

**DECLARATION**

I, Kennedy Pezo, do hereby solemnly declare that this dissertation presents my own original work as it does not contain any work that has ever previously been submitted for the award of a degree at the University of Zambia or any other University. Furthermore, this dissertation does not reflect any published work or material from any other dissertation.

I further declare that all sources cited are indicated and fully acknowledged through a detailed list of references.

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## **APPROVAL**

The dissertation by Kennedy Pezo is approved as fulfilling the requirements for the award of the Degree of Master of Education in Literacy and Learning of the University of Zambia. It is submitted with our approval as Examiners.

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## **DISCLAIMER**

This dissertation was prepared by Kennedy Pezo of the University of Zambia in fulfilment of the award of the Degree of Master of Education in Literacy and Learning. The views expressed herein are solely those of the author. Errors and omissions are also the author's own.

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## **ABSTRACT**

This study was an evaluation of instructional strategies pre-school teachers used to present Reading Readiness Activities (RRA) to prepare pre-schoolers for Grade One reading in selected Pre – schools in Kabompo and Solwezi Districts of the North Western Province of Zambia. The study employed Frarrukh (2011) “Teaching evaluation model”. This evaluation model demanded that we among other things establish whether or not the teachers applied subject content and pedagogy appropriately to enhance pupils’ abilities to learn how to read.

The population of the study comprised all pre-school teachers teaching reception classes and pre-schoolers in the reception classes. The research had a sample of eight pre-school teachers and 60 pre-schoolers. The main research instruments used in the study were: Semi Structured Interview Guides and Reading Readiness Activities Lesson Observation Guides. Qualitative data was analyzed thematically according to the research questions.

The results of the study revealed that pre-school teachers were limited and biased in terms of RRA presented to pre-schoolers; identification of alphabet letter names and oral language development were top on the list of activities teachers presented to prepare pre-schoolers for Grade one reading. The study further showed that the use of differentiated instructional strategies to teach learners with varying abilities lacked. Besides, the use of English as the language of literacy instruction did not prove effective to all pre-schoolers. Some pupils resorted to code switching and mixing; communication strategies that teachers discouraged. Furthermore, the study showed that out of a sample of eight teachers, only four had pre-school teaching professional qualifications.

On the basis of the findings advanced above, it has been recommended that the Ministry of Education, Science, Vocational Training and Early Education (MESVTEE) should provide continuing professional development to pre-school teachers on reading readiness teaching methods and strategies. This should also be top priority on the agenda for teacher education colleges offering ECCED. Secondly, MESVTEE and Curriculum Development Centre (CDC) should develop appropriate Language and Literacy teaching learning materials for use in pre-schoolers. In order to explore the frontiers of knowledge further, the researcher suggests that a comparative study should be conducted to assess the performance in reading in a Grade one class between pupils with and those without a pre-school background.

## **ACRONYMS**

CDA: Child Development Associate

CDAZSDNZC: Childhood Development Assessment in Zambia a Study of developmental norms of Zambian Children

CDC: Curriculum Development Centre

DEE: Division for Early Education

DESO; District Education Standards Officer

ECCED: Early Childhood Care and Education Development

ECERS: Early Childhood Environment Rating Scale

ELORS: Early Learning Observation Rating Scale

LoCI : Language of Classroom Instruction

MESVTEE: Ministry of Education, Science, Vocational Training and Early Education

MOK: More knowledgeable Ones/Others

NAEYC: National Association for the Education of Young Children

NBTL: New Break through to Literacy

RRA; Reading Readiness Activities

RR: Reading Readiness

SCT: Social Cultural Theory

USA: United States of America

US: United States

ZPD: Zone of Proximal Development

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