## 1.1    Introduction

This section discusses the first chapter of the dissertation. This includes: Background to the Study; Theoretical Framework; Statement of the Pro        Purpose of the Study; Objectives of the Study; Research Questions; Significance of the Study and Definition of Terms.

## 1.2    Background to the study

### 1.2.1    A Situation in Some Parts of the World

Children in lower grades are not able to read to the required standard in spite of  he measures put in place by relevant authorities and governments. This problem is not only prevalent in developing and poor countries with undeveloped economies but also in rich countries (Juel, 1994; Gross, 1995) with developed economies, where reading may be considered to be most highly valued and part of many people's main activities.

In the UK for instance, children in the lower grades were reading below their        level. According to Gross (1995), in the UK approximately a quarter of grade two and three children were functioning at fairly low level for the grade level. He further reveals that one out of twenty were hardly able to read. A similar situation was recorded in the United States of America. The United States of America National Assessment (1994) recorded low reading levels among children in lower grades. According to the assessment, forty-four per cent of grade three and four children could read below basic level. Matafwali (2005) further points out that studies that were conducted elsewhere show that children who did not display good reading skills in their first grade had approximately ninety per cent chances of remaining poor readers after three years of schooling and were not likely to improve thereafter. According to Feistelson (1973) reading skills are essentially the same all over the world. This means children any where may be affected in the same way.

### 1.2.2    A Situation in Some Parts of Africa

In Africa, particularly Southern Africa, studies that were conducted show low reading levels among school going children. For instance, the studies conducted by the Southern Africa Consortium for Monitoring Educational Quality (SACMEQ) in 1998 reported very

low reading levels for grade six pupils in Mauritius,      ia, Zimbabwe and Zambia (Nkamba and Kanyika, 1998). The study revealed that Zimbabwe and Zambia had the poorest performance in reading. Nkamba and Kanyika further found that twenty-eight per cent of boys and 23.1 per cent of girls were performing at minimum level, while only 5.6 per cent of boys and 4.8 per cent of girls were performing at desirable levels. Language of instruction has been cited as a major challenge to      ing and learning reading in many African countries by many studies (Prah, 2009; Herman, 2009 and Hay, 2009). We can observe that the poor reading performance of the pupils was as a result of poor mastery of the reading skills in the lower grades, as pupils who cannot acquire reading skills  by grade one or grade two never recover (Pretorious and Currin, 2009; Torgesen and Buress, 1998; Francis et al, 1996).

### 1.2.3    The Zambian Situation

Studies in Zambia also show poor reading levels among      ol going children. Williams (1993) cited by Matafwali (2005) carried out a study, which showed low reading levels in local languages and in English. Also, the National Reading Committee (NRC) conducted a research in 1997 in four (4) primary schools in Lusaka. The study revealed that approximately sixty per cent of the grade seven pupils leaving school had poor reading skills in English and were almost completely illiterate in local languages. Also, SACMEQ show poor reading performance among grade six pupils. And Nkamba and Kanyika (1998) point out that in 1995 only 28.8 per cent of grade six pupils in the target population (169 148) had reached minimum grade level in reading.

There are possible factors that may be challenges for young children to learn how to read Zambian Language and English.

To improve reading skills among the school going children, a number of measures have been taken. There have been policy statements and documents, which emphasise on reading. '*Educating Our Future*' the 1996 Ministry of Education Policy document for instance, states that the fundamental aim of the curriculum for lower basic (grade 1- 4) is to enable pupils to read clearly, correctly and confidently in a Zambian language and in English. MoE went further and introduced the Primary Reading Programme (PRP), which was piloted in 1998 in Kasama district of the Northern Province of Zambia where

it proved to be a success according to Kotze and Higgins (1999). Thereafter, the programme was scaled out to other parts of the country in form of courses: New Breakthrough to Literacy (NBTL), Step In to English (SITE) and Read On Course (ROC).

The three courses were planned in such a way that ROC and SITE should consolidate the skills learners acquire during NBTL. To teach the three courses successfully, teaching and learning materials such as the NBTL kit were supplied to basic schools. The teachers were trained and are still being re-trained. New teachers that join basic schools are oriented and trained through the in-service systems that have been put in place.

However, according to District Resource Centre Coordinators and Education Standards Officers grade two pupils were not able to read English and Zambian language (Bemba) according to their grade level. Matafwali (2005, 2010), Kalindi (2005) and Kaani (2006) show that lower basic school pupils are not able to read at a comfortable level and according to their grade levels. We do not know the factors and the nature of the low reading achievement levels among grade two pupils. The study, therefore, attempted to explore the factors and the nature of the low reading achievement among Grade 2 pupils.

### 1.3   Theoretical Framework

The study employed Vygotsky's socio-cultural theory. The theory is his perspective on cognitive development, in which children acquire their culture's values and beliefs through collaborative dialogues with more knowledgeable members of society (Shaffer, 1999). When applied to reading, children view reading according to their society's cultural values and beliefs. Vygotsky stressed on social interaction in language (Wood, 2006) which is one of Vygotsky's major intellectual tools, and which we accumulate as we grow up in society and which mediates the kind of understanding that we can form or construct (Kozulin et. al., 2003). Here the language which is more suitable for learning to read is that which the children are familiar with, especially the language of the home or the mother tongue.

According to the theory children's learning to read can be enhanced when they work in their Zone of Proximal Development (ZPD). The ZPD is the range of tasks that one

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cannot yet perform independently, but can accomplish with the help of a more competent individual ([http://www.associatedcontent.com/article/29997)vygotskytheoryofcognitivedevelopment.html](http://www.associatedcontent.com/article/29997)vygotskytheoryofcognitivedevelopment.html)). Accessed on 14/11/10; Schunk, 2009; Shaffer, 1999). This means that instructions begin with someone more knowledgeable such as a teacher performing an activity like demonstrating how to read. After that the teacher and the learners perform the task of reading together. It is the scaffold that helps the novices to acquire the necessary reading skills. A scaffold is the appropriate assistance a more competent individual gives inexperienced persons in order to perform a task they are incapable of doing on their own ([http://www.funderstanding.com/vygotsky.cfm](http://www.funderstanding.com/vygotsky.cfm). Accessed on 27/03/08; Schunk, 2009; Shaffer, 1999).

The scaffold also helps learners to acquire skills that they would be unlikely to acquire without help, implying that with the appropriate assistance learners are even able to acquire complicated reading skills such as those required to read an opaque language such as English in grade two. As the learners acquire the necessary skills, they gradually assume more responsibility (Schunk, 2009), read on their own and teach one another. This means that scaffolding also instills in learners the skills necessary for independent learning to practise reading.

The Zone of Proximal Development also implies that if learners are not scaffolded, they cannot acquire reading skills. It means that if children are not assisted, they cannot learn how to read. Furthermore, some attempts at scaffolding do not succeed (Wood, 2006), such as those which are not based on cultural practices and activity. When scaffolding is not based on activity, the instructional process is not organizes on the basis of learning to acquire the required skills, and only the gifted benefit (Zuckerman, 2003). And if scaffolding is not based on cultural practices, it means the young ones are not interacting and reading with the teacher or a more experienced person who should be making their performance more effective (Patherson, 2010). It also implies that the language they are using is not a mother tongue or familiar, meaning that their reading is not being refined.

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## 1.4  Statement of the Problem

In spite of the measures put in place to improve the reading skills of school going children, grade two pupils are not able to read Zambian Language and English according to their grade level. We do not know the causes and the nature of the low achievement in reading among grade two pupils in selected basic schools in Mpika and Mbala districts. Hence the need to establish the underlying factors behind the poor reading levels among grade two pupils.

## 1.5  Purpose of the Study

To explore the causes and the nature of the low reading achievement by grade two pupils.

## 1.6  Objectives of the Study

The following were the objectives of the study:

1.6.1 To find out how grade two pupils are taught reading.

1.6.2 To establish the nature of the low reading achievement among grade two pupils.

1.6.3 To establish the possible causes of the low reading achievement among grade two pupils.

## Research Questions for the Study

The following were the research questions:

How are pupils in grade two taught reading?

What is the nature of the low reading achievement among grade two pupils?

What are the possible causes of the low reading achievement among grade two pupils?

## Significance of the study.

It is hoped that the study has revealed some of the causes and the nature of low reading achievement among grade two pupils, which might help in teaching the pupils to read according to their grade level. It is also hoped that the findings        give more information that may help in the formulation of new strategies, which might improve reading achievement among the lower basic school pupils. It is further hoped that the

findings might be used to evaluate the current methodologies of teaching grade two literacy (reading).

## 1.9   Definition of Terms

The following were some of the terms used in the study:

**Academic Achievement:** grades passed in school subjects or grades recorded on school certificate.

**Academic Failure:** failing to learn what is taught in a given grade or at a given level.

**Academic Performance:** reading to understand/comprehend.

**Bilingual Literacy Development:** learning to read and write in two languages at the same time.

**Learner-centred Approach:** It is a method of teaching, which involves active participation of all the learners in all the learning activities. The teacher only acts as a facilitator or guide.

**Phoneme:** smallest sound unit of a language which is realized through letter-symbols represented in the written language.

**Phonological Awareness:** ability to recognize, and attend to, a word's sound arrangement, as opposed to the word's meaning.

**School In-service Coordinator (SIC): A** teacher who is selected by a school to be in charge of the school's in-service training programmes at basic school level.

**CHAPTER TWO**

## 2. O    LITERATURE REVIEW

### 2.1 Reading Skills

Reading is an act which is not natural; it must be deliberately learned (Gough and Hillinger, 1980). Though some children may learn to read on their own, most children need the attention of one particular adult or older child in order to acquire reading skills (Meck, 1982). Reading skills are essentially the same all over the world irrespective of the language read (Feistelson, 1973). In order to learn to read, children need to acquire two main reading skills. One skill involves reading aloud correctly by sounding written or printed words without necessarily understanding what is read while the other skill is associated with comprehension. These skills of comprehension and word recognition are the two broad component skills that are typically identified as constituting reading performance (Kamhi and Catts, 1991).

Ziegler and Goswami (2005) repot that others hold the        that development of reading skills depends on phonological awareness across all languages so far        On the other hand, for children to acquire reading skills they must learn codes used in their culture for representing speech as a form of visual symbols (Ziegler and Goswami, 2005), implying that children learn to read better and faster in a language that they are familiar with. Furthermore, learning to read means fundamentally a process of matching distinctive visual symbols (letters) to units of sounds. According to Ehri and Wilce (1985), as soon as children master letters and are able to read few words in isolation, they could use letter-sound relation to read sight words.

As children's ability to discriminate one letter from another develops, they also relate the letters they (children) distinguish to abstract sounds known as phonemes. Then they blend the sounds together, pronounce them and finally meaning is derived (Wong, 1998). This is the beginning of comprehension skills. Comprehension skills enable learners to understand meaning of words in isolation and in context (Mercer and Mercer, 1993). Since comprehension requires back ground knowledge, beginners need to be taught first

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in mother-tongue as it facilitates concepts which enable young ones to acquire knowledge in second language and further exposes them to other communities (Schroeder, 2005). This could subsequently enhance children's comprehension in L2 such as English.

## 2.2 Some Studies Done Elsewhere Concerning Reading

Reading skills are very important as they enhance learning and acquiring of other skills in many subjects. Therefore, it is important that learners particularly beginners are assisted to learn how to read.

However, studies that have been done have shown that children in lower primary are not able to read according to their grade level. A study of third grade pupils indicated that 18% to 20% of the sampled population was reading below grade level (Catts et. al., 1989). The study was conducted in the USA on the Iowa        of Basic Skills and the Diagnostic Reading Test. There have been other studies that have found similar results. According to Juel (1994), a longitudinal study in the USA, found that eighty per cent of the students who were behind in reading by the end of he first grade were significantly behind grade level. This was discovered when the pupils were in grade four. In the UK also studies have been conducted which show that pupils in the lower primary do not read at comfortable levels. Gross (1995) reported that approximately a quarter of grade two and grade three pupils were functioning at a fairly low level for their grade levels. Gross (1995) further revealed that one out of twenty learners were hardly able to read.

Stephens (1998) carried out a research into acquisition of English language skills amongst selected Ghanaian primary school children. He              reading and oral skills of more than 1000 lower primary children in 14 schools. His major findings reveal that children were able to follow instructions but could not speak English. In reading children could not read a third of the number of words presente  to them. For instance, if children were given fifteen words to read, they could not read more than five words. Stephens (1998) further reveals that just as in Ghana, in other countries including Benin, Cameroon, Ethiopia and Nigeria children meet problems in reading in first year and the following year of primary school.

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Matafwali (2005) points out that studies that were conducted elsewhere          that children who did not display good reading skills in their first grade had approximately ninety per cent chances of remaining poor readers after three years of schooling and were not likely to improve thereafter. And in South African, Pretorious and Currin (2009) carried out a longitudinal study of lower primary pupils. Their study reveals that each successive year's cohort of poor readers stayed poor and became locked in the cycle of failure in the first two years of schooling. Pretorious and Currin (2009) observe that in a multilingual context such as South Africa, poor reading in English can easily be ratinalised on the grounds that learners do not know the language.

These findings show that learning to read is a challenge for many children who are in the lower primary school (Wong, 1998). And as already alluded to, reading skills are essentially the same all over the world regardless of the language read, implying that learners in any country including Zambia may be affected in the same way.

### 2.3    The Zambian Situation

### 2.3.1 Background to Reading in Zambia.

Before the colonial era education was conducted along traditional tribe lines, using local languages. The rule of Northern Rhodesia (Zambia) by the British South Africa (BSA) Company ended in 1924. Administration of the country fell in the hands of the British Government. Shortly after around 1926 research began and found 73 dialects in Northern Rhodesia. Because of that the issue of appropriate medium of instruction in schools where Africans were learning was considered. In 1928 four local languages were recommended. They included Tonga, Bemba, Lozi and Nyanja.

From about1911 to 1924 schools had been established for education of indigenous people's children, and teaching was in local language. The method used for teaching was syllabic chart. On the chart phonemes were built. Using the chart, learners were able to make words and sentences by combining consonants and vowels.

In 1930 the Advisory Board on Native Education, which          recommended earlier that the four native languages be used in African schools,          that English should be introduced in schools for Africans as the country had no lingua franca. But the

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introduction of English could only be done after the skills of reading and writing had been taught in local language. The language policy for African schools by 1950 was that the mother tongue was the medium of instruction for the first two years of primary education. The dominant local language (such as Bemba in Northern Province) was to be used up to standard five. Thereafter English was to replace local languages.

The use of English in primary school continued to expand, and by 1962 it was taught in the first year of primary education. In 1969, due to the unifying slogan: "One Zambia One Nation", the teaching of English was piloted in urban areas. This was done through translations method whereby children were taught in their mother tongue, with little use of English. Teaching of vocabulary was in form of isolated word lists (Mora, 2002), and memorization of verb paradigms, grammar rules and vocabulary was the main focus. Through this approach the knowledge gained was to be directed at translating literary text, learners' appreciation of literature of the target language and learning the language itself.

In 1972 the use of English language as a medium of com nication was reviewed. This was done to unite the country as there were too many (73) languages in Zambia. To reinforce English as a medium of communication, teachers were trained to become teachers of English and it became the medium of instruction in schools. What was also meant by this was that any pupil who failed English was regarded as a failure; no certificate was issued to any candidate who failed English no matter how high the grades were in other subjects.

The Curriculum Development Centre (CDC) was opened in        to produce teaching/learning materials in English for all levels of education in order to enhance the use of English as a medium of communication. This was further to be done by drilling both teachers and learners, and the approach used was  ommunicative. The approach emphasized on interaction, but the main aim was not reading but speaking. Pupils were to be interacting in English and local language, which was a natural way of learning to speak a foreign language (Manchishi, 2004).

Since the independence of Zambia in 1964 there have been changes in the education system especially regarding the medium of instruction. Through the 1966 Education Act and the Statutory Instrument No 312 of November, 1966      ish was made the medium of instruction from grade one. However, there were attempts to revert to a system of using local languages as the media of instruction in the lower primary (grades one to four) (MOE, 1975, 1976, 1994). Unfortunately such attempts were not very successful (MOE. 1977, 1996). According to the current Zambian education policy English remains the official medium of instruction while all pupils in grade one are given an opportunity to learn initial basic skills of reading and writing in a local language (MOE, 1996). But from grade two, literacy is taught in English while literacy in Zambian language just continues to be enhanced (MOE, 2000).

**2.3.2 Reading among Lower Primary Children in Zambia**

In Zambia, studies have been conducted that show that children in lower primary schools do not read well. Sharma (1973) studied third graders in reading. In the study 3 294 grade three pupils were tested for word recognition. Forty words were selected from grades one, two and three course books. It was found that only 4.15 per cent of  he pupils were able to read and understand the meaning of all the words from the list; 7.2 per cent could read all the words from grade one and two course books; seventeen per cent managed to read correctly all the words from grade one; but 5.36 per cent of the pupils tested failed to read a single word.

 Williams (1996) tested some lower and middle basic pupils in Zambia. He tested 452 grades three, four and six pupils in reading Nyanja and English. He found that reading comprehension skills in English were inadequate among eighty-five per cent of grade three, eighty-four per cent of grade four and seventy-four per cent among grade six pupils. The pupils also performed poorly in reading Nyanja, an indication that they were almost completely illiterate in their local language (Kotze and Higgins, 1999). Kelly (2000) reported that in a given grade, pupils would obtain marks that would be expected for pupils in two grades lower in English. For instance grade three pupils would obtain scores that would be expected for grade one. He further shows that in reading a Zambian language, a given grade would obtain scores that would be expected for pupils in three grades lower. For instance, grade four pupils would only be able to read grade one work.

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Some measures were taken to improve reading. The Primary Reading Programme (PRP) was introduced, and was piloted in Kasama district, Northern Province of Zambia. The programme was evaluated and was found to be very successful (Kotze and Higgins, 1999). The Government of the Republic of Zambia had decided to take measures to improve reading skills of all Zambian children (Kelly, 2000). Since there was need to improve reading skills of all children and that PRP had proved to be a success, the programme was scaled out in form of the courses: New Break Through to Literacy (NBTL), Step In to English (SITE) and Read On Course (ROC).

(1)     During the NBTL course, all learners are taught initial reading skills in Zambian language in their first year of primary education. According to the NBTL teacher's guide (2002):

.The course has some features: It uses the language experience approach. It also allows children to compose sentences, before they are able to write the words for themselves, through the use of printed word cards. The course uses a learner-centred approach, and allows for cooperative learning. It also allows for individuals to develop at their own pace, in carefully graded pace groups.

.NBTL course is unique in that it uses a combination of methods. While it is based on the Language Experience Approach, it also includes other approaches, such as:

(i)     *Phonics*: teaching learners letter sounds from which learners     sound out all the new words which they meet.

(ii) *Syllabic*: teaching learners syllables from which they can build up and recognise new words;

(iii)    *Look and Say*: teaching learners to recognise words by the use of flash cards; and

 (iv) '*Real Books*': teaching learners about reading by letting them read real books alone and with other readers.

.A development of one year Oral English course for Grade one runs parallel to the NBTL course to prepare learners for the SITE course in Grade two.

(2)    During the SITE course, all pupils are introduced to reading skills in English in their second year of primary education. The strategy is to ensure the transfer of the reading skills from the Zambian language to English and the child-centred methodology from Grade one to Grade two and from literacy lessons to all lessons. According to the Step Into English (SITE) teacher's guide (2002):

.The Step Into English (SITE) course also has a number of features: It follows the language experience approach to literacy. Learners use the language relevant to them in order to develop literacy skills. It is a learner-centred approach that recognises experiences and learning needs. Allows for co-operative learning, the course also allows learners to develop at their own pace.

.The course is designed to ensure learners learn to read and write in English by: assisting them to transfer their understanding of what reading is about from Zambian language to English. It is also designed to teach the skills, essential for reading English. One skill is that which is transferred from reading Zambian language to reading English. It involves sounding out regular English words.  The course also teaches skills of reading which are not in Zambian languages. The SITE course covers as much as possible of the oral and reading vocabulary and structures the learners are likely to need for Grades 3-7 reading levels.

.The SITE course consists of four types of teaching/learning materials. A teacher's guide contains methodology for the course. It also gives guidance on reading, remedial and revision activities and provides full phonic programme. An activity book for learners is the second. It contains graded activities and has three sections. Section one has exercises which support the work done in phonics, while section      exercises enhance the development of literacy. The third section is for picture stories and picture-based activities, which support new pathway oral programme and provides resources for the literacy course. The third teaching/learning materials are the posters. There are four new full colour posters, which facilitate learning through themes that are familiar to learners. The pictures provide colourful and exciting scenes to           conversation and the acquisition of new vocabulary, which learners will meet as they read. There are also three sets of carefully selected graded story books: the Red Level stories, the Yellow Level

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stories and the Green Level stories. The stories are familiar to learners as the learners have seen or read the stories in Zambian languages in grade one.

3. ROC provides for bilingual literacy development in local language and in English from Grade 3-7. It consolidates reading skills in Zambian language and English in these grades. There are graded books which learners are expected to read. Learners who are at the orange level are expected to read fluently quietly. They may choose to read aloud with some expression, and they are expected to begin to use a dictionary to check unknown words. Those that are at the blue level are expected to read quickly and quietly with understanding. They can read aloud with good expression. Also they are expected to get meaning of new words by reading the whole passage or using a dictionary.

Learners who are unable to read books which are at orange or blue level are assisted to read books which are at lower levels. Those that are found to be at green level are assisted to use their phonics to sound out any new word in Zambian language and regular new English words. They can recognise a lot of sight words, and they are assisted to use their word attack skills to read known and unknown wor    at green level and below. Learners who cannot read at green level are assisted to read books at yellow level. They are helped to attempt to read known books in a familiar language. Also they are assisted to use initial letter sounds, combined with pictures and stories, to guess new words. They can recognise some very common words by sight.

After the Primary Reading Programme had been scaled out, studies were carried out and reports were made. According to DFID/MOE (2001) report, Step In To English (SITE) was interfacing successfully with NBTL and that there was evidence of transfer from Zambian language to English. Furthermore, the 2002 base line study shows that there were big improvements from the 1999 tests. In Zambian language, in Grade one, average learners scored 2.1 out of an expected band of 0-24 marks in 1999; but in 2002, they scored 16.4, indicating an increase of 780 per cent. Grade two tests in English show that average learners scored 5.5 out of an expected band of scores of 0-24 in 1999; but the scores of 2002 show an increase of 575 per cent, indicating that learners    ere reading above their expected level of grade two.

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Recently, however, there has been concern that learners in the lower basic section of the primary school are not able to read according to their grade level. District Resource Centre Coordinators (DRCCs) and Education Standards Officers have observed that there are low achievement levels in reading among the lower          learners. There was a National Assembly report (Ministry of Education 2003) which revealed that reading levels of many children in Zambia continued to be regrettably low. There are also some recent studies, which show that reading achievement among the lower primary children is not up to the required standard. Kalindi (2005) found that the standards of reading for both the local language and English were appalling among the lower and the middle basic school learners in Mpika and Kasama. Matafwali (2005)     ried out a study of Grade 3 pupils with reading difficulties in Lusaka. The results suggest that only a small proportion of children are able to read at their grade level and that there is no significant difference between the urban and the rural schools.

In Chipata, Kaani (2006) compared reading levels between grade four pupils and those who had dropped out of school and had stayed at home for a period of six months to less than three years. The results show that the performance of the Grade 4 pupils was slightly better than the performance of the drop outs but both groups did not read at a comfortable level. Other more recent studies still show that the reading levels of many school going children continued to be very low ( Ojanen, 2007). Maafwali's  (2010) observation that there is no empirical evidence to establish the causal factors underlying the persistence of reading failure of Zambian children given the rich literacy programme in place, shows that despite the measures taken pupils are still not able to read according to their grade level. She made this observation when she tested pupils including grades one and two in reading. Matafwali (2010) further observed that grade       pupils did not outperform pupils from grade one in basic and reading skills.

**2.4 How This Study Differs from the Studies Cited**
This study differs from other studies cited above in different ways. The study focused on testing various reading skills, which included letter knowledge; letter-sound knowledge; syllable segmentation; initial sound identification; end sound identification; sound blending; and reading comprehension. Letter knowledge is the abi ity to identify and name letters, and with this skill learners are able to easily identify and read individual

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syllables and words. Letter-sound knowledge is the ability to relate letters to their sounds as well as relating sounds to letters. Syllable segmentation means dividing words into syllables and reading the words according to syllables. Initial sound identification is the skill of distinguishing initial sounds of words as one reads. End sound identification is the skill of distinguishing end sounds of words as one reads. Sound blending means combining letter sounds into words as one reads. However, Sharma's 1973 study focused on word recognition. This is the ability to read by looking at the whole word. Also Sharma carried out the study when the teaching of reading was based on the defunct Zambia Primary Course (ZPC).

This study's attention was on causes and the nature of low reading achievement among grade two pupils. It also involved stakeholders' views regarding the reading achievement of the learners. Besides that, it focused on how grade two pupils were taught reading. This study focused on the teaching of reading after the new Primary Reading Programme (PRP) had been introduced. However, William's 1996 study focused on testing reading in English and Cinyanja; he intended to highlight the problem caused by learning to read in a language other than the language used at home. William carried out the study before the new PRP was introduced. Kelly's 2000 report was on reading performance of learners; it indicated that the learners were reading below their grade levels.

This study focused on reading achievement among grade      pupils, not only the slow learners. It looked at grade two teachers' views not only from the schools where learners were tested in reading but also from other schools. However, Kalindi's (2005) study focused on the impact of PRP on poor readers. She looked at class teachers' views with regard to pupils' performance of poor readers at the schools where she tested learners in reading. Her attention was on the problems poor readers faced as they tried to read.

This study looked at causes and the nature of low reading achievement among grade two pupils whereas Matafwali's (2005) study focused on the nature and prevalence of reading difficulties in the third grade of the lower primary;      attention was on poor readers and not on all pupils. While Matafwali tested grade three      rners using Basic Skills Assessment Tool (BASAT), this study tested grade two pupils using the same instrument.

Also this study employed those parts of BASAT which tested reading skills only but Matafwali used all parts of BASAT.

This study's attention was on grade two pupils who were in school and were actively learning while Kaani's 2006 study focused on dropouts; those who had stayed away from school for a period of six months to less than three years. He only compared the performance of dropouts with that of pupils who were in school and were actively learning. He was also trying to find out whether reading difficulties were among the factors causing some learners to drop out of school.

It is also important to study a problem which was once studied if need arises. According to Sidhu (2006) the fact that a problem has been investigated in the past does not mean that it is no longer fit for study. Sidhu further argued that there is constant need for verification of the findings using newer and other devices and procedures. It is also of prime importance to test findings under changed cultural conditions. With regard to the Primary Reading Programme (PRP), changed cultural conditions imply the way stakeholders had viewed the programme might have changed with time. Also the way of implementation of the programme might have changed. And as already alluded to, it is also important to study a problem which was once investigated, and when need arises.

Above all, this study's focus was to identify gaps in the above research works. The main gaps identified are that factors of low reading achievement among lower primary pupils particularly among grade two pupils have not fully been established (Matafwali, 2010; Kaan, 2006); Zambia National Assessment Team, 2006). This study, therefore, sought to establish factors of low reading achievement among grade two pupils.

## 2.5  Implications of Failure to Learn to Read at Early Stage

Failing to learn to read at an early age has negative          on the learners. According to Torgesen and Burgess (1998), pupils who have not acquired reading skills by grade three or four are at great risk of developing reading difficulties, and may drop out of school or may fail to cope in school. Those that may remain in school but are unable to read may fail to learn properly, and their academic performance may be negatively affected. Furthermore, poor academic performance may lead to academic failure  ven at high

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school level (Jimerson et. al., 2002). Reading literacy is not only necessary in other subject areas in the school system, but it is also a pre-requisite for successful participation in most areas of adult life (Kirsch, et. al., 2002). It follows then, that poor academic achievement may lead to chronic unemployment or low income in adulthood along with the associated difficulties. Therefore, there is need to intervene as early as at grade two level in the school system.

**CHAPTER THREE**

## 3.1 METHODOLOGY

## 3.2 Research Design

According to Ghosh (2003), a research design is a plan of the proposed research work. This means that a research design is simply a framework for a study, which is used as a guide in collecting and analysing data. Mouton (2008: 57-58) explains that a design focuses on the logic of the research, that is, on what kind of evidence is required to address the research question adequately. In this case the study used both qualitative and quantitative designs. According to Merriam and Simpson (1995: 25), a quantitative approach quantifies the data collected and provides for easier analysis while the qualitative approach describes and examines facts about people, their opinions, perceptions and attitudes on some particular events. In this sense, therefore, the two designs are complementary. The study employed both the quantitative and the qualitative designs.

## 3.3 Target Population

The target population from which the sample was drawn    nsisted of all the grade two pupils from basic schools in Mpika and Mbala districts. Basic School Head teachers, School In-service Coordinators (SICs) and grade two class teachers were the respondents.

## 3.4 Sample Size

Sixty grade two pupils, thirty boys and thirty girls from six basic schools; six head teachers and six School In-service Coordinators (SICs); and seventy-six grade two teachers**.**

## 3.5 Sampling Procedures

In selecting sample, the researcher used non-probability sampling techniques. A non-probability sampling technique is one which does not involve randomization; the researcher purposively selects a particular section of the wider population (Cohen et al., 2007). According to Ghosh (2006), a researcher may use a sampling technique which is applicable when the universe is not defined and administration limitations make it

difficult for the researcher to select samples randomly. The limitations were in form of time and resources. For this reason, purposive sampling techniques were used. Best and Kahn (2006) say that purposive sampling allows for a researcher to select those participants who will provide the richest information, those who are the most interesting, and those who manifest the characteristics of most interest to the researcher. Such participants are those groups, which are also reliable for the study. According to Kombo and Tromp (2006), the power of purposive sampling lies in selecting information rich cases for in-depth analysis related to the central issues being studied. Kombo and Tromp argue that the method can also be applied to find out how a small group, or a representative group, is doing for purposes of illustration or explanation.

### 3.6 Research Instruments and their Administration

The study utilized the following instruments:

### 3.6.1 The Basic Skills Assessment Tool (BASAT)

The Basic Skills Assessment Tool (BASAT), the English version, was developed by the Ministry of Education, Zambia to assess basic reading and writing skills in grade two. The tool was validated in 2003. During the study, it was used to test skills, which include: (a) letter knowledge; (b) letter-sound knowledge; (c) syllable segmentation; (d) initial sound identification; (e) end sound identification; (f) sound blending; (g) reading; and (h) reading comprehension.

### 3.6.2 Other Instruments

Other instruments were piloted before they were used. They included: reading list; Lesson Observation Form (LOF); questionnaires and interview guide.

### 3.6.2.1 The Reading List

This comprised ten Zambian language (Bemba) words, which were selected from grade one learning situations and words. The words were selected on the understanding that, according to PRP and NBTL teacher's guide, learners who have completed grade one are able to read any Zambian language words using the skills acquired. Therefore, the selected words were appropriate.

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### 3.6.2.2 Lesson Observation Form for Observing Literacy/Reading Lessons

Sidhu (2006) explains that observation seeks to ascertain what people think and do by watching them in action as they express themselves in various situations and activities. Therefore, observation is very useful for every study, and in the field of education, it comes handy to judge a teacher's skill in teaching.

### 3.6.2.3 Questionnaires

Questionnaires were mainly for grade two teachers. Questionnaires as instruments permit the collection of reliable and reasonably valid data, latively, simply, cheaply and in a short space of time and from literate respondents who may be too busy interviewed at a particular time of the day (Anderson, 1990). Questionnaires are very useful instruments because they are cheaply administered. They can be used to collect data that would be left out if only other types of tools and means were used.

### 3.6.2.4 Interviews

Anderson (1990) asserts that an interview is a specialised form of communication between people for a specific purpose associated with agreed subject matter. Anderson adds that when used with care and skill, interviews are an incomparable rich source of data. For this reason, interviews are very important for every study.

Interviews were used to get views and opinions on the Reading Programme (PRP), particularly on challenges of New Break Through to Literacy (NBTL) and Step Into English (SITE).

### 3.6.2.5 Using the Reading List

Grade two (2) pupils were asked to read individually, Zambian language (Bemba) words from the List and marks were recorded for each pupil.

**3.6.2.6 Using the Basic Skills Assessment Tool (BASAT)**

Individually, pupils were asked to: (a) identify and name the letters of the alphabet; (b) identify given letters and relate the letters to their sounds; (c) segment words into syllables; (d) identify initial sounds of given words as they read aloud; (e) identify end sounds of given words as they read aloud; (f) blend given sounds into          (g) read one, two, three syllable words and sentences; and (h) read comprehension sentences and match the sentences with pictures. Marks were recorded on the tool for each pupil tested**.**

**3.7 Data Collection Procedures**

Data collection was scheduled to take place from March to April, 2010. The following procedure was followed, using different instruments**.**

**3.7.1 Questionnaires**

With the assistance of a research assistant, questionnaires for grade two teachers were sent to basic schools. Completed questionnaires were collected from selected places at agreed times.

**3.7.2 Literacy/Reading**

Lessons were observed at the selected schools following the school timetable, using the Lesson Observation Form. Observations were recorded.

**3.7.3 Interviews**

Interviews were conducted, following the Interview Guide, at agreed places and times. Responses were written down**.**

**3.8  Data Analysis Procedures**

Data analysis was based on the research questions. Appropriate data analysis technique is very important for any study. Becker and Geer (1960) suggest that data analysis can be systematic and indicate how this might proceed, comparing different groups simultaneously, matching their responses given in the      views and observed behaviour, and calculating frequencies of occurrences and responses and assembling and providing

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data that keeps separate raw data from analysis. The data that was collected was analysed qualitatively or quantitatively, depending on its type. Descriptive statistics were used to present variables in frequencies and percentages. Related chi-square tests were conducted to follow up differences in performance among schools.

**Quantitative Data**

Data from BASAT, the Reading List and questionnaires was organised, categorised, quantified and then subjected to statistical analysis        SPSS computer package. The data was summarised in frequencies and percentages, and was presented in frequency tables and graphs.

**Qualitative Data**

From the questionnaires, lesson observations and interviews, information that was relevant to research questions and objectives was identified. Then the data was categorised according to related issues and themes.

**3.10  Ethical Issues**

Permission was sought from the Provincial Education Officer, Northern Province of Zambia to carry out the study in the province. Permission was also sought from District Education Board Secretaries for Mpika and Mbala districts, of Northern Province, to do the study in their districts. Head teachers of the selected basic schools in the two districts gave consent to carry out the study in their schools. Consent was also sought from the children who were involved in the study.

**3.11  Study Limitations**

Limitations are those conditions beyond the control of the researcher that may place restrictions on the conclusion of the study (Best and Kahn, 2009). In this sense, the limitations are the challenges the researcher faced during the study.

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Some of the instruments such as the Lesson Observation Form and the Reading List had not been used before this study. Therefore, validity of the instruments has not yet been sufficiently evaluated in Zambia.

### 3.12 Delimitation of the Study

According to Oguba (1998) a single study cannot cover   l aspects of interest and can be limited to a certain subject, certain type of geographical area or school. The study was limited to the lower sections of basic schools because lower primary school pupils were reportedly not able to read according to their grade levels; the targets were grade two pupils but the focus was on the grade two pupils of selected basic schools in Mpika and Mbala districts in the Northern province of Zambia because not all grade two pupils in the country can be studied at the same time using limited resources.

**CHAPTER FOUR**

## 4.0   FINDINGS OF THE STUDY

This chapter presents findings of the study. Vygotsky's Social Cultural Theory was applied to the data that was collected. The findings were presented under the following subheadings: tests with Basic Skills Assessment Tool (BASAT); test results from Reading List; information from questionnaires; lesson observations; and interviews with Head teachers, SICs and grade two teachers. In presenting the findings, the study employed frequency tables and graphs.

## 4.1   Tests with Basic Skills Assessment Tool (BASAT)

Although it was known that the reading levels were low, this study went ahead to test reading so that the nature of reading problems in sampled schools, were identified. This was important so that solutions and recommendations are provided by the respondents.

Sixty grade two pupils, thirty boys and thirty girls were tested using the instrument. Fifty-seven pupils (95%) were aged from 7-10, while three (5%) of them were aged 11-13.

The related chi-Square Tests especially the Fisher's Exact Test shows that there was no significant difference in performance among the six schools. Performance was generally poor in the schools.

The results were as follows: letter knowledge minimum score was zero and maximum score was twenty-six with mean 13.10 (SD 9.538); letter-sound knowledge, minimum score was zero, maximum score was twenty with mean 8.10 (SD 6.153); syllable segmentation, minimum score was zero, maximum score was four with mean 0.45 (SD 0.832); initial sound identification, minimum score was zero, maximum score was nine with mean 2.33 (SD 2.754); end sound identification, minimum score was zero, maximum score was ten with mean 2.50 (SD 3.084); sound blending, minimum score was zero, maximum score was five with mean 1.37 (SD 1.707); reading, minimum score was zero, maximum score was thirty-eight with mean 8.33 (SD 11.215); and

comprehension minimum score was zero, maximum score was four with mean 1.43 (SD 0.998).

### 4.1.1 Letter Knowledge

Letter knowledge means the ability to identify and name letters. It is a very useful skill in reading. With letter knowledge, learners can identify and read individual syllables and words. Nine (15.1%) pupils managed to identify and name all the twenty-six letters of the alphabet, while four (6.7%) failed to identify any letter. The table (Table 1) below presents more information.

**Table 1:  Letter-Knowledge**

| SCORE | FREQUENCY | % |
|-------|-----------|------|
| 0-5   | 19        | 31.7 |
| 6-12  | 11        | 18.4 |
| 13-18 | 9         | 15.1 |
| 19-26 | 21        | 34.9 |
| TOTAL | 60        | 100.0 |

Nineteen (31.7%) pupils identified and named 0-5 letters; eleven (18.4%) pupils identified and named 6-12 letters; nine (15.1%) identified and named 13-18 letters; and 21 (34.9%) identified and named 19-26 letters. Some pupils mistook letter sounds for letter names. Others knew names of some letters but could not identify the letters.

### 4.1.2 Letter-sound Knowledge

Letter-sound knowledge means the ability to relate letters to their sounds as well as relating sounds to letters. With this knowledge, learners are able to read syllables and words by sounding letters. This is mainly the case in reading aloud.

Only two (3.3%) pupils managed to relate all the letters (20) to their sounds, while seven (11.7%) failed to relate any letter to its correct sou    Some pupils could not differentiate between sounds and names of letters. The table (Table 2) below presents more information.

**Table 2: Letter-Sound Knowledge**

| SCORES | FREQUENCY | % |
|--------|-----------|-----|
| 0-2 | 14 | 23.4 |
| 3-5 | 11 | 18.4 |
| 6-9 | 11 | 18.4 |
| 10-12 | 7 | 11.7 |
| 13-16 | 9 | 15.0 |
| 17-20 | 8 | 13.3 |
| TOTAL | 60 | 100.0 |

From Table 2 above: fourteen (23.4%) pupils scored 0-2 in letter-sound knowledge, eleven (18.4%) pupils scored 3-5; eleven (18.4%) scored 6-9; seven (11.7%) pupils scored 10-12; nine (15.0%) scored 13-16; and eight (13.3%) scored 17-20.

### 4.1.3  Syllable Segmentation

Syllable segmentation means the dividing of words into syllables and reading the words according to their syllables. This is a skill that is           by beginners, especially to read new and unfamiliar words.

**Table 3: Syllable Segmentation**

| SCORES | FREQUENCY | % |
|--------|-----------|------|
| 0 | 42 | 70.0 |
| 1 | 12 | 20.0 |
| 2 | 4 | 6.7 |
| 3 | 1 | 1.7 |
| 4 | 1 | 1.7 |
| TOTAL | 60 | 100.0 |

Forty-two (70%) failed to segment any of the given words into syllables; twelve (20%) segmented only one word each; four (6.7%) segmented two of the words; and one (1.7%) segmented three words.

### 4.1.4   Initial Sound Identification

This means distinguishing initial sounds in words by stressing on the sounds as one reads.

**Table 4: Initial Sound Identification**

| SCORES | FREQUENCY | % |
|--------|-----------|------|
| 0-2 | 42 | 70.0 |
| 3-5 | 6 | 10.0 |
| 6-9 | 12 | 20.0 |
| TOTAL | 60 | 100.0 |

Forty-two (70%) pupils identified initial sounds of 0-2 words, six (10%) pupils identified initial sounds of 3-5 words and twelve (20%) managed to identify initial sounds of 6-9 words. No pupil managed to identify initial sounds of all the ten words.

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### 4.1.5   End Sound Identification

This is distinguishing end sounds in words as one reads. 30 % of the pupils failed to identify sounds any of the ten letters, while only one (1.7%) managed to identify end sounds of all the letters.

**Table 5: End Sound Identification**

| SCORES | FREQUENCY | % |
|--------|-----------|-----|
| 0-3 | 45 | 75.0 |
| 4-6 | 5 | 8.4 |
| 7-10 | 10 | 16.7 |
| TOTAL | 60 | 100.0 |

Forty-five (75%) pupils identified end sounds of 0-3 words each, five (8.4%) pupils identified end sounds of 4-6 words and ten (16.7% ) managed to identify end sounds of 7-10 words each.

### 4.1.6 Sound Blending

This means combining letter sounds into words**.**

**Table 6: Sound Blending**

| SCORES | FREQUENCY | % |
|---|---|---|
| 0 | 28 | 46.7 |
| 1 | 12 | 20.0 |
| 2 | 5 | 8.3 |
| 3 | 6 | 10.0 |
| 4 | 3 | 5.0 |
| 5 | 6 | 10.0 |
| TOTAL | 60 | 100.0 |

Twenty-eight (46.7%) pupils failed to blend any sounds into words; twelve (20%) pupils blended sounds into one word each; five (8.3%) pupils blended sounds into two words each; three (5%) managed to blend sounds into four words each; and six (10%) blended sounds into five words each.

### 4.1.7 Reading

Fourteen (23.3%) out of sixty pupils failed to read any word or sentence correctly, while only on (1.7) pupil managed to read all the words and sentences correctly. The table ( Table 7) below presents more information.

**Table 7: Reading**

| SCORES | FREQUENCY | % |
|---|---|---|
| 0-5 | 38 | 63.2 |
| 6-11 | 10 | 16.6 |
| 12-18 | 1 | 1.7 |
| 19-25 | 2 | 3.4 |
| 26-32 | 4 | 6.6 |
| 33-38 | 5 | 8.3 |
| TOTAL | 60 | 100.0 |

From the table above: thirty-eight (63.2%) managed to read 0-5 words correctly; ten (16.6%) read 6-11 words; one (1.7%) read 12-18 words; two (3.4%) read 19-25 words and sentences; four (6.6%) read 26-32 words and sentences each; and five (8.3%) managed to read 33-38 words and sentences each, correctly.

**Performance in Reading from Respective School.**

There were thirty-eight words and sentences to be read. From each school, there were ten pupils who were tested. From:

**(a) Musakanya:** Eight pupils managed to read a number of words between zero and ten. One pupil read more than ten words and sentences and one pupil read between twenty and thirty words.

**(b) Kamwanya:** Seven pupils failed to read a word or a sentence, two    pils read a number of words (between one and ten), while only one pupil read above two words.

**(c) Malashi:** Seven pupils failed to read a word or a sentence; 2 pupils managed to a number of words (between one and ten), while only one read above twenty words.

**Figure 1: Reading Performance school by School**
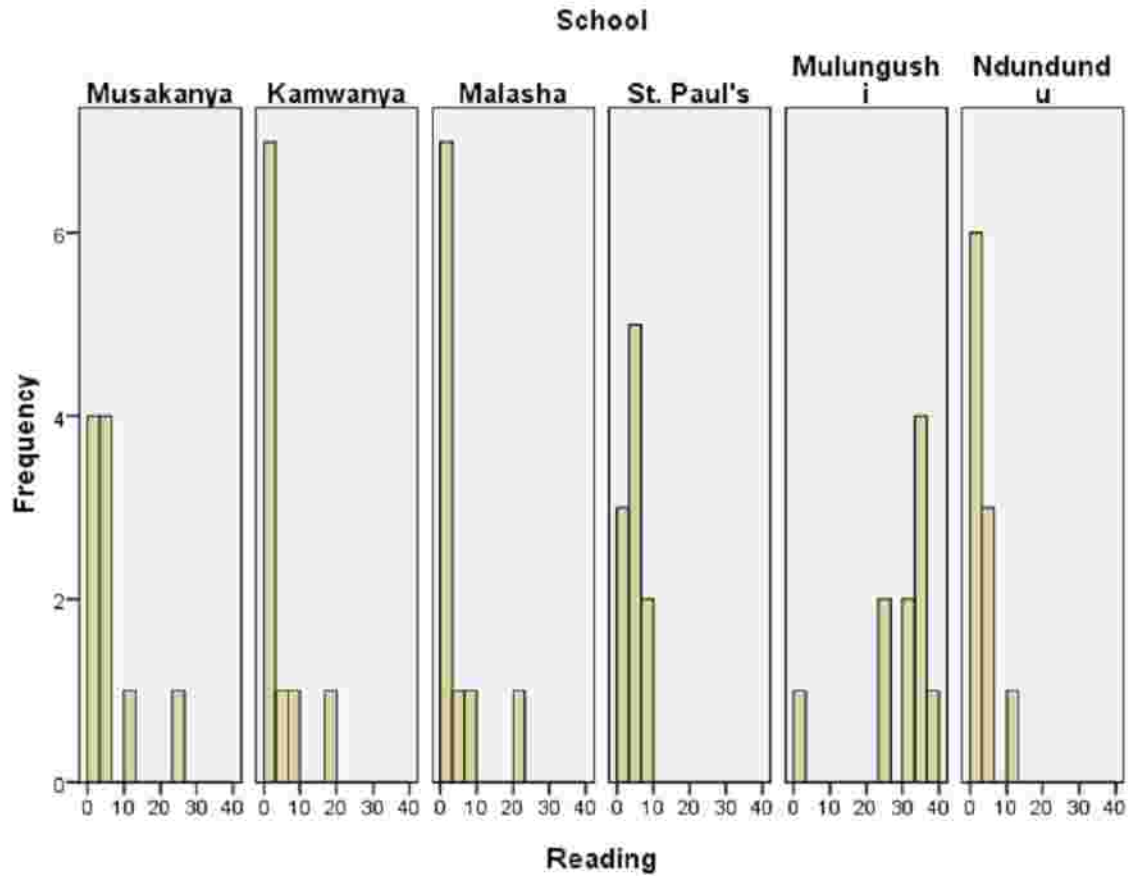


**(d)      St Paul's:** Three pupils failed to read a word or a sentence; five pupils read only one word each, while two pupils read between two to ten words each.

**(e)      Mulungushi:** Only one pupil failed to read a single word or sentence; two pupils read between twenty and thirty words; six pupils read between thirty and thirty-seven words, while one pupil read all the words and sentences.

**(f)      Ndundundu:** Six pupils failed to read a word or a sentence, three pupils read between one and ten words, while only one pupil read above ten words.

The results show that performance was generally poor in reading.

### 4.1.8  Reading Comprehension

Beside each picture were three sentences which pupils read silently individually. Each pupil read aloud the sentence which he/she considered was about the picture. Pupils' comprehension was measured by the pupils' ability to identify the sentence that correctly matched the picture that was beside it.

**Table 8: Reading Comprehension**

| SCORES | FREQUENCY | % |
|--------|-----------|------|
| 0 | 8 | 13.3 |
| 1 | 30 | 50.0 |
| 2 | 12 | 20.0 |
| 3 | 8 | 13.3 |
| 4 | 2 | 3.3 |
| TOTAL | 60 | 100.0 |

Eight (13.3%) pupils scored zero in comprehension; thirty (50%) pupils scored one mark each; twelve (20%) pupils scored two; and eight (13.3%) scored three marks each; and two (3.3%) pupils got four out of four marks.

The results show that pupils performed generally well. Figure 2 below represents this information.

**Figure 2: Reading Comprehension School by School**
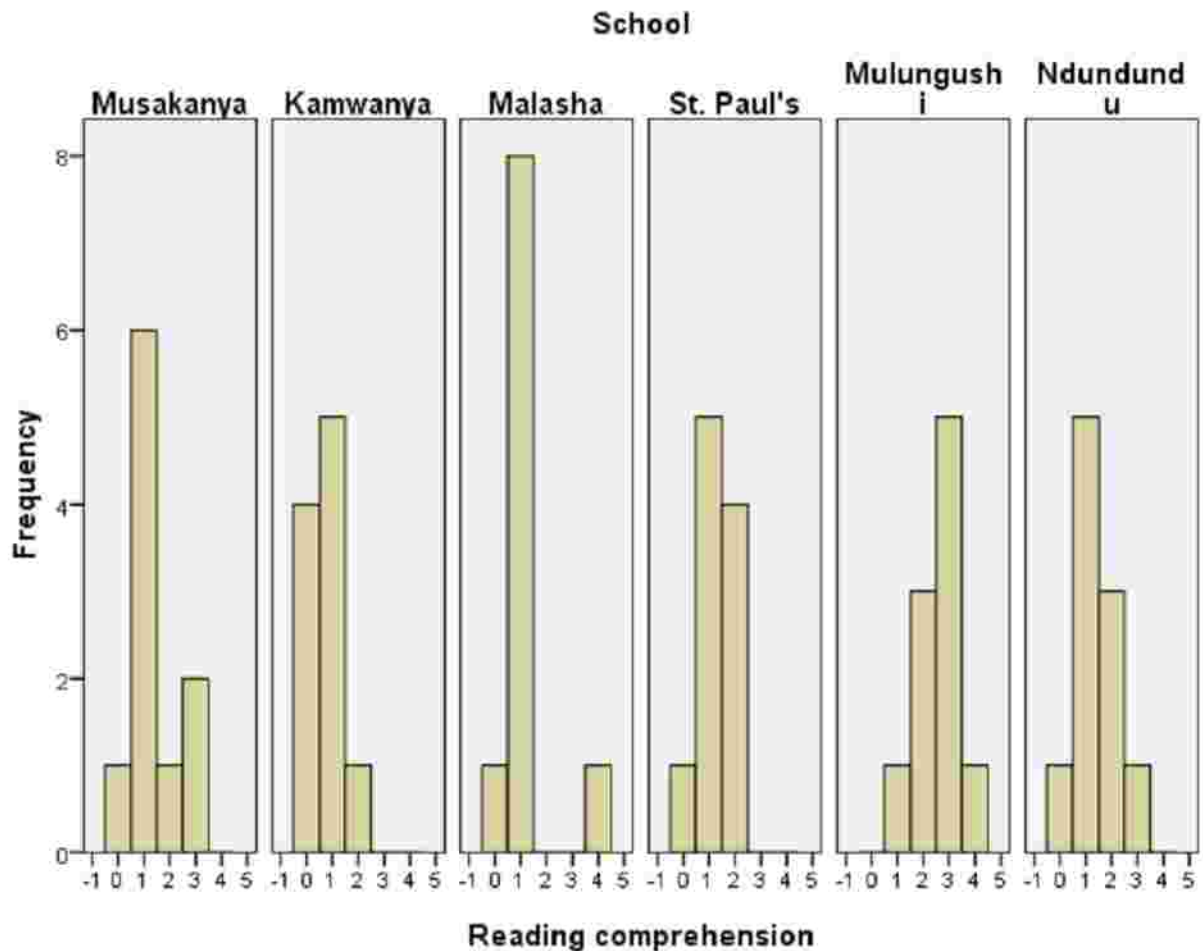


There were four comprehension questions; ten pupils from each school were tested.

**(a)** **Musakanya:** One pupil scored zero; six scored one each; one scored two and two scored three each**.**

**(b)** **Kamwanya:** Four pupils scored zero; five scored one each and one    pil scored two.

**(c)** **Malashi:** One pupil scored zero, eight scored one each and only one scored four.

**(d)** **St Paul's:** One pupil scored zero, five scored one and four scored two each.

**(e)** **Mulungushi:** One scored one, three scored two each, five scored three each and only one scored four.

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**(f)    Ndundundu:** One scored zero, five scored one each, three scored two each and only one scored three.

## 4.2   Test Results from Reading List

The Reading List comprised ten Bemba words, ranging from one syllable to six syllable words. The same sixty grade two pupils who were tested with the Basic Skills Assessment Tool (BASAT) were tested in reading the Bemba words. The performance was as indicated below:

a        - minimum score zero; maximum score one; with mean 0.38 (SD 0.490);

ba     -  minimum score zero; maximum score one; with mean 0.67 (SD 0.475);

mona - minimum score zero, maximum one; with mean 0.23 (SD 0.427);

aleya -        minimum score zero; maximum one; with mean 0.27 (SD 0.446);

batata -minimum score zero; maximum one; with mean 0.55 (SD 0.502);

bamuchena -   minimum score zero; maximum one; with mean 0.23 (SD 0.427);

talafika -        minimum score zero; maximum one; with mean 0.20 (SD 0.403);

kafundisha -    minimum score zero; maximum one; with mean 0.28 (SD 0.454);

umukashana-minimum score zero; maximum one; with mean 0.27 (SD 0.446); and

balesambilila-minimum score zero; maximum one; with mean 0.22 (SD 0.415).

**Table 9: Reading 'a'**

| MARKS | FREQUENCY | % |
|-------|-----------|--------|
| 0 | 37 | 61.7 |
| 1 | 23 | 38.3 |
| TOTAL | 60 | 100.0 |

The number of pupils who failed to read the word 'a' was thirty-seven (61.7%), while those who read the word correctly were twenty-three (38.3%). Table 9 above presents this information

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**Table 10: Reading 'ba'**

| MARKS | FREQUENCY | % |
|---|---|---|
| 0 | 20 | 33.3 |
| 1 | 40 | 66.7 |
| TOTAL | 60 | 100.0 |

The number of pupils who failed to read the word 'ba' was twenty (33.3%), while those who read the word correctly were forty (66.7%). The table (Table 10) above presents this information.

**Table 11: Reading 'mona'**

| MARKS | FREQUENCY | % |
|---|---|---|
| 0 | 46 | 76.7 |
| 1 | 14 | 23.3 |
| TOTAL | 60 | 100.0 |

Forty-six pupils representing 76.7% failed to read *mona*, while fourteen (23.3%) read the word correctly.

**Table 12: Reading 'aleya'**

| MARKS | FREQUENCY | % |
|---|---|---|
| 0 | 44 | 73.3 |
| 1 | 16 | 26.7 |
| TOTAL | 60 | 100.0 |

Aleya: Forty-four pupils representing 73.3% failed to read the word, while sixteen (26.7%) read the word correctly. The table above presents this information:

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**Table 13: Reading 'batata'**

| MARKS | FREQUENCY | % |
|-------|-----------|-------|
| 0 | 27 | 45.0 |
| 1 | 33 | 55.0 |
| TOTAL | 60 | 100.0 |

Batata: Twenty-seven pupils representing 45% failed to read the word, while thirty-three (55%) pupils read the word correctly.

**Table 14: Reading 'bamucena'**

| MARKS | FREQUENCY | % |
|-------|-----------|-------|
| 0 | 46 | 76.7 |
| 1 | 14 | 23.3 |
| TOTAL | 60 | 100.0 |

Bamucena: Forty-six pupils representing 76.7% failed to read the word, while fourteen (23.3%) pupils read the word correctly.

**Table 15: Reading 'talafika'**

| MARKS | FREQUENCY | % |
|-------|-----------|-------|
| 0 | 48 | 80.0 |
| 1 | 12 | 20.0 |
| TOTAL | 60 | 100.0 |

Talafika: Forty-eight pupils representing 80% failed to read the word, while twelve (20%) read the word correctly. The table above presents this information:

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**Table 16: Reading 'kafundisha'**

| MARKS | FREQUENCY | % |
|-------|-----------|-------|
| 0 | 43 | 71.7 |
| 1 | 17 | 28.3 |
| TOTAL | 60 | 100.0 |

Kafundisha: Forty-three pupils representing 71.7% failed to read the word, while seventeen (28.3%) read the word correctly

**Table 17: Reading 'umukashana'**

| MARKS | FREQUENCY | PERCENT |
|-------|-----------|---------|
| 0 | 44 | 73.3 |
| 1 | 16 | 26.7 |
| TOTAL | 60 | 100.0 |

Umukashana: Forty-four pupils representing 73.3% failed to read the word, while sixteen (26.7%) read the word correctly.
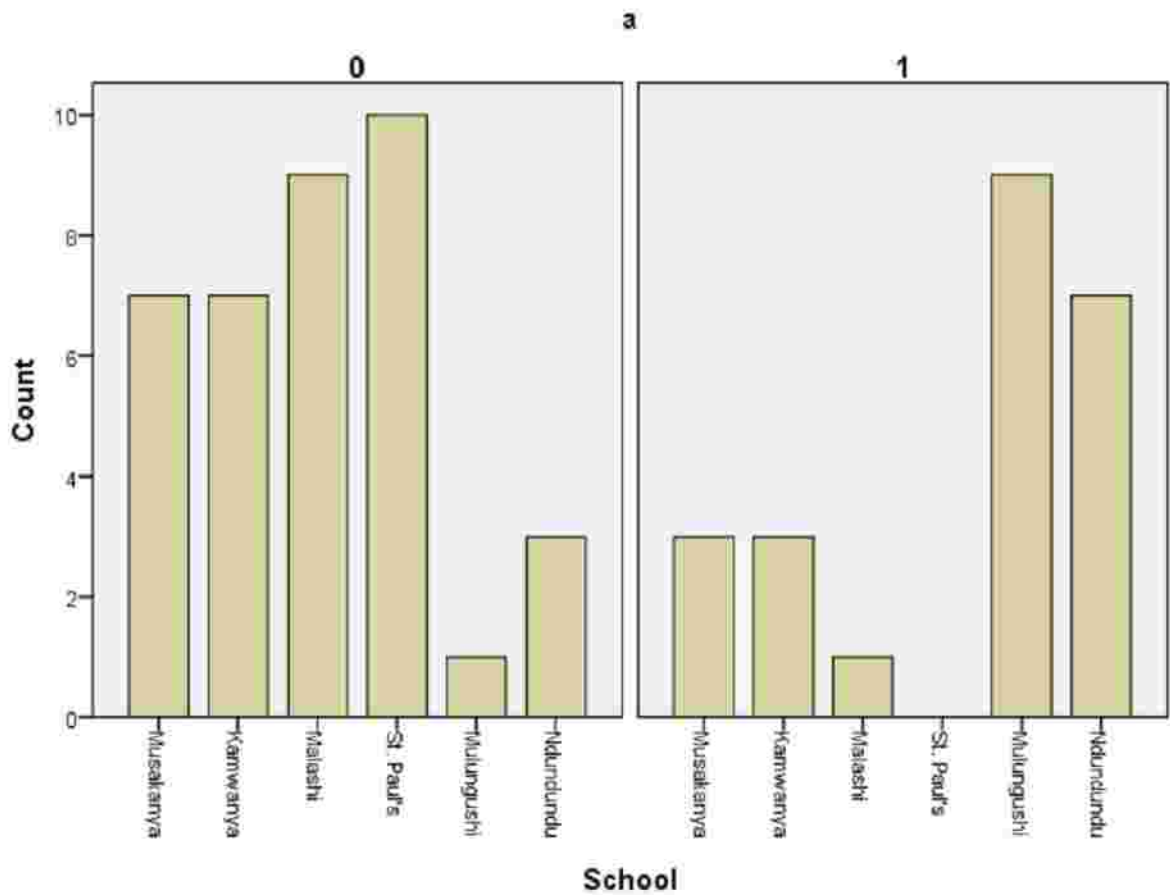
**Table 18: Reading 'balesambilila'**

| MARKS | FREQUENCY | PERCENT |
|-------|-----------|---------|
| 0 | 47 | 78.3 |
| 1 | 13 | 21.7 |
| TOTAL | 60 | 100.0 |

Balesambilia: Forty-seven pupils representing 78.3% failed to read the word, while thirteen (21.7%) read the word correctly.

**4.2.2  Data from the Reading List school by school**

**Figure 3: Reading 'a' School by School**



From Table 3, 0 means 'failed to read a', while 1 means 'read the word'.
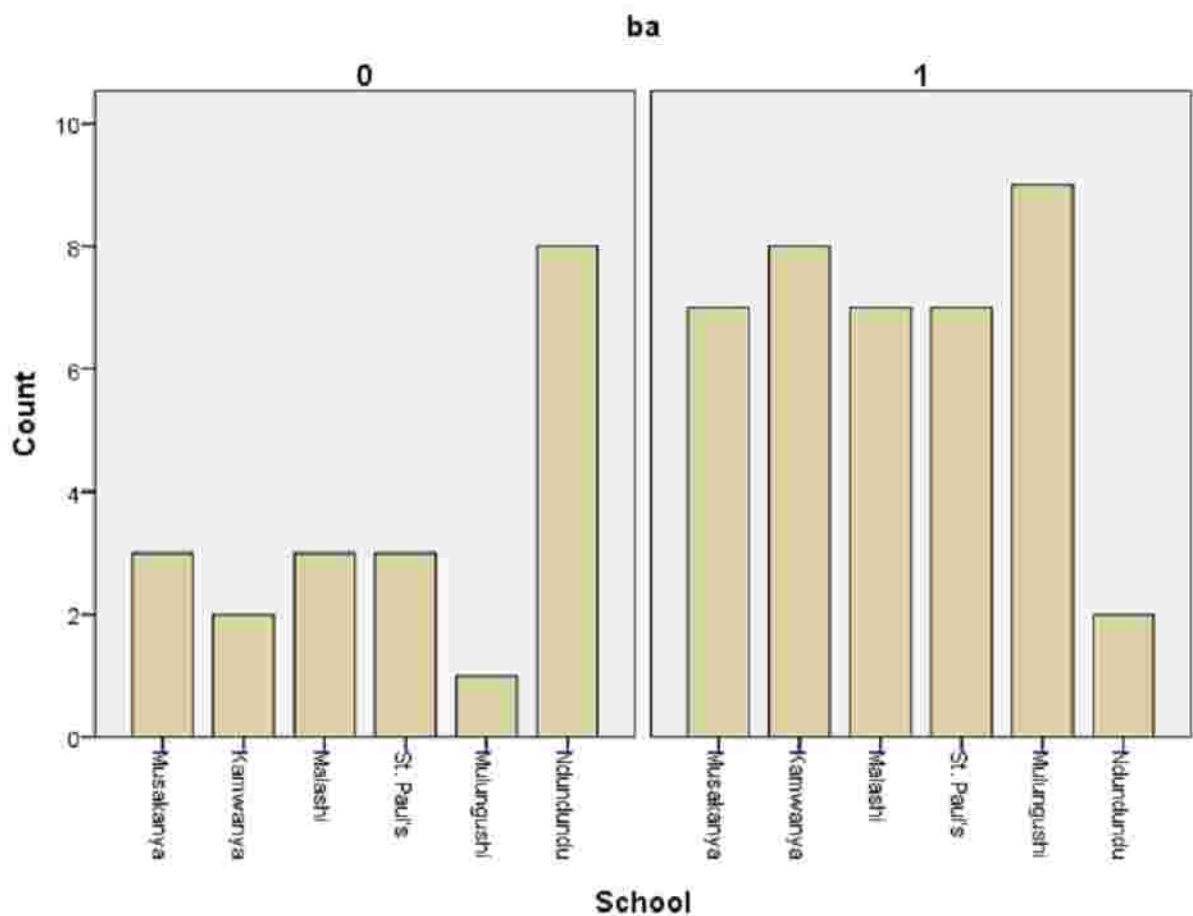
(a) Musakanya: Seven pupils failed to read the word, while three read it correctly;

(b) Kamwanya: Seven pupils failed to read the word, while three read it correctly;

(c) Malashi: Nine pupils failed to read the word, whi                    correctly;

(d) St Paul's: All the ten pupils failed to read the word correctly;

(e) Mulungushi: Only one pupil failed to read the word, while nine pupils read it correctly; and

(f) Ndundundu: Three pupils failed to read the word, while seven pupils read it correctly.

**Figure 4: Reading 'ba' School by School**



From Table 4: 0 means 'failed to read ba', while 1 implied 'read the word'.

(a) Musakanya: Three pupils failed to read the word, while seven pupils read it correctly;

(b) Kamwanya: Two pupils failed to read the word while eight pupils read it correctly;

(c) Malashi: Three pupils failed to read the word, while seven pupils read it correctly;

(d) St Paul's: Three pupils failed to read the word, while seven pupils read it correctly;

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(e)   Mulungushi: Only one pupil failed to read the word, while nine pupils read it correctly; and

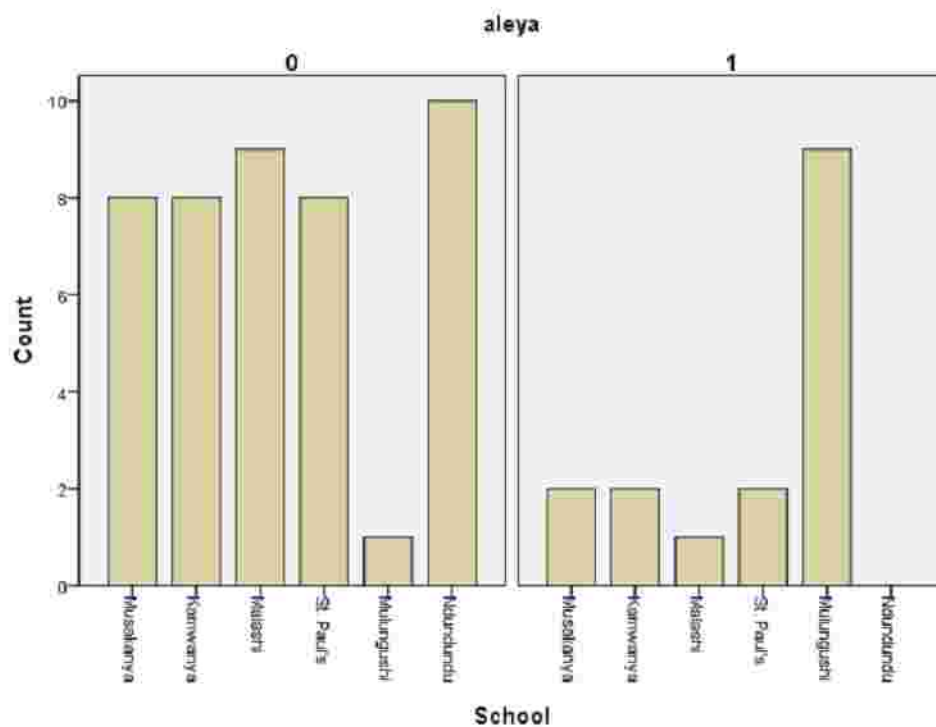(f)  Ndundundu: Eight pupils failed to read the word, while two pupils read it correctly

**Figure        5:       Reading       'mona'       School       by       School**
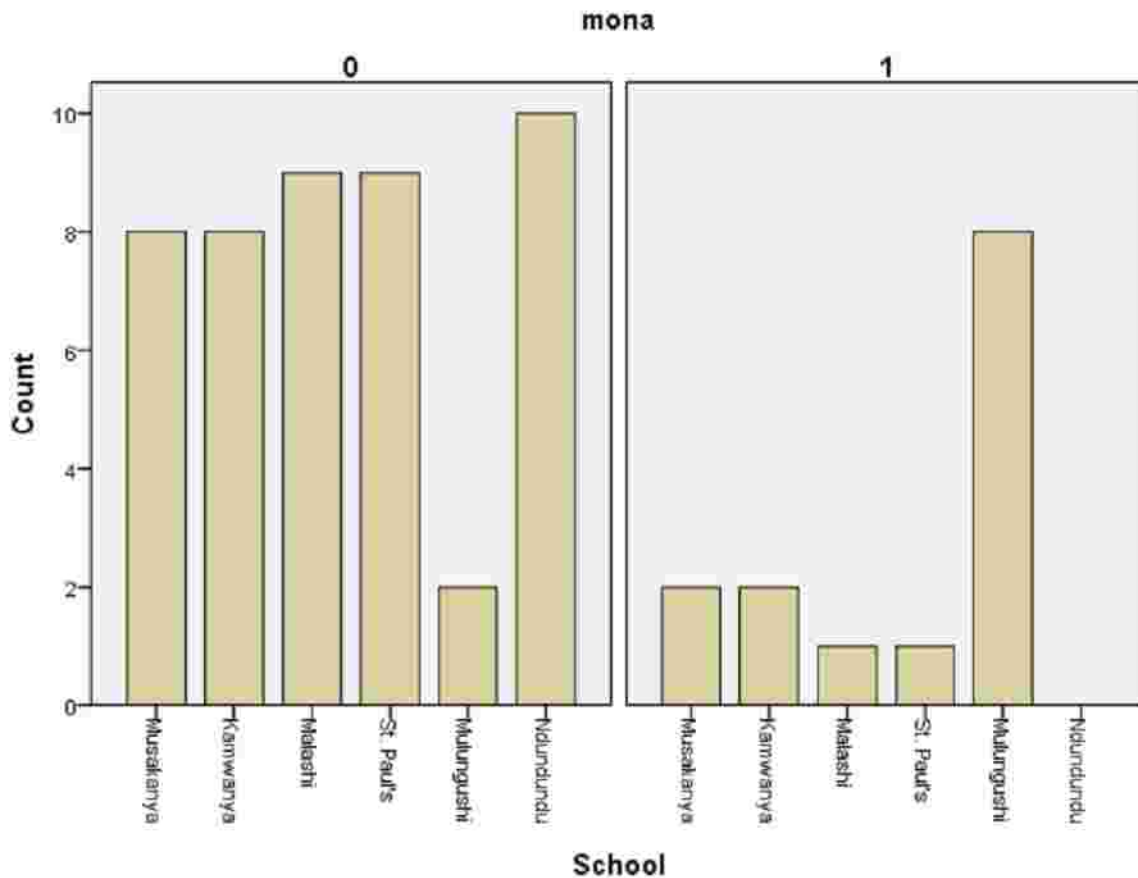


mona

From Table 5: 0 means 'failed to read mona', while 1 means 'read the word correctly'.

(a)  Musakanya: Eight pupils failed to read the word, while two pupils read it correctly;

(b)  Kamwanya: Eight pupils failed to read the word, while two pupils read it correctly;

(c)  Malashi: Nine pupils failed to read the word, while only one pupil read it correctly;

(d)  St Paul's: Nine pupils failed to read the word, while only one pupil read it correctly;

(e)  Mulungushi: Two pupils failed to read the word, while eight read it correctly; and

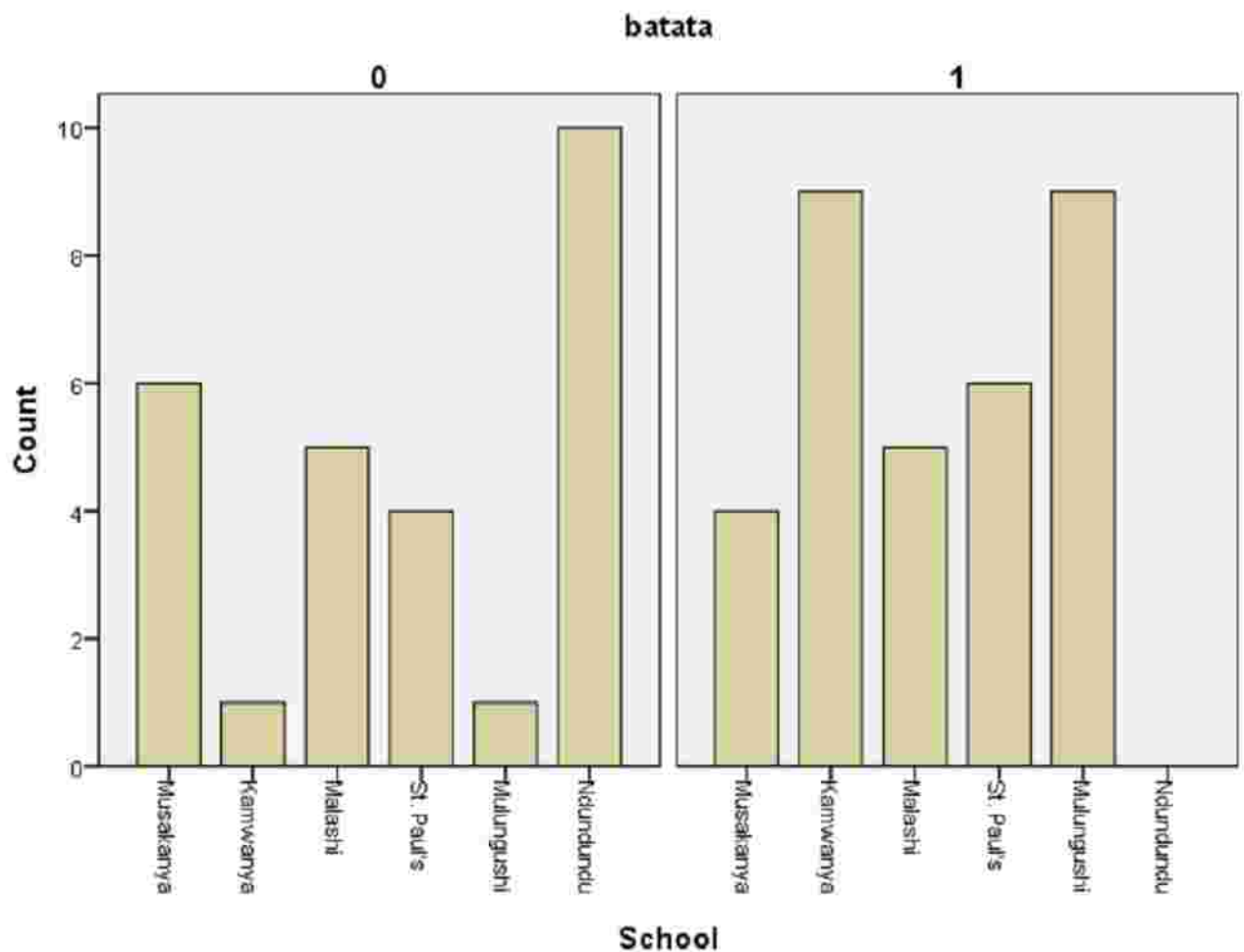(f) Ndundundu: All the ten pupils failed to read the word correctly.

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**Figure 6: Reading 'aleya' School by School**



From Table 6: 0 means 'failed to read aleya', while 1 means 'read the word correctly'

(a)  Musakanya: Eight pupils failed to read the word, while two pupils read it correctly;

(b)  Kamwanya: Eight pupils failed to read the word, while two pupils read it correctly;

(c)  Malashi: Nine pupils failed to read the word, whi                                     it correctly;

(d)  St Paul's: Eight pupils failed to read the word, while two pupils read it correctly;

(e)   Mulungushi: One pupil failed to read the word, while nine pupils read it correctly; and

(f)        Ndundundu: All the ten pupils failed to read the word.

**Figure 7:    Reading 'batata' School by School**



From Table 7: 0 means 'failed to read batata', while 1 means 'read the word correctly'.
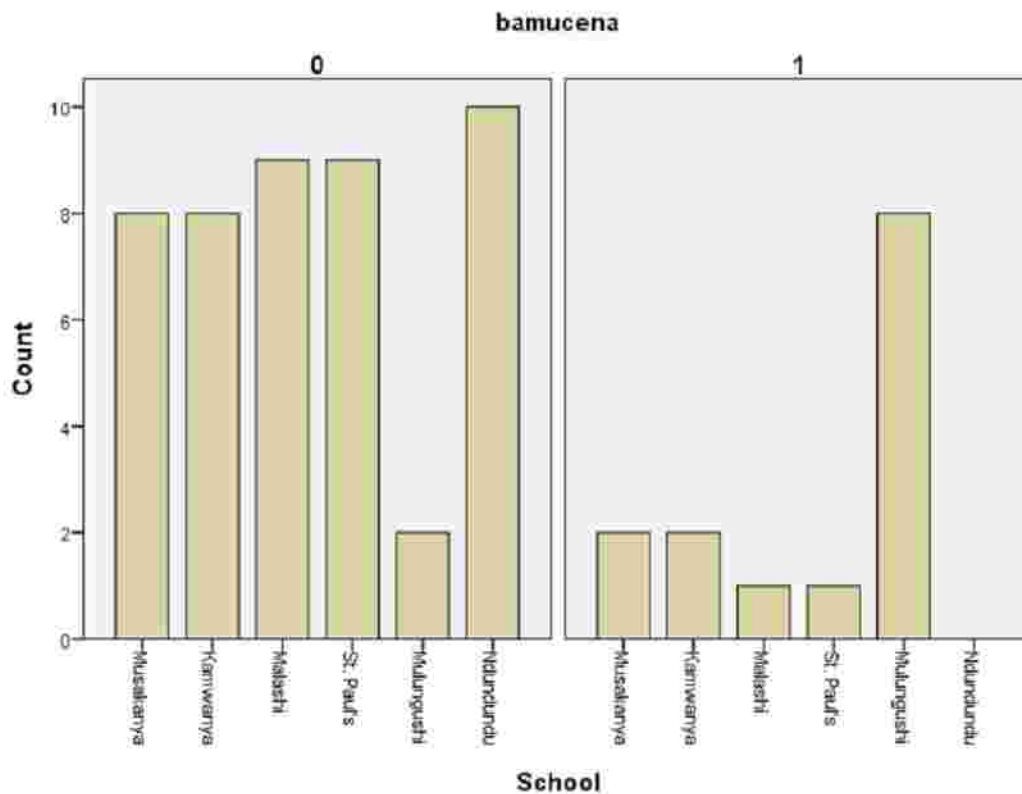
(a)  Musakanya: Six pupils failed to read the word, while four pupils read it correctly;

(b)   Kamwanya: Only one pupil failed to read the word, while nine pupils read it correctly;

(c)  Malashi: Five pupils failed to read the word, while five pupils read it correctly;

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(d) St Paul's: Six pupils failed to read the word, while four pupils read it correctly;

(e)  Mulungushi: Only one pupil failed to read the word, while nine pupils read it correctly; and

(f)  Ndundundu: All the ten pupils failed to read the word correctly.

**Figure 8:  Reading 'bamucena' School by School**



From Table 8: 0 means 'failed to read bamucena', while 1 means 'read the word correctly'.

(a) Musakanya: Eight pupils failed to read the word, while two pupils read it correctly;

(b) Kamwanya: Eight pupils failed to read the word, while two pupils read it correctly;

(c) Malashi: Nine pupils failed to read the word, whi                          it correctly;

(d) St Paul's: Nine pupils failed to read the word, while only one pupil read it correctly;

(e) Mulungushi: Two pupils failed to read the word, while eight pupils read it correctly; and

(f)  Ndundundu: All the ten pupils failed to read the word.

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**Table 9 Reading 'talafika' school by school**



From Table 9: 0 means 'failed to read talafika', while 1 means 'read the word correctly'.

(a)     Musakanya: Eight pupils failed to read the word, while two pupils read it correctly;

(b)     Kamwanya: Eight pupils failed to read the word, while two pupils read it correctly;

(c)     Malashi: Nine pupils failed to read the word, while only one pupil read it correctly;

(d)     St Paul's: All the ten pupils failed to read the word correctly;

(e)     Mulungushi: Three pupils failed to read the word, while seven pupils read it correctly; and

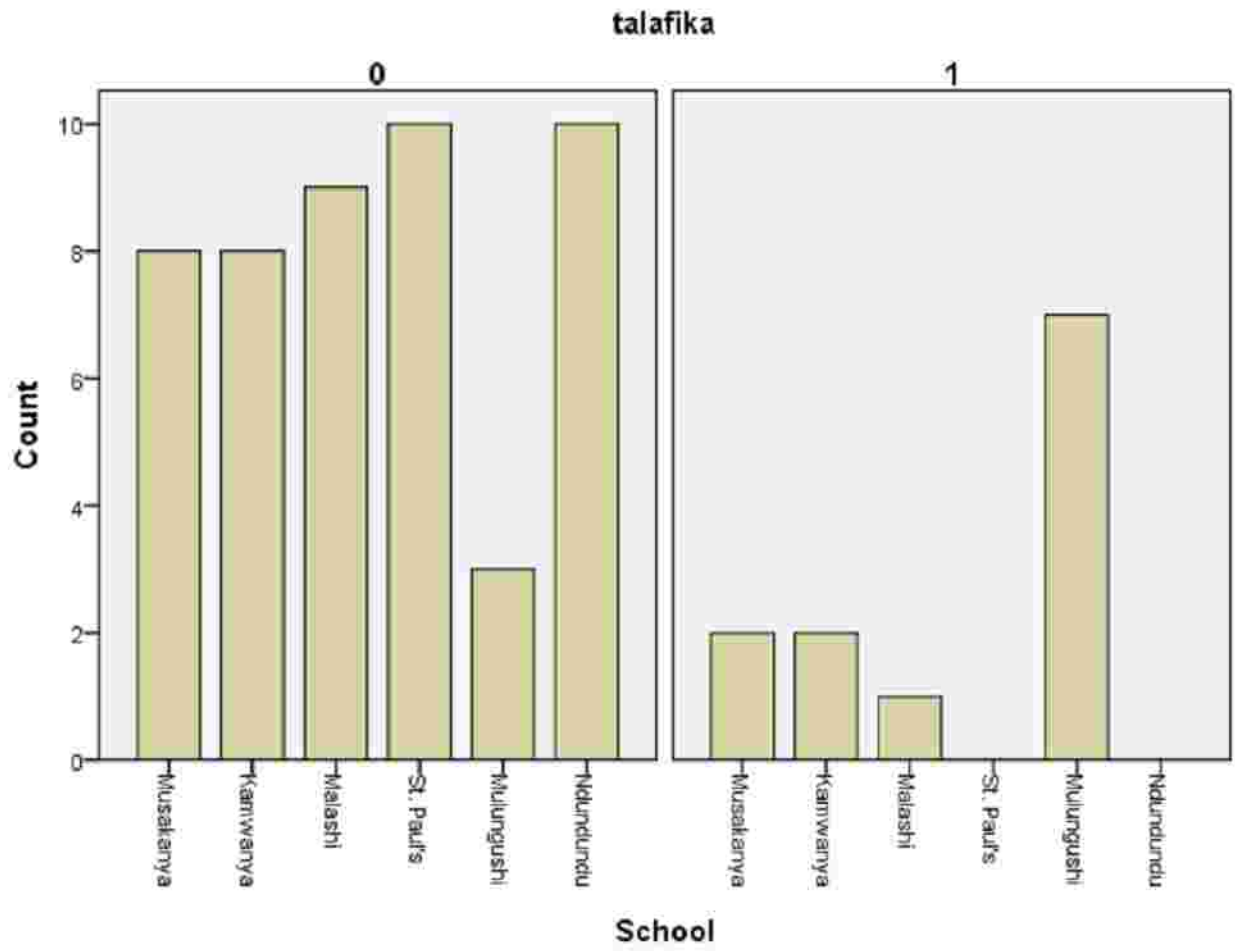(f)     Ndundundu: All the ten pupils failed to read the word correctly.

**Figure 10:  Reading 'kafundisha' School by School**



From Table 10: 0 means 'read Reading 'kafundisha' from:

(a)  Musakanya: Eight pupils failed to read the word, while two pupils read it correctly;

(b)  Kamwanya: Eight pupils failed to read the word, while two pupils read it correctly;

(c)  Malashi: Eight pupils failed to read the word, while two pupils read it correctly;

(d)  St Paul's: Seven pupils failed to read the word, while three pupils read it correctly;

(e)  Mulungushi: Two pupils failed to read the word, while eight pupils read it correctly; and

(f)       Ndundundu: All the ten pupils failed to read the word correctly.


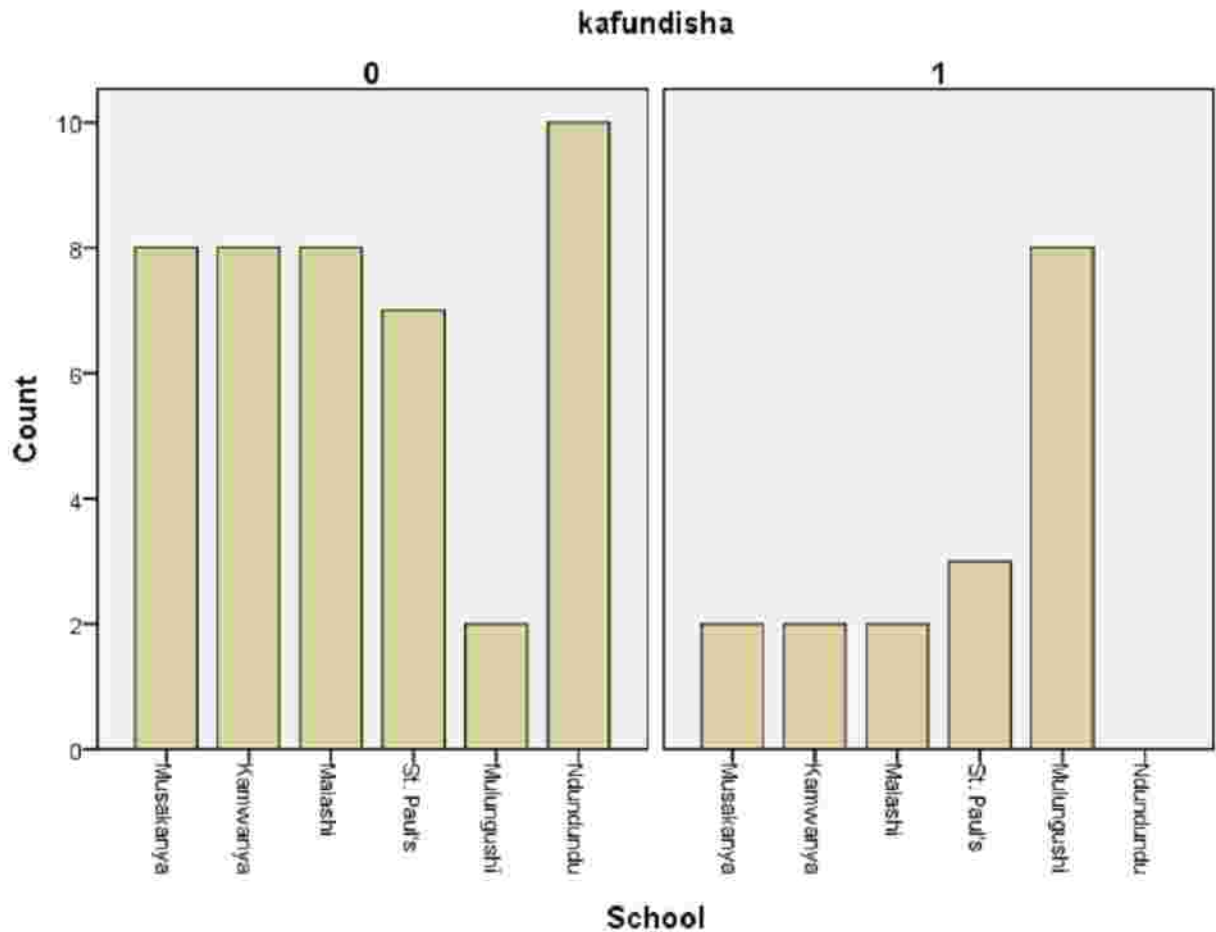**Figure 11: Reading 'umukashana' School by School**



From Table 11: 0 means 'failed to read umukashana', while 1 means 'read the word correctly'.

(a)       Musakanya: Eight pupils failed to read the word, while two pupils read it correctly;

(b)       Kamwanya: Eight pupils failed to read the word, while       pupils read it correctly;

(c)       Malashi: Eight pupils failed to read the word, while two pupils read it correctly;

(d)       St Paul's: Nine pupils failed to read the word, while only one pupil read it correctly;

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(e)     Mulungushi: Only one pupil failed to the word, while nine pupils read it correctly; and

(f)     Ndundundu: All the ten pupils failed to read the word correctly.

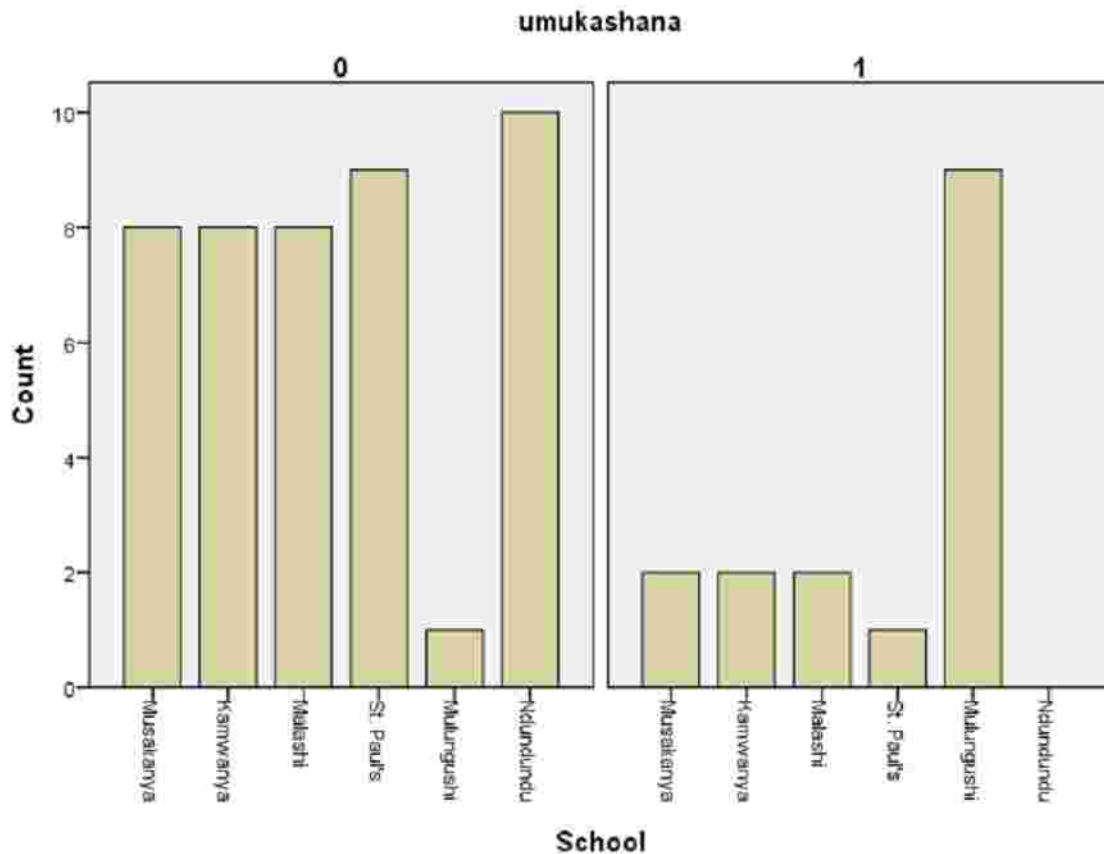**Figure 12: Reading 'balesambilila' School by School**



balesambilila
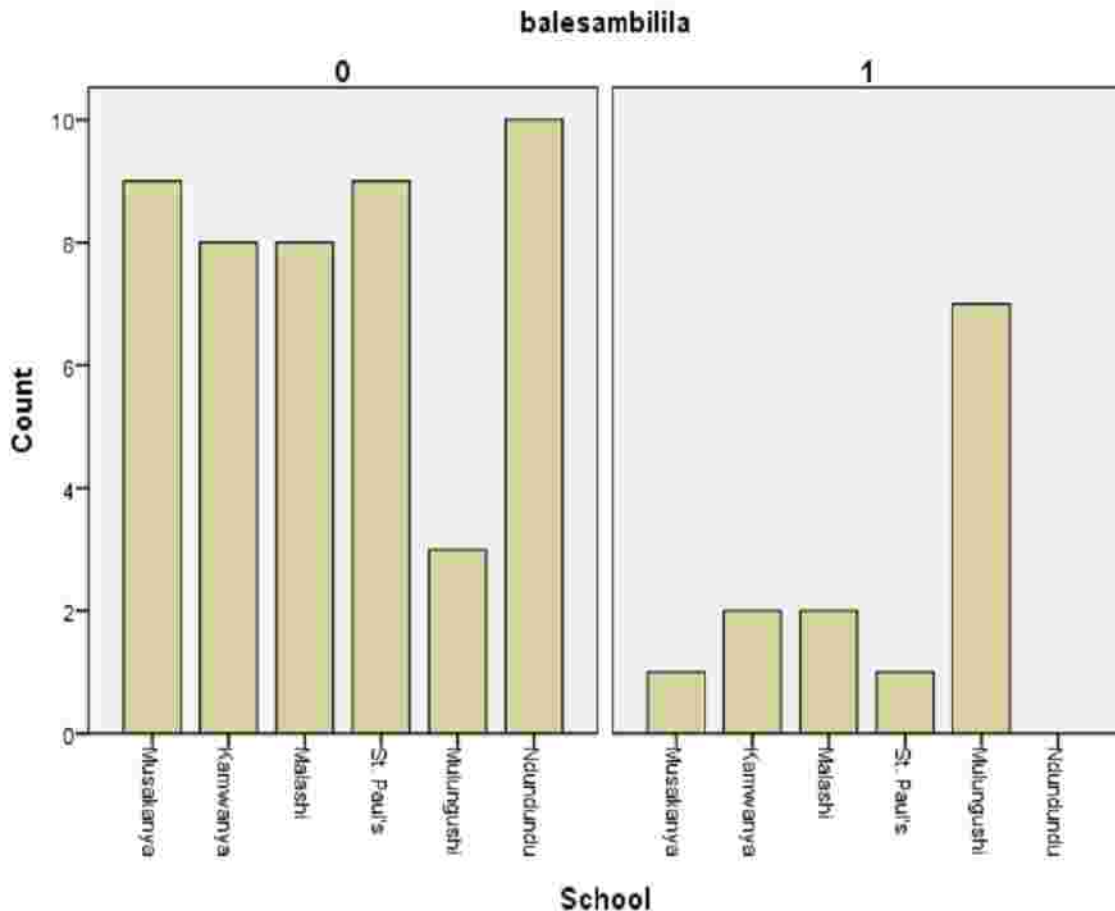
From Table 12: 0 means 'failed to read balesambilila', while 1 means 'read the word correctly.

(a)     Musakanya: Nine pupils failed to read the word, while     one pupil read it correctly;

(b)     Kamwanya: Eight pupils failed to read the word, while two pupils read it correctly;

(c)     Malashi: Eight pupils failed to read the word, while two pupils read it correctly;

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(d)     St Paul's: Nine pupils failed to read the word, while        one pupil read it correctly;

(e)     Mulungushi: Three pupils failed to read the word, while seven pupils read it correctly; and

(f)     Ndundundu: All the ten pupils failed to read the word correctly.

## 4.3   Data from Questionnaires

## 4.3.1  Information from Questionnaires for Teachers

Seventy-six grade two teachers filled in questionnaires. Among these teachers twenty-nine (38.2%) were male while forty-nine (56.6%) were female. Four (5.3%) questionnaires had no indication whether the respondents were male or female.

**Table 19:  Reading Bemba by Grade Two**

| PUPILS | NUMBER | % |
|---|---|---|
| ABLE TO READ | 1,409 | 35.3 |
| NOT ABLE TO READ | 2,580 | 64.7 |
| TOTAL | 3,989 | 100.0 |

In the questionnaires for teachers, it was indicated t     1 409 (35.3%) grade two pupils were able to read Bemba (a local Zambian Language), while 2 580 (64.7%) were not able to read. Table 19 above represents this information

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**Table 20: Reading English by Grade Two**

| PUPILS | NUMBER | % |
|---|---|---|
| ABLE TO READ | 1,246 | 31.3 |
| NOT ABLE TO READ | 2,740 | 68.7 |
| TOTAL | 3,986 | 100.0 |

In the questionnaires for teachers, it was indicated that a total of 1 246 (31.3%) pupils were able to read English while 2 740 (68.7%) were not able to read English. The table (Table 20) above presents this information

**Table 21 Teaching/Learning Materials**

| TEACHERS INDICATED | NUMBER | % |
|---|---|---|
| MATERIAL S WERE ENOUGH | 15 | 19.7 |
| MATERIALS WERE NOT ENOUGH | 60 | 78.9 |
| TOTAL | 75 | 98.7 |
| MISSING SYSTEM | 1 | 1.3 |
| TOTAL | 76 | 100.0 |

In the questionnaires fifteen (19.7%) teachers indicated that teaching/learning materials were enough while sixty (78.9%) indicated that the materials were not enough. Only one (1.3%) did not indicate anything. The table above shows this information

### 4.3.2 Responses from Open Ended Questions on Reading Bemba (a Local Zambian Language)

Table 22 below shows reasons why grade two pupils were not able to read Bemba (a local Zambian language) in the schools in Mpika and Mbala where questionnaires were filled in.

**Table 22: Reasons Why Grade Two Pupils were Unable to Read Bemba**

| Reasons why grade 2 pupils were unable to read Bemba (Zambian language) | Frequency |
|---|---|
| Absenteeism | 39 |
| Lack of learning/teaching materials | 29 |
| Poor family background | 15 |
| Too many pupils in class | 14 |
| Pupils did not breakthrough in grade 1 | 10 |
| Poor staffing | 9 |
| Poor school infrastructure | 4 |
| Late coming | 3 |
| Some pupils have disabilities | 3 |
| Changing teachers frequently | 2 |
| Community negative attitude towards education | 2 |
| Enrolment of under age children | 2 |
| Lack of exposure to modern technologies | 2 |
| Lack of interest by pupils | 2 |
| Lack of trained teachers | 2 |
| Language barrier | 2 |
| Hostile environment (cold, heavy rain season, bridges are washed away) | 1 |
| Lack of concentration by pupils | 1 |
| Lack of teacher training | 1 |
| Most pupils feel shy to read | 1 |

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| | |
|---|---|
| Inadequate syllabus coverage (NBTL and SITE have not been done) | 1 |
| Pupils dropout due to early marriages | 1 |
| Short memory to recall what was taught in grade 1 | 1 |
| Social-economic problems | 1 |
| Total | 148 |

From the above table, it can be observed that, with a frequency of thirty-nine, absenteeism of pupils was ranked as the number one reason why grade two pupils were unable to read Bemba. Lack of teaching/learning materials was ranked second with a frequency of twenty-nine, while poor family background was ranked third with a frequency of fifteen. Too many pupils or too large classes were the next with a frequency of fourteen. Pupils not breaking through in Grade one was the next with a frequency of ten. This was followed by poor staffing with a frequency of nine, while poor school infrastructure was ranked next with a frequency of four. Late coming and disabilities of pupils followed in rank with a frequency of three each.

With the frequency of 2 each, the following were ranked the next reasons: changing teachers frequently; community's negative attitude towards education; enrolment of under age children; pupils' lack of exposure to modern technologies; pupils' ck of interest in learning; lack of trained teachers; and language barrier. Other reasons indicated included: hostile environment; lack of concentration by pupils; lack of teacher training; most pupils feel shy to read; inadequate NBTL/SITE syllabus coverage; failure to recall what was taught in grade one; and socio-economic problems.

### 4.3.4 Responses from Open Ended Questions on Reading English

Table 23 shows reasons why grade two pupils were not able to read English in the schools in Mpika and Mbala districts where the questionnaires were filled in.

**Table 23: Reasons Why Grade 2 Pupils were Unable to Read English**

| Reasons why grade 2 pupils were unable to read English | Frequency |
|---|---|
| Absenteeism | 40 |
| Lack of teaching/learning materials | 32 |
| Lack of teachers | 12 |

| | |
|---|---|
| Some pupils feel shy when participating (lack self-esteem) | 9 |
| Family background (lack of support from parents, illiterate parents) | 8 |
| Poor school infrastructure | 7 |
| Poor educational background | 6 |
| Pupils did not breakthrough in Zambian language | 6 |
| Too many pupils in class | 6 |
| Influence of their mother tongue | 4 |
| Time allocated to reading is inadequate | 4 |
| Community negative attitude towards education (fishing ,early marriages, and caterpillar collection are more important than education) | 3 |
| Lack of exposure to new technologies (radio, TV, cell phones, etc) | 3 |
| Lack of teacher training | 3 |
| Language barrier (medium of instruction) | 3 |
| Hostile environment (cold season, heavy rains, bridges are washed away) | 2 |
| Lack of role models | 2 |
| Late coming | 2 |
| Disabilities (e.g. hearing problems, poor sight) | 1 |
| Frequent changing of teachers | 1 |
| Lack of interest from some teachers | 1 |
| Mental retardation, their environment hereditary | 1 |
| Poor reading culture at home | 1 |
| Poverty | 1 |
| Total | 158 |

From the above table, it can be observed that the reasons given for grade two pupils not being able to read English were similar to those reasons given for the pupils not being able to read Bemba (refer to Table 22). With a frequency of forty, pupils' absenteeism was ranked number one reason why grade two pupils were not able to read English. Lack of teaching/learning materials was ranked second with frequency of thirty-two, while lack of teachers was third with a frequency of twelve. The reason that some pupils feel shy when participating or pupils' lack of self esteem was ranked fourth with a frequency of nine. Poor family back ground (lack parental support and illiterate parents) was fifth in rank with a frequency of eight, while poor school infrastructure was the next with a

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frequency of seven. Poor educational back ground, pupils not breaking through in Zambian Language (Bemba) and too many pupils in class      ranked seventh with a frequency of six each.

Influence of pupils' mother tongue and inadequate time allocated for reading were ranked eighth with a frequency of four each. Community negative attitude towards education; pupils' lack of exposure to new technologies; lack of      training; and language barrier were ranked ninth with a frequency of three each. The next reasons included hostile environment, lack of role models and pupils' late reporting. With the frequency of one each, the following were ranked eleventh: learners' disabilities; frequent changing of teachers; lack of interest in teaching by some teachers; poor home reading culture and poverty.

### 4.4  Data from Lesson Observations

Lesson observation was an activity the researcher was      in to see how grade two pupils are taught reading. Six grade two teachers, all female, from six selected basic schools in Mpika and Mbala districts were observed in     TE (reading) lessons. The researcher was present from the beginning up to the end of each lesson. The table (Table 24) below shows a summary of some of the observations.

**Table 24: Summary of Lesson Observations**

| A summary of lesson observations | Frequency |
|---|---|
| Too many activities assigned at the same time | 4 |
| Too many instructions assigned at the same time | 4 |
| A lot of pupils were absent | 3 |
| Lack of teaching/learning materials | 3 |
| Learners could not finish assignments in the given time | 3 |
| Teacher was involved in too many activities | 3 |
| Too many pupils in class | 3 |
| Learners could not read words they knew when written on paper with different colour | 2 |
| Some learners could not read from books | 2 |

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| A lot of pupils came late for lessons | 1 |
|---|---|
| Instructions not clearly explained | 1 |
| School was just improving | 1 |
| Some learners could not copy and complete work from brooks | 1 |
| Some learners could not read words written on the walls | 1 |
| Some pupils were doing activities not assigned by teacher | 1 |
| Teacher allowed pupils to continue beyond allocated period | 1 |
| Total | 34 |

From the table above, it can be observed that too many activities appear four times. Too many activities and instructions were given at the same time also appears four times. With the same frequency (3), the following were observed: a lot of pupils were absent; there was a shortage of teaching and learning materials; a lot of learners could not finish assignments or their work in the given time; teachers were involved in too many activities at the same time; and classes were large. With the frequency one each, the following were observed: instructions were not clearly explained; school was just improving; some learners could not copy and complete work from books; some learners could not read words written on walls; some learners were doing activ ies not assigned by the teacher; and some learners were allowed to continue with their        ities after the given time had ended.

### 4.5  Data from Interviews with Head teachers, SICs and Teachers

Head teachers and School In-service Coordinators (SICs) were interviewed together, while teachers were interviewed separately. The respondents were asked what people think or say about Primary Reading Programme (PRP). They said that people say that it is a good programme as learners are able to read Zambian              (Bemba) and English in grade one and grade two respectively. However, they indicated that there were challenges.

When asked what challenges there were, the respondents said that there were a number of challenges influencing the smooth implementation of the Primary Reading Programme (PRP), especially the effective teaching and learning of Step In To English (SITE) for

grade two. The views of Head teachers, SICs and teachers were similar. They are presented below:

### 4.5.1 Responses from Head teachers

One Head teacher said:

*"We have teaching/learning materials for SITE but they are not enough for all grade two classes. The Ministry should supply more books and other materials for grade two to practise reading….Also pupils are not able to read well because teachers who are trained in PRP methodologies are transferred to other      ols. So we ask those who are not trained to teach grade two…………."*

Another Head teacher:

*"There are so many pupils in all lower classes because we do not have enough classrooms…… and learning materials are not enough. And there is only one teacher to teach all grade two pupils. She can't teach well……"*

*"We have teachers but there are problems. Some pupils do not come to school every day, and teaching/learning materials are not enough…"*

*"Teachers are not committed; they say teaching learning materials are not enough but there are many pupils in class. Some pupils do not come to school regularly.…"*

### 4.5.2 Responses from SICs

One SIC from Musakanya observed:

*"Pupils are not able to read well because teaching/learning materials for SITE are not enough….and teachers are not monitored regularly. Addi ional materials could be produced at the District Resource Centre for learners in lower basic to practice reading….."*

Another SIC observed:

*"Some pupils in grade two cannot read because the classes are very big; so teachers cannot teach well: cannot teach and supervise independent learning activities in groups….More infrastructure should be constructed so t    t classes can be split……"*

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*"Grade two pupils are not able to read because grade two classes are large and there are few teachers in the school; so large classes cannot be split to sizes teachers can easily manage…….."*

Another SIC said:

*"Teachers are trained in SITE but the training is not    ough……..and some teachers do not follow PRP methodologies well…………Retraining is required."*

A sick at Ndundundu said:

*"Pupils cannot learn to read well because there are very few teachers; some are made to teach more than two grades………Classrooms are shared;    terials for practising reading are sometimes removed by other classes………More        ooms need to be built……………"*

### 4.5.3 Responses from Teachers

One female teacher at Musakanya said:

*"I am not trained in SITE but I have been made to teach grade two. I find difficulties to teach……All teachers teaching the lower basic pupils should be trained in PRP methodologies."*

Another teacher at Musakanya observed:

*"Teaching SITE is interesting but some pupils cannot read because they did not break through in grade one and because there are many activities in lessons…There is need for another teacher to help in supervising some learning activities in SITE lessons……"*

At Kamwanya, a female teacher aged twenty-six said:

*"There are so many pupils in class and I am the only teacher teaching grade two. I get tired to teach all the grade two pupils…….and teaching/learning materials for SITE are very few. To help learners to read well, materials should be sent to the school……"*

One teacher aged thirty at Malashi said:

*"We were trained in SITE methodologies for two days only and we were paid only lunch allowance……..but Administrators who do not even teach grade two were trained for five*

*days and were paid more money including subsistence allowance. We are not motivated…"*

Another female teacher at Malashi observed:

*"Some pupils cannot learn to read because they do not          school regularly. Others come from different backgrounds…..some come from town while many others come from villages where they cannot be assisted to learn to read.…"*

A female teacher aged thirty-six at St Paul's Basic School observed:

*"There are so many challenges to effective teaching of reading to grade two: pu ils' absenteeism is common, and many children report late.          teaching/learning materials are not enough……There is little support from school administration and no monitoring by standards officers……."*

At Mulungushi, a female teacher aged twenty-eight said:

*"Here pupils who come from distant places report late……There is a shortage of SITE books for pupils to practise reading and this time the class is very big because classes have been combined……but most parents here help their children to learn to read…"*

Aged twenty-nine, a female teacher at Ndundundu said:

*"Pupils who cannot read did not break through in grade one; some did not break through because of absenteeism and the language they u    at home is different from the language used in class……….Also books for SITE  are very few."*

Responses were also categorized according to themes, and were arranged in a frequency table. The table (Table 25) below presents this information:

**Table 25: Interviews with Head teachers, SICs and teachers**

| Themes | Frequency |
| --- | --- |
| Inadequate teaching and learning materials | 10 |
| Too large classes_ with more slow learners | 10 |
| Limited infrastructure/shortage of classroom space | 6 |

| | |
|---|---|
| Absenteeism | 4 |
| Time allocated for SITE is not enough | 4 |
| Un timely transfers of teachers trained in PRP (SITE) | 4 |
| Too many activities in lesson result in challenges( teachers overworked,) | 4 |
| Shortage of teachers | 4 |
| Learners did not break through in Grade 1 | 3 |
| Family back ground (parents do not help children, illiterate parents) | 3 |
| Timetable sometimes not followed | 3 |
| Learners report late for lessons | 3 |
| Pupils come from different back grounds | 2 |
| No monitoring by concerned officers (standards officers, heads, SICs) | 2 |
| Teachers are not trained in SITE | 2 |
| Teachers are not dedicated/committed | 1 |
| Children enter school when too young | 1 |
| Introduction of new/foreign language in Grade 2 | 1 |
| Teachers looked down upon/not motivated | 1 |
| Remedial/revision work not done | 1 |
| Some books are too advanced | 1 |
| Pupils not exposed to modern technologies | 1 |
| Some pupils do not concentrate | 1 |
| Total | 72 |

From the table above, it can be observed that, with frequency ten each, inadequate teaching/learning materials and too large classes were the most frequently cited as the main challenges influencing effective teaching and learning of SITE. Limited infrastructure/shortage of classroom space was the next with a frequency of six. With a frequency of four each, the following were mentioned as the next challenges: absenteeism; inadequate time allocated; untimely transfers of trained teachers; too many activities in literacy lessons; and shortage of teachers. With a frequency of three each, the next challenges cited were: learners not breaking through in grade one; learners' family

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back ground (children not helped by parents, illiterate parents, etc); timetable is not followed sometimes; and learners report late for lessons.

They also indicated that pupils come from different back grounds, implying that pupils who are not supported by parents remain behind. No monitoring by concerned officers and untrained teachers were the next challenges cited. Some other challenges mentioned include: teachers not committed. They indicated that so     grade two teachers were not working hard in teaching pupils to learn to read. Under age children are enrolled in school; these children find it difficult to cope ; introduction of new/foreign language in grade two before learners master reading skills in local language; teachers are looked down upon/not motivated; remedial/revision work not done; too advanced books; pupils not exposed to new technologies; and some pupils do not concentrate.

**CHAPTER FIVE**

**DISCUSSION**

**5.0 Introduction**

This chapter discusses the findings that have been presented in the preceding chapter on the nature and factors of low reading achievement by grade two pupils. The findings were discussed in the following order: lesson observations; test results from Basic Skills Assessment Tool (BASAT); data from Reading List; interviews on challenges of teaching literacy/reading; data from questionnaires for teachers. In discussing the findings, Vygotsky's Social Constructivism theory was applied.

**5.1  From Lesson Observations**

Six grade two teachers, three from Mpika district schools and three from Mbala district schools, were observed in literacy/reading lessons. The lessons were conducted in the usual classrooms following class timetables. The researcher was present from the beginning to the end of each lesson.

At the beginning of each lesson, learners were invited to a place near the chalkboard. The place was called Teaching Station (TS). At the teaching station, learners sat on a mat or on the floor. In all cases, the place that was covered with the mat was not big enough for all the learners. This is an indication that there were too many learners at the teaching station.

It was at the teaching station that all the 'teaching' was done. The teacher explained all the learning activities to the learners. At this place, the researcher observed that some learners were not able to see what the teacher was doing when giving explanations, especially when referring to pictures or words in a bo    or on a poster. This happened because the affected learners were sitting on the floor and far from the teacher. The explanations were also not clear in most cases as too    ny things were explained at the same time.

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Instructions on learners' activities were also given there (TS). Instructions were given for each learning activity before actually giving the activity to a group. There usually four groups, which had been given names of either colours or fruits. When the teachers assigned activities to groups, each group struggled to remember exactly what they were expected to do as too many instructions had been given at the same time. That also wasted time for group activities. There should be additional time for pupils to reorganize themselves.

After the groups had been given work, they were instructed to go and do their group activities at their respective places within the classroom. Teachers remained with one group at the teaching stations where either new work was introduced or work from the previous lessons was continued. Again at this stage, it was observed that teachers were engaged in so many activities. Teachers were engaged in revising work from previous lessons; thereafter discussing posters or reading books with pupils to elicit new words. They were also conducting reading activities which had been outlined in lesson plans, and writing new words in 'dictionary' books and were also writing sentences. Then explanations of follow up activities followed.

Due to the above activities teachers rarely went round to see other pupils who were working in groups. In most cases, some pupils were doing things which they had not bee told to do. This means that they were not learning but playing. This is supported by Wood (2006) who argues that while focused on their immediate actions, learners, left alone, might lose sight of the overall goal of the activity. Therefore there is need for all learners to be supervised. Supervision of all pupils including doing group work can be possible if there is another teacher in the classroom.

It was also observed that pupils who were working in groups were sharing very few learning (reading) materials. In most cases, one text course book was shared among five to seven learners. As they were struggling to use the few books either to read or copy something, time was being wasted. Some could not manage to read or copy from the few books. The work that was given was also not done, or not well done or not completed in

the given time. This means that little or no learning      taking place. In this instance for effective learning to take place additional learning materials need to be procured.

Some pupils were reporting late for lessons, particularly literacy/reading lessons. It was observed that as many as five to ten pupils were reporting late per day. In a number of instances, they found that either the first part of the lessons had been covered or the lessons had just ended. This trend seemed to have been going on as some pupils' exercise books had some work not written down. This means that      h pupils who were perpetually reporting late were missing some literacy/reading skills that were being taught and practiced.

Absenteeism was very common. Fifteen to seventeen pupils would be absent per day in a class of fifty to sixty pupils. This was confirmed using class registers, where 'x' marked for pupils absent from school and lessons. From the registers, it was also clear that some pupils were perpetually absent, a trend which seemed t  have been going on for a long time. If learners are perpetually absent, they cannot    quire the necessary skills required for them to be able to read.

Absenteeism does not affect literacy only but all learning. However, PRP is so rigid with the nature of the lessons both in NBTL and SITE that a child who misses a week may never recover at all. The programme assumes all the pupils will be present throughout the week and there seems to be no measures put in place to assist those who may miss a number of lessons. Therefore there is need for class teachers to find out exactly why learners are perpetually absent. This can partly be done with the help of Head teachers ensuring that a closer link is established between the teachers and the parents/guardians of the pupils so that learners' actual challenges may be identified and resolved by both the school and the home.

## 5.2 Test Results from Basic Skills Assessment Tool (BASAT)

On the letter knowledge, fifty per cent of pupils did not perform well. The reason could be that they had not been taught well as some of the pupils were trying to name letters as if they (pupils) were singing a popular alphabet song. This could be as a result of teachers' inadequate or poor preparation, or lack of commitment, for teaching. The implication is that with little or without letter knowledge, learners cannot identify and read individual syllables and words. This is supported by Scarborough (1990) who observes that children who become poor readers are outperformed in letter naming. Therefore, the researcher felt that there was need for teachers to prepare adequately and follow strictly reading methodologies. Teachers can follow strictly what they prepare if they are supported and supervised by Head teachers and monitored regularly by relevant officials of the education system.

On the letter-sound knowledge, forty per cent of pupils related at least ten (10) letters to their (the letters') sounds and vice versa. This means that the pupils can read aloud correctly syllables and words which have the letters that they (pupils) related to sounds. The majority (60.2%) who had little or no letter-sound knowledge cannot read syllables and words by sounding letters, implying that they cann    read words aloud correctly. It also means that the learners cannot read new and unfamiliar words, especially those in transparent languages or regular English words.

On syllable segmentation, only six (10.1%) pupils were able to segment at least two out of the four given words into syllables or could divide the given words into syllables. This means that only this few pupils can read. This is supported by Mattingly (1972) who observes that, in order to learn to read children need to segment words into phonemes (sounds) so that they can pair the phonemes with graphemes (letters). This means that the majority of pupils who could not segment words cannot read. The implication is that without the skill of syllable segmentation, learners cannot read new and unfamiliar words.

Only thirteen (21.7%) could identify initial sounds of at least five (5) out of the ten (10) words given. This means that these pupils could sound initial parts of the words correctly.

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Sounding parts of words wrongly by other pupils means that they read some words aloud wrongly.

On the end sound identification, only fourteen (23.4%) pupils managed to identify end sounds of at least five (5) words out of the ten (10) given words. This means that the pupils could read aloud the last parts of the words correctly. But the majority of pupils could not. The implication is that the pupils who cannot identify end sounds of words cannot read the words aloud correctly.

For sound blending, twenty (33.3%) pupils managed to combine at least two groups of sounds out of the five groups of sounds given, into words. Some of the remaining 66.7 per cent could not blend sounds into words. The implication is that if learners fail to combine given sounds into words, they cannot read the        which have the sounds. Also they cannot read new regular English words.

Only eleven (18.3%) pupils managed to read at least nineteen words out of the thirty-eight words and sentences. These also, according to PRP, had not acquired other reading skills. Gable (2009) observes that learners who cannot read well have less familiarity with basic purpose and mechanisms of reading. This also implies that the pupils might not have been taught well how to read as reading is not a natural skill (Meck, 1982, Gough and Hallinger, 1980).

Twenty-two (36.6%) pupils managed to get two out of four in reading comprehensions. But some of these were those who failed to read words, or identify a single letter or identify any initial or end sound of a word. It could, therefore, be observed that the pupils just guessed to get answers correct, based on the pictorial presentation rather than the actual sentences.

The results from Basic Skills Assessment Tool (BASAT) confirm that grade two pupils in the target schools were not able to read in English according to their grade level.

### 5.3  Data from the Reading List

The Reading List consisted of ten Zambian Language (Bemba) words. Only two words: 'ba' and 'batata' were read correctly by many pupils. These two words appeared to be familiar to pupils, implying that the pupils might have seen the words elsewhere. Other words were not well read. However, according to the Primary Reading Programme (PRP), any pupil who completes grade one can read any word in Zambian Language. Failure to read Zambian language in grade two means that the pupils did not break through in grade one, implying that they did not acquire the skills required for reading the language.

Therefore, these results from the Reading List confirm that grade two pupils in the target schools were not able to read Zambian Language according to their grade level. This implies that they had not acquired the Zambian language reading skills in grade one which should be enhanced in grade two (MOE, 2000). Therefore, it was needed to take appropriate action to enable the pupils to be able to read Zambian language according to their grade level. Teachers teaching grade two should be adequately trained in both SITE (grade two) and NBTL (grade one) methodologies so that learners who are not able to read Zambian language are assisted in grade two.

### 5.4  Challenges of Teaching Literacy/ Reading

Head teachers, School In-service Coordinators (SICs) and grade two teachers were interviewed on the Primary Reading Programme (PRP) as regards challenges of teaching/learning reading. They indicated that people particularly parents say      the programme is good as learners are able to read Zambian Language (Bemba) and English as early as grade one and two respectively. The school officials a     agreed that the programme is good. They, however, indicated that there were many challenges hindering the effective and efficient teaching of literacy/reading in grade two.

One of the challenges cited by Head teachers SICs and teachers was shortage of teaching/learning materials. The respondents said that shortage of teaching/learning materials was a big challenge to the efficient and effective teaching reading in English in

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grade two. When learners had been taught, they could not practise reading in absence of enough books and other materials. The respondents especially class teachers observed that in most cases four to seven learners struggled to have access to a book or other material. In such an instance, it could be observed that little or no learning was taking place. The interviewees suggested that the Ministry of Education should timely supply enough appropriate books and other materials for teaching grade two reading. Some especially the School In-service Coordinators (SICs) said that additional materials for practising reading could be produced by District Resource Centres (DRCs).

Too large classes were another challenge cited. Respondents said in a large class it was not easy to teach and supervise the many learning acti ities in SITE, as the large classes in most cases had a lot of slow learners (Kalindi, 2005) who needed particular attention. This resulted in other learners doing activities other than those given by the teacher or just making noise. By trying to supervise the many activities, teachers complained that they were being over worked and getting tired. They suggested that large classes should be split. Some teachers proposed that there should be another teacher in a class to assist the class teacher in the supervision of some learning     ivities.

The respondents especially Head teachers revealed that large classes resulted from combining classes. They said that classes were combined because of shortage of teaching staff and classrooms. Some class rooms had poor ventilation and were somehow dark inside which could hinder some learners to see properly. To increase and improve classrooms respondents proposed that more and suitable class rooms should be constructed.

According to respondents shortage of teachers came about partly due to untimely transfers of teachers to other schools. This means the teachers were transferred before a school term ended or the end of the year.  What followed was that teachers who had not been trained in SITE methodologies were made to teach         two reading. The respondents suggested that all teachers teaching grade two should be adequately trained and oriented in PRP methodologies. The suggestion is very important because without training the teaching of reading in English in grade two cannot be effective.

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Absenteeism was another challenge that respondents cited. They observed that as there are many learning activities in SITE, learners who miss classes miss a lot of skills that are taught. Even when they are present on some days, the learners absent themselves from classes on other next days. This means that such learners do not practise as methodologies in SITE are planned in such a way that there are follow up activities to consolidate the skills learned in the previous lessons (MOE/Molteno, 2002). The respondents further explained that even if there are follow up activities, revision of some previous work may not be very helpful to learners who      perpetually absent. This is because the time allocated for SITE was observed to be inadequate. The teachers especially explained that because of shortage of time timetable was not usually followed. This means that some activities were not done, implying that some skills which are useful for reading might not be taught and practised. Even at homes of some children practising reading may not be possible. They said that some parents did not help their children regarding educational matters. Some respondents observed that some parents did not encourage their children to go to school, let alone to practise reading. Such parents, they observed, were in most cases illiterate.

## 5.5   Data from Questionnaires

### 5.5.1   Data from Questionnaires for Grade two Teachers

Teachers indicated that 35.3 per cent of grade two pupils were able to read Zambian Language (Bemba) while 64.7 per cent were not able to      the language. They also indicated that only 31.3 per cent of the pupils were able to read English while 68.7 per cent were not able to read the language. They indicated reasons why pupils were not able to read Zambian Language and English. Most of the factors they indicated were similar for both Zambian Language and English.

In both cases absenteeism was the major cause with frequencies of thirty-nine for Zambian Language and forty for English. Some pupils were absent from school for two to four days a week for various reasons. Pupils were absent due to long distances between home and schools, while others are absent due to economic reasons. Some children shift with their families to places far away for caterpillar collection or for farming during certain seasons. During the rainy season, especially when it rains, some children do not

go to school. During interviews, interviewees cited absenteeism as a major challenge to effective implementation of the Primary Reading Progamme (PRP) in general and SITE in particular. Respondents were aware that absence from lessons places learners at a disadvantage, but no action had been taken to correct the situation. Learners who miss classes miss some skills that are taught. They also do not take part in practising, as other learners are practising in class.

The second cause that was indicated was shortage of teaching and learning materials for both Zambian Language and English with frequencies of twenty-nine and thirty-two respectively. During interviews, interviewees said that shortage of teaching/learning materials was a major challenge influencing effective teaching of reading in grade two. In the absence of teaching/learning materials, such as books, teachers cannot teach effectively and learners cannot learn well. Pupils cannot practise properly what they have been taught. This is supported by Staiger's (1973) findings that the method of teaching reading depends on the available materials. Therefore there is need for timely procurement of adequate teaching/learning materials for grade two pupils.

Poor family back ground was indicated as the third cause for Zambian Language with a frequency of fifteen, while it was ranked fifth for English with a frequency of eight. Poor family back ground as a factor implies that there is no support for education from the family. It also means that there are no models, or that parents are so illiterate that they cannot help children to learn how to read or to practice reading. This is supported by Unsworth and O'Toole (1993) who argue that children's      about reading are built from the literacy practices they observe and participate in as members of the family or community with a particular position in the social structure of the culture.

The researcher, therefore, felt that measures should be taken to ensure that there are literacy practices in communities which should in turn assist young children to learn to read both in local language and in English. One suggestion is that more adult literacy programmes and centres should be established throughout the country, after extensive sensitisation of communities, in order to increase and improve literacy levels of adults who may in the long run encourage children to learn to read. This undertaking may be costly in terms of time and resources, but the cost cannot equal the gain.

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Too large classes as a factors were ranked fourth for Zambian Language with a frequency of fourteen and ninth for English with a frequency of      Interviewees cited large classes as a major challenge to the efficient and effective teaching and learning of how to read. This is also supported by Kalindi (2005) who found that too large classes of lower primary learners had large groups of poor readers.

Pupils not breaking through in Zambian language in grade one was ranked fifth with a frequency of ten, while it was ranked eighth for English with a frequency of six. During interviews, interviewees said that learners who did not      through in grade one could not read Zambian Language and could not 'Step into English' in grade two. If pupils did not break through in grade one, it means that they did not acquire the skills to read Zambian Language. It also implies that they did not acquire the skills, which can be used to read English. It follows that the pupils cannot read well. This is supported by Juel's (1994) findings that children who are behind in reading by the end of the first grade, are significantly behind their grade level.

Poor staffing was ranked sixth for Zambian Language with a frequency of nine, while it was ranked third for English with a frequency of twelve. During interviews, interviewees also cited shortage of teachers as a challenge, which was negatively affecting effective teaching of reading in grade two. Interviewees observed that where there was a shortage of staff, teachers were allocated more than one class      one grade each. If teachers are over-worked, the implication is that they cannot prepare adequately, which may affect the actual teaching and learning. Therefore there is need to send teachers to schools which are understaffed.

Poor infrastructure was ranked seventh for Zambian Language with a frequency of four, while it was ranked sixth for English with a frequency of seven. Interviewees also cited limited infrastructure or shortage of classroom space   s a big challenge influencing effective teaching of reading in English in SITE classes. They observed that limited classroom space meant that in most cases a classroom was used by more than one class or one grade. This means limited space for displaying lea      resources that can help

learners to practise reading. Limited infrastructure also means shortage of furniture such as desks, tables and book shelves.

Late coming was ranked eighth for Zambian Language but lowly for English. However, during interviews, late reporting for lessons was cited as a big challenge especially during the first two periods. It was observed that learners who report late for classes find that either the first part of a literacy/reading lesson has been covered or the whole lesson has ended. Some learners arrive late at school because of           from home to school and socio-economic reasons, such as helping the family to procure food. If learners report late for classes, they miss some lessons, meaning that they may miss some reading skills that are taught and practised.

For Zambian Language, changing teachers frequently especially those trained in (SITE) methodologies was cited as causing learners not to read. During interviews this was also mentioned. For English, Interviewees observed that teachers who were trained were untimely transferred without replacements. Teachers who are not trained in the SITE methodologies are made to teach grade two reading. This is supported by Luangala's (2008) findings that in basic schools, some teachers were teaching grades for which they were not suitably qualified. There is need for teachers to be trained and adequately qualified for the grades they are teaching; grade two teachers should be adequately trained in SITE methodologies.

For both Zambian Language and English, language barrier was cited. It was indicated that where the language used at home was different from the offic l local language, learners found it uninteresting to practise reading in that local official language. This also seems to be supported by test results based on reading Zambian Language (refer to Figures 4-11), which show that where the language of the home and play for the children was not Bemba, learners only managed to read two words out of the ten Bemba words. Modiano (1973) observes and wonders how one can read in a language one cannot understand, let alone speak. For those whom the local official language is not their mother tongue or familiar language, learning or teaching in English may even be more challenging. This is supported by Suemali's (2009) findings which show that the use of

English as a medium of instruction bars African students from learning effectively and incapacitates some teachers in conducting effective teaching.

For SITE, time allocated for teaching literacy/reading was indicated as not enough. Interviewees also cited inadequate time allocated as a challenge for teaching English reading. Interviewees further observed that timetables were not usually followed during literacy lessons due to the many activities. During lesson observation, the researcher noticed that learners were not able to finish their work in the time allocated for the activities. In some cases, teachers allowed pupils to        doing their work even after the time given hand finished. If learners are not given enough time to do their activities, they cannot fully practise the skills they have learned. The implication is that they may not be able to read according to their grade level. Therefore additional time should be allocated for literacy/reading lessons in grade two.

# CHAPTER SIX

## CONCLUSIONS AND RECOMMENDATIONS

### 6.0   Introduction

This chapter presents conclusions together with recommendations, which were made to the concerned officials of the education system.

### 6.1   Conclusion

The study sought to explore the causes and the nature of the low reading achievement among grade two pupils. The study employed both qualitative and quantitative methods of data collection and analysis. The study also observed literacy/reading lessons and looked at some documents such as the class register.

The study explored the nature of the low reading achievement and confirmed that grade two pupils were not reading according to their grade level. The study revealed that grade two pupils were not reading according to their grade level due to absenteeism; shortage of suitable teaching/learning materials; shortage of teachers, particularly those trained in the Primary Reading Programme (PRP) methodologies; large classes; poor family and educational back grounds; poor and inadequate infrastructure; pupils not breaking through in grade one; and inadequate time allocated for literacy/reading lessons.

Other factors the study revealed as causing grade two pupils' inability to read according to their grade level include reporting late for lessons; unfamiliar language of instruction (English); too many learning activities in literacy/reading lessons;   d inadequate monitoring and supervision by the concerned officials.

The study also established that the above causes of low reading achievement do not only affect learning Zambian Language and English but also other subjects. This means that when pupils are not able to read, they cannot learn effectively as they cannot fully

understand what is taught. Some strategies to assist pupils to be able to be reading according to their grade level were suggested and are presented in the next section.

## 6.2    Recommendations

This section presents recommendations to improve the reading achievement among grade two pupils. Given that the study revealed some factors and the nature of the low reading achievement, recommendations are made as follow:

.Adequate appropriate teaching/learning materials for literacy/reading in English should be continually supplied by the Ministry of Education in order to ensure that the materials are available in basic schools all the time. Additional materials for pupils in the lower basis section to practise reading should be produced by District Resource Centres (DRC) in the district.

.Head teachers should ensure that teachers establish closer links with parents/guardians in order to ensure that the actual challenges grade two pupils are facing are identified and resolved by the school and the home so that the learners may be enabled to be attending school regularly.

.Teachers should be closely supervised and monitored by officials of the education system in order to ensure that the teachers prepare adequately and follow strictly NBTL (grade one) and SITE (grade two) methodologies in teaching.

.Teachers who are teaching the first two grades of the lower section should be adequately trained and oriented in both NBTL and SITE methodologies in order that even the pupils who do not break through in grade one are assisted to read in grade two.

.More teachers should be deployed so that there should be two teachers per lesson in grades one and two classes in order to ensure that the many learning activities in NBTL and in SITE are effectively taught and supervised.

.Construction of school infrastructure should be increased and much more equitably distributed so that each school should have enough classrooms in order to decongest large classes and reduce the work of teachers.

.More adult literacy programmes and centres should be established throughout the country, after extensive sensitization of communities, in order to increase and improve literacy levels of adults who may in the long run encourage children to learn to read.

### 6.3    Further Research

The study was not exhaustive. It is, therefore, suggested that further study be conducted to look at differences in the factors and nature of low reading achievement among grade two pupils in urban and rural areas. This would be of prime importance as results of different environments would be compared and contrasted.

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APPENDICES

**Appendix 1**
**BASIC SKILLS ASSESSMENT TOOL (BASAT)**
Reading and Writing Skills – Grade 2

Name:_____

School:_____

Grade:_____

Teacher: _____

|  | Year | Month | Day |
|---|---|---|---|
| Date |  |  |  |
| Date of birth |  |  |  |
| Age |  |  |  |

Examiner: _____        Province_____
District__

Sex:    Female        Male        Time begun:_____ Time ended:_____

| 1. Has the child got any of the following impairments? Tick where appropriate | |
|---|---|
| Physical impairment |  |
| Visual impairment |  |
| Hearing impairment |  |
| Intellectual disabilities |  |
| Speech/language impairment |  |

| 2. Summary of the BASAT (Fill in this table after completing the assessment) | |
|---|---|
| Area | Score and Skill Level |
| A. Letter knowledge |  |
| B. Letter-sound knowledge |  |
| C. Phonological tasks: 1.Syllable segmentation |  |
| 2. Initial Sound Identification |  |
| 3. End Sound Identification |  |
| 4. Sound blending |  |
| D. Reading |  |
| E. Writing |  |
| F. Reading comprehension |  |
| G. Digit Span |  |

| A. Letter knowledge<br>Indicate and count the letters the child knows and estimate the average number of letters the child knows which means that the child can write, name and identify them.<br><div align="center">Indicate the letters the child knows here</div> | Average Number of Letters Known |
|---|---|

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| | | |
|---|---|---|
| 1. Writes letters. | | |
| 2. Names letters. | | |
| 3. Identifies letters. | | |

| B. Letter-sound knowledge Indicate and count the letter-sound relations the child knows and estimate the average number of letter-sound relations the child knows which means that the child can relate the letters to the sound and the sound to the letter Indicate Letter-sound relations here | Average Number of Letter-Sound-Relations K |
|---|---|
| 1. Relates letters to letter sounds. | |
| 2. Relates letter sounds to letters. | |

**C. Phonological tasks:**

For each item in section C, mark  "1" if the child answers the item          ly otherwise

**C1.  Segments words into syllables:  (e.g. un-der, re-mem-ber):**

| | | Score |
|---|---|---|
| a. Teacher (teach-er) | c. September (sep-tem-ber) | |
| b. Answer (an-swer) | d. Everyone (eve-ry-one) | |

TOTAL    SCORE:    SYLLABLE    SEGMENTATION

| C2.  Discriminates initial sounds in Words: | | C3. Discriminates ending sounds in words: Score | |
|---|---|---|---|
| a. apple | | a. dog | |
| b. impala | | b. pen | |
| c. eggs | | c. tom | |
| d. use | | d. hat | |
| e. orange | | e. cup | |
| f. sun | | f. bus | |
| g. box | | g. work | |
| h. money | | h. red | |
| i. pipe | | i. much | |
| j. cat | | j. life | |
| TOTAL   SCORE:   INITIAL SOUND   DISCRIMINATION (max.10) | | TOTAL   SCORE:   END SOUND DISCRIMINATION (max.10) | |

| C4. Blends sounds into words: | | Score |
|---|---|---|
| a. p /o/ t  (pot) | d. s /i/ t  (sit) | |
| b. d /i/ g  (dig) | e. m /u/ d  (mud) | |
| c. r /a/ t  (rat) | | |

TOTAL SCORE SOUND BLENDING (       5)

| D. Reading: For each item mark "2" if the child reads the item perfectly and "1" if the child commits only one minor error, otherwise mark "0". Calculate the total score for the whole reading section! | | | |
|---|---|---|---|
| | Score | | Score |
| 1. Recognises own name. | | | |
| 2. Combines two letters/sounds/both into a syllable or word: | | 3. Reads 1-syllable words: | |
| a. an | | a. sit | |
| b. so | | b. run | |
| c. at | | c. old | |
| d. be | | d. spoon | |
| 4. Reads 2-syllable words: | | 5. Reads 3-syllable words: | |
| a. water | | a. elephant | |
| b. pencil | | b. holiday | |
| c. yellow | | c. happiness | |
| d. football | | d. yesterday | |
| 6. Reads sentences: | | | |
| a. Musa and Maria are going to | | | |
| b. Musa is wearing a blue shirt. | | | |
| TOTAL SCORE READING SECTION (max.38) | | | |

| E. Digit Span (Working memory):<br>For each item ('a' and 'b') Mark "1" if the child remembers the digit sequence correctly otherwise mark "0".Calculate the total score. | | Score |
|---|---|---|
| 1. Remembers two numbers in sequence: | a. 4-3 | |
| | b. 1-5 | |
| 2. Remembers three numbers in sequence: | a. 5-6-4 | |
| | b. 3-1-5 | |
| 3. Remembers four numbers in sequence: | a. 4-1-6-2 | |
| | b. 3-6-5-1 | |
| 4. Remembers five numbers in sequence: | a. 5-6-3-1-4 | |
| | b. 2-1-4-6-3 | |
| 5. Remembers six numbers in sequence: | a. 7-3-5-1-6-2 | |
| | b. 1-5-2-7-4-3 | |
| 6. Remembers seven numbers in sequence: | a. 5-8-3-6-1-7-2 | |
| | b. 3-5-2-8-7-1-6 | |
| | TOTAL    SCORE DIGIT    SPAN (max.12) | |

| F.ReadingComprehension: Tick the child's response for each item and calculate number of items correctly understood ! | |
|---|---|
|  | a. The ball is on the table.<br><br>b. The ball is under the table.<br><br>c. The ball is under the car. |
|  | a. He is standing.<br><br>b. He is walking.<br><br>c. He is sleeping. |
|  | a. She is drawing a chair.<br><br>b. She is drawing a bed.<br><br>c. She is making a drum. |
|  | a. The sun is not shining.<br><br>b. The sun is shining.<br><br>c. The moon is shining. |
| Number of Reading Comprehension items understood correctly (max.4) | |

Appendix 2

READING LIST FOR GRADE 2

One mark should be given for each word a pupil reads correctly. There are 10 words in section A.

a

ba

mona

aleya

batata

bamucena

talafika

kafundisha

umukashana

balesambilila

SECTION B

Pupils name the letters and give the sound of each letter. Two marks should be given: one mark for naming, and one mark for the sound of, a letter.

a      e      b      m      n

i      d      f      g      o

Appendix 3

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION

LESSON OBSERVATION FORM

1 PROVINCE…………………DISTRICT………………………………DATE………

2 SCHOOL…………………………………………….GRADE………………………

3 NUMBER OF PUPILS IN CLASS………BOYS………GIRLS…………………….

4 SUBJECT……………………DURATION OF THE PERIOD……………………….

5 LESSON TYPE…………………………TIME TAKEN……………………

6 AGE OF TEACHER…………………………………GENDER………………

7 NUMBER OF YEARS/MONTHS IN: TEACHING……………THE GRADE……

8 NUMBER OF YEARS OF TRAINING AS A TEACHER……………………….

9 TRAINED IN: NBTL…………SITE………………ROC……………YES OR NO.

10 INTERACTION BETWEEN THE TEACHER AND THE LEARNERS: (a) VERY GOOD (b) GOOD (c) FAIR (d) NOT FAIR.

11 INTERACTION AMONG THE LEARNERS THEMSELVES: (a) VERY GOOD (b) GOOD (c) FAIR (d) N0T FAIR

12 WAS THE LESSON LEARNER-CENTRED? YES/NO: REASON/S……………

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

13 LEARNERS' PARTICIPATION IN LEARNING ACTIVITIES: (a) VERY GOOD (b) GOOD (c) FAIR (d) NOT FAIR.

14 LEARNERS' QUALITY OF WORK IN: (1) READING: (a) VERY GOOD (b) GOOD (c) FAIR (d) NOT FAIR (2) WRITING: (a) VERY GOOD    GOOD (c) FAIR (d) NOT FAIR.

15 AVAILABILITY OF TEACHIN/LEARNING MATERIALS: (a) VERY GOOD (b) GOOD (c) FAIR (d) NOT AVAILABLE.

16 USE OF TEACHING/LEARNING MATERIALS BY: (1) THE TEACHER: (a) VERY GOOD (b) GOOD (c) FAIR (d) NOT FAIR (2) THE LEARNERS: (a) VERY GOOD (b) GOOD (c) FAIR (d) NOT FAIR.

17 GENERAL OBSERVATIONS…………………………………………………………….

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LETTERS OF THE ALPHABET

a b c d e f g h i

j k l m n o p q

r s t u v w x y

z

Appendix 5

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION

QUESTIONNAIRE FOR TEACHER/S

1 PROVINCE…………………………….DISTRICT……………………………

2 SCHOOL…………………………….GRADE…………………………………

3 NUMBER OF PUPILS   IN CLASS……………BOYS…………GIRLS……………

4 YOUR AGE……………………….GENDER………………………………………

5 NUMBER OF YEARS IN TEACHING…………………………………………………

6 NUMBER OF YEARS/MONTHS IN TEACHING THE GRADE……………………

7 NUMBER OF YEARS OF TRAINING AS A TEACHER……………………………

8  HAVE YOU BEEN TRAINED IN: NBTL……………SITE…………ROC…………
(WRITE 'YES OR NO' IN THE SPACES).

9  WHAT WAS THE DURATION IN TRAINING IN: NBTL…………SITE………….
ROC….(WRITE N/A IF YOU HAVE NOT BEEN TRAINED).

10 IS THE TRAINING IN NBTL/SITE/ROC HELPFUL? YES/NO/NA. (TICK YES OR
NO OR NA).

11 ARE YOU RETRAINED IN NBTL/SITE/ROC?        YES/NO/NA.

12  IF THE ANSWER IS YES FOR 11, HOW OFTEN ARE YOU RETRAINED?...........

13    ARE THE TEACHING/LEARNING MATERIALS FOR NBTL/SITE/ROC
ENOUGH?    YES/NO.

14    HOW MANY PUPILS IN YOUR CLASS ARE ABLE TO READ ZAMBIAN
LANGUAGE?............................................................    ..............................................

15   HOW MANY PUPILS IN YOUR CLASS ARE UNABLE TO READ ZAMBIAN
LANGUAGE?........

WHAT ARE THE REASONS?.........................................................................................

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

16   HOW MANY PUPILS IN YOUR CLASS ARE ABLE TO READ ENGLISH………

17  HOW MANY PUPILS IN YOUR CLASS ARE UNABLE TO READ ENGLISH…..

18. WHAT ARE THE REASONS………………………………………..     …………………………

…………………………………………………………………………………………………………

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Appendix 6

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES DEPARTMENT

INTERVIEW GUIDE

Interviews will be based on the research topic. Questions to be asked will be derived from the main research question and the research questions. Respondents' responses will be recorded. Interviews will be conducted on the agreed days and times.

DATE…………………………………TIME…………………………………………..

1. WHAT PEOPLE THINK ABOUT PRP (NBTL, SITE AND ROC)

……………………………………………………………………………….

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

2. IMPACT OF PRP……………………………………………………………….

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

3. (a) WHAT ARE THE CHALLENGES OF PRP?................    ........................................

……………………………………………………………………………………

……………………………………………………………………………………

(b) WHAT CAN BE DONE TO IMPROVE WHERE THERE ARE CHALLENGES

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

we
r

Appendix 7

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION

INFORMED CONSENT FORM FOR THE PEO

I would like to seek permission to carry out a study in selected schools in Mpika and Mbala districts in Northern Province. I am a student at the          rsity of Zambia pursuing a Master of Education Degree course in Literacy and Learning.

The data that will be collected is for academic purposes only. It will be kept confidentially.

I thank you in anticipation.

NAME:………………………………………………SIGNATURE……………………

THE PROVINCIAL EDUCATION OFFICER'S COMMENT/S

………………………………………………………………………………………………

………………………………………………………………………………………………

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………………………………………………………………………………………………

………………………………………………………………………………………………

NAME…………………………………………………..SIGNATURE……………….

POSITION…………………………………………………DATE…………………………

OFFICIAL STAMP.

Appendix 8

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION

INFORMED CONSENT FORM FOR THE DEBS

I would like to seek permission to carry out a study in selected schools in your district. I am a student at the University of Zambia pursuing a Master     Education Degree course in Literacy and Learning.

The data that will be collected is for academic purposes only. It will be kept confidentially.

I thank you in anticipation.

NAME…………………………………………………..SIGNATURE…………………

THE DEBS' COMMENTS

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………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

NAME……………………………………………….SIGNATURE………………………

POSITION…………………………………………….DATE…………………………….

OFFICAL STAMP

Appendix 9

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION

INFORMED CONSENT FORM FOR THE HEADTEACHER

I would like to seek permission to carry out a study in your school. I am a student at the University of Zambia pursuing a Master of Education Degree in Literacy and Learning.

The data that will be collected is for academic purposes only. It will be kept confidentially.

I thank you in anticipation.

NAME……………………………………………..SIGNATURE………………………

THE HEADTEACHER'S COMMENTS

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

...………………………………………………………………………………………….

……………………………………………………………………………………………

NAME…………………………………………..SIGNATURE…………………………

POSITION……………………………………………DATE…………………………….

OFFICIAL STAMP