

**TEACHER PREPAREDNESS TO TRANSITION LEARNERS FROM  
ZAMBIAN LANGUAGE LITERACY TO ENGLISH LITERACY IN  
GRADE 3, IN LIVINGSTONE DISTRICT, ZAMBIA**

**BY**

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A Dissertation Submitted to the University of Zambia in Partial Fulfilment  
of the Requirements for the Award of the Degree of Master of Education in  
Applied Linguistics.

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## DECLARATION

I, Pali Jackline, declare that Teachers' *Preparedness to Transition Learners from Zambian Language Literacy to English Literacy in Grade 3, in Livingstone District, Zambia* is my own work, that it has not been submitted for any degree or examination in any other university, and that all sources I have used or quoted have been indicated and acknowledged by complete references.

Signed: J. Pali

Date: 27. 06. 2020

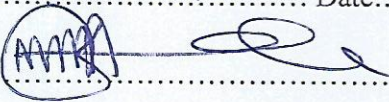


## APPROVAL

This dissertation by PALI JACKLINE is hereby approved as fulfilling the requirements for the award of the degree of Master of Education in Applied Linguistics by the University of Zambia.

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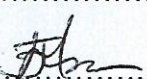
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## **DEDICATION**

To my dear daughter: Vanessa, you encouraged me to forge ahead amidst all challenges.  
My nieces Maureen, Bessie and Florence and my grannies, Innocent and Clive - you  
endured during the time I was away from home.

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## ABSTRACT

Literacy is at the heart of a learners' ability to learn and succeed in the school and beyond. It is essential that all learners from early childhood to Grade 12 are given the best chance to master literacy so that they can meet the challenges of the 21<sup>st</sup> century. Historically, Zambia has been recording poor literacy levels. Therefore, it is important to ensure that teachers and their schools have the knowledge, skills and support to help the learners acquire literacy skills. The purpose of this study was to establish whether teachers were adequately prepared to transition learners from Zambian language literacy to English literacy in Grade 3. In line with this, it sought to establish how adequately prepared the teachers were to transition learners from literacy in Zambian language to English literacy in grade 3; establish the methods teachers were using in teaching literacy in grade 3 and establish the challenges faced by teachers in managing the transition from Zambian language literacy to English literacy,. The study employed a mixed method descriptive design which involved both quantitative and qualitative methods. Data was collected using questionnaires, lesson observations, interviews and document analysis. A random selection of 6 schools was done in Livingstone District while purposive sampling technique was used to select 6 Heads of schools, 3 Zone Inset Coordinators (ZICs), 6 School Inset Coordinators (SICs), 112 teachers and 1 District Resource Centre Coordinator (DRCC). The study revealed that teachers were not adequately trained during in-set programmes such as workshops, Continuing Professional Development (CPD) meetings and Teacher Group Meetings (TGMs). There was no new English programme or textbooks that were introduced for Grade 3. Older teachers are using the Step Into English (SITE) introduced during the Primary Reading Programme era to teach English literacy. There are also some teachers using Teaching Handwriting, Reading and Spelling Skills (THRASS) cards while new teachers fall back on techniques from the Primary Literacy Programme used to teach Zambian languages and transferred them to English. Another finding was that the teachers' attitude to the introduction of English at Grade 3 differed. Some felt that English should be introduced in Grade 1 while others felt that it should be delayed at least up to Grade 4 or 5. Lack of funding at school level to organise the school in-set programs was another issue revealed in the study. Based on the above findings, it was recommended that the Ministry of Education should introduce English literacy courses in colleges, specifically for the transition. It is also recommended that the Ministry of Education should provide Grade 3 English literacy materials and fund in-set programs in schools.

**Key words:** *English Literacy, Zambian Language, transition, training, teachers, workshop, preparedness,*



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## OPERATIONAL DEFINITIONS

**Continuous Professional Development (CPD)** – this is part of in-service process of offering training to practicing teachers which can be organized for a short period, usually in institutions of learning.

**Familiar Language** – a language which the readers easily recognize and understand because they use it on regular basis (mother tongue or native language)

**Implement** – to put into effect or to put a plan or system into operation.

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

**In-service** – the process of offering training for practicing teachers and may take time or a long time in order to upgrade or update them in their area of speciality

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

**Literacy Policy** – this is a reading and writing plan put in place by a nation. In this study it has to do with the current Primary Literacy programme (PLP) which is based on five key skills which are: Phonemic Awareness, Phonics, Oral fluency, Vocabulary and Comprehension. The PLP involves learners from grade 1 to 7. The revised literacy policy emphasises on teaching all subjects from preschool to Grade 4 in local familiar languages while literacy should be taught local familiar language for two years in primary schools from grade 1 to grade 2 then transition into English literacy in grade 3.

**Literacy Skills** – all the skills needed for reading and writing. They include such things as awareness of print and the relationship between letters and sounds. Other literacy skills include vocabulary, spellings and comprehension.

**Preparedness** – how ready someone is to deal with something or being equipped with different skills to help someone carry out something adequately.

**Primary Literacy Programme** - a new programme of teaching literacy in Zambian Primary Schools aimed at improving literacy skills among primary school learners in Zambia.

**Primary Reading Programme** – the literacy programme in Zambia which has three literacy courses that were implemented in order to improve the literacy levels of learners in primary schools to enable them learn effectively in all subjects across the curriculum.

**Primary School** – the first stage of compulsory education, coming between early childhood education and secondary education. It has duration of seven (7) years.

**Transitioning** – the process of changing from one situation to another.

## ACRONYMS

BTL	Breakthrough to Literacy
CDC	Curriculum Development Centre
CPD	Continuing Professional Development
DEBS	District Education Board Secretary
CORI	Concept - Oriented Reading Instruction
DRCC	District Resource Centre Co-ordinator
GRZ	Government Republic of Zambia
EGCL	English Language Curriculum Guide
EGRA	Early Grade Reading Assessment
MESVTEE	Ministry of Education Science Vocation Training and Early Education
MOE	Ministry of Education
MOGE	Ministry of General Education
NBTL	New Breakthrough to Literacy
NLF	National Literacy Framework
NELP	National Early Literacy Panel
NICHHD	National Institute of Child Health and Human
ODA	Overseas Development Administration
OECD	Organization for Economic Co-operation and Development
PA	Phonemic Awareness
PIACC	Programme for International Assessment of Adult Competencies
PIRSLS	Progress in International Reading Study
PISA	Programme for International Student Assessment



PLP	Primary Literacy Programme
PRP	Primary Reading Programme
ROC	Read on Course
SACMEQ	Southern African Consortium for Monitoring Education Quality
SIC	School Inset Coordinator
SITE	Step In to English
TBE	Transitional Bilingual Education
THRASS	Teaching Handwriting, Reading and Spelling Skills
UNESCO	United Nations Educational Scientific and Cultural Organization
ZECF	Zambia Educational Curriculum Framework
ZL	Zambian Languages

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Introduction**

This chapter provides the background to the study as well as a statement of the problem, the research aims and objectives, the research questions and the significance of the study. Finally, limitations of the study, operational definitions of terms and summary of the chapter are presented.

### **1.2 Background**

For any programme in the education system to succeed, the implementers must be adequately prepared. Effective teaching is seen as a desirable goal in any education system. According to Amaela et al (2011) education is the complete development of every child through the right approaches and practices according to his capabilities and interests to meet up the requirements of the society and for the child to take up the rightful position and to in turn contribute to the enhancement of the society. Teachers are the most important for the success of any education system. They are key to improving education quality. Therefore, teachers need to be adequately prepared to be able to handle any new programme introduced by the Ministry of Education. A teacher's professional knowledge refers to their subject-matter knowledge, curricular knowledge, and pedagogical knowledge (Collinson 1999). This professional knowledge is influenced by the undergraduate degrees earned by a teacher, the college attended, graduate studies undertaken, and opportunities to engage with on-the job training, commonly referred to as Continuing Professional Development (CPD). (Collinson 1999; Rice 2003; Wayne and Youngs 2003). This means that teachers should continue learning even after their deployment so that they are able to implement any new programmes in schools. These trainings are organized by in-set coordinators, who are in-charge of in-house trainings in schools. The Ministry of Education (1977) pointed out that a good teacher is not a product of chance. He is the product of good education both academically and professionally. Therefore, it is essential to provide the best professional development for teachers in schools. This is supported by the Ministry of Education (1996) which recognizes the link between training and improved performance by pointing out that "training and professional

development therefore, underpins what a teacher can accomplish in a school. The preparation of teachers in the understanding of their field and in how to teach requires lengthy and careful attention”. With so much importance placed on the importance of literacy, teachers should be well prepared so they teach literacy effectively as well manage the transition from Zambian language literacy to English literacy in Grade three.

The changes in the language and literacy policies after independence in Zambia have been blamed for the poor literacy levels that have existed in primary schools. Banda and Mwanza (2017) point out that, for much of the colonial period in Zambia, when most of the primary schools were run by missionary societies, the practice was to use the mother tongue in the first two grades of primary school and then an African lingua franca in the third and fourth grades to English in the fifth grade.

At the time Northern Rhodesia became a British protectorate in 1924, the British office in London had requested the Phelps Stokes Commission to examine the education system in its colonies in East and Central Africa and advice on how it could be improved. The commission made some recommendations on the way education institutions should be run. Among these, were some that were made specifically to do with language teaching as Ohannesian and Kashoki (1978:278) report:

*The commission in general expresses its concern for the teaching of both African and European languages... It emphasises the great importance of the indigenous language as part of the cultural heritage of Africans and as a chief means of preserving whatever is good in African customs, ideas and ideals and above all for preserving the self-respect of Africans. It is through the African languages that the commission believes the African mind can be reached.*

From the foregoing, it can be stated that the commission emphasised the importance of teaching African languages as a way of preserving culture and as a way of self-identity. According to this commission, language is a right. The commission recommended that African languages be taught in lower grades (1

and 2) of primary school starting with mother tongue and then moving into African lingua franca in the middle grades (2 and 3) in the area. Additionally, the commission stresses importance of teaching European languages (which included English), because these would offer many opportunities and advantages to the Africans. European languages were seen as a means of acquiring information and “uniting Africa with the great civilizations of the world” (Ohnnesian and Kashoki, 1978: 278). These European languages were to be taught in upper grades in primary schools, starting in grade 5.

In 1964, a UNESCO sponsored team of Australian educationists, reviewed the education system in what was to become Zambia, and recommended that, “the medium of instruction should be English from the beginning of schooling; and as soon as possible, a pilot scheme should be set up to commence the introduction of English as medium of instruction” (UNESCO, 1964:105).

This recommendation was supported by a British language officer, Hardman and endorsed in 1965. The agreement for introducing English in grade one was that the earlier pupils started learning the language, the better would be their spoken and written language. English was also said to have more literature and would provide access to a greater store of knowledge and information. This would lead to a general improvement with ease in the education of the children and help them to learn with ease other subjects in upper grades and secondary school, which would be taught in English (Kelly, 1995). It was further argued that children would transfer literacy skills to local African languages once they had acquired literacy in English.

In 1965, a year after independence, the new nationalist government decided to follow the Radford recommendation to go for English from the start. In the following year, 1966, this was enshrined in the 1966 Education Act. Kelly (1995) believed that political considerations may have played a major part in the decision by the new government to introduce English as a medium of instruction from grade one while Zambian languages were taught as subjects. English was chosen because it was viewed as a neutral language in multilingual and multi-ethnic Zambia communities. It was hoped, in this way, ethnic rivalry would be

minimalized since English does not belong to any tribe in the country. It was, therefore hoped that it would foster national unity.

More official regional Zambian languages were added to cater for some tribes in North Western Province which had not been fairly represented by the four languages used in schools during colonial times. Now there were seven Zambian languages with that status. These are: Silozi, Nyanja, Ibibemba, Citonga, Kikaonde, Luvale and Lunda. These languages are used in the media, local courts and as subjects in schools.

In 1977, although it was agreed that learning through English as medium of instruction was disadvantageous to educational achievement, educational principles were subordinate to the pragmatic consideration of political harmony (Linehan (2005). The Educational Reform proposed and recommended that, while acknowledging that “it is generally accepted by educationists that learning is best done in the mother tongue”, decided that “this situation is found to be impracticable in multi-lingual societies, such as the Zambian society” (MOE 1977:32). These recommendations suggest that the 1977 Education Reform settled for English as medium of instruction for political harmony.

Studies by Eddie Williams funded by the Overseas Development Agency (ODA) in 1992 and 1994 on the reading proficiency in English and two local languages, Chichewa and Nyanja in Malawi and Zambia, respectively confirmed the low literacy levels in Zambian primary schools. These studies were designed to find out whether pupils in Zambia had an edge over their Malawian counterparts in English proficiency as a result of starting with English as a medium of instruction from grade one compared to Malawians who start in grade five and use Chichewa from grades one to four. The research tested pupils at grade three, four and six in rural schools (three for each country) and urban schools (two for each country) in the 1992 study and grade five in the 1994 study.

The results revealed that reading proficiency was not only very poor among Zambian pupils but also showed no clear advantage for them over their Malawian counterparts in English. The Malawian children also out-performed the Zambians in local language literacy. The results seemed to suggest that the “English from the first-grade policy was misguided” (Williams 1998:40). The low literacy rates

were further confirmed in the 1995 survey of basic literacy skills in the South African Consortium for Monitoring Educational Quality (SACMEQ) carried out in participating southern African countries which included Zambia. The results revealed the low literacy levels.

In another reform initiative, the 1996 policy document titled "*Educating Our Future*", recommended the employment of familiar language to teach English in grade one but media of instruction was not changed. It is again stressed in the same document that the use of English as medium of instruction from grade one has impacted negatively on the performance of the children who "have been required to learn how to read and write through and in this language, which is quite alien to them"(MOE, 1996:39). In a bid to improve the literacy levels, the Ministry of Education decided to introduce a programme that they thought would arrest the situation.

The Ministry then enlisted the assistance of the Molteno Project of South Africa a Non-Governmental Organization with considerable experience in mother tongue literacy education to work with local experts on a pilot project in the teaching of Ibibemba in Northern Province of Zambia based on the Breakthrough to Literacy course. The Molteno Breakthrough to Literacy was translated into Ibibemba and tried in 25 schools in 1998. This pilot project which was funded by Ireland Aid included 50 teachers and 2000 grade one pupils (Sampa, 2003). This project was successful, so it was extended other languages. With some modifications, the Zambia New Breakthrough to Literacy was produced in the Silozi and Nyanja versions and trailed in some towns in Lusaka, Eastern and Western provinces in 2000. This too, proved successful. By February 2003 the New Breakthrough to literacy (NBTL) was in all 4000 primary schools in the country

In 1998, the Ministry of Education developed the Primary Reading Programme (PRP), which was a seven-year action plan to improve literacy levels among primary school pupils (MOE, 2001). This project was to run in Zambia from 1999 to 2005, first as pilot and later took to scale the Primary Reading Programme which was designed to use mother tongue as language for initial literacy. the PRP is seen here as a programme that would benefit a lot from a language policy that would take into consideration the use of mother tongue as language of instruction



in the early childhood education, perhaps even up to grade four, like the situation is in many neighbouring countries (Banda *et al*, 2012).

Sampa (2005) observed the NBTL to be quite effective in early evaluation reports. According to the evaluation findings learners were said to be reading at two or more grade levels above their level. The NBTL program was supported by British overseas Development Fund and when the support ended, the expensive materials required could not be procured. Additionally, Mwansa (2017:125) adds that:

*There was also a sort of Hawthorne effect on these results initially achieved. The teachers who had undergone training had benefited from financial incentives (through workshop attendance, for example) and were highly motivated. Needless to say, they taught well. But those who were trained as part of school in-service training later did not have the same levels of motivation. Soon the programme was not being followed faithfully and in fact, was being abandoned in some cases because teachers found it very involving, what with all the components it had.*

The NBTL had other shortcomings, one of which was the short transition from Zambian language to English literacy which was in grade 2. Another shortcoming was that once English literacy was introduced, literacy in the local language was largely abandoned. In addition to these two shortcomings, the teaching methodologies in NBTL were taxing. Mwansa (2017:126) states that “the NBTL was ineffective in developing reading fluency in Zambian language because the transition was too abrupt, just after a year. However, it is also worth pointing out that the types of reading materials provided, and the techniques of teaching did not support the development of fluency in reading.” The other shortcoming in the NBTL programme is the cost of reading materials. When the donors pulled out, the schools were not able to finance the programme.

The 2013 National Literacy Framework proposed the following language strategy in Zambia: For Grade one pupils, the document proposes that the medium of

instruction in all learning areas be local languages. For grade two, all learning areas to be taught in local languages, content subjects and literacy in Zambian languages to be in local languages while English language and oral literacy be in English language. For grade three, the framework proposed content subjects and literacy in Zambian languages to be taught in local languages while English language and literacy to be taught in English language. In Grade four, content subjects and literacy in Zambian languages should be taught in local languages. English language and literacy in English should be taught in English. Nevertheless, from Grade five to seven, content subjects should be taught in English. At this last level, only Zambian languages will be taught in local languages (MOE, 2013).

Since the curriculum was revised, it implied that in grade one all subjects were to be taught in Zambian languages while oral English and English literacy in English language and transition to English literacy in Grade three. To manage the transition, teachers needed to undergo some training through CPDs and workshops, in line with the requirements of the 2013 revised curriculum. The Ministry of Education (2017:1) in the book “Enriching Our Teaching” points out that “the foundation laid in the pre-service teacher education program may be sound and adequate but it is not sufficient for improved quality of teaching that one requires in ever-changing learning and teaching contexts”. This means that in spite of having pre-service training, teachers in to undergo in-house training through CPDs and workshops each time there is a change in the curriculum.

The intention of the National Literacy Framework was to provide an effective bilingual programme where literacy skills acquired in local languages support the acquisition of literacy in English while at the same time sustaining and strengthening literacy in local languages. The framework also signalled an intentional change from the reading methodology that had underpinned Zambia’s Primary Reading Programme (PRP) since 1998. The PRP was based on the NBTL methodology, which used a language experience approach to reading instruction. This methodology was replaced by the teaching of reading that incorporated key competence areas: synthetic phonics and daily instruction that that allows learners to practice reading, writing, speaking and listening in local language (MOE 2013). The Primary Literacy programme aimed at improving student performance

in the public-school system with a specific focus on early grade reading (Chileshe *et al*, 2018).

From January 2014, the Ministry of Education in Zambia begun to implement the recommendations contained in the 2013 National Literacy Framework, which include, inter alia, the use of local languages as medium of instruction from grade 1 to 4. (MOE, 2013). Additionally, in the current literacy programme, the period for teaching initial literacy in local languages has been extended by another year before the transitioning to English literacy in the third grade as opposed to the NBTL where the transition to English literacy was just after one year (Mwansa, 2017). Furthermore, the exposure to literacy in Zambian languages is greater because content subjects are being taught in local languages up to grade 4.

From the background, it can be stated that the Ministry of Education in Zambia has used different policies aiming at improving literacy levels in schools. The transitioning of learners from Zambian language literacy to English literacy seems to be the best way, which allows learners to learn in their familiar language before they are introduced to oral English in Grade 2 and English literacy in Grade 3. This requires that teachers are adequately prepared through CPDs, workshops and GRACE meetings in order to have a thorough understanding of the programme. Professional development is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purpose of teaching and by which they acquire and develop critically the knowledge, skill and emotional intelligence essential to good professional thinking, planning and practice. (Day,1999). This means that teachers should continue upgrading themselves if they are to handle any new programs. Therefore, this study aimed at establishing how teachers were prepared to transition learners from literacy in Zambian language (Chitonga) to English literacy in Grade 3 in Livingstone District. The study also hoped to establish the teaching methods that the teachers were using in transitioning learners from Zambian language literacy to English literacy and also establish the challenges that the teachers were facing in managing the transition.

### **1.3 Statement of the Problem**

The 2013 National Literacy Framework states that the medium of instruction in the first four grades of primary school in all learning areas are the seven regional official languages. English is to be taught orally as a subject in grade 2 and literacy in English is introduced in grade 3. This meant that the period for teaching initial literacy in local languages was extended by a year compared to the NBTL period where the transition to literacy was in grade two (Mwansa, 2017). This will also give children more exposure to literacy in Zambian languages since these will be the media of instruction in all subjects except for English. The learners are now transitioned from Zambian language to English in grade three; however, the problem is that it was not known how serving teachers were prepared to transition learners from literacy in Zambian language to English literacy in the grade three in Livingstone district.

### **1.4 Purpose of the Study**

The purpose of the study was to establish whether or not serving teachers were prepared adequately to transition learners from literacy in Zambian language to English literacy in grade three in Livingstone District.

### **1.5 Research Objectives**

#### **1.5.1 Main Objective**

The research objective of the study was to establish whether serving teachers were adequately prepared to transition from literacy in Zambian language to English literacy in primary schools in Zambia.

#### **1.5.2 Specific Objectives**

The study sought to establish:

- i. Whether or not teachers were adequately prepared to transition learners from literacy in Zambian language to English literacy in the grade 3.
- ii. The methods used by literacy teachers to help learners to make the transition from Zambian language to English.

- iii. The challenges faced by teachers in managing the transition from literacy in Zambian language to English literacy in grade 3

## **1.6 Research Questions**

### **1.6.1 Main Research Questions**

How adequately prepared were the teachers to manage the transition of learners from literacy in familiar language to English literacy in primary schools in Zambia?

### **1.6.2 Specific Research Questions**

The research is guided by the following research questions:

- i. How prepared were the teachers to transition learners from Zambian language literacy to literacy in English in Livingstone District?
- ii. What methods were literacy teachers using to help learners transition from literacy in Zambian language to English literacy in grade 3
- iii. What challenges did teachers face in managing the transition from literacy in Zambian language to English literacy?

## **1.7 Significance of the Study**

This study is particularly significant for primary school teacher trainers in Zambia, as it aimed to show how teachers were prepared to transition learners from literacy in familiar language to English literacy. In addition, the findings of the study might also help teacher in lower primary to reflect on their approaches to transitioning learners and how these can be improved. Teacher trainers may also learn from the study in the preparation of primary school teachers. This study also has policy implications. Syllabus designers may learn from this study and may be enlightened to come up with a suitable syllabus that will include the transition from Zambian language literacy to English literacy. The findings of the study may also be a very important resource for teacher educators and lower primary school teachers. Finally, this study contributes to the body of knowledge on the relationship between teacher preparation and effective approaches to transitioning learners from literacy in Zambian language to literacy in English.

### **1.8 Delimitations of the study**

This study was restricted to Livingstone district of Southern Province. The six schools which were sampled were drawn from Livingstone, two schools from each zone. The study targeted primary school teachers, School In-set Coordinators, Zone In-set Coordinators and District In-set Coordinators. As a result the study cannot be used to generalize the findings to all Zambian schools

### **1.9 Limitations of the Study**

Limitations of the study are characteristics of design or methodology which impact or influence the normal flow of the study (Meredith et al, 2003). The obvious limitation of this study is that since only six schools were sampled from Livingstone District, the findings may not be generalized as being representative of Zambia as a whole. The researcher asked for observation of literacy classes in order to avoid cases of teachers giving false information on the approaches used for transitioning learners from literacy in familiar language to English literacy. Additionally, the researcher employed other methods such as questionnaires, interviews and document analysis to supplement anticipated limitations and enhance the validity and reliability of the data collected.

### **1.10 Summary**

The first chapter has clearly provided a historical account of different shifts in the language policies in Zambia from the colonial period to-date. The chapter also discussed among other items: statement of the problem, purpose of the study; research objectives; research questions; significance of the study; delimitations and limitations of the study. It also looked at operational definition of terms. The following chapter will review literature following themes generated in relation with the research objectives

### **1.11 Organisation of the dissertation**

The study is divided into seven chapters. Chapter One provides the background and presents the statement of the problem. It further presents the purpose of the study, the specific objectives, research questions, the significance of the study, the delimitation and limitations of the study, operational definitions as well as the organization of the research.



The second chapter presents a review of related literature. It further shows how the present study relates to the reviewed literature there by establishing its relevance.

The third chapter presents the theoretical framework. Chapter four outlines the procedures that were used to collect the necessary information required to achieve the research objectives and methods used to analyse the data.

Chapter Five presents the findings of the study as where provided by the respondents on Teacher Preparedness To Transition Learners From Zambian Language Literacy To English Literacy In Grade 3, In Livingstone District, Zambia. The findings are presented in form of figures, tables and comments. Chapter Six discusses the findings of the study. The views of the researcher came out as the findings were interpreted in relation to the set objectives.

Chapter Seven focuses on the conclusion and the overall summary of the research based on the research. Finally, recommendations are provided.

## **CHAPTER TWO**

### **LITERATURE REVIEW OF RELATED**

#### **2.1 Introduction**

This chapter presents a review of relevant literature. It is organized as follows: after a brief review of the definition of literacy I review literature on the language and literacy policies that have been followed in Zambia from independence to 2014. I then review literature on the teaching of initial literacy in the first language focussing on the component skills of reading. Then, turn to the transfer of literacy skills from the first language to the second language and also look at how a teacher can facilitate this transfer of skills. Lastly, review of literature in categorized according to objectives will be done.

#### **2.2 Definitions of Literacy**

There are two senses in which people use and perceive the concept of literacy in the world today. The first is conventional literacy which has to do with reading and writing while the other is seeing literacy as a body of knowledge where multiliteracies are discussed (Mkandawire, 2018). This study focusses on conventional literacy where the definitions belong.

The Zambia National Curriculum defines literacy as “the ability to read and write so as to understand and communicate effectively” (MOE, 2013:1). The ability to read and write is important if learning is to be successful. It also helps in the active participation of social, economic, cultural and political life of every citizen.

The Progress in International Reading Literacy Study (PIRLS) defines literacy as the “ability to understand and use those written language forms required by society and/or valued by the individual”. Young readers can construct meaning from a variety of texts. They read to learn, to participate in communities of readers in school and in everyday life, and for enjoyment (Mullis, Martin, Kennedy & Foy, 2007:103).

The Programme for International Student Assessment (PISA) conducted by the Organisation for Economic Co-operation and Development (OECD) define literacy as “understanding, using, and reflecting on written texts, in order to

achieve one's goals, to develop one's knowledge and potential, and to participate in society" (OECD, 2010:37). However, the most common used definition of literacy by many countries is the one used by Education for All (EFA) 2000 Assessment which states that "Literacy is the ability to read and write with understanding, a simple statement related to one's daily life. It involves a continuum of reading and writing skills and often includes basic numeracy."

The reviewed definitions also look at literacy as having a bearing on the life-span of every individual as well as help them actively participate in their communities and beyond and above all, the ability to read and write.

In this section I have briefly reviewed some definitions of literacy which all consider literacy beyond just the ability to read and write. In the next section I review literacy on literacy policies in Zambia since independence.

## **2.3 Language and Literacy Policies in Zambia**

To understand the current issues to do with low literacy levels in Zambia, there is need to look at language and literacy policies that have been implemented since independence and see how they have contributed to low literacy levels in Zambia by first discussing the changes in language policies since independence and then turn to the literacy policies since the two issues are related.

### **2.3.1 Changes in Language Policies in Zambia since independence**

When Zambia attained independence in 1964, the new government decided to change the language policy that had been in force during the colonial period: that of using local languages in the lower primary grades and English as medium of instruction in the fifth grade. In 1966, the education act indicated that English was the sole medium of instruction from the first grade. Zambian languages would be taught as subjects. This followed the recommendations of the UNESCO mission which stated that for reasons of national unity as well as a belief that the earlier a language was started, the better, English was formally adopted as medium of instruction from the beginning of Grade 1 to tertiary education (Linehan (2005). Mwanakatwe (2013) argues that choosing a local language would have created problems such as the supply of teachers to teach the language. He added that the

advantages of using English as a universal medium of instruction from the beginning of schooling were the following:

- a. that it would lead to an improvement in the standard of English spoken and written by pupils in primary schools.
- b. that because children would be learning in English from the beginning there would not be any emotional disturbance as used to be the case when they shifted from the local languages to English as a medium of instruction in grade 5 during the colonial period;
- c. that learning English at upper primary level and in the secondary schools would be facilitated because learners would have been learning in English from grade one.
- d. that exposure to more literature in English would lead to a general improvement of children's educational development (Mwanakatwe, 2013)

The reasons above were used to enact the 1966 Education act that made English the sole medium of instruction in education from grade one to the tertiary level. Considerable resources were put in place over the years that followed to establish and run what was initially called, the English Medium Scheme, later to be called, the New Zambia Primary Course (Linehan, 1992:2).

## **2.4 The 1977 Education Reforms**

Another major development was seen in 1977. It became clear that the use of English as medium of instruction was not leading to the desired educational achievements in learning in primary schools. Poor educational achievements were blamed on the choice of English as medium of instruction because it went against good educational principles. It was a foreign language unknown to learners. However, English was chosen as a way of promoting political harmony in a multi-lingual country like Zambia where it was feared that choosing one of the local languages would lead to tribal conflict (MOE, 1977). It was, therefore, suggested that teachers should be allowed to explain concepts that were too difficult to be understood through the medium of English, in an official Zambian Language as long as majority of pupils could understand that language (MOE, 1977).

## **2.5 Focus on Learning**

In addition to promoting political harmony in Zambia, the policy of using English as language of instruction “had clear administrative advantages in facilitating the posting of teachers the transfer of public servants” (MOE 1992: 27). There was also need to emphasise on the importance of being competent in the official language of commerce and public life at an early stage of schooling. However, it was discovered that the policy yielded negative consequences because literacy levels were not improving. The document stated that, “too early an emphasis on learning in English means that the majority of children form hazy and indistinct concepts in language, mathematics, science and social studies” (Focus on Learning 1992:28). From the foregoing, it can be stated that instruction in a language of instruction that children are familiar with and later transition to English would yield better results than giving instruction in a foreign language from early grades.

Williams (1992) conducted a research through an Overseas Development Agency (ODA) funded research project to look at the reading levels in English in primary schools in Zambia and Malawi. In the case of Zambia, Williams, in his study, assessed the reading proficiency in English of 432 Grade 3, 4 and 6 pupils in five schools ( 2 urban and 3 rural). He also tested reading levels in in the local language (Chinyanja) because he needed to establish whether children were scoring badly in reading tests due to a language problem as distinct from reading problem. If pupils had low scores in English, but high score in Chinyanja, it could be concluded that their deficiency was in language ability and not a reading ability. In his findings it was revealed that there was inadequate comprehension in English among 83% of Grade 3 pupils, 88% of Grade 4 pupils and 74% of Grade 6 pupils. He also reported poor reading results in Chinyanja. From these results it can be concluded that the children had deficiency in both English and language ability (MOE 1996).

Williams also constituted a similar study into reading in primary schools in Malawi where Chichewa was the medium of instruction in the first four years of school in Malawi. English was a subject in from Grade 1 with reading in English not introduced until Grade 2. In comparison the two studies revealed that while reading in English was fairly similar in Zambia and Malawi, reading in local

languages among children in Malawi was far better than their Zambian counterparts (MOE 1996).

Following the above results Williams stated that the policy of instruction in English from Grade 1 had a negative effect upon literacy levels on Zambian children. He added that the situation in Malawi where Chichewa was the medium of instruction for the first four years, suggested that children could achieve reasonable literacy in their mother tongue with no adverse effect on their English. He further stated that the situation in Zambia then would only be improved if the Ministry of Education would go by what had earlier been stated in the Policy document, *'Focus on Learning'* (MOE, 1992).

In an effort to help learners improve in their reading, the government introduced the ODA/GRZ Book Box Project into every classroom from Grade 3 to 7 from 1992 to 1995. The project meant to “bring together stakeholder that would agree on a strategy to improve reading standards in English” (MOE, 1996:2). This project also proved futile and led to the decision of introducing initial literacy in the mother tongue and the delay of English until such time as reading had gained foothold (MOE, 1996). In 1993, a major was commissioned by Britain’s Overseas Development Administration (ODA), conducted by the University of Reading, looked at reading levels in some Zambian schools in English and Chinyanja, at Grades 3, 4 and 6. The study revealed that, on average pupils were not able to read texts two levels below their grade level (Williams, 1993). Williams also conducted a study in Malawi where the language of instruction was Chichewa from grade 1 to 4. His study which included tests of reading levels revealed that the children were progressing at acceptable levels and that in Chichewa, which also helped them read acceptably in English. The implication here is that if children are taught to read in their familiar language and later transitioned to English, they can be fluent readers.

The decision to introduce initial literacy in mother tongue was arrived at after a series of consultative meetings and it was recommended that in Zambian primary schools, initial literacy should be achieved as quickly as possible in a child’s mother tongue or nearest local language, the Breakthrough to Literacy course developed by the Molteno Project in Botswana, Namibia and South Africa be

piloted in major languages with 100 teachers in 100 grade 1 classes, the introduction of English be delayed for some time, possibly until grade 2, Basic literacy in English to be achieved by the end of Grade 2 (MOE 1996).

Another study was conducted by the Zambian Ministry of Education under the auspices of the Southern African Consortium for Monitoring Educational Quality (SACMEQ) in 1995 which showed that only 25% of Grade 6 pupils could read at defined minimum levels and only 3% could read at defined desirable levels. The report was later published in 1997 (Linehan, 2004).

In yet another reform initiative, the 1996 policy document, (*Educating Our Future: National Policy on Education* (MOE: 1996) also retained the use of English as the official language of classroom instruction, in addition, recommended the use of familiar language to teach initial literacy in Grade 1. The policy stated that “all pupils would be given an opportunity to learn initial basic skills of reading and writing in a local language” (MOE, 1996:39). The policy further stated that English would remain the official medium of instruction for other content areas so as to prepare children and facilitate “for the use of the language in school and subsequent life (MOE, 1996).

In an effort to improve literacy levels in primary schools, the Ministry of Education introduced the New Breakthrough to Literacy (NBTL) which was unveiled and piloted in Mungwi and Kasama districts of Northern Province. In this experimental study, a familiar language was used as the language of initial literacy in Grade 1. The results showed that pupils were able to read by the end of Grade 1. Additionally, the level of reading for Grade 2 pupils was equivalent to Grade four pupils who had undergone the English medium. The evaluation report on the pilot programme carried out in Kasama states: ‘*The programme was an unqualified success; children in Breakthrough to Literacy (BTL) classes were reading and writing at a level equivalent to Grade 4 or higher in non-BTL classes*’ (Kotze and Higgins, 1999, page 4). Following these results, the program was extended to all schools in Zambia under the Primary Reading Programme (PRP) (Sampa, 2004 :42).

A decision was taken in the year 2000 through the Basic School Curriculum Framework produced by the Curriculum Development Centre (CDC 2000) to de-

link Literacy from Languages, to better tackle Literacy by dealing with it as a subject in its own right. English Language and Zambian Languages still appeared on the school time-table, with a focus on the oral, lexical, and structural elements of the language (Linehan, 2004:6).

The baseline study of the Zambia Primary Reading (PRP) conducted in 1999 noted that among Grade 1 to 6 learners that were tested, most of the children that attempted to read, read at two grades below grade level in English and three grades below grade level in their own Zambian languages. Later, in 2006 and 2008, the Grade 5 National Assessment Survey reflected learning achievements of 35.3% in English and 39.4% in Zambian languages (MESVTEE, 2013:4).

In 2010, the Grade 5 National Assessment Survey and the Early Grade Reading Assessment (EGRA) survey showed poor reading and writing abilities among learners. In the same year, the South African Consortium for Monitoring Education Quality (SACMEQ III) of 2010 noted that among Grade 6 learners that were tested in reading, only 27.4% were able to read at basic competence level. All these findings suggested that despite all the interventions put in place by the Government, literacy levels in Zambian primary schools did not seem to improve. This was attributed to the absence of a reading culture in the country which can be blamed on the use of English in the early stages of education that impedes the development of fluency in reading (MESVTEE, 2013).

In 2013, there was another shift concerning the language policies in Zambia. The Ministry of Education published another policy document; the Zambia Education Curriculum Framework (ZECF) which was launched by the Ministry of Education in January 2014. The framework “guides the implementation of the primary curriculum that emphasizes local languages as medium of instruction in all learning areas from pre-school to grade 4. Among these learning areas is literacy” (MOE 2017:2).

Based on the Zambia Education Curriculum Framework, the National Literacy Framework (NLF) (2013) was developed. This document saw the introduction of the Primary Literacy Program (PLP). The NLF was developed to provide a strategy for literacy instruction. It stated that while many factors affect education



quality, the language of classroom instruction impacts on a child's ability to read and learn. It is suggested in the document that:

*... learning in one's language is essential for the initial teaching of reading. Children arrive on the first day of school with thousands of oral vocabulary words and tacit knowledge of the sound system of their mother tongue, but are unable to use and build upon these linguistic skills because they are instructed in a foreign language. Dismissing this prior knowledge, and trying to teach children to read in a language they are not accustomed to hearing or speaking makes the teaching of literacy difficult (MESVTEE, 2013).*

This led to the government's decision to introduce instruction in a regional language so as to build learner's arsenal for learning to read in other languages as well as learning content subjects. The Ministry of Education therefore proposed that the language of instruction in the first four grades would be regional languages. English would be taught orally in grade 2 and then literacy in English would be introduced in grade three. After grade five, English would be used as medium of instruction (MESVTEE, 2013).

The Framework was developed to guide the education community towards a national approach for the development of literacy skills. The NLF is based on the principles that reading is a foundation skill for all learning and that learners learn literacy skills more easily and successfully through familiar languages.

## **2.6 The Teaching of Literacy in the First Language**

The approach to teaching literacy follows internationally recognized methods that include teaching the component skills that are required for reading and writing (Ministry of Education, Science, Vocational Training and Early Education, 2013). The English Language Curriculum Guide reiterates that learners should be given real –world tasks that reflect the integration of all language skills (Early Grade Reading Assessment, 2004). According to Mine (2005), reading and writing are both important in a balanced literacy programme. Therefore, in most alphabetic languages in which print can be decoded into sounds, being able to read well

requires that a learner grasps the five basic skills... phonemic awareness, phonics, fluency, vocabulary and comprehension (Jiminez and O'Shanahan Juan, 2008)..

### **2.6.1 Phonemic Awareness**

Phonemic awareness (PA) is the ability to hear and manipulate the individual sounds within words.(the sounds within words are called phonemes, so awareness of these sounds is phonemic awareness). Therefore, we can call it “sound awareness” (National Reading Panel, 2000). Sound awareness, which is a listening skill, is important in teaching reading and writing. Research suggests that teachers should recognise that phonemic awareness is a means of helping learners understand and use the alphabet to read and write (MESVTEE, 2013). Children who have phonemic awareness are able to segment (break apart) a word into phonemes in order to write the word and to blend (put together) phonemes in order to read a word. Children with phonemic awareness, and who also have knowledge of letter-sound relationships, are able to come up with an approximate spelling of a word (an invented spelling) or an approximate pronunciation, which must be checked with context and meaning cues in order to make sense of what is being read (Chapman, 2003). Children benefit from phonemic awareness activities that are meaningful and that help them make connections with what they are learning to read and write (Au, 1998). So, teachers should make phonemic awareness activities playful and engaging for young children (Yopp and Yopp, 2000). Phonemic awareness activities are important because “children are expected to transfer reading skills to English” (Mwansa 2017:122)

### **2.6.2 Phonics**

In addition to phonemic awareness, learners need to be taught phonics, which is the ability to associate sounds with letters and use these sounds to read words (National Literacy Framework, 2013). An essential part of learning to read and write is “the understanding that letters and combinations of letters make up particular sounds and words. Without knowing letter-sound correspondences, learners are deprived of a fundamental means of recognising and producing known words and figuring new words when reading and writing” (Literacy

Teaching Guide, 2009:12). Explicit phonics teaching requires teachers to clearly and consistently enunciate (pronounce clearly) the sounds they are teaching. It is important that teachers develop and continually refine their ability to clearly pronounce the phonemes in words. Teachers need to model the pronunciation of letters and demonstrate how to blend the letters in order (initial, medial and final) through a word. Experienced teachers know that, *‘in the course of phonics teaching, as children start to get the hang of it, they begin to self-teach and need to read a lot to consolidate their skills, that is, to develop effortless reading and focus more on comprehending the text’* (Rose, 2006).

Apart from phonemic awareness and phonic, fluency is another component skill that helps in the teaching of literacy and it is discussed in the next section.

### **2.6.3 Fluency**

According to Ministry of General Education (2017:3), fluency is “the effortless, automatic ability to read words in connected text. A fluent reader reads with accuracy and expression (appropriate inflection), and at a good pace so that comprehension (meaning) is enhanced”. It is another component skill that is important in the teaching of literacy. A fluent reader should be able to read with expression and appropriate inflection. A learner achieves reading speed when he or she is able to automatically decode print. A reader is also required to observe the punctuation in the text by reading in meaningful chunks as well as paying attention to intonation. Hence, fluent reading is a requirement for learners to read with comprehension because it helps organise the text in a meaningful way. (National Reading Panel, 2000).

### **2.6.4 Comprehension**

Comprehension is “the ability to derive meaning from the words and the concepts they convey in written texts. However, explicit formal instruction in a variety of comprehension techniques has been shown to be highly effective at helping learners improve their reading comprehension. Comprehension begins for emergent readers when they are read to repeatedly” (MESVTEE, 2013:9).

Comprehension is ‘the process of simultaneously extracting and constructing meaning through interaction and involvement with written language’ (RAND Reading Study Group 2002:11).

According to Kucer (2001), comprehension occurs between the reader and the text. Readers come to school with a world of knowledge that distinctly apply with each text and situation (Butcher & kintsch (2003). Learners need to have background knowledge because it is an important factor for creating meaning, and teachers need to help learners activate prior knowledge before reading. This information can help the learners get connected with concepts or topics in the text (Miller, 2002). This is why when choosing texts for learners; teachers should pick on those that have familiar topics such as health, games, cleanliness, food preparation and shopping. Duke (2003) also suggested that the use of information books can help young learners connect to world knowledge. The use of information books also helps learners acquire the necessary information to activate at a later time. Teachers can also help learners acquire world knowledge when they provide a rich, literate environment, full of text that provide learners with many opportunities to learn content in a variety of topics. Teachers should therefore ensure that they provide reading materials for their learners. Teachers should be able to write short stories for their learners as well as ensure that the classroom walls have wall charts to encourage learners to read each time they are in class. Teachers should also encourage parents to buy simple story books for their children so that they (children) are always reading or read to so that when they read in school, they activate their prior knowledge.

In addition to building and activating prior knowledge, teachers should help learners learn important vocabulary words prior to reading unfamiliar texts. The words that the teachers select must be essential for making meaning with the text the learners will be reading and then help learners connect the new words to what they already know (Fisher, 2000). That is why teachers should pick texts that are not too advanced for the learners. Teachers should also pick texts from other subjects such as Social Studies and Science because this will help learners connect with what they already know.

When learners are equipped with comprehension skills, they are able to read with understanding. They will also be able to understand and recall what they read in other subjects across the curriculum.

### **2.6.5 Vocabulary**

According to EGCL (2004:165) structured vocabulary development “is vital in the teaching of writing. When students do not have adequate or appropriate words to understand others or to express themselves, written communication will be hindered. The actual words that students encounter, acquire and use vary according to the context.” Teachers should teach new vocabulary items in meaningful context. Learnt vocabulary items should also be revisited regularly as well as practiced in new contexts. There is also need to provide a literature rich environment to help learners explore new words from the environment and read literature from other subjects easily.

An important point to consider here is that learners should have enough vocabulary if they are to read fluently and also communicate effectively through writing. Children who have enough vocabulary are able to comprehend any text as long as it is at their level.

In this section, I have looked at the component skills that are required for the teaching of reading and writing. I have also stressed the importance of each of the component skills in literacy lessons.

### **2.7 Transfer of skills from First language to Second Language**

In this section I review literature on what transfers when managing the transition from familiar language to second language. The issue of transferability of literacy skills is largely related to how literacy is defined. Transfer in language involves many different types of interference. Among these types, there are several features of languages which influence each other such as grammar, definitions, vocabulary, pragmatics, syntax, functions, and pronunciation. The four language learning skills (reading, writing, speaking and listening) also play a crucial role in language transfer. The transfer can produce different results for different language depending on the learners’ proficiency in the L1 and L2 (Altmisdort, 2016).

A research by Wang et al (2005) suggests that learners' L1 writing system could affect their reading ability in another language, especially their use of reading skills. Bassetti (2005) adds that learners' L1 writing system influences their L2 linguistic awareness to the extent that they can either find it easy or difficult to identify or manipulate phonemes and syllables depending on the writing system they use ( alphabetic or syllabic).

Langer et al (1990) investigated the ways in which Mexican-American students constructed meaning when reading school materials. The study involved 25 fifth grade students who were asked to read both Spanish and English stories and informational pieces. Interspersed questions, post-reading probes, and oral and written recalls were designed to tap the students' text understanding over time, as well as what they recalled after reading each piece. Meaning-making was defined as students' ability to make sense of what they read, use hypothesizing strategies, understand the language of the text, and demonstrate familiarity with the characteristics of the genres they read. The authors found that beyond the necessity for a basic knowledge of English, the students' ability to use good meaning-making strategies made a difference in how well they comprehended in both Spanish and English. For the students in the study, the use of good meaning-making strategies, rather than degree of fluency in English differentiated the better from the poorer readers. Therefore, students who had developed good meaning making strategies in one language used those strategies in their second language even though they were not as fluent in that language. The findings in this study are in line with Cummins' (1984) interdependence principle which suggest that "common underlying proficiency" makes the transfer of literacy skills possible across languages.

A study by Royer and Carlo (1991) in Spain, examined the transfer of listening and reading comprehension skills from Spanish to English by 49 sixth grade students enrolled in the transitional bilingual education program. Results revealed that students' English reading performance at the end of sixth grade was most highly correlated with their reading in Spanish a year earlier. Good fifth grade-readers in Spanish became good sixth-grade readers in English. Listening skills in second language were also related to second language reading skills. The

authors concluded that academically mediated (transfer of learned academic strategies), such as reading, do appear to transfer.

Another skill that transfers from L1 to L2 is phonological awareness. A study by Durgunoglu et al (1993) sought to examine whether second-language word recognition skills were influenced by children's phonological awareness in their native language. In this study, first grade Spanish-speaking learners that were enrolled in a transitional bilingual education program were identified by their teachers as readers that were not fluent. The learners were tested individually on a letter naming task, a Spanish phonological awareness test, a Spanish and English word recognition task, an English word reading task, an English –derived pseudo word task, and a Spanish and English oral proficiency test. The predictability of English word and pseudoword reading from Spanish phonological awareness was examined by means of multiple regression analyses using Spanish and English oral proficiency, English word recognition, letter identification, Spanish word recognition, and Spanish phonological awareness as predictor variables. The results indicated that Spanish word recognition significantly predicted performance on the English word and pseudo word tasks. In addition to that, Spanish Phonological awareness predicted English word reading. Following these results, the researchers concluded that native-language (Spanish) phonological awareness training could facilitate children's ability to read in English.

Jimenez et al (1996) constituted a study on Spanish-English bilingual readers. The study revealed that successful bilingual readers all used certain strategies for comprehending both Spanish and English texts: focussing on unknown words, using cognates as one source of knowledge, monitoring their comprehension, drawing inferences, and actively using prior knowledge.

The Ministry of Education (2005) adopted an approach to facilitate the transfer of skills gained in grade 1 through the NBTL course to learning literacy in English through the SITE literacy course and pathway one and two. The assumptions were that in Grade 1, children would have been introduced to oral English and would learn to read and write in their local language. In Grade 2, they would simply transfer their newly found literacy skills into the new language they have learnt to speak, and find it easier to start reading and writing in English and this was called

the Step In To English (SITE). This programme was implemented in all schools in Zambia in 2004. The programme was not successful because the transition was too early. Currently, the transition is in Grade 3 hence this study that seeks to establish how teachers are prepared to transition learners from Literacy in Zambian language to English literacy.

In the preceding section I have reviewed literature on what transfers when learners are transitioned from familiar language to the language of instruction, in the next section I review literature on the effective teacher practices to help with the transfer.

## **2.8 The Preparedness of teachers to transition learners from ZL literacy to English literacy in Grade 3 in Livingstone district**

The aim of the Ministry of General Education (MOGE) is to improve teacher effectiveness by making sure that schools provide conducive environments and services to help learners acquire essential academic skills with particular focus on reading (MOE 2017). The (MOE 2017) further states that “one of the key indicators towards attainment of improved quality of education is for learners to be able to read so that they learn more effectively in all subjects. Achieving this goal for the majority of learners requires teachers who understand and apply effective methodologies for teaching reading”.

Firstly, for learners to acquire intended literacy outcomes, they should receive effective literacy instruction. Effective literacy instruction helps learners to recognize and decode words, read fluently as well as comprehend what has been read (Adams, 1990)

Secondly, instruction in oral language can improve young learners’ oral language proficiency (e.g. vocabulary development, syntactic sophistication, listening comprehension) as well as aspects of reading literacy (e.g. phonemic awareness, print knowledge (National Early Literacy Panel, 2008). Such interventions can help young learners to acquire necessary skills.

Thirdly, code-based instruction where teachers focus on alphabetic knowledge or phonemic awareness can impact on a range of literacy outcomes, including phonemic awareness itself, print knowledge, spelling, writing, and, to a lesser



extent, oral knowledge (National Early Literacy Panel, 2008; National Institute of Child Health and Human, 2000). Such instruction can be effective for preschool children as well as children in the early years of formal schooling. Phonemic awareness instruction does not need to be prolonged to be effective. Systematic phonics instruction can also support the development of reading, spelling and writing (NELP, 2008; NICHHD, 2000; Rose, 2006).

Additionally, reading instruction that is code-based should be balanced with instruction that focuses on aspects of reading for meaning (Eurydice, 2011; Hall & Harding, 2003) so that reading instruction is balanced. Systematic phonics instruction within a broad literacy curriculum seems to have a greater effect on children's progress in reading than whole language or whole word approaches. There is currently no strong evidence that any one form of phonics instruction (synthetic or analytic) is more effective than any other (Torgerson, Brooks & Hall, 2006). Systematic phonics instruction should be part of every literacy teacher's repertoire and a routine part of literacy teaching. It is advised that teachers who do not use systematic phonics in their teaching should add it to their routine practices (Torgerson et al., 2006).

Guided repeated oral reading is another aspect that can help teachers to be effective. It can have a positive effect on reading fluency (and also on word recognition and reading comprehension) (NICHHD, 2000). Direct instruction of reading comprehension skills using a gradual release of responsibility instructional model can have positive effects on young children's reading comprehension (Shanahan et al., 2010).

Reading comprehension instruction can be effective where strategies are taught step by step, using individual strategies or multiple strategies. Individual strategies include: activating prior knowledge/ predicting, questioning, visualising, monitoring, clarifying and using fix-up strategies, drawing inferences, summarising and retelling. Multiple strategies include: reciprocal teaching, transactional strategy instruction, informed strategies for learning, and a concept-orientated reading instruction model (CORI) (Kennedy et al., 2012).

Shanahan et al (2010) suggest that approaches to reading comprehension that engage children in discussion of texts can also be effective. Discussion should be

based on cognitive processes such as locate and recall, integrate and interpret and critique and evaluation. Teachers should establish engaging and motivating contexts in which to present comprehension instruction (Hall & Harding, 2003). Characteristics of such contexts include identifying texts on topics in which children have an interest; providing limited and specific choice of texts; and allowing children to choose how to respond to text (Shanahan et al., 2010).

In Zambia, the Primary Literacy Programme that is being implemented in primary schools focuses on a phonic-based approach for teaching reading in the seven regional languages. Although these teachers went through some kind of orientation, the course teachers to be creative and dynamic, hence the need for teachers to support each other through Continuing Professional Development (CPD) (MOE 2017a).

As earlier stated, the MOGE has made a concerted effort to provide initial reading instruction in Zambian languages beginning in grade one but with a gradual transition to English beginning in grade 2 with oral English and reading instruction in English in grade 3. Teachers are required to build upon the key reading skills of phonemic awareness, phonics, vocabulary, oral reading fluency and comprehension, which were addressed in teaching reading in Zambian languages. Additionally, teachers should begin with what learners know from their Zambian language that is the same in English, and thereafter, teach aspects that may be different. Teachers are also required to help learners transfer skills they gained in their first language to English (MOE 2017b). Linan-Thomson & Vaughn (2007) suggest that when teachers teach explicitly, they model the skills step-by-step as well as explain it in the best way they can.

Another aspect that can help teachers teach effectively is literacy coaching, which is defined as supporting teachers in their professional development as teachers of teaching and writing. It “involves literacy teachers and coaches working together on an ongoing basis during the school year to continually improve the teaching of reading and writing in the classroom and learners’ ability to read and write” (MOE 2017a). Moss and Silk (2003) point out that in teaching, coaching is about developing a teacher’s skills and knowledge in order to improve performance, leading to effective teaching to improve learner performance. Hord and Roussin

(2013) observe that effective support cannot be solely dependent on workshops alone. Teachers need to be actively supported through coaching and they should work together to adapt programs to local conditions.

Letshabo (2002) conducted a study in Uganda to evaluate Breakthrough to Literacy. The study used an in-depth assessment elite and focus group interviews. The study also used questionnaire surveys which were used for cross validation of data obtained from context study. The findings revealed that teachers lacked knowledge on how the learners were to proceed from one stage to another. The study further showed that many teachers faced problems on how to follow stages in teaching of literacy to their learners, particularly the difference between stage 2 and 3 activities. It was established that where learners should have been in different pace groups and stages in terms of activities, they were given activities that were suitable at each level. This suggests that teacher preparation is important if learners are to succeed. This study is linked to my study since it seems to provide a factor which this study was trying to establish although it does not clearly state how the transition is managed.

In Zambia, Kamangala (2010) conducted a study which sought to teacher preparedness to teach initial literacy in Zambian indigenous languages under the New Breakthrough to Literacy programmes. The study's main focus was on how pre-service teachers were prepared in primary teachers' colleges of education to handle initial literacy using Zambian local languages. The researcher used a case study research design at Solwezi College of Education while a survey research design was employed for the sampled schools basic schools in Solwezi district. The findings of the study showed that respondents' opinions varied as regards the teaching of initial literacy in a local language. Some respondents strongly felt that, they were not well prepared through pre-service training in the college and in-service training in basic schools. A similar was conducted by Kombe (2017) to establish whether teachers were adequately prepared to implement the 2014 revised literacy policy in selected primary schools in Kitwe. The study employed a mixed method descriptive design, which involved both qualitative and quantitative methods. Purposive and random sampling techniques were used to come up with 134 respondents which involved 103 classroom teachers, 30 lecturers and 1 District Resource Centre Coordinator. Data was collected through

questionnaires, interviews, focus group discussions and classroom observations of literacy lessons. The study revealed that while some teachers were trained, others were not. This was attributed to the fact that those who attended the training to later train others did not conduct the in-house workshops. The study further revealed that even after commissioning the 2014 policy, schools still lacked teaching resources with which they could implement the policy. The study also revealed that lecturers were finding difficulties in implementing teacher education programme because they did not understand the content of the 2014 revised policy ( see also Kombe and Mwanza, 2019).

Mutolwa (2019) conducted another interesting study in Zambia where she looked at Lecturer Preparedness to Train teachers of literacy and language education in colleges of education in Zambia. The study employed a mixed method descriptive design which involved both qualitative and quantitative methods. A purposive sampling technique was used to come up with 49 respondents, that is, 45 college lecturers and four college administrators while simple random sampling was used to select colleges of education where data was collected. Data was collected through questionnaires and interviews. The study revealed that while all literacy and language lecturers were professionally trained either as primary school teachers or secondary school teachers, they were not fully prepared to train teachers in literacy and language education. This was due to the failure to interpret the literacy and language teacher education programme, the literacy and language teacher education curriculum not being totally in line with the school curriculum in most areas of literacy and language education and failure by the ministry to update literacy and language lecturers on the latest developments of the school curriculum and shortage of lecturers was among challenges.

The three studies focused on pre-service teaching initial literacy using NBTL (Kamangala), trainee teachers' preparedness in initial literacy while on school experience (Chella) and teacher implementation of the 2013 revised curriculum (Kombe) and training of teachers of literacy and language education (Mutolwa). However, none of the researchers looked at the preparedness of teachers to transition learners from Zambian language literacy to English literacy in Livingstone district. The studies by Chella and Kombe found that teachers and trainee teachers were not able to teach literacy effectively because they were not

adequately prepared while Mutowa's study found that literacy and language lectures were not able to effectively train their trainee teachers because they had inadequacies when it came to training teachers. However, the studies did not focus on serving teachers to find out why they were finding it difficult to transition learners from Zambian language literacy to English literacy.

In this section literature of how teachers are prepared to teach literacy in primary schools has been reviewed. The issues that have emerged are that in addition to training through CPDs, teachers also need coaching that can develop teachers' skills and knowledge in teaching literacy effectively. In the next section methods that the teachers were using in transitioning learners from Zambian language literacy to English literacy in Grade three in Livingstone district will be looked at.

### **2.9 The methods used by literacy teachers to help learners to make the transition from Zambian language literacy to English literacy in grade 3 in Livingstone district**

There are a number of teaching methods from which teachers can choose but choosing the best method to use continues to be a concern for teachers. Gonzalez et al., (2006) point out that all methods have shown some success. This part of literature review will look at the phonics method and the whole word method. It will also look at studies that have been conducted in different countries.

Alderson (2000:132) states that phonics is the method whereby "the speech is broken into individual sounds and represented letters." The teaching and learning materials that have been produced for teaching literacy in English require teachers to teach letter names and sound of English explicitly. The teacher should begin with the most common letter sound before teaching the less common ones. For example in English the five vowel letters represent about 12 vowel phonemes in language, however, there are many short words where the vowel sounds sound like those in Zambian languages (MOE 2017).

The phonics method teaches the correspondence between letters and the sounds they represented. Alderson (2000:132) states that in the phonics method "the speech is broken into individual sounds that represent letters." Phonics is a method of instruction that teaches students correspondences between graphemes

in written language and phonemes in spoken language and how to use these correspondences to read and spell. Phonics instruction is systematic when all the major grapheme–phoneme correspondences are taught and they are covered in a clearly defined sequence (Rose 2006:18). This means that when using this method, teachers should understand how the sounds and letters correspond so that the learners are not misled.

Lerner (2000) points out that there are two approaches phonics, namely analytical phonics and synthetic phonics. Ehri, et al (2001:394) state that in phonics the focus is on the teaching of decodable skills, in a systematic manner. Systematic phonics refers to phonics programmes where “...a planned set of phonics elements is taught sequentially...” From the foregoing, it can be stated that learning must follow a certain system where decodable skills are supposed to be taught based on the learners’ previous knowledge. Lerner (2000) looks at phonics as a method that can be split into the analytic and synthetic approaches. Johnson (2016) states that the analytic approach to phonics instruction includes any strategy that teaches learners to analyse the sounds within words they already know. It begins at the level of the whole word, found within the context of a sentence and then moves to the other parts. He adds that the learners should be taught to look for common word parts.

The synthetic approach teaches learners to identify letter/sounds first and then to put these sounds together to create words. Learners are taught to link individual letter or letter combination with its appropriate sound and then blend the sounds to form words (Johnson, 2016).

The whole language approach is another approach to teaching reading. Lerner (2000) states that the whole language method is based on the belief that all children will learn how to read naturally. According to Patzelt (1995:3) states that the whole language “is an approach to learning that sees language as a whole entity, and writing, speaking, reading and listening should be integrated when learned. In whole language, learning is built upon the real experiences and background knowledge of the learner.” Whole language learning is based on read texts and real life experiences, just the way a baby learns language. Children learn by doing and not through drills Eldelsky et al., (1991). This, therefore, suggests

that the materials the teachers use in this approach should be real. According to Goodman (1990) the whole language approach focuses on meaning not on correspondence between sounds and symbols.

Omojwuwa (2005) conducted a study in Nigeria to find out the effects of Jolly Phonics as a fast track strategy in enhancing pupils' reading skills. The study revealed that pupils could achieve high reading rates if they were properly taught. The findings revealed that most children in Nigeria failed to read their languages because of poor teaching methods used by teachers. The situation could be similar with Zambia where some teachers are not using the recommended teaching methods as will be discussed in chapter 6.

Makobila and Onchera (2013) conducted a study in which they aimed at evaluating the factors which influenced teachers' choice of theories and approaches. They further evaluated the theories and approaches commonly used in teaching English. Data was collected through interviews, observations and questionnaires. The study found out that the teachers mostly choose theories and approaches based on convenience while a few choose based on syllabus recommendation. The findings also revealed that most teachers used approaches which portrayed them as givers of information. It was observed that teachers spent 75% of their lesson, talking while learners were listening compared to only 15 to 20% that was spent on learners' reading and writing activities. This means that the lessons were teacher centred. It was further revealed in this study that teacher personality, training and the calibre of learners, curriculum objectives and text books influenced the choice of approaches and teaching materials. Makobila and Onchera's study may not be directly linked to this study but it helps us understand the reasons behind choosing some teaching methods and not others. We also discovered that teachers do not always follow the recommended methods contained in the syllabus but can use any methods they are comfortable with. It is therefore, important to establish whether teachers teaching English literacy in Livingstone district used the recommended methods in transitioning learners from literacy in Zambian language to English literacy in Grade 3.

## **2.10 The challenges faced by teachers to the successful transition from Zambian language literacy to English literacy in Grade 3 in Livingstone district**

Transitions are environmental changes influenced by the school, government, family and the wider community, as suggested by (Phatudi, 2014). When learners are transitioned they are likely to face a number of challenges depending on their backgrounds. They are also moving from known to unknown, so the transition needs to be properly handled. Tuner (2007) states that transitions can promote positive development for learners, but, if not well managed, can be stressful and cause anxiety in learners and this may affect their learning. Transition need to be carefully managed if they are to yield good results. The onus to make the transition work is on the teachers since they are in-charge of managing the programme. Teachers need to have the right training and orientation before they are given any task.

A study conducted in Dublin in 2005 by the Primary Curriculum Support Programme (PCSP) was looking at an evaluation of curriculum implementation in primary schools in English, Mathematics and Visual Arts. The researcher used both qualitative and quantitative methods for valid and reliable data. According to the researchers, teacher preparation was one of the most important key to a successful implementation of any education policy. They explained that, educational change involves changing teacher's beliefs and understanding as prerequisite to improving teaching practices. They believed that if any change had to take place successfully there was need to change the mind-set of a teacher. This means that teachers require a thorough understanding of the meaning of educational change before there is an acceptance and adoption of the new programmes and approaches. Effective curriculum change and implementation requires time, personal interaction, in-service training and other forms of people based support (Fullan, 1993). From their findings, one of the things highlighted was that some teachers were experiencing difficulties in implementing important aspects of the curriculum.

Cheung and Wong (2012) conducted a study to establish the factors affecting the implementation of curriculum reform in Hong Kong. The researcher used purely quantitative to obtain information. The findings revealed that there were several



factors affecting the implementation of curriculum reform. For example, teachers' professional development pertaining to the curriculum reform, teachers' mastery of learning, teaching and assessment strategies were some of the most important factors. This is in line with Ahmadi and Lukman (2015) who argued that teachers are the major hub around which the successful implementation of new curriculum revolves. In addition, the Nigerian National Policy on Education states that no education system can rise above the quality of its teachers (NPE, 2004). This means therefore that, teachers should be provided with sufficient professional development training to prepare them for any new programme in the education system

According to the Ahmadi and Lukman (2015) suggestions given were that, each teacher must gain ownership of the curriculum; develop an in-depth knowledge of the appropriate teaching methodologies and approaches and become familiar with the specific content objectives for each subject area. This is an indication that for any effective implementation of any curriculum or policy, there is need for adequate teacher preparation as everything entirely depends on a teacher. The Education Curriculum Framework (2013:59) pointed out that "teachers and teacher educators are key players in any education system and should regularly attend Continuing Professional Development (CPD) programmes. This helps in updating pedagogical approaches.."

Banda (2015) points out the importance of preparing teachers for the betterment of learners as they state that the desired goal in the field of teaching learning process cannot be achieved until the teacher is properly trained. This seems to suggest that the teacher needs to be adequately prepared for him/her to help in achieving the intended goal. Therefore, for any change in the education system to be effectively managed, there is need to go back to the teacher and equip him/her with necessary knowledge and skills if positive results are to be achieved, (Northern Rhodesia, 1939). It is expected that once the Ministry of Education comes up with any change regarding education policies, then teachers who are key players in the implementation exercise need to be oriented or retrained in order for them to be in line with what is prevailing in the education system and what they are expected to do. MOE (1996:115) state that, "teacher education is a continuing process that must be extended throughout the individual's years of

actual teaching”. What this means is that a teacher does not stop learning. This is so because he/she needs to keep on learning new methods, techniques which come with the changes which take place in the education sector.

In Uganda, Letshabo (2002) conducted a study to evaluate Breakthrough to Literacy in Uganda, which revealed that the level of preparation by teachers was good but the only set back was that the preparation was not sufficient. The study used in- depth assessment elite and focus group interviews as well as questionnaire survey which were used for cross validation of data obtained from context study. According to the study, teachers lacked knowledge on how the learners where to proceed from one stage to another. The study further showed that many teachers had problems on how to follow stages in teaching of literacy to their learners especially the difference between stage 2 and 3 activities. It was established that where learners were supposed to be in different pace groups and stages in terms of activities, they were given activities that were suitable for learners at a lower stage or a higher stage. This suggests that teacher preparation is very important if learners are to succeed. Cheung and Wong (2012) argue that it is important to enhance teachers’ understanding and build capacity if the implementation of curriculum reform is to be successful. While Letshabo’s (2002) study evaluated the breakthrough to literacy in Uganda, it reveals that teacher preparation was inadequate. This study seems to provide a factor which this study was trying to establish although it does not clearly state how the policy implementation was done

An interesting study in Botswana by Magogwe (2017) looked at the Transitional Bilingual Policy in Botswana: Challenges and Prospects. Botswana follows a TBE programme whereby the students are taught in Setswana, a national language at Standard One and transition to English in standard two. The study sought to investigate the effectiveness of the TBE programme in a multi-lingual set-up such as that in Botswana. The study adopted the qualitative approach for the sole reason that it demanded the participants to express their experiences regarding the implementation of the language-in-education policy. The researchers opted to use a multi-case study technique to gather information from different regions. The study revealed that the TBE programme was not being effectively implemented because firstly, the ‘one size fits all’ situation does not

auger well for students to whom Setswana is not a mother tongue. Secondly, some of the teachers, who are supposed to effectively implement the programme, were not qualified to do so. The teachers also lacked high levels of linguistic competence in English and Setswana and therefore, could not be able to promote bilingualism. Another challenge was that teachers in schools did not attend in-service training for them to learn the new programmes. This, points back to Borg (2003), who states that, through in-service training, teachers can be guided on the delivery skills and teaching methods can enable them to address the complexity of language classroom practices.

In South Africa, another study by Sibanda (2017) sought to investigate the Language at the Grade Three and Four Interface: The theory-policy-practice nexus. The study revealed several challenges as regards the transitioning of learners from familiar or home language to English literacy. He states that early literacy has both been influenced and complicated by the emergence of English as a global lingua franca. He adds that in South Africa, more than 80% of learners speak an African language, but at Grade four level, learns through the medium of English, which enjoys less than a 10% native speaker population. This is in line with Lesnick *et al* (2010) who state that language shift is also complicated by a simultaneous vertical transition in the focus of reading, an integral skill in all learning, when learners move from 'learning to read' to 'reading to learn'. Another challenge that was revealed by the study was that, texts learners read at grade four level are not only more voluminous than those they used to read in the foundation phase but have also shifted from the narrative kind which approximate general language use, to expository or informational texts replete with academic and technical language. There is a link between Sibanda's study and the present study. However, Sibanda's study specifically looked at the theory-policy-practices of bilingual transitional education and its challenges while the present study is looking at how teachers are prepared to transition learners from literacy in Zambian language to English literacy in the third grade.

Steyn (2017) conducted a study in South Africa on The Transition of Grade 4 learners to English as Medium of Instruction. Data collection was done through observations, interviews, and document analysis and field notes. The aim of the study was to gain deeper understanding of the experiences of teachers and

learners in the transition of grade 4 learners to English as medium of instruction at a sampled school. The study revealed that teachers that participated in the study were all English second language speakers in a rural disadvantaged community. It was also revealed that even though the teachers could communicate fairly well in English, their English proficiency was limited. The study further revealed that the teachers had an adverse attitude to the language policy at school, which prescribed mother tongue education from grade 1 to grade 3 and then a transfer to English as a medium of instruction in grade 4. They are in favour of English being the medium of instruction from grade 1.. The study by Sibanda is relevant to my study because the area from which data was collected is similar with the situation in Livingstone where my data was collected.

Mabale (2012) conducted a study in South Africa which looked at the challenges faced by lecturers in the implementation of the National Certificate Vocational (NCV) curriculum at Mopani South East FET College. The study used a qualitative research method. The focus of the study was on lecturers at Mopani South East FET College, who were the core NVC curriculum implementers. Data was collected through interviews and document analysis. The study revealed that while some teaching materials were available, some resources such as internet access, reference and research materials needed by lecturers were not available. The other challenges that lecturers faced were overcrowded classrooms and unprepared students. The current study aimed at establishing the challenges teachers faced in transitioning learners from Zambian language literacy to English literacy whereas Mubale (2012)'s study aimed at finding out challenges lecturers faced in implementing the curriculum. Some of the challenges the lecturers faced were lack of teaching and learning materials, overcrowded classrooms and unprepared students. Mubale's study is linked to my study in that the challenges faced by lecturers are similar to those faced by teachers in primary schools in Livingstone as will be discussed in the discussions in chapter 6. .

Another challenge faces by teachers handling Grade three English literacy in Livingstone district was the differences in orthography systems between Chitonga and English. Mwansa (2017) conducted a study on the theoretical reflections on the teaching of literacy in Bantu languages. In his study it was revealed that English has more diagraphs and triagraphs than Zambian languages. He cited

examples that show how inconsistent the spelling system of English is, the diagraph 'ch' representing the phoneme /tʃ/ in words like church, also appears as part of a triagraph in 'catch', but not in rich. The consonant clusters in English can be found in both initial and final syllable positions while in Zambia languages they are only in syllable initial positions. Mwansa states that theoretically, 'we would expect spelling in English to be even more difficult than in Zambian languages'. Mwansa suggests that this would pose a challenge in the transition (Mwansa, 2017:119). This means that the teachers may find it challenging to make the learners understand the inconsistencies between Zambian languages and English into which the learners in Grade 3 are transitioned. The point that can be picked here is that the Chitonga orthography is transparent whereas the English one is opaque.

Masatunya (2014) carried out a study on factors that inhibit the transfer and retention of initial literacy skills from Grade one to Grade two under the NBTL. The study was purely qualitative as it only employed interviews to collect data. A number of factors were highlighted, such as collaboration factors, resource factors, assessment remedial factors and teacher factors. Under teacher factors he looked at knowledge of literacy, creativity, mechanical skills and professional attributes as factors contributing to low literacy levels in primary schools. The study did not look at teacher preparedness as a factor hence the need for the current study to be embarked on.

Another challenge faced by teachers teaching literacy in primary school is the lack of teaching and learning materials. According to the Zambia Education Curriculum Framework (2013:57-58), "learning institutions are encouraged to use and manage learning and teaching materials prudently in their institutions. They should expose learners to a variety of learning and teaching materials that can be used in learning and teaching process, taking into consideration the learners' needs. Giving learners freedom to choose reading materials that suit their interests is very helpful in building positive attitudes towards reading. It calls for the government and other partners to provide a variety of learning and teaching materials in schools to enable children have a rich early literacy environment. Many of the researches agree that, "a broad spectrum of sources for student reading materials" is most effective in the reading classroom" (Flippo, 2001: 14).

Allwright (1990) points out that materials should teach students to learn, that there should be resource books for ideas and activities for instruction/learning, and that they should give teachers rationales for what they do. Learners are oriented towards the instruction and learning. Any syllabus or curriculum has the goals of learning, the methods of learning and teachers help learners to learn. Teachers are required to follow the curriculum and provide a better platform to understand the curriculum with the help of materials. Teachers may adapt, supplement and elaborate the materials to disseminate the content to the students and they need to monitor the progress of the students and finally evaluate the students. Teachers and students rely on materials to comprehend the content, and the materials become the centre of education. It is important for the teachers to know the correct methods, to choose the best material for instruction and they should also know how to make supplementary material for the class, and how to adapt materials (Allwright, 1990).

Mwanza (2016) in his study on how Eclecticism in English language teaching was understood and applied by Zambian teachers of English found out that teachers had challenges when teaching the eclectic approach to teach English because of lack of teaching and learning materials as it was difficult to use the method in the absence of teaching materials. Worse still, many secondary schools lacked libraries and if they were there, they did not have books. Weldemann (2001) in Mwanza (2012) asserts that effective language teachers invest a lot of time collecting interesting and attractive teaching and learning materials to liven up their teaching, and never spare a thought for the learners in the process of material development and teaching. In transitioning learners, the teacher will use any teaching material which will be deemed fit for use. They can use realia, charts, text books, radio, film, music, pictures and computers. Both visual and linguistic materials can be used.

Manchishi and Mwanza (2013) in their study on the effectiveness of UNZA school teaching experiences revealed that students had challenges during the teaching practice which included lack of teaching and learning materials , discipline issues among pupils, lack of financial support, lack of accessibility to UNZA lecturers among others. Further, Manchishi and Mwanza (2016) conducted a study to establish whether or not peer teaching was still a strategy in

teacher preparation at the University of Zambia (UNZA). A qualitative study was used and 16 teacher educators and 40 final year student were interviewed. The findings were that the implementation of peer teaching was faced with a lot of challenges such as; lack of adequate staffing, over enrolment, lack of teaching materials and negative attitudes by both educators and student teachers. The study concluded that while peer teaching is still a useful strategy in teacher preparation at UNZA, its poor implementation and the challenges it faced made it less effective. The study by Manchishi and Mwanza aimed at establishing teacher preparation at UNZA but findings were noted when they conducted the 20176. The study current study focused on lecturer preparedness and the challenges which they faced as they trained teachers. The study collected data from lecturers and students while the current study focused on finding out the challenges which lecturers faced when training teachers. Another challenge of teacher training is the lack of training and learning resources. The Ministry of Education (1996:40) recognized that quality education requires the availability and use of textbooks and other educational materials. Without these aids to the learning process, effective teaching and learning in the modern sense cannot take place. Suitable materials enable pupils to acquire and apply knowledge, to learn at their own pace and to assess their own progress. Mwanza (2016) in his study on how Eclecticism in English language teaching was understood and applied by Zambian teachers of English found out that teachers had challenges when teaching the eclectic approach to teach English because of lack of teaching and learning materials as it was difficult to use the method in the absence of teaching materials. Worse still, many secondary schools lacked libraries and if they were there, they did not have books. This contradicts with what Ivowi (2004) noted that to ensure that curriculum must be effectively implemented tools and materials must be provided sufficiently.

In summary, literature discussed above has brought out a number of challenges experienced by teachers in institutions of learning. Some of the challenges which were highlighted included lack poor preparation of teachers, disparities between the Chitonga and English orthographies, , attitude towards the new programmes, over-crowded classes and lack of learning and teaching materials

### **2.11 Summary of the Chapter**

Teacher preparation is deemed very important and tailored at orienting teachers on the best practices in the teaching of literacy. The researcher attempted to carry out this study bearing in mind what other scholars had written both in Zambia and internationally on teacher preparation and teaching of literacy in primary schools. From the literature reviewed it is clear that a number of studies have been conducted internationally on the teaching of literacy in general and a few on transitioning learners from familiar language to English. It is clear that most teachers both in Zambia and internationally receive training through CPDs whenever there is a change in the education system. These trainings are not taken very seriously by some teachers and in some instances; they are not properly funded to effectively orient the teachers. In Zambia, studies have been done on the literacy levels but no study so far has been done on teacher preparedness to transition learners from Zambian language literacy to literacy in grade three in Livingstone district in particular. This study will bring new knowledge because it focuses on how the transition is managed in grade 3, the programme that is currently being implemented in primary schools.



## **CHAPTER THREE**

### **THEORETICAL FRAMEWORK**

#### **3.1 Introduction**

The previous chapter reviewed literature of studies around the study. This chapter intends to present the theoretical framework that governed the study. The chapter begins with a discussion on theoretical framework. It further highlights on the theories which guided the study and how they relate to the study.

#### **3.2 Theoretical Framework**

A theory is a supposition or speculation about a phenomenon. Theories are formulated to explain, predict, and understand phenomena and, in many cases to challenge and extend existing knowledge with the limits of critical bounding assumptions. The theoretical framework is the structure that can hold or support a theory of a research study. The theoretical framework introduces and describes the theory that explains why the research problem under study exists (Gabriel, 2008). Imenda (2014:189) defined a theoretical framework as, “the application of a theory or a set of concepts drawn from one and the same theory to offer an explanation of an event or shade some light on particular phenomenon or research problem (Fairclough and Wodak, 11997). The study was guided by two theories, the Expertise theory and the practical theory of teaching.

#### **3.3 The Expertise Theory**

Expertise theory specifies how talent develops across specified fields of domains, focusing on cognitive task analysis, instruction and practice, and clearly specified learning outcomes against which one can objectively measure the development of expertise. It represents an update on classical behavioral learning theories dating back to Pavlov, Watson, Thorndike, Tolman, Hull, and Skinner. However, by the 1970s and 1980s, the leading theories for how adults succeeded in their work and professions had shifted heavily in the course of trait-oriented theories. Ericsson (2006:706), a leader in the area of developing expertise, defines the notion of expertise as “a sequence of mastered challenges with increasing levels of difficulty in specific areas of functioning”.

Ericsson's theory places its focus upon the experts of the world. According to Ericsson, Krampe and Tesch-Romer (1993), expert performance reflects a person's mastery of the available knowledge or current performance standards and relates to skills that master teachers and coaches know how to train. Expertise theory specifies how talent develops across specified fields or domains, focusing on cognitive task analysis, instruction and practice, and clearly specified learning outcomes against which one can objectively measure the development of expertise (Ericsson, 1993). The type of practice required to develop expertise, according to Ericsson, is not simply doing work. It is a cognitively effortful activity in which one is thinking about what one is doing. It involves a reflective component, including the opportunity to obtain feedback on the quality of one's performance through an expert coach.

According Merriam-Webster Dictionary (1975:403) expertise is described as an "expert opinion or commentary" or skill in a particular field, for example technical know-how". This means that an expert is one who has experience and can display special skills of knowledge derived from training or experience. Expertise can also mean one who has acquired special skills in or knowledge of a particular subject. Expertise also exists by virtue of being upheld by well-informed people in an organization. An expert is one who possesses social intelligence, communication skills and so on.

Guerrero (2005) points out that it is widely accepted that quality teachers possess sufficient general pedagogy, knowledge, subject matter knowledge and pedagogical content knowledge. Therefore, developing teacher expertise is a specific domain is an important one with respect to classroom education. Ericsson, Prietula and Cokely (2007) summarise expertise as being mostly explained by a combination of time, deliberate practice, and coaching where the coach guides the deliberate practice. They further stated that like any other profession or talent, mastering teaching takes hours of deliberate practice.

Deliberate practice involves two kinds of learning: improving the skills you already have and extending the reach and range of your skills (Ericsson, Prietula and Cokely, 2007). A new teacher already possessed skills gotten from the initial training as well as previous experience but there is need to improve the skills and

knowledge so that the teacher reaches the professional level. It is imperative for primary school teachers to adjust whenever the government introduces new programmes. A teacher has to undergo some training through workshops and CPDs in order to attain the expected level of performance. The teachers value practice as well as seek appropriate experienced teachers or coaches. Literacy coaching is defined by MOE (2017:4) as “supporting teachers in their professional development as teachers of reading and writing. It involves literacy teachers and coaches working together on an on-going basis during the school year to continually improve the teaching of reading and writing and learners’ ability to read and write”. Parsloe (1999) describes coaching as a process that enables learning and development to occur thus performance to improve. To be successful, a coach requires knowledge and understanding of processes as well as the variety of styles, skills and techniques that are appropriate to the context in which the coaching takes place. According to Shulman (1987) the knowledge needed for teaching are of three types: content knowledge (knowledge of the subject matter to be taught), pedagogical knowledge (knowledge of how to teach in general) and pedagogical content knowledge (knowledge of how to teach that is specific to what is being taught). Primary school teachers need the pedagogical content knowledge to effectively teach literacy in line with what must be taught. When teachers become experts in their jobs, they will effectively manage the transition, using the write content, learning and teaching materials as well as the right methodology. Thus, this theory will be used to analyze teachers’ preparedness in content knowledge and whether they undergo any sort of in-service training whenever there is a new programme in the curriculum.

The theory is suitable for this study since it is meant to find out if teachers were prepared to transition learners from Zambian language literacy to English literacy in grade 3. The theory emphasizes the need for people, in this case teachers, to have mastery of the available knowledge and skills that they need as they teach learners (Erickson, 1993). For teachers to become more knowledgeable about their new task, they should have prior knowledge to the new task. For teachers to work effectively in a new programme, they should be inducted and coached by those who might have been trained for such tasks. Although this theory looks at employees in general, its views are applicable to the requirements of one who is

given a task to transition learners from Zambian language literacy to English literacy. In this study, the theory was used to analyze the activities that teachers go through in their preparation to teach English literacy in Grade 3.

### **3.4 Critical Discourse Analysis**

Critical Discourse Analysis (CDA) is another theory which was used in the study to analyze teacher-learner relations in the classroom. It emerged from 'critical linguistics' developed at the University of East Anglia in the 1970's. CDA was first developed by the Lancaster school of linguistics of which Norman Fairclough was the most prominent figure, Wodak (1989) and Van Dijk (1990) also made major contributions to this field of study. The CDA theory draws from social theory and contributions from Karl Marx and many others in order to examine ideologies and power relations involved in discourse (Wodak and Meyer, 2001). It is a field that is used in analyzing the written and spoken texts to explore the discursive sources of power, dominance, inequality and bias. Critical Discourse Analysis according to Fairclough (2000), looks at the education system as constituting power and power relations between policy makers, colleges of education, school administration, teachers and pupils.

According to Huckin et al (2012:115): "...the classroom is a place in which power is circulated, managed, exploited, resisted and often directly impacted by institutions policies and changes".

This quote is very important in my study because teacher were supposed to use the phonic method to teach literacy in Grade three as well as help learners transition learners from Zambian language literacy to English literacy. The theory was used to analyze any form of influence the government of Zambia through the Ministry of Education had on the teaching of literacy in primary schools. Mwanza (2016:104) states that "the influence of government normally provides direction and sometimes a challenge on what decision a teacher should make". Therefore, CDA was critical in analyzing teachers' decisions to accept, reject or contradict the existing condition. CDA exposes how government policies directives and teachers' decisions and directives can be accepted, rejected or ignored. In the context of this study some teachers are using the phonics method while others are

not using it, meaning that government decisions have been accepted by some teachers and also rejected by other teachers.

The CDA theory draws from social theory and contributions from Karl Marx and many others in order to examine ideologies and power relations involved in discourse (Wodak & Meyer, 2001). Fairclough and Wodak (1997) state that, discourse is socially consequential in that it has the ability to produce and reproduce power relations between social classes of people belonging to different social classes of people belonging to different social groups. They further state that discourse may be affected by ideology just while discursive practices may possess ideological effects.

Social structure in this case can be the Government which may come up with an action plan (programme) which it wants put in effect by the individuals in this case institutions (schools). Looking at CDA as a theory what may happen is that the Government may want at all cost to have its policies implemented therefore, it will have to use its power to have these put in effect. CDA looks at several issues one of which is the provision of tools for addressing the complexity of movement across educational sites, practices and systems in a globalized world system which has to do with power and inequality (Fairclough, 2000). CDA has been used to study social identity because identity reproduces and sustain power relationships between different social groups. Through discourse strategies of group definition and differentiation, social identity is constructed through position and relation to other groups (Alba-Juez, 2009). The power relations in the context of this study will involve policy makers and schools, schools and teachers as well as how policy makers directly influence or are influenced by teachers and schools in general. Logically, these stakeholders have to work together in the planning and implementation of new programmes. However, practice may suggest otherwise in which case, others may use their power to force a policy on others without consultation, or that some members of the power relation cycle may resist power directed to them by those above them by refusing to implement these programmes. This is the reason why Wodak (2004) argues that the school is a place where power is produced, circulated, exercised and resisted". In this view, Haugen (2009) argues that education policies are normally not characterized by progression or retrogression but contradictions. The theory was used to analyze

both policy maker- teacher interaction and (language) ideologies as enshrined in the revised school curriculum such as the language of Instruction (LOI) and the literacy policy that includes transitioning of learners from literacy in ZL to English literacy in grade 3. According to Banda and Mohamed (2008), CDA looks at language as a socially constituted practice where text, whether written or spoken, is considered as discourse which is produced by speakers who are socially situated. The operational supposition in CDA is that discourse takes place within society, and can only be understood in the "interplay of social situation, action, actor, and societal structures" (Meyer 2001: 21).

The context of power needs attention. In the context of power and dominance, CDA places focuses on the feeble, the controlled and the discriminated against. In the classroom situation, CDA focusses on the teacher and also the learner the learner (Mwanza 2016). Wodak (2002:10) agrees with Mwanza (2016) when she noted that "CDA often chooses the perspective of those who suffer, and critically analyzes the language use of those in power, who are responsible for the existence of inequalities and who also have the means and the opportunity to improve conditions". This is why classroom relations that exist between teachers and were analyzed, focusing on the manner in which their roles and identities relative to each other. As part of CDA the study also looked at attitudes in analyzing the data. Attitude is defined by Howarth (2006:6) as an opinion or group of opinions held by an individual about a specific object". Attitudes influences people's behavior in a number of ways. In this case, teachers' attitude towards the transitioning of learners from Zambian language literacy to English literacy and the methods used were used to analyze teachers' opinions about how they applied it. Freeman (1990) sees attitudes as the cause for teachers' failure to prosper.

In short, CDA was used to analyze power relations between the teacher and the learners, the employers and the teachers, and also the influence of the government on what prevailed in the classroom. CDA was also used to analyze the type of in-house training and how this reflects the production and reproduction of power and dominance in the education system.

### **3.5 Summary of the Chapter**

The chapter discussed the theoretical framework guiding the study. The study used two theories namely the expertise theory and the critical discourse analysis theory. The expertise theory focuses on a person's expert performance after being trained by a master teacher. The theory is relevant to the study because there is need for a teacher to be a master teacher or lecturer for a student to be an expert performer once deployed. Therefore, a teacher must be prepared to help learners acquire the necessary skills and knowledge. Critical Discourse Analysis theory focuses on the power relations that exist in society. If power is not equally distributed, some sectors of the society maybe disadvantaged. In the education system, there is need to accord each level the necessary power for the system to run smoothly. Primary school are sometimes disadvantaged because they are not involved in the policy implementation of curriculum related issues. The next chapter discusses the methodology that was used in the study.

## **CHAPTER FOUR**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **4.1 Introduction**

The previous chapter presented the theoretical framework that guided the study. This chapter presents the research design and the methods of data collection and analysis which were used in the study. The chapter begins by discussing the concepts of research design and the methodology and explaining how these concepts were applied in the study. It will be shown that the study employed a mixed research design comprises both qualitative and quantitative methods. Hence, this chapter discusses qualitative and quantitative methods and how they were applied in this study respectively, and the choice of a mixed research design is explained and justified. The target population, sample size, sampling procedure and research instruments are also presented and explained, followed by the data collection procedure and methods of data analysis. The chapter also includes a discussion on the reliability and validity of the methods and instrument used with regards to the findings emanating from the study. The chapter ends with a presentation of the ethical issues which were used in the study.

#### **4.2 Research Design**

Burns and Grove (2003:195) define research design as “a blue print for conducting a study with maximum control over factors that may interfere with the validity of the findings”, Kasonde Ngandu, (2013) defines a research design as a, “guideline upon which the researcher draws his/her roadmap to conduct a particular research project, spells out what type of data will be yielded, indicate the source and the nature of data, whether it is primary or secondary. It is clear from the definitions that research designs have to do with how one intends to conduct research in terms of methods of data collection and analysis. Methodology is another concept which is closely linked with research design. Methodology encompasses the design, catchment area, sample, limitations and techniques which work in tandem with each other and are capable of delivering data findings which will answer research questions according to the purpose of the study (Henning 2004). Additionally, Halloway (2005) states that methodology



(2005) states that methodology refers to a framework and principles on which decisions about methods and procedures of data collection and analysis are based.

This study employed a mixed method descriptive design which involved both qualitative and quantitative methods and techniques during data collection and analysis because the research wanted to come up with detailed information which would improve the validity and reliability of the findings. Strauss and Corbin (1998) define qualitative research as any kind of research that produces findings in narrative or descriptive form. On the other hand, qualitative research is numeric in nature as it uses statistics, it uses numbers. This reasoning is supported by Onwuegbuzie and Mallette (2011:303) who point out that quantitative research cannot explain the why and how in research adequately, while qualitative findings are seldom generalizable to larger population. Employing the strengths of both these approaches in an integrated design allows for the triangulation and validation of findings. This is because triangulation means that the advantage of one method compensates for the weakness in the other. Cohen, Manion and Morrison (2011:22) describe a mixed approach to research as involving the “collecting, analyzing, and interpreting of qualitative and quantitative data in a single study or in a series of studies that investigate the same underlying phenomenon.”

### **4.3 Target Population**

According to Burn and Grove (2003:43), the population includes all elements that meet certain criteria for inclusion in a study”. Kombo and Tromp (2011:76) states that target population refers to, “a group of individuals” objects or items from which samples are taken for measurement. In this study, the target population was drawn from Livingstone district. The target population comprised all primary school teachers in Livingstone district of Southern province, the Livingstone District Resource Centre Coordinator (DRCC), who is in- charge of in-service training in the district. It also included Zone In-set Coordinators (ZICS) and School In-set Coordinators (SICs) in Livingstone district.

Livingstone district was targeted because it was easy to access due to good road network. The other reason was that Livingstone schools are located close to each other, so it was easy to access each school without much difficulty. Additionally,

the language of play in Livingstone district is ‘town’ Nyanja, so I wanted to establish how the transition is managed since learners learn in Chitonga, the regional Zambian language before they are transitioned to English literacy in grade three.

#### **4.4 Sample Size**

Kasonde (2013:36) defines sample size as “the number of participants selected from the universe to constitute a desired sample.” In this study, the sample comprised one school per zone from six zones, which brought the total to six schools. For each school, the researcher observed one (1) teacher, bringing the total number of teachers observed to six (4). I also interviewed two (2) teachers and one SIC per school, bringing the total number to eighteen (18). Additionally, I interviewed three (3) ZICs out of the six that I had planned to interview. Four (4) Headteachers and the DRCC were also interviewed. In addition to the interviews, the researcher administered fifteen questionnaires per school, bringing the total number of questionnaires administered to ninety (90) but the researcher managed to collect sixty nine (69) from the participants.

#### **4.5 Sampling Technique**

Sampling means making a selection from the population frame in order to identify the people or issues to be respondents or sources of information (White, 2005). According to Merriam (1998), purposive sampling is based on the assumption that the researcher wants to discover, understand, and gain insight and therefore, must select a sample from which the most can be learned.

Purposive sampling was done by getting an inventory of all the primary schools in Livingstone District according to zones. A raffle draw was conducted on schools in each zone to come up with one school per zone, which gave the total of six (6) schools. A purposive sampling was used to select the teachers since the study targeted the primary school teachers teaching the lower section. A simple random sampling was also done within a purposive sampling procedure as the people involved included both the grade three teachers and any primary school teachers. This was done to establish whether the other teachers teaching other grades had an idea of the transitioning of learners from Chitonga literacy to English literacy in grade three (3). Ng’andu (2014:38) defines simple random sampling as. “one in

which every member of the population has an equal chance of being included in the sample as it involves the random selection of participants from a list of total population or sample frame”. This was so because at one time or another, any primary trained teacher will be given a grade three class.

#### **4.6 Data Collection Procedure and Instruments**

Data collection includes the manner and the instruments used to collect data. data collection is defined by Burns and Grove (2003:373) as “the precise, systematic gathering of information relevant to the research sub-problems using methods such as interviews, participant observation, focus group discussion, narratives and case studies.”

In this study, the researcher used participant observation (video camera and notebook were used), document analysis (documents), interviews (interview guide and recorder) and a structured questionnaire.

##### **4.6.1 Observations**

Observation is watching people’s behavior in a particular situation in order to collect information on a phenomenon (Johnson and Christensen, 2012). As observations can be highly subjective, I was conscious of my own biases.

In this study, 4 lessons were observed, some of which were also video-taped. This means that one teacher or lesson was observed in four of the sampled schools. Observation checklist were used and notes were as information was revealed. The reason for the observations was to see how English literacy is taught to grade 3 learners. The researcher also wanted to compare what teachers said with what and how they taught in class.

##### **4.6.2 Document Analysis**

Before observing the lessons, the researcher asked the teachers if she could have a look at their lesson plans, only two allowed me to see their lesson plans as will be explained in the next chapter. The 2013 National Literacy Framework and the THRASS cards were also analyzed. In this study, documents were analyzed to see if the teachers were teaching in line with what is in the documents. The researcher

was unable to analyze the syllabus because they could not provide any in the sampled schools. The only documents available were extractions of Literacy Specific Outcomes from the National Literacy Framework document.

#### **4.6.3 Interviews**

According to White and Rayner (2014:202), Interview is “where the researcher questions someone (the interviewee) about some aspect of the research. In this study, interviews were conducted with primary school teachers, SICs, ZICs and School Managers and the DRCC. A Semi-structured interview guide was to interview the participants. After every observation, the researcher immediately interviewed the teachers to find out the strategies they had used in the lesson and also to compare what they taught with what they said. The teachers were informed that this would be done prior to the interviews and gave their consent. Through pre-visits to the teachers, trust and rapport were established prior to commencing with the actual interviews.

#### **4.6.4 Questionnaires**

Thornhill (2014:149) defines a questionnaire as a “specific tool, also known as an instrument, for gathering information directly by asking people questions and using the responses as data for analysis. White and Rayner (2014: 65) add that, “questionnaires generate data in a very systematic and ordered fashion. The responses to the questions are quantified, categorized and subjected to statistical analysis. In this study the researcher administered closed questionnaires to primary school teachers in six sampled schools.

#### **4.7 Data Analysis**

The researcher assembled all the questionnaires and the interview guide responses obtained from the field after the collection exercise was completed. These instruments were serialized numerically for easy organization of the analysis. In this study the researcher analyzed data using both qualitative and quantitative approaches. Data collected through interviews, qualitative data, was organized guided by research questions according to objectives and recorded. The data was then interpreted and discussed. In other words, thematic analysis was used, in this

case, objectives and their corresponding research questions formed the themes. Braun and Clarke (2006) defined thematic analysis as a method of identifying, analyzing and reporting patterns within data. This was used because it is a method used for qualitative data so as to help put similar data together for easy analyzing. Quantitative data was analyzed using the statistical package for social sciences (SPSS) to generate descriptive statistical information in form of frequencies as well as percentages. Kombo and Tromp (2006) state that statistics are a set of mathematical methods used to extract and clarify information from observable data. Statistics generate simple numbers to describe distributions. Documents were analyzed by coding content into themes

#### **4.8 Ethical Consideration**

Cohen et al, (2000) states that ethical considerations relate to the dos and don'ts that the researcher must observe during the research process for the purposes of respecting and protecting the rights and privacy of the respondent. The consent to do this study was obtained from the University of Zambia, and then permission was sought from the college principals. In all phases of the research process, participants were protected against infringements of their rights hence they participated voluntarily. Respondents were also informed that they were free to withdraw from the study at any time if they wished to do so. The researcher recognized the privacy of respondents and assured them of confidentiality with regard to the information they would avail to the researcher. The researcher also assured the respondents that the information received would not be used for any other purpose other than that of the study. The researcher adhered to this by making this report and submission of the document only to the University of Zambia. Participants were briefed about the purpose of the study as well as the benefits to them and other teachers in different schools. Before data collected, permission from the District Education Board Secretary's (DEBS) office was sought to institute a study in Livingstone district. The DEBS gave me a letter that allowed me to collect data as well as introduce me to the School Managers in the schools that were sampled. The researcher administered questionnaires in schools. This was followed by class observations and interviews with teachers after each lesson. The researcher then conducted interviews with the teachers that were sampled for the study.

#### **4.9 Summary of the Chapter**

This chapter presented the research methodology selected for the study. It also presented the rationale for the choices made. The study used a mixed method research design which combined both qualitative and quantitative designs. This was consistent with the type of instruments used to collect data. The chapter also explained why each item such as the research design, population, research instrument, data collection procedure, data analysis and consideration were used in the study. The next chapter presents the findings of the study.

## **CHAPTER FIVE**

### **RESULTS**

#### **5.1 Introduction**

In the previous chapter, the methodology used in the study was presented and justification to its choice was given. In this chapter, the findings of the research are presented in line with research questions and research objectives. Presentations of findings for this study were done according to the objectives and were presented in line with the following questions:

1. How prepared were the teachers to transition learners from literacy in Zambian language to English literacy in Grade 3 in Livingstone District?
2. What methods did literacy teachers use to help learners transition from Zambian language literacy to English literacy in grade 3 in Livingstone District?
3. What challenges did teachers face when transitioning learners from literacy in Zambian language to English literacy in Grade 3?

#### **5.2 Establish how teachers were prepared to transition learners from Zambian language literacy to English literacy in Grade 3 in Livingstone district**

The first objective sought to find out if the teachers were prepared adequately to transition learners from Zambian language literacy to English literacy in Grade 3. This objective was cardinal because teachers, some of which were trained before the implementation of the revised curriculum are expected to implement the new programmes in the education system. Therefore, teachers in schools are expected to be abreast with any development in the education system so that they undergo in-set orientations in line with what is contained in the revised curriculum. Data for this objective was collected through interviews, lesson observations and document analysis.

### **5.2.1. Findings from interviews with the classroom teachers on preparation of teachers from Literacy in Zambian Language to English Literacy in Grade 3 in Grade 3**

On the types of training received, the findings show that most of the teachers received training through Continuing and Profession Development (CPD) and GRACE Meetings. Others received training through workshops. The findings also showed that some of the teachers were not trained at all because the few teachers who were privileged to attend the training workshops did not train the other teachers adequately. Others claimed that they were not trained at all. This is what one of the participants had to say:

*I was not trained. Not all of us were trained. Only those who attend workshops are trained. Those who attend local workshops are not confident enough to train others. We are forced to teach grade three, yet they know that we are not trained to teach these literacy lessons (T1)*

Another participant who agreed with the first one had this to say:

*I did not receive that kind of training. Back then we were only trained on the surface. There are too many changes, and this is confusing. At least we should be sent for refresher courses so that we do the right thing. I don't even know if we are doing the right thing.(T2)*

The other participant stated that the preparation was not adequate in that the approach to use when managing the transition was not well explained by the local trainers. This was what she said:

*There is no adequate preparation in teachers on how to teach English literacy in grade three. Grade one has PLP which is Primary Literacy Program, in grade 2 we have oral English where learners learn English orally without seeing the print which they are exposed to in grade 3. The approach on how to teach English as a subject has not been clearly tabulated; there is no specific methodology for this transition.(T3)*



Another participant said that she wasn't very sure about the right way to manage the transition and said:

*For me preparation means a lot. It means having the right content, skills and methodology. In terms of training on transitioning learners from Zambian Language to English literacy, there was nothing. I just try this and that to help my learner. (T4)*

Another participant added that lack of funding affected the quality of local workshops. This was what he said:

*The training at local level is not really enough and we do not even take these so called workshops and CPDs because firstly, they are not funded and secondly, some teachers who are trained to train us do not even seem to understand how this transition should be handled (T5).*

The findings from the teachers that they were not prepared to transition learners from literacy in Zambian language to English literacy in Grade 3. Most teachers found challenges in handling the transition in that those who received training through CPDs claimed that the training was not adequate while others stated that they were not trained to handle the transition at all because they did not attend the in-service training.

However, as earlier stated, a few teachers were privileged to attend workshops and they stated that they were able to manage the transition. This is what they had to say;

*I am able to handle the transition because I attended the workshops when this new programme was introduced.(T6)*

*I don't have a problem in managing the transition from literacy in Zambian language to English literacy because I understood what we learnt during the CPDs. When I am not very sure about anything, I consult the School inset Coordinator. (T7)*

### **5.2.2 Findings from SICs on the preparation of teachers to transition learners from Zambian language literacy to English literacy in Grade 3**

The School Ins-set Coordinators (SICs) who are in charge of organizing in-house training were also asked how teachers were prepared to transition learners from Zambian language literacy to English literacy in Grade 3. This was important because SICs always undergo some training each time there is a change in the curriculum. SICs, in turn organize local workshops and CPDs to train the teachers on all the new programmes. Some of the SICs said that the local workshops were not adequate because the time allocated to train the teachers was not enough. Others stated that it was challenging to organize local workshops and CPDs due to lack of funding. Some SICs also stated that some teachers had a negative attitude towards the local workshops. Below are the responses from the SICs:

Some participants stated that some teachers were adequately prepared to manage the transition because they were sent for refresher courses while others were not. She further stated that some teachers did not feel comfortable to teach lower classes due to challenges in the curriculum. SICs 1 and 2 said:

*Some teachers are prepared, others are not. Some teachers have been teaching for a long time so, we send them for refresher courses. Some teachers don't feel comfortable teaching lower classes because they feel it is challenging due to changes in the curriculum.(SIC 1)*

Another participant said that local workshops were conducted to train teachers that in turn trained others. She however stated that that lack of funding at local level made it challenging. This is what she said:

*We do conduct some local workshops. The facilitators are teachers that have attended these workshops. I also facilitate but it is not easy because it is not funded locally. However, I try my best to ensure that these teachers are prepared to teacher literacy as well as transition learners from ZL literacy to English literacy. I also make sure that I monitor the activities so that our learners can improve in literacy. (SIC 3)*

Other participants said that most of the teachers were not fully prepared due to lack of materials. They further stated that some teachers showed negative attitude because the programs are not funded at school level. This is what they said:

*Most of these teachers are not fully prepared due to lack of materials. We find problems to train these teachers locally because most of them show a negative attitude towards the whole thing especially that they are not paid anything during these workshops or meetings. It's difficult to convince some of them because they know that when I attend these workshops; I am paid some allowances. They feel cheated and I don't blame them at all. So, in the end it's the child that suffers. (SIC 2)*

*We do try to organize local workshops but the problem is that most of these teachers have a negative attitude towards the local workshops. Some of the teachers practically shun these workshops because they feel that it is not that important. Some teachers are not even ready to be observed as they teach, making it difficult for me to see if they are doing the right thing. (SIC 3)*

Another participant added that lack of funding made it difficult to organize the in-house workshops. He said:

*The local workshops are organized but it is not easy especially when they are not funded. (SIC 4)*

The other one stated that lack of books and other learning and teaching materials made it difficult to help teachers manage the transition. This was what he said:

*The problem is that when this program came on board, we did not receive any books or other necessary learning and teaching materials to go with it. (SIC 5)*

Another participant said that when the programme was introduced only teachers that were handling lower classes then were trained, so when the ones that were handling upper primary classes when the programme was introduced faced challenges. SIC 6 said,

*Whenever there is change or new programme in the school curriculum, I do attend workshops. After that I try to organize workshops to train the teachers. The problem is that not all teachers attend these workshops. Sometimes we only target teachers in the lower primary sector, yet every year there are changes in class allocation. So, you find that a teacher who was not at lower primary last year is given a grade three class, so it becomes a challenge. (SIC 6)*

The responses from the SICs showed that all the SICs do attend workshops to help them organize in-house workshops to prepare teachers to manage the transition in Grade three. However, they all stated that they found it challenging to train the teachers because some of them (teachers) show negative attitudes towards the local workshops, stating that they feel cheated because the workshops are not funded. Some SICs also stated that while the changes are good, the Ministry of Education did not provide books and relevant teaching and learning materials to manage the transition.

### **5.2.3 Findings from the ZICs on the preparation of teachers to transition learners from literacy in Zambian language to English literacy in Livingstone**

The ZICs were also asked how prepared the teachers were to transition learners from literacy in Zambian language to English literacy in Grade 3. The ZICs were important in this study because they are responsible for in-set or in-house training at Zonal level. ZICs organize workshops in their zones to train SICs and some teachers who in turn train other teachers at school level. They also monitor what goes on in their zones to ensure that the programmes are implemented. The ZICs that were interviewed stated that workshops to train teachers and prepare them to transition learners from literacy in Zambian language to English literacy are

organized every year to ensure that all teachers are captured. The following were their responses:

*We organize workshops every year to train teachers to transition learners from literacy in Zambian language to English literacy in Grade three. However, the time allocated for such programmes is not enough. You find that the work that is supposed to be done in a month or so is compressed within one week due to limited resources. (ZIC 1)*

One of the participants said that at zonal level, the trainers were trained adequately so that they could train the teachers in schools but some teachers did not take the in-house workshops seriously. ZIC 2 had this to say:

*The workshops that we organize in our zones are very important, except that some teachers do not see how important they are. As far as I am concerned, we as ZICs do our part by training our SICs, school administrators and some teachers. It is up to the SICs and the administrators to ensure that the teachers in schools are also trained to handle the transition. It is pity that when we go to monitor how the transition is being handled; some teachers are doing things contrary to what they were trained to do. (ZIC 2)*

The other ZIC stated that although the transition programme was challenging, the facilitators were adequately trained each time there was a new programme. He added that these workshops were conducted every year so as to capture the newly deployed and those that came into the district on transfer.

*Our task as ZICs is to ensure that in-set training is conducted whenever there is a new programme on board. The transitioning of learners from Zambian language to English literacy is quite challenging but we are on course. We do conduct training to prepare our teachers every year so that newly deployed teachers as well as those who come on transfer are captured. (ZIC 3).*

#### **5.2.4 Findings from the District Resource Center Coordinator on teacher preparedness to transition learners from literacy in Zambian language to English literacy**

The District Resource Centre Coordinator (DRCC) was also interviewed to give his views on how teachers are prepared to transition learners from literacy in ZL (Chitonga) to English literacy in Grade three. He said that teachers were oriented to begin teaching oral English in Grade two. The DRCC added that teachers in Livingstone district were trained to handle the transition, along with the use of the THRASS methodology. Consider the following response

*In my district, I also ensure that every year we carry out trainings to help those that are newly deployed as well as those that come on transfer into the district. These trainings are done through workshops and CPDs. The only problem is that the programs are not funded at school level, so some teachers do not take the trainings seriously. (DRCC)*

#### **5.2.5 Findings from interviews with School Administrators on how teachers were prepared to transition learners from literacy in Zambian language to English literacy in Grade 3 in Livingstone district**

The findings showed that in-service trainings were always conducted in the schools, although they felt that such important programmes needed experts such as lecturers and policy makers to conduct the trainings. They also felt that the programmes needed more time if they were to yield better results. Below are responses from the administrators:

*The teachers in the lower sector were trained through CPDs to prepare them to handle the transition in Grade. (AD 1)*

*The teachers in my school were prepared through in-house workshops and CPDs. However, I wish experts such as lecturers in colleges would be involved in such programmes. (AD 2)*

The findings from the school administrators revealed that while some teachers were prepared through CPDs to manage the transition, others may not have attended these trainings. Some administrators stated that it would be better if such programmes could be handled by experts such as lecturers, implying that some facilitators lacked expertise to train their peers.

#### **5.2.6 Findings from teachers on their preparedness to transition learners from Zambian language literacy to English literacy in Grade 3 in Livingstone District – Quantitative data**

The teachers were asked to provide data to concerning the in-house training provided by school to prepare teachers to handle the transition in Grade 3. This data was important for the study because it involved a bigger number of teachers who participated in the study. The responses are presented in the table below:

**Table 1: The schools provide adequate in-house training for literacy teachers through CPDs, workshops and GRACE meetings**

	<b>Frequency</b>	<b>Percentage</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
<b>Agree</b>	<b>18</b>	<b>25.7</b>	<b>25.7</b>	<b>25.7</b>
<b>Disagree</b>	<b>29</b>	<b>41.4</b>	<b>41.4</b>	<b>67.1</b>
<b>Not really</b>	<b>23</b>	<b>32.9</b>	<b>32.9</b>	<b>100.0</b>
		<b>100 .0</b>	<b>100.0</b>	

From the data presented in table 1 above, 25.7 percent of the participants agreed that the schools provide adequate in-house training for literacy teachers CPDs, workshops and GRACE meetings while 41.4 percent felt that the in-service training was not adequate. 32.9 percent were not very sure if the in-service training was adequate.

The teachers were also asked if they understood how the transitioning of learners from ZL literacy to English literacy is managed. This was done to get a general view from the primary school teachers who did not participate in the oral interview.

**Table 2: I understand how the transitioning of learners from ZL literacy to English literacy is managed**

	<b>Frequency</b>	<b>Percent</b>	<b>Valid percent</b>	<b>Cumulative percent</b>
<b>Agree</b>	<b>11</b>	<b>15.7</b>	<b>15.7</b>	<b>15.7</b>
<b>Disagree</b>	<b>41</b>	<b>58.6</b>	<b>58.6</b>	<b>74.3</b>
<b>Strongly agree</b>	<b>18</b>	<b>25.7</b>	<b>25.7</b>	<b>100.0</b>
<b>Total</b>	<b>70</b>	<b>100 .0</b>	<b>100.0</b>	

According to the data above, 15.7 percent of the teachers understand how the transitioning of learners from ZL literacy to English literacy is managed. Those who did not understand how the transition is managed was at 58.6 percent while those who said they knew completely nothing about how the transition is managed at 25.7 percent.

The researcher also asked these teachers whether they learnt how to transition learners from literacy in ZL to English literacy during training or if they only knew how to handle the transition after they had been deployed in Primary schools. Table 3 below presents the quantitative data.

**Table 3: I knew how to handle the transition from ZL literacy to English literacy during workshops and CPDs**

	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
<b>Agree</b>	<b>51</b>	<b>72.9</b>	<b>72.9</b>	<b>72.9</b>
<b>Disagree</b>	<b>10</b>	<b>14.3</b>	<b>14.3</b>	<b>87.2</b>
<b>Not really</b>	<b>9</b>	<b>12.8</b>	<b>12.8</b>	<b>100.0</b>
<b>Total</b>	<b>70</b>	<b>100.0</b>	<b>100.0</b>	

The above statistics show that 72.9 percent of the participants stated that they only knew how to handle the transition from ZL literacy to English literacy during workshops and CPDs, 12.8 percent disagreed while 13 percent indicate that they did not really learn to handle it during workshops and CPDs. The teachers were



also asked if they understood how the transitioning is managed and their responses are presented in the table below.

#### **5.2.7 Summary on objective number 1**

The first objective sought to establish whether teachers were prepared adequately to transition learners from Zambian language literacy to English literacy in Grade three in Livingstone district. The findings from the one on one interviews were that most of the teachers were not adequately prepared to handle the transition because the time for the training was not enough. Others stated that the teachers that were trained to train them did not seem to understand how the transition is handled, so they could not prepare the teachers adequately. The teachers stated that the type of preparation they underwent to manage the transition was not adequate in that it was only done locally, through workshops and CPDs. The findings from the research further revealed that the training conducted in schools was not adequate in that, most of the teachers (facilitators) that received the initial training were either not able to explain the concepts properly, or they received negative attitude from some trainees; who failed because there was no funding for the workshops conducted at school level. From the questionnaires, the findings revealed that most of the teachers did not agree that the training provided by the schools was adequate. Only 25.7 percent agreed that the training was adequate while 32.9 percent stated that the training was not really adequate. The remaining 41.4 percent disagreed. On the question whether they understood how the transitioning of learners was managed, only 25.7 percent strongly agreed and 18 percent merely agreed while 58.6 percent disagreed.

#### **5.3 Establish the methods used by teachers to help learners transition from ZL literacy to English literacy in Grade 3 in Livingstone district**

The second objective sought to establish the methods used by teachers to help learners transition from ZL literacy to English literacy. The objective was important because there was need to find out the teachers what obtains in the classroom when teaching English literacy to Grade three learners.

I start this section by presenting descriptions of lessons by four different teachers in four different schools in Livingstone district. The four schools will be referred to as W, X, Y and Z and the corresponding teachers as W, X, Y and Z respectively. After presenting the descriptions of the four lessons, I present an analysis of the lessons by focusing on common themes picked up in each one of them. I will also focus on some important observation in certain lessons from the literacy point of view.

**(a) : Teacher demonstrating during a literacy lesson**



**(b) : Learners reciting words from THRASS Cards**



**Figure 1: Literacy Class**

**Source Fig 1a: Maranatha Adventist Primary School**

**Source Fig 1b: Mujala Primary School**

### 5.3.1 Lesson Descriptions

#### School W/ Lesson W/ Teacher W

*The teacher is female, holding a primary diploma from a government college. She is teaching without a lesson plan. The class has 42 learners.*

She starts her lesson by introducing /S/ and asks learners to identify the sound. Learners are able to identify it. She then introduces another consonant /k/ and

asks learners to identify it. They are able to identify it. She then writes S+K on the board and asks the learners what is produced when sounds S and K are combined. The pupils give the following responses:

- Sika
- Siik
- Sik
- Sika

The then explains that S+K is equal to /sk/ and gives examples of words with the /sk/ sound. She asks learners to mention words with the /sk/ sound and they come up with the following examples:

- Scan
- Speak
- Sikani
- Speaking
- Speaker
- Sika

Teacher gives the following examples on the board:

- Skirt
- Sky
- Skipping
- Skid
- Skill

Teacher then asks the learners to read the word after her in chorus. After this she asks learners to read individually. Some pupils are able to read all the words correctly while others are not able to. The teacher allows learners to continue practicing until most of them are able to read correctly.

This is followed by a spelling game. Most learners manage write the correct spellings while a few fail to write correctly. Lastly, the teacher gives an activity on writing letters as follows:

## Phonics S+K English Exercise

Write the missing letters on the line

Picture of exercise

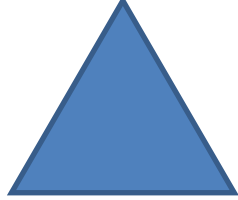
School X, Teacher X, Lesson X

*The teacher is female and she holds a primary school certificate and a secondary diploma. The class has 36 pupils and the teacher has a short lesson plan.*

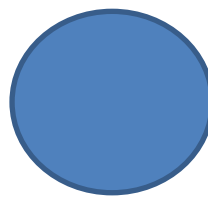
The teacher draws the following figures on the board:



Square



triangle



circle



rectangle

She then asks the learners to identify the figures and most of them are able to do so. After this activity, the teacher writes the following words on the board:

bird	ladder	leg	rabbit	knee
fish	hand	kitten	panda	
king	duck	hippo	ink	
dolphin	queen	egg	chair	
net	watch	dinner	dog	

She asks learners to read the words. Some learners are able to read the words, but others are not able to.

After the reading of words, the teacher introduces the following sounds and writes them on the board:

S, SS, Ce, C

She demonstrates how the letter S is written Ss

She tells the class that the letter S has a sound and makes the class sound the s sound. She further explains to the class that the S sound can also be produced by the letter C and also in some letters that are combined like SS, Ce.

Teacher then asks learners to give examples of words with the S sound in them. They gave the following examples:

School	basket
Sun	bus
City	sink
Chair	sweet
Bones	cat

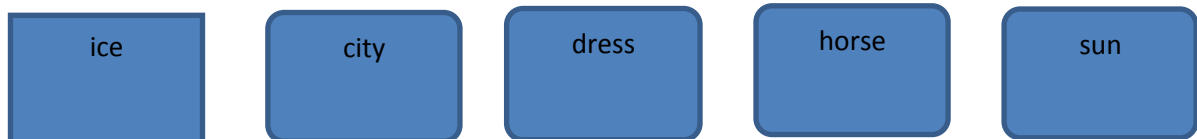
The teacher explains to learners that in Chitonga and Cinyanja (translanguages) that words such as **chair** and **bones** and **cat** do not have the /S/ sound. The learners seem confused.

The teacher then then writes the following words on the board and drills the class in choruses.

Sun Horse Dress City ice

After drilling the learners, the teacher asks the learners to spell the words and the pupils that are asked to spell manage to do so.

The teacher then introduces flash cards to with the words, *ice*, *city*, *dress* and *horse* on them.



The learners manage to read the words. She then asks the learners to use the words in sentences after giving the following examples on the board:

- Our capital city is Lusaka.
- The sun is shining.

The learners come up with the following sentences:

Pupil A

- Do you like ice-cream?

Pupil B

- Mutinta is wearing a dress.

Pupil C

- My dress has flowers.

Pupil D

- She likes riding on her horse.

The teacher records the sentences on the board and then asks learners to read the sentences individually and in chorus. Some learners pronounce **riding** as **reading**.

Finally, the teacher gives the following exercise for learners to write individually.

**Instructions: Fill in the blank spaces using the word in the boxes.**

<b>Horse</b>	<b>Sun</b>	<b>Dress</b>	<b>City</b>	<b>Ice</b>
--------------	------------	--------------	-------------	------------

1. The ...is shining.
2. This is a big ....
3. She like riding her ....
4. I like ... cream.
5. My ... has flowers.

### **Teacher Y Class Y and Lesson Y**

*The teacher is female, and she holds a primary teacher's diploma from a government college. She teaches a class of 45 learners.*

The teacher greets the class and then introduces the sound for the day. She sounds the /S/ and writes it on the board. She demonstrates the snake movement with the

**ssssssss** sound. The learners enjoy doing the snake movement as sound the **ssssssssss** with the teacher.

She then writes the following on the board:

S SS Se Ce C

She explains that the above produced the S sound in some words. She also explained that some sounds are similar in both Chitonga and English. She further explains that S, SS, Se ,Ce and C are different but they sound the same in some words. She says that they are a family and they sound the same.

She then writes the word **sun** on the board and asks the learners to read it. The first learner reads it as **sunu** to mean ‘today’ in Chitonga. The teacher corrects the child and asks the learners to repeat after her. The teacher introduces another word, *city* and writes it on the board. Some learners pronounce it as **chiti**. The teacher makes the learners read it correctly. Other words that are introduced are: **dress**, **ice** and **horse**. The word ice is mispronounced as **iche** by some learners. The teacher continues practicing the correct pronunciations for all the words.

In the next stage, the teacher asks the learners to practice by writing the words on the board. Some learners spelled the words correctly while others could not.

To conclude the lesson, the teacher asks learners what they have learnt. They are able to explain that they have learnt the **ssssssss** sound. One of the learners demonstrates the snake movement.

### **Teacher Z Class Z Lesson Z**

The teacher is female, and she holds a Primary Teacher’s Diploma form a government College of Education.

The teacher greets the learners and introduces the sound /**d**/ as lesson for the day. She explains that **d** is a graph while **dd** is a diagraph.

The teacher asks learners to give examples of words with the **d** sound. The learners come up with the following examples:

Pupil 1

➤ day

Pupil 2

➤ dolphin

Pupil 3

➤ dress

The teacher gives more examples as follows:

add

address

wedding

She makes the pupils practice by reading the words repeatedly, individually and in chorus. She then introduces a word building exercise and asks learners to build the words as follows:

d-

o-

g –

Learners build the words and the teacher writes on the board.

Pupil 1

➤ d for dog

Pupil 2

➤ o for orange

Pupil 3

➤ g for gate



the teacher then gives an exercise for learners to read individually in their exercise books.

### **Word Building Class Exercise**

l -	d -	d -
a -	o -	r -
dd -	g -	e -
er -		ss -

Pupils write the exercise individually in their exercise books.

Of the four teachers that I observed, teachers X and Z seemed very confident of what they were teaching. They were also able explain clearly the types of methods they used and why they chose to use them. On the other hand, teachers W and Y could not clearly explain what methods they used. However, none of the teachers stated that they were using the phonics method.

### **5.3.2 Findings from teachers on the methods they were using to transition learners from ZL literacy to English literacy in Grade three in Livingstone district**

An oral interview was done with the teachers after they had finished teaching. The findings revealed that two of the teachers knew the methods they used while the other two did not.

Some participants said that they used the question and answer method because they felt that this method would make the children get involved throughout their lesson presentations. The two participants had this to say:

*I have used the question and answer method because I wanted the learners to get involved.as you may have observed; most of the learners were answering questions. This shows that they were involved. The question and*

*answer method also helps me to establish what they already know. (TW)*

*I used the question and answer method. This method helped me to check if my learners understood what I was teaching (TY)*

The other participant stated that she used the communicative approach during her lesson because she felt that the pupils would participate fully during the lesson. Teacher X had the following to say:

*I have used the communicative approach in my lesson. This method has helped me to make the pupils participate in the lesson. The other reason is that the communicative approach is child centered, meaning that the learners are allowed to interact during the lesson (TX)*

The other participant said that she used a combination of the question and answer method and the Communicative Code Approach. She stated that she decided to combine the two methods because she wanted to be innovative.

*In this lesson I have used the question and answer and other methods like the Cognitive Code Approach. You see, to make my learners understand better, I need to be innovative by using different methods.(TZ)*

### **5.3.3 Findings from teachers on the methods they used to transition learners from ZL literacy to English literacy in Grade three in Livingstone district – Quantitative data**

The teachers were also asked to provide data concerning the methods they used to help learners transition from ZL literacy to English literacy in Grade three in Livingstone district. Table 4 below presents the quantitative data on those that used the phonics method and those that did not.

**Table 4: I have been using the phonics method when teaching English literacy in Grade three.**

	<b>Frequency</b>	<b>Percent</b>	<b>Valid percent</b>	<b>Cumulative percent</b>
<b>Agree</b>	<b>20</b>	<b>28.6</b>	<b>28.6</b>	<b>28.6</b>
<b>Disagree</b>	<b>15</b>	<b>21.4</b>	<b>21.4</b>	<b>50.0</b>
<b>Don't know</b>	<b>35</b>	<b>50.0</b>	<b>50.0</b>	<b>100.0</b>
<b>Total</b>	<b>70</b>	<b>100.0</b>	<b>100.0</b>	

According to these responses, 28.6 percent of the teachers stated that they were using the phonics method when teaching English literacy while 21.4 percent stated that they were not. Another 50 percent of the respondents stated that they did not know whether they were using it or not, meaning that they were ignorant of what the phonics method is. What I see here is that majority of teachers use other methods of teaching because they are not familiar with the recommended phonics method. This can be seen from both the qualitative data obtained during lesson observations and the quantitative data provided through the questionnaire.

#### **5.3.4 Summary on objective number 2**

The second objective sought to establish the methods used by teachers when transitioning learners from literacy in ZL to English literacy in Grade three. The findings from the lesson observations were that teachers were not sure about the method they were supposed to use in teaching English literacy in grade three, so they ended up using methods that they were using during the SITE error. None of the teachers that I observed used the phonics method. From the data collected through questionnaires, it is also evident that majority of teachers did not know how to use the phonics method. The findings revealed that 20 percent were using the phonics method, 50 percent clearly stated that they were not using the phonics method while 30 percent of the respondents did not even know the methods they were using to literacy in grade three.

#### **5.4 Establish challenges faced by teachers when transitioning learners from Zambian language literacy to English literacy in Grade three in Livingstone district**

The third objective sought to find out the challenges that the teachers faced when transitioning learners from Zambian language literacy to English literacy in Livingstone district. This objective was important because there was need to find out if the teachers were facing any challenges in managing the transition. Data was collected the face to face interviews with primary school teachers, SICs, ZICs, DRCC and school administrators. Teachers also responded to questions on the questionnaires in line with the objectives.

##### **5.4.1 Findings from interviews with the teachers on the challenges that teacher were facing when transitioning learners from ZL literacy to English literacy in Grade 3.**

###### **Interview data:**

Teachers were involved in the interview and findings from them showed that they faced different challenges in transitioning learners. Some teachers indicated that they found it difficult to make children understand some English sounds after the learners were used to the Chitonga sounds. The findings also revealed that some learners were pronouncing English word as though they were Chitonga words. The following are the responses from the interviews:

*We do face some challenges when it comes to transitioning the learner from Zambian language literacy to English literacy because most of our pupils are stuck with the sounds they were introduced to in Chitonga. Apart from that, sometimes you are given a Grade 3 class that was handled by someone else in grade 1 and 2, so when such a class is spoiled, it is very difficult to make them read, spell and write correctly. Apart from that, there are too many changes in the primary sector. At first it was English from grade 1, then NBTL, PRP, PLP. We don't even understand this anymore.*  
(T 1)

Another participant who partly agreed with the previous participant stated that the vowels in Chitonga do not change while in English some vowels sound differently in different words. She had this to say:

*You see, the problem I face is that, some of the vowels in English have different sounds in different words. So, I find it difficult to make my pupils that these vowels can stand for different sounds in different words, for example, in words like mat and made, they have the same vowel, [a] but in the word mat it has the /a/ sound while in the word **made** it has the /ei/ sound, so they still use the sounds they learnt in Chitonga, for example some pupils pronounce words like 'made' in Chitonga, ie. M+a+d+e to make **ma/de**. (T 2)*

The other participant said that some consonant sounds were difficult to explain to that pupils in that some consonants stood for the same sounds. Teacher 3 said:

*Some consonant sounds are difficult to explain to the pupils. At times different consonants can stand for the same sound. For example, in words like cake, quick and come, these underlined consonants have the same sound. So, I need to prepare adequately and also use the right methodology to make my pupils understand. It is not easy, but we are trying our best. (T 3)*

Another participant stated that learners found the new language the new language (English) strange because they were only familiar with the Zambian language she further stated that it took time for the learners to adjust to the new language as well as understand some diagraphs used in English. Teacher 4 said:

*The challenges faced are that, learners find the new language (English), strange. They are only familiar with the Zambian language and it takes time for them to adjust and know the English phonemes. For example, when a child who has learnt Chitonga in grade 1 and 2 is introduced to*

*English, he will write the word **phone** as **fooni**. It takes time to understand that /ph/ can also sound like /f/. (T 4)*

Another participant with a different view said that the fact that the 26 letters of the alphabet represented 44 morphemes was confusing enough for the learners that were transitioning from Chitonga to English literacy as opposed to Chitonga that had 5 vowel sounds that never changes. She further stated that Chitonga had a transparent orthography while English had an opaque one. Teacher 8 had this to say:

*According to my little knowledge, Chitonga has five vowel sounds. The most important element is to make the learners understand that English, 26 letters represent 44 morphemes, so if you are not careful, the children can be confused. Like when we use THRASS, sounds like /f/ in fish, /ff/ in coffee and /ph/ in dolphin sound the same. So, these should be taught properly because some learners go with the Chitonga sounds into English. In other words Chitonga has a transparent orthography while that for English is opaque. (T8)*

#### **5.4.2 Findings from interviews with the SICS on challenges that teachers faced when transitioning learners from ZL literacy to English literacy in Grade three in Livingstone district.**

The School Inset Coordinators highlighted a number of challenges that the teachers face to the successful transition of learners from literacy in ZL to English literacy in Grade three. They stated that the common challenges that the teachers faced were lack of books and over enrolment and to some extent the age of the children. The other challenge was on the use of certain terms that confused the learners. Some SICS also stated that the Chitonga and English orthographies differed, so it took time for teachers to make the children understand the disparities in the sounds between Chitonga and English. They also stated that some books used in Chitonga contained wrong and confusing terms. The following are some of the responses from the SICS:

One participant stated that teachers lacked books for English literacy because the Ministry of Education did supply grade 3 English literacy books. She further stated that teachers were forced to use books that were used during the SITE error. She also said that there was no syllabus to refer to, forcing teachers to use outcomes from the National Literacy Programme. SIC 1 had this to say:

*The common challenges that the teachers have experienced are lack of books and other teaching materials. The teachers at my school rely on the learning outcomes that are in the National Literacy Framework because there is no syllabus to guide on how the transition should be managed. Additionally, some teachers are using the Step Into English (SITE) introduced during the Primary Reading Program era to teach English literacy while others feel comfortable using the Teaching Handwriting, Reading and Spelling Skills (THRASS) cards. Even with these, they find challenges because the children don't seem to understand. (SIC 5)*

*(SIC 1)*

Another participant highlighted the problem of over enrolment. She added that teachers found it challenging to create time for children that needed remedial work. SIC 2 said:

*There is a problem of over-enrolment in most of these schools. Some classes are so large that it is very difficult to attend to every child's needs, especially those that needed remedial work. (SIC 2)*

Another participant with a different view said that before the learners are transitioned they use books that are not written in standard Chitonga where some nouns are pronounced the English way after which when they start learning English literacy in grade 3, the spellings change completely. SIC 2 said:

*One challenge that I am sure of is that the books used in grade 1 and 2 are not written in standard chitonga. I can give an example of the month February is spelt as*

*Febuluwali in early grades instead of Mulumi, as it is called the correct Chitonga. Then, when they start reading and writing in English, the spelling changes to February. Some teachers find it difficult to explain all these changes. (SIC 3)*

Early transition to English literacy was another challenge that was highlighted by one of the participants. This was what she said:

*For me, I think that the learners are too young to transition from familiar language to English literacy. I feel that that transition period should be extended to grade 4 or 5 like in other countries.(SIC4 )*

Another challenge that was highlighted was that of the variations between the Chitonga and English orthographies. The participant stated that the difference in the writing system made it difficult for learners to understand the changes. SIC 4 said:

*There are variations in the chitonga and English orthographiesI can give an example of months of the year. I'm a SIC and Iam also teaching grade 3. The challenges that I face in managing the transition are that pupils sometimes find it difficult to read some English words because of the differences in orthography. As we all know, the Chitonga orthography is open while the English orthography is opaque. (SIC 5)*

Another challenge that was mentioned was that some learners got stuck with the Chitonga sounds when they were transitioned into English literacy. This was what she said:

*Our teachers have different challenges. From my observation when I observe their lessons, the learners are stuck with the Chitonga sounds, so they pronounce English words like they are Chitonga words. (SIC6)*



#### **5.4.3 Findings from the DRCC on the challenges that teachers faced when transitioning learners from ZL literacy to English literacy in Grade 3 in Livingstone district.**

The DRCC stated that some teachers were not familiar with the regional Zambian language (Chitonga), so they found it challenging to handle literacy classes because he believed that teachers needed to be familiar with both Chitonga and English. He also stated that some classes were too big to properly handle.

The DRCC gave the following explanation:

*I believe that for a teacher to be able to help the learners successfully transition from Chitonga literacy to English literacy, he/she should know both languages. The other challenge that I see is that, some classes are very large, making it difficult for teachers to have enough time for each learner. Additionally, some teachers do not seem to understand the importance of oral English in grade 2. I also feel that maybe the transition is too early. (DRCC)*

#### **5.4.4 Findings from School administrators on the Challenges faced by teachers to transition learners from ZL literacy English literacy in Livingstone district.**

On the challenges faced by teachers when transitioning learners from ZL literacy to English literacy, the school administrators stated that the school lacked English literacy books. The other challenge they stated was that most of the teachers did not really understand how the transition should be managed. The following were responses from school administrators

*Frankly speaking we do appreciate what the MOE is doing on the issues of literacy levels in our school but the challenge is that. We did not receive any syllabus or books for grade 3 English literacy and secondly, Our teachers have to use THRASS cards and the old books, I mean the ones used during the SITE error. The other problem that has*

*come to my attention is that some learners get stuck with the sounds that they learn in Chitonga literacy. (Ad 1)*

One administrator stated that the locally organized workshops had challenges due to lack of funding. He said:

*The trainings that are done locally through CPDs and TGMs are not taken seriously because they are not funded at all. I think the programme is very good but it need a lot of time for it to work. (AD 2)*

Another administrator added that the teachers were not sure about the teaching methods they were supposed to use in teaching English literacy in grade 3. This was what he said:

*Some teachers are not sure about the methods they should use when teaching English literacy. So, they there is no uniformity in the delivery of lessons among the literacy teachers. (AD 3)*

The other administrator talked about the issue of enrolment and how it affected the teaching of English literacy in grade 3. This was what he had to say:

*The classes are overenrolled in this school because it is government policy that all children that are supposed to be in school. So, the teachers find it difficult to successfully manage the transition,*

#### **5.4.5 Quantitative findings from questionnaires by classroom teachers on the challenges that teachers face in transitioning learners from ZL literacy to English literacy in Grade 3 in Livingstone district**

Table 5 below presents quantitative data on challenges that the teachers faced in managing the transition from Zambian language literacy to English literacy in Grade 3 in Livingstone District.

**Table 5. Transitioning learners from ZL literacy to English literacy is challenging**

	<b>Frequency</b>	<b>Percentage</b>	<b>Valid percent</b>	<b>Cumulative percent</b>
<b>Agree</b>	<b>20</b>	<b>28.6</b>	<b>28.6</b>	<b>28.6</b>
<b>Disagree</b>	<b>12</b>	<b>17.1</b>	<b>17.1</b>	<b>45.7</b>
<b>Strongly agree</b>	<b>38</b>	<b>54.3</b>	<b>54.3</b>	<b>100.0</b>
<b>Total</b>	<b>70</b>	<b>100 .0</b>	<b>100.0</b>	

Most of the participants find it challenging to transition learners from ZL literacy to English literacy by stating that they strongly agreed and this was at 54.3 percent while 28.6 percent showed that they agreed. The percentage of those who disagreed was at 17.1 percent.

Further the teachers were asked to provide data regarding the challenges they faced to help learners transition from ZL literacy to English literacy in Grade 3. From the findings in table 6 below, it is clear that most of the teachers find it challenging to handle the transition due to lack of learning and teaching materials. 25 showed that they agreed, 71.4 percent strongly agreed while only 2.9 percent did not agree.

**Table 6. Non-availability of learning and teaching materials affects the transitioning of learners from ZL literacy to English literacy**

	<b>Frequency</b>	<b>Percentage</b>	<b>Valid percent</b>	<b>Cumulative percent</b>
<b>Agree</b>	<b>18</b>	<b>25.7</b>	<b>25.7</b>	<b>25.7</b>
<b>Disagree</b>	<b>2</b>	<b>2.9</b>	<b>2.9</b>	<b>28.6</b>
<b>Strongly agree</b>	<b>50</b>	<b>71.4</b>	<b>71.4</b>	<b>100.0</b>
<b>Total</b>		<b>100.0</b>	<b>100.0</b>	

The teachers were also asked to provide data concerning the learners, background knowledge. This was done to find out if the learners' background knowledge

affected the management of the transition. The data was presented in table 7 below:

**Table 7: The learners' background knowledge affects the transition from ZL literacy to English literacy**

	<b>Frequency</b>	<b>Percentage</b>	<b>Valid percent</b>	<b>Cumulative percent</b>
<b>Agree</b>	<b>40</b>	<b>57.1</b>	<b>57.1</b>	<b>57.1</b>
<b>Disagree</b>	<b>21</b>	<b>30.0</b>	<b>30.0</b>	<b>87.4</b>
<b>I don't know</b>	<b>09</b>	<b>12.9</b>	<b>12.9</b>	<b>100.0</b>
	<b>Total</b>	<b>100.0</b>	<b>100.0</b>	

From the data presented in the table above, 57.1 percent agreed that the learner's background affects the transition from ZL literacy to English literacy while 30 percent disagreed. 12.9 percent did not know if the background of learners affects the transition.

#### **5.4.6 Summary of findings on objective number 3**

On the challenges highlighted, the teachers said that on managing the transition, they needed to work extra hard to help the learners transition from Zambian language literacy to English literacy. The findings revealed that the training they have received through CPDs and workshops was not enough. They also stated that they did not have the proper materials to use during the transition. Some teachers also stated the difference between the Chitonga and English orthographies posed a challenge since the Chitonga orthography is open while the English one is opaque. They also added that the 26 letters of the alphabet represent 44 sounds in English. This was another challenge because convincing learner on these sound representations was a big challenge. The SICs stated that the teachers depend on the learning outcomes in the National Literacy Framework because there is no syllabus to refer to, so this in itself was a challenge. The DRCC stated that some teachers that were handling literacy were not familiar with the Chitonga. He said that this was a challenge because although literacy in Grade three is taught in English, teachers need to make learners understand

certain concepts in that they did not understand in English. The administrators also highlighted over-crowding in classes and lack of learning materials as challenges that teachers faced. From the questionnaires the findings revealed that most teachers found challenges in managing the transition due to lack of teaching and learning materials. 71.4 percent strongly agreed that the availability and none availability of learning and teaching aid affected the transitioning of learners from literacy in ZL to English literacy. Another 25.7 percent of the respondents agreed while 28.6 percent indicated that that they disagreed.

### **5.5 Summary of the Chapter**

The chapter presented the findings of the study on teachers' preparedness to transition learners from literacy in Zambian language to English literacy in grade 3 in Livingstone District. The findings were presented according to research objectives and participants gave the following responses. A number of participants stated that the type of training they were receiving locally was not sufficient. They felt that it would be better if they went to colleges for in-service training. They stated that the local workshops were not funded, so they were not motivated. The findings further revealed that some of the facilitators who trained them were not competent enough. Other participants revealed that some learners could not read some English words correctly, citing that they were so stuck with Chitonga sounds that they pronounced some English words in Chitonga. This was attributed to the different alphabetic systems in the two languages, open alphabetic system for Chitonga and closed alphabetic system for English. The findings further revealed that the schools did not receive any syllabi or books for grade three English literacy. The only documents they are using is the Education Curriculum Framework outcome extracts and the THRASS card. The teachers have to author their own stories for their learners to read. The findings further revealed that some teachers were not sure about the methodologies they were using in teaching grade three literacy. This was due to the inadequate training they received during the local workshops. The chapter also provided the summary of findings at the end of each research objective. The next chapter discusses the findings of the study.

## **CHAPTER SIX**

### **DISCUSSION OF FINDINGS**

#### **6.1 Introduction**

The purpose of the study was to find out if primary school teachers were adequately prepared to transition learners from Zambian language literacy to English literacy in grade three in Livingstone district. In order to answer the research questions, the study objectives will guide the discussions. The discussion is based on findings presented in chapter five and the theoretical framework guiding this study as well as other related literature in chapter two. The findings will be discussed with special reference to the results obtained from interviews, questionnaires, and class observations. The discussions will be guided by the following objectives: Establish whether teachers were adequately prepared to transition learners from Zambian language literacy to English literacy in grade 3, establish the methods used by literacy teachers to transition learners from literacy in ZL to English literacy in grade 3 and establish challenges that teachers face when teaching English literacy in grade 3. This will be followed by the summary of the chapter.

#### **6.2 To establish whether teachers were adequately prepared to transition learners from Zambian language literacy to English literacy in Grade in Livingstone district**

The implementation of any school program depends on the teachers who are directly involved in handling the learners in class. Whenever there is change in the curriculum, teachers need to undergo training to help them teach effectively. These programmes are managed by schools, zones and resource centres. The District Resource Centre is very important because it is responsible for the in-service programs whenever there is change in the curriculum. The programmes are then scaled down to schools where the teachers who are the custodians of all the programmes are found. A good resource centre has to use both the human and physical resources available locally mostly for the promotion of quality education. The philosophy of resource centres is to co-ordinate all the best human resources and share among the schools for quality primary education (Santwona Memorial

Academy, 2011). For teachers to be able to transition learners, they should undergo the orientation.

The first objective of the study sought to establish if teachers were adequately prepared to transition learners from Zambian language literacy to English literacy in grade three in Livingstone district. Data collected from the DRCC revealed that all the primary school teachers in Livingstone district were adequately prepared to handle the transition. The study further revealed that every year, orientations are carried out to help the newly recruited teachers as well as those coming on transfer from other districts and provinces. The data that was collected through questionnaires revealed that 72.9% of the participants received training through workshops and CPDs, 14.3% did not receive training through workshops and CPDs while 12.8% of the participants were not sure. This showed that most of the primary school teachers received training through workshops and CPDs, to handle the transition of learners from Zambian language literacy to English literacy in grade 3.

The teacher's role in the delivery of quality and effective instruction in literacy is critical to the success of this literacy programme. It goes without saying therefore, that student teachers in colleges of education and universities need to be equipped with knowledge and skills necessary to teach literacy in early childhood education and lower primary schools. This preparation should be strengthened through school-based Continuous Professional Development (CPD) (MOESVTEE 2017). The District Resource Centre, zones and schools should ensure that the teachers handling literacy classes for both Chitonga and English are well trained and oriented for the transition to be properly managed. In the context of this study, the primary school teachers are not adequately prepared to manage the transition because colleges of education do not train teachers in this area. So, the teachers are prepared through CPDs, TGMs and Workshops. The onus therefore is on the MOE to fund these programmes even at school level so that the trainings are taken seriously.

Although the DRCC stated that all the primary school teachers received training to teach literacy effectively as well as handle the transition from Zambian language literacy to English literacy, the study revealed that some teachers faced

challenges because they felt that the training was not adequate. The teachers also stated that the facilitators who trained them at school level were not competent enough to train them. They also felt that it was unfair that the local workshops were not funded, so this affected their training. From these responses, it can be deduced that some participants found the training through CPDs not to be adequate. From the data collected it was revealed that only 25.7 percent of the respondents stated that the training through CPDs and workshops was adequate and another 32.1 percent stated that the training was not really adequate. On the other hand 41.4 percent stated that the training was not adequate at all. This means that the training through CPDS and workshops was not really adequate to prepare teachers to manage the transition in Grade three. It can be argued that although the Ministry of Education has emphasised on the need for teachers to attend CPDs and workshops, the local trainers are not doing enough to ensure that these trainings are a success.

The MoE (2002) observed that there was need for regular on-going development in a process that is never complete. According to the Ministry of Education, teachers' professional life revolves around two areas of never-ending growth and progression, so provision must also be made for the on-going development of each member of the profession. From the foregoing, it is clear that all serving teachers are mandated to attend CPDs and locally organized workshops in order to be kept abreast of new programmes. This suggests that whenever there is a new programme in the education system, there is need for teachers to undergo Continuous Professional Development. This is the best way teachers will master any new programme. Ericsson's (1993) expertise theory acknowledges that one needs to master required knowledge and skills in order to become a master. This becomes possible when one is guided in the specific field and makes possible adjustments to improve. However, from the interaction with the teachers, the scenario is different in that the teachers confirmed that the training was not adequate. The Ministry of education has always encouraged trainers to use CPDs in a bid to enhance capacity among teachers. CPDs, workshops GRACE meetings are very important and can yield good results if well handled, and can help teachers share the changes going on in the education sector.



The scenario in other countries on training of teachers through CPD is similar with what obtains in Zambia. A study that was carried out by CERES (1995) entitled 'A study on resource centre structure'. This study revealed that stakeholders had positive attitude to the institution but negative attitude to the day to day management, inadequacy of human resource and unavailability of the RPs in the centres. The study also revealed that there was lack of supervision and monitoring, lower representation of the local people in the RCMC, personal quality of the RPs in conducting their activities.

A similar study by the University of Leeds, School of Education (1999) carried out a study on the effectiveness of teacher resource centres strategy. The study was conducted with the assistance of DFID/ODA. The scope of the study included the cases of India, Kenya, Zambia and Nepal. The main purpose of the study was to assess effectiveness of teachers' resource centres as part of the strategy in helping to improve the quality of education in schools in developing countries. The report stated that although the effectiveness of the teachers' resource centres on schools on schools improvement and pupils' learning in Britain was not done comprehensively, the model was applied in different countries. The teachers' resource centre was however, regarded as a successful strategy for supporting teachers' professional development in Britain. Since the end of the 1980s the teacher centre strategy has got less preference in Britain due to introduction of national curriculum and the focus was shifted to school improvement plans as a whole instead of individual teacher development.

A study conducted by CERID (2004) mentioned the four basic features of resource centres practiced in the world as follows: firstly, organized and managed by the teachers themselves with the grant provided by the government. Secondly, a coordinator from outside the teachers and all the tutor/mentors from the teachers and the budget is provided by the other agencies, and thirdly, organized and managed by the teachers but funding in sharing modality with teachers' levy, contribution of NGO/CBOs, local government /state (CERID, 2004).

The above study revealed that all teachers, Head teachers and other community members accepted the resource centre strategy as the most important strategy for providing support to the primary school teachers to improve quality education. It

has further explored the positive impact of the resource centre system as regularity of the teachers in schools, training to the teacher, uniform examination and information dissemination to the teachers and Head teachers. This is why resource centres have a significant role to play especially in relation to promoting quality education in schools. Therefore, an attribute to quality teaching is strong professional preparation in the subject area. Teachers cannot teach what they do not know (National Council for Teacher Quality, 2007). This means that for learners to be successfully transitioned there is need for teachers to be knowledgeable in particular subject areas and policies. This would help them to effectively transition learners. A teacher has the responsibility to offer knowledge according to the level of the learners. This takes us directly to the main responsibility of a teacher who is considered the source of knowledge. In that matter, presentation of the material and identification of the pupils' potentials are the vital roles of the teaching process.

From the foregoing, it can be stated that world-over, in-service trainings are managed by resource centre coordinators and teachers that are trained to impart the necessary knowledge and skills into the learners. In Zambia, therefore, the DRCC, who is in-charge of the resource centres, should work closely with ZICs in zones and SICs in schools to provide in-house training to teachers that are charged with the responsibility of imparting the necessary skills in the learners. Teachers should also appreciate the local trainings that are facilitated by resource centre and the schools.

Since the primary school teachers are required to teach English literacy in Grade 3, data from the teachers revealed that they were finding it difficult manage the transition because the training they received through CPDs and workshops was not adequate. They stated that the teachers that were trained to train them at school level were not competent enough to explain the concepts. They also stated that the local workshops are not taken seriously because they are not funded. The teachers felt cheated in that the facilitators were paid each time they attended workshops, yet the local workshops were not funded at all. From the quantitative data gathered it is evident that they did not fully understand how the transitioning of learners from ZL literacy to English literacy was managed due to inadequate training. The findings revealed that only 15.7 percent of the respondents stated

that they understood while 58.8 percent stated that they strongly disagreed, implying that they did not understand at all how the transition is managed, and 25.7 percent stated that they did not understand how to handle the transition is managed. This means that the training that the teachers were receiving locally was not adequate enough for the management of the transition in grade three in Livingstone district. The ZICs and SICs also stated that they organized workshops and CPDs at zonal and school levels respectively to train and prepare teachers to effectively handle the transition from ZL literacy to English literacy in Grade three but as already stated above, most teachers felt that that preparation was not adequate while a few stated that it was adequate.

From the findings, it is evident that although the Ministry of Education has put in place some interventions to empower teachers through in-house trainings such as CPDs, most of the teachers, who are the custodians of the programmes do not really get the training they need. Moreover, the few teachers that indicated that the training was adequate seemed to have taken the local trainings very seriously, no wonder they were able to manage the transition. Thus the issue of inadequate training is not the same among teachers since some teachers viewed the local training programmes as adequate. While a number of teachers of teachers felt that the training was not adequate, a few stated that the training was adequate. MOE (1917:iii) states that the Ministry of Education “has prioritized Continuing Professional Development (CPD) of teachers with heavy emphasis on provision of School Program of training for a term (SPRINT). To keep teachers with relevant information, skills and knowledge and to help them remain competent in their teaching profession, the Ministry’s policy is to ensure that school-based training is strengthened...” Some teachers on the other hand do not see this as a solution. Here we see power being resisted (Fairclough, 2000). Teacher competence can have substantial effect on the pupil achievement (Baumert, 2010). This statement seems to suggest that if learners are to achieve success in any field of study, the teacher who is the driver should have the expertise in that field so as to help learners successfully transition from Zambian language literacy to English literacy and this call for adequate preparation on the part of the teacher. Despite most of the teachers not being adequately prepared, the Ministry of Education went ahead to introduce Regional Zambian languages as language of

initial literacy and later transition to English literacy in Grade three. This is what Wodak et al (1997) terms exploitation of power where the Ministry does not train a teacher but asks him/her to manage the programme that they have not been trained for.

### **6.3 To establish the methods that teachers used to transition learners from ZL literacy to English literacy in Grade three in Livingstone district**

The second objective of the study sought to establish the methods used literacy teachers to transition learners from ZL literacy to English literacy in Grade three in Livingstone district. Data on teaching was collected through lesson observations as well as through interviews with teachers after they had taught their lessons. I decided to observe some Grade three English literacy lessons so that I could see what kind of methods teachers were using. Success in the teaching of English literacy depends on the teachers and how they are prepared to manage the transition. The MOE (2016:38) concurs with this when it states that, “the transition is indeed a process, beginning with children learning to read in their own language and later transferring these skills to English. It is not a process that happens naturally, on its own, the teacher is the key to facilitating the change”. The teaching of English literacy in Grade three also requires teachers to use the right methods. MESVTEE (2013:7) points out that “a systematic phonic method will be used to teach learners letter sounds. These sounds will be introduced in a sequence based on frequently used sounds in each language”. Kisilu and Lelei (2015) state that “the phonics method to reading is based on the regular correspondence between the sounds of a language and the letters that are used to represent these sounds in writing”. Thus, after each lesson observation, teachers were asked what method they used in the lessons and why they decided to use those particular methods. In response, teacher W said that she used question and answer. The reason she gave was that she wanted the learners to get involved in the lesson. Teacher X said she used the communicative approach. She added that this approach helped make all the learners actively participate in the lesson. She also said, “I feel that the communicative approach is a very good method because it is teacher centred, so, that is what I always use in my teaching”. Teacher Y said that she used the question and answer technique. She gave the reason that it helped her check the pupils’ understanding. Meanwhile, teacher Z said she used

question and answer and other methods such as the cognitive code. She added that to make her learners understand, she needed to be innovative by using a variety of methods.

Of the four teachers, teacher X and teacher Z were able to mention the names of the methods that used in their lessons. However, teacher Z also mentioned a technique. The other two teachers, W and Y actually referred to techniques and strategies as methods. This shows that the two teachers either did not know or had forgotten the names of the methods. Techniques are “derived from methods and they are implementational tricks or strategies through which a method is applied in the classroom while methods are theoretical suggestions on how to teach” (Tambulukani 2010 in Mwanza 2016:221). Thus methods and strategies may be related but they are not the same thing, so they cannot be used interchangeably. A point to be picked from this is that although teachers do a compulsory course of methodology in colleges of education and universities, they forget the names of the methods over-time. Larsen Freeman (2000:xi) notes that “since a method is more abstract than a teaching activity, it is not surprising that teachers think in terms of activities rather than methodological choices when they plan their lessons”. Thus, going by Larsen’s observation, it seems that teachers in this study referred to classroom activities as methods since they think in terms of classroom activities and techniques in their teaching.

The methodology of teaching literacy in schools was constantly updated but colleges of education were not updated (Mutolwa, 2019). Mutolwa’s point is very cardinal in that if colleges of education are not updated, it means that the teacher that come from these colleges are also not sure about the methodology to use. Meanwhile from the findings in chapter six it was revealed that the training through CPDs and workshops is not adequate. This points back to Magogwe (2017)’s study where it was revealed that teachers in the schools studied lamented on lack of development in their career as there was no indication of in-service training. These two studies suggest that when there is a new program in schools; the lecturers in colleges are not update. This implies that when teachers are deployed, they are not aware of the new programmes in schools. This, then means that they are not sure about the right methodologies to use.

Other studies conducted underscore the importance of training teachers in teaching methods prior to giving them classes to teach, especially when there are changes in the curriculum. Muliyunda (2009) points out that a teacher who has not received adequate orientation in methodology would face a lot of difficulties in delivering lessons to learners. In the context of this study, a teacher who has content should also have the pedagogical skills on how to teach literacy effectively as well as handle the transition. National Literacy Framework (2013) states that teacher would require orientation or re-orientation in teaching methodology. This echoed by MOE (2017:iii) which states that “teacher education is a continuing process that must be extended throughout the individual’s years of actual teaching”. This means that a teacher should continue learning in order to be kept abreast of all the new programmes, more so because any change in the education system is likely to come with new methods and techniques to be used during the delivery of lessons.

According to the findings from the interview with teachers, most of the teachers were not sure about the specified method that is supposed to be used when teaching English literacy to Grade three learners. Older teachers said that they were comfortable using the methods that they were taught during their in-service training. However, they could not specify the actual names of the methods. Others just said that they were using the methods that they used to use during the SITE era. As few teachers stated that the right method for teaching English literacy in Grade three where the transition is managed is the phonics method. This is consistent with the quantitative as seen from the percentages. According to these responses, 28.6 percent of the teachers stated that they were using the phonics method when teaching English literacy while 21.4 percent stated that they were not. Another 50 percent of the respondents stated that they did not know whether they were using it or not, meaning that they were ignorant of what the phonics method is. This implies that majority of teachers use other methods of teaching because they are not familiar with the recommended phonics method or probably they are rigid because they feel more comfortable using the other methods.

Studies have shown that phonics is very appropriate to teachers and learners on how to read and write. Eshiet (2015) states that phonics is adopted by the United Kingdom’s National Reading panel as an effective means to make early learners

to document further states that, “Although teachers were oriented in the teaching of become literate. This echoed by MOE (2017:2) which states that “the current Ministry of Education course that is being implemented in schools is the Primary Literacy Programme, which focuses on the phonic-based approach”. The policy the course, the orientation was only the first step; the course requires dynamism and creativity from the teacher. Therefore teachers need to support each other through the process of Continuing Professional Development (CPD). This means that the teachers should not stick to their old ways of teaching whenever there is a new programme. The teachers need to be dynamic and embrace change and be ready to learn from one another through the local workshops and CPDs.

#### **6.4 To establish what teachers challenges teachers faced to successfully transition learners from Literacy in Zambian Language to English literacy in Grade 3 in Livingstone district**

The third objective sought to establish what challenges faced to the successfully transition from literacy in Zambian language to English literacy in grade 3. Teachers faced a lot of languages when transitioning learners from literacy in Zambian language to English literacy. The challenges they faced were a hindrance to the successful transitioning of the learners from Zambian language literacy to English literacy. Teachers found it difficult to convince the learners that some sounds sounded different in English. They further stated that some vowels stood for more than one sound in English and some sounds were represented by different consonants. This is in line with Cahill and Karan (2008:8) in Mwansa (2017) who did a study on Theoretical Reflection on the Teaching of Literacy in Zambian Bantu Languages. He pointed out that one major difference between Zambian Languages and English orthographic representations of consonant phonemes is that in English there is overrepresentation of phonemes by graphemes. Akamajian et al (2010:87) also stated that “English has 24 consonants which in many cases do not correspond to single phonemes in the language”. Mwansa (2017) pointed out that English has many more diagraphs and trigraphs than Zambian languages. He cited the following examples to show how inconsistent the spelling system of English is, the diagraph ‘ch’ representing the phoneme /tʃ/ in words like *church*, also appears as part of a trigraph in *catch*, but not in ‘rich’. The consonant clusters in English can be found in both initial and

final syllable positions. A study in Namibia by Kaputu (2016) on learners transitioning from Otjiherero first language to the English medium of instruction revealed a reading difficulty experienced by most learners during the single word reading task, which was letter confusing during their reading. Most learners confused letters which have the same form but different orientation in single word reading. Teachers' findings further revealed that most of the learners coming from Otjiherero medium of instruction do not know the English sounds of most letters and how they change when they are blended with others.

Another challenge from the findings from the teachers was that of home language. Some participants stated that in Livingstone there are many languages spoken by children when they are enrolled in grade 1. Some children speak Nyanja, others speak Silozi while some of them speak either Chitonga or Toka-Leya. There are also a number of them that speak a combination of Nyanja, Chitonga and Silozi. When they come to grade 1 they are introduced to Chitonga, the regional official language in Livingstone. It takes time for them to read and write in Chitonga, then in grade 3 they are transitioned to English literacy. The study revealed that this was a great challenge for them. The challenges similar to my findings are also faced by teachers in South African schools where learners are transposed to English as language of learning and teaching (LoLT) after three years of mother tongue tuition. Steyn (2017)'s study revealed that key factors influencing the transition from mother tongue education to English as medium of instruction in grade 4 are challenges regarding home language, the role of time and age of learners, as well as teachers' expertise and effort. The study revealed that the communal language, siSwati, spoken in the area is not customary siSwati. As the area is geographically very close to Mozambican border, a great number of Mozambican immigrants reside there. This has resulted in the siSwati spoken there being heavily infused with Xitsonga. The study revealed that the teachers themselves speak this fused non-standard siSwati. The learners thus enter school without being proficient in their language of learning and teaching (LoLT), siSwati. Like their Livingstone District counterparts, these learners enter formal schooling experiencing a language barrier. For literacy teachers to be able to manage the transition there was need for them to know all the languages involved for them to easily trans-language for the benefit of all the learners. According to



Garcia (2014), translanguaging entails allowing students to draw from their home languages in the process of learning the target language and teachers accept it as legitimate pedagogical practice. Garcia and Syvan (2011:385) state that translanguaging is “the constant adaptation of linguistic resources in the service of meaning making”. Greese and Blakledge (2015) in Mwanza (2016) explain that translanguaging helps liberate the voices to those learners who would not communicate if the language they do not understand is used exclusively. It also implies that teachers should not see language as pure and bound entities. Rather, they should look at language as permeable resources that can cohesively be used in the classroom communication. Infact, Mwanza (2020) suggests that inappropriate language practices in Zambian primary schools is the major reason for the continued low literacy levels in the country. He therefore suggested that translanguaging should be a norm rather than an exception in multilingual classrooms of Zambia (See also Banda and Mwanza, 2020). The implication of this is that teacher education should be reformed (Manchishi and Mwanza, 2018) in order to include aspects that are responsive to the needs of a teacher once deployed into schools. Further, teachers educators and teachers need thorough knowledge of multilingual classroom practices if they are enhance learning because lack of teacher knowledge in the methods of teaching and general classroom practice impedes classroom success (Mwanza, 2017).

In short, the point I pick from this section is that teachers found the issue of home; language challenging to the successful transitioning of learners. More so because the learners were not allowed to use their home language due to the teachers’ attitude towards some dialects or probably due do the teachers’ incapability to speak some of the languages better understood by the learners.

In a large-scale research project conducted in Spain, it was established that children who were exposed to English from age 11 outperformed those who were introduced to English at the age of eight years (Munoz, 2006). Learners who are transposed too early resort to rote learning with little demonstration of understanding (Posel & Casale, 2011). This correlates with my findings as observed during lesson observations. One of the teachers that I observed was using THRASS cards and learner were reading the word from the card without understanding their meaning, they had actually memorised the words. According

to Yule (2016), the optimum age of learning a language is between 10 and 16. In Zambia learners are transposed at the age of eight to nine years. Considering all the literature discussed above, I find it to be a challenge for teachers to successfully transition the learners from Zambian language literacy to English literacy to English literacy in Grade three.

Another challenge from the findings by the DRCC was that some teachers did not take oral English seriously in grade two. It was revealed that the teachers concentrated so much on teaching Chitonga literacy in grades 1 and 2 that they ignored the importance of teaching their learners oral English. This seriously posed a challenge on the transition. Dickson and Neuman (2006) see a connection between oral language and early reading. Therefore, lack of prior oral knowledge of English language might be one factor contributing to the reading difficulties experienced by learners in the Okakarars constituency in Namibia. For Gonzales, Minaya-Rowe and Yawkey (2006), pre-literacy skills emerge when ESL students achieve oral language maturity. They emphasize that ESL learners need to achieve maturation in oral language proficiency as a prerequisite for developing literacy skills such as knowledge of print, ability to discriminate letters, phonemic awareness, acquisition of phoneme-grapheme knowledge and reading comprehension. He adds that this is a challenge to transitioning learners as they have this knowledge in their language and thus have limited exposure to English. Furthermore, Hartney (2011) discovered that insufficient exposure to the target language (English) resulted in it becoming a barrier to learning writing and reading.

The other challenge that the teachers faced was the change in policies. Teachers that have been teaching for a long time stated that they were tired of all these changes. It was revealed that each time they adjusted to a new programme; another programme was brought on board. There is need to properly sensitise serving teacher and encourage them to embrace any change. Mwanza (2017) points out that teacher' attitudes are key to the success or failure of policy implementation. Therefore, there is need to properly sensitise the teachers whenever there is a new policy or programme.

Findings also revealed that there was a shortage of teaching and learning materials, especially for Grade 3 English literacy in schools and that they did not even have a syllabus to refer to. However, at one school I was availed with an extract from the NLF that they referred to. It was observed that when the policy was rolled out in schools, materials to go with it were not in place. This goes against Ivowi (2004) who stated that to ensure that a curriculum or programme is effectively implemented; tools and materials must be provided sufficiently. They also stated that they only depended on the THRASS cards to teach literacy. Additionally, it was revealed that some learners found it difficult to master all the words on the THRASS cards. From the lessons that I observed, I also observed that some learners memorised the words without comprehension. It was also revealed that teachers depended on the specific outcomes in the National Literacy Framework to select from the books that were used during the SITE programme that would match with the outcomes. This, according to the teachers was a challenge because even the old books that were available were not enough to use against large numbers of learners. Masatunya (2014) stated that shortage of materials had made teaching of literacy unsuccessful. It is a challenge when there are no teaching and learning materials in schools. This is in line with Moonga (2016) who did a study on where she evaluated the use of early literacy learning and teaching materials by Grade one to four in Chikankata district in Zambia. The findings established that the training of teachers in the use of these materials was not sufficient enough to make them use them effectively. Furthermore, the study revealed that learners did not even easily access the reading materials in schools because they were either inadequate or not available at all. The other findings were that some of the learning and teaching materials were not culturally friendly to some pupils and in some cases had very strange contexts to the learners such that it may require a very skilful teacher to decontextualize the book contents to suit the learners' background knowledge. Some of the reading materials were found to be above the level of the learners in terms of the diction or words used.

However, some studies outside Zambia revealed that even where teaching and learning materials are available, some teachers do not use them. A study by Adjei *et al* (2015) revealed that most schools in Suame Kumasi Metrolis had teaching-learning resources to aid them in the teaching-learning process, and interestingly,

most teachers did not even use them. This agrees with the interview I had with the DRCC, who pointed out that the teachers' claims that there were no teaching and learning resources in schools was uncalled for. It was revealed that teachers were trained to be authors of reading materials for learners. Additionally, teachers had an obligation to produce their own materials to use in schools. This is in line with what Mwanza (2016) meant when he pointed out that teaching materials can be drawn from a wide range of resources, not necessarily from a single domain. The process or practice where a modality has been repurposed and used anew to serve a different function is referred to as semiotic remediation (Bolter and Grusin 2000). At the heart of the notion of semiotic remediation is *repurposing* which refers to how people re-use other people's words in talk, frequently re-perform others' gestures and actions, redesign objects, represent ideas in diverse media and thus restructure both their environments and themselves (Prior and Hengst, 2010). In the context of this study, teachers can repurpose the already available resources such as old English text books to teach literacy in grade 3. Teachers can also extract some chapters from Chitonga literacy and translate into English. I should also point out that teachers that I observed did not use teaching aids. Throughout their teaching, they only used the chalk board. Only one teacher used some flash cards during her lesson presentation.

It can be argued, however, that a trained teacher should be able to transform and repurpose any material and use it anew for the objective of the lesson at hand. According to Bock (2014), semiotics are constantly being made and remade. She adds that communicative and meaning making is a creative process in which participants can resemiotise and repurpose semiotics in order to communicate meaning in a particular context. Mwanza (2016) states that it is important that teaching and learning materials are interesting and motivating for the learners. This means that the teacher should carefully select teaching materials according to the teaching point, learner needs and characteristics and the cultural context of the learning and teaching context. This is in line with Banda and Mwanza (2017) who state that there is no limit to the resource one can use to communicate meaning in the classroom. They add that anything can work as long as it is suitable for the lesson at hand. In fact, even what is not meant for English can be changed to suit the objectives of the lesson. This is called re-purposing (Mwanza, 2016). This,

points back at Brown (1982) who stated that the mere use of these materials, however, does not guarantee effective teaching. It is their selection and skilful handling of teaching/learning resources by the teacher that renders them useful in facilitating learning (Brown, 1982).

From the above discussions, the points I pick out are that most teachers are not resourceful. All the participants stated that they had not authored any stories for their learners to read. Additionally, some teachers lacked knowledge on how to use any existing materials at their disposal to their advantage. However, following what the DRCC had stated as regards authoring books, I would deduce that some teachers have negative attitude towards changes in the school programmes.

Over enrolment was another challenge that teachers faced in managing the transition. Almost all the respondents mentioned that the classes in primary schools were too big to handle effectively. They stated that this was a great challenge because it was difficult to interact with all learners. Over enrolment also meant that even were there were some learning resources, they could not go round the whole class. This is in line with Mwirigi and Mutha (2015) who investigated the impact of enrolment on the quality of learning in primary schools in Imeti, Kenya. The findings revealed that the increased enrolment impacted to the great extent on the quality of learning in public primary schools. Inyiega (1997) found that primary schools which had large number of pupils faced indiscipline cases and experienced problems of insufficient educational facilities, equipment and supplies leading to over-use of some of the facilities that were available in schools leading to poor achievement of the curriculum objectives.

## **6.6 Summary of the Chapter**

The chapter discussed the findings in line with the research objectives meant to establish whether teachers were prepared adequately to transition learners from Zambian language literacy to English literacy in grade 3 in Livingstone district, establish the teaching methods that the teachers were using in transitioning learners from Zambian language to English and to establish the challenges that the teachers were facing in transitioning learners from Zambian language literacy to English literacy in Grade three in Livingstone district. Data collected revealed that the literacy teachers received their training and orientations through

workshops and CPDs that were organised by the District Resource Centre zones and the schools but they were not adequately prepared to transition learners from ZL literacy to English literacy in Grade 3 because they felt that the training they had received was not adequate. They attributed this to the fact that some of the teachers that were trained to train them at school level were not competent enough to explain the concepts contained in the new programme. They also felt cheated because the workshops that they attended locally were not funded. On the issue of methodology, it was found that very few teachers used the phonics method. Some of the teachers stated that they were using different method that they had learnt during preservice while others used different activities and techniques which they mistook for methods. This was attributed to not have the teacher not being well oriented each time there were changes in the Education system Challenges to the successful transitioning of learners from Zambian language literacy to English were discussed. These included differences in the Chitonga and English orthographies, lack of learning and teaching materials, not exposing learners to oral English, early transition, over enrolment, inadequate training and wrong methods of teaching literacy.

## **CHAPTER SEVEN**

### **CONCLUSION AND RECOMMENDATIONS**

#### **7.1 Overview**

The previous chapter presented discussions as guided by the research objectives of the study. In this chapter, the researcher presents the summary of the main research findings which answered the research questions and finally recommendations are given. The study sought to establish whether the teachers were prepared adequately to transition learners from literacy in Zambian language to English literacy in Grade three in Livingstone district. The researcher also endeavours to conclude in relation to the research question

I present the conclusion and recommendations of the study. As a reminder, the aim of this study was to establish whether primary school teachers were adequately prepared to transition learners from Zambian literacy to English literacy in grade 3 in Livingstone district and how they managed the transition as well as the challenges they faced in managing the transition. I also endeavoured to conclude in relation to the research topic with the guidance of the following questions:

1. How were the teachers prepared to transition learners from Zambian language literacy to English literacy in grade 3 in Livingstone district?
2. What methods were used by literacy teachers to transition learners from Zambian language literacy to English literacy in Grade 3 in Livingstone district?
3. What challenges did teachers faced to the successful transition from Zambian language literacy to English literacy?

The answers to the above questions were obtained using face to face interviews, quantitative questionnaires, and document analysis and lesson observations. The study involved 69 primary school teachers, 4 Heads of school, 4 SICS, 3 ZICs and 1 DRCC. The data was presented thematically guided by research questions and objectives. The study was guided by Cummings' linguistic inter-dependence theory. This chapter is presented into two sections. The first section presents conclusions of the findings guided by research objectives. The second part

presents recommendations emanating from the findings as well as implications for further research.

## **7.2 Conclusion**

The study brought out a number of issues concerning teachers' preparedness to transition learners from Zambian language literacy to English literacy in grade 3 in Livingstone district. The research was guided by the following objectives: to establish the preparedness of teachers to transition learners from Zambian language literacy to English literacy in Grade 3 in Livingstone district, establish the teaching methods used by teachers to transition learners from Zambian language literacy to English literacy in Grade and establish challenges that teachers faced to the transition learners from Zambian language literacy to English literacy, The following are the conclusions:

### **7.2.1. Establish the preparedness of teachers to transition learners from Zambian language literacy to English literacy in Grade 3**

Teachers are responsible for offering knowledge and skills according to the level of the learners. This takes us to the main responsibility of a teacher who is the source of knowledge. Therefore, presentation of the material and identification of pupils' potentials are some of the roles of the teaching process. The findings show that the teachers were prepared through workshops, CPDs, and TGM meetings for them to be able to transition learners from Zambian language literacy to English literacy as well as teach literacy in all the lower grades. These programmes are not funded at school level, therefore some teachers did not take the training very seriously. The findings also revealed that some teachers were not very conversant with the transitioning program thereby creating a gap between how the teachers are prepared through local training and how exactly teachers can handle the transition. Thus although the teachers are qualified primary school teachers, they lacked proper training and orientation to enable them handle the transition successfully.



### **7.2.2 To Establish the Methods Teachers used to transition learners from Zambian language literacy to English Literacy in Grade 3 in Livingstone district**

A teacher is key in any education system. His/her content and pedagogical knowledge is cardinal to the success of any learner. Teachers should be able to use the right methods through their classroom practices. This can only be achieved if the teachers are well prepared. The case is different in this study where the findings revealed that while some teachers had a slight idea of the right methods, others did not. The result from this study indicate that new policies or programmes are imposed on the teachers whether they are ready or not. The implication here is that power, through policies or programmes can be accepted, resisted or negotiated. This also shows that the implementers, who are the primary school teachers, may not have received proper orientation on the right methodologies to be used for teaching English literacy as well as transition learners from Literature in Zambian language to English literacy in Grade three.

### **7.2.3 To establish the challenges that teachers faced in transitioning learners from Zambian language literacy to English literacy in Grade 3 in Livingstone district**

From the findings, many teachers stated that teacher preparation is inadequate for the effective transitioning of learners from Zambian language literacy to English literacy in grade three, leading to low literacy levels in primary school in Zambia. Most teachers are still not sure about how the transition should be managed. The use of Zambian languages as language of instruction in the lower grades, the introduction of oral English in Grade two and then the transition from Zambian language literacy to English literacy in grade 3 seem to be a challenge to most teachers. The findings revealed that most learner get stuck in the Chitonga sounds which they tend to use with English words because of the difference in the Chitonga and English orthographies. The issue of home language is another challenge that was revealed. This was attributed to the case of Livingstone town where the research was done. In Livingstone, children come from homes where languages such as Chitonga, Silozi town Nyanja and Toka-Leya are spoken, thereby making it difficult for the teachers to use the regional language in early grades. This in turn affects the transition. The teachers also complained of the

language used in chitonga literacy books where English words are pronounced in Chitonga, for instance 'February' is written as 'Febuluwali' and again changing to the correct spelling in English literacy in Grade 3. Another challenge that was revealed by the study was lack of learning and teaching materials in schools by government but still expecting teachers to manage the transition which result into discrimination and exploitation of power. Some teachers also stated that some learners were too young to transition from Zambian language literacy to English literacy in Grade 3. Change of programmes was another challenge that came out. Teachers lamented that the government kept on changing the policies in schools and expecting teachers implement, yet the orientation was not enough.

### **7.3 Recommendations**

Arising from the research findings, the following recommendations were made:

- a. The Ministry of Education should introduce a programme in colleges of education specifically for the transition.
- b. The Ministry of Education should provide Grade 3 English literacy materials so that teachers can effectively manage the transition.
- c. The Ministry of Education should ensure that all programmes up to school level are funded so that teachers can receive proper training through workshops, CPDs, TGMs and GRACE meetings.

### **7.4 Recommendations for Future Research**

Researchers should undertake the following studies:

- i. Find out the role of age in the transition from Zambian language to English literacy.
- ii. Explore the effects of home language on the transitioning of learners.
- iii. Explore how effective CPDs are in providing in-service training in Zambian Schools.

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## **APPENDICES**

### **Appendix 1: Questionnaire for Classroom Teachers**

#### **Introduction**

Dear participant,

My name is jackline Pali, a Master's Degree student at the University of Zambia. As part of my school work, I am doing a study on teachers' preparedness to transition learners from literacy in Zambian Language to English Literacy in the third grade in primary schools in Livingstone District. You have been selected to answer this questionnaire because you teach literacy as one of your teaching subjects, and therefore, very relevant to this study. Please feel free to answer this questionnaire and be as honest as possible. Additionally, you are free to ask any questions as regards to the questionnaire and the study. You are not required to write your or any form of identity on this questionnaire. I also wish to assure you that your name, identity or school will not be published for confidentiality reasons. Your participation in this study is by informed consent. You are also free to withdraw from this study at any time.

1. Gender
  - (a) Male
  - (b) Female
2. Position in the school
  - (a) Class Teacher
  - (b) Senior Teacher
  - (c) School Inset Coordinator
3. How long have you been teaching in Primary School?
  - (a) Between 1 and 5 years
  - (b) Between 5 and 10 years
  - (c) Between 10 and 15 years
  - (d) Above 15 years
4. What kind of teacher training institution did you attend?
  - (a) College of Education
  - (b) University College
  - (c) University
5. How long did your training take?
  - (a) 1 year
  - (b) 2 years

- (c) 3 years
- (d) 4 years

6. What is your level of qualification?

- (a) Certificate
- (b) Diploma
- (c) Bachelor's Degree
- (d) Master's degree

SECTION B: Only one answer is correct for each of the questions. Show your answer by circling.

7. Do you know the meaning of literacy?

- (a) Agree
- (b) Disagree
- (c) Not really

8. Were you adequately prepared during training to teach literacy?

- (a) Yes
- (b) No
- (c) Not really

9. Did you find your teacher training course adequate enough to transition learners from ZL literacy to English literacy?

- (a) Yes
- (b) No
- (c) Not really

10. Do you know any specific approaches mentioned in the syllabus as recommended approaches to teach literacy during the transition period?

- (a) Yes
- (b) No

11. Are you familiar with the Primary Literacy Programme syllabus?

- (a) Yes
- (b) No

12. Do you know the difference between PRP and PLP?

- (a) Yes
- (b) No
- (c) Not really

13. I understand how the transitioning of learners from ZL literacy to English literacy in the Grade 3 is managed.

- (a) Agree
- (b) Disagree
- (c) Strongly agree

14. The transitioning from ZL literacy to English literacy is working well in Grade 3.

- (a) Agree
- (b) Disagree
- (c) Strongly agree

15. Transitioning learners from ZL literacy to English literacy is challenging.

- (a) Agree

- (b) Disagree
  - (c) Strongly agree
16. I knew how to handle the transition from ZL literacy to English literacy when I was deployed and not during training.
- (a) Agree
  - (b) Disagree
  - (c) Not really
  - (d) I don't know
17. Teacher training institutions adequately prepare literacy teachers.
- (a) Agree
  - (b) Disagree
  - (c) I don't know
18. The schools provide adequate in-service training for literacy teachers through CPDs, workshops and GRACE meetings.
- (a) Agree
  - (b) Disagree
  - (c) Not really
19. The background of pupils affects the transitioning of learners from ZL literacy to English literacy.
- (a) Agree
  - (b) Disagree
  - (c) Not really
  - (d) I don't know
20. Availability or non-availability of teaching materials affects the transitioning of learners from, ZL literacy to English literacy.
- (a) Agree
  - (b) Disagree
  - (c) Not really
  - (d) I don't know

## **Appendix 2: Interview Guide for Teachers**

Title of research: Teacher Preparedness to transition learners from Literacy in  
Zambian Languages to English Literacy in the third Grade.

### **Questions**

1. What are your views about teacher preparation? Were you adequately trained to teach literacy especially on transitioning learners from ZL literacy to English literacy?
2. What did the teacher training course involve/cover in terms of literacy?
3. What strategy did lecturers recommend for teaching English literacy in grade 4?
4. What are your views about the value of different Zambian languages used in initial literacy before learners are transitioned in the third grade?
5. How do you understand literacy and literacy teaching?
6. What are your views about the transition period at third grade as compared to the earlier transitional period at second grade?
7. How do you teachers understand the transitioning of learners from ZL literacy to English literacy?
8. What do you consider to be the most important element during the transitional period?
9. What challenges do you face when transitioning learners from ZL literacy to English literacy?

### **Appendix 3: Interview Guide for Teachers after Lesson Observations**

1. What strategies did you use in your lesson?
2. What are the reasons for selecting those strategies?
3. What are the reasons for the choice of teaching/learning materials that you used in your lesson?
4. Provide justification for the sequence and choice of classroom activities.
5. What do you consider to be the most important elements of literacy teaching?
6. What challenges did you face during the lesson preparations?
7. What challenges did you face during lesson delivery?
8. What are your general views on transitioning of learners from ZL literacy to English literacy in the third grade?

#### **Appendix 4: interview Guide for School In-set Coordinators/Zone in-set Coordinates/District Resource Centre Coordinator**

**Title of Research:** Teacher Preparedness to Transition Learners from Literacy in Zambian Languages TO English Literacy in the third grade.

Dear participant,

You have purposively been selected to participate in this study because you are directly involved in the transitioning of learners from ZL literacy to English Literacy. Be as free and truthful as you can in responding to the questions in this interview.

1. How long have you been SIC/ZIC/DRCC in this school/zone/district?
2. In your view, how prepared are teachers in transitioning learners from ZL literacy to English literacy in the third grade?
3. What criteria is used in identifying teachers to transition learners from ZL literacy to English literacy?
4. How effective is the transition phase at third grade as compared to the earlier transition at second grade?
5. What learning/teaching materials are suitable for the transition?
6. What common challenges do the teachers face in transitioning learners from ZL literacy to English literacy?
7. What in your view would be best grade to transition learners from ZL literacy to English literacy?
8. What interventions have you put in place to help teachers transition learners from ZL literacy to English literacy?
9. What interventions have you put in place to produce suitable materials for the transition?

## Appendix 5: Introductory Letter

All correspondence should be addressed  
to the District Education Board Secretary  
Tele/fax: 03 – 321421/322464



In reply please quote:

REPUBLIC OF ZAMBIA

### MINISTRY OF GENERAL EDUCATION

OFFICE OF THE DISTRICT EDUCATION BOARD SECRETARY  
P.O. BOX 60270  
LIVINGSTONE

14<sup>th</sup> February, 2019

TO: Headteachers  
Primary Schools  
Livingstone

Dear Sir/Madam,

**RE: INTRODUCTORY LETTER: MS. JACKLINE PALI**

This letter serves to introduce to you the above named who is a student at University of Zambia pursuing a Masters in Applied Linguistics, who has been given permission to do a Research on Teacher Preparedness to Transition Learners from Literacy in Familiar Language to English Literacy in the Third Grade in Livingstone Primary Schools.

Any assistance rendered to her will be appreciated.

A handwritten signature in black ink, appearing to be 'Kambunga .A'.

Kambunga .A (Mr)  
District Education Board Secretary  
Livingstone District



## Appendix 6: Ethical Clearance Letter



# THE UNIVERSITY OF ZAMBIA

## DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

Great East Road | P.O. Box 32379 | Lusaka 10101 | Tel: +260-211-290 258/291 777  
Fax: +260-1-290 258/253 952 | Email: director@drgrs.unza.zm | Website: www.unza.zm

### Approval of Study

3<sup>rd</sup> April, 2019

**REF NO. HSSREC: 2019-JAN-004**

Ms. Jackline Pali  
University of Zambia  
School of Education  
Department of LSSE  
Box 32379  
**LUSAKA**

Dear Ms. Pali,

**RE: "TEACHER PREPAREDNESS TO TRANSITION LEARNERS FROM LITERACY IN ZAMBIAN LANGUAGES TO ENGLISH LITERACY IN THE THIRD GRADE IN LIVINGSTONE, ZAMBIA"**

Reference is made to your resubmission. The University of Zambia Humanities and Social Sciences Research Ethics Committee IRB resolved to approve this study and your participation as Principal Investigator for a period of one year.

Review Type	Ordinary /Expedited Review	Approval No. REF No. HSSREC: 2019-JAN-004
Approval and Expiry Date	Approval Date: 3 <sup>rd</sup> April, 2019	Expiry Date: 2 <sup>nd</sup> April, 2020
Protocol Version and Date	Version- Nil	2 <sup>nd</sup> April, 2019
Information Sheet, Consent Forms and Dates	• English.	To be provided
Consent form ID and Date	Version	To be provided
Recruitment Materials	Nil	Nil

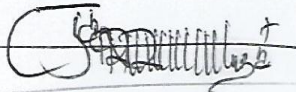
There are specific conditions that will apply to this approval. As Principal Investigator it is your responsibility to ensure that the contents of this letter are adhered to. If these are not adhered to, the approval may be suspended. Should the study be suspended, study sponsors and other regulatory authorities will be informed.



Should you have any questions regarding anything indicated in this letter, please do not hesitate to get in touch with us at the above indicated address.

On behalf of The University of Zambia Humanities and Social Sciences Research Ethics Committee (IRB), we would like to wish you all the success as you carry out your study.

Yours faithfully,



*Dr. Jason Mwanza*

BA, MSoc, Sc., PhD

**CHAIRPERSON**

**THE UNIVERSITY OF ZAMBIA HUMANITIES AND  
SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE IRB**

cc: Director, Directorate of Research and Graduate Studies  
Assistant Director (Research), Directorate of Research and Graduate Studies  
Assistant Registrar (Research), Directorate of Research and Graduate Studies  
Senior Administrative Officer (Research), Directorate of Research and Graduate Studies