teachers using this strategy. To be more precise only Apple secondary school used this teaching strategy during the class observations. The study found out that teachers who used group work had an opportunity to go around and help learners and that way learners could be assisted both among themselves and from the teachers as they were moving from one group to the other. The other finding in line with this use of group work was that learners appeared very free to participate in the development of the composition text as they were cooperating among themselves. Besides, they would ask a question to the teachers moving from one group to the other collectively as a group by using the pronoun ‘we’ (collective voice). For instance, ‘we do not seem to understand this and that’. However, this was not the case

with teachers who did not use those strategies such as teacher exposition where all the teacher did was to stand and give a talk like, so to say. The other issue found out was the opportunity given to the teacher to identify non-performing groups which again would be given more time than the other groups, the teacher worked with them and cued them on how to go about their story expansion using the notes provided as shown in Figure 6 below:



Figure 6: Small group work Teacher providing guidance (scaffolding)

Source: Fieldwork.

The study also found out that a good number of teachers was comfortable with the use of Teacher' exposition strategy. Mango secondary school labeled it as the "Alex trebek complex." This unique definition created an interesting visualization for teacher' exposition as a teaching strategy. Teachers from Mango Secondary school had this to say:

In my case, most of my composition lessons I use teacher' exposition because it is easy to teach the class due to the large class size, for example, my class has almost 49 to 50 learners.

Group or pair work cannot work here with such huge number. Sometimes I can prepare group activities quite all right but you find that all of a sudden, another class is brought to your class because their teacher is unwell and has not reported. Group work cannot work anymore. You switch to teacher' exposition strategy right away (Teacher1).

Teacher' exposition is necessary due to the nature of learners who cannot discuss in English language and fail to construct correct sentences in English. Madam you would find that in the class only two or three learners can speak English therefore, teaching becomes difficulty especially when you are using strategies like discussion (Teacher 4).

90% of our learners come from the rural areas and are not exposed to English language. So teaching composition using other strategies other than teacher' exposition becomes extremely difficulty in the class as they can hardly express themselves in English and worse still in a group they straight away break into their mother tongues defeating the whole purpose of teaching composition writing (Teacher 5).

Teacher (6) discussed the primary use of teacher' exposition saying *"I do teacher' exposition when I am explaining the most important concepts."*

The other four (4) teachers from Apple secondary school identified teaching strategy differently and this is what they said:

I do a lot of review and I define "review" as a form of teacher' exposition. However, I do lots of talking and ask many questions to the learners during class implementation (Teacher 2).

Madam, teacher' exposition is the best method to teach composition to our learners because they do not contribute in class when I ask a question in English. On the contrary, if I use the local language, everyone would like to say something. It is a challenging situation anyway (Teacher 4).

In fact, learners understand more when I use the teacher' exposition during composition writing since it is more like giving a command to them. Learners learn well with the voice of command during composition writing (Teacher 5).

A number of teachers interviewed from different schools identified teacher' exposition as a strategy of teaching English language composition writing. During the lesson observations that were conducted in this study, it was revealed that all teachers at some point used exposition. For instance, the lesson observed at the Apple Secondary School a teacher used chalkboard during lesson implementation and talked to the class for only ten minutes of the period. While a class observed at Mango secondary school, a teacher did not use the chalkboard but talked to the class for the rest of the period. Here it showed that composition lessons were not taught in schools and during the observations, it could be altered that teachers were forced to teach composition writing using different strategies. This is an indication that the teacher is the only source of information or knowledge, which should not be the case.

Discussion as the teaching strategy emerged more frequently among the seven teachers in the study. Teacher 2 from Mango Secondary School identified class discussion as one of the teaching strategies, but she said, "It can only be effective when the class participate." Teacher 4 stated, "When I get them to talk, and the class will talk." Teacher 5 identified class discussion as a teaching strategy saying that, "I use class discussion."

The other four (4) teachers identified class discussion as "think pair share. Think pair share is defined as a discussion cycle where learners have time to think about the question, discuss it in groups and then share their thoughts with the class. Teacher (1) and (5) from Apple Secondary

School combined their statements about small group work and class discussion together, saying, “We do a lot of small group work and class sharing.”

While interviews showed that discussion as a strategy that was employed, class observation showed a different story. The few class observations conducted revealed only slight use of teaching strategy mentioned. Moreover, most all the composition classes observed, the teachers used past grade twelve papers for learners to discuss the answers and there was no teaching at all. For example, in one school, the teacher called on learners to discuss their interpretation of the six questions in the 2018 English Paper One for School Certificate. Then other learners contributed to the class conversation. The only thing the teacher did was to ask questions related to the argumentative essay and learners answered with detailed responses. The only teaching observed in one case was when a learner asked the teacher to clarify information from the six questions in the past paper. Surprisingly, the teacher asked the class to answer that very question posed by one of the learners. Many learners responded by giving various answers but there were very little input from the teacher, giving an impression as if all the answers from the learners were correct, but in reality, they were not.

Furthermore, the Head of Department (HOD) commented on the strategies that are prominently used in teaching composition writing to the learners at grade twelve levels. HOD’s response from Mango Secondary School was that:

All strategies are good in teaching composition writing but I always tell my teachers that a good teaching strategy should be learner-centered, since learners’ participation and enthusiasm will depend purely on the method and strategies employed by the teacher.

On the contrary, HOD from Apple Secondary School said:

I strongly feel that not all strategies are good in teaching composition writing. For example, teacher-centered strategies are not good at all because they make learners to be passive in class. Since information passes from the notes of the teachers

into the notes of the pupils, without passing through the brains of either.

Finally, the Chief Examiner gave her comments on strategies that teachers could employ when teaching composition. Below was the response that she gave:

There are no specific strategies that a teacher can use but the strategies chosen are dependent on the method selected. For example, if the teacher chose the learner - centered method, the strategies employed would be more of interactive in the classroom and this would be between teachers and learners or learners themselves.

This study also paid particular attention to the contribution teaching material have on teaching English composition strategies. The discussion with Chief Examiner, the HODS and the Teachers in two schools revealed that teaching materials were a very important issue in teaching English composition strategies. Teachers gave their comments on the non-use of the teaching aids such as flash cards, paper cuttings, field trips, taped speeches, cartoons and cardboard sheet. This is what teacher (2) and (6) from Apple Secondary School said, “We had inadequate time for preparation and acquisition of these materials.”

Teacher (4) and (5) from Mango Secondary School said: “We don’t have these materials especially us who teach in rural areas. Teacher (1) and (2) commented, “We need teaching materials to teach effectively.”

To be honest, I do not know how to use pictures when teaching composition-writing strategies and I have never seen a teacher using this to teach compositions in this school (Teacher 6).

Teacher (3) from Apple secondary School concluded by saying:

The government does not provide these teaching materials and it has left it to the individual schools to buy the materials. The

funding from the government is inadequate. How can the schools procure the materials so that teachers can use them to teach the learners? (Teacher 3).

Teachers interviewed in this study gave their views on the teaching materials used in the teaching of composition strategies in the selected secondary schools. However, during the class observations at Apple Secondary Schools the scenario was different from what the teachers discussed. Although they said that they used various strategies in teaching composition using teaching materials, the classrooms were only decorated with the timetables and the teaching materials used were; textbooks and pictures. It can be said that Apple Secondary School teachers lacked sufficient time to inculcate many strategies as well as acquisition of the teaching materials. While at Mango Secondary School teachers used less strategies to teach English composition writing, the classrooms had no talking walls not even the timetable was pasted on the wall, they lacked sufficient teaching materials and had only few textbooks available in the department. The school had only teachers' copy and nine (9) copies of pupils' books and used past examination papers. Hence, it could be stated that this could be a problem that cuts across many secondary schools in Monze District.

On the other hand, the HODs focused the conversations on the importance of using teaching aids in composition writing at the secondary school especially at grade twelve levels and this is what HOD from Mango Secondary School said:

I remember when I was at a secondary school where English was an optional subject by some of us because of the way the teacher used to teach composition writing. She would come to the class talk to herself and leave the work to be done and handled in the following day. I hated the subject especially composition writing and half of the class hated it too. It was so boring that only a quarter of the class used to pass the subject and I even stopped attending the lessons. When I was transferred to the other school, learning English became more interesting because the class was well decorated with the teaching aids.

Teachers could use pictures in teaching compositions. I developed a strong inclination and interest towards the subject, especially composition writing lessons in class.

In addition, HOD from Apple Secondary School was quoted saying:

Pupils cannot wait to see the new material aids in every composition lesson.

They are so drawn to them that one would think that, that is all they would learn that day. I strongly feel that the government should provide these materials to the schools. I also urge teachers to be monitoring the use of these materials.

The Chief Examiner commented on the importance of teaching aids in composition lessons and this is what she had to say:

When I was a teacher, it was not easy for me to use the teaching aids in composition lessons because teaching aids were not available in schools, worse still, books were obsolete, no libraries and I was poorly trained. According to the observation report that teachers have no time to use teaching material especially in composition lessons because teachers hardly had time to prepare and have no knowledge in sorting out materials for the lesson. Teachers follow what is in the textbooks and to some extent they do not refer to the syllabus.

The study carried out lesson observation with a pre-determined list of eight strategies and two composition teaching materials. These were for classes in which lesson observation was carried out on different occasions. In Apple classrooms it was observed that the most used strategies in teaching English composition were: discussion, small group work, peer teaching, group game, teacher exposition, collaborative learning, questioning and demonstration in using textbook and visual aids. The least used strategies in the classroom were: dramatization, role play and guided writing. In Mango classroom, the most used strategies were: teacher exposition, discussion, question and answer in using textbook, visual aids and past examination papers. However, peer

teaching, discussion, demonstration, guided writing and debate were the least used strategies. The results from lesson observation show that in all the classes observed discussion, group work and teacher exposition were the most used. The strategies that were observed as the least used in all the classes were: dramatization, role play, debate and cooperative. However, demonstration was the least used strategy in Mango classes. These results indicate that most teachers confine themselves to discussion, small group work and teacher exposition strategies in teaching composition to learners at grade twelve level. Table 1 below summarizes the findings on resources used to teach composition other than textbooks, as indicated by the teachers, the HODs and the Chief Examiner.

Table 1: Strategies used in Teaching materials

School	Resource strategy	Strategies							
Apple Sec	T/ Aids	Disc ussion	Small Group work	Teac her' s Exp ositi on	Peer Teach ing	Demonstratio n	Question & Answer	Group Game	Collaborative learning
	Textbook / story/book	✓	✓		✓		✓		✓
	Pictures/charts	✓	✓	✓	✓	✓	✓	✓	✓
Mango Sec	Textbook /story/books				✓		✓		
	Pictures/charts	✓			✓		✓		

Source: Fieldwork.

From the table above, it can be stated that Apple Secondary School used a variety of teaching strategies when teaching composition lesson by using both teaching aids like; textbooks and picture (visual aids). This promoted good interaction not just between the teacher and the learners but among learners also. To the contrary, Mango Secondary School used less teaching strategies and the teaching materials used were; textbooks and past examination papers. However, this had a serious implication on the learners' interactions in the classroom since the teacher did most of the talking and made the learners passive.

4.3 The views of Teachers on the levels of qualification in the strategies used in lesson in English composition teaching.

The qualifications of teachers in the two public selected secondary schools observed were verified with a view of establishing the proportions of qualified teachers if their qualifications have a bearing in the strategies used in the lesson in English composition teaching in the classrooms. While interviewing the teachers in the selected secondary schools on their qualifications in relation to what the Zambian English Curriculum for (2013) stipulates, teachers from Mango Secondary School had this to say:

There are no qualified teachers in rural areas who can handle the senior grades. To me it does not matter who is teaching the grade but what matters is how one delivers the lesson. We are actually better off than those having degrees (Teacher 1).

Madam, most teachers with higher qualifications do not teach in schools like ours, they tend to shun away from such schools. Therefore, the government is trying its level best to keep the learners' in schools by posting teachers like us who have diplomas to such rural schools (Teacher 3).

Arguing from the teachers' perspectives from Mango secondary school, Apple Secondary School teachers had these to say:

With me, the qualifications matter in that the more you embark higher in academic cycle the more knowledgeable one becomes. For instance, in terms of salary scale even the government has put clear distinction between the diploma and degree holders. This madam was for a purpose. (Teacher 2).

In terms of the admissions to tertiary institutions, these training Colleges and Universities value the results of the candidates. For example, Universities like UNZA; CBU would not select the candidates with weak school certificate results but always opt for the best results. While these other colleges might select candidates even with division, two or three results especially private colleges and Universities (Teacher 3).

I strongly feel that the Teaching Service Commission (TSC) should consider posting more teachers that are qualified to schools especially in rural areas unlike this situation at this school (Teacher 5).

While observing teachers from the two selected secondary schools, the researcher managed only to observe four teachers. Two teachers had bachelors' holders and these were from Apple Secondary School which performed better according to ECZ results for 2018. These teachers used a variety of strategies in teaching composition strategies and strategies used were; demonstration, peer teaching, discussion, small group work, guided writing, teacher exposition and debate. The two classes observed teachers the first lesson commenced at 07.00 hours and by 06.50 hours the teacher was already in class, introduced the lesson well and used brainstorming skills, learners followed the lessons attentively made some contributions in English and the class was very live

and interactive as though it was a grammar lesson. The teacher dressed appropriately like a professional and English was used as a medium of instruction throughout the lesson. Mango Secondary School teachers during class observation, teachers were seen dragging themselves to the class, the lesson started after five minutes from the break and ended ten minutes before time. The teacher dressed inappropriately in one of the classes at Mango secondary, came to class with slippers and untucked shirt and used the local language (chitonga) to explain some difficult concepts to the learners. Defeating the whole purpose of teaching composition strategies. The introduction of the lesson was poorly done such that the teacher did not neither revise the previous work with the class nor used brainstorming skills, instead the teacher went straight and wrote the new topic on the board. At Mango secondary school the teachers with diplomas were seen using strategies like; teachers' exposition, discussion, group work, question and answer. These teachers were to some extent boring, learners' hardly participated in class and the teachers talked to themselves for the entire period. The introduction of the lesson was poorly done such that even the researcher got lost at some point because the teachers were not clear with what they were saying. The results from class observation show that in all the four classes observed; discussion, small group work and teacher exposition were the most frequently used strategies. The strategies that were observed as the least used in all the classes were; dramatization, role-play collaborative learning and personal stories. However, demonstration was the least used strategy in Mango secondary school. These results indicate that most teachers confine themselves to discussion, group work and teacher exposition strategies in teaching composition to learners at grade twelve levels. This was to assess whether teachers' views of the levels of qualifications in the strategies used in the lessons in composition teaching in the classrooms. Teachers observed were those handling the grade twelve classes because the researcher was interested in whether teacher qualification had an effect on the Learners' performance. The researcher's main interest was in the knowledge of the strategies and the subject by the teachers concerned. It was revealed that Mango Secondary School did not have enough qualified teachers to handle the Senior Secondary compared to Apple Secondary School. The findings from the survey showed that most teachers from Mango School were not comfortable teaching the grade twelve classes. During the Focus Group Discussion, teachers confessed that upgrading was necessary because they needed to learn more. Although teachers were denied an opportunity to go for further studies because of being understaffed in the department. In order to assess the impact of qualification on the performance

of the teachers, the HODs gave their opinions on how they felt their teachers were performing. The HOD from Apple Secondary School had this to say:

Generally, the performance of the teachers at this school in terms of lesson delivery is very good and I would love to work with teachers who have the right qualifications for the improvement of school performance. I normally have challenges with teachers who were trained from Evelyn Horne College. It seems the teaching methodology part is not emphasized during the training.

Madam Banda, we have a few teachers who seem not to be committed. Actually, one has already been transferred. We recommended him to be taken to another school.

The HOD from Mango Secondary School lamented:

I have a challenge with the teachers who have the right qualifications in terms of teaching and behavior wise. They seem not to care much about the job. They do what they feel like doing and do not follow orders at all.

Overall, the performance of the teachers in the department is not impressive, teachers are seen to have had challenges in terms of lesson delivery and this can be seen through the results from the ECZ where the school scored less than 46.82% in English Language paper 1 (2018).

Commenting on the qualifications, the chief examiner had this to say:

I think the qualification of teachers' matters in terms of lesson delivery. Take for instance, the diploma holders at

Evelyn Horne, the teaching methodology part is not very much emphasized whereas degree holders at UNZA or Nkhrumah the teaching methodology is more pronounced. Just an appeal to the government should send teachers with right qualifications to teach senior grade, unlike the situation with the rural secondary schools.

In terms of qualifications and the strategies used, the languages department from both secondary schools had teachers with the following qualifications: Master’s degree, Bachelor’s degree and Diploma holders and this can be summarized in Table 2 below.

Table 2: Findings on Teachers’ qualifications. (N=12)

School	Qualifications			Strategies Used
	Master’s Degree	Bachelor’s Degree	Diploma	Common Strategies
Apple	1	5	0	Group work/discussion/peer review/corroborative learning/Question and Answer/p work/ demonstration/role-play/Debate/Drama
Mango	0	2	4	Teacher’ exposition/discussion/Question and answer

Source: Fieldwork.

From the table above it can be said that only six teachers from Apple Secondary School had the right qualifications to teach grade twelve and this contributed to teachers using the various

strategies in teaching English Language composition writing. While at Mango Secondary School, only two teachers had possessed a Bachelor’s Degree qualification, the rest were diploma holders, and this could be another contributing factor leading to teachers not using correct teaching strategies in the class. Table 3 below shows the performance in English Language Paper One grade twelve (2018) against teachers’ qualification.

Table 3: ECZ results in English paper 1 Grade 12 (2018) vs. teacher qualification

School	Pass %	Total Candidate	Class A 32-40 marks	Class B 22-31 Marks	Class C 11-21 marks	Class D 0-10 marks	Total candidates who got zero scores	Total No of Teachers	Bachelor’s Degree	Diploma
Apple	86.56	372	22	81	222	50	-	6	6	0
Mango	46.82	132	X	10	90	32	10	6	2	4

Source: ECZ (2018) Results.

From the table above it can be revealed that Apple Secondary School with the passing percentage of 86.65 had no teacher with a diploma outperformed Mango Secondary School with the passing percentage of 46.82, which had four teachers with diplomas. These teachers were trained from the private colleges and Universities. It can be stated that their training had some weaknesses in both content and the methodology and at the same time, faculties of education in those private colleges and Universities were to be held accountable for the teachers’ lack of knowledge and skills in their subject matter knowledge. In addition, these teachers belonged to the subject association, used similar Schemes of Work prepared by the province, and gave common provincial tests to pupils that are Mid-Term, End of Term and Mock Exams.

4.4 Teacher's perception of the effectiveness of feedback comment, as teaching strategies teachers give in learners' composition work.

Another interesting finding from the two selected Secondary Schools was teacher's feedback comments to learners on composition assignments. This finding offered some interesting insights about the reality of feedback conventions in the context of writing compositions in English language. The analysed feedback was uniformed and one could find clear patterns in it. The interviews, document analysis and the focus group discussions provided by teachers, HODS and Chief Examiner revealed that the teachers' perceptions were divergent. Teachers comment on the kind of feedback they gave to the learners. The concerned teachers from Apple Secondary School said:

*My feedbacks are always highlighted in the margin line.
For example, I will use the letters (SP) for wrong spelling.
While the capital (P) is used to show wrong punctuation.
Sometimes I highlight the errors and mistakes in the
learners' books followed by a paragraph explaining how
the work should have been done.*

Below is Figure 7, giving a summary of the feedback comments teachers give to the learners in the making of composition exercises.

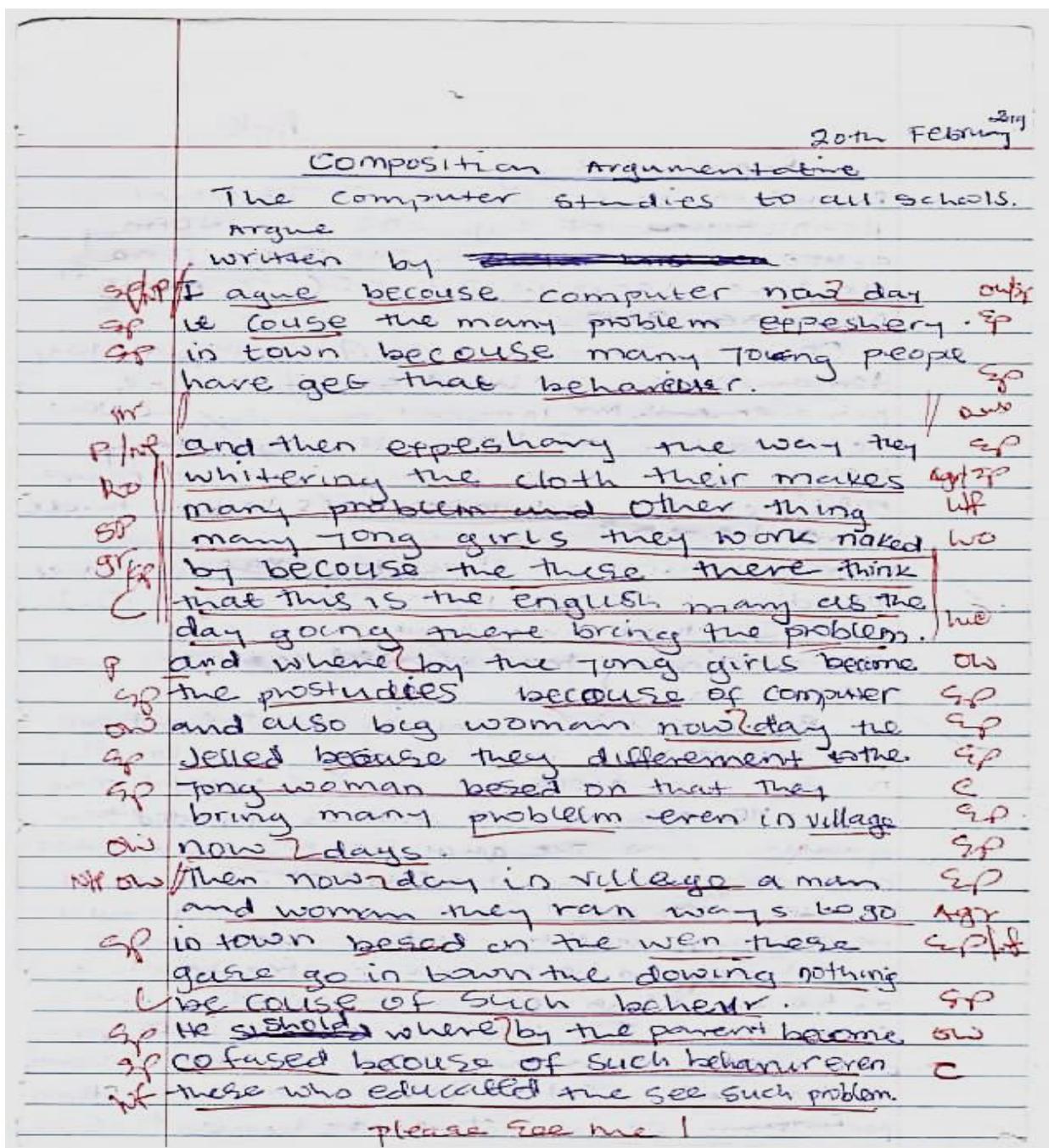


Figure 7: learner's marked script

Source: Field work

Other respondents supported this. For example, one teacher said he normally gave learners written feedback while the other said he provided both written and oral feedback to his learners. Such variations showed that different teachers in the schools sampled in this study used various strategies in the teaching of composition.

Teachers from Mango secondary school had this to say:

I always provide written feedbacks and consist of full sentences. I underline, circle the words, crossing out words and suggesting better expression. Sometimes I cross out the essay with two long lines if I cannot get some sense from the story and where the handwriting is illegible. I do indicate excellent to the good written essays.

Below is Figure 8, giving a summary of the feedback comment that teachers claimed they were employing in the marking of composition teaching strategies. This was the case in a number of schools sampled.

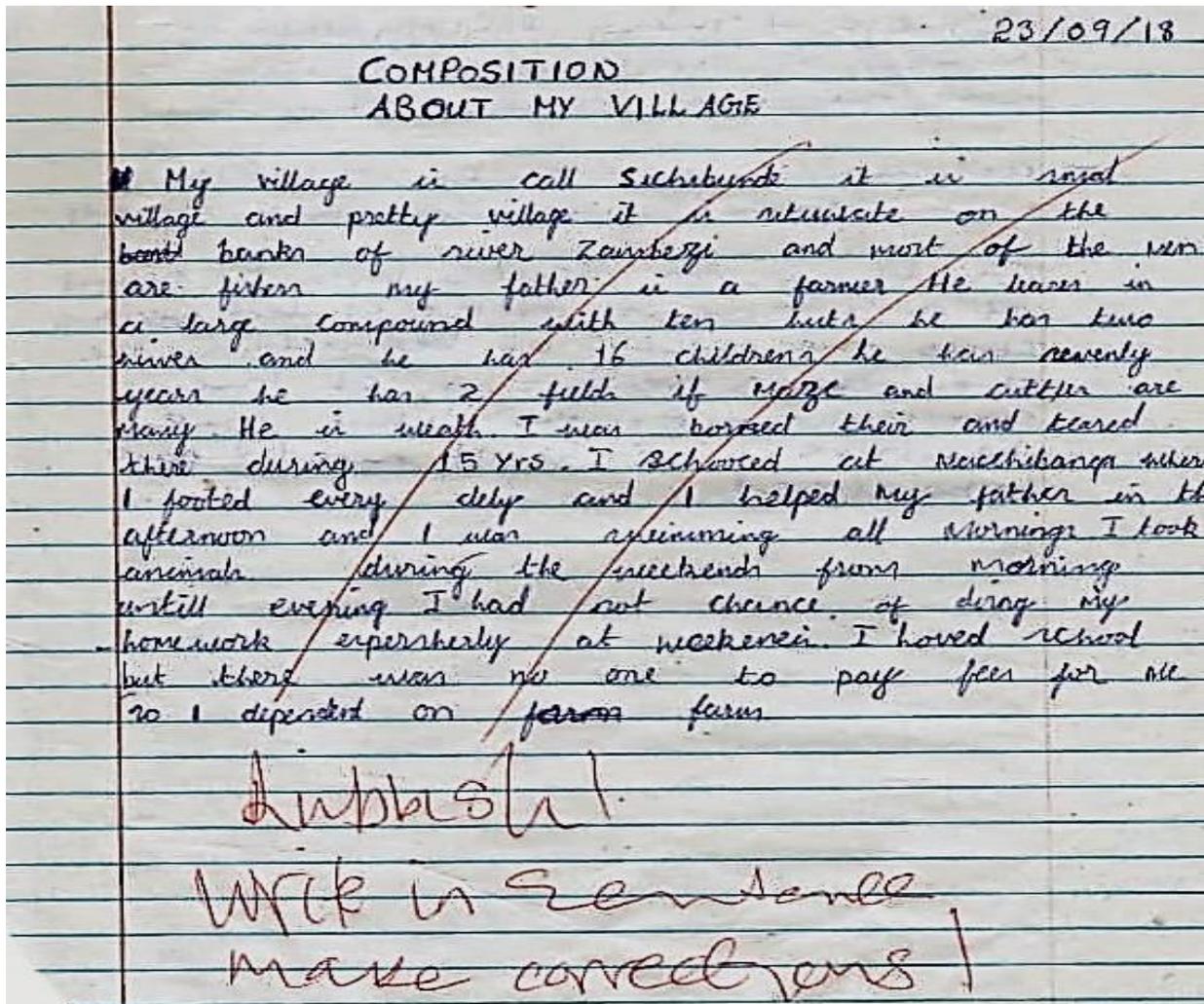


Figure 8: Marked script of the learner

Source: Field work

The two Heads of department also gave their thoughts concerning the kind of feedback teachers give to the learners. The HOD from Apple secondary school gave her comment:

Teachers' comments are about language style and content of the essay.

I always see some points listed at the end of every page.

Nevertheless, some books are written, “come and see me,” such a remark makes me wonder whether teachers meet the pupils because teachers or pupils do not sign anywhere. Sometimes there are no comments only marks for example, 18/20 that is the highest mark, the medium mark indicating 10/20 and then lowest mark indicated 0/20. I always observed this when I am checking in learners’ books during the routine.

In addition, the HOD from Mango Secondary School said:

In most cases, I usually come across words of encouragement and suggestions for better performance next time. The feedbacks are always in hand written and occasionally slightly hard to read, understand and interpret the meaning.

Although teachers gave their views on the feedback comments given to the learners, during interviews and Focus Group Discussion in the study but during the document analysis the researcher collected all the 10 books from each class in the secondary schools selected. The following comments were noted: the teachers from Apple secondary school underlined grammar errors and corrected them as well as offered information about errors. There were also comments on neatness of format that regarded margins, spacing and use of paper sheet. Comments on the quality of the work were common and the correction code was well explained regarding the symbols teachers used and other errors for the learners to follow. At Mango Secondary School there were observations such as: ‘structure of the text is very good and others very bad and you could have elaborated the content even more. This is rubbish, two long lines across the essay and make corrections (re-do your work)’. Here the teacher did not provide guidance to the learners and they were left in suspense, this type of feedback seemed to be confusing especially that learners would not know the meaning of some of the errors for example, the crossing of the essay with two long lines and re-doing the work.

During class observation at Apple secondary school, teachers guided the learners on how best they can improve their writing and the vocabulary. This was done at the beginning of the lesson. The researcher found the correction code pasted on the wall and some pupils copied it in their exercise books, although not all errors were shortlisted. Below is a Table 4, giving a summary of the correction code found in Apple secondary school?

Table 4: Correction code

SYMBOL	ERROR IDENTIFICATION
P	Error of punctuation
Sp	Error of spelling
NP	New paragraph should begin
Wf	Word form
Para	Paragraph
Sf	Short form
WW	Wrong word used
Art	Article
Agr	Agreement
Rub	Rubric infringement
Irr	Irrelevance
C	Error of construction
Wo	Word order
L1	Mother tongue influence
Colloq	Colloquial
OW	One word
S	New sentence should begin
R	Repetition
Fig	Figure use of numbers in an essay

The table above showed the correction code used in the marking of composition at Apple secondary school. This was to help learners understand the error identified by the teachers in the marking of compositions. The teachers are guiding the learners into an awareness

of what they have done wrong and therefore, to enable the learners consciously to correct their errors. While at Mango secondary during the class observation, the teacher did not encourage or counsel the learners on how to improve either their writing or the vocabulary and there was no evidence of the correction code in both the classroom and in learners' exercise books.

The chief examiner also commented on the type of feedback that teachers should give to the learners and this is what she said:

The feedback given to the learners must be simple according to their level. It should be easy to interpret by the slow learner. Avoid drawing two long lines in the learners' books, this type of the feedback de-motivates the learners and it could be the sign of laziness by the teacher. Teachers should avoid giving long ticks in the middle of the essay; this shows that one has not read the essay.

When considering the kind of feedback teachers gave to the learners in the light of sub question "is written feedback beneficial to the learners? One teacher from Apple Secondary School said yes, it is beneficial to his or her own first-experience. Another teacher from Mango Secondary School commented that:

Only half of them actually benefit from it since they make use of it in future tasks and it feels that most of the learners do not even read the feedback with thought so there is confusion between what they think.

A concerned teacher from Apple Secondary School narrated her experience with the learners and this is what she said"

One day, a student approached me and asked why I had written such a comment to him. The comment was "poor construction and bad essay." I first asked the student if

the comment was de-motivating or judgmental. The learners answered not at all, but I just wanted to know the meaning so that I will not repeat the same mistake in future.

The HODs commented on the benefit of written feedbacks to the learners. The HOD from Apple Secondary School said:

I strongly feel that some feedbacks are beneficial in the sense that teachers point out the clear mistakes made by the learners and give guidance. Some feedback offer encouragement to the learners.

In additional, the HOD from Mango Secondary School supported the argument saying:

Some feedback just like crossing the essay with two long lines are not beneficial at all, what can a learner learn from it, He/she would view it as part of the punishment because in the first place the learner would not know where to make corrections. Therefore, I strongly feel that teachers should highlight all the errors and mistakes in the essay unlike the situation at this school.

The chief examiner spoke of the teachers as being instrumental in providing written feedback to the learners. She stated that:

Teachers needed to reflect on the work of the learners and learn to appreciate them. Teachers should motivate the learners by taking a keen interest in the work they are doing by giving feedback on time. On the other hand, languages department should address the problem of marking by conducting CPD programmes, equipping teachers with the same marking skills as those that are

used during the final examinations at Grade 12, which are applied by the Examinations Council of Zambia.

Below is Table 5, summarizing the strategies teachers used in giving feedback to the learners that teachers said they were employing in the teaching of composition writing. This was the case in the number of schools selected.

Table 5: Feedback strategies

Strategies Used in Giving Feedback									
School	Type of Feedback	Peer review	Guided writing	Pair work	Discussion	Dialogic	Teacher's exposition	Collaborative	Counseling
Apple	Written	✓	✓	✓	✓	✓	✓	✓	X
	Oral	✓	✓	✓	✓	✓	✓	✓	✓
Mango	Written	X	X	X	✓	✓	✓	X	X
	Oral	X	X	X	x	X	X	X	X

Source: Fieldwork

From the table above it can be revealed that Apple Secondary School used a number of strategies when providing the feedback comments to the learners and this showed that learners benefited more and valued both written and oral feedback. While at Mango Secondary School teachers used less strategies. However, this might be the reason why Mango Secondary School performed poorly.

4.5 Teacher perception on the inclusion of English composition teaching strategies in Capacity Professional Development studies (CPDs).

During the interviews with the Heads of Department, the departmental CPD programme for Term one (1) was revealed to the researcher from the two secondary schools. The programme was meant to ascertain whether English composition teaching strategies as a topic was included in the departmental CPD programme. Table 6 & 7 revealed that the CPD activities for the teachers in the Languages Department were conducted.

Table 6: CPD Work Plan for Term One (1) (2019) Apple Secondary School

Topic	Times per Term	Week	Time	Facilitator
Structure	Once	3	14.00- 16.00 hrs.	HOD Languages
Summary	Once	6	14.00-16.00 hrs.	Head of section Tonga
Comprehension	Once	9	14.00-16.00 hrs.	English head of section
Composition	Once	11	14.00-16.00 hrs.	Literature section

Source: Fieldwork

Table 7: CPD Work Plan for Term One (1) (2019) Mango Secondary School

Topic	Times per Term	Week	Time	Facilitator
Structure	Once	3	14.00- 16.00 hrs.	Head of section Literature
Summary	Once	6	14.00-16.00 hrs.	Head of section Tonga
Comprehension	Once	9	14.00-16.00 hrs.	Head of section English
Review meeting	Once	11	14.00-16.00 hrs.	HOD Languages

Source: Fieldwork

The findings revealed that teachers had departmental CPD programmes going on in both secondary schools. At Apple Secondary School, composition as a topic was included on the departmental Work Plan. On the contrary, Mango Secondary School composition topic was not reflected on the

Departmental Work Plan. This could be another factor that would contribute to teachers' performance at Grade Twelve Level at Mango Secondary School. Equally, during class observation at Apple secondary school teachers were seen to enjoy teaching composition writing using various strategies like; discussion, group work, demonstration, peer teaching, debate, stories and group games. The class was more interactive as though it was a comprehension lesson and expressed themselves in English. While at Mango secondary school teachers were not comfortable to teach composition using various strategies. The only strategies seen were; teacher exposition and discussion. The teacher confused the whole class discussion to small group work. Where the teacher divided the class into six groups of five members each and when asked the teacher answered that he had employed class discussion. Although it was a discussion time, most of the learners failed to discuss and a few who tried had a challenge of construction and the teacher could not control the learners there and then.

During the interviews, teachers of English language commented on the importance of composition teaching strategies in CPD programmes in schools. Teachers from Apple Secondary School stated:

CPD in composition teaching strategies improve teaching skills by fostering excellent teaching abilities. It helps teachers focus on the outcome. I perceive those teacher groups meeting at various schools are used to promote the development of improved teaching skills.

Teachers from Mango Secondary School narrated:

CPD in composition teaching strategies help teachers to adjust their teaching tactics and improve learners' performance. It also promotes cordial relationships between teachers themselves and the learners and learners tend to develop confidence in teacher since the teacher is confident with the subject. (Teacher 3).

Furthermore, the HODs gave their views on the importance of having CPD programme in the department. The HOD from Apple Secondary School stated that:

CPD in composition teaching strategies play a vital role in changing teachers' teaching methods and strategies and those changes have a positive impact on the learners' performance especially at Grade Twelve Levels.

The HOD from Mango Secondary School had this to say:

CPD in composition teaching strategies meetings are very important in every school, especially those schools that are interested in raising the performance of the learners especially in composition teaching cannot afford operating without them.

The Chief Examiner equally commented on the importance of having CPDs in composition teaching strategies in schools and this is what she said:

It is through CPDs that teachers are able to assimilate pedagogical content and knowledge. Those changes are associated with classroom instructions and learners' achievement.

The Heads of Languages Department should re-enforce CPD programmes in the department where teachers would discuss and learn what it takes to teach English Language composition strategies.

Every human skill gets better with constant, repetitive practice it is said. Teachers can make a small change in their classroom routine and organize brief writing sessions every day. The interviews with teachers, Heads of Department and the Chief Examiner showed a passion for the pupils. But during class observation at Apple secondary school the teacher taught only one

composition instead of three and composition taught was argumentative. While at Mango secondary school only one composition was taught in term one of 2019 and composition taught was autobiography.

Teachers gave their views on the times composition lessons appeared on the Timetables and this is what teachers from Apple Secondary School said:

Madam, I am comfortable with the times composition appears on the School Timetable but the only challenge we have is that we do not finish the syllabus especially the grade twelve. Worse still, our classes are just too big so the Timetable grants us time to mark the work properly and give genuine feedback to the learners (Teacher 1).

On the contrary, Teacher 6 from Mango Secondary School reflected on the frequency and related it to the composition content according to the syllabus and this is what he suggested:

I feel, on the other hand, that something could be done to the Timetable. I want to suggest that if composition can be taught maybe twice a month instead of the three times per term and leave room for revision.

The HODs were asked on the frequency of the Timetable and what they thought about it especially on the coverage of the syllabus. The Head of Department from Apple Secondary School had this to say:

Following the normal routine of the school, I feel most teachers do not finish their syllabus on time. This is due to too many topics to cover in the syllabus, so teachers needed to come up with their class or individual Timetables in order to compensate for the lost time.

Then the Head of Department from Mango Secondary School said:

In my opinion, most teachers do not like teaching composition writing because they say it is time consuming. They argue that marking is time consuming and they believe that learners can learn on their own especially through homework, which is not true. On the other hand, teachers should encourage learners to write regularly, by giving them tasks that motivates them and guiding them through the topics given.

Equally, the Chief Examiner commented on the frequency of the composition on the Timetable in relation to the syllabus coverage. The Chief Examiner asserted that composition writing must be taught constantly in schools. She indicated that:

Teachers who teach composition writing maybe twice in a term, candidates are likely not to perform well at Grade Twelve final examinations. I observed that some candidates end up getting zero scores during the final examinations. This is very disheartening to see learners who have been in class learning for twelve years and end up getting zero scores. I want to suggest that let it be taught every week so that learners can practice regularly. The more they practice, the better they become excellent writers and find it much easier to pull off better words, ideas and content.

Below is Table 8, giving a summary of the frequency of composition teaching lessons in selected schools that claimed they were following the syllabus in the teaching of composition writing. This was the case in a number of schools selected.

Table 8: School Timetable

School	Frequency
Apple secondary school	Thrice per term
Mango Secondary School	Twice per term

Source: School Timetables

The findings above showed that composition writing is taught thrice per term at Apple Secondary School while at Mango Secondary School it was taught twice per term. This showed that learners were not doing much of the writing in schools. Since composition is meant to develop the writing skills, learners should practice constantly and repetitively for them to develop excellent writing skills.

4.6 Summary

This chapter presented data collected from documents, focus group discussions, interviews and observations. Data were presented around four primary themes as follows: (1) teacher perception on composition strategies used in the teaching materials teachers use when teaching composition writing. (2) the views of teachers on the levels of qualification in the strategies used in the lesson in composition. (3) teacher perception on the type of feedback comment, as teaching strategies teachers write in the learners' composition work. (4) the perception of teachers on the inclusion of composition teaching strategies in CPDs programme organised in the Languages Department. In addition, data were presented for the four secondary themes identified. This chapter also provides a summary of the data by theme and by school. Chapter Five presents an analysis of the data using the Theoretical Framework of Scaffolding.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Overview

This chapter presents a discussion of the findings and their implication on teachers of English. The findings are discussed in relation to the research objectives and the existing knowledge in teaching methodology. In this chapter, exertion has been made to reflect, ratify and extend current knowledge and thinking in composition teaching strategies. This has helped to understand and outline what the findings meant to this study. In addition, this chapter makes an effort to deliberate the findings in relation to Scaffolding Theoretical Framework (STF). In other words, it illustrates a connection between this study and the theoretical framework.

5.2 Teachers' perception of the effectiveness of the English composition teaching strategies, found in teaching composition materials.

The teaching strategies identified by teachers in this study (see chapter 4 on page 38 for details). Alternative strategies such as 'question and answer,' 'personal stories,' 'debate,' 'role play,' 'peer review,' 'guided writing,' and 'demonstration' were also discussed, but upon further scrutiny, they fell into the existing teaching strategies categories mentioned above. Although teachers stated of using strategies in classes, there was no clear evidence to the use of strategies especially at Mango Secondary School. During the class observation, teachers gave the learners difficult topics and did not explain the concepts behind the topics. The teachers are also aware of the various strategies for teaching English composition but they did not use them well in their teaching lessons. In light of the aforesaid, Magnut (2000) argues that the use of the Process Approach in teaching composition writing and had observed that the teachers used poor methods and strategies in teaching composition strategies. They simply gave topics and asked students to write composition. Accruing from the findings presented, a number of issues emerged with respect to the teaching of composition strategies. The study revealed that teachers have a negative attitude towards composition teaching. In addition, English Language composition is not taught in schools but tested, large class sizes handled by the teachers in the school and teachers in the study area did not allow them ample time to cover composition writing adequately.

Most of the respondents in the study said that small group work was the least used teaching strategy. Despite their choice in using small group work, teachers identified problems with the strategy that they encountered as students, such as unequal distributions of work. Literature concerning small group corroborates the teachers' common complaints that they "did all the work" as students, (see literature review Kochung, 2012 for details). Willis et al (2002) is in line with Kochung (2012) who states that motivation is not always enough to keep small groups successful and sometimes small group interaction is the kind of a threat to the lazy learners in the group. Gagne et al (2013) posited that using this strategy of small group was in fact a successful strategy to produce the language needed to complete a writing task. Research (Storch, 2007) has shown that in small groups, learners have more opportunity to use the second language for a range of functions than in teacher-led classroom activities. Furthermore, Storch (2007) suggests that group work allows learners to combine their linguistic resources in order to collaboratively create new knowledge about language which leads them to more successful writing experiences. However, English Language learners as individuals often do not possess the vocabulary base needed to create writing pieces in the mainstream classroom so by scaffolding among themselves, learners learn to use one another's strengths, rely less on the teacher. Although teachers favored this strategy most, but during lesson observation there was no clear evidence to the most teachers using it. In the study, it was revealed that only teachers from Apple Secondary School used it correctly in the class while the rest used it wrongly and this is a clear indication that teachers face serious challenges in terms of teaching composition strategies in the classroom by using small group work.

Teacher exposition was the only teaching strategy identified by all teachers in the study, suggesting that it is chosen regardless of personal preferences and the class size. The two secondary schools observed, the study found that the class size was normal at Apple Secondary School ranging from 35 and 40 pupils. The situation was however, worse at Mango Secondary School which had an average class size of 55 to 65 pupils. Large class size had the power to make it hard for teachers to give individualized attention to the class. A teacher may, therefore, prefer using teacher-centered activity to learner-centered strategies (see literature review Lin, 2010 for details). This led to all teachers in the study using teacher exposition as strategy and this shows a clear departure from the syllabus. The teacher exposition (lecture) used by teachers as a strategy of teaching composition writing reiterates findings by Banda (2016) and Sakala (2013), where they identified it as the most

preferred teaching method used in most colleges and universities. Although teachers in the study identified teacher exposition as a strategy of teaching English Language composition writing, the present study is in disagreement with the statement. Richards et al (1982) has defined a method, as a plan on how one's teaching would be conducted in the classroom. While a strategy can be defined as a small trick, tactic that teachers can use in the classroom in order to achieve, their intended objectives (see figure 1 in chapter one page 3 for details). James as cited in Kochhar (2015) was apt when he wrote that 'the teacher exposition is a pedagogical strategy whereby the teacher formally delivers a carefully planned expository address on some particular topics or problems. The study is in line with the findings of Kochhar et al (2015) who stated that teacher exposition is the very important teaching method in education. Despite the prevalence of teacher exposition as a teaching strategy, some of the teachers offered contradictory statements for selecting this teaching strategy. Morgan et al (2000) who argued that during teacher exposition, 'the listeners' attention wanes after approximately fifteen minutes and long term retention may be limited to substantiate the findings.

The finding suggests that since teacher exposition are considered easier to prepare the lesson, teachers in the study admitting to occasionally selecting it based on their own "laziness" may relate again to multiple influences that may include time constraints or lack of dedication to teaching. Although teachers chose the teacher exposition as a strategy, the syllabus does not recommend the use of this strategy in any English lesson more especially in composition writing. In any case, teacher exposition as a strategy is the departure from the strategies that are stipulated in the syllabus. However, the work of the teacher is to facilitate and guide, not a director but establishing many opportunities for the learners to learn with the teacher and more skilled peers. Bruner (1978) holds the view that it is through others that we become ourselves. This point is clearly explained in the Theoretical Framework.

All teachers from Apple Secondary School indicated using discussion as a strategy while two teachers from Mango Secondary School stated using this strategy. The teachers who stated their use of discussion, their statement involved using this strategy based only on learner's participation. This finding suggests that teachers who used this strategy used it in a place of other teaching strategies such as teacher exposition because it involves learner discussion and listening during class. Lin's (2010) argues that discussion is a preferred teaching strategy to engage learners to

participate and become interactive in the classroom. During class observations, the teachers observed at Apple Secondary School allowed learners to examine, analyze carefully and give reasons, merits and demerits. While at Mango Secondary School teachers did not give the learners freedom to express themselves since the teacher employed teacher exposition. The essence of class discussion as a strategy is ‘freedom of expression’ that eventually, as Mister et al (2014) say, would bear the fruits of active teaching, efficiency in communication, language and motivation. Group discussions motivate the learners to perform in a team, show leadership skills and enhance the presentation capabilities of individuals as well as the group itself. Teachers however, managed to control the content and duration of the discussion. The study therefore, links well with the Scaffolding Theory, which involves learners completing writing compositions that are collaborative in nature and facilitate the opportunities to express themselves in a second language than in teacher exposition class. Research has shown that in discussion learners have opportunities to use the target language than in a teacher exposition strategy. Kothainayaki (1994) stresses on using English language, and discloses that there is great value in using it in the class. If teachers use discussion as a strategy of teaching composition writing in the class, it will give the learners chances of practice of listening and responding to spoken English. This will help them pick up words and expressions beyond the language of the textbook. Teachers from Apple Secondary School in this study reported using a variety of teaching strategies than teachers from Mango Secondary School. This finding is corroborated in existing literature with Simplicio (2000) who said that good teachers use multiple teaching strategies because by changing how they teach they infuse their class with excitement, curiosity and most of all creativity.

Through lesson observation this study established that teachers use discussion, group work and teacher exposition more than other strategies such as peer teaching, debate, demonstration, role-play, dramatization and guided writing. Though many studies (Gathumbi and Masembe, 2005; Mister, 2014; Kochung, 2012) suggested a variety of strategies that could be used in teaching English composition, the results of this study revealed that teachers only used few of these strategies in the classroom. Therefore, limited choice of teaching strategies could lead to inadequate delivery of the curriculum to a diversity of learners at grade twelve level.

MOESVTEE (2013) asserts that the teaching of English language be eclectic to include various approaches such as question and answers, group work and class discussion. This statement is misleading meticulously in that the listed activities that have been classified as approaches are in authentic sagacity the strategies and it is incorrect to tag strategies as approaches. It can be deduced that the prospectus designers did not have adequate knowledge and understanding of Applied Linguistics in the sagacity of composition teaching strategies. Teachers can take whatever is written in the prospectus as gospel truth considering the emblematic authority associated with the designer of the prospectus. There is also a case of inconsistency in the prospectus where group work, class discussion, question and answers are referred to as approaches on page 36 of the prospectus. However, on page 6, the same prospectus clutches the following statement:

The onus is on the teacher to find different methodologies for effective teaching. The activities would include individual work, pair work, group work, role-playing different situation and class presentations (CDC, 2013:6).

The above citation is precise as it distinguishes that methods execute strategies as shown in Figure 1 on page 3. As earlier alluded to, on page 36 about the prospectus where the same activities are referred to as approaches. This is inconsistency on the part of the prospectus designers. The implication is that the prospectus creates the state of muddle in the minds of the teachers, as they would wonder whether the above listed activities are approaches or strategies. In the first place, the curriculum and the prospectus do not show how teachers should teach in the classroom and what type of strategies should be used in teaching composition. People that decide on how to teach are the administrators of schools and teachers. They decide what strategies will work best to help the teachers to teach better. Teachers are at liberty to choose a favorable strategy to teach composition writing.

The findings presented in the study on Table 1 page 47 above has clearly explained that the most frequently used resources and the strategies employed in using the teaching materials in composition writing. The reasons given by the respondents in the study were that they were readily available, easy to make and so the teachers found it easier to administer the content to the learners.

Although teachers gave the above reasons, but during class observation, there was no clear evidence to substantiate their claims that they were using such materials. The classes observed had no single and simple libraries, all the classrooms were not decorated with talking walls. There were other subject charts pasted on the walls, the class timetable and the correction code these were found in one of the classes in the study at Apple Secondary School. Therefore, the study concluded that materials for teaching are not available in most secondary schools. Though some resources of teaching writing are available in schools, some teachers did not utilize them adequately. On the resources for teaching composition writing, the study revealed that the same are inadequate and obsolete. During class observations, teachers were seen using a variety of strategies as shown in Table 1 on page 45. All teachers in the study used textbook/story and the blackboard to teach composition strategies, although they used such materials to teach, the strategies employed by some teachers were; teacher exposition (lecture) and question and answer as teaching strategies more especially at Mango Secondary School. This approach gave a negative impression that teachers were forced to teach composition strategies and they defeated the whole purpose of teaching composition writing since it requires an interactive atmosphere or simply because they wanted to accommodate the researcher's programme. Teachers lacked the time and resources to facilitate the use of apt strategies. From this study, it was revealed that this attitude hinders the innovation in the teaching materials of English composition writing in Senior Secondary School in Zambia. Despite their choice in using the textbooks, the MK textbooks that they were using to teach composition writing, contradicted with what the prospectus says on composition writing. It can be concluded that teachers in the study lacked research skills which is cardinal in the teaching fraternity. Teachers are not researching as it is vital for one to be a good teacher such skills must be developed. The findings were in line with Chanda (2008) who based the argument that lack of resources for basic and secondary schools in English Language teaching had been the major cause of poor progression at basic level and resulted in poor performance at secondary level respectively. Lungu (2001) affirms that without adequate financial resources, schools are unable to procure multi modalities and yet the curriculum is communicative language teaching. The above findings learnt supports Okonkwo (2015) who noted that most of the instructional materials are not available in schools and that most available textbook in the libraries are obsolete. If only our Zambian public secondary schools can be furnished with updated books and are well stocked in

the Libraries, public secondary schools would begin producing school leavers who could write in Standard English.

The findings from this study showed that some teachers were not comprehensively trained in teaching English Language composition while at training colleges and universities. The study also showed that most of the workshops did not deal with the training on the use of pictures (visual aids) in composition teaching. Furthermore, the Ministry of Education was not carrying out refresher courses on composition teaching. This information was obtained using the Focus Group Discussion (FGD) and interview schedule. This has been also corroborated with a report that, there are shortcomings in teacher training colleges and universities especially in private institution and lack of regular In-Service Programmes for teachers of English language, which is key to good performance according to Gathumbi et al (2013). Okwara (2012) and Ryanga (2002) have in their study underscored the significance of teaching resources. Teachers stated that they were few composition references guiding them on the composition teaching. These studies therefore, are in agreement with the view that there is still need for better training of teachers on the use of more resources during instruction. The availability and effective application of teaching materials in the teaching of composition writing in secondary schools would no doubt widen learners' descriptive and intellectual abilities. Tomlinson et al (2003) assert that effective teaching material such as pictures, newspapers, magazines, dictionary, tape recorder, radio visual aids, flannel graph, puppets, cartoon strips and films among others could improve teachers' performance in composition teaching, which could be transferred to the other fields of studies since composition writing is a skill in language, and English Language is the medium through which other subjects are taught to learners.

The Zambian prospectus focuses only on the methods of teaching, which are not very clear, and the content to be taught in isolation of the teaching materials. While the teaching of materials cannot be exhaustive, the prospectus has not approved the materials to be used in the teaching of composition writing. Therefore, materials could have been given in the prospectus so that teachers can have a broader idea on how they can approach the lesson and the materials to use to implement the lesson. The implication of the prospectus being silent is that teachers and the school administrators might take the merit of the silence in the prospectus to use or not to use certain materials even when doing so is or not pedagogically correct.

5.3 The views of teachers on the levels of qualification in the strategies used in composition teaching in English.

At the subject level, teachers constitute the single most important factors affecting pupils' performance. In order to raise the performance, teachers needed to have right qualifications and a masterly knowledge of their subject matter. According to Kayungwa (2002), higher qualifications for teachers produced better school performance than lower qualifications. This is in line with what was revealed during the focus group discussions and the interviews in this study where at a good performing school, there were more teachers with degrees than diplomas and these teachers were trained from the well-recognized colleges and universities. These teachers from Apple secondary were deployed with diplomas and eventually upgraded themselves because the school had a policy of sponsoring one teacher to the University every after four years (the period within a sponsored teacher was expected to finish studies). Immediately the sponsored teacher completed studies another deserving was given this full sponsorship. The selection of the next teacher to be sponsored depended upon the credits accruing from the CPD workshops in the school. The more the teacher attended the CPD and made presentations, the more the credits accumulate. This contributed to most teachers teaching grade twelve (12) using a variety of teaching strategies in teaching composition. During the class observations, Apple Secondary School teachers were punctual from the onset of the lesson to the end, introduced the lesson well and were able to counsel learners within the lessons, and learners seemed to follow the lesson since they were able to answers questions, discuss and demonstrate. The class was more interactive, and the teacher gave and clarify correct answers. Teachers dressed appropriately like professionals and used appropriate language in the class. Here English was used throughout the lesson as a medium of instruction in the classroom and learners expressed themselves in English fluently. A much more interesting finding from a poorly performing school was that, there were more diploma holders than degree holders and these teachers were trained from the private colleges and universities. During class observation, teachers were seen dragging themselves to the class, the lesson started after five minutes from the break and ended ten minutes before time. The teacher dressed inappropriately in one of the classes at Mango secondary, came to class with slippers and untucked shirt and used the local language (chitonga) to explain some difficult concepts to the learners, defeating the whole purpose of teaching composition strategies. The introduction of the lesson was poorly done such

that the teacher did not neither revise the previous work with the class nor used brainstorming skills, instead the teacher went straight and wrote the new topic on the board. This is a clear indication that teachers were departing from the *Zambian Code of conduct and ethics (2013)* which stipulates that teachers are the role models and their behaviour towards the work is cardinal, dressing is vital to the teaching profession and if the teacher is dressed inappropriately this could be easily be depicted from the learners. It can be said that these private colleges and Universities prepared teachers who were weak in the delivery of subject matter and professional ethics where not part of their programme. It can be further deduced that lecturers who are in charge of training the students at these private institutions are not well qualified to handle the students and it could be that there is too much emphasis placed on the prescribed assignments, tests and examination in order to earn degrees, diplomas and possibly a license to teach. According to *National Action for Quality Education (2013)* said the mushrooming of low-quality colleges and Universities has greatly affected the performance of teachers. On the other hand, it can be altered that the selection of students at those colleges and universities is not done on merit. Despite the comment from the HODs that most teachers in the study encountered challenges in terms of lesson delivery, the researcher can conclude that teachers with diplomas from private colleges and Universities needed to upgrade themselves. For instance, diploma holders have an opportunity to pursue distance education followed by full time studies at the University of Zambia, Nkhrumah, Chalimbana and among others have also introduce distance education to allow others who could not study on a full time basis to further their studies. This was confirmed through class observations and focus group discussion

Arguing from the views of the government policy on teachers' qualifications in secondary schools, one would conclude that no diploma holders were qualified to handle senior grades. *MOGE (2016)* states that only degree holders should teach the senior grades. All other diploma holders should teach the junior grades. This finding reiterates findings with *Malambo (2012)* who found more teachers with diplomas in high performing school than in low performing schools (see literature review *Beyani 2013 & Longe 2003* for details). This was observed especially at *Mango Secondary School* where teachers were seconded to teach in senior secondary without possessing proper qualifications. This led to most teachers using the single strategy such as teacher exposition in the class hence, contributing to poor teaching performance of teachers. This therefore, contradicts

with Kayungwa (2002) who posited that schools with teachers highly qualified performed better than those with lowly qualified teachers. Furthermore, Malambo's (2012) conclusion cannot be sustained in the current discussion in that some years back the government used to pay teachers with diplomas extra duty allowance for handling senior grades and this was part of the motivation to them. Now this type of the allowance does not exist to some teachers teaching the senior grades in government schools especially in the two secondary schools observed. In order to teach, teachers merely need to have three things: broad knowledge of the subject matter, pedagogical competencies and the motivation to teach. The motivation to teach, in particular, is cardinal for the improvement of pupils' performance. Teachers need to love their job and execute it with passion.

5.4 Teachers' perception of the kind of feedback comments, as teaching strategies, teachers write in learners' composition work.

Teachers in the study provided both written and oral feedback to the learners. It can be stated that the written feedback provided by the teachers from both selected secondary schools were all written in English, errors and mistakes were also reckoned, and there were several comments on them. The teachers at Apple Secondary School provided meaningful and abuilding comments, they responded to the whole text and aspects of writing such as: structure, organization, style, content presentation and teachers avoided derogatory comments just as Marja (2016) had suggested on the quality written feedback. Furthermore, the feedbacks were very clear and explicit to be interpreted by learners and positive in nature as shown in figure 7 on page 55. Based on the interviews from the teachers, HODs and Chief Examiner, it can be concluded that at a general level research findings were in accordance with Marja (2016) finding that learners value written feedback given by a teacher and find it useful when they were learning.

At Mango Secondary School, teachers provided written feedback only and could not respond to the entire essay instead they gave the learners the following comments: "Try to be serious," "this is rubbish," "make corrections," provided full sentences and crossing of the essay with two long lines as shown in figure 8 of page 59. However, the feedbacks might have been challenging to interpret and demotivating at the same time. The findings revealed that some of the comments were destructive which showed the annoyance of the teacher and likely to upset and discourage the learners. Tomlinson (2003) asserts that learners would not benefit from crossing their essays

instead they would regard it has a tedious punishment. In some cases, no guidance at all has been given to the learner as to what is wrong and how it should be corrected. The derogatory term 'rubbish' and the scathing tone of the comments as shown in figure8 of page 59 are likely to antagonize the pupil and make him/her feel victimized. This study is of the view that a good teacher needed to provide guidance to the learners by pointing out what should be corrected. For instance, Marja (2016) have reported that Ferris (2015), Hyland (2001) have found similar features in written feedback given by a teacher: inconsistency, confusing aspects, lack of clarity and overemphasizing the negative aspects. Patinovah (2016) pointed out on feedback being effective if learners act on it to improve their future work and learning, it seems that the feedback given at Mango Secondary School might not be effective since learners may not develop from it. These findings agree with Bitchener (2015) who suggested that negative written feedback might not actually facilitate teaching. During class observation at Apple Secondary School, the researcher did not find feedback either judgmental or demotivating in that the teacher clarified the serious errors that were noted in the previous work, the correction code was pasted on the wall which showed most of the errors and in learners books the errors were neatly underlined and one can clearly read what has been written, the teachers attempted to guide the learners into an awareness of what they have done wrong and therefore to enable the learner consciously to correct errors. However, some of the symbols gave the learners no decision to make. For example, the symbol C, can mean whether should be a capital letter or error of construction. The study feels that the teacher would have elaborated further on such symbols unlike the situation in the classroom. The teacher read out the good essay to the class, asked for some comments from the learners and he encouraged them to be reading many storybooks at least once a week. The teacher gave meaningful and abuilding comments just as Tomlinson (2003) asserted. He encouraged the learners on how best they can improve their writing skills and the importance of composition writing in the education circle. Therefore, the feedbacks did not discourage learners and one could assume that they would pay particular attention and consciously aim to develop from it. However, the research finding of the present study suggests that this is not the general trend in English Language composition teaching at Mango Secondary School. During the class observation, the teacher read out the poorly written essay to the class and openly told the learners that he cannot waste his precious time reading on such essays that do not make sense at all. The teacher was seen to be emotional and expressed his annoyance in the class. He later asked those who did not submit their work to leave the class

immediately for punishment. However, the system of chasing the learners' out of the class for not doing the work in order to be punished may not help the teacher to curb the situation instead it may motivate other weak learners to continue not doing the work. Therefore, the teacher has to find the root cause to the problem through counselling the learners and thereafter helping the learners through having remedial work. Thus, the learners seemed to be afraid because none of them neither asked a question nor gave a comment. Based on focus group discussions teachers noted that the combination of written and oral feedback was actually the best strategy of receiving feedback on teaching composition strategies. Bitchener (2015) acknowledged the benefit of face to face conferencing with learners since the interactive nature of the situation allows teachers to respond to the needs of their learners clarify meanings and resolve ambiguities. However, it is usually the matter of lack of time that prevents teachers from bringing this kind of strategy into use.

The Zambian English prospectus emphasis on the assessment as an inestimable ingredient of any study course. There is both formative and summative assessment in the English language prospectus. However, the prospectus stresses on the diagnostic and remedial exercise to cater for individual learners' needs. MOESVTEE (2013) asserts that learners should be given English language homework at least once a week and be tested forty nights. The feedback be given after 48 hours of the exercise given but this is not what is obtaining on the ground in both secondary schools observed. The current situation in those schools observed is that learners are not given homework in composition writing, feedback is always delayed and at times, it is not given at all. At Apple Secondary School, the feedback is given after 72 hours and found some books unmarked while at Mango Secondary School the feedback is given after 92 hours and some old exercises were not marked. The prospectus further recommends, "Teachers should contrivance appropriate diagnostic exercise to identify the unique problems of the learners. Curriculum designers stress the need for continuous assessment and provision of feedback. The prospectus put emphasis on the immediate meaningful and supportive feedback in the assessment of the learners' work. If only teachers could consider the content of effective feedback strategies shown in Chapter Two under Literature Review, the learners may value, the feedback given by teachers. That is, the results need to be rated, teachers should provide the response to the written work within 48 hours. This is

according to the *Zambian Curriculum (2013)*. The comments must be surveyed and positive in nature, contains opinion, ideas and advice to the learners.

Apple Secondary School used a number of strategies when providing the feedback to the learners as shown in table 5 on page 57. This showed that learners benefited more and valued both written and oral feedback. While Mango Secondary School used less strategies when providing feedback to the learners as shown in the same table and on the same page. However, this could be the reason why Mango Secondary School was performing poorly. Another strategy that most of the teachers were familiar with peer-feedback and learners seem to like it as a feedback strategy but it was pointed out that learners do not always feel they are qualified to assess their peer's text. This is because; learners considered themselves of having the same level of Zone of Proximal Development (ZPD). Vygotsky Theory of Scaffolding emphasizes the role of teacher and learners in our teaching and development of feedback especially in writing tasks. It urges teachers to provide cooperative and interactive feedback for their learners (see literature review figure 11: feedback content for details).

5.5 Teachers' perception of the inclusion of teaching composition strategies in Capacity Professional Development Studies (CPDs).

Capacity Professional Development as in-service training is 'a life process in which the teacher is constantly learning and adapting to new challenges of his job. This entails that there is need for the teachers to improve teaching skills by acquainting themselves with new methods and strategies and other educational life. The study revealed that teachers had departmental CPD programmes going on in both secondary schools. The topics of the language components dealt with from Apple Secondary School are shown in Table 6 on page 58 above. These activities played a critical role in upgrading teachers who in most cases failed to go for further studies. On the other hand, the activities helped teachers in lesson preparation, sharing of new ideas, pedagogical skills, demonstration of the lesson, sharing experiences, development of work plans and report writing.

At Mango Secondary School, the topics dealt with are shown in Table 7 on page 58. This non-performing school had no activity aimed at improving teachers' personal and professional development in teaching composition strategies was put in place. The reason for the non-inclusion of composition teaching strategies lessons in CPD was that the school lacked human resource and

had no finances to hire the facilitator from outside the school. This is an indication that composition teaching strategies lessons seem to be a challenge even with teachers themselves and this had a serious implication on the pupils' performance at grade twelve Level at non performing school. This finding corroborates with Kamwengo et al (2004) who indicated that professional development includes school based INSET programmes; self-development effort, observation, induction and team teaching were not provided in schools. These are vital programmes that can support and encourage teachers to teach effectively and if they are not supported it led to demotivation. UNICEF (2011) says that the effects of illiteracy are profound and potentially life threatening without CPD, pupils' performance would be greatly affected. However, the situation was different in the better performing school where several initiatives were put in place to promote staff professional growth in the department. During the class observation at Apple Secondary School, teachers understood the meaning of strategy and used them appropriately. Teachers used strategies like demonstration, question and answer, small group work, peer teaching, comments and newspaper cutting. All the classes observed the teaching environment was interactive. While at Mango Secondary School, teachers had a challenge of differentiating between a strategy and a method. Teachers used a method instead of strategy like lecture and this is a contradiction to the syllabus. The Zambian syllabus recommend only two methods of teaching that is communicative and Text-based integrated. Here teachers showed their departure from the syllabus. According to Mwanza (2016) asserts that lecture is the most preferred teaching method used at the college and university level.

If composition teaching strategies frequency is increased in CPD meetings in schools, it will lead to direct professional development within the teaching fraternity, which in turn improves the practice and improves pupils' outcome. Therefore, this is in line with Abdulrahman (2016) who noted that CPD activities are very important, any school that is serious with raising performance cannot afford to operate without them. The current study is of the view that composition teaching strategies in CPD programmes sharpen teachers' creatively and critically thinking as well as keeps their knowledge updated with current developments in English language subject area. Writing is a complex skill which most of the learners actually need in order to successfully go through secondary school, because everything is based on writing during school years, a learner who

possesses good writing skills would automatically do better at exams. This complex skill can only get better with constant repetitive practice with the help of the teacher.

It is worth noting that the two secondary schools observed had composition lessons only once in Term one. According to the school Timetable, Apple Secondary School teachers were expected to teach composition writing three times in a term. While Mango Secondary School teachers were expected to teach two compositions in a term as shown in Table 8 on page 62.

The grade twelve exercise books in both selected secondary schools analyzed were indicative to fewer lessons done in term one compared to the responses of the most teachers and HODs. A fact-finding was carried by checking all the ten exercise books of composition writing from the selected schools. The findings were that learners had only done one composition lesson in Term One and compositions learnt were designed for Grade Eleven according to the syllabus (2013). During class observation, Apple School dealt with Argumentative Composition while Mango School dealt with Autobiography. This shows that learners did not cover much of the compositions from grade ten to eleven. This worries the researcher in that grade twelve learners' in Term one were still learning compositions designed for the grade eleven.

The 2013 syllabus content has a variety of 20 topics covering broad areas of writing. The content is arranged progressively from simple to complex. The language concepts in the syllabus are introduced in lower classes and pursued at deeper level high classes. The spiral arrangement of the content reinforces knowledge and transfer teaching (Ellis, 2002). Such sequencing of the topics could have been underpinned by Scaffolding Theory of teaching which believes that best teaching is based on the notion of teachers continuous building upon learners' strengths and amending the structure in the mind. The theory holds that education is an active process in which learners construct new ideas or concepts based upon current or past knowledge, this suggest that the curriculum should be organized in a spiral manner so that learners continuously build upon what they have learnt. While the content is well structured in the *Zambian English Senior Syllabus*, this study recommends that teachers begin with what constitutes a sentence rather than descriptive or narrative writing. This is because majority of the learners who qualified to senior grades come from the basic schools where they have no qualified teachers of English language (see literature

review Beyani, 2013 for details). As a result, learners cannot construct grammatically correct sentences; hence, poor writing is the order of the day.

5.6 Summary

This chapter presented a discussion to the findings of the study by addressing each research objective. The first objective was to establish teacher perception on the teaching English composition strategies, found in teaching composition materials teachers use in the selected schools. The second section of the chapter addressed the views of teachers on the levels of qualification in the strategies used during lesson implementation in English composition teaching strategies. The third section finding out teacher perception on the kind of feedback comment, as teaching strategies teachers write in learners' composition work. The fourth section dealt with establishing teachers' perception on the inclusion of composition teaching strategies in CPDs. In chapter six, the findings are presented, conclusions are made and recommendations for further research are offered.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Overview

This final chapter is an attempt to show that the research questions raised in chapter one have been answered. The researcher has also attempted to show that the gap in knowledge that was identified during literature review has been occupied. It is vital to restate the focus of the study, which was to establish teachers' perception on the effectiveness of composition teaching strategies used at grade twelve level with particular reference to two public schools in Monze District. Thus, this chapter ends the study by presenting the conclusion, recommendations of the study, theoretical and practice related implications for further study.

6.2 Conclusion

This study looked at the teachers' perception of the effectiveness of composition teaching strategies used at grade twelve level. The problem that was identified for the research was that of not knowing what strategies are teachers at the secondary school are using to teach composition in selected public schools in Monze District. The summary of the main findings is offered here below as guided by research questions.

6.2.1 Teachers' perception of the effectiveness of composition teaching strategies found in the teaching composition materials teachers' use when teaching composition.

The study has established that schools where teachers use a variety of strategies and teaching materials in the teaching of composition were performing better than those that did not (ECZ, 2018). The use of a wider range of strategies and teaching materials were a contributing factor to good class participation and eventually good performance during the national examinations. It was established that appropriate strategies in teaching materials (textbooks and alternative materials) such as guided writing, question and answer and debate were only used to small extend. Although many teachers preferred teacher exposition, discussion and group work were the most frequently used strategies when using the textbooks and alternative materials. Therefore, the study recommend demonstration as the best strategy to teach composition in the classroom when using

alternative materials and the textbook. It is clear that teachers sometimes choose strategies and teaching materials that they are familiar with hence, contributing to low performance in English composition teaching. The results in this study turned out as expected. There were few surprises regarding the teachers' perception of composition teaching materials. All the twelve teachers agreed that textbooks should not be the only source of teaching composition strategies in the classroom.

6.2.2 The views of teachers on the levels of qualification in the strategies used in lesson in composition

It was observed that teachers with the right qualifications (degree holders) trained from the well-established Colleges and Universities had relevant knowledge of the subject matter and the methodology, contributing to good performance at grade twelve level. While the school with teachers who had wrong qualifications (diploma holders) trained from private Colleges and Universities had some challenges in subject content and methodology. Resulting to low performance in composition teaching strategies. This study revealed that in both schools good and poorly performed teachers were allowed to be flexible enough in choosing composition teaching strategies to suit specific teaching.

6.2.3 Teacher's perception of the effectiveness of feedback comment, as teaching strategies teachers write in learners' composition work

The question of the feedback comment which was followed in checking learners exercise books and scrutinizing all the comments given by the teachers in the study areas was answered by data that was solicited by research question three. The study had revealed that teachers had no clear system of providing the feedback comment as a strategy to the learners especially in the marked exercises. The findings were that teachers depended on what they thought was the best way of providing feedback to the learners. Thus, their school depended on the traditional way of providing feedback to the learners without considering the criteria the Examination Council of Zambia uses at grade twelve level. The other discovery was that feedback comments took time to be provided to the learners and at times it was not given. Teachers could not access the whole essay but gave a tick and crossing with two long lines in the middle of the essay. Some feedbacks were meaningful and abuilding comments while others used destructive strategies of marking. The conclusion here

is that teachers did not follow the feedback content which the teachers of English are to use when providing feedback especially in composition teaching strategies.

6.2.4 Teacher's perception of the inclusion of composition teaching strategies in CPDs

The study has shown that while CPD was viewed to have been effective by some teachers, others argued that it was not relevant and consequently ineffective. The findings showed that composition teaching strategies were not included in CPD programme especially in the low performing school while in the good performing school it was included on the departmental work plan. The unsuccessful implementation of the composition teaching strategies in CPDs at departmental level has led to the continued gaps in the areas of knowledge, skills, methods and strategies of teaching composition as a component among the teachers of English. The inclusion of composition teaching strategies in CPDs was also faced with the number of challenges. These included the fact that lesson study programme was not being timetabled within the teaching period. Thus it was conducted after Lunch breaks which are not adequate and conducive for the activities. Not only that it attributed to lack of time, lacks human resource, finances and also little motivation given for conducting activities outside the normal working hours. Therefore, it can be concluded that CPD in composition teaching strategies has not been effective among the low performing schools in Monze District. The four research questions whose findings have been presented in this chapter have indicated the challenges of the English language teachers in teaching composition strategies as discussed in the details of chapter four.

6.2.4.1 Theoretical implication of the study

The findings in this study are consistent with the scaffolding theory of teaching described in chapter two which all point to the importance of the teacher and more knowledgeable others in supporting learners in the classroom especially in teaching composition using various strategies. They promoted ideas on teachers, especially, the role of teachers and others in supporting the learners' development and supporting structure to get to that next level. This assumption fits well with the Scaffolding Theory of teaching which argues that teaching is based on the notion of teachers continuous building upon learners' strengths and amending the structures in the mind of the learners.

6.3 Recommendations for practice/policy

Based on the above findings, several areas emerged that required further studies. This study therefore, makes suggestions to the following: Ministry of General Education (MOGE), Teaching Service Commission (TSC), District Resource Center Co-ordinator (DRCC), Head of Department (HOD), and Teachers:

- i. The MOGE should design and run workshops and seminars to retrain teachers in the teaching of composition in senior grades.
- ii. The Teaching Service Commission (TSC) should consider posting more teachers to the study areas since the area suffers acute scarcity of qualified English Language Teachers.
- iii. The DRCC should design and run a refresher Teaching Educational Programme for the teachers in two schools, to re-orient them to the teaching procedures through learner centered strategies.
- iv. HODs to re-enforce CPD programmes in the department where they would discuss and learn what it takes to learn composition strategies.
- v. Teachers should hold –in-service workshops in their zones where they would identify and learn the composition strategies. In their plenary sessions they would discuss and do peer teaching to reinforce their content knowledge of the strategies.
- vi. Teachers should encourage learners to write regularly, by giving them tasks that motivate them and guiding them through the topics given.
- vii. Resources for teaching should be provided by the school and their uses are monitored. Classrooms should be well decorated with talking walls with good samples of composition.

6.4 Recommendations for further research

A rural researcher, who like many others found herself confronted by challenges of the network and time constraints, conducted the study. As a result, it was practically impossible for the study to have addressed all concerns related to this research. Thus, the following suggestions were made regarding the way this study could be replicated. Firstly, there is need for a longitudinal study involving the entire province or Nation might be necessary to find out different strategies teachers used in teaching composition writing strategies. Secondly, areas which could be of interest for future studies, include establishing how the educational institutions such as Universities and Colleges train their students by using the different strategies in composition writing.

REFERENCES

A stocktaking research on mother tongue and bilingual Education in sub-Saharan Africa.

Abdulrahman, A. (2016). *Continuous Professional Development of English language Teachers advanced in language and literacy Studies*. Vol 7 No 3.

Alidon, H. (2006). *Optimizing learning and Education in Africa-the language factor: a*

Anthony, E.M. (2008). *Approach, Method, and Technique. English Language Teaching*. 17: 63-67.

Badia, M. H. (2015). *Teacher Evaluation as a Tool for professional Development: A case of Saudi Arabia*. *Advances in language literacy studies*. vol. 6 No. 5.97-103.

Baradaran, A. and Sarfarazi, B. (2011). The impact of scaffolding on the Iranian, EFL learners' English academic writing. *Australian journal of Basic and Applied Sciences*, 5 (12), 2265-2273.

Basic Schools in Livingstone and Kazungula Districts in Southern Province of Zambia. Ph.D. Thesis, University of Zambia.

Baxter, P. and Jack, S. (2008). 'Qualitative Case Study Methodology: Study Design and

Benjamin, T. M. (2016) *tips for good essay writing*: New York. Cambridge university press.

Beyani, C. (2013). *Zambia: Effective Delivery of Public Education Services*. Johannesburg. Open SOCIETY Initiative for Southern Africa.

Bitchener, J. and Knoch, U. (2015). *Written corrective feedback studies: approximate replication of Bitchener & Knoch (2010a) and Von Beuningen, De Jong & Kuiken (2012)*. *Language Teaching* 48 (3), 405–414.

Bless, T. (1995). *Models of Proposal Planning and Writing*. London: Greenwood Publishing Group.

Bruner, J. (1975). The Role of Dialogue in Language Acquisition in Sinclair, Javee Ha, R. and Lever, W. (Eds.). *The Child's Conception of Language*. New York: Spfingef-Verlag.

- Bryman (2008). *Social Research Methods*. Oxford: Oxford University Press.
- Chan, S.H (2004). *Exploring Effect in ESL Writing Behaviour*. *The English Teacher* 33,1-13.
- Chanda. (2008). *Teaching and Learning of English in Zambian Secondary Schools: A case study in improving quality*. London: commonwealth Secretariat.
- Chang, J.Y.T, Wang, E.T.G & Chao, R. (2009). *Using constructivism and scaffolding theories to explore learning style and effect in Blog System environment* *MIS Review*. Vol 15, no.1, pp.29-61.
- Chang, K. (2002). The effect of concept mapping to enhance text comprehension and summarization. *The Journal of Experimental Education* 71 (1), 5-23.
- Creswell, J. (2013). *Qualitative Inquiry and Research Design: Choosing among Five Approaches*. Los Angeles: sage.
- Curriculum Development Centre. (2013). *Senior Secondary School English Language Syllabus*. Lusaka: CDC.
- Curriculum Development Centre. (2013). *Senior Secondary School English Language Syllabus*. Lusaka: CDC.
- Ellis, K.A. (2002). *Teaching and learning elementary social studies (7th Ed)*. Boston: Ally and Bacon publishers.
- Emig, J.A (1971). *The composing Processes of Twelfth Graders*. Chicago.
- Environment: Effects of prompting college students to reflect on their own thinking. *Journal of research in science teaching*, 36(7), 837–858.
- Eskelinen, M. (2016) *Teacher written essay feedback and experienced by students*: Finland. University of Jyvaskyla.
- Examinations Council of Zambia. (2015-2018). *Reports on pupils' performance in English paper 1 grade 12 examination*. Zambia Educational Publishing House.

Examinations Council of Zambia. (2017). *Examinations Performance Review Booklet*. Teacher Education. Lusaka, Zambia.

Ferris, L. (2015). *Written corrective feedback in L2 writing*: Connors & Lunsford (1988); Lunsford & Lunsford (2008); Lalande (1982). *Language Teaching* 48 (4), 531–544

Finch, A. (2003). *Teachers who need them?* *Academic Exchange Quarterly*, 7(1), 132-137.

Gagne, N.& Parks, S. (2013). *Cooperative Learning Tasks in a Grade 6 Intensive ESL Class: Role of Scaffolding*. *Language Teaching Research*,17(2),188-209.

Gathumbi, A.W. and Masembe, S. C. (2005). *Principles and Techniques in Language Teaching: A Text for Teacher Educators, Teachers and Pre- Service Teachers*. Nairobi: The Jomo Kenyata Foundation.

Giorgi, A. (1997). *The theory, practice and evaluation of the phenomenological psychology*, 28(2), 235-260.

Glover, C. and Brown, E. (2006). *Written feedback for students: too much, too detailed or too incomprehensible to be effective?* *Bioscience Education* 7 (1), 1–16.

Grix, J. (2010). *The foundations of research*. London: Palgrave Macmillan.

Guénette, D. (2007). *Is feedback pedagogically correct? Research design issues in studies of feedback on writing*. *Journal of Second Language Writing* 16 (1), 40–53.

Hedge, T. (2015). *Process writing*. *Centre for English Language Studies*. The University of Birmingham. Retrieved from [www.birmingham.ac.uk/Document/college_artslaw/cels/essays/language teaching/the processApproachGhosal.pdf](http://www.birmingham.ac.uk/Document/college_artslaw/cels/essays/language%20teaching/the%20processApproachGhosal.pdf).

<http://www.nova.edu/ssss/QR/QR13-baxter.pdf>. Accessed on 26-02-2014.

Hyland, F. (1998). The impact of teacher written feedback on individual writers. *Journal of Second Language Writing* 7 (3), 255–286.

Hyland, F. and Hyland, K. (2001). Sugaring the pill - Praise and criticism in written feedback. *Journal of Second Language Writing* 10 (3), 185–212.

Implementation for Novice Researchers'. *The Qualitative Report*, 13 (4); 544-559.

Juliet, M & C Christine, S (2017). *Engelsk for Secondary School*. Oslo. St. Olavs Plass.

Kabila, J. Moonga, A. & Moonga, S. (2018). Lusaka Central Zone Teachers' Perspective on Continuing Professional Development. *International Journal of Humanities Social Sciences and Education (IJHSSE)* volume 5 Issue 6, June 2018, pp15-22 ISSN 2349-0373 (print) and ISSN 2349-0381.

Kamwengo and Ndlovu (2004). The usefulness of CPDS programmes in schools: *A case of schools in Lusaka province*. Zambia: University of Zambia.

Kasonde, N.S (2014). *Writing a research proposal in Educational Research*. Lusaka: UNZA Press

Kasper, L.F. and Petrello, B.A. (1998). *Responding to ESL Students writing: The value of a Nonjudgmental Approach*. Community review, 16178.

Kayungwa, L. J. (2002). *Qualities of an effective teacher as perceived by Grade twelve pupils and teachers in selected secondary schools in Lusaka*. M.Ed. Dissertation, University of Zambia.

Kochhar, S. K. Et al (2015) *Methods and Techniques of Teaching, New Delhi: Sterling Publishers Private Limited*.

Kochung, E.J (2012) *strategies in English composition*. Kenya: Maseno University.

Kothainayaki. (1994). *Classroom interaction and language use: A case study of English teaching in selected standards: A Linguistic study*. Ph.D. Diss. Bharathiar University.

Kothari, C. R. (2004). *Methodology, Methods and Techniques (2nd Ed.)*. New Delhi: New Age International (P) Limited, Publishers.

Kwo, S.M (1998). *Words into words. Learning a second language through process drama*. Stanford, CT: Ablex Publishing Corporation.

- Lin, L. (1999). Supporting learning of variable control in a computer-based biology
- Long, H.E.& Coldren, J.T. (2006). *Interpersonal influences in large lecture- based classes. A social instructional perspective.* College Teaching, 54,237-243.
- Longe, R. (2003). *National Capacity Building of Lead Teacher Training Institutions. A Mission to Zambia.* UNESCO.
- Lundman, B. & Graneheim, U.H. (2004). *Qualitative content analysis in nursing research: concepts, procedures and measures to achieve trustworthiness.* Nurse Education Today,24(2), 105-112.
- Lungu, E. C. (2012). *“The Effectiveness of Communicative Approaches and Traditional Methods on Reading and Writing Achievement in English in Grade Eight in Selected Zambian Basic Schools.”* (Unpublished PHD Thesis UNZA).
- Magnut, G. (2000). *Process Approach in Teaching Composition.* EFL Journal 54 (2).
- Malambo, B. (2012). *Factors affecting pupil performance in Grant-aided and non-grant aided Secondary Schools in the Western Province of Zambia.* M. Ed. Dissertation, University of Zambia.
- Manchishi, P. C. and Masaiti, G. (2011). The University of Zambia Pre-Service Teacher Education Programme: Is it Responsive to Schools and Communities“ Aspirations? *European Journal of Educational Studies*, 3(2):311-324.
- Manchishi, P. C. and Mwanza, D. S. (2013). The University of Zambia School Teaching Experience: Is it effective? *Journal of Excellence in Higher Education*, 4 (2): 61- 77.
- Marja, E. (2016). *Written Essay Feedback given by a Teacher and as Experience by students:* University of Jyvaskyla.
- Maxwell, J.A. (2013). *Qualitative research design: An interactive approach.* Thousand Oaks, CA: Sage.
- Mbozi, E.M. (2008). *Classroom Factors that affect the Quality of Education in selected*

Ministry of Education. (2013). *Education Curriculum Framework 2013*. Lusaka: Curriculum Development Centre.

Mistar, J. et al (2014) *English learning writing skills*: Indonesia. Senior high school.

Mohan, S. (2018). *The Effectiveness of Written Error Feedback in Modified Language Experience Approach*- NIE Digital Repository

Morgan, R., Wharton, J., & Gunsalus, C. (2000). A comparison of short term and long term retention: *Lecture combined with discussion versus cooperative learning journal of instructional psychology*, 27(1), 53-58.

Msabila, T.D. & Nalaila, G.S (2013). *Research proposal and Dissertation Writing*. Dares salaam: Nyambari Nyangwine Publication.

Mulenga, I. M. (2015). *English Language Teacher Education Curriculum Designing: a mixed methods analysis of the programme*. Lusaka: the University of Zambia.

Mwanza, D.S (2012). *The Language of Initial Literacy in a Cosmopolitan Environment: A Case of Cinyanja in Lusaka District*. Unpublished Masters Dissertation, School of Education, University of Zambia.

Ng'ona, R. (2015). *Factors Contributing to Poor Performance in English Composition Writing among Grade 12 Pupils. A case of Kabwe District of Zambia*: University of Zambia.

Nyoni, E. (2012). *Semantically Enhanced Composition Writing with Learners of English as a Second Language (ESL)*. Harare: Midlands University.

Obemeata, J.O. (1995). *Language and the Intelligence. Inaugural Lecture*. Ibadan: University of Ibadan Press.

Of low-proficiency Taiwanese English foreign language college Students: An action research study. *VNU Journal of Science, Foreign Languages*, 25(4), 186-198.

Okonkwo. (2015). *Material Teaching Aids for Teaching Essay Writing*. Nigeria: Ebonyi State University.

- Okwara, M.O. (2012). *The Relationship Between Teacher Supervision and Quality of Teaching in Primary Schools*: Bondo University College. Kenya
- Pan, Y., & Pan, Y. (2009). The effects of pictures on the reading comprehension
- Patinovoh, J. A (2016). *Teacher Written Feedback on Student writing: A case study of teachers' Beliefs and Assessment Methods*. Republic of Benin.
- Patton, M. (2002). *Qualitative research and evaluation methods*. (3rd ed.). Thousand Oaks California: Sage Publications.
- Phiri, N. (2020). *Exploring the Effectiveness of Continuing Professional Development (CPD) through lesson study for Secondary School Teachers of English in Lusaka*: The University of Zambia. Lusaka.
- Pressley, M. (2002). *Reading instruction that works: The case for balanced teaching (2nd ed.)* New York: Guilford press.
- Punch, K.F. (2011). *Introduction to Research Methods in Education*. London: SAGE
- Raimes, A, (1983). *Techniques in Teaching Writing*. New York: Oxford University press.
- Raymond, E. (2000). *Cognitive characteristics learners with mild Disabilities* (pp.169-201)
- Reads, S. (2010). *A model for scaffolding writing instruction: IMSC. Reading Teacher*, 64(1), 47-52.
- Richards, J.C. and Schmidt, R. (2002). *Dictionary of language teaching and applied linguistics in London*. London: Pearson Education Limited.
- Richards. C. J. & Farrel. S. C. T. (2005). *Professional development for language teachers: Strategies for teacher learning*. New York: Cambridge University Press.
- Ryanga, S.A. (2002). Reading and Writing: The connection to personal, social and economic development, *international journal of the school of humanities and social sciences*. Vol.2, No 1. ISSN 1563-1028.

- Sakala. (2012). *Factors contributing to excess use of the Lecture Method among High School Teachers in selected schools of Kabwe and Kalulushi District: Lessons for Educational Administrators*. University of Zambia.
- Sanders, T. (2009). *Assessment and licensure of beginning teachers, and the Ohio experience*. *Theory Into Practice*, 32(2), 100-103.
- Shaun (2018) *Writing a good Essay: paragraph writing*. China. Oxford university press.
- Sidambi, J.J. (2011). *The Teaching of Composition Writing in Zambian High Schools: The Case of Two Schools in Choma District*. Unpublished Master's Dissertation. University of Zambia.
- Silva. (1993).” Towards an Understanding of the Distinct Nature of L2 writing: The Research and its implication: *Journal of Second Language Writing* 2,627-677.
- Simasiku, L. (2011). *The pupil's and Teacher's Perceptions of Learner centered Methods in the Teaching and Learning of History*. (Unpublished Masters Dissertation, UNZA).
- Simplicio, J.S. (2000). *Teaching classroom education. How to be more effective and creative*. *Education*, 120 (4), 675-680.
- Storch, N. (2007). *Investigating the merits of pair work on a text-editing task in ESL classes*. *Language Teaching Research*, 11(2), 143-159.
- Tabulawa, R. (2003). “Pedagogical Classroom Practice and the Social Context: The Case of Botswana.” *International Journal of Educational Development*, 17 (2): 189– 204.
- Thungu, J. et al (2008). *Mastering PTE Education*. Oxford: Oxford University Press.
- Tomlinson, B. and Ellis, R. (1980). *Teaching Secondary English* Burnt Mill: Longman Group UK Limited.
- Tomlinson, B. and Ellis, R. (2003). *Teaching Secondary English* Burnt Mill: Longman Group UK Limited.

Tomlinson, Caroll. (2009). *Differentiated Instruction: meeting a learner's needs*. USA Publishing House.

Ubahakwa, E. (1991). *Learning and Language Ibadan*: University of Ibadan Press.

UNESCO (2005). EFA Global Monitoring Report: The Quality imperative. Paris: UNESCO.

UNICEF (1999). Education for all Global Monitoring Report: Education in Kenya.

Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes*. Cambridge.MA: Harvard University press.

Vygotsky, L.S. (1978). *The collected works of L.S. Vygotsky*: Volume 1. Problem of general Psychology. R.w. Rieber and A, S. Carton. Eds New York: Plenum.

Wellington, J. (2000). *Educational Research: Contemporary Issues and Practical Approaches*. London: Continuum.

Williams, J.G. (2003). *Providing Feedback in ESL Students' Written Assignments*. The Internet TESL Journal,1X (10), 123-129.

Williams, J.N, (2014). *Incremental Interpretation in Second Language Sentence Processing Bilingualism*: Language and Cognition, 9 901):71-88.

Willis et al (2002). *Small Group work and Assessment in a PBL Curriculum: A Qualitative and Quantitative Evaluation of students Perceptions of the process of working in Small Groups and its Assessment*. Medical Teacher, 24,495-501.

APPENDICES

Appendix A: Observation Check List

The University of Zambia

School of Education

Department of Languages and Social Sciences

School:

Time:

Grade:

Date:

Location:

Observer:

CLASS STRUCTURE

- 1. Review of previous lesson in composition writing
- 2. Summary of English composition writing lesson

COMMENTS

- 1.
- 2.

STRATEGIES

- 1. Provide well-designed materials.
- 2. Employs learner centred learning activities.
- 3. Employs other tools/ instructional aids.
- 4. Delivers well planned lessons.
- 5. Provides feedback on time.

COMMENTS

1.
2.
3.
4.
5.

CONTENT

1. Knowledgeable
2. Well organised
3. Explain teaching points clearly
4. Relate concepts to learners' experience.
5. Select learning experiences appropriate to level of learning.

COMMENTS

1.
2.
3.
4.
5.

Appendix B: Observation form

Descriptive field notes	Reflective field notes

Appendix C: Interview Guide for Heads of Departments

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGES AND SOCIAL SCIENCES

Dear Respondent

I am a postgraduate student from the University of Zambia. I am conducting a research on a comparative study of English composition writing strategies used in two public schools in Monze district of Zambia. I am therefore pleased that you have taken some time to respond to these questions as we discuss. This study is purely academic hence all responses will be treated with maximum confidentiality. Please, answer the questions with regards to your classroom experience as teachers teaching English as a subject. All the responses we shall give are correct during this gathering. Let us feel free and share our teaching experiences.

A. Bio data.

1. What are your professional qualifications?
2. How many years have you served as a teacher in the Ministry of Education?
3. For how long have you been teaching English/ HOD?

B. The nature of class activities teachers' use

4. What does the term 'strategy' mean in teaching English language?
5. Let us remind each other on the different teaching strategies you learnt in the different Colleges and universities.
6. What type of strategies do you think can be used in teaching composition writing?

C. Teaching and Learning Aids

8. From your experiences, is using teaching and learning aids in composition writing easy or difficulty?

9. What type of teaching and learning materials do you have in the department?

10. Are the materials adequate in the department?

D. Feedback to the learners

11. Do you provide feedback to the learners?

12. How long does it take to provide the feedback?

13. Describe the reaction of the learners after receiving the feedback?

F. CPDs programme in school

14. How often do you conduct the CPDs in the department?

15. What components in English language do you normally discuss?

16. How often do you discuss composition writing in CPDs programmes?

17. There are so many in service trainings the MoGE organizes. Let us share what you

Learnt regarding new trends in language teaching compositions from meetings and

Workshops.

G. The Qualifications of the Teachers in the Department

18. What are the qualifications of the teachers in the department?

19. Are all the teachers qualified to teach grade 12?

Thank you very much for your time.

Appendix D: Interview Guide for Teachers

Name:

Background information:

Date and Time:

Educational Qualifications:

Location of interview:

Other Relevant Experience:

Gender:

INTERVIEW QUESTIONS

1. Which position are you holding in the school?
2. For how long have you been teaching as a teacher of English?
3. State the institution you were trained?
4. For how long were you trained (duration of the training)?
5. What is your understanding on the following terms?
 - a. Composition writing.....
 - b. Strategies.....
6. How do you teach composition writing in class?
7. What type of strategies do you use in teaching composition writing?
8. What type of teaching and learning aids do you use in teaching composition writing?
9. How often do you give composition exercise to learners?
10. Is the feedback given to the learners beneficial? Explain?
11. What measures have you put in place in order to help the slow learners?
12. What challenges are you facing during lesson preparation and lesson delivery?
13. How often are CPDs conducted in the Department and which topics do you normally discuss?

Thank you very much.

Appendix E: Focus Group Discussion Guide for Teachers

INTERVIEW

1. Why do you think pupils are performing poorly in composition writing?
2. Are you satisfied with the way English composition is taught? (please explain more)
3. Do you enjoy teaching English composition writing?
4. How do you teach English composition writing?
5. How long does it take you to teach English composition writing lesson?
6. Why does it last that time to teach?
7. What strategies do you employ in the teaching of composition writing?
8. What type of teaching and learning materials do you normally use in teaching English composition writing?
9. Do you provide feedback to the learners and how long does it take to give feedback?
10. Were you trained in composition writing during College/University life?
11. Suggest ways of improving the teaching of composition writing in English?
12. Given an opportunity what would you do to help improve the pupils' performance?
13. How often do you discuss composition writing in CPD meetings?

Thank you very much.

Appendix F: Interview Guide for Chief Examiners Officer

The University of Zambia

School of Education

Department of languages and Social Sciences

QUESTIONS

1. What are your views concerning the grade 12 results on English paper one? (Composition writing). Are the candidates bringing out the standard of writing according to the ECZ requirement?
2. What does composition writing involve?
3. Is it necessary to use teaching and learning aids in teaching composition writing?
4. What strategies should teachers use in teaching composition lessons?
5. What could be the benefits of having CPDs in composition lessons?
6. What are the major errors and mistakes do candidates make in the examination?
7. How can the errors and mistakes identified be resolved?
8. Are there any challenges that teachers might be facing in terms of teaching composition?
9. Being the chief examiner, what are the measures that you have put in place so as to improve the results/performance at grade 12.
10. From your observations which schools from the public secondary schools of Monze district are performing excellent, good and poor?
11. Why is the named school performing that way?
12. Are the teachers in the named schools adequately trained to teach the learners?
13. What advise can you give to the non-performing schools?

Thank very much and God bless.

Appendix G: Learners Scripts

Topic	Date
	<p style="text-align: center;">Report Writing</p> <p>REPORT ON THE ACHIEVEMENTS THE NEW HEADTEACHER OF LUKUNDO SECONDARY SCHOOL HAS MADE IN THE TWO YEARS HE HAS BEEN IN THE OFFICE ON 13TH DECEMBER 2017.</p> <p>On 13th December 2017, a report was demanded by the head staff on the achievements. Mr Innocent Chanda, the new headteacher of Lukundo Secondary School has made. Therefore, this report outlines the achievements he has made since he was appointed.</p> <p>Mr Innocent Chanda was appointed Headteacher on 13th January 2015. It was from that time that the school extraordinary transformed into one that is almost ideal.</p> <p>By a critical analysis of the problems the school was going through he abruptly made vital decisions for the benefit of the school. He ensured that teachers upgraded their qualifications. The qualifications of teachers contributed to the academic performance of the school. Consequently he found it necessary for teachers to do the same task.</p> <p>Not only did he renovate the infrastructure of the school but also bought a school bus for the school. This lessened the expenses spent on transport when going for school trips. Inasmuch as he pressured the teachers on the academic performance of their students, he also built six</p>

houses for them.

Numerable projects were sponsored within the two years. For example, the project regarding the production unit that had.

Despite the conflicting emotions I felt about driving at midnight, I was still courageous enough to do so. The air was cold, the night so dark and the wind whispering its usual secrets. My car was the only one on the road. My vision started failing, me and I knew I was in danger. I decided to change and take her to help me drive home hastening away from road, I dug in my purse for my phone. I looked back in time to see a bright light flash in my eyes. There was a loud noise and my eyes fell shut.

I woke up in a hospital with my parents weeping by my side, the pain was unbearable. I thought I would die. I silently prayed for God's help. I felt cursed and deserted. However, only through my foolish behaviour did I find myself in this situation.

Keep at it!

Date:

Write a story ending... only through my foolish behaviour did I find myself in this situation.

SECTION A

One morning I received a phone call from my former school saying I have passed and made it to grade (10) at a boarding school. I was very happy that AD one could understand me. It was time to now go to school we had problems with my mum because I never wanted to go to the boarding school where I was supposed to go I wished to follow where my fellow classmates were. I insisted with my decision until my dad and the whole family accepted to what I wanted, I went to rawata secondary school ~~the first~~ where I made my friends both male and female. They welcomed me very well and showed me around the school. The first term of my grade (10) I was doing very fine until my third term in grade (11) Eleven where my friends were misbehaving they were smoking drinking and fighting with teachers and insulting them. One day I called one of my friends and asked her how they are portraying this kind of behaviour, she answered me saying this is what we do here, we rock the school and they is nothing wrong in what we are doing if you want to be well known on the campus and well respected you just join as you follow our behaviour other wise you will never be respected by anyone, I thought about what I was told so carefully I even imagined how pupils are scared of them so I decided on joining them they were five all together so we became six when I was included in the group.

I started doing what they were doing I even started protesting I started going out with teachers and it was me who was protesting to them I went out and spent almost with all the teachers on the campus, I enjoyed this kind of life but I was taken to the administration almost 5 times over the same behaviour, until they chased me out of school and went back home after some weeks I started feeling weak I started licking this man take me to the hospital where I was

10/20 200 me

My lucky Day

Section A *Due:*

For as long as I could remember, my life was in the orphanage. Full of cruel jokes and silent wishes about the day I was going to find a home to call my own. But no people say beyond every cloud there is a silver lining.

P I still remember that day as if it were yesterday. The 9th of April 2008, I call it "my lucky Day". Lessons ended earlier than usual due to the meeting the teachers were having. I headed to the bus stop to board a bus. I was quite early but then I still got into the bus and there was barely anyone inside.

To my surprise, the seat I sat on felt like there was something on it, so I checked in order for me to find out what exactly. It was a black purse, my mum had always told me to never get anything that does not belong to me so I left it. An hour later the bus started moving but no one in the bus seemed to have owned the purse, so I decided to check what was inside.

Upon opening the purse, I saw a huge sum of money and an A.T.M card and some bank statements, I did not want to give it to the driver because I was not sure what kind of a person he was, so I decided to drop off at the next bus stop which was close to a police station in Nairobi.

Coincidentally, I found a woman who complaining bitterly about losing a purse to the police officer, so I called her and tried to find out. She described her purse *17,20 USD.*

Appendix H: Letters



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... 6th March, 2019



TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: FIELD WORK FOR MASTERS/ PHD STUDENTS

The bearer of this letter Mr./Ms. MARY BANDA Computer number 2017014889 is a duly registered student at the University of Zambia, School of Education.

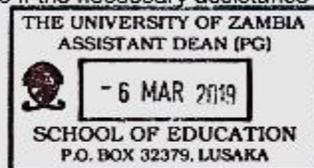
He/She is taking a Masters/PhD programme in Education. The programme has a fieldwork component which he/she has to complete.

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

Yours faithfully

Emmy Mbozi

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



cc: Dean-Education
Director-DRGS

** Keemba Pwisi/sec.
→ Monze Boarding.
→ Composition writing
Strategies.*

*MP
DESI
Shrews
5/9*

*All communications should be addressed
to the District Education Board Secretary and
not any individual by name.
Telefax: 021-3-3250054*



*In reply Please quote
No.*

REPUBLIC OF ZAMBIA
MINISTRY OF GENERAL EDUCATION
OFFICE OF THE DISTRICT EDUCATION BOARD SECRETARY
MONZE DISTRICT EDUCATION BOARD
P.O BOX 660095
MONZE

15th March, 2019

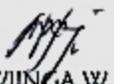
The Head Teacher
Monze Boarding Secondary School
MONZE DISTRICT

RE: INTRODUCTORY LETTER: MS. MARY BANDA – COMPUTER No. 2017014889

Reference is made to the above subject.

This letter serves to introduce the above mentioned Masters Student at the University of Zambia, School of Education who is visiting your school in order to conduct a research on Composition Writing Strategies for teachers and observe lesson sessions.

Kindly attend to her.


MWIINGA W. [Mr.]
DISTRICT EDUCATION BOARD SECRETARY
MONZE DISTRICT

*All communications should be addressed
to the District Education Board Secretary and
not any individual by name.
Telefax: 021-3-3250054*



*In reply Please quote
No.*

REPUBLIC OF ZAMBIA
MINISTRY OF GENERAL EDUCATION
OFFICE OF THE DISTRICT EDUCATION BOARD SECRETARY
MONZE DISTRICT EDUCATION BOARD
P.O BOX 660095
MONZE

15th March, 2019

The Head Teacher
Keemba Primary and Secondary School
MONZE DISTRICT

RE: INTRODUCTORY LETTER: MS. MARY BANDA - 2017014889

Reference is made to the above subject.

This letter serves to introduce the above mentioned Masters Student at the University of Zambia, School of Education who is visiting your school in order to conduct a research on Composition Writing Strategies for teachers and observe lesson sessions.

Kindly attend to her.


MWIINGA W. [Mr.]
DISTRICT EDUCATION BOARD SECRETARY
MONZE DISTRICT