THE EFFECTS OF THE USE O F CHINYANJA AS MEDIUM OF CLASSROOM INSTRUCTION ON READING LEVELS OF GRADE THREE LEARNERS IN MULTILINGUAL PRIMARY SCHOOLS IN CHILANGA DISTRICT, LUSAKA.

BY

IDAH LUNGU

SUPERVISOR: DR.D.BANDA

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

The University of Zambia
Lusaka

© 2018

DECLARATION

I, Idah Lungu, do declare that this dissertation is my own work which has been submitted for the fulfilment of the Master of Applied Linguistics degree of the University of Zambia

Signature_____   **Date**_____

CERTIFICATE OF APPROVAL

This dissertation by Idah Lungu is approved as fulfilling part of the requirement for the award of the degree of Master of Applied Linguistics of the University of Zambia.

Examiners'

1…………………………………………..**Signature**………………….…**Date**……………….

2. ………………………….………….…......**Signature**………………… **Date** ………………

3. …... ………………………………….…….**Signature**………………….. **Date** ……………..

4. Chairperson Board of Examiners…………....**Signature**……………………….. **Date** ……………

5. Supervisor……………………………………. **Signature**…………………… **Date** …………….

ABSTRACT

The purpose of this study was to establish the effects of the use of Chinyanja as a medium of classroom instruction in selected primary schools in a multilingual Chilanga district. The objectives that guided this study were: to establish the reading levels of Grade three learners before and after the introduction of the Primary Literacy Programme (PLP); to establish the availability of teaching and learning materials in Chinyanja the MOI for grade three learners in Primary Schools in Chilanga District; to find out types of training teachers received in PLP teaching and learning methods; to establish Parents 'perception on the use of Chinyanja as MOI in Primary Schools in Chilanga District. The study employed a qualitative research design and Purposive and random sampling techniques were used to come up with 26 respondents. Data was collected through, interviews, document analysis, focus group discussions and classroom observations of literacy lessons.

The study established that teachers taught literacy using both Chinyanja and English by code switching and code mixing. The study further found that some primary schools in the sampled schools had a slight increase in reading levels while others had low reading levels. Generally, reading levels were still low in most schools sampled among grade three learners who had followed PLP for three years. These low reading levels were attributed to many other variables which include difficulties in the methodology/techniques used in the new literacy policy, Pupils absenteeism and lack of reading and learning materials. Further, some teachers as well as pupils did not have much knowledge on the language of classroom instruction (Chinyanja), both had to learn the language used first before the teaching and learning sessions. Some respondents alluded to poor pupil performance as a result of teachers not being adequately trained on the new language policy. Moreover, parents were not happy with the new language policy of using local languages as language of classroom instruction from grade one to four. They preferred that their children to be taught the English language, they felt it was an official language for literate people as compared to an inferior language (Chinyanja). The conclusion of the study was that reading levels were still low in sampled primary schools in Chilanga District and recommendations made were: the need to involve classroom teachers in the formulation of the new literacy policies, because they are the ones at grass root levels and could advise policy implementers correctly; there is need for concerted efforts by stakeholders in education to providing instructional materials in the Chinyanja, teachers should be innovative by making sure that they make use of improvisation where there are no instructional materials: Policy makers to consult and involve teachers during formulation and Implementation or revision of education policies; the Ministry of Education to strengthen training of primary school teachers and Continuing Professional Development (CPD) and re-training for the in-service teachers in literacy policy implementation.

DEDICATION

This work is dedicated to the lord God almighty, my dear children; Sebete, Shwaana and Chihuna. My dear parents for their efforts and Support.

ACKNOWLEDGEMENT

This dissertation would not have been written without the support that I received from the people mentioned below:

My heavenly father Jehovah God Almighty who has made it possible for me to reach this far in life and to write this dissertation; my parents (Mr.&Mrs. Lungu) who have always believed in my abilities to excel in life, my Children who have always understood my busy schedule of motherhood, work and education. Dr. Banda and Dr D.S Mwanza for which without their support I would not have completed my work. My course mates, Mrs C. Chama and Patricia Makina for their encouragement and giving me updates during my field work. Others are; Mr Munsaka, Mr Likomeno and Miss Mwemba.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ACRONYMS

DRCC………………………………………………………….District Resource Coordinator

PLP………………………………………………………..Primary Literacy Programme

PRP………………………………………………………… Primary Reading Programme

LOI…………………………………………………..…......…Language of Instruction

NBTL…………………………………………………..... National Breakthrough to Literacy

CDC…………………...………………………………………..Curriculum Development Centre

MoI……………………..………………………………….…..Medium of Instruction

CHAPTER ONE: INTRODUCTION

1.0 Overview

This chapter provides the background information, statement of the problem, purpose of study, objectives, research questions, significant of the study and the definitions of terms used in the study.

1.1 Background

Zambia is one of the countries in the Sub- Saharan Africa, formally colonised by the British. It gained its independence on the 24th of October 1964. It is a landlocked country surrounded by eight countries namely: the Democratic Republic of Congo, United Republic of Tanzania, Malawi, Mozambique, Zimbabwe, Botswana, Namibia and Angola. Zambia is a fairly large but sparsely populated country covering a land area of 752, 614 kilometres. The total population is estimated at 10.7 million, giving a population density of 11 persons per square kilometre. The 2017 population census put the population living in urban areas at 42%, making it one of the highly urbanised country in Sub-Saharan Africa.

Figure 1: Map of Zambia.
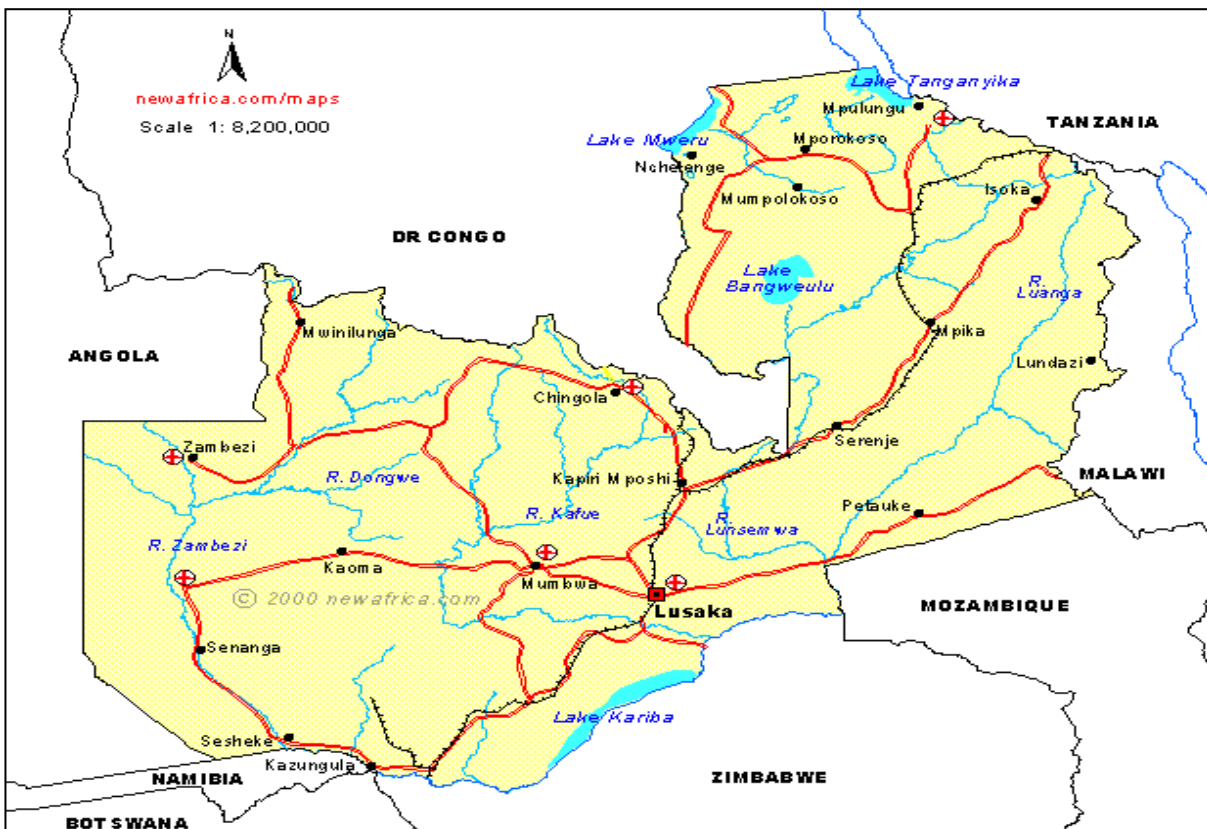
The population density in big urban areas like Lusaka stands at more than 200 persons per square kilometre.

A major social characteristic of Zambia is that it is multi-ethnic and by extension multicultural as well. There are seven major languages and seventy-three dialects. The diversity of ethnic groups includes the existence of several traditions and cultural practices which have their implications on the education of children. Some of the traditions have been found to have negative effect on school attendance despite the existence of school facilities. Low school attendance ratios in certain rural parts of the country have been attributed to prevailing traditional and cultural practices. Some of the regions or Districts in the country have more than three or four dialects, but using one Zambian language as a lingua franca and eventually language of education in those regions.(Selson, 1974).

Chilanga District is one of such Districts with more than one dialects but using one Zambian language deemed as the zonal language for the whole Lusaka Province, where Chilanga District is housed. Chilanga District is located in the Southern and Western part of Lusaka and under Chieftainess Nkhomesha of the Soli people, speaking Soli language. Chieftainess Mungule of the Lenje people, has Lenje language spoken. Soli and Lenje languages are said to be dialects of Tonga language, which is the zonal and the language of instruction in Southern Province of Zambia. The creation of more Districts in Zambia such as Chilanga District, have made some of these Districts formally found in one province, to be moved to another province where a different language is used as zonal or language of instruction in schools. Chilanga District branched off from Kafue District a predominantly Lozi/Tonga speaking community. The Tonga speaking are part of the *Bantu botatwe* (three people). It is believed that the lla , Lenje, Tonga and Soli belong to one language group known as 'the *banthu wotatwe* because all the mentioned tribes have one common saying describing three people as *bantu botatwe*. So they all belong to the *Bantu Botatwe* group. Some parts of Chilanga Districts, for example, previously belonged to the Southern province while others were in Central and Lusaka provinces. The three provinces have different zonal and languages of instruction for education. Within Chilanga Districts, languages such as Ila, Lenje and Soli deemed to be dialects of Tonga language, are spoken by a considerable lager proportion of the population.

Lozi and Tonga and Chinyanja, which are zonal languages for three different provinces namely Western, Southern and Eastern and Lusaka respectively are also spoken in the District, making Chilanga to be one of the most Multilingual Districts in the Country. The rural urban migration has also contributed to the multilinguistic nature of the District. (kashoki, 1978).

1.2 Statement of the problem

Literacy is a crucial life skill. There has been a considerable concern at the number of children with very low achievements in both literacy and English. Literacy was taught through the language subjects (both Zambian language and English). However, it is also a cross cutting issue that is crucial for successful learning in every subject. Following the enactment in 1966 of chapter 234 of the laws of Zambia popularly known as the Education act of 1966, teachers began using English as a language of instruction from grade 1 up to university. After 11 years of implementation of the English medium policy (from 1966 to 1970), it was discovered that learners' ability to read and understand and write was below the expected standards. The surveys which were conducted and eventually culminated in the publication of the 1976 and 1977 Education Reform documents, both documents recorded and acknowledge that some respondents complained about children's low reading levels. However, such complaints were ignored. The PLP and the new language policy recommendations, nevertheless, appears to have been based on the Zambians Government' realization that the exclusive use of English as a medium of instruction was posing challenges for learners at primary school, *as low reading levels were continuously being reported.* The problem under investigation therefore, is to find out the effect of using Chinyanja as medium of classroom instruction in Chilanga District, a predominantly Tonga and its dialects (*bantu botatwe*) speaking District, putting into consideration the recurring low reading levels since independence.

1.3 Main Objective

To establish the effects of using Chinyanja as Medium of classroom Instruction on reading levels of grade three learners in a predominantly Tonga speaking area.

1.3.1 Specific Research Objectives

The specific research objectives were as follows;

1. To ascertain the reading levels of Grade three learners before and after the introduction of the PLP.
2. To establish the availability of teaching and learning materials in Chinyanja the MoI for grade three learners in Primary Schools in Chilanga District.
3. To find out types of the training teachers received in PLP teaching and learning methods.
4. To establish Parents 'perception in the use of Chinyanja as MOI in Primary Schools in Chilanga District.

1.3.2 Main Research Question

What are the effects of using Chinyanja as medium of classroom instruction on reading levels of grade three learners in a multilingual Chilanga District?

1.3.3 Specific Research Question

The specific research questions were as follows;

1. What are the reading levels of Grade three learners before and after the introduction of the PLP?
2. What is the availability of teaching and learning materials in Chinyanja the MoI for grade three learners in Primary Schools in Chilanga District?
3. What types of training did teachers receive in PLP teaching and learning methods?
4. How do Parents 'perceive the use of Chinyanja as MOI in Primary Schools in Chilanga District?

1.4 Theoretical Framework

The theories which guided this study were; the Invitation theory, which was born out of experience and which referred to people's views of literacy and make sense of literacy and what reading and writing meant to ordinary people. The other theory of learning used was Vygotsky theory which stresses the importance of society in learning and cognitive development of a child.

1.4.1 Invitation Theory (Purkey1978).

Figure 2: Purkeys five Ps of invitation theory
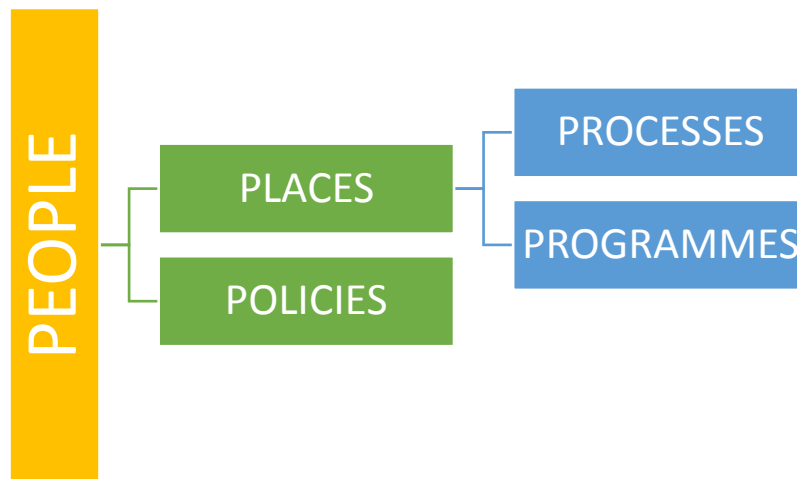
Source: Purkey, (1978).

This theory was born out of experience, and characterised by the five 'Ps' shown above. This theory describes an education framework of learning/teaching relationships based on human value responsibility and capabilities. Learning is in the context of invitation learning observed in social context, were learners could be invited by the teacher to develop their potentials. This human potential should be developed through the educational process, which is characterized by the five p-s as shown in Fig2 and these are; people, places, policies, programs and processes. The five p-s represent environmental factors which influences one's success or failure in the education process, depending on how inviting they are. Invitation here is described by Purkey (1978) as a summary of message, verbal and nonverbal, formal and informal, that is sent to students with the intention of affirming to them that they are responsible, able, and valuable. Invitation learning theory suggest that in order to facilitate learning students should be provided with an environment that is optimally inviting with respect, trust, optimism and intentionality. These are elements that will ensure that and should be a part of every educational process (Purkey 1978).

When teaching literacy, teachers should allow the oral skills of language to come out from the child by providing an environment that is inviting and welcoming, even their social culture. Before coming to schools, teachers should realize that learners come with potential literacy skills that should be allowed to be brought out by creating an enabling environment for these learners. The Primary Literacy Programme is thought of providing an enabling environment for learners

by using a local language which is familiar to them and that pupils bring the language they know to the classroom to learn to read it and write and thereby developing their full potential in literacy. A child comes to the reading task with tacit knowledge of the phonology, morphology and syntax of her language, varying levels of knowledge of print concepts and functions.

The five p-s like policies and programs such as; the language policy of using local languages as medium of classroom instruction from preschool to grade four and the primary literacy program could be used by teachers to help children realize their full potential in literacy. However, the effectiveness of the language policy of using a familiar local language for initial literacy and the Primary Literacy Programme has been established as some pupils in some school find the language welcoming and the primary literacy programme provide an enabling environment, making the school a good place for learning. On the other hand, the multilinguistic nature of Chilanga District where the language used as medium of classroom instruction is different from the language spoken at home, makes teachers and pupils learning and teaching environment uninviting hence the language policy and process proving futile in improving reading levels in some schools.

1.4.2 Levy Vygotsky Social Cultural Theory of Cognitive Development

Another theory which was used was Vygotsky's theory of learning. The major theme of vygotsky theoretical frame work is that social interaction plays a fundamental role in the development of cognition. Vygotsky(1978) states, "Every function in the child's cultural development appears twice: first on the social level and later on the individual level; first between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory and to the formation of concepts. All the higher function originates as actual relationships between individuals. This theory stresses the fundamental role of social interactive in the development of cognition as he believes strongly that community plays a central role in the process of making meaning. According to Vygotsky, individual development cannot be understood without reference to the social and cultural context within which it is embedded. Higher mental processes in the individual have their origin in social process. Cognitive development stems from social interaction and guided learning within the zone of proximal development as children and their partner's construct knowledge. In this case children are taught how to solve problems by people who have more knowledge than themselves such as parents at home and teachers at school, who would teach them how to read and write

(Vygotsky 1958). However, this study discovered that some parents are involved through helping children with homework and teacher's perception on the use of local languages as media of classroom instruction is divided, as some are negative while others are positive about it. Teachers and parents, in this case, are more knowledgeable than learners and, therefore, the right people to help learners in learning how to read and write using a familiar local language. Vygotsky's theory was an attempt to explain consciousness as the end of socialization. For example in learning of language, our first utterances with peers or adults are for the purpose of communication but once mastered they become internalized and allow inner speech

1.5 Significance of the Study

This study may bring out a reflection of reading levels among grade three learners who are using Chinyanja as medium of classroom instruction and will make recommendations for policy makers and implementers. It may also state the effects of the new language policy of using local languages as medium of classroom instruction and the Primary Literacy Programme.

1.6 Operational Definitions

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

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

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

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

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

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

Phonemic Awareness – Ability to hear and manipulate sounds orally**.**

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

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

Reading- Interpreting meaning of written, printed or words or graphic symbols.

Bilingual - Being able to speak and communicate in two language

Mother Tongue - The first language that a child is exposed to.

Lingual Franca-A language which is commonly used by a speech community, country or group of states whose mother tongue may be different in order to facilitate communication between them.

Linguistic Zones - Areas where a certain language which is chosen by the government is used.

Local Language- Language which is special to a place since it is a language for people of that area, preferably mother tongue.

Official Regional Language - An indigenous language in a country chosen by the government to be used for official duties in a linguistic zone

Predominant language - A language commonly used by people in a society with a lot of influence on people.

Second Language- Language learnt by a person in addition to his mother tongue

Chinyanja- A language of classroom instruction in all Primary schools in Lusaka province.

Code-switching- Using two more languages in one conversation

1.7 Summary

The first chapter has discussed the background to the different language policies in literacy implementation in Zambia before and after independence. The chapter discussed among other items; statement of the problem, purpose of the study; research objectives; research questions; significance of the study and finally operational definition of terms. The following chapter will review the literature related to the effects of using Chinyanja as medium of classroom Instruction.

CHAPTER TWO: LITERATURE REVIEW

2.0 Overview

Literature review is the key step in the research process and refers to an extensive, exhaustive and systematic examination of publications relevant to the research project (Bless: 1995).The literature was reviewed using different readings. Literature will be presented using themes generated from the readings.

2.1. Literacy and Language

Literacy is the ability to read and use written information as well as to write appropriately, in a range of contexts. Literacy involves the integration of speaking, listening and critical thinking with reading and writing. It is also about the social application of language. Language on the other hand is a system of communication in speech and writing that is used by people of a particular country or area (Munsaka, 2015). Language is an important tool in the attainment of literacy. It is for this reason that we have a language in education or the language of instruction from grade one to university (Simwinga, 2015) whose choice could have some effects on the reading levels of pupils in a particular region, hence this study.

2.1.1 Multiligualism

Multilingualism is the use of two or more languages, either by an individual speaker or by a community of speakers. It is believed that multilingual speakers outnumber monolingual speakers in the world's population. Multilingual speakers have acquired and maintained at least one language during childhood, the so called first language L1 is acquired without formal education while L2 is learning through formal education. Children acquiring two languages in this way are simultaneous bilinguals; one language usually dominates the other. Looking at the country of Zambia, there are 73 languages spoken in Zambia, Seven out of these 73 languages have been given the co- official status to the official language, English. These are Nyanja, Tonga, Kaonde, Lunda, Lozi, Bemba and Luvale, as mentioned earlier in this chapter. These seven co- official languages are designated for use as subjects to be studied in the education system. They are also used for dissemination of official government information, political campaigns and other public awareness programmes. These seven co-official languages and the proportion of the speakers of each are estimated (Kashoki, 1990: 117) to be as show below

	LUVALE	BEMBA	KAONDE	LOZI	LUNDA	NYANJA	TONGA
L1	5.9%	30.8%	3.4%	9.3%	2.9%	16.0%	16.1%
L1+2	8.1%	56.2%	7.1%	17.2%	5.3%	42.1%	23.2%

Where L1= first language speakers L1+2= first and second language speakers.

Table 1 Proportions of speakers of co-official languages.(Source: Kashoki, 1990:117).

Therefore, it is difficult for such a multilingual society to select an official local languages as some of these official medium of instruction may not be familiar to some learners.

2.1.2 Language in education policy

It must be noted that there has, for a long time, been a language policy problem in Zambia concerning the choice of the Medium of Instruction (MoI) to be used in classroom because of too many local languages spoken. According to Snelson (1974), the issue is that Zambia is a multilingual country and as such the country has found it difficult to select a national language which could be used as MoI for teaching in schools and indeed for the initial literacy teaching, in particular, in primary schools. However, it is important to note that both the colonial and federal governments favoured the use of local languages to be used in the early years of a child's school. After independence, however, the MoI in schools, from Grade 1 to university education changed to English. Low reading levels were seen possibly as a result of the use of English for initial literacy. The factors attributing to lower literacy levels were ascertained by the Southern Africa Consortium for Monitoring the Education Quality (SACMEQ). SACMEQ was also concerned with low literacy levels in Zambia. The study conducted by SACMEQ reviewed that 25 % of grade six pupils did not have a minimum level of proficiency in reading and only3% could read at a specified desirable level (MOE 1995). To explain and justify these low reading levels, the same study highlighted a number of reasons and major among them was the use of unfamiliar language (English) when teaching initial literacy.

The language factor was seen to be the major reason for low reading levels. This may explain why Zambia has undergone several language policy changes and introduced a number of literacy programmes in order to improve levels of literacy.

The Primary Reading Programme (PRP) was introduced to promote the teaching of initial literacy to grade 1 before they switched to English in Grade 2. From Grade 3 onwards they were to be given enough reading materials in both English and the pupils' familiar language under the Read on Course (ROC) sub programme of PRP up to grade seven. The need for the primary Literacy Programme (PLP) arose because of recurring evidence of exceptionally low levels of literacy among pupils in the lower grades (Grades 1to4). The PRP programme was highly criticized by various stakeholders that it was ineffective in improving literacy levels as it was operating under a difficult environment of using English as MoI but only had one hour of initial literacy in a child's familiar language (Banda, 2012).

However, the government, in collaboration with its department, the Curriculum Develop Centre and other units within the education system introduced the Primary Literacy Programme (PLP). This programme supports the use of local languages as medium of instructions from grade 1-4.The new programme has been in operation since 2013. It is with this in mind that this study wanted to establish the effect of the use of Chinyanja as the LoI in Chilanga, in a district which is multi lingual with a considerable position belonging to the *bantu botatwe* language grouping different from the Chinyanja language used as a zonal language just because part of the portion of this newly introduced District belonged to Lusaka province using Chinyanja as the zonal and language of instructions in schools from grade 1 to 4.

The concept of language in education refers to the use of language in the education system as medium of instruction to facilitate teaching and learning. In this regard, language in education policy refers to the framework which stipulates the specific language or languages to be used for teaching and learning at various levels of the education system. Since independence, the Ministry of General Education has constantly recognized the role of language in education when formulating and reviewing National Education Policies as evidenced in the 1966, the 1977, the 1996 and the 2014 education policy statements and documents (Simwinga, 2015). Prior to independence, language policies pursued in present Zambia were characterized by the imposition of the colonial languages as official languages at national level and the selection of some of the local indigenous languages as official languages at regional level.

This was done in order to develop the human resource required to serve the colonial administration in such areas as clerical work, interpreting and other communication needs. Zambia had experienced two types of administration; the first as a territory under the British South African Company and the second as a protectorate under Britain. During its reign, the BSA Company introduced English as the official language and as the medium of instruction in some of the schools which were directly under their control (Chanda; 1998). According to Manchishi (2004), the company also established the Barotse National School at Kanyonyo in 1907, following an agreement between the then Litunga of Barotseland and the company and that the Company followed the Missionaries language policy of using the local languages, Silozi, as medium of instruction from Sub A to Standard Four at the School. This, he observes, was a clear testimony of the resolve by the company to promote local languages especially in the lower primary school classes. This was a clear bilingual literacy instruction were a child started learning literacy using the mother tongue in the lower grade and later on switched onto the second language which was English. During interviews most teachers recommended the use of local languages as they looked at them as a stepping stone to read and understand English which is the second language even though the language of instruction in Chilanga District (Chinyanja) is not a familiar language to some teachers and pupils due to the District being multilingual. As stated earlier, the British South African Company (BSA) administered the territory until 1st April, 1924 when it became a British Protectorate, governed by Britain. During this period, English remained the official language and medium of instruction in some schools as had been the case under the BSA Company. As at now English is the official language and language of classroom instruction from grade five to university and certain local languages have been made official languages to be used in a classroom. However, as a result of the recommendations made by the Phelps-Stokes Commission, that local languages were to be used for the preservation of national values and for self-identity on the part of the African (Manchishi, 2004), the British went further and formally recognized four main local languages: Cibemba, Chinyanja, Citonga and Silozi as regional official languages(ROLs) to be used for the preservation of national values and for self-identity on the part of the African(Manchishi,2004), the British went further and formally recognized four main local language: Cibemba ,Chinyanja, Citonga and Silozi as regional official languages(ROLs) to be used in governed Schools as media of instruction for the first four years of primary education. This is recorded in the Annual Report Native Education for the year 1927(p.12) as follows:

> The Advisory Board on Native Education has agreed to the adoption of four principal native language in this territory for school purposes namely Sikololo(lozi) for Barotse; Chitonga-Chiila for the rest of Northern western Rhodesia; Chibemba for Northern Rhodesia and Chinyanja for Eastern Rhodesia.

This declaration constituted a landmark in language in education policy formulation for the territory as it gave legal status to an acknowledgement of the role of local indigenous languages in education. Eventually, the British Government settled for a compromise on the roles of English and local languages in education based on complementarily. Manchishi (2004:2) reports that in 1943, the British Government recommended that initial teaching during the first few years of a Child's learning should be carried out in vernacular while English was to be taught as a subject in the fourth year in the primary school and to be used as a medium of instruction in some subjects thereafter. He reports further that " by 1950, the language policy in African schools was that the mother tongue was to be used as medium of instruction during the first two years of primary education and a dominant vernacular to be used up to standard five and thereafter, English was to replace the local languages"(Manchishi, ibid). It is in the case, therefore, that as at 1950, there was a three- tier language in education policy for the territory, guided by the principle of complementarities. It was possible, at the time, for a pupil to be taught in the local language most commonly used in the locality for the first two years of primary education. Thereafter, the pupil would be taught in one of the regional official languages (Silozi; Chitonga-Chiila; Chibemba; Chinyanja) for another two years and then in English from the fifth year onwards (Chanda, 1998, Kashoki, 1978:26). This policy can be said have advantaged learners to capture the sounds and write the language they already knew rather than learning using language which was alien to them. I can say that this policy took into consideration the multilingual nature of the Zambian local languages as teachers were allowed to use the local language mostly used in the locality for two years before the official regional language could be used. This is in line with the new language policy of using familiar local languages as language of classroom instruction even though it does not take into consideration the local languages commonly used as medium of classroom instruction, instead concentration is only on the use of seven official local language, whereby each province is given the so called familiar language as language of classroom instruction which may not be the familiar language in certain Districts and Schools in the provinces due to different dialects of the seven official local languages, hence making the teaching and learning process difficult as is the case in some primary schools in Chilanga District. Chinyanja is the official language of classroom instruction in Lusaka province

hence affecting negatively some rural schools in Chilanga District which are predominantly Tonga speaking with its dialects such as; soli, lenje and Ila. However, some of the target schools have recorded an increase in reading levels while some schools have recorded very low reading levels with the use of Chinyanja as media of classroom instruction.

Shortly after independence the issue of language of the classroom instruction or language in education was debated extensively in the Zambian parliament. This was particularly so with regard to the status of English and the local languages in the education system, each with a fair share of justification. The status of local languages as both media of instruction and subject for study was particularly supported on a number of grounds. The decision by the then Government to discuss the medium of classroom instruction in parliament was not in order as most politician involved in this language policy decision were not classroom teachers, who would have known the challenges teachers and pupils faced in the implementation of language of classroom instruction. Presently, there is a public outcry to involve teachers in language policy planning and implementation as policy makers have at times changed working language policies because of not involving teachers in such decision making who can advise correctly as their at the glass root levels and have knowledge on working language policies.

As debated in parliament shortly after independence, firstly, it was strongly felt that the use of English as official languages at national level and its subsequent use as medium of instruction in place of local languages would pose a threat to the vitality of local traditions and cultures as these would be deprived of their most effective and probably the only channel of dissemination: the local languages. Emphasis was placed on having literature in the local indigenous languages, (Sabita, 1965). This however, reflects the view expressed by the Phelps-Stokes commission of 1925 which considered indigenous languages "as part of the cultural heritage of Africans and as a chief means of preserving whatever is good in African customs, ideas and ideals, and above all, for preserving the self-respect of Africans"(Kashoki:1978). Further support for this view was presented by John Mwanakatwe who observed that they could not be a better way of preserving national culture for all time than by encouraging School children to learn their tribal customs, songs, beliefs and literature in vernacular lessons. Simon Kapwepwe was quoted as having described the policy of teaching in the medium of English at the outset of primary education 'as tantamount to robbing Zambian children of their cultural heritage and alienating them from their parents" (Sepell, 1978:145). Oral literature in Zambian local language had been there which

some teachers used in the new language policy of using familiar local languages. Secondly, it was felt that Zambia needed to break off completely from the yoke of colonialism by adopting an indigenous language as official language at national level and as a language of classroom instruction like Swahili in Tanzania.(Whiteley, 1971: Luangala, 1985). It was further argued that education in the mother tongue would cultivate in a child imaginative faculty, facilitate his psychological development and lay a firm and sound base for his future intellectual advancement (Luangala,1985:2). The pedagogical role of local languages is fully acknowledged and recognized in the 1977 educational reforms document which states that:

> The teaching of Zambian languages as subjects in schools and colleges should be made more effective and language study should have equal status with other important subjects"(GRZ,1977;33).

It is re-iterated in the 1996 education policy, Educating Our Future which states that the use of English as medium of instruction from Grade One has impacted negatively on the performance of the children who have been required to learn how to read and write in this language which is quite alien to them (MOE, 1996:39). Despite all the arguments in favour of using local languages as media of classroom instruction and their teaching as subjects, Zambia opted for English as the sole medium of instruction from grade one to University. This was due to fear of ethno linguistic rivalry in case any of the local languages was selected. Lungu (1988:6-7), states that:

> English was seen as the neutral language acceptable to all the divergent linguistic and ethnic groups. English was adopted in Education and all public affairs at both national and international levels.

There were not enough competent teachers to teach in local languages as a result of which the quality of teaching and learning would be compromised. It was further argued that English was tested for many years as an effective means of instruction and there was every reason to continue as it had the capacity for all terms, both scientific and ordinary, and that there was unlimited literature available in the language. English was further seen as an international language, a source of pride, prestige and superior social status far above the local languages and was therefore viewed more positively. Arising from the arguments presented above, English remained the sole official language of communication at national level as well as the official language of classroom instruction from grade one to the highest level of education (Universities). This maybe the reason why parents are not in support of using local languages as language of classroom instruction presently. Previously reading levels were worsened as few learners were

able to read and write. This argument of not having competent teachers and lack of literature and teaching materials in the Zambian local languages has affected the acquisition of literacy up to day. However, the issue of availability of teaching and learning materials in local languages in the 2013 Curriculum framework was tacked and it was discovered that grade three learning material had not yet reached schools by third time 2017, when this research was carried out. Therefore, teachers used their own materials and most teachers were not trained to teach literacy in a local language. In the 1977 language in education, policy, English continued to be the medium of instruction from grade one to university and stated that if a teacher found that there were concepts which could not be easily understood, he/she would explain those concepts in one of the seven official languages, provided the majority of the pupils in that class understood the language" (GRZ,1977:33). I totally disagree with the 1977 language policy of using English as a language of classroom instruction as learners were alienated from school and felt out of place because of the strange language which was alien to them. The environment was not welcoming, as Purkey's theory of learning state that emphasis should be put on a good and enabling environment for learners to develop their full potential. With regard to this study it was found out that Chinyanja was not the familiar language in most rural schools of Chilanga District which were predominantly Tonga Lenje speaking areas and thus alienating children as the medium of instruction was alien to them.

The 1996 policy acknowledges that the use of English as medium of instruction from grade One has impacted negatively on the performance of the children who have been required to learn how to read and write through a language which was alien to them. This contributed to the children's inability to read competently and promoted rote learning. The policy also acknowledges research findings that supported the use of local languages as media of classroom instruction. It states that children learn literacy skills more easily and successfully through their mother tongue and subsequently they are able to transfer these skills quickly and with ease to English or another language. In recognition of the critical role of the mother tongue in facilitating education, the 1996 document states that; "all pupils will be given an opportunity to learn initial basic skills of reading and writing in a local language; whereas English will remain the official medium of instruction (ibid:39-40). Section 8 states that 'Officially, English would be used as the language of instruction, but the language used for initial literacy learning in Grade 1-4 will be one that seem suited to promote meaningful learning by children.(ibid;40). The 1996 policy also places emphasis on community languages rather than these seven officially recognized languages as

was the case with the 1977. Much as different authors agree with this policy, it may not work in certain areas which are multilingual and the language of classroom instruction may not be the mother tongue like Chilanga District, hence this study finding out the effects of using Chiyanja as Medium of Instruction in a predominantly Tonga speaking District. The change in the medium of instruction was in an effort to enhance reading and writing. The 1996 language policy seemed favourable to a Zambian child who did not know the English language. The training of teachers in local languages was not addressed as, some teachers did not have knowledge of some zonal languages and that teaching and learning materials were scarce. This is the case even today where some Zambian languages have been adopted as the zonal languages in areas that are multilingual in nature and this is the case of Chilanga District where Chinyanja has been adopted as the language of education in an area where other languages such as Ila, Soli, Lenje, Tonga, Lozi and Chinyanja are also widely spoken in some portions of the same District

2.1.3 Actors in policy decision on the primary literacy programme

Cooper (1976) incorporates Ellsworth and Stahnke's (1976) distinction of formal elites, influential and authorities when posing the question; "who makes policy decisions? (Cooper, 1989:88) Formal elites refer to those officially empowered to make policy decisions, who are elected officials in government office, chief operating executives, principals, teachers, people from the church. Influential indicates those who are the privileged sectors of society, those who get the most of what there is to get". Finally authorities refer to those who actually make policy decisions, which may or may not include members of the formal elite, influential or both. Ellsworth and Stahnke hold that the line between influencing policy and making decisions is clear in theory but it becomes blurry when put in to Practice. They maintain, "The influential are the persons who promise, threaten advice, beg, or bribe but do not decide. Only when they order and obtain compliance are they authorities. Furthermore, Cooper (1989) maintains that the influential, which are often divided into groups with competing interests, are more or less only able to influence policy decisions. On the other hand, the influential are able to make recommendation, which are in turn not contested, then they are likely to be de facto policy makers (Ellsworth et al, 1999).The focus of this study is not to look at who introduced the language policy of using zonal languages as languages of education but how the policy is being implemented in Chilanga District.

2.1.4 Policy Decisions

When looking into what decisions are made, Cooper (1989) suggests five major types of public policy as identified by Leichter (1979:11): (1) distributive- policies that allocate goods and services such as health welfare and educational benefits etc; (2) extractive – policies that provide for the payment and collection of taxes; (3) symbolic – policies which allocate status and acknowledge achievements; (4) regulatory – policies which aim to control some aspect of human behaviour; (5) administrative – policies which concern the organization or administration of government Banda (2002). Relevant to this study are three types of policy decisions out of the five and these are: symbolic, regulatory and administrative. These are the ones I will relate to the PLP. Referring to the three types of policies Holmarsdottir (2001) feels that if a language policy's aim is to influence behaviour then it may be classified as a regulatory policy. Should the overall aim be the allocation of status, then it may be classified as symbolic. On the other hand, if the goals are to provide educational services, it should then be viewed as distributive policy. The PLP has changed the language for initial literacy from English to the MT at least up to Grade 4 and therefore influencing the behaviour of the learners, which may then be described as a regulatory policy. The programme also assumes that the use of the Zambian local languages in learning to read and write and the promotion of its use in the PLP will enhance their status, and therefore, may be classified as a symbolic policy. The MoE, on the other hand argues that this communicative innovation (Cooper, 1989) will improve the general quality of education being provided to the pupils, which may be seen as an administrative policy. However, we could not rely on assumptions that mother tongue improved reading levels. Research was conducted and proved these assertions as true picture of what was going on in the classroom and it was noted that reading levels were generally low. Cooper, (1989) asks another question "how do authorities arrive at decisions?" He incorporates the rational model of decision making, which suggests that decisions are made according to the following sequence:

Figure 3 (1989). Policy Decisions
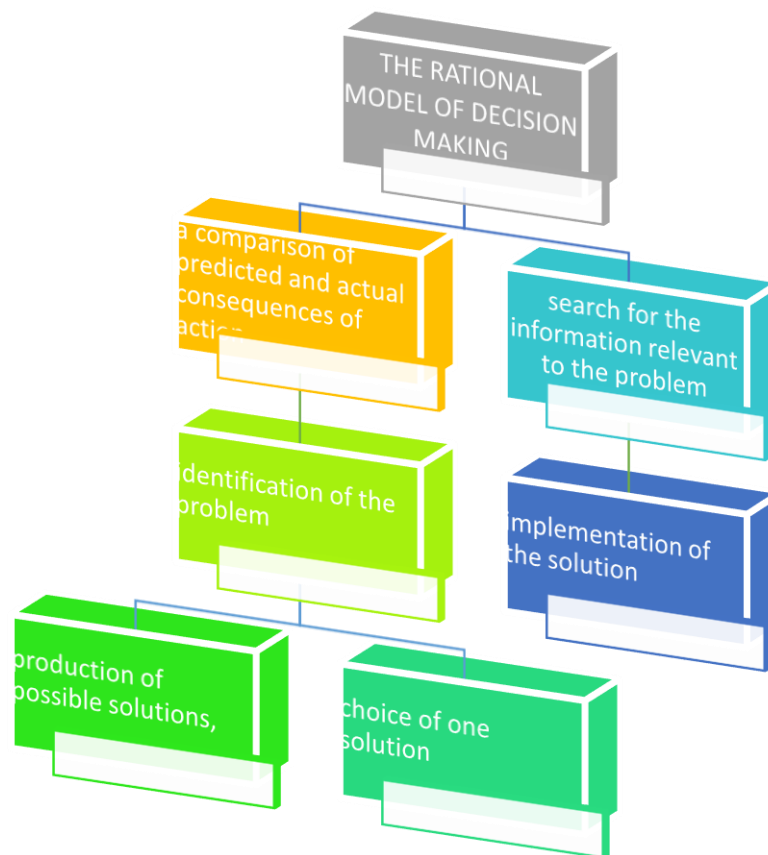
In this discussion, focus was put on the identification of the problem which had to do with low reading levels and the search for the information relevant to the problem. The two led to the choice of the PLP programme being in operational. The evaluation reports of this program are so far providing some comparison of predicted and actual consequences of the PLP and the use of local languages as a solution to the reading problem, (Banda: 2002).

2.1.5 The Primary Reading Program me

Concern about literacy levels among primary school pupils in Zambia led to the new national language policy according to which initial literacy instruction would begin in a familiar language before the introduction of English in grade 2. The Ministry of Education convened a National Reading Forum which led to the development of the Primary Reading program, a comprehensive seven-year plan of action aimed at improving literacy levels among Zambian school children (NBTL:). The period 1998 to 2000 was characterised by the implementation of the Zambia New

Breakthrough to Literacy (ZNBTL). This approach advocated for the teaching and learning of initial Literacy in a local language for one year before English(SITE) took over as a language of instruction from Grade two onwards. It was clear that Zambian Languages were used in Grade 1 only for the purpose of making learners literate enough for them to study English; emphasis in this case was on skills transfer.

Nevertheless, the Primary Reading Program survey showed that learners reading competences were low and that they were performing below expected standards for a long time since the introduction of English as medium of instruction from grade 1 to tertiary level of education, a noticeable drop in reading levels among school children became progressively evident and all stakeholders in education got concerned with the falling standards of reading and writing among not only primary school children but even among secondary school and tertiary education students at college and university. These stakeholders included government officials at different levels, education practitioners such as teachers, inspectors of schools and examinations officers, tertiary institutions, Non- governmental organizations (NGOs) and parents. A number of studies confirmed these concerns and reported very poor reading levels among Zambian primary school pupils. (CDC: 2013). This programme had a negative outcome, in that leaners were not able to read and write. It was noted that early use of English (unfamiliar language) retards development of the Childs thinking power. The ability to plan, remembers, categorize, learn intentionally, take several perspectives, analyse and solve problems. Secondly, early use of an unfamiliar language cripples and destroys the Childs productive power. This policy negates the benefits of thinking in mother tongue, since thought depends on language. Benzies (1961,) has summarised this argument:

> If teachers have realized how much thought is dependent on language, they must have forgotten that the most appropriate language in this case is the Childs language, not a Europeans language. Thirdly the use of English makes neglect their essential work in the learners' early education i.e. to expand the childs background of ideas and his/her power of self-expression on. At this stage this cannot be done in a foreign language, the vocabulary and idiom of which is still new.

2.1.6 The Primary Literacy Program me

A new program was, however, put in place to alleviate low reading levels. In the Primary Literacy Program, focus would be on letter sounds in all the local languages. It would start with the most common letter sounds, to the least frequently used sounds in each of the 7 local languages and hence moving from known to unknown. Learners would learn letter sounds one by one, later they would start blending sounds they know, to form words and read them.(CDC 2013).

According to the researchers interviews with teacher some teachers preferred the primary literacy programme as it concentrated on letter sound before reading and writing and looked at the primary reading programmes as time consuming and which went straight into writing and did not focus much on individual sounds. The PRP introduced English reading and writing in grade two which disadvantaged children who had not acquired reading and writing skills in their mother tongue.

2.1.7 National Literacy Framework Of 2013

In 2013, the government of the republic of Zambia finalized the formulation of Zambia Education curriculum framework as well as the national literacy framework. The policy on education recognizes the use of familiar Zambian languages as the official languages of instruction in the pre-schools and early Grades (Grades 1-4). All the teaching and learning in all the learning areas at the Lower Primary level would be in familiar Zambian languages. English will be offered as a subject beginning at grade 2. (Education Curriculum framework: 2013). It further states that, the language of instruction from grade 1-4 in all the learning areas would be in a familiar language, while English would be an official language of instruction from grade 5 upwards. (CDC, 2013). This shows how Zambia has moved from using a second language as media of classroom instruction from grade one to university to the use of local language for literacy instruction from grade one to four and the use of the second language from grade five to university. Instruction in the local language would give a learner a strong foundation on which to build literacy and language skills in English later. The intention is to provide an additive bilingual programme where literacy skills acquired in local languages support the acquisition of literacy in English while at the same time sustaining and strengthening literacy in local language.

2.1.8 Reading

Reading is a foundational skill for children and for learning across subjects. Children who learn to read can then read to learn content subjects. They can become independent learners for life. unlike learning to speak a language, learning to read is not a naturally developing skill; it require an adaptation of the brain to be able to recognize letters and words (Wolf, 2007).

Carefully planned instruction is necessary; Reading must be taught as a subject in schools because it is a foundational skill, upon which acquisition of critical skills and knowledge depend and this brings out the importance of a teacher. Without basic literacy skills, children are unable to learn and therefore, have little chance of succeeding in school and beyond. Research indicates that children who do not learn to read in the early grades (Grade1-3) are likely to fall further and further behind as they grow order.

2.1.9 Mother Tongue

In Zambia learning in the child's mother tongue was thought to be impractical because the mother tongue in some cases was not the means of communication outside the child's home in some localities. For example, a Lunda speaking child whose working parents have been transferred from Zambezi district in the North- western province to Chinsali in the Northen Province may face the unfamiliar experience of learning Bemba, the mother tongue used in the area. What was also taken into consideration was the cost involved if too many languages were designated as media of instructions, and the problem of availability of teachers who were able to teach in a variety of local languages (Ministry of Education, 1977). This language difficulty was considered to be a hindrance to the placement and mobility of teachers at the primary school level. Zonal transfers may be hindering children's ability to read and write even today. However, this study established that Zonal transfers affected reading levels to some extent even though learners came to catch up later on. Notwithstanding the arguments in favour of using English as a medium of instruction, there some people who strongly feel that it is both inappropriate and illogical to do so. For example, Tembo (1975) states that, the use of a mother tongue as a medium of instruction promotes and facilitates effective learning more than the use of a second language. Benzie (1940), one of the early scholars who wrote in defence of the use of a mother tongue in education, also had this to say:

> It is a universally acknowledged principle in modern education
> that a child should receive instruction both in and through his

mother tongue, and this privilege should not be withheld from the African child. Furthermore, Benzie points out that using a foreign language as medium of instruction in the early years of a child's education does not only cripple and destroy his productive powers but it also holds back his mental powers.(Benzier 1040).

Kelly (1977), kashoki (1985), African academics (1996) also subscribe to the view that the child learns more quickly through the medium of his mother tongue than through an unfamiliar linguistic medium. These scholars further argues that learning skills do not develop so well in children who learn in a language other than their mother tongue and that learning through the medium of a second language can lead to considerable retardation in young children, not only in a skill such as reading but also numeracy and indeed in the general ability to form concepts. To top it all Andrae (1977) states that, acquisition of learning techniques such as reading, writing, thinking speaking and calculating, knowing about the environment and the society as well as the acquisition of socially desirable habits are best done in indigenous language of the pupils. The research agrees that mother tongue is important in the acquisition of language and in learning to read and write. There are a number of case studies on the subject which the current study has made reference to and the following are some of these case studies in question:

2.2.1 Time to learn performance evaluation report

Looking at a study done by Time to learn project year four performance evaluation reports conducted in 2016 under the Primary Literacy Program (PRP), among teachers, phonemic awareness and phonics were seen as the most important and well understood, but knowledge of other literacy components was generally weak. Many teachers lack of oral and written fluency in their local language of instruction hindered accurate teaching of letter sounds and comprehension. Comprehension and writing were viewed as time consuming, resource intensive and difficult to teach. In the Primary Literacy program the five key components of literacy skills are important. These are illustrated in the diagram below

Figure 4 source: The 2013 Curriculum Framework
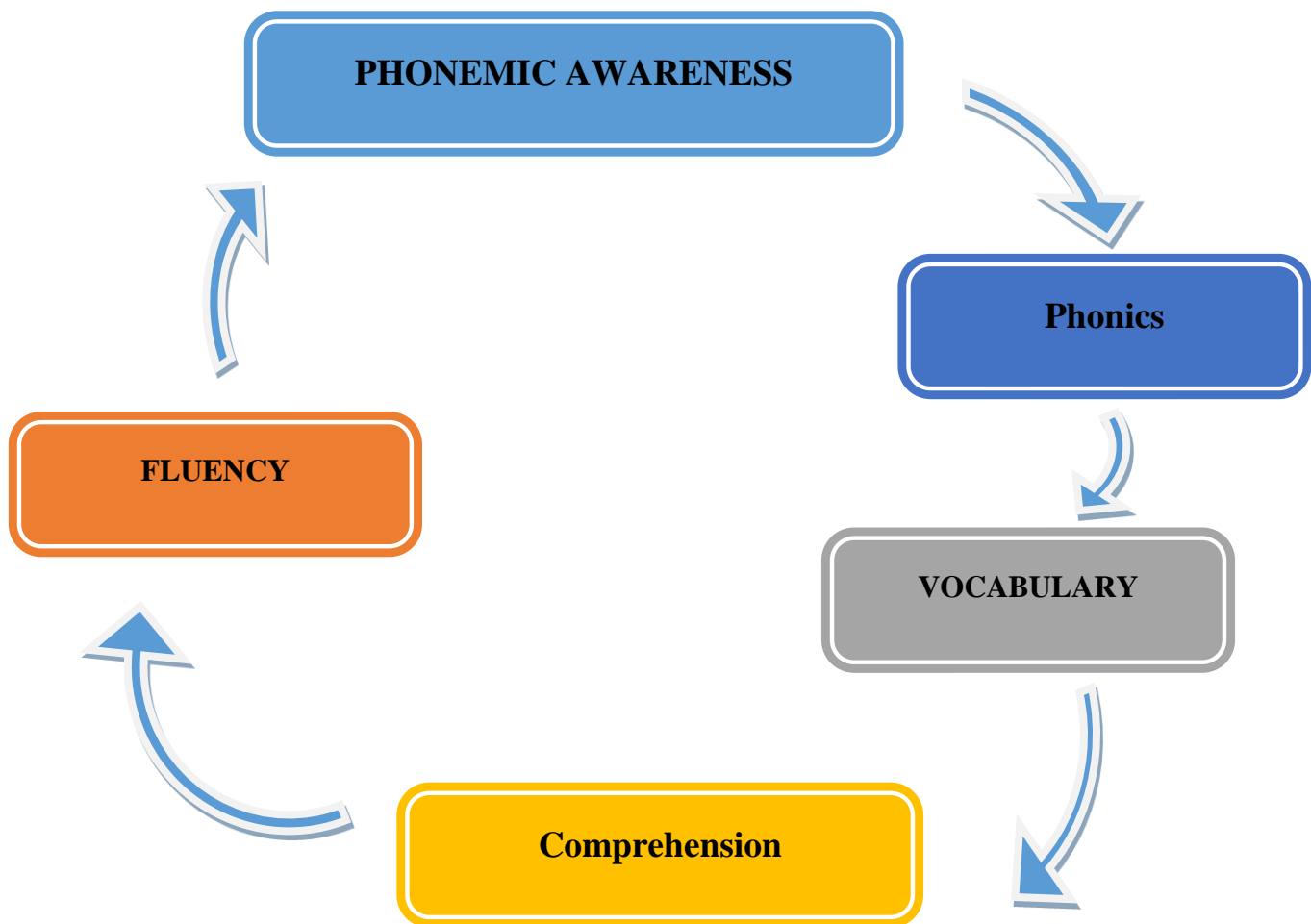
The conclusion of the report was that, teachers only concentrated on phonemic awareness and phonics, there by leaving out other key literacy component skills, such as; oral reading fluency, vocabulary and comprehension. Teachers' competence in teaching literacy is very important. Teachers should not be told to teach literacy in the language which is not familiar to them as this may affect learner's attainment of literacy and hence failing to read and write. In the study conducted not all teachers seem to concentrate on all the five components of literacy.

2.2.2 Different studies on the use of local languages

This was a case study on the effects of Kikaonde as a medium of classroom instruction on reading levels of grade 4 learners (Chitambo, 2014).The purpose of the study was to establish the effects of using Kikaonde as LOI from grade 1-4 on reading levels of grade 4 pupils in selected primary schools in solwezi district. The findings were that; compared to reading levels of grade 4 pupils from previous cohorts but taught by the same teacher before the introduction of the new LOI, there were more pupils who were able to read than before. secondly Grade 4 pupils who have followed the new language policy of breaking through to literacy in kikaonde first and transfer their reading skills to English were able to read better the selected core vocabulary for grade 4 learners than the grade 6 pupils who did not follow the new LOI but taught by the same teacher when they were in grade 4. Thirdly, some grade 4 pupils exhibited poor reading skills despite following the new LOI suggesting that there could be other variables to be taken into account other than the change of language policy alone. In a nut shell, some parents said that some of their grade 4 children were able to read both in Kikaonde and English better than some of their children doing grade 7 and were now planning to be asking the grade 4 Children to be helping their grade 7 siblings. She concluded by saying that while it can be said that the new LOI has had positive effect on the reading level of pupils, consideration must be taken to look at other variables at play as change of language alone may not be the only factor at play. It is with this in mind that this study wanted to establish further what could be the effect of the use of Chinyanja on reading levels of grade three learners. This study may establish other variables at play as suggested by the study.

2.2.3 Other Studies

This study was done by (Banda and Kabubi, 2014). It was on the positive impact of using local languages as a medium of instruction in primary schools in Zambia. The study pointed a number of perceived effects of teaching in local language on pupils academic performance which include easy understanding, participation increases by learners, teaching has become pupil centred, high level of concentration, easy to teach, easy to clarify things, performance has increased, high academic standards and increased learners confidence. The outcome of this study seems to suggest that teaching in local language follows the firm education principle of teaching from the known to unknown (MOE 2001). In this case the language is known while the literacy skills are the unknown. This study may establish other variable.

2.2.4 Other studies on the medium of instruction

This study was done by (Mbewe and Matafwali, 2015) and it was on teachers', pupils, 'and parents perceptions on the use of Chinyanja as a medium of instruction in selected lower primary schools in Chilanga district.The study discovered that, pupils do not believe in using Chinyanja as a language of instruction from grade one to four because they do not associate it to success. It appears that they is little faith in Chinyanja by pupils because they do not get enough motivation from parents to use it as less value is placed on it. With regard to parents, this study revealed that they hold the belief that learning using English as a medium of instruction would increase the future prospects of their children being successful. Parents noted that when children grow up and progress to higher education English would be used as a medium of instruction, so it is better for their children to be taught in English so that they can have a strong foundation in it which they viewed as a language which improves a pupils prospect of getting a job in the future. Parents further, believe that learning in English creates confidence in their children and promotes interaction of children with their peers from different ethnic background. The current study established that parents looked at Chinyanja as an inferior language which would take their children nowhere which is similar to what Mbewe, Matafwali and Kabaghe discovered.

Teachers perceived Chinyanja as beneficial to pupils in the early stages of literacy development because it enhanced increased teacher pupil interaction in the learning processes. This study established perceptions of pupils, teachers and parents over the use of local languages as medium of classroom instruction in primary schools in Chilanga District.

2.2.5 Other Related Studies

A study by Banda (2002), which was on the duration for the Primary Reading Programme PRP and aimed at establishing whether or not the one year for initial literacy teaching, was enough. The study established that the learning of initial literacy in Zambian languages should make the transferability of literacy skills to learning initial literacy in the second language, English (The real minority language) even much easier, but that one year of initial literacy in a familiar language was not enough. Plaski (2013) also notes that the lower level is ideal for children in learning English more effectively as they establish a foundation for a good command of the English language for the future. Furthermore, Banda (2002) and Lubanga (2003) have shown

that pupils found it difficult to speak and let alone understand when taught in English and that the teachers found it easier to teach in local language and rarely taught in English unless being observed. MOE (1996), Educating our future policy document reveals that, all pupils will be given an opportunity to learn initial basic skills of reading and writing in a local language, whereas English will remain as the official medium of instruction for other content areas. Children's preparation for the use of this language in schools and subsequent life will be facilitated, while the implementation problems of changing over to other languages will be avoided, thus the current programme of initial literacy in local languages from grade 1 to 4 gives enough time to the learners to use their own familiar language to learn to read and write and hence proved to be workable in some schools.

2.2.6 Conclusion

The literature was reviewed from both published and unpublished sources like journals, text books, internet and unpublished thesis and dissertations done by researchers from other countries and within Zambia. The next chapter looks at the methodology.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Overview

The previous chapter presented the literature review. This chapter looks at the research methodology that was employed in the study. These include: research design, study population, sampling techniques and the sample size. It further discusses the data sampling procedure, instruments used in data collection, credibility, reliability, ethical consideration, delimitation and limitation of the study.

3.1 Research Design

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

3.2 Five sources of data collection and Methods used:

1) Interviews

2) Classroom observations

3) Document analysis

4) Field notes

5) Focus group discussion

The above list of research tools shows that this study utilized multiple methods of data collection. Triangulation is the term used to refer to the multiple use of data collection and the main purpose of this method is to validate the collected data (Patton, 1990; Yin, 1994; Gall et al. 1996). Triangulation means using more than one method to collect data on the same topic. This is a way of assuring the validity of research through the use of a variety of methods to collect data on the same topic which involves different types of samples as well as methods of data collection. Triangulation is a powerful technique that facilitates validation of data through cross verification from two or more sources. In particular it refers to the application and combination of several methods in the study of the same phenomenon. This is especially so with process evaluation (Bryman, 2001) of a pilot programme as many things are adjusted or changed as the

programme is evaluated time and again. Using only one method to evaluate such a programme may have led to using out dated data. In support of triangulation method, Patton (1990.244) holds that:

> Multiple source of information are sought and used because no single source of information can be trusted to provide a comprehensive perspective on the programme. By using a combination of observations, interviewing, and document analysis, the field worker is able to use different data sources to validate and crosscheck findings. Each type and source of data has strengths and weakness.

This study employed a qualitative research design and a variety of tools were used for data collection, hence triangulation. Strauss and Corbin (1998) define qualitative research as any kind of research that produces findings in narrative or descriptive form. Weiss and Bucuvula (1998) state that, triangulation results into validity and have reliability of findings. This is so because, triangulation means that the advantage of one method compensates for the weaknesses in the other. Using a variety of methods also gives the bigger picture of what is being researched on. In order for the information to be of value, data was collected using interviews, focus group discussions and sample observations of literacy lessons so as to determine whether or not the teachers had received adequate preparation for them to implement the 2014 revised literacy policy in primary schools.

Interview as stated by Sadhu (2013), "is a two-way method which permits an exchange of ideas and information". The researcher used interviews because they involve the collection of data through direct contact between the interviewee and the interviewer. Interviews help the interviewer to get more information as he/she will be able to probe for more responses.

3.2.1 The Interviews

Patton (1990:283) says that the interview guide provides topics or subjects' areas within which the interviewer is free to explore, probe, and ask questions that will elucidate and illuminate that particular subject. Thus the interviewer remains free to build a conversation within a particular area, to word questions spontaneously, and to establish a conversation style but with focus on a particular subject that has been predetermined.

> I want to understand the world from your point of view. I want to know what you know and in the way you know it. I want to understand the meaning of your experience. I want to walk in your shoes, to feel things the way you feel them, to explain things the way you would explain them. Will you become my teacher and help me to understand.

Much of this study is comprised of interviews with key informants in the PLP. I used semi-structured thematic interviews with grade three teachers and senior teachers and the district resource Coordinator. The interview guides (Appendix 1-4) were developed prior to my field work, discussed with my supervisor and later revised after the first few interviews as I became more focused on the subject.

The use of interview is seen as important in order to assure that the same categories of information are obtained from a number of people about the phenomenon being studied (Patton, 1990). In the interviews, the role taken by the interviewer was to define the situations and to introduce the topic of conversation through further questions. Basically, an open approach as described by Kvale (1996:125) was employed with the following in mind:

During the fieldwork, I was privileged to attend the Workshop on the new curriculum in Chilanga District. In this workshop participants knew me as a fellow participant and I took part in all activities including role-plays and other demonstrations. During this workshop I had a good number of what Makori (2001) calls "unplanned" interviews. These interviews took the form of informal discussions and these were mostly during mealtime in the dining hall and during the evenings as participants were relaxing.

3.2.2 Class observation

Class observations were conducted so as to serve as another source of evidence in the study (Yin, 1994). These were Grade 3 classes from both rural and urban schools using Chinyanja as media of classroom instruction**.**

3.3.3 Document analysis

Weiss (1998:260) holds that documents are "a good place to search for answers. They provide a useful check on information gathered in an interview." He further adds that when "other techniques fail to resolve a question, documentary evidence can provide a convincing answer." Another view shared by Hammersley & Atkinson (1995:156) about documentary evidence is that "it would be hard to conceive of anything approaching ethnographic account without some attention to documentary material in use". In this study documentary materials ranging from assessment forms to Evaluation Reports from the District Resource Coordinator and various articles on PLP were used to help strengthen the study.

3.3.4 Field notes

My interaction with various people during the data collection in schools accorded me a rare opportunity to collect information under less restricted circumstances. The information was obtained in various settings including at clinics as I was moving from one place to another. Information gathered while people are behaving in natural way has great significance as it improves the validity of the data collected, (Hammersley and Atkinson, 1995)

3.3.5 Focus group discussion

Focus group discussions were held with teachers and parents. This gave respondent freedom to express their views.

3.4 Target Population

In research, target population according to Kombo and Tromp, (2011:76) refers to, "a group of individuals, objects or items from which samples are taken for measurement." A target population is an entire group of individuals, events or objects with common observable characteristics (Crotty, 1990). The target population for the study comprised all grade three primary school teachers from all targeted primary schools in Chilanga District in Lusaka

Province; Senior teachers; pupils and the Chilanga District Resource Centre Coordinator (DRCC) who is in charge of in-service training in the district.

3.5   Sample Size

Kasonde (2013:36) states, "Sample size is the number of participants selected from the universe to constitute a desired sample." In this study, the sample comprised one (1) schools per Zone which came to a total number of   (4) schools as the researcher selected one from each zone. in this study, only 26 participants were interviewed that is, 8 teachers the 2 DRC, 8 Senior teachers and 8 pupils. Four (4) lesson observations were done from four (4) Schools.

3.5.1 Sampling Procedure

Sampling simply means making a choice and in research, sampling involves choosing a small group of participants that will represent a larger group (Fullan, 1981). The four schools were purposively sampled on zonal basis for the purpose of broadening data base and not for comparative purposes. A purposive sampling was used to sample the teachers as the study targeted the primary school teachers teaching the lower section. And then a simple random sampling was done within a purposive sampling procedure as the people involved included both the teachers and senior teachers. Ngandu (2014:38) defines simple random sampling as, "one in which every member of the population has an equal chance of being included in the sample as it involves the random selection of participants from a list of total population or sample frame"..

3.6 Research Instruments

According to Paratoo (1997) research instrument is referred to as a tool used to collect data as well as used to measure knowledge and skills of respondents. The researcher made use of the following research instruments: interview guides for both teachers, senior teachers and the district Resource coordinator, were used so as to work directly with the interviewee to collect firsthand information. For this Study a Focus Group Discussion guide and an interview guide were used to help the researcher gather data from a group of participants. This was useful as it helped in clarifying issues where the researcher or interviewee may not have understood clearly and lesson observation check list for initial literacy lesson observations. Other tools used included a video camera to capture lesson demonstrations by the teachers and a voice recorder for both face to face interview as well as focus group discussion.

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

3.7 Data Collection Procedure

Bloomberg and Volpe, 2003 refers to data procedure as the gathering of particular information aimed at providing some facts. Data collection procedure is the precise and systematic gathering of data. The data collection exercise begun with the researcher seeking permission from the District Education Board Secretary's (DEBS) office to carry out research in the district which was followed by a pilot project. A face to face interview with individual teachers in order to collect different views on what they knew about the subject matter was conducted. Thereafter, the researcher conducted focus group, interviews and classroom lesson observations as a follow up to the interview discussion with the teachers.

3.7.1 Data Analysis

Data analysis involves categorizing; ordering, manipulating and summarizing data before describing this information using meaningful themes (Punch, 1998;, Brink, 1997, Bababe, 2011). Analysis of data began in the field as soon as collection began. At the end of data collection, all collected data was categorized for the purpose of orderly examining and refining differences in emerging and grounded concepts (Patton, 2000). In this study the researcher analyzed data qualitatively with the use of a few figures. Qualitative data was coded into themes. In other words, thematic analysis was used. Braun & Clarke (2006) define thematic analysis as a method of identifying, analyzing and reporting patterns within data.

3.8 Ethical Consideration

Cohen et al, (2000) states that ethical considerations relate to the 'dos and don'ts that the researcher must observe during the research process for the purposes of respecting and protecting the rights and privacy of the respondent. In order for this study to be conducted successfully, written permission was sought from the University of Zambia school of Education Directorate of Postgraduate and the District Education Board Secretary (DEBS) office so as to conduct research in various schools. All participants who took part in the research were informed of all procedures

and they were all interested and took part in the research. Confidentiality was observed by respecting the respondents privacy and ensuring that no names were used.

3.9 Validity and reliability

The validity of data collection tools were assured by accommodating comments from the supervisor, administration of tools by the researcher and testing of some tools before the actual data collection. For reliability different questions were constructed cutting across the information required to address the objectives and answering the research questions enhanced the reliability of the study Validity and Reliability

Lincoln &Guba (1994; 1985) propose that it is necessary to specify terms and ways of establishing and assessing the quality of qualitative research that provide an alternative to reliability and validity. They propose two primary criteria for assessing a qualitative study These are: *trustworthiness* and *authenticity*. Trustworthiness is made of four criteria, each of which has an equivalent criterion to those defined by Yin (1994) and put in parallel by Bryman (2001:272) as follows:

▪ Credibility	▪ which parallels internal validity
▪ Transferability	▪ which parallels external validity
▪ Dependability	▪ which parallels reliability
▪ Conformability	▪ which parallels objectivity

In this discussion the terms that will be used are:

Figure 5: Validity and Reliability, Lincolin &Guba (1994: 1985).

CREDIBILITY	TRANSFERABILITY
TRUSTWORTHINESS AND AUTHENTICITY	
DEPENDABILITY	CONFORMABILITY

3.9.1 Credibility (Internal validity)

Bryman (20001) holds that this term is employed to show that the research was carried out according to the canons of good practice, which includes the ensuring that the subject of the phenomenon being studied was accurately identified and described. It also includes, to some extent, the submission of research findings to members of the social world who were studied for confirmation that the investigator has correctly understood that social world.

This study has used a number of techniques to achieve credibility. During field work constant interaction with implementers of PLP at grassroots level such as teachers, and parents of the pupils who experience the switch of the language of initial literacy from English to mother tongue, the phenomenon being studied, ensures credibility. The use of triangulation (using more than one method for data collection) increased credibility and reliability as well, (Lincoln and Guba, 1985).

3.9.2 Transferability (External validity)\

Patton (1990:490) says that:

> Evaluation findings are most useful with regard to the particular setting from which those findings emerged, and the interpretation of findings is particular to those people who need and expect to use the information that has been generated by evaluation research. This perspective makes it clear that the purpose of evaluation research is to provide information that is useful and informs action.

This term is in line with external validity and refers to the generalisation of the findings to other population. Although much of the findings of this study refer to Chilanga District, respectively, to be more specific, they convey some message on how Grade 3 pupils reading levels are, under the primary literacy programme.

3.9.3 Conformability

To Bryman (2001:274) the term is concerned with ensuring that, while recognising that complete objectivity is impossible in social research, the researcher can be shown to have acted in good faith by not "overtly allowing personal values or theoretical inclinations manifestly to sway the conduct of the research and of the research findings derived from it."

To Lincoln and Guba (1985), conformability concerns the establishment of whether or not the research findings flow from the data collected. The use of triangulation in this study has helped in this area as findings from one method relate to the findings from the other methods used, thereby also increasing the dependability and finally reliability (Patton, 1990; Yin, 1994; Gull et al. 1996; Bryman, 2001; Silver, David, 2001).

3.9.4 Reliability

Judd, Smith, Kidder (1999) hold that reliability should be considered as a prerequisite for attaining validity. Kleven (quoted in Brock-Utne, 1996:613) seems to support this view as he concludes that, "reliability in qualitative research is an unattainable and irrelevant demand". Such conclusions may relate well to "external reliability" one of the two types of reliability as explained by LeCompte and Goet (quoted in Bryman, 2001:271). According to these researchers, *external reliability* refers to the degree to which a study can be replicated. They then

argue that this is a difficult criterion to meet in qualitative research as they hold that it is impossible to "freeze" a social setting and the circumstances of an initial study to make it replicable (Bryman, 2001:271) unless with other strategies. The other type of reliability, *internal reliability*, as explained by LeCompte and Goet in Bryman (2001) looks at whether when there is more than one observer member of the research team that agree about what they see and hear. This may be in line with Yin's, (1994) suggestion that in order to increase reliability, the researcher should develop a case study database consisting of notes, documents, materials and narratives.

In this context, the use of triangulation in this study has created a database of information on which to base the final result of the findings thereby increasing the reliability. However, while the use of programme implementers may increase the validity of the study (Yin, 1994; Patton, 1990), as the case was with this study. Weiss (1998:146) says the same reduces reliability:

> It is usually advisable to have outsiders, rather than the programme
> staff, do the rating. However, objective they may be, staff members
> can be suspected of bias –often justly- in the direction of seeing
> improvement where none exists, or placing high value on tiny, subtle
> shifts that seem trivial to others.

So the use of the District Resource Coordinators, teachers and senior teachers of schools may have, to some extent, reduced the reliability of some findings especially on the information which may have appeared negative to the programme e.g. providing numbers of pupils who are not able to read and write ever since PLP was commenced, during the interview the DRCC, never pointed out schools in Chilanga District who had a lot of pupils failing to read and write. However, on the whole, this does not remove the reliability of this study as the other methods of collecting data like the class observations and documents analysis helped to increase the reliability.

3.10 Delimitation of the Study

This study was restricted to Chilanga district in Lusaka Province because the researcher wanted to have a bigger picture on how effective Chinyanja was as medium of instruction in a predominantly Tonga speaking area. It targeted primary school teachers in selected primary

schools in Chilanga District and the DRCC, senior teachers and pupils. Schools were selected by the researcher according to Zonal areas.

3.10.1 Limitation of the Study

Limitations of the study are characteristics of design or methodology which impact or influence the normal flow of the study which might be out of control of the researcher which may restrict the conclusion of the study (Meredith et al, 2003). Since the research was confined only to a few Primary schools in Chilanga District, its findings may not be generalized to all the primary schools in Zambia.

3.11 Conclusion

The study made use of the qualitative research design.. It explained why each item was used such as the research design, population, sample size, sampling procedure, research instruments, data collection procedure, data analysis and ethical consideration. It also looked at credibility, reliability, Delimitation and Limitation of the study. The next chapter presents the findings collected using the research questions.

CHAPTER FOUR: DATA PRESENTATION

4.0 Overview

In the previous chapter, the methodology used in the study was presented and justification to its choice was given. In this chapter, the findings of the research are presented using research questions and themes generated from these questions. These themes are presented qualitatively.

4.1 What are the reading levels of grade three learners before and after PLP

Question number one sought to establish the reading levels of grade three learners before and after PLP in Chilanga District a predominantly Tonga/ Lenje speaking area. This was important to determine whether or not reading levels had improved.

4.1.1 The reading levels before the Primary Literacy Programme

When asked if there were any differences or similarities in reading levels under the primary reading programme and the primary Literacy programme, the, DRCC said that there were differences and similarities such as; The primary literacy programme focus is on letter sounds. "In teaching sounds learners were able to blend vowels and consonants in building and segmentation of words into syllables "(DRCC 2016). The Primary Literacy Programme looks at five key component skills such as phonemic, phonics, fluency, vocabulary and comprehension. "It is important that children hear the sound first before reading and writing words."(DRCC, 2016) Classroom observations reviewed that teachers schemes and lesson plans were written in English instead of Chinyanja /Tonga and when asked about this, teachers said that the syllabus was written in English. However, this study discovered low reading levels in some schools such as Kalundu Primary and Westwood primary. Grade three teachers at Kalundu Primary and West wood, who were native Lozi and Tonga speakers were in support of PRP and not PLP because of multilingualism and Chilanga District being predominantly a Tonga/Lenje, speaking area.

Records show that reading levels were low under PRP as compared to PLP, because of using the unfamiliar language English. The findings showed that there were many reasons justifying the status Co as presented. One reason was that the PLP focused much on letter sounds and this may have helped the situation. The PRP on the other hand concentrated more on pictures and asking pupils to say what was on the pictures there by promoting rote learning as pupils would have just memorised things. The teaching in groups according to colours, representing their reading levels was time wasting, labelling slow learners and caused noise in classes to say the least. There was

also lack of reading and teaching materials in the Primary Reading Programme as materials were not locally produced and hence the scarcity and failure to replace damaged materials unlike in the PLP were learning and teaching materials were locally produced. The table below shows reading levels under PRP, through document analysis.

Name of school	Total no of learners	Number of learners able to read words	Number of learners able to read simple sentence	Number of learners able to read fluently
SCHOOL A	80	5	7	10
SCHOOL B	70	3	1	4
SCHOOL C	65	12	3	15
SCHOOL D	50	2	3	5

Table 3

The table above shows that reading levels were very low under the Primary Reading Programme as confirmed by document analysis. This could have been as a result of the use of a familiar language either for a short time (one hours only) or the use of unfamiliar language to learners. However, this study focused on the use of Chinyanja as the language of instruction in a multilingual District of Chilanga and its effect on the reading levels of learner.

4.1.2 Teachers Perceptions and Challenges

The majority of respondents interviewed said that although Chinyanja was not the only local language spoken by pupils in the District, it was still more familiar to leaner's than English and as such, reading levels still improved despite other challenges related to the multilinguistic nature of the District as testified by one informant at School A, who was Tonga by tribe, and in agreement with the new language policy of using Chinyanja as medium of classroom instruction. She had this to say:

> The reading levels have gone high because of using the language which is used at home, hence moving from known to unknown. We know that Chinyanja is not the mother tongue for many learners but still more a number of learners are familiar to Chinyanja and it is still better than using English as the case was in the past.

She said that children were assessed in literacy twice a term, (week 8 and 10) and recent assessment showed an increase in reading levels. The grade three teachers at St Murices said that her class had recorded high reading levels ever since the Primary Literacy Programme started, even though she had a challenge in understanding Chichewa written in the books, and called for policy planners to make the language simple by writing books using the Chinyanja spoken on the street. One of the grade three teacher at Shalom who was a Nsenga native speaker enjoyed the use of Chinyanja and said that they had no problem teaching and understanding the language and that learners had improved greatly in reading, as the result of the language used in class, being the same language used at home and there-by providing a familiar and welcoming environment for learners as stated by purkey (1958). In addition, the informant at School D, a rural school, was in favour of using Chinyanja as media of classroom instruction even though reading levels had not improved. She stated that rural children found it hard to read and write because of lack of exposure to pre-schools unlike urban children who usually started with pre-schools and watched cartoons on Television and that most children's mother tongue was Tonga.

However, informants' at school C were against the use of local languages. They said that learner's crossing over to English from grade four to grade five could hardly read. They said that Chinyanja should only be taught as a subject and not a language of classroom instruction to cater for children who come on transfer from other schools or from private schools and other provinces. Certain words in English could not be translated into Chinyanja such as photosynthesis. The grade three teachers found it difficult to teach in Chichewa for it was different from the Chinyanja spoken in the community. This is what one respondent had to say;

Bana bafunike kupunzila muchizungu

osatie chinyanja or chibemba.chifukwa ana amakamba vitundu vosiyana siyana kumanyumba bakangiwa kubelenga chzungu mu grade faivi.palibe vamene vichitika mu kusebenzesa chinyanja, bana makangiya kubelenga nakulembe muchnyanja. Chinyanja chilimmabuku sichinyanja but Chichewa cho vuta.

Translation in English

Children are supports to learn using English and not Chinyanja. Because of introducing English at grade five, most children are not able to read English at that stage. The Chinyanja also written in books is not the familiar Chinyanja that children know, hence making it difficult for children to read and write. For example; kanyoni (bird) the Chinyanja on the street was referred to in the book as mbalame and kumaliza was referred to as kautheuthe (conclusion), which is not familiar to teachers and learners.

Teachers were not trained in literacy and spoke Silozi hence the difficult in teaching Chinyanja. Some teachers attended the workshops in Chilanga District on literacy, which had been of little help. Those coming from rural areas had writing difficulties because of the language of classroom instruction not being the same language spoken at home as most pupils came from Tonga, Ila, Lenje, soli and Lozi speaking families and lack of exposure to pre-schools. The teachers appealed to the policy makers to change the language policy to English. Grade three learners at school C had no reading programs. The grade three teachers in a focus group discussion at school C supported PRP. furthermore, the senior teacher at school B was against the use of Chinyanja as media of classroom instruction as the Chinyanja used in the community was not the same Chinyanja used at home. Some teachers at her school are not able to understand the language though able to read it. She cited one Bemba teacher from copper belt as finding it hard to understand the language, hence not able to teach effectively.

Looking at the grade three teachers at school D a rural school, they were against the use of Chinyanja as language of classroom instruction from grade one to four as Chilanga was a multilingual society were children spoke different familiar local languages. Most children spoke silozi, Ila, and chitonga, and Chinyanja and some children come from Northern Province where

they learnt in Chibemba hence difficulties in learning using Chinyanja. One of the grade three teacher was Tonga by tribe and understood more of Tonga than Chinyanja and hence failure to understand and teach literacy in Chinyanja. Tonga is a lingual Franca of Mwembeshi area, where school D is located. Teachers and pupil zonal transfers were a set back because of language barriers.

The teachers saw PRP as the best programme in such a multilingual society. During this programme learners started writing English in grade two and not grade five as children only do oral English up to grade four in the new programme. She said that reading levels were high under PRP than PLP. English was said to be the perfect language in a multilingual society. Remedial work was given to slow learners and homework's to enhance reading.

Reading assessments were done twice per term and teacher group meeting were held to enhance reading performances. Learners were given words to test reading levels and assessments forms were given to the researcher. The teachers in conclusion appealed to language policy planners to engage teachers when changing reading programme as teachers had first-hand information on what was going on in the classroom and could give advice on the language policy based on the facts and not assumptions, like the current imposition of Chinyanja in a predominant Tonga Speaking area, thus affecting reading levels negatively.

Nevertheless, the DRCC highly supported the use of Chinyanja as media of classroom instruction and said that the policy had produced good results despite Chilanga being a multilingual District, as reading levels had continued to go higher in some schools while some schools still reported low reading levels as supported by the assessment record for primary literacy programme summary data from schools in Chilanga District, which the researcher used for document analysis. He stated that;

> The use of familiar local language for initial literacy is ideal for a
> Zambia child who comes from a family where only local languages
> are known to her and finds the same language spoken in class
> (DRCC2017).

The Primary Reading Programme was unfair to a child with its use of English language along with local languages. English was alien to a village child who never heard of it.

4.1.3 Challenges Teachers Face when Implementing the 2014 Revised Literacy Policy?

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

attributed to lack of consultative meetings as well as involving the key players fully in the implementation process.

One of the participants had this to say:

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

.

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

> This new program me was not well introduced because the people Who came to train did not bring with them the required materials. So you would find that they are explaining things in abstract. The previous policy had all the materials readily available and it was very easy to follow even if one was not there. But this one was not well organized.)

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

> The policy requires us to teach and write all subjects in local languages. And yet books which CDC has brought in schools are in English language. This is a serious problem because it is difficult for teachers to translate into local language. Translation has been left for individual teachers to do, making it difficult to translate as a result we end up teaching in local language and give activities in English as stipulated in the books we have received. (interview.4)

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

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

On the challenges highlighted the teachers said that on teacher preparation the issue remained in the hands of zones as well as school levels. Teachers were expected to receive more training through CPD and GRACE meetings and training was to be in phases that is, first the Grade 1 teachers followed by the Grade two teachers until the Grade 3 teachers. The findings showed that not all the grade one teachers were to be trained at once due to lack of funds. The district resource officer acknowledged the challenge in terms of materials not being made available at once and attributed this to the economy of the nation. The officer further said that the head teachers as well as colleges of education were however, expected to secure materials to use for the implementation of the revised policy by themselves and not to entirely wait for Curriculum Development Centre (CDC). The findings also revealed that it was expected of teachers to be resourceful and make use of the other old materials which were available in schools and colleges of education. From the findings it was evident that it was only the methods which changed and not the content, and so most of the old materials were still valid.

An interviewee had this to say,

> Most of the schools have a lot of old books which they can still refer to in terms of content because what keep changing are the methods but the content remains the same. So these can still be useful. (interview 2)

Another challenge which was noted by some teachers was the introduction of yet another language in the name of using local familiar language. It was observed that since the policy

requires the teachers to use a local familiar language there was an introduction of another new language if not languages.

4.1.4 Summary of Findings on Research Question 1

Research question number 1 looked at the reading levels before and after PLP. From the findings, reading levels were still low in some schools and teachers had different views on the policy and had a number of challenges which were highlighted. Some of the challenges identified were inadequate training, lack of teaching and learning materials, insufficient time to teach the sounds, challenges of translating from English language into Zambian local languages and many more. The findings revealed that once these challenges are resolved the 2014 revised literacy policy would be implemented effectively.

4.2 The reading levels after the Primary Literacy Programme

The study established that a number of children were not able to read and write in the schools presently targeted, St Maurice had 50 0ut of seventy learner while kalundu had 16 out of 75, shalom had 40 out of 60 learners and west hood primary had 7 out of fifty learners who were able to read and write as illustrated in the table below.

Name of School	Total No of Learners	Number Of Learners able to read Words	Number of Learners able To Read Simple Sentence	Number of Learners able to read Fluently
SCHOOL A	70	1O	10	30
SCHOOL B	75	5	5	6
SCHOOL C	60	3	12	25
SCHOOL D	50	2	3	2

Table 2

The table above shows how many grade three learners were able to read and write as confirmed by document analysis from the District Resource Coordinator and Senior teachers. Therefore, the table has shown that only two schools had fairly improved after PLP was introduced.

4.3 How are the Availability of Teaching and Learning Materials?

Teaching and learning resources plays a critical role in the enhancement of teaching and learning activities. Some schools like Shalom and Kalundu primary had inadequate teaching and learning materials, hence difficulties in teaching literacy. The finding suggests that the ministry of education hastily introduced the new language policy before certain logistics on policy implementation were put in place.

Teachers had this to say,

> Ba sogoleli ba mu education siba ganiza bwino, a ngalete bwanji policy ilibe mabuku, chmozi mozi ngamunthu ayende ku munde kosatola kambwiba ati niyendo lima. Ma teacha ango sebenzesi ma buku amu gradi two or visebezelo vao.

In English:

> The policy planners don't plan well, how can they introduce a policy without material, this is the same as a farmer going to till the land without caring a hoer. Due to the shortage of reading materials, teachers had to provide their own materials in line with the syllabus.

4.4 What type of training did teachers receive in teaching and learning methods?

4.1 Findings from the interviews and focus group discussion.

4.4.2 Type of Training Received

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

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

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

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

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

> I attended a workshop for three days and what was given was Adequate as the trainer I feel I was adequately prepared. (Interviewee 7)
> on the other hand, the interviewee who felt that the training was not adequate and had this to say;

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

During the interview a lot of other issues were raised on the implementation of the revised literacy policy. All the respondents had a complaint on the issue of being consulted on the formulation of the policy. They expected the policy makers to involve them as people on the grass root. They felt that being involved in the initial stage of the policy would have lessened on

the issues being experienced now as they are implementing the policy. Majority of them shared the following views with the interviewer. This is what another participant said;

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

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

> We are directly involved with the learners and for any policy to succeed teachers are supposed to be consulted because we know the best methods to be used on the learners
> Being the key players it is important that we are consulted so that we lessen on the trial and error which goes on in the education System…)
> Yes because we are not consulted the Ministry keeps on Changing even program me which can work if only they are modified. (Inter,)

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

> It is important we are the people on the ground and we have first hand information knowledge over what is happening (Interviewee number5)
> At times some education policies are perfect and they do not need to be changed drastically (interviewee 6)
> The policy makers do not know the challenges teachers and pupils face for example for the grade 1 program me for the literacy program me the weekly schedule does not exclude the holidays on the calendar as they are Monday, Tuesday instead of day 1, 2, 3 etc. (interviewee number 4)

Figure 6: Pie chart showing the type of training received to effectively implement the revised Literacy Policy.
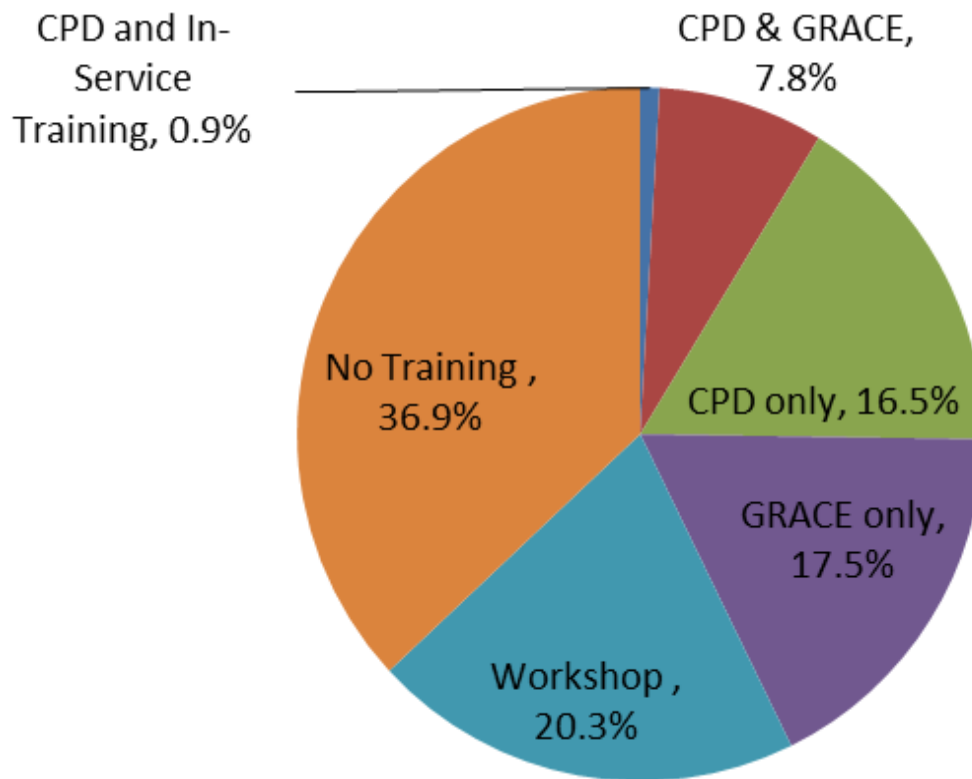
As reflected in the pie-chart above, 1 = 0.9% participant received training through Continuing Professional Development (CPD) and in-service training, while 8 = 7.8% received through CPD and GRACE meetings. The results further showed that, 17 = 16.5 received training through CPD only; 18 = 17.5% received through GRACE meetings only while 21 = 20.3% received theirs through a workshop. About 38 = 36.9% did not receive any training. For those who did not receive training the reasons were that, they were not in school during that time while for some it was because they were not involved as they were teaching the upper section.

On a follow-up question on whether or not the training received was adequate for them to effectively implement the 2014 revised literacy policy; in response to this question 12= representing 18.5% said the training was adequate as these participants were people who

attended a workshop for three (3) days and were involved in training others that is, (ZICs and SICs). On the other hand, 53 = 81.5% participants said the training was inadequate and cited short period of training (one day), inadequate preparation in terms of materials as some of the reasons.

4.4.3 Teacher training and competence: from District Resource Coordinator

In order to get full data on question 3 and the follow up questions, one of the district resource personnel was also involved. This was done so as to have a representation from other Zones which were not directly involved in the interview. The findings from the participants showed that not all the teachers in the district were trained during the workshop which was held on the implementation of the 2014 revised literacy policy but that, only a Grade 1 teacher and a senior teacher from each school from all the Zones in the district were trained. The results further revealed that the teachers who were trained were expected to go and train the other teachers who remained in schools. One of the interviewee had this to say.

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

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

> If there are teachers saying they were not trained then those are just reporting themselves. You know change is very difficult to adapt but all we know is that they all have been adequately

> trained and things are happening as seen through assessment. Where results are not showing it is just attitude. (Interviewee 24).

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

> Teachers are too many here in Lusaka and Chilanga. We have five Zone. Because of finances schools could not afford to send all the teachers we trained the Grade 1 teachers mainly because the new program me was using a phasing out arrangement so first it was the Grade 1 teachers the following time the Grade 2"s until the time we would train the Grade 3 teachers. (interview, 24)

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

This is what was said.

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

4.4.4 Methods and Techniques used in the teaching of initial literacy

The researcher went further to ask about the Methods and Techniques teachers use when teaching Initial Literacy?

This was necessary to try and see whether or not the teachers were moving in line with the requirements of the revised literacy policy. In order for the responses to be obtained, interviews were used. The researcher decided to use qualitative method so as to get first-hand information.

4.4.5 Findings from Interviews with Classroom Teachers

Findings from this question were obtained from lesson observations and interviews. The classroom teachers were involved in providing answers to this question as this provided a tool for their delivery. There were a number of different views on the methods and techniques used to teach initial literacy under the revised literacy policy. Results showed that, majority of the respondents were using the new methods and techniques while minority of them used both the old and new methods. The new methods used the phonic approach to teaching literacy that is; learners are taught how to read using letters sounds which are then blended to form syllables, from syllables learners are encouraged to make words then sentences while the old methods used the whole language approach to teaching literacy. The teacher started by introducing a sentence to the learners which was then broken into words, from words to syllables then finally these syllables were segmented into sounds. The interviewees had this to say:

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

> Most of the time we use the new ones because we start with vowels then blend with the consonants .
> But we still feel the old methods are the best because they had all the materials and the books we used were very well written but today the methods are not very well explained and if they give you books it is very difficult to follow. (Interviewee, 2).

> The people who came to orient us did not do the demonstration properly. We strongly feel if left to use the old methods like the Zambia Primary Course (ZPC) learners could have been reading. The other reason we are saying it is the best because other subjects were taught in English than what they are saying now. Most of us are not very conversant with the local language, so the teacher teaching is also like learning hence a blind man leading another blind man. (Interviewee 2)

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

We are trying to implement using the new methods just to follow and Impress the policy makers but what is on the ground is not exactly what the policy makers know. (Interviewee number 8). We are told to teach two sounds in a week, this is too much for the learners especially the slow learners. So what we do when they are coming for monitoring, we prepare according to their program me but in actual sense we teach according to our plan when we are all by ourselves what we know will work for our children. (Interviewee 3)

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

This is what one respondent had say:

Ine mfunda ukulingana napace yabana bandi (personally I teach according to the pace of my learners) I don''t follow the weekly schedule because not all the learners grasp sounds at the same pace. When they come they are annoyed with us especially when we are behind schedule so this time we give them what they want different from what is in our plan. (Interviewee 2)

Another respondent said the following.

We are using the same new methods and techniques of using Phonics but when it comes to teaching two sounds per week, we do not teach two sounds per week because we have realized that learners have challenges with the use of two sounds so we teach one sound per week. (Interviewee 3)

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

Our head teacher explained to the Standard Officers on the issue of teaching
one sound and with the explanation the officers just encourage us to move fast to finish the sounds before learners move into another level.
(Interviewee 4)

It is true most officers want us to follow the weekly schedule but once they are explained to with reasons that are to help learners
to read, they seem to understand. So we have designed our program me a bit different though using the same methods. (Interviewee 2)

4.4.6 Findings from Lesson Observation

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

The lesson observation made by the researcher during lesson presentation revealed the following: Most of the teachers had challenges to strictly use local language in their lesson as their lessons started with a prayer in English language. Learners" responses at St Maurice were mostly in English language and teachers did not mind about that. The other challenge which was observed was on the procedure in teaching the sounds. This was not followed as the teachers concentrated more on phonics and did not do Phonemic Awareness and comprehension; this finding is similar to what the time to learn evaluation report stated in the literature review above.

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

> Iam able to teach effectively using the new methods because apart from the CPD I receive, I went for in-service where I acquired the skills fully. During CPD, I didn't understand the procedures of teaching initial literacy but after doing my in-service training from the College, that is when I fully understood how to go about PLP and

because of my knowledge, the school administration has put me in charge of training other teachers. I would say for one to fully implement one need enough time to be trained. (Interviewee number 6)

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

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

Findings on the teaching of Social Studies using local familiar language showed that the teacher was able to teach using a local familiar language but when it came to giving learners activities, the activities were all given in the English language. This was quiet surprising as the two did not correlate. The teacher was asked why she gave the activity in English, this is what she said;

we are all giving activities in English because the books which we are using are all written in English so it is difficult to translate." The researcher further wanted to know whether the policy makers were aware. The teacher went on to say, they were and there was nothing we can do

4.4.7 Summary of findings on Research Question 3

In summary research question 3, sought to establish the types of training teachers received in teaching and learning methods. In trying to establish the type of training they undertook, other issues came out such as, whether or not the respondents were consulted in the formulation of the policy and the importance of them being consulted. From the responses given, majority of the respondents reviewed that their training mainly was through CPD, workshops and GRACE meeting while minority of the respondents disclosed that they did not receive any training. A number of reasons were given, in some cases the respondents disclosed that the people who were trained did not share what they learnt to others, while some missed the training and since there had been no workshop or CPD in their schools they had been left out.

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

consult and involve them in the formulation since they were the ones who fully understood the learners and that their contributions to the policy formulation would help effective implementation as they would come up with the best materials, methods as well as techniques to be used in the revised policy.

4.5 How is parental involvement and attitude towards the use of Chinyanja as medium of instruction?

With regard to parental involvement in enhancing reading levels, St Maurice school had introduced a family pack were parents sat with their children in class as the teaching and learning process was going on in order for parents to see what their children were learning. Few Parents were for the idea of using Chinyanja as a medium of class room instruction from grade one to four. Interviews were done at a local clinic during less than five clinics on parents view on the use of Chinyanja as medium of instruction. Out of 20 parents 18 completely rejected the use of Chinyanja as it was an inferior language used by illiterate parents. They said that they sent their children to school not only to learn but to speak English and that Chinyanja should just be taught as a subject or not taught at all.

> Situfunakupunzisaanaatumu chinyanja, kunyumbanikambaatiiwenakusikuliiwe, iyayitakana(Parents).
>
> In English:
>
> We don't want our children to learn how to read and write using Chinyanja, at home we say you and it ought not to be the same language used at school and home.

The emphasis was on the use of English as it was the medium of instruction at universities and colleges and not local languages.

In addition, parents and private institutions that have children who begin from pre-school before they begin grade 1 have questioned logic in asking them to use Zambian languages as medium of instruction. They have argued that their children have no problems being taught through the medium of English and that their children's familiar language was English and were able to read English and not Tonga or Chinyanja. This is in line with grade three teachers at Westwood basic, who discovered that children who went first to private pre-schools learnt how to read and write faster than those who had not been to pre-schools.

Teachers therefore, preferred children to start with English at pres-schools before the introduction of Chinyanja in grade one. Homework's on reading and writing were given thrice a week and some parents were said to be involved.

In order to enhance learning, learners were taken to the school library to read Chinyanja literature books and reading circles were done in conjunction with the reading club. The primary literacy programme together with the new language policy of using Chinyanja as medium of classroom instruction has improved a great deal reading levels in some Zambian primary schools. As at now St Maurice Primary School has recorded 80% of grade three learners who are able to read and write. At West Hood and St Maurice Primary Schools, parents were invited to the classroom to teach their children and learn together and only parents were allowed to borrow literacy books for their children. The other schools had no programmes with parents. It was clear that among the target schools there was no structure for libraries and teachers just used classrooms as libraries.

4.6 Summary of Chapter 4

The chapter presented the findings of the study according to objectives of the study on the effects of using Chinyanja as medium of classroom instruction in line with the 2014 revised literacy policy in selected primary schools in Chilanga District. The findings were presented according to research objectives and the following were some responses given, reading levels in some of the school targeted were low because of the language of the classroom used which was not familiar to learners. majority of the respondents reviewed that their training mainly was through CPD which give 17.5%, workshops and GRACE meeting also gave 7.8% while about 36.9% of the respondents disclosed that they did not receive any training. A number of reasons were given, in some cases the respondents disclosed that the people who were trained did not share what they learnt with them, while some missed the training and since there had been no workshop or CPD in their schools they had been left out. The findings from the research further revealed that the training conducted in schools was not adequate in that, most of the people who received the initial training were unable to explain most concepts clearly and the lesson demonstrations were not properly done as they were oriented in abstract due to lack of materials for both teachers and pupils.

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

CHAPTER FIVE: DISCUSSIONS OF FINDINGS

5.0 Overview

This chapter presents data analysis and discussion of findings. The data was collected by the use of interviews schedules, focus group discussions guidelines, and document analysis and class observations checklists. The study identified the effects of using Chinyanja as media of classroom instruction on reading levels of grade three learners. Major findings, analysis and discussion will be done through the research objectives as follows:

5.1 To establish the reading levels of grade three learners before and after PLP

The study discovered low reading Levels, as shown in figure 2 of chapter 4. Some schools such as St Maurice and shalom Primary schools have recorded a slight increase in reading levels' whilst schools such as Westwood basic and kalundu have seen little improvement due to the area being predominantly Tonga. Informants said that schools with low reading levels where in rural areas were the familiar language, Tonga, was not the language used for teaching learners how to read and write, hence low reading levels. Some attributed to the slight increase in reading levels in urban areas as a result of Televisions coupled with catoons children watch, hence reading and writing becoming easy by hearing certain sounds which are familiar to the language spoken and used at school. Therefore, consideration of the familiar language spoken at Kalundu and west hood basic should have been taken before enforcing Chinyanja as medium of classroom instruction.

Teachers at St Maurice and shalom primary were in support of using Chinyanja as medium of classroom instruction. Materials were locally produced and teachers easily provided their own teaching and learning materials, unlike the primary reading program me where materials were produced in foreign countries and replacements of book was impossible, hence lacked teaching and learning materials. On the other hand, some teachers felt that the current materials were not properly explained as compared to the old materials and teachers had a tough work of translating materials from English to Chinyanja, hence some translations being wrong. In using local

languages learners brought oral literature such as; folktales, riddles, cultural songs and a variety of short stories which made them feel part of the learning process and proud of their cultural heritage and thus providing a welcoming environment as stated by Purkeys (1978) theory of learning. In PRP, Learners could not understand the lessons because of the language which was used which is the case in Chilanga District as Chinyanja is used in some schools instead of Tonga and teachers could not teach confidently because of not being very competent and comfortable in using a foreign language or unfamiliar language. Many teachers during instruction time were code switching, that's shifting from English to a Zambian language which is similar to what is happening now. During classroom observations in the present programme, most teachers hardly taught with confidence and zeal using the familiar local language as Chinyanja was not the mother tongue of most pupils and teachers.

5.1.1 Teachers perceptions and challenges in using chinyanja as Moi

Teachers at Kalundu and West hood primary called for the use of English language as language of classroom instruction as Zambia was a multilingual society. Zonal transfers and pupils from private schools were said to affect children from different linguistic societies. However, a large body of research points to the fact that when children use a familiar language as the medium of instruction in schools, their acquisition and later transference of literacy skills to other languages is enhanced (Alidou 2001, Matafwali 2010). These literacy skills that learners attain, enable them to manipulate the familiar language LI as they break through to unfamiliar language. Some teachers who were positive toward the use of Chinyanja for initial literacy in some schools noticed that pupils didn't participated fully when Chinyanja was being used in class, hence the wrong language to enhance the teaching and learning process.

From the findings above some schools such as St Maurice and Shalom community have seen the effectiveness of using Chinyanja as MOI. They recorded increased reading levels from 2015 up to 2016 and therefore, advocating for the use of Chinyanja as MOI. They have reasons for their support of using Chinyanja in the classroom, such as, the language used in the classroom for initial literacy being the language spoken at home, and therefore, moving from known to unknown. Learners in the early grades are said to learn how to read and write easily by using mother tongue. On the other hand teachers and senior teachers at West hood Basic and Kalundu lamented over low reading levels as the Chinyanja used as medium of classroom instruction was not familiar to children who come from Tonga speaking families. Therefore, teachers and

learners had to learn the Chinyanja language first and later on learnt how to read and write. The researcher requested the District Resource Coordinator to Change the medium of classroom instruction in predominantly Tonga speaking areas from Chinyanja to Tonga if reading levels were to improve.

On teachers complaints on Zonal transfers and pupils from private schools. During my field work I came across the head teacher of Buyantashi primary school who saw zonal transfers as not an issue. In an interview she gave an example of a child who went on transfer to her school from western province and could not speak nor understand Bemba, but through interactions at school, she began to speak Bemba and was one of the best pupils in the subject. According to Chomsky {1960}, language is constrained by universal principles and that these principles are an innate biological property of humans. The principles of language are generative, allowing us both to interpret and to creatively produce an infinite number of sentences. A child is born with a set of universal linguistic principles along with a complement of unset parameters waiting for linguistic input. Chomsky (1968), argues that humans possess an inborn mechanism which allows them to readily acquire any language. He called this mechanism the Language Acquisition Device LAD. According to Chomsky, the LAD located in the area of the brain which controls language and allows people to readily grasp and masters any language that they are exposed to. Interactionist also emphasises, as did Vygotsky, that the interactions that a child has with adults, siblings, and more able peers, contribute to cognitive and linguistic development in children. Accordingly, therefore, interactionists believe that language is a tool used by people to communicate ideas, one from the other, in social contexts. As people communicate their messages across using language, their language abilities get better implicitly. (tomasella, 1999).

In other words language is made and makes the social environment in which it is used; it is both an initiator and a consequence. Therefore, each child has an inborn ability to acquire any language and reads and writes in that language. Social interactions play a vital role in learning the sounds and symbols of any given language. This brings us to another important aspect of language acquisition and this is the critical period of language acquisition

The critical period hypothesis claims that there is an ideal time window to acquire language in a linguistically rich environment, after which further language acquisition becomes more difficult

and effortless. The critical period hypothesis holds that first language acquisition must occur before cerebral lateralization is complete at about the age of puberty. One prediction of this hypothesis is that second language acquisition will be relatively fast, successful and qualitatively similar to first language only if it occurs before the age of puberty. This prediction was tested by studying logically naturalistic acquisition of Dutch by English speakers. Lenneberg(1967}, There have been a number of studies conducted which have proved that there is a critical period for language acquisition. For example, results from case studies involving individual abused children who had not been exposed to their first language until after puberty, showed that young people had serious deficiencies in phonology, morphology, and syntax results from lack of earlier exposure to the language. Other researchers have also demonstrated that children who are exposed to language during infancy show faultless proficiency with regard to accent, rhythm, syntax and morphology. These studies have also shown that children who get exposed to their language much later showed even lower language proficiency (Johnson &newprt, 1989) with regard to accent, rhythm, syntax, and morphology. These studies have also shown that children who get exposed to their language later in life, experience a decline in proficiency. Looking at the facts above, a child can learn any language during the critical period which ends at the age of puberty, in spite of living in a multilingual society. A strong implication of this hypothesis is that the process involved in any language acquisition which takes place after the age of puberty will be quantitatively different from those involved in the first language acquisition. Children can learn to read and write any local language before puberty, which is within the use of familiar local language from grade one to four. Most children start grade one at the age of seven and are ten years at grade four hence able to learn any language easily. Therefore, it is imperative to note that Zonal transfer's, multilingualism and pupils from private schools cannot hinder a child from initial literacy if mother tongue is used.

The district resource coordinators was positive towards the use of Chinyanja as media of classroom instruction from grade one to four, though some teachers called for the District to change the medium of instruction from Chinyanja to Tonga or English in areas which were predominantly Tonga speaking.

5.1.2 Medium of Instruction in teaching and learning initial literacy.

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

5.2 To establish the availability of teaching and learning material in chinyanja the Moi for grade three learners in Primary schools in chilanga district.

Reading materials play an important part in successful reading and writing. From the findings above there were no reading and learning materials for grade threes by the third term, which was a serious problem. Therefore, grade three teachers had to source for learning and teaching materials for the whole year of grade three. The researcher through document analysis discovered that, some materials sourced by teachers in some schools were different from what was in the syllabus. Some sounds were actually taught in English. Teaching and learning materials in Chinyanja are few as most oral literature has not been written down. Most primary schools have no Chinyanja library books and hence the need to produce more materials. The findings in this study therefore, do not foresee the policy as a success like in the Malawian education policy where (Mchazime;1994), explains that the language policy made some impact on the education system in Malawi because pupils as well as teachers books were available and translated into Chichewa.

Findings revealed that the revised literacy policy lacked materials to be used in teaching of literacy. It was observed that when the policy was rolled out in schools, materials to go with the revised policy were not in place. This made teaching very difficult as teachers were unable to teach effectively. Some participants cited grades 3 and 4 as grades which faced challenges as the materials were not available for teachers to use. This contradicts Ivowi (2004) who noted that to ensure that curriculum must be effectively implemented; tools and materials must be provided sufficiently. Further participants revealed that materials which were sent in schools especially for grades 3 and 4 were all written in English language as opposed to using materials written in local familiar language. This according to the participants was a challenge as teachers were expected to teach and explain concepts in a local language which meant therefore that, they were expected

to translate from English language to local language. The paradox where the government introduces policy where teaching should be done in local languages but they provide materials in English can best be understood by Haugen (2009) who argues that education policies are normally not characterized by progression or retrogression but by contradictions. Unfortunately, this contradiction has serious potential to jeopardize effective policy implementation as most of the participants were unable to translate some concepts as they lacked skills of translation. This is in Masatunya (2014) in his study; shortage of materials had made teaching of literacy unsuccessful. It is also important to note that although the MoGE did not provide adequate materials in schools, teachers were also not resourceful in providing for example simple story books in a local language for grade 3 learners. Teachers needed to be creative and innovative in applying notions of semiotic remediation and resemiotisation in resource mobilization and use. (Mwanza, 2015).

5.3 To Establish Types Of Training Teachers Received

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

5.3.1 The type of training received

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

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

5.3.2 The adequacy of the training in the implementation of the Primary Literacy Programme

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

Another participant informed the researcher that they were not trained by the policy makers but instead they were asked to observe the teachers who were trained teach. According to the researcher, this was not good because the implementers needed to interact with the information rather than observing a lesson where a teacher teaching would not adequately explain the concepts for the other teachers to fully understand if they were to implement. NRP (2000) recommends that for teaching to be effective, a teacher has to be provided with appropriate and intensive training. Intensive training prepares one adequately in terms of content and pedagogical knowledge. Another participant informed the researcher that the training was done through a briefing. One wonders whether a briefing could adequately prepare a teacher to effectively implement any policy or curriculum reform. Manchishi & Banda (2015) in their writing also points out the importance of preparing teachers for the betterment of a learner as they state that the desired goal in the field of teaching learning process cannot be achieved until the teacher is properly trained. This is also supported by Matafwali (2010) who stresses that teachers should be accorded opportunities to acquire deeper understanding through activities that promote literacy skills. Further, MoE (1996:108) states "training and professional development underpins what a teacher can accomplish in school." the essential competencies required in every teacher are mastery of the materials that is to be taught, and skill in communicating that material to pupils. This seems to suggest that the teacher needs to be adequately prepared for him/her to help in achieving the intended goal and that the understanding of their field and how to teach requires lengthy and careful attention. A briefing, for example would not help deepen teachers" understanding as these meetings are there just for brief announcements.

On the other hand, 36.9% of the participants were not trained but they were expected to implement the revised policy. According to these participants, they were not in school when their colleagues were being trained and all they were asked was to observe the other teachers teach. They informed the researcher that due to their incompetence on the revised literacy policy they were not ready to handle lower grades. Here we see power being resisted (Fairclough, 2000). Teacher competence can have substantial effect on the pupil achievement (Baumert et al, 2010; Darling – Hammand, 2000; Darling – Hammand, 2005). This statement from the scholars above seems to suggest that if learners are to achieve success in any field of study, the teacher who is the driver should have the expertise in that particular field so as to help them (learners) in the acquisition of the intended knowledge and this calls for adequate training on the part of the

teacher. Despite teachers not being adequately prepared, the MoGE went ahead to roll out the 2014 revised literacy policy. This in itself results into what Wodak et al (1997) calls exploitation of power where the Ministry does not train a teacher but asks him/her to implement what he/she has not been trained for**.**

5.3.3 Consultation on Policy Formulation

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

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

5.4 To establish parents perception on the use of chinyanja as Moi in line with reading levels of grade three learners in selected primary schools in chilanga district.

From the findings above, it can be noted that parents were against the use of Chinyanja as medium of class room instruction. They looked at any local language as language of illiterate and dull people and should not be taught to their children, and that, only English language was the reason they sent their children to school. Parents were ignorant of the fact that children learnt how to read and write in their local familiar language faster and easily than English. Therefore, parents had a duty to help them read and write using a local language, their children were familiar with;

> As long as English "enjoys unchallenged social prestige, has high practical value and it alone holds the key to jobs in the formal sector of the economy, it will always make its privileged position in the education system practically inevitable and unsalable". A situation has arisen in the country where "education" is equal to "English" and without English there is no education worth talking about (Muyebaa, 1998)

According to Moein (2016), learning to love to read starts at an early age and often starts at home. If families make the effort to encourage, support and engage all aspects of literacy in their homes, children and family members will enjoy reading and writing together for the rest of their lives. By including editorial staffs children raised in homes that promote family literacy which the child is reading and writing, are likely to learn how to read and write faster. (Kabubi, 2016).

5.5 Conclusion

In summary, reading levels were low in some schools and slightly high in certain schools. Teachers attributed low reading levels to as a result of mixing new and old methods of teaching, pupils absenteeism and the medium of instruction used (Chinyanja), as chilanga is predominantly Tonga speaking. Materials were scarce and lacked parental support.

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.0   Overview

In the previous chapter we discussed the findings on the effects of using Chinyanja as medium of classroom instruction with its new language policy of using a familiar local language (Chinyanja) as language of classroom instruction. This chapter concludes the whole study and gives recommendations. It starts by giving an overview of the study; the conclusion and makes recommendations for improvements in areas that require further research. The study has tried to answer the research questions using the qualitative approaches. It used a number of methods of data collections such as; interview, focus discussion, Document Analysis and classroom observation. The main research question for this study was: What are the effects of using Chinyanja as medium of classroom instruction on reading levels of grade three leaner's in a multilingual Chilanga District? To answer this question the study was guided by the following questions:

What are the reading levels of grade three learners before and after PLP? What is the availability of teaching and learning materials? What type of training did teachers receive in PLP teaching and learning methods? What are parents perceptions on the use of Chinyanja as medium of classroom instruction.

6.1 Conclusion

This study has revealed a number of issues on the effects of using Chinyanja as medium of classroom instruction on reading levels of grade three learners. The following were the four objectives set in chapter one that anchored this study: to establish the reading levels of grade three learners before and after PLP, To establish the availability of teaching and learning materials, to find out types of training teachers received in PLP teaching and learning methods; to establish parents perceptions on the use of Chinyanja as medium of classroom instruction.

This research was aimed at finding out the effects of using Chinyanja as medium of classroom instruction on reading levels of grade three learners in a multilingual Chilanga District. The results of the study were that, reading levels were still low in targeted schools in Chilanga district. This was due to methods and technique used, teachers not adequately prepared, lack of teaching and learning material and lack of support from parents and Chinyanja not being the

familiar language to most pupils in Chilanga Disrict as it is predominantly a Tonga speaking area.

6.2 Recommendations

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

(i) There is need for concerted efforts by stakeholders in education to providing instructional materials in the Chinyanja as the zonal language used in the District.

(ii) The district to change the language of classroom instruction in schools which are predominantly Tonga speaking.

(iii) Policy makers to consult and involve teachers during formulation and Implementation or revision of education policies.

(v) Ministry of Education to strengthen training of primary school teachers so that the material acquired during training corresponds to what is expected of them in primary school once deployed.

(vi) Ministry of Education to strengthen Continuing Professional Development (CPD) and re-training for the in-service teachers in literacy policy implementation.

6.3 Suggestions for Future Research

(i) Find out on the effective practices for the transition from literacy in local familiar languages to literacy in English language.

(ii) Find out how knowledgeable policy makers are on the transition from literacy in local languages to English.

(iii) Find out whether or not the new language policy has yielded positive results in all primary schools in Zambia from grade 1 to four.

REFERENCES .

Armstrong. R, G. *Language policies and language practices in West Africa*. In: Fishman, J. A. et al. (eds.) (1968) Language problems of Developing Nations. New York: John Wiley and sons pp. 227-336.

Banda, F. and Mohamed, H. I. (2008). *Classroom Discourse and Discursive Practices in Higher Education in Tanzania*: Journal of Multilingual and Multicultural Development, 29 (2): 95 -109.

Baumert, J. et al. (2010). *Teachers" Mathematical Knowledge, Cognitive activation in the classroom and pupil progress*. American Educational Research Journal, 47, 133 -180

Benzie,D. (1961). *Learning our Language*. London: Longmans, green and Co. Ltd

Bloch, C. (2003). *Young Readers and Writers in Southern Africa: Realities, Vision and challenges*. A project for the Study of Alternative Education in South Africa: Cape Town.

Blomstrom. M. and Hettne, B. (1984). *Development Theory in Transition*. London: Z Books Ltd. Bowers, J. Language problems and literacy. In:

Bray, M, Clarke, P, B, & Stephens, D (1986). *Education and Society in Africa*. London: Edward Amold.

Brock-Utne, Birgit, (1993). *Education in Africa*. *Rapport* No. 3 Oslo: Institute for Educational Research.

Brock-Utne, Birgit (1996). *Reliability and Validity in Qualitative Research within Education in Africa.* International Review of Education Vol. 42(6): 605-621. The Netherlands: Kluwer Academic Publishers.

Brock-Utne. Birgit. (2000). *Whose Education for all*? The Recolonization of the African mind.NewYork:Falmer Press.

Brock-Utne, Birgit (2001). *The Growth of English for Academic Communication in the Nordic Countries. Paper* presention the Annual Conference of the Comparative and International EducationandSociety.WashingtonDC,March17,2001.

Bryman, Alan. (2001). *Social Research Methods.* New York: Oxford University Press.

Chella, J. (2015). *Preparedness of Trainee Teachers in Initial Literacy while on School Experience in selected Primary schools in Kitwe District, Zambia*.(Med Literacy and Learning dissertation). Lusaka: UNZA. Auisition

Chomsky. Noam,(1965). *Language Acquisition.* Journal of Child Language 31(4):919-922.

Chosky. Noam. (1965). *Aspects of the theory of syntax.* New York: MIT Press.

Cheung, A. C.K. & Wong, P. M. (2012). *Factors affecting the Implementation of Curriculum Reform in Hong Kong.*

Chibamba, C.A. (2012). *Factors that lead to low Reading levels in Chinyanja and English languages at middle school level*: A case of Grades five pupils learning under ROC in selected schools in Lusaka (Dissertation) Lusaka: The University of Zambia.

Chondoka, Y.A. & Manchinshi, P.C. (1999). *A study on the Historical background to Curriculum Development in Zambia* 1964 – 1999. Lusaka: CDC.

Cohen, et al. (2007). *Research Methods in Education Akinnaso*, F.N. (1993). Policy and Experiment in Mother-Tongue Literacy: Nigeria. International Review of Education, 39 (4), pp 255-285.

Chiwome, E.M., Mguni, Z and Furuja, M. (2000). *Indigenous Knowledge and Technology in Africa and Diasporan Approaches*. Harare: Set by mond press.

Combe, T A (1968). *The Origins of Secondary Education in Zambia. African Social Research.* University of Zambia, Institute for Social Research No 5 June 1968.

Constable, P., Higgins, C. and Tambulukani, G. (2001). *Step In To English*. Evaluation Report,Lusaka:MoE.

Cooper, Robert (1989). *Language Planning and Social Change.* Cambridge: Cambridge University Press.

Cummins, J. (1979). *Linguistic interdependence and the educational development of bilingual children*. Review of Educational Research, 49, 222-251.

Cummins, J. (1983). *Heritage language education*: A literature review. Toronto: Ministry of Education,

Desai, Zubeida, (2001). *Multilingualism in South Africa with Particular Reference to the Role of African Languages in Education*. International Review of Education. Vol. 47. No. 1. Pp.323-339

EFA,(2000). *Assessment Country Report, Zambia*. Retrieved January 14th 2002, from: http//www.2

Ellsworth, J.W. and Stahnke, A. (1976). *Politics and political systems: an introduction to political science*. New York: McGraw-Hill.

Fafunwa, B. A. *African Education in Perspective*. In: Fafunwa, B. A. and Aisiku, J.U. Eds. (1982). Education in Africa: A Comparative Survey. Boston: George Allen.

Fishman, J. A. (1968), *Language Problems of Developing Nations*. New York: John Wiley and sons.

Fishman J. A. et al. (eds.) (1968), *Language Problems of Developing Nations.* New York: John Wiley and sons.

Frank, TM (1960). *Race and Nationalism* The Struggle for Power in Rhodesia –Nyasaland, New York: Foldham University

Freire, Paulo. (1970). *Pedagogy of the Oppressed*. London: Penguin Books.

Frost, J. (2000). *Differences in reading development among beginning readers with high versus low entry-level of phonemic awareness.* (Article submitted for publication)

Gall, D.M. et al. (1996). *Educational Research*. An Introduction. New York: Longman.

Gombert, J.E (1992) *Metalingustic Development*. London: Harvesters Wheat sheaf

Gubrium, J. F., and Holstein, J. A. (1997). *The New Language of Qualitative Method*. New York: Oxford University Press.

Gumperz, John J. (1982). *Discourse Strategies*. Cambridge: Cambridge University Press.

Graham-Brown, (eds) (1991). *Education in Developing World. Conflict and Crisis*. London: Longman.

Hadjor, K.B. (1992). *Dictionary of Third World Terms.* London: I.B. Tauris and Company.

Halliday, M.A.K. (1968). McIntosh, Angus, Strevens, P (1968). *The users and uses of language*. In: J.A. Fishman (ed.). Readings in the sociology of languag*e*. The Hague**:** Mouton**,** (139-169).

Hammersley, M. and Atkinson, P. (1995). *Ethnography*: *Principles in Practice (2nded.)*. London: Routledge.

Holmarsdottir, H B. (2001). *From policy to practice*. A study of the implementation of the language policy.

Heath, S.B. (1992)*. Literacy Skills or Literate Skills?* : Consideration for ESL/EFL learners. In Nunan, D. (ed.). Collaborative learning and Teaching, Cambridge: Cambridge University Press.

Heller, M. (1988). Introduction. In Monica Heller (ed.). Code switching: *Anthropological and Socio-linguistic Perspectives.* Berlin: Mouton De Gruyter, pp 1-16.

Kato, M.A (1994). *Metalinguistic Reflections on Code-Switching.* In. Barbara, L and Scott, M (eds.). Reflections on Language Learning, Clevedon, UK: Multilingual Matters, pp122-137.

Karmiloff-Smith, A. (1986). *From Meta-process to conscious access: evidence from metalinguistic and repair data*. Cognition, 23, 97-147.

Kashoki, M. (1978). *The Language Situation in Zambia.* In: SirarpiOhannessian and Mubanga

Kashoki. M. (eds.), *Language in Zambia.* London: International African Institute (Chapter 1).

Kashoki, M. (1978a), *The Zambia Adult Literacy Programme*. In: Sirarpi Ohannessian and Mubanga E. Kashoki (eds.), *Language in Zambia*. London: International African Institute.

Kashoki, M. (1990). *The Factor of Language in Zambia.* Lusaka: KKF

Kelly, M (2000). *Reading Comes First. Primary Reading Programme*. Base line study, Lusaka. MoE.

Kirk, J. and Millers, M. (1986). *Reliability and Validity in Qualitative Research.* Sage: Qualitative Research Methods series.

Ministry of education. (1977). *Educational Reforms*. Lusaka: Government printers.

Ministry of Education. (1996). *Educating Our Future*: Policy on Education.Lusaka:Government printers.

Ministry of Education. (2007). *Review of the Ministry of Education Sector plan*: independent Review 2006; final Report- May 2007. Ministry education. Lusaka: Government printers.

Mwansa J.M., (2013). *Issues In primary AfricanLanguages Education.Module for university of Zambia students specializing in linguistics and African language*. UNZA Press.

Mwendednde,B.M (2010). *It had to come; the shame of using English language even in Early Grades.* A Paper Presentation at a Symposium on Education Curriculum. Lusaka: Mulungushi Conference

MoE (1996). Educating Our Future. *National Policy on Education*. Lusaka: Government Printers.

MoE (1998). *Zambia Primary Reading Programme* (Draft). Lusaka: DID.

Muhlhausler, Peter (1996). Linguistic Ecology: *Language change and Linguistic Imperialism in the Pacific region. London.* Rout ledge.

Muyebaa, K, C. (1998). *The Mismatch in the Zambian Language Policy.* A paper presentation at the World Congress of Comparative Education Societies. Cape Town, 12-17 July 1998.

Muyebaa, K, C. (2000). *Achieving Equitable Education Through Zambian Languages*. A *paper* presentation at Voices of Change Conference. CambridgeUniversity, 15-17 September 2000.

Muyebaa, K, C. (2001). *Curriculum Review and Their Relevance to Mother Tongue Education in Zambia*. A *paper* presentation at the Third Language Symposium. Mangochi, Malawi, 20-222 August 2001).

Mwanakatwe, J M. (1974). *The Growth of Education since Independence.* Lusaka. Oxford: University   Press.
Mwendende, M. (1997). *Teaching of Local Languages.* How related to Second Language Teaching. Paper presentation at the English Teachers Association (ETAZ)

Mytton, Graham, (1974). *Listening, Looking and Learning*. Lusaka: Institute for African Studies, University of Zambia.

Ontario. Denny. *Languages and Education in Africa.* In: Spencer, J. (1963), Language in Africa. Cambridge University Press, pp40-52.

Ohannessians, S and kashoki, M. (1978). *Language In Zambia*. London: international African Institute.

Purkey. William Watson K. J. & Novak, John M. (1978). *Inviting school success*; a self-concept approach to teaching and learning. Wadsworth pub.Co.

Sakubita .M. Zambia National Assembly Hansard 4 1965; 1353

Smith, R., Skaflestad, E.and Olsen (1998). *Report of a Joint Appraisal Mission*: Zambia Basic Education Sub-Sector Investment Programme (BESSIP). Oslo: Center for International Education.

Smith, E (eds) (1943). *Indigenous Education in Africa*. London. Kegan and Co. Limited. EC4.

Snelson, P, D (1974). *Education Development in Northern Rhodesia* 1883 – 1945. Lusaka. NECZAM.

Spolsky, B. (1986). *Language and Education in Multilingual Settings.* Clevedon: Multilingual Matters Ltd

UNESCO (1961) final *Repor*t: *Conference of African States on the Development of Education in Africa*. Paris: UNESCO.

UNESCO (1964) *Education in Northern Rhodesia:* Report and Recommendations Prepared by the UNESCO Planning Mission (Radford Report), Paris: UNESCO

UNESCO (1968). Reportof the Unesco meetings of specialists, 1951. *The use of vernacular languages in education.* In: Fishman, J. A (ed.). Readings in the sociology of language. The Hague: Mouton, (688-716)

UNESCO, (1970). *Functional Literacy; Why and how?* Paris: UNESCO Verhoeven, Ludo (1994) Functional Literacy. Theoretical issues and educational implications. Amsterdam: John Benjamins Publishing Company.

Vuolab, K. (2000). *Such a Treasure of Knowledge for Human Survival*. In: Phillipson, Robert (2000). *Rights* To Languages . Equity, Power, and Education. London: Lawrence Erilbaum Associates, Publishers.

Vygotsky, L, S. (1979). *Thought and Language*. Cambridge: The M.I.T. Press.

Watson, Keith, (1997). *Languages, Power and Geopolitical Changes. Paper* presented at the Oxford International Conference on Education and Development. "Education and Geopolitical Change," 11-15 September.

Weiss, C. (1998), *Evaluation: Methods for studying programmes and policies.* New Jersey: Prentice Hall.

Williams, Eddie, (1993). *Reading in Two Languages at Year Five in African Primary Schools.* Retrieved January 14th 2002, from: http://www.rdg.ac.uk/AcaDepts/cl/slals/reading2

APPENDICES

Appendix 1: Interview Guide for Classroom Teachers

Introduction

I am a student at the University of Zambia studying for a Master of Education in Applied Linguistics. I am carrying out a research on the effects of using chinyanja as medium of classroom instruction on reading levels of grade three learners in selected primary schools in chilanga district.

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

1. With the coming in of the revised literacy policy of using Chinyanja a medium of classroom instruction, have reading levels improve or not.

2. Where you adequately prepared to implement the revised literacy policy?

3. What is your view on the use of chinyanja as medium of instruction in your district and what methods and techniques do you use when teaching literacy?

4. Is there any difference between the methods you used under the Primary Reading Programme (PRP) and the Primary Literacy Programme (PLP)?

5. What challenges do you face in implementing the revised literacy policy?

6. How can the challenges you have mentioned be solved?

7. How would describe the availability of teaching and learning materials

8 What is the attitude of parents and pupils towards the use of a familiar local language for initial literacy?

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

Appendix 2: Interview Guide for Resource Centre Personnel

Introduction

I am a student at the University of Zambia studying for a Master of Education in Applied Linguistics. I am carrying out a research on the effects of using chinyanja as medium of classroom instructionin Chilanga District.

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

1. With the coming in of the revised curriculum, have reading levels of grade three learners gone high or low?

2. What type of training was given to the teachers?

3. Would you say the teachers were adequately prepared for the revised policy?

5. What is your perception of using Chinyanja as medium of classroom instruction and methods and techniques teachers are using?

6. How often do you visit schools to monitor whether the revised literacy policy is being implemented?

7. What are some of the challenges you would say teachers are facing to implement the revised policy?

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

APPENDIX 3: Lesson Observation Check List for both Teachers and Teacher Trainers

School/College _____s__ Date: _____

Grade/Class _____ Subject: _____

Topic: _____ Class: _____

Time: _____ _____ Duration: _____ _ S/No.	COMPONENT	KNOWLEDGE, SKILLS AND VALUES TO TEACH	COMENT
1.	Pre- reading	☐ Listening to stories ☐ Participation in discussions ☐ Talking about reading material ☐ Direction – left to right eye movement ☐ Visual discrimination ☐ Oral activities – story telling, songs, rhymes, tongue twisters etc.	
2.	Sounds	Phonemic Awareness: ☐ Segment words into syllables ☐ Identify initial, middle and end sounds ☐ Delete sounds (initial, middle and end) Phonics: ☐ Identify letter sounds	

		☐ Identify syllables ☐ Form syllables ☐ Form words using phonemes and syllables ☐ Blend letter sounds ☐ Combine syllables to form words ☐ Identify words differentiated by vowel length
3.	**Words**	☐ **Word formation using letters and syllables**

THANK YOU

APPENDIX 4

FOCUS GROUP DISCUSSION GUIDELINES FOR TEACHERS

1. How do you view reading levels in Zambia in general and that of grade three learners at your school in particular in Chilanga District?
2. Compare and contrast reading levels under the primary literacy program (PLP) and that of the Primary Reading Program(PRP).
3. How are the five key literacy components (phonemic awareness, phonics, fluency, vocabulary and comprehension) affecting reading levels among grade three learners?
4. How many grade three learners are able to read and write using the familiar language?
5. How would you improve reading levels in the early grades? Discuss and make recommendations.

THANK YOU

APPENDIX 5

SENIOR TEACHERS INTERVIEW GUIDE

This is an interview guide for the Senior Teachers.

SECTION A.

1. Name:

2. Position

1. What is your perception of reading levels with the use of Chi Nyanja as medium of classroom instruction in a multilingual Chilanga District?
2. What challenges are you facing as a school to enhance reading levels??
3. How often do you supervise your teachers on their learners reading levels?
4. How would you view reading performances with the use of Chi Nyanja as medium of classroom instruction in an area which is predominantly Tonga?
5. How would you asses grade three learners reading levels at your school?
6. What could be your perception of teacher's interest in teaching initial literacy using a familiar local language?
7. What measures have you put in place to involve parents in enhancing reading?
8. Have parents welcomed the use local languages for teaching reading?
9. What strategies have you put in place as a school to enhance reading levels.?
10. How would you assess reading levels under the primary reading programme and that of the primary literacy programme?

THANK YOU

APPENDIX 6

Interview schedule for parents

1. What is your view of the language policy of using a familiar local language as a language of classroom instruction?
2. What could be your perception of the reading levels of your children in grade three and those in grade six?
3. What is your level of involvement in your child's learning of literacy, such as homeworks and helping them to read a familiar local language?
4. Is your child able to read and write?

THANK YOU