

**INTEGRATING ORAL LITARATURE IN ORAL LANGUAGE ACTIVITIES
FOR INITIAL LITERACY TEACHING IN SELECTED SCHOOLS
IN PEMBA DISTRICT.**

BY

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A dissertation submitted to the University of Zambia in partial fulfillment of the requirements
of the degree of Master of Education in Literacy and Learning

THE UNIVERSITY OF ZAMBIA

LUSAKA

2019

DECLARATION

I, Fred Muyawa Muyawa, hereby solely declare that the work contained in this dissertation has been composed and written by me and that this work is as a result of my own individual effort. I further sincerely declare that this research has not been previously submitted for any academic award, and that all the work from other researchers has been acknowledged.

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APPROVAL

This dissertation by Fred Muyawa Muyawa is approved as a fulfilment of the requirements for the award of the degree of Master of Education in Literacy and Learning of the University of Zambia.

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ABSTRACT

Oral literature refers to folk-tales, songs, proverbs, sayings, tongue twisters and others which are passed down orally from generation to generation. Oral Literature is not only entertaining, it is also educative and promotes social and moral values. Since children enjoy listening to oral literature, it serves as a useful tool for the development of children's listening and speaking skills as well as their vocabulary. In schools, literacy teaching and learning materials in the form of books and teaching aids are not always readily available to teachers and learners. Few schools have libraries that can provide suitable materials that support literacy practice through reading of story books. Oral literature can be a source of cheap and readily available teaching and learning materials if utilized by teachers. Whether teachers are integrating oral literature in literacy lessons and language activities is not yet established. This study sought to investigate whether teachers use oral literature in literacy teaching and learning in selected rural Schools of Pemba District, Zambia. Specifically, the study sought to establish the extent to which classroom teachers use oral literature readily available in the communities surrounding their schools as literacy teaching and learning materials in the face of lack of officially printed materials. It also sought to determine the forms or types of oral literature teachers use in oral language teaching and learning and assess whether the use of oral literature as a teaching strategy bears any positive results in the teaching and learning of literacy. The study utilized qualitative data collection methods that included interview schedules, observation checklist, video/photograph and document analysis. Purposive sampling was used to select the respondents for the research. The sample comprised one District Resource Centre Coordinator, three head-teachers and 12 school teachers from three selected schools. The data collected was analyzed systematically: emerging themes from the data were noted, categorized and interpreted via forming an impression. The study established that teachers do use folk-tales and songs when teaching literacy but mainly for the purpose of keeping their learners motivated

and interested in the lessons. It also found that in a few cases attempts were made to use mainly stories and songs to enhance listening, speaking skills, comprehension, phonemic awareness and vocabulary. It was also established that, generally, teachers did not collect or convert the available oral literature into written literacy materials to supplement the scanty available literacy materials in the schools. The study concluded that in-service teachers need training in integrating oral literature in literacy lessons and, through continuous professional development, improve their resourcefulness in the creation of written supplementary teaching and learning materials.

Key Words: *Oral literature, Listening and speaking skills, Vocabulary*

DEDICATION

I dedicate this work to the Almighty God who made everything possible and provided inspiration all the way. I also dedicate it to my father and mother, to my wife Harriet, my daughter Rebecca and my two sons, Stephen and Andrew. Their support was immense. A special dedication goes to my grandson Fred who was born in the course of this part of my studies.

ACKNOWLEDGEMENTS

My special thanks go to my Supervisor, Dr. J.M. Mwansa, for his invaluable guidance in the writing of this dissertation. Without his timely advice at each stage of the writing process, it would have been quite challenging to put in place all aspects of the document and completing it on time.

I would also like to acknowledge the input of all my lecturers at the University of Zambia and my class peers for their encouragement and useful suggestions given to me from time to time.

I further thank my Employers for their financial support and provision of study leave. I would not have completed this study without this assistance.

LIST OF ABBREVIATIONS AND ACRONYMS

CPD	Continuous Professional Development
DRCC	District Resource Centre Coordinator
ECE	Early Childhood Education
NBTL	New Break Through to Literacy
PLP	Primary Literacy Programme
PRP	Primary Reading Programme

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CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter presents the background to the study, the statement of the problem, the purpose of the study, research objectives and questions, the significance of the study, the theoretical framework and the conceptual framework of the study. It also presents the delimitation of the study, the limitations as well as the definitions of the definition of the terms as used in the study.

1.2 Background to the Study

Literacy teaching in Zambian schools took a new turn with the launch of the National Literacy Framework of 2013. “The curriculum moved away from the Whole Language Approach to a reading instruction approach based on explicit lessons in key competence areas: synthetic phonics and daily instruction that offers learners opportunities to practice reading, writing, speaking and listening in the local language” (Ministry of Education, National Literacy Framework, 2013, p. VI). This implies the adoption of a new approach to the teaching of literacy as it puts new demands on the teacher of literacy with regard to the quality and effectiveness of his/her teaching.

In order to deliver literacy instruction based on explicit lessons, creativity and resourcefulness are required of the teachers who operate in schools where the availability of suitable reading materials to sustain and reinforce literacy skills is not guaranteed. The Ministry of Education recognises the importance of making reading materials available in schools and calls upon communities to be brought on board “to help generate reading materials based on oral

traditions” (Ministry of Education, National Literacy Framework, 2013 p. 3). The term “oral traditions” as used in the document refers to stories, poems, songs and rhymes that can be used to enhance literacy teaching and learning (Ministry of Education, National Literacy Framework, 2013 p. 6).

“Stories are a great way to introduce new words and ideas into a child’s language And what’s so great about learning through stories is that the process is done in a natural way” (www.writersbureau.com). Listening to stories is an experience children cherish. The fact that children love stories is the springboard for using stories in a literacy lesson. One important source of stories is the oral literature of the Zambian people clustered in seven Zonal Languages of Zambia: Cinyanja, Chitonga, Icibemba, Kikaonde, Lunda, Luvale and Silozi which are the languages used at home and in the communities where the learners hail from.

Since this study dwells on the integration oral literature in oral language activities for initial literacy teaching it is important from the outset to distinguish between ‘oral literature’ and ‘oral language’ in terms of their use in this study and thereafter demonstrate how the interplay between them contributes to literacy and learning. The importance of integrating oral literature in literacy teaching and learning cannot be over-emphasized. Miller and Pennycuff (2008) point out that using storytelling in the classroom is one way to address literacy development by improving oral language, reading comprehension, and writing. Because of the interrelated nature of the processes involved in reading and writing, storytelling is an effective pedagogical strategy that can be woven into instruction to increase students’ competencies in all areas. According to Carter (2000), sharing folk tales with the children enables them to appreciate story-telling in the classroom and helps foster literacy in the language of the school. He adds that when teachers find themselves with much diversity in the classroom, attention must be

given to what children bring with them as a framework, building on these experiences, in order to introduce them to more global forms of literacy.”

Oral literature refers to any form of verbal art which is transmitted orally or delivered by word of mouth. In *African Oral Literature for Schools*, Jane Nandwa and Austin Bukenya (1983:1) define *oral literature* as "those utterances, whether spoken, recited or sung, whose composition and performance exhibit to an appreciable degree the artistic character of accurate observation, vivid imagination and ingenious expression". Oral literature shares with written literature the use of heightened language in various genres (narrative, lyric, epic, etc.), but it is set apart by being actualized only in performance and by the fact that the performer can (and sometimes is obliged to) improvise so that oral text constitutes an event" (University of Cambridge, World Oral Literature Project, 2009). According to Rao (2018), oral literature can be described as ‘verbal art’; art that is delivered orally and transmitted orally from person to person, generation to generation, region to region, etc., by word of mouth. Rao (2018) adds that oral literature denotes traditional forms of entertainment and may include epic poems, folk tales, folk songs, myths, legends, ballads of people and events et cetera. This study adopts this view of oral literature and also adds to this list: riddles, proverbs, sayings, rhymes and others passed down orally from generation to generation. This study also recognises the significance of the performance aspect of oral literature. Rao (2018) observes that oral literature exists in the ‘vocal’ (speaking) and ‘aural’ (listening) domains, in the broad world of ‘sound’ and therefore it is manifest in ‘performance.’ Finnegan (2012) also espouses the significance of this aspect of ‘performance’ in oral literature. She observes that oral literature is dependent on a performer who formulates it in words on a specific occasion and there is no other way in which it can be realized as a literary product. She notes that expressiveness of tone, gesture, facial expression, dramatic use of pause and rhythm, the interplay of passion,

dignity, or humour, receptivity to the reactions of the audience and so on are of great significance in a performance. The implication of this for literacy teacher is that the para-linguistic features of tone, volume, rate and rhythm as well as body language (gestures, facial expressions, posture, et cetera) need to be exploited in the classroom to stir not only interest and attentiveness in the learners but also to enhance vocabulary and syntactical meaning, story comprehension as well as general listening skills.

Oral literature is important to literacy teaching and learning when integrated in oral language activities in the classroom. Oral literature can support and strengthen oral language activities like listening and speaking as well as literacy skills like reading and writing (Nhung, 2016). Oral literature forms a useful tool for the development of listening and speaking skills in children as well as the teaching of new vocabulary. Banda and Tambulukani cite Fleer (2001) who holds that much literature suggests that children are already familiar with oral communicative skills because often communities use oral teaching to increase children's knowledge of their past and present culture as well as their place in the family and community. Stories are told by family members and elders and passed down to younger people through speaking. A similar view is held by Blackhawk (1990) who refers to Doherty's article "The Spark that Initiates Learning: Oral Language in the Classroom," and agrees with Doherty's notion of the oral classroom which encourages and respects students' oral culture and uses that culture as a bridge toward literacy. He notes that students' (learners') primary language is oral, not written. Their medium (and thus their message) is the spoken word. A storytelling approach, which makes use of students' own oral culture as well as the oral tradition that has come down to us over the centuries, can help foster an encouraging, respectful environment in the classroom which enhances language learning of all kinds.

As used in this study, oral language, on the other hand, refers to expressive language (speaking) which is the use of words and nonverbal processes to share meaning with others, as well as receptive language (listening) which is the process of understanding what has been expressed by taking note of pitch, tone, stress and use of gestures to understand a speaker's meaning (Bayetto, n.d). Cregan (1998) as cited by the Professional Development Service for Teachers (n.d) points out that "Oral language is the child's first, most important, and most frequently used structured medium of communication. It is the primary means through which each individual child will be enabled to structure, describe and to control his/her experience. In addition and most significantly, oral language is the primary mediator of culture, the way in which children locate themselves in the in the world, and define themselves with it and within it." The National Literacy Framework (2013) observes that developing oral language vocabulary contributes significantly to literacy and that the number of words a child has in their working vocabulary greatly impacts reading success or difficulties. As learners come from different language backgrounds, the Framework acknowledges the importance of teachers conducting oral language lessons in order to expand their learners' working vocabulary in familiar languages that are used for instruction (p. 10).

One way of enriching the child's oral language experience especially in the areas of vocabulary development, listening and speaking is through the integration of oral literature in oral language activities. Telling and retelling stories, for instance, improves the child's listening and speaking skills as well as building up the child's vocabulary. This view is supported by Miller and Pennycuff (2008) who state that the improvement of literacy learning depends on the type of pedagogical strategies employed. According to them, using storytelling in the classroom is one way to address literacy development by improving oral language, reading comprehension, and writing and because of the interrelated nature of the processes involved in reading and writing,

storytelling is an effective pedagogical strategy that can be woven into instruction to increase learners' competencies in all areas.

This study was interested in establishing how far Zambian teachers of literacy were tapping into this readily available literacy resource – oral literature - in order to enhance their literacy lessons especially in a situation where most schools lack readily available teaching materials like class readers and teaching aids. The study investigated the teachers' use of oral literature as part of oral language activities for initial literacy teaching in selected Schools of Pemba District, Zambia.

1.3 Statement of the Problem

Literacy teaching and learning materials in the form of books and teaching aids are not always readily available to teachers and learners. The National Literacy Framework notes that the success of any literacy programme apart from the teacher's quality of instruction also depends on the availability of teaching materials and calls upon communities to "help build reading materials based on oral traditions" (Ministry of Education, 2013). Few schools have libraries that can provide suitable materials that support literacy practice through reading of story books. Any available materials are often overused, worn out and tattered and hence the Ministry of Education's call for the need to revamp libraries to make available reading materials and for the schools to inculcate a culture of caring for and maintaining a wide variety of reading materials (Ministry of Education, 2013). Oral literature is a source of cheap and readily available teaching and learning materials if utilised by teachers as already indicated in the national Literacy Framework. No study had yet been conducted to establish whether teachers were integrating oral literature in literacy teaching through oral language activities and current study was undertaken to investigate this.

1.4 Purpose of the Study

The purpose of the study was to investigate whether literacy teachers integrated oral literature in oral language activities for initial literacy teaching in selected Schools of Pemba District, Zambia.

1.5 Specific Objectives

The specific objectives of this study were to:

- i. Establish the extent to which classroom teachers use oral literature readily available in the communities.
- ii. Determine the forms or types of oral literature teachers integrate in literacy teaching and learning.
- iii. Assess whether the integration of oral literature in literacy teaching bears any positive results in the teaching and learning of literacy.

1.6 Specific Research Questions

The study sought to answer the following research questions.

- i. To what extent do classroom teachers use oral literature readily available in the communities?
- ii. Which forms or types of oral literature do teachers integrate in oral language teaching and learning?
- iii. Does the integration of oral literature in literacy teaching bear any positive results in the teaching and learning of literacy?

1.7 Significance of the Study

The findings and conclusions of the study may trigger the need for the Ministry of Education, colleges of education and universities to consider training pre-service teachers in the integration of oral literature in literacy teaching as a pedagogical strategy. It may also provide a base for continuous professional development (CPD) for teachers of literacy currently in schools. The study may also encourage schools to collect and use oral traditions as teaching materials in the face of lack of officially printed ones.

1.8 Delimitation of the Study

The time and financial factors could allow extending the study to all zones in the district. The study included three schools each from a different zone of schools in Pemba District. Because of ethical considerations the schools and zones remain anonymous.

1.9 Limitations of the Study

The study was limited to selected schools in Pemba District so its findings may not be representative of the entire district, province or national situation. The study focused only on the Zambia Literacy Programme (PLP) from early childhood to grade 4. Because of the bad state of the roads in the district, some schools could not be considered for inclusion in the study.

1.10 Theoretical Framework

The study is inspired by L.S. Vygotsky's social development theory which looks at how individuals interact with others and how their culture affects their mental abilities (Saracho, 2017). According to Saracho, Vygotsky distinguished between 'natural' and 'cultural' development where cultural development permits individuals to learn systems of cultural behaviour, including means of reasoning. Language and literacy development is a structure of

cultural development, which is part of a socio-historic framework. Saracho adds that the forms of knowledge that are generated within the culture contribute to the children's learning and are transmitted from those who are more refined to those who are less refined in a culture, such as adults transmitting knowledge to older children who then transmit it to the younger children. Saracho's view-point on children's language and literacy development is summed up below:

The children's language and literacy emerge early in their lives and continue to develop for an extended period of time. Their early literacy experiences before formal reading instruction can affect their later reading achievement. This literacy concept is an evolving practice that is promoted through language and literacy experiences such as literacy-related play, shared story reading, and other related literacy experiences. Reading, writing, speaking, and listening need to be effectively merged into the children's language and literacy programme.

The current study draws from this theory by recognising oral literature: folktales, myths, legends, songs, proverbs, tongue twisters, rhymes and others as social and cultural products that can enhance oral language skills in the classroom. These language skills 'scaffold' children's progress towards the learning of literacy thereby pointing to the formidable relationship between language development and literacy development.

Banda and Tambulukani share this view when they cite Chan et al (2000) who acknowledges evidence linking language proficiency to the development of literacy skills and that limitations in oral language abilities are the basis of early reading difficulties experienced by pupils. This

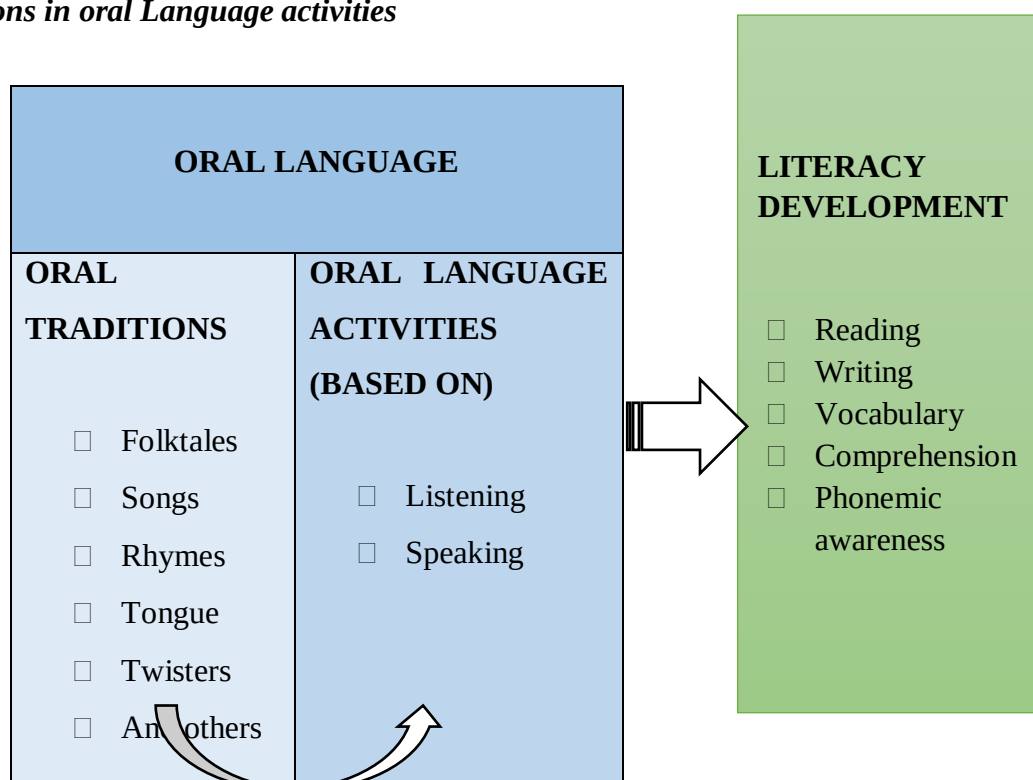
entails that improving children's oral language skills precedes or scaffolds their literacy learning.

The current researcher agrees with Saracho (2017) when she notes that the literacy concept is an evolving practice that is promoted through language and literacy experiences such as literacy-related play, shared story reading, and other related literacy experiences and that reading, writing, speaking, and listening need to be effectively merged into the children's language and literacy programme.

1.11 Conceptual Framework

The figure below shows the researcher's conceptualization of the process that integrates oral literature from the communities around/near the school into active classroom oral language activities that in turn enhance literacy teaching. The process starts with teacher collecting oral traditions from the community and then integrates them into the classroom oral language activities – listening and speaking, which turn leads to the development of literacy.

Traditions in oral Language activities



1.14 Definition of Terms

Oral literature – Oral narratives (folk tales, legends and myths), songs, proverbs, poems, tongue twisters, rhymes and others transmitted orally from generation to generation.

Oral language - Oral language encompasses two components. *Expressive language* (speaking) is the use of words and non-verbal processes to share meaning with others. *Receptive language* (listening) is the process of understanding what has been expressed.

Oral language activities – Oral activities that enhance listening, speaking and Comprehension

1.15 Summary of Chapter One

This chapter has presented the background to the study, the statement of the problem, the purpose of the study, research objectives and questions, the significance of the study, the theoretical framework and the conceptual framework of the study. It has also presented the delimitation of the study, the limitations as well as the definitions of the terms as used in the study. The literature relevant to this study is reviewed in the following chapter.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This section has reviewed literature related to this study. It sets off with an overview of literacy that preambles the viewpoint of literacy as advanced in the study (2.2). Literature that looks at oral literature in Zambia and Africa (2.3) and literature that relates oral language (2.4) and oral literature (2.5) to literacy development has also been presented. Subsequently, literature that looks at the significance of oral literature in the light of its usability in a classroom situation as a pedagogical strategy (2.6) is presented. The contribution of telling and retelling stories as well as reading and writing of stories to literacy teaching (2.6.1) is reviewed. This literature is followed by a review of research that has already been undertaken (2.7). Lastly, policy guidance on literacy teaching as given in the National Literacy framework is reviewed (2.8). This literature review is also categorized according to the objectives of the study.

2.2 Overview of Literacy

It is important from the outset to note that varied viewpoints or definitions of literacy exist. According to Perry (2012), notions about literacy have been shifting over the years, including beliefs that literacy is a singular skill set and that people are either literate or illiterate. He adds that conceptualizing literacy as something one does, as opposed to a skill or ability one has, helps us understand the ways, in the real-world, in which real people actually engage with real texts, which ultimately could help educators make formal literacy instruction more meaningful and relevant for learners. It is therefore useful to clarify these varied viewpoints as whichever viewpoint is adopted has a bearing on how literacy teaching and learning is conducted. Papen (2000) observes that the metaphors for literacy do not stand on their own as they are part of a

particular view on literacy that has implications for how we think about learners, how we think about what they ought to learn and how this could be achieved (as cited in Perry, 2012, p. 52). Perry uses Papen's 'metaphors of literacy', to refer to theories which shape our understandings of literacy learning and instruction such as new literacies, multi-literacies or literacy as a social practice (Perry 2012, p. 51). In his discussion of what literacy is, Perry (2012) provides a critical overview of influential sociocultural perspectives on literacy which focuses on three major perspectives: literacy as social practice, multi-literacies, and critical literacy. He observes that understanding literacy as a socially-contextualized practice helps us understand the ways in which practices may vary across diverse communities; understanding multi-literacies helps us understand the varied ways in which people communicate and make meaning, as well as resulting implications for language and literacy instruction; understanding critical literacy which focuses on issues of power helps us understand issues of access that people have, the ways in which social, economic and political structures may shape literacy practices, and the ways in which people may appropriate or reject certain practices (Perry, 2012, p 62).

The National Literacy Framework of 2013 holds the view of literacy as defined in the Zambian National Curriculum: "the ability to read and write so as to understand and communicate effectively". Literacy is viewed as being key to successful learning at school and as the element for active participation in social, economic, cultural and political life. This study adopts as a working definition the view advanced by Wells (1990) and Vygotsky (1978) that literacy is the ability to write, speak, listen, and think – by having "real" experiences and by getting support from more experienced literacy learners. The current study adopts this definition because it is in harmony with the aspect of integrating oral literature in oral language activities for initial literacy teaching which is the subject matter of this study. Story telling (or story retelling), for example, can give early grade learners an opportunity to experience real contextualized

language as they listen to or attempt to retell stories told by their teachers or fellow learners. Isbell (2000) notes that story telling is one way of enriching children's language experience. She acknowledges young children as active participants in building language and literacy skills. Children learn as they participate in meaningful experiences and interact with children and adults, constructing language during the process. Adults scaffold children's language learning by providing a model that is expressive, responsive, and enjoyable.

2.3 Objective 1: Establish the extent to which classroom teachers use oral literature readily available in the communities.

2.3.1 Oral Literature in Zambia and Africa

One notable work on oral literature in Zambia is "Storytelling in Northern Zambia: Theory, Method, Practice and Other Necessary Fictions" which was authored by Cancel, Robert (2013). Cancel did extensive field work in Northern Zambia and conducted live recordings of oral narratives capturing the experiences of the narrators and their audiences. His work included the narratives of the Bemba, Tabwa, Bisa Lunda and Bwile people of Northern Zambia. The transcriptions of the recordings show a repertoire of exciting, rich and abundant folk literature in Zambia, even if the focus was only on Northern Zambia. In line with the current study, literacy teachers in Zambia could take cognizance of this rich source of stories as primary, complementary or augmenting material for literacy teaching to enhance the literacy skills of reading and listening, comprehension and vocabulary building.

Another notable work on oral literature in Zambia is "Children and Culture: A Case Study of Re-living Folklore of Zambian Communities through Storytelling" which was conducted by Mulala (2009), of the Lusaka National Museum, Zambia. The study was conducted in

conjunction with children in schools in Zambia, children who were not in formal school, as well as adults and the community at large. She noted that elders were used to telling stories about customs, traditions and beliefs of the different cultures as well as about real life situations. She observed that storytelling was the art of portraying real or fictitious events in words, images, and sounds told for entertainment purposes, and often to teach lessons and uphold morals through traditional oral stories that were passed from generation to generation, and survived solely by memory. According to her, tales preserved the richness of oral literature in Zambia and played a significant role as novels did in the West. Folktales were more exciting and memorable to children who enjoyed being told stories by elderly people and also telling stories amongst themselves. The types of oral literature used in her case study included folktales, myths, legends, proverbs, oral narrations, praise songs and symbolic expressions which she hoped would be collected and published as a children's storybook. Mulala concluded that children were able to both enjoy and learn from the stories told that were first told by elderly persons to children; children were able to tell and write stories in their local languages. From Mulala's case study, lessons can be drawn for the teacher of literacy in Zambia. Although this particular study did not directly focus on literacy teaching through oral literature, it points to the fact that oral literature can be collected and used in literacy teaching especially in oral language development; listening and speaking, comprehension and vocabulary.

2.4 Objective 2: Determine the forms or types of oral literature teachers integrate in literacy teaching and learning.

2.4.1 Types of Oral Literature

In her book, “Oral Literature in Africa”, Finnegan (2012) discusses an interesting repertoire of oral literature found in Africa. She describes different forms of oral poetry including children’s songs and rhymes and moves forward to prose narratives. Here she recognizes different types of tales ranging from animal stories, stories about people, myths, legends and historical narratives. Finnegan also recognizes proverbs and riddles as some forms of oral literature existing in Africa. This is also reflected in the study by Mulala (2009), referred to in 2.3.1, that categorizes oral literature as folktales, myths, legends, proverbs, oral narrations, praise songs and symbolic expressions. The significance of this study is that it was conducted in Zambia and directly reflects the forms of oral literature existing in Zambia. This study is particularly interested in determining, out of the many forms of oral literature, the actual forms or types of oral literature teachers integrate in literacy teaching and learning.

2.5 Objective 3: Assess whether the integration of oral literature in literacy teaching bears any positive results in the teaching and learning of literacy.

2.5.1 Relationship Between Oral Language and Literacy Development

Oral language, according to Bayetto (n.d.), encompasses expressive language (speaking) which is the use of words and non-verbal processes to share meaning with others and receptive language (listening) which is the process of understanding what has been expressed. “Oral language is the foundation for the development of literacy skills and is considered to be a strong indicator of later reading, writing, and overall academic achievement” (Bradfield et al., 2013; Communication Trust, 2013; Gross, 2013; Hill, 2012; Hougen & Smartt, 2012; Kirkland & Patterson, 2005; Resnick & Snow, 2009; Winch et al., 2010) (as quoted by

Bayetto (n.d.)). The oral language that children have acquired through interactions with their families and wider community, observes Bayetto (n.d.), is built on by teachers who use explicit instruction in listening, speaking and vocabulary development because word meanings and understanding of sentence structures (syntax) is extended through talk (oral language). She further observes that learners come to realise, as they learn to read and write, that what is spoken can be written and read by themselves and others. Resnick and Snow (2009, p.3) (as quoted by Bayetto (n.d.)), argue that pupils “learn most of what they know by hearing other people talk, and engaging in stimulating talk is one way young children can expand their own language skills – learning words, putting sentences together and practicing the rules of talk.

That there is a strong relationship between oral language and literacy learning is supported by a case study on the relationship between oral language and early literacy development in Zambian languages and English which was conducted by Matafwali (2010). The study sought to establish the importance of language to literacy development in order to examine how lack of proficiency in the language of instruction can help explain reading difficulties observed in the majority of school going children in Zambia.

The findings of the study supported the hypothesis that language skills are independent predictors of reading. The longitudinal effects of oral language were also found in this study even when cognitive and background factors are taken into account (Matafwali, 2010). The study, however, did not include the contribution of oral literature to the enhancement of oral language.

Banda and Tambulukani also acknowledge the relationship between oral language and literacy development. According to them, the oral language component creates phonological and phonemic awareness in learners so as to prepare them for the initial literacy learning in the target language. A citation of Vygotsky (1979:83) on oracy made by Banda and Tambulukani notes the impracticality of teaching reading and writing of words and meanings of concepts directly without first teaching them orally in a much natural way. By ‘natural way’ they are referring to teaching literacy items not in isolation but in context such as through language games, etc. Listening to stories (oral literature) provides that natural way and context for learning vocabulary.

From the foregoing, the relationship between oral language and literacy is explicitly evident. Strengthening learners’ oral language impacts positively on literacy development since written language is first conceived in speech (oral language) before it is written (literacy development). How these oral literature is actually integrated in literacy teaching and learning through oral language activities in the classroom still needs to be researched into. The current study sought to establish the extent to which this is done in some selected schools in Pemba District.

2.5.2 Oral Literature and Literacy Development

Krashen (2019) examines the (huge) role of stories in beginning reading. According to him we acquire language and develop literacy in only one way, that is, by understanding what we hear and what we read, that is, by receiving interesting content that involves us completely in the message like when we hear or read a compelling story. He notes that getting “lost in the story” is, surprisingly, the best way to become literate. He further notes that beginning literacy development starts with aural language in the form of stories and a good teacher of beginning

reading is a good storyteller. This means selecting good stories and knowing how to make them comprehensible.

Krashen cites studies that show that listening to stories results in substantial growth in vocabulary (e.g., Mason and Krashen, 2004; Mason, Vanata, Jander, Borsch, and Krashen, 2009), as well as grammar (e.g., Chomsky, 1972). He notes that in order for this to happen, listeners need not understand 100% of the story, nor do they need to understand the complete meaning of each unfamiliar word; each time listeners hear a new word in a comprehensible context, they acquire a small part of the meaning. If they hear enough stories, and the stories are reasonably comprehensible, substantial vocabulary growth will take place. Krashen (2019) further cites studies (Mason and Krashen, 2004; Mason, Vanata, Jander, Borsch, and Krashen, 2009; McQuillan, 2019) that have compared the impact of hearing unfamiliar words in the context of a story. These studies conclude that hearing unfamiliar words in the context of stories results in more vocabulary acquisition.

Apart from vocabulary acquisition, stories also provide the linguistic competence that makes reading possible, and they also stimulate interest in reading (Krashen, 2019).

The points raised above by Krashen (2019) are significant to this proposed study as they provide the basis and motivation for integrating stories (oral literature) in literacy teaching and learning: were the teachers in the schools getting the benefits of the contribution of oral Literature to literacy learning?

Oral Literature incorporates a community's oral folklore and includes folk stories, songs, tongue twisters, proverbs and rhyme. Woodall and Ziembroski (n.d.) recognize the

contribution of oral literature, particularly song, in the successful acquisition of reading and writing in early childhood which they say depends on a solid background in oral language skills. This is evident in their remark: “what better way to gain knowledge and confidence in oral language than through music? Oral language is an interactive and social process, and music is a natural way for children to experience rich language in a pleasurable way.” This means that teachers can manipulate songs which on the one hand are enjoyable to children and on the other hand provide a basis for oral language practice.

In Malaysia, Nadchatram (2007) reports of a folklore inspiration to improve Malaysian Orang Asli children’s literacy through a specially tailored education programme which would incorporate Arang Asli folklores and legends into teaching and learning aids. The programme would introduce story-telling techniques in the classroom together with story books with the aim of encouraging reading habits and improving writing skills. Although this Malaysian initiative was only a planned project, it provides good suggestions for the Zambian classrooms especially in the area of supplementing literacy learning and teaching materials which are so scarce in the schools.

2.5.3 Oral Literature as a Literacy Teaching Resource

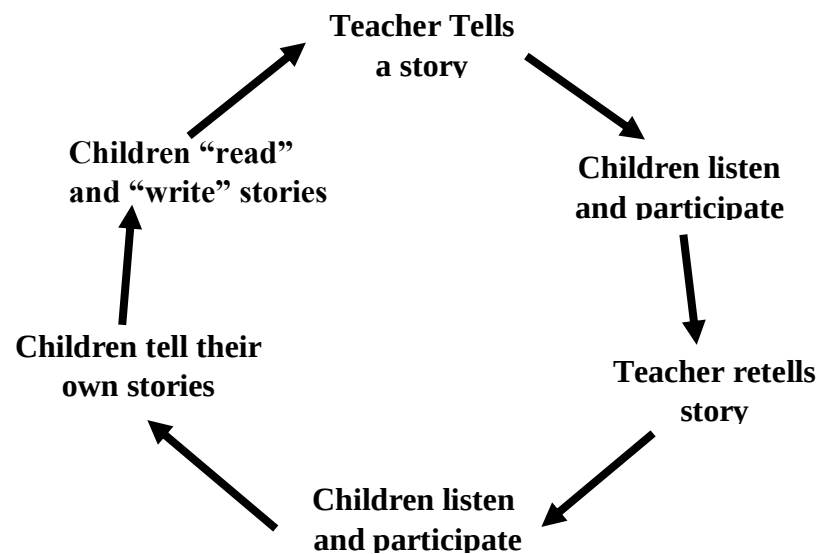
In their article, “The Power of Story: Using Storytelling to Improve Literacy Learning”, Miller and Pennycuff (2008) state that different pedagogical strategies need to be employed in order for schools to improve the literacy learning of all students. They point out that using story telling in the classroom is one way to address literacy development by improving oral language, reading comprehension, and writing. They argue that the interrelated nature of the processes involved in reading and writing makes storytelling an effective pedagogical strategy that can be woven into instruction to increase students’ competencies in all areas.

Based on this observation, and as noted in Chapter 1 above, schools can integrate oral literature in their literacy lessons as outlined below.

2.5.4 Telling, Retelling and Reading Stories

One of the strategies that can be adopted in a classroom situation in order to foster literacy is telling and retelling stories. Isbell (2002) states that one way to enrich children's language experience is through the use of storytelling and as a result of that children build vocabulary, use more complex sentences, and improve comprehension when frequently exposed to stories. She compares reading aloud and telling stories and notes that both strategies are effective ways to share literature with young children and to support language and literacy learning. She argues that the story told has distinctive characteristics that make it an excellent technique to foster oral language development and provide a rich foundation for literacy. The experience of hearing a story told is more personal and connected to the listener. The storyteller can maintain eye contact and adapt the telling of the story to specific listeners; a story reader usually follows the text exactly and focuses her eyes on the words on the page. The language of storytelling is often more informal than printed text. According to Mallan (1997), listeners, regardless of their language skills or reading abilities, can understand the story because it is communicated through words, vocal intonation, gestures, facial expressions, and body movement (as cited in Isbell, 2002). For these reasons, storytelling connects to the language of the children and thereby has the potential for increasing their understanding of the story. Storytelling promotes expressive language development—in oral and written forms and presents new vocabulary and complex language in a powerful form that inspires children to emulate the model they have experienced. In the personal setting of the storytelling environment, the storyteller's language and the story together establish a rapport that encourages children to connect to the story using their own language and experiences. The storytelling experience assists children in generating stories and encourages their dictation and story writing (Nelson 1989, as cited in Isbell, 2002).

The cycle of telling, retelling, reading and writing of stories between the teacher and the learners is shown below.



**The Cycle of Telling, Retelling, Reading and Writing of Stories
Between the Teacher and the Learners**

(Adapted by Isbell, 2002)

2.5.5 Related Research

This section reviews the findings and conclusions of four related studies and positions the current study in relation to these findings and conclusions.

One notable effort in positioning oral language components towards literacy development, particularly in the area of reading, is the National Reading Panel Report – Teaching Children to Read: An Evidence-Based assessment of the Scientific Research Literature on Reading and its Implications for Reading Instruction – Report of the Subgroups (n.d.).

Oral language involves the manipulation of speech sounds into meaning both for expressive (speaking) and receptive (listening) purposes. Learners who are able to identify and

differentiate the sounds that make up words (phonemic awareness) are well positioned to learn how to read and eventually, learn how to write. Children get to learn new words and increase their vocabulary by engaging in interactions with people around them. The more words they learn the meanings of, the more their expressive and receptive language improves; their comprehension of what they hear increases. The National Reading Panel considered, in their report, questions that relate phonemic awareness, vocabulary and comprehension to literacy teaching and learning. The Panel made the following conclusions:

Teaching Children to manipulate phonemes in words was highly effective under a variety of teaching conditions with a variety of learners across a range of grade and age levels and teaching phonemic awareness to children significantly improves reading than instruction that lacks any attention to phonemic awareness. Phonemic awareness training was the cause of improvement in students' phonemic awareness, reading and spelling following training. (Report of the National reading Panel: Teaching Children to read – Findings and Determinations of the National Reading Panel by Topic Areas. p. 1)

Vocabulary instruction does lead to gains in comprehension, but methods must be appropriate to age and ability of the reader. Vocabulary can be learned incidentally in the context of a storybook reading or in listening to others. (Report of the National reading Panel: Teaching Children to read – Findings and Determinations of the National Reading Panel by Topic Areas. p. 6)

The conclusions of the National Reading Panel are important to the current study by considering oral literature as an instrument that can enhance oral language practice in a

classroom and secondly as a reservoir of phonemic awareness and vocabulary enrichment of learners. Telling children stories can be used to improve the listening comprehension of the learners.

Another notable study is one conducted by Isbell et al. (n.d.), on “The effects of Storytelling and Reading on the Oral Language Complexity and Story Comprehension of Young Children”. The purpose of this study was to determine how storytelling and story reading influence the language development and story comprehension of young children from three to five years of age. During the study, two groups of children heard the same 24 stories. Group A heard the stories told and Group B heard the stories read from a book. The language pre- and post-samples were elicited from the participants by retelling a story they had heard and creating a story using a wordless picture book. The language samples were transcribed and analyzed using measures of language complexity and story comprehension. Both, storytelling and story reading were found to produce positive gains in oral language. Differences between the two groups indicated that young children who heard the stories told demonstrated improved story comprehension in their retelling, while children in the story reading group improved their language complexity.

The conclusions of this study support the significance of storytelling or using oral literature in the classroom. As shown, storytelling produces more gains compared to story reading though both are quite gainful. The study, apart from testing the effects of storytelling and story reading on the language complexity and language comprehension of young children, did not, however, focus on these aspects in terms of integrating them in literacy teaching and learning. The present study is concerned with this integration aspect.

Another study is one conducted by Dunst et al. (2012) on “Children’s Story Retelling as a Literacy and Language Enhancement Strategy”. The effects of children’s story retelling on early literacy and language development was examined in a meta-analysis of 11 studies including 687 toddlers and preschoolers. Results indicated that children’s story retelling influenced both story-related comprehension and expressive vocabulary as well as non-story related receptive language and early literacy development. Findings also showed that the use of the characteristics that experts consider the important features of retelling practices was associated with positive child outcomes. Although this study shows that storytelling is a literacy and language enhancement strategy, the issue of integrating has not be covered as in the case of the study above.

One study dwelt on “Why children should learn to tell stories in primary school?” This study by Panc et al., (2015) presents the results of a quasi-experiment in which 49 primary school children took part in order to assess if learning to tell a story in front of an audience improves communication and literacy. For 8 consecutive weeks, each student from the experimental group learned to tell a story to an audience during the weekly mandatory Reading class. Meanwhile, the control group did the curricular activities. The findings suggest that storytelling could be an efficient method to develop verbal fluency, verbal expressiveness, nonverbal expressiveness, self-confidence in front of an audience and teamwork for primary school. This study shows the significance of storytelling to literacy and language development but has not explored the possibility of integrating storytelling in a classroom as a teaching and learning strategy which is the concern of the present study.

2.5.6 Ministry of Education Policy Guidance on the Teaching of Literacy

The National Literacy Framework (2013, p.10) accentuates oral language development. Since learners come from different language backgrounds, the Framework recommends that it is important for teachers to conduct oral language lessons in order to expand their learners working vocabulary in familiar languages which are used for instruction. The Framework acknowledges the fact that developing oral language vocabulary contributes significantly to literacy and cites research that shows that early vocabulary acquisition, or the number of words a child has in their working vocabulary greatly impacts reading success or difficulties. This does not only point to the relationship between oral language and literacy learning but also to the importance of reinforcing oral language learning to provide a base for learning literacy.

When learners listen to stories and songs, their minds are opened up to language sounds that support phonemic awareness and phonics which are basic to word formation. Reading stories to learners improves their vocabulary stock as they meet new words which are explained to them. This also improves listening comprehension. Stories, songs, rhymes and tongue twisters provide context for teaching literacy and provides for a more authentic and meaningful learning experience.

The National Literacy Framework (2013) recognizes that listening to stories and oral activities (storytelling, song, rhyme, and tongue twisters) are essentially important in the pre-reading stage in the first term of Grade 1 but these should continue through to Grade 4.

2.6 Linking Related Literature to Research Questions

At the time of the study, no literature was available to indicate the extent to which classroom teachers used oral literature readily available in the communities in the teaching of literacy.

However, Mottley and Telfer (1996) as cited by Miller and Pennycuff (2008) conducted a study of prospective teachers to determine what their experiences with storytelling, both as listeners and as tellers, had been. They examined prospective teachers' knowledge of the impact of storytelling on literacy development and identified what needs prospective teachers have in order to be prepared to use this strategy with students. The researchers learned that the majority of the participants could recall experiences with storytelling, indicating that these experiences had a lasting impact on them. The prospective teachers were asked to consider their needs as they implemented this strategy in the classroom. Choosing appropriate stories, concern about their ability to effectively tell a story, and the need to understand the purpose of storytelling in education were found to be the greatest areas of need. These researchers asserted that storytelling should become a part of the strategies studied in teacher preparation programs so that teachers are prepared to implement storytelling with reading and writing instruction. No similar study was conducted in Zambia at the time of the study.

Similarly, no literature was available to pinpoint which forms or types of oral literature teachers integrated in oral language teaching and learning. The findings of this study fill this gap and avail fresh information on these two questions. There is, however, abundant literature attesting to the fact that integrating oral literature in literacy teaching bears positive results in the teaching and learning of literacy. Phillips (1999) notes that storytelling can contribute significantly to early literacy development and that early childhood education needs to embrace literacy programs that actively employ storytelling to bridge learners' established oracy and literacy skills. By doing this, children will encounter a broad range of language: new words, archaic expressions, puns, phrases, rhymes, metaphors, and more. This establishes an extensive oral language base which builds literacy skills, such as word recognition, spelling, grammar, literary conventions, and comprehension. Miller and Pennycuff (2008) state that storytelling is an effective strategy that incorporates the aesthetic ways of knowing into instruction. In

addition to improving the academic performance of students in the areas of reading and writing, storytelling also has the ability to enhance the arts in education and motivate children to connect with their learning.

2.7 Summary of Chapter Two

This chapter has reviewed the literature related the current study's research area focusing on existing viewpoints on literacy, oral literature in Zambia, types of oral literature, oral language and oral literature's contribution to literacy development. The Chapter also looked at telling and reading stories cycle in a classroom situation, related research and the Ministry of Education's policy guidance on the teaching of literacy.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This section presents the methodology that was used for this study. The subdivisions presented and described in this chapter include the research design, research site, target population and sample size. Also included is the sampling procedure used, research instruments, data collection procedure, data analysis and ethical considerations.

[Consideration was made to embark on a research methodology that answered the research questions and met the objectives of the study.]

3.2 Research Design

A research design, according to Ghosh (2015), is a plan of the proposed research work, representing a compromise dictated by mainly practical considerations. Jahoda, Deutsch and Cook (n.d.) define research design as the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (as cited in Gosh, 2015). According to Kombo and Tromp (2006), a research design is used to structure the research, to show how all the major parts of the research project work together to try to address the central research question. This research follows the case study design, focusing on teachers' use of oral traditions in the teaching of literacy. A case study design suits the present study because of its capability of making an intensive investigation on the complex factors that contribute to the individuality of a social unit ((Sidhu, 2015). In order to obtain quality information with regard to obtaining insight into the research problem, generating ideas and/or hypotheses (MacDonald & Headlam, 1986), a qualitative research type was used for this study. This enabled the researcher to gain full understanding of the research problem investigated.

3.3 Research Site

The study was carried out in Pemba District of Southern Province, Zambia. The District has 60 schools sub-divided into eight zones an average of eight schools each. Purposive sampling was used to select three (3) schools, one from each zone of the three zones chosen so that an intensive case study investigation could be conducted within a space of two to three months. School A was a large zonal center with two streams for each grade starting from early childhood to Grade 9 classes. School B and C were smaller schools with one stream in each grade but also ranging from early childhood to Grade 9 classes. The sample that was purposively relevant to the study was the early childhood to Grade 4 classes since the study's focus was on initial literacy teaching which is applied to classes ranging from early childhood classes up to Grade 4. Pemba District is predominantly rural and all schools do not have libraries do not have adequate literacy resources in terms of story books and class texts.

3.4 Target Population

The population for the study included all early grade literacy teachers and early childhood teachers, head-teachers, as well as the District Resource Centre Coordinator, in Pemba District, Southern Province, Zambia. The target population included early childhood teachers because they taught literacy at this level which laid the foundation for literacy teaching in the early grades.

3.5 Sample Size

The sample comprised 1 District Resource Centre Coordinator (DRCC), 3 head-teachers from the selected 3 schools and 6 school teachers, 5 of whom were early grade teachers (Grades 1 to 4) and 1 was a pre-school teacher who handled pre-school classes only. Where a school had two streams, all the literacy teachers for the mentioned levels were purposively sampled as the researcher believed that they formed a group that was reliable for the study (Kasonde-Ng'andu, 2013). Early childhood and early grade teachers were selected because they handled the classes

of learners where oral traditions (folk tales, poems, rhymes, tongue twisters) were recommended to be used according to the National Literacy Framework of 2013. School administrators and the district administrator were selected because they monitored the teachers teaching literacy and were expected to be conversant with literacy teaching challenges in their schools or district respectively.

Table 1: Sample Size.

CATEGORY	NUMBER	TOTAL
Early Childhood Teachers	1	1
Grades 1 to 4 Teachers	5	5
Head-teachers	3	3
DRCC	1	1
TOTAL	10	10

3.6 Sampling Procedure

The purposive sampling technique was used to draw the sample for the study. A purposive sample is a sampling method in which the researcher purposely targets a group of respondents believed to be reliable for the study for the purpose of selecting information to be used for in-depth analysis related to the central issues being studied (Kombo and Tromp, 2006). A purposive sampling procedure was chosen because it best suited the qualitative case study research design adopted for this study.

3.7 Research Instruments

Data for this research was collected through the following research instruments.

3.7.1 Interview Schedule

The interview schedule was used to conduct Semi structured interviews in gave the interviewer leeway to closely direct the interview but still leaving sufficient flexibility to allow the interviewee an opportunity to shape the flow of information. The interview schedule was used to collect data from the DRCC, the head-teachers and the literacy class teachers. The schedule targeted all the objectives of the study. A copy of the interview schedule used to collect data for the study is appended (5.1 and 5.2).

3.7.2 Observation Checklist

In order to prioritize the collection of data that was relevant to the purpose of the study, an observation checklist was used to observe the lessons taught by the literacy class teachers. The areas that were observed were determined in advance according to the research questions and checked as the lessons unfolded. The observation checklist targeted all the objectives of the study. A copy of the observation checklist used to collect data for the study is appended (5.2).

3.7.3 Document Analysis Guide

The professional records - the lesson plans and schemes of work including learners' exercise and notebooks – were analyzed in order to collect additional information that may not have come out during interviews and lesson observations.

3.7.4 Note Book

Field notes on other aspects noticed by the researcher in the course of conducting the research were also collected and recorded in the researcher's note book.

3.7.5 Videos and Photographs

Videos and photographs were used to capture storytelling sessions and some sections of interest during lesson observation time.

3.8 Data Collection Procedure

The research commenced by seeking written permission from the District Education Board secretary (DEBS) to allow the researcher to conduct research in the selected zones and schools in Pemba District. Thereafter collection of data was carried out in the schools using the research instruments mentioned in 3.4 above as follows:

- a. Interview schedules – for the District administrator, the school administrators and the literacy teachers.
- b. Observation checklist – for literacy lesson observations.
- c. Document analysis – for lesson plans and schemes of work including learners’ exercise and note book analysis focusing on teachers’ strategies and methodologies on the aspect being researched upon.
- d. Field notes were made on important aspects of the research that surfaced in the course of the research.
- e. Videos and photographs were be taken for the same purpose as indicated in (d) above.

3.9 Data Analysis

The qualitative data collected was analyzed by using interpretive techniques. Emerging themes from the data were noted, categorized using coding (an interpretive technique that both organizes data and provides a means to introduce the interpretations of it (Kasonde-Ng’andu, S. 2013)). The data collected from the interview schedules, observation checklists, document analysis, field notes and video as well as photographs were interpreted via forming an impression and report the impression in a structured form (Kasonde-Ng’andu, 2013).

Depending on the size of the collected data, the recursive abstraction technique was used. The data sets were summarized and the summaries in turn summarized until a more compact summary that made it easy to discern the implications of the data was arrived at (Kasonde-Ng'andu, 2013).

3.10 Ethical Considerations

The researcher first sought clearance from the Ethics Committee of the University of Zambia through the Directorate of Research and Graduate Studies. Permission to conduct research was then obtained from the District Education Administration, school administration and the teachers directly involved in the research. Prior briefings, right to withdraw, conditions of anonymity and confidentiality of information obtained from all respondents was communicated through a consent letter that was signed by them prior to any commencement of research activities.

3.11 Summary of Chapter Three

This chapter described the research methodology adopted in the study. The population, sample size, the research design, the data collection procedure and sampling procedure were described. Also included in the chapter were descriptions of research instruments used, data analysis and ethical considerations.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Overview

This chapter presents the findings of the study which were obtained after deploying the research instruments outlined in the methodology section of this study. After conducting face to face semi structured interviews, class observations, document and field notes analysis as well as analyzing the captured videos and photographs, the following findings emerged. They are here organized and presented in themes emanating from and in line with the study's research questions as follows:

- (i) To what extent do classroom teachers use oral literature readily available in the communities surrounding their schools as literacy teaching and learning materials in the face of lack of officially printed materials? (This research question is premised on the revelations of the study conducted by Mulala (2009) and the book by Cancel (2013) that point to the existence of oral literature in Zambia.)
- (ii) Which forms or types of oral literature do teachers use in oral language teaching and learning?
- (iii) Does the use of oral literature as a teaching strategy bear any positive results in the teaching and learning of literacy?

4.2 Integration of oral literature in oral language activities for literacy teaching

The first question of this research was to find out whether teachers of literacy integrate oral literature in oral language activities for literacy teaching. The findings presented here emerged from the interviews conducted with the class teachers (See Table 2 below) as well as the lesson observations that were carried out (See 7.4 to 7.9). Additional information emerged from document analysis as well as the photographs and videos taken during the lesson observation. (Permissions to use the photographs in this study were granted by the respondents, See 7.12 to 7.17.)

Table 2. Interviews with Class Teachers

S/ N	INTERVIEW QUESTION	SCHOOL 1 Cheelo Pri. Sch.	SCHOOL 2 Chimowa Pri. Sch.	SCHOOL 3 Kasiya Primary School			
		TEACHER 1	TEACHER 2	TEACHER 3	TEACHER 4	TEACHER 5	TEACHER 6
1.	Level taught	Grades 1-4	Grades 1-4	Grades 1-4	Grades 1-4	Grades 1-4	Early Childhood
2.	What are your qualifications?	Diploma	Diploma	Diploma	Diploma	Diploma	Diploma
3.	How long have you been teaching literacy?	4	7	11	6	16	12
4.	Did you have any Special training in literacy teaching?	workshops	workshops	workshops , in-service training, NGOs, college Charles Lwanga	workshops	workshops	Pre-school teaching experience
5.	Have you faced any Challenges in Teaching literacy?	No consistency in provision of materials, grade 1 term 2, 3 missing, Using local language to learn discourages learners, procedure to teach too long for a lesson – phonemic awareness, syllables, words, sentences, paragraphs, Lesson preparations quite involving, low staffing, absenteeism	Lack of learning materials, grades 3,4	Numerous changes in literacy teaching programmes, absenteeism, High work loads	Absenteeism, school activities, e.g. sports weeks get in the way of literacy	Lack of materials, absenteeism, changeovers from NBT whole word, PLP, sounds, no library, no class libraries, no story books	Learners Need more time, staffing low – one person two classes
6.	Are you familiar with the contents of the National Literacy Framework of 2013?	yes	Not read it	Yes, have a copy	Yes, familiar	Not read it	No
7.	What are the official Literacy materials that are available for use by teachers and learners?	Syllabus, teacher & learners books	Syllabus, teacher & learners' books, flip charts	(Syllabus, teacher & learners books, g1, 2, 3, 4, term 2 missing for	Teachers/learn ers books, but teachers need to improvise	Syllabus, teacher & learners book, missing: G4, G3 term 3, G2 term 3,	Syllabus, teacher & learners book

				grades 2, 3) Teacher's Guides, G 1-3, There was no material for grade 4, it just arrived at the time of research. Learners' books: available, G 1-4, missing for grade 2 and 3 term 2, 2014 – 2019. No library, (standard: each class should have a class library, there should be a main library for the school		depend on teacher initiative	
8.	Do you use oral Literature - local folk tales, songs, rhymes, tongue twisters, etc., in literacy teaching?	Yes, and real life stories	yes	Yes, folk tales, songs. Story books available in Chitonga borrowed from NBTL	Stories, songs: at the beg, mid, end of lessons for motivation; pupils tell own stories	Rhymes, games, stories, folktales, songs	Yes, to capture attention
9.	How do you integrate stories and songs in the teaching of literacy?	Enhance sounds, phonemic awareness, comprehension, speaking	Catching learners attention, no real integration	Yes, to woo interest, to elicit sounds, listening comprehension, vocabulary, retelling=speaking, role play the story. Learners tell, re-tell, draw characters in the story, create own stories, phonemic awareness taught in stories and songs	Vocabulary, comprehension through asking questions on the story, using song to teach phonemic awareness	Song – sounds e.g. bana bangu Babotu Baboole , (<i>Children of mine, come</i>) Read stories	Yes, when eliciting a sound
10.	Is there any difference between story-reading and story-telling with regard to the learners' experience of the story?	Yes, tell, retell, reading	Dramatization, tone of voice in telling a story	Reading fluency: reading is better, feedback from learners	Prefer telling, but not quite sure of the difference in terms of impact of each	Prefer telling, learners tell and retell stories of their own. Listening, writing,	Yes, telling more interesting

						speaking: Oral questions on the stories, draw characters in the story	
11	How have your learners responded to the use stories, songs, etc., in your literacy lessons?	Motivation, lesson content enhancing	Enhances concentration,	Helps a great deal: boost morale/interest, improve listening skills, speaking, reading and writing (drawing characters in the story)	Very effective, suspense – unfinished stories	Learners responding very well, they learn fast when using stories or songs, likely to practice even at home	Very well, children love stories
12	Have you made an effort to collect any stories, songs, rhymes, etc., to compliment the school materials?	Yes, collected	no	No. the idea is good-oral literature and learners' own stories	no	no	no

4.2.1 Stories, Songs, Chants as Leads to a Lesson, Morale Boosters and Interest Arousal Strategies

All six teachers interviewed revealed that they used stories, songs or chants mainly before the commencement of their lessons, in the middle of lessons or at the end of the lessons for the purpose of boosting the morale of the learners and arousing their interest in the lessons. In this respect, the stories, songs or chants were not directly integrated into the lessons to enhance or practice a lesson point. All the six teachers interviewed agreed that stories, songs and chants were very effective in motivating the learners.

Table 3: Summary of Oral Literature Uses by Teachers

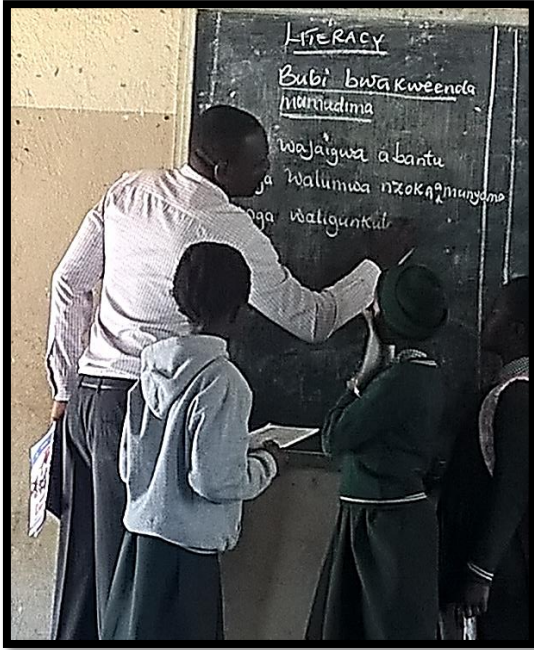
	Stories, Songs, Chants as Leads to a Lesson	Stories, Songs, Chants as Morale Boosters	Stories, Songs, Chants as Interest Arousal Strategies
Teacher 1	√	√	√
Teacher 2	√	√	√
Teacher 3	√	√	√
Teacher 4	√	√	√
Teacher 5	√	√	√
Teacher 6	√	√	√

4.2.2 Oral and Reading Comprehension

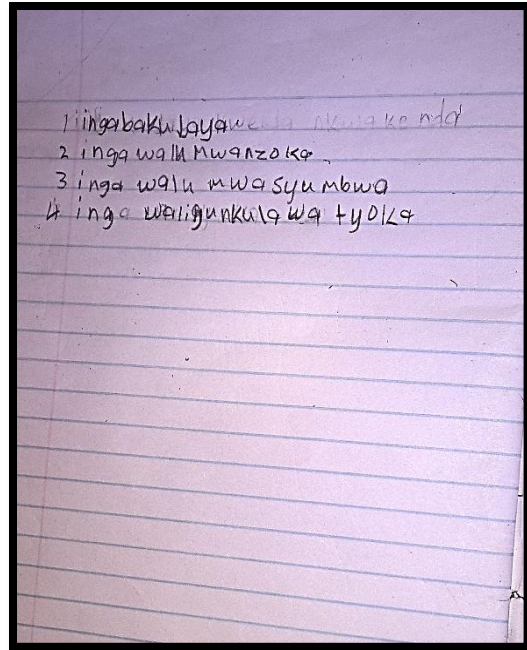
Four out of the six teachers whose lessons were observed integrated stories in their literacy lessons to practice oral and reading comprehension.

4.2.2.1 Understanding of Story

To check whether the learners understood the stories, the teachers asked questions about the story (what happened next...), questions about the characters in the story (who did what...) and general understanding of the passages (why did, why is it). The Comprehension activity led to another literacy activity: writing. The learners wrote their responses in their books and the teacher then wrote the learners responses on the board and read them out together with the class. The pictures below captured this activity.



Picture 1: Teacher writes learners responses



Picture 2: A learner's answers

4.2.2.2 Vocabulary

To teach and practice new vocabulary, teachers listed the new vocabulary on the board, read out each word and then told a story in which these words were used. After telling or reading the story they explained out the meanings of the new vocabulary items.

After writing and explaining vocabulary items found in the story, the teacher read to the class the following story:

Tonga Transcript

Bubi Bwakweenda Mumudima

Chimuka wakali kukkala abausyi ba Mundyoli mumunzi mwa Mafuta. Bausyi Chimuka bakali kuyandisya kweenda masiku kumasena ali kulaale abantu. Awalo achimuka cilengwa eeci wakakomena ancico

Bumwi buzuba Chimuka wakanyamuka kakuli mudima kuya kumweenzinyina wakali kukkala kumbo amunzi wakwabo. Akaambo kamudima, taakali kukonzya kubona kabootu mpaakali kulyata akumbele nkwakali kuya.

Munzila wakamvwa nzoka iifwooma, mpoona akasotoka akutija. Naakatijaana wakanjila mudiiindi mpoona wakatyoka kuulu ajaanza. Akaambo kakuli kwakali kulaale aminzi ya bantu, Chimuka wakupenga. Kunyina wakali kukonzya kumugwasya.

Eeci citondezya kuti tatweelede kweenda mumudima amummasena alikulaale. Manji mapenzi aajanika mbuli kulumwa banyama anzoka, kujaigwa abantu batasyomeki, kuyaswa zysisamu, kulifwumpula akuyaswa mabbodela akapwaiika. Chimuka naatakeenda mumudima kubusena buli kulaale naatakalicisa.

English Translation

Disadvantages of Moving in the Dark

Chimuka used to stay with his father, Mr. Mundyoli, in Mafuta Village. Chimuka's father had a habit of visiting distant places when it was dark. Chimuka also developed this habit and grew up with it.

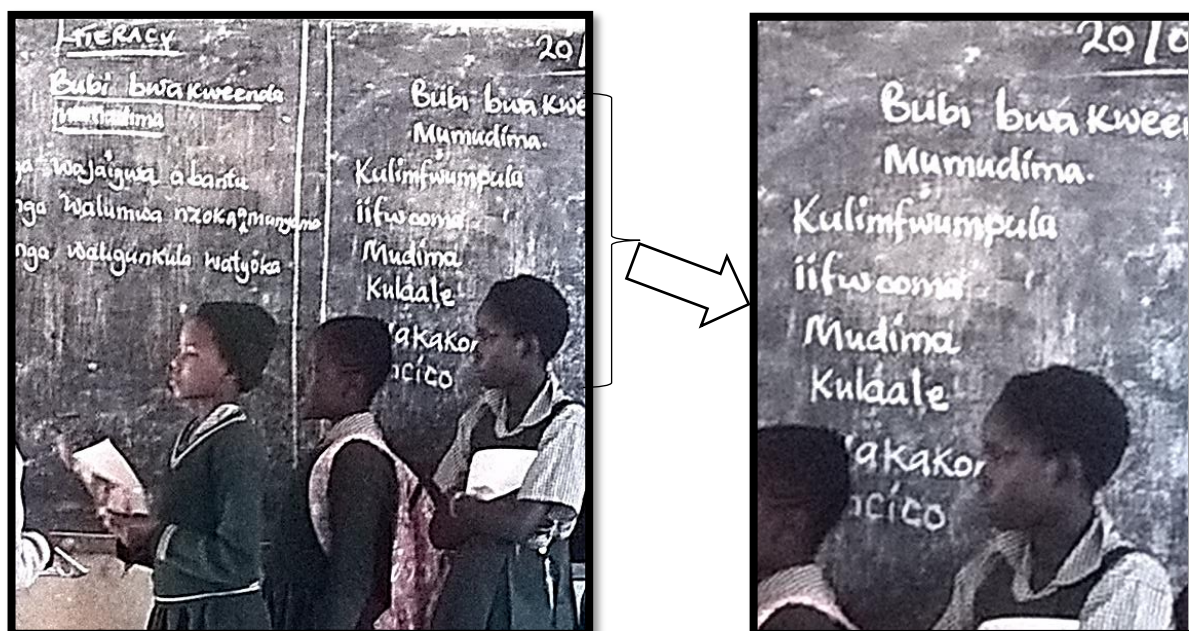
One day Chimuka started off in the night to go and visit his friend on the other side of his village. Because of the darkness, he could not see clearly where he was stepping or where he was going.

On his path, he heard the hissing of a snake so he jumped and ran away. While he was running he fell in a pit and broke both his leg and arm. He suffered much because there were no nearby villages. Nobody came to help him.

This is a lesson that we should not be moving in the dark to visit distant places. There are a lot problems that we can encounter, for example, being bitten by animals or snakes, being killed by bad people, being pricked by twigs, tripping and stepping on broken bottles. If Chimuka had not moved at night, he would not have injured himself.

Source: Chitonga Giledi 3, Teemu 3, pp. 13-14

At the end of the story the teacher asked the class questions that tested the pupils' understanding (comprehension) of the story. The pupils' responses were captured on the board as shown in the two photographs below.



Picture 3: List of vocabulary items in the story.

4.2.3 Telling and Retelling of Stories

Only one (the early childhood teacher) out of the six teachers observed included the aspect of story retelling to practice oral language and gauge how well the learners understood the stories told to them. The teacher told the learners a folk-tale. Below is the transcrip of the folk-tale in Chitonga followed by the translation of the folk-tale in English.

Chitonga Transcript

Kwakali nondo, acikala, mpoona a sulwe. Bakaitana banyama boonse bamusyokwe. Ba kaamba kuti, “basaa, abusena ano kunyina meenda, soo, tuchite nzi?” “Meenda!” Sulwe awo abusena kunyina na kajanikide, pee! Taakaliko! Mpoona banyama ba swaangana, bacita meenda; bacita, bacita, bacita, bacita meenda! Mpoona baka komana meenda naka talika kuzwa. Ati heee, sunu tula nywa meenda.

Mpoona bakaamba kuti twainka kukuzeela, nguni yotitusiye awa acikala? Tula siiya nii? Mpoona balaamba, “tula siiya nondo.” “Uuum!, Tu siiye nondo? Nondo kunyina ca cicite, pee! Mpoona nondo waamba, “kamundi siiya biyo, kamundi siiya biyo, mundi ambile biyo buzuba!” mpoona bati, “ohoo, motuticite mboona obo.” Mpoona ba munanika nzi? Bamunanika bulimbo, wa shaala.

Mpoona ka sulwe ka boola, ka boola, ka boola. Pesi kusaanguna twakaamba kuti baka siyide nii? “Baka siyide Shuumbwa, kusaanguna.” Sulwe waka mwaanga, tee? ehee! Sulwe wa njila mumeenda, wa nywa meenda, wa subila mumeenda, mpoona wakainka. Mpoona lino baka siiya, nzi? “Nondo!” Mpoona sulwe wa sika, waamba, nondo, wabuuka? Nondo kunyina naka hwiila, pee! Waumuna, waima nji! “Wabuuka yeebo, njaanda okuuma kuti to hwiili” Wa muuma fwaindi, wajatilila. “Kondileka, kondileka,

nda kuuma fwaindi eyi, ulanzamuka.” Wa muuma fwaindi alimwi, wajatilila. “Kondileka, kondileka!” Wa muuma cibbaka, cajalilila, a kwalo ooko, wa muuma. Wajatilila koonse. “Kondileka, kondileka nondo!”

Mpoona banyama baka cani? Baka boola! Bamu jana sulwe wa jatwa kuli nondo. “Ahaaaa! Ndonduwe uteka meenda, suna twaku janikizya!” “Amundi lekelele! Ka mundi lekelele! Mpoona ba mubika mucikala. Mpoona sulwe ulaamba, “ mutani umputi abbwe, tani kofwaa, muni umpute biyo amuseenga, niyofwa.” Mpoona abalo banyama bazilaika. Mpoona bamuuputa amuseenga. Sulwe kunyina naka fwa, wa tija, akubaambila kuti, “nanka no ziyanga zyangu!” Ba muyandaula, kunyika noba mujana, wainka!

English Translation

There was, once, Tortoise, a water hole and Hare. All the animals summoned each other to a meeting. They said, there is no water in this place, so what are we going to do?” They all agreed to dig for water. When the digging started, Hare was nowhere to be seen, he did not participate in the digging. Finally the animals were happy when water started coming out. They said, “ehee, today we will be able to drink some water!”

Then the animals asked, “Who are we going to leave behind to guard over our water hole when we have gone out to look for food?” “We will leave behind Tortoise,” one of them answered. “Uuum! Leaving behind Tortoise? There is nothing that the fellow will accomplish,” someone else answered. But Tortoise confidently defended himself and said, “I’ll do it, just tell me the day I should be left behind to guard the

water hole!” The animals agreed to try leaving Tortoise behind and they smeared bulimbo (*a kind of glue made out of the milk of a rubber tree*) on his shell.

Then Hare came along, and majestically sauntered to the water hole. At first the animals had left Lion to guard the well but Hare was able to trick him and tie him up. Then Hare walked into the water hole, drunk some water, urinated into the water and scampered out of the place.

This time the animals left Tortoise behind. Hare came along and greeted Tortoise, “Good morning, Tortoise!” But Tortoise did not answer. Hare repeated the greeting and said loudly, “Good morning fellow, if you do not answer, I’ll beat you up!” Tortoise still did not answer. Hare then beat Tortoise with one clenched fist which got stuck on the bulimbo. “Let go, let go of my hand,” cried Hare. Hare then used his second fist but that also got stuck on tortoise’s shell. He then kicked Tortoise with one leg, and then the other leg and all his limbs got stuck on Tortoise’s shell. “Let me go, let me go, Nondo,” cried Hare helplessly.

Then all the animals returned and found that Tortoise had caught hare, and they said, “Ahaaaa! You are the one who has been drinking and messing up our water, today we have caught you.” “Please forgive me, forgive me please,” pleaded Hare. The animals grabbed Hare and took him to the well. Hare then tricked them and said, “If you want me to really die, don’t bang my body on stone, but try slamming it on sand, that way I’ll die quickly.” The animals got confused and followed Hare’s instruction. They slammed Hare’s body on sand but he did not die. As Hare was escaping into the bush,

he mocked the animals and said, “Bye and bye, my idiots!” The animals tried to search for him but they could not find him.

The researcher observed that the learners were completely engrossed in the story, occasionally letting out sounds of enjoyment. During the telling of the story the teacher caught the attention of the learners by employing para-linguistic features: the use of intonation, stress and repetition. Her body language (kinesics) added extra description of the action.

After this activity, one of the learners was asked to retell the story and she retold most of the story without reminders and lead-ons from the teacher. The learners were able to answer questions about the story and characters in the story orally. The pictures below captured the telling and the retelling of the stories by the teacher and a learner. This was also captured on the lesson plan in the document analysis conducted.



Picture 4: Teacher telling a folk-tale



Picture 5: Learner re-telling the folk-tale

LESSON PLAN

DATE: 20-09-191 CLASS: Middle/RECEPTION TIME: 0800-0900

ENROLMENT: Boys 20 Girls: 38 TOTAL: 58

ATTENDANCE: Boys: GIRLS: TOTAL

NAME OF THE TEACHER: Mrs P. M. Siankondo

LEARNING AREA: Language and Literacy

TOPIC: Pre-reading

SUB-TOPIC: Sounds

REFERENCE: Syllabus; weekly schedule page 41, Teacher's hand book page 159 and learners test book page 31

T/L AIDS: word cards, letter cards.

SPECIFIC OUT COME: learners should: listening and retelling a story
* revise the sounds of letter d, b, n, h
* revise the following words: bang, dada, nong, hold, nana
* recognise the initial sound in the simple words e.g. botna = bono.

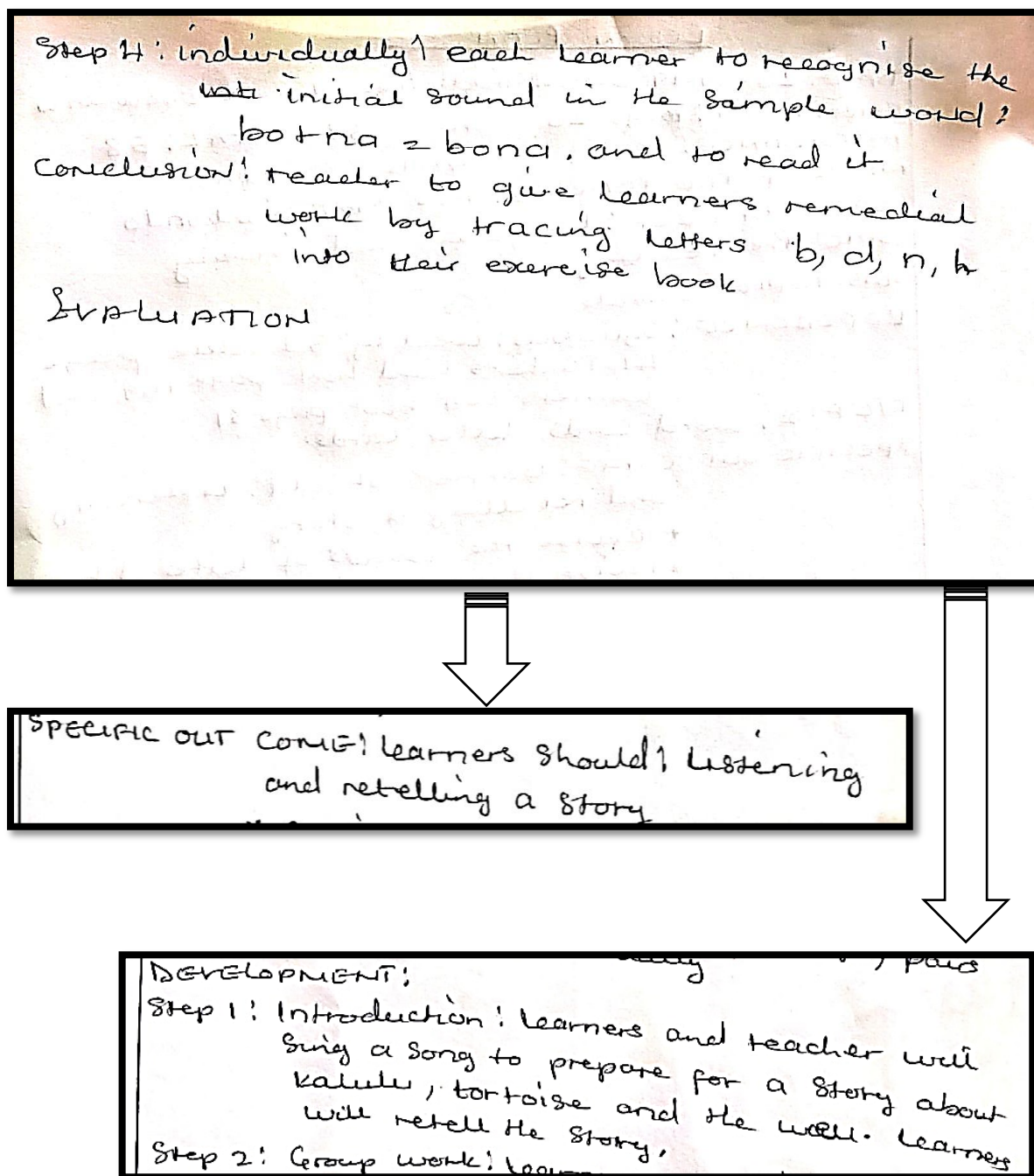
RATIONALE: This is the second lesson out of three lesson in this topic. learners will revise the sounds of the given letters read the given words. Recognise the initial sounds in the simple word e.g. bono. learner will develop and appreciate listening, speaking and reading skills. This will be done in groups, pairs and individually.

DEVELOPMENT:

Step 1: Introduction: learners and teacher will sing a song to prepare for a story about kutuku, tortoise and the well. learners will retell the story.

Step 2: Group work: learners to revise by sounding the letters b, d, n, h and read - the following words: bang, dada, nong.

Step 3: following words: bang, dada, nong, hold, nana in pairs



Picture 6: telling and re-telling

4.2.4 Practice and Enhancement of Sounds

One out of the six literacy teachers observed integrated oral literature directly in their literacy teaching. This was evident in the lesson observation and the lesson plan analysis conducted as described below.

The Phoneme /dy/: Grade 1 Class

A story in the Chitonga language that introduced and practiced the sound /dy/ was narrated to the class.

Tonga Transcript of the story

“Kwakali musankwa utegwa **Dyangama**. Wakainta musokwe kuku hwima banyama. Waka jaya banyama banji. Ku mamanino waka bona munyati. Lino **Dyangama** waka cani? Waka **dyunga** munyati a suumo. **Dyangama** wa **dyunga** munyati.

English Translation of the Story

“There was once a man called **Dyangama**. He went out in the forest to hunt for animals. He killed a lot of animals. In the end he came across a buffalo. This time, **Dyangama** did what? He pierced (**dyunga**) the buffalo with a spear. **Dyangama** killed (**Dyunga**) the buffalo with a spear.

After this activity, the teacher wrote the words “dyangama” and “dyunga” on the board and the sentence “**Dyangama** wa **dyunga** munyati”. The class was then organised into groups and given blank cards on which to write any word that started with the initial sound /dy/. After this activity

the following words written by the learners were flashed to the class and read by group representatives.

* Dyangama

* Dyangamuna

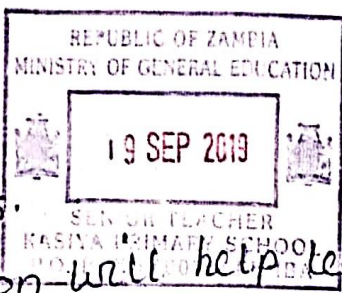
* Dyoali

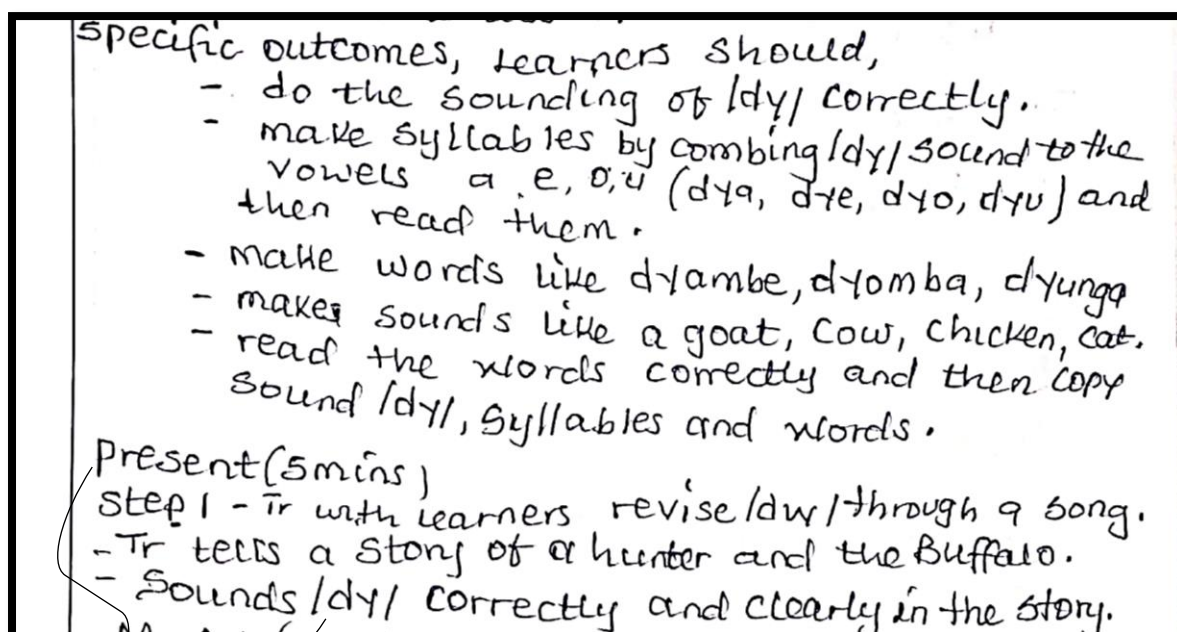
* Dyalela

* Dyeke

These words were then captured on the board by the teacher and the whole class practised reading them.

The document analysis of the lesson plan for the above lesson showed integration of oral literature into a literacy lesson. In this case a song and a story was used. The relevant part of the lesson plan is captured below.

Kasiya Primary School	19-09-2019
Grade 1	60 minutes
Literacy	52 pupils
Letter-sounds	
sound /dy/	
Word Card/pictures.	
	
Rationale: This lesson will help learners use the /dy/ sound in making, reading and writing syllables, words and sentences.	



Picture 7: Integration of Song and Story

The following diagram summarises the findings above.

Table 4: Summary of objective 1

ASPECTS OF INTEGRATION OF ORAL LITERATURE	NUMBER OF TEACHERS (OUT OF 6)
Stories, Songs, Chants as Leads to a Lesson, Moral Boosters and Interest Arousal Strategies	6
Oral and Reading Comprehension	4
Telling and Retelling of Stories	1
Practice and Enhancement of Sounds	1

4.2.4 Teachers' Literacy Teaching Experience

All the teachers interviewed possess a teaching diploma from different colleges of education. They admitted, however, that they did not have direct training in literacy except for the occasional school workshops organised by NGOs and the District Resource Centre that they attended as serving teachers in the field. One of the teachers stated that she gained her literacy teaching experience at a private ECE school she was teaching at before deployment in the field. Their experience in teaching literacy ranged from four years to sixteen years of teaching. The table below summarises this finding:

Table 5: Teachers' Literacy Teaching Experience

TEACHER	QUALIFICATIONS	NUMBER OF YEARS TEACHING LITERACY	SOURCE OF LITERACY TEACHING KNOWLEDGE		
			Workshops	College	Teaching experience at a private ECE school before deployment into a government Shool
Teacher 1	Primary Teaching Diploma	4	√	X	X
Teacher 2	Primary Teaching Diploma	7	√	X	X
Teacher 3	Primary Teaching Diploma	11	√	√	X
Teacher 4	Primary Teaching Diploma	6	√	X	X
Teacher 5	Primary Teaching Diploma	16	√	X	X
Teacher 6	Primary Teaching Diploma	12	√	X	√

4.3 Extent to which classroom teachers use oral literature as literacy teaching and learning materials in the face of lack of officially printed materials.

Interviews with school administrators and the teachers of literacy brought out challenges in terms of teaching and learning materials (See Table 2).

4.3.1 Lack of Literacy Materials

The literacy teacher at School No.1 disclosed that the school had teacher's guides and some learners' books but they did not have class texts for Grade 1 for the terms 2 and 3. At school No.2 they also had teacher's guides and some learners' books but they did not have materials for Grades 3 and 4. The four literacy teachers at School No.3 indicated that they did not have story books for learners to read. They did not have literacy books for Grade 4 and had a challenge teaching literacy for that grade.

4.3.2 Lack of Libraries Learners Could Use to Access Literacy Materials

In all the schools visited, there were no class libraries and school libraries. The administrators and the literacy teachers interviewed pointed out that their learners did not have enough reading materials for their learners to practice reading.

4.3.3 Collection of literacy materials

In the interview with the DRCC, she indicated that literacy teachers in Pemba District were encouraged to collect stories and use them as literacy materials (Table 6 Below). The interviews with the literacy teachers (Table 2 above) revealed that only one out of the six teachers in three schools visited made a deliberate effort to collect stories to augment the existing literacy materials in the school. The other teachers admitted that it was possible to collect stories but

did not do so because of time and workload constraints. One of the teachers however had the initiative to borrow stories from the NBTL Programme and use them in literacy lessons.

Table 6 Interview with DRCC

S/ N	INTERVIEW QUESTION	SUMMARY OF RESPONSES
1.	What are the challenges faced in the teaching of literacy?	Many learners struggling to read.
2.	Do the Teachers have any special training in the teaching of literacy?	Very few teachers in the District have been trained in Literacy teaching but workshops and CPD sessions are conducted in schools.
3.	What are the official literacy materials used in the schools?	Class texts are available in some schools.
4.	Has any effort been made to collect stories, songs, etc. to complement available literacy materials?	Teachers have been encouraged during workshops to collect stories. It is not established whether they are doing so.

Table 7 Collection of Literacy Materials

TEACHER	COLLECTED MATERIALS
Teacher 1	X
Teacher 2	√
Teacher 3	X
Teacher 4	X
Teacher 5	X
Teacher 6	X

4.3.4 The National Literacy Framework of 2013

This discussion determines the teachers' awareness of the guidance given in The National Literacy Framework of 2013 with regard to initiatives that could be undertaken to improve

availability of literacy materials. As the Framework outlines, “the success of any literacy programme also depends on the availability of suitable reading materials to sustain and reinforce literacy skills. There is need to revamp libraries to make available reading materials. Communities should also be called upon to help generate reading materials based on oral traditions” (p.3). The awareness of this could lead teachers to collect oral literature materials from the communities their schools exist in. However, out of the six teachers interviewed (Table 2 above), three teachers said that they had not seen or read the contents of the National Literacy Framework of 2013, three had read some sections of the document and only one had a copy.

Table 8: Teacher Awareness of the National Literacy Framework

TEACHER	HAS READ THE DOCUMENT	HAS NOT READ THE DOCUMENT	HAS A COPY OF THE DOCUMENT
Teacher 1	√	X	X
Teacher 2	X	√	X
Teacher 3	√	X	√
Teacher 4	√	X	X
Teacher 5	X	√	X
Teacher 6	X	√	X
TOTAL	3	3	1

4.4 Types of Oral Literature Teachers’ Use in Oral Language Teaching and Learning.

The fourth question of the study was to determine the types of oral literature teachers used for literacy teaching and learning. The observations and the interviews conducted with the literacy teachers indicated that the following types of oral literature were used in literacy teaching and learning: folk tales, real life stories, songs and games. Rhymes and games were used by only

one teacher. The table below summarises the types of oral literature used for literacy teaching and learning per teacher interviewed or observed during the course of the study.

Table 9: Types of Oral Literature used for Literacy teaching and Learning

TEACHER	FOIK-TALES	REAL-LIFE STORIES	SONGS	GAMES	RHYMES
Teacher 1	√	√	√	X	X
Teacher 2	√	√	√	√	√
Teacher 3	√	√	√	X	X
Teacher 4	√	√	√	X	X
Teacher 5	√	√	√	X	X
Teacher 6	√	√	√	X	X

4.5 Effects of using oral literature as a teaching strategy.

The fourth question of the study was to determine whether the integration of oral literature in literacy teaching and learning was effective as a teaching strategy. The researcher's observations of the lessons in which some forms of oral literature were used revealed that learners' grasp of the lessons was good as indicated by the learners' enthusiasm, engagement and participation in the lessons. All the teachers interviewed admitted that using oral literature was beneficial to the literacy teaching process and gave the following reasons captured in the table below to support their answers.

Table 10: Teachers' Views on the Effectiveness of Integrating Oral Literature

TEACHER	JUSTIFICATION
Teacher 1	Oral literature motivates learners and enhances the lesson.
Teacher 2	Oral literature enhances learners' concentration.
Teacher 3	Oral literature boosts the learners morale/interest in the lesson and improves listening skills, speaking, reading and writing, e.g. (drawing characters in the story)
Teacher 4	Unfinished stories create suspense in the learners who in turn fill up the gaps thereby practicing telling stories.
Teacher 5	Learners respond to the lessons very well, they learn fast when stories or songs are used and they are likely to practice even at home.
Teacher 6	Since children love stories, this presents them with real-life learning environment.

4.6 Summary of Chapter Four

This chapter presented the findings from the study. The findings were collected by conducting semi structured interviews, lesson observations and document analysis and were here presented under themes which linked them to the objectives of the study. The findings cover the integration of oral literature in literacy learning and teaching, the extent to which classroom teachers use oral literature as literacy teaching and learning materials in the face of lack of officially printed materials, the types of oral literature used in literacy teaching and learning and the effects of using oral literature as a literacy teaching strategy.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Overview

This chapter discusses the findings presented in Chapter Four above. The discussion will be guided by the objectives of the study and linked to existing literature. The main objective of this study was to investigate whether literacy teachers integrate oral literature in oral language activities for literacy teaching and the specific objectives were as follows:

- i. Establish the extent to which classroom teachers use oral literature readily available in the communities surrounding their schools as literacy teaching and learning materials in the face of lack of officially printed materials.
- ii. Determine the forms or types of oral literature teachers use in oral language teaching and learning.
- iii. Assess whether the use of oral literature as a teaching strategy bears any positive results in the teaching and learning of literacy.

5.2 Findings on the integration of oral Literature in oral Language activities for literacy teaching.

The findings in the presented in Chapter Four above indicate that teachers of literacy in this case study integrated oral literature in language teaching at two different levels. The researcher observed that some teachers did not directly integrate oral literature in literacy teaching to achieve lesson objectives or outcomes but used oral literature as leads to a lesson, morale boosters and interest arousal strategies. Their main purpose was to motivate the learners and gain their attention in the lessons. Some teachers, however, did integrate oral literature in their lessons in the teaching of oral comprehension to practice the skills of listening and speaking as

well as vocabulary teaching. They were able to use stories to contextualize vocabulary and make it easier for the learners to master the meaning of the vocabulary items.

These findings are in line with Miller and Pennycuff (2008) who observed that using storytelling in the classroom is one way to address literacy development by improving oral language, reading comprehension, and writing. According to them, the interrelated nature of the processes involved in reading and writing, storytelling is an effective pedagogical strategy that can be woven into instruction to increase students' competencies in all areas that is listening, speaking, reading and writing. Krashen (2019) points out that listening to stories results in substantial growth in vocabulary.

5.2.1 Stories, songs, chants as leads to a lesson, morale boosters and interest arousal strategies

The study has established that stories, songs and chants are used as leads to a lesson, morale boosters and interest arousal strategies. The purpose here is to gain the learners' attention through the stages of the lesson: at the beginning, in the middle and at the end of the lesson. Stories are used to get the learners to focus on the lesson at hand. All

5.2.2 Oral and reading comprehension

The study established that stories were integrated in literacy lessons to practice oral and reading comprehension. Stories were told to enhance comprehension and learners demonstrated their comprehension of the stories through questions on the happenings in the story, about characters in the story and the general understanding of the story. The researcher observed that oral comprehension led to another literacy activity: writing. This was done by allowing the learners to write their responses in their note books.

The study further showed that stories were used to practice new vocabulary items. After telling or reading a story, new vocabulary items were captured on the board and their meanings were discussed with the learners.

5.2.3 Telling and retelling of stories

The researcher observed that telling and re-telling of stories was less common as only one literacy teacher employed it during the research period. The teacher's telling of an interesting story and the learners' attempts to retell the same story to the class demonstrated the learners' comprehension of the story. This is in line with a study by Dunst et al (2012) which revealed that children's story retelling influenced both story-related comprehension and expressive vocabulary as well as non-sensory related receptive language and early literacy development.

5.2.4 Practice and enhancement of sounds

The findings in Chapter 4 also indicate that integration of oral literature in literacy teaching was also done in relation to the teaching of phonemic awareness and syllables. One literacy teacher demonstrated how a story can be used to teach sounds. The findings, however, indicate that this is not commonly done as only one teacher undertook this.

5.2.5 Teachers' literacy teaching experience

The study established that some literacy teachers did not have direct training in literacy teaching except for training they received during workshops. This finding points to the necessity of the inclusion of literacy in the curriculum for teacher training.

5.3 Findings on the extent to which classroom teachers use oral literature readily available in the communities surrounding their schools as literacy teaching and learning materials in the face of lack of officially printed materials.

The findings in Chapter 4 indicate that schools did not generally make effort to supplement their literacy resources by collecting oral literature (stories, songs) in their communities.

5.3.1 Lack of materials

The researcher observed that all schools visited in the during the study did not have all the literacy resources they needed. The findings presented in Chapter 4 above indicate that even if all schools visited had literacy books to use in literacy teaching, all the schools lacked other essential materials in terms of class texts and story books.

5.3.2 Lack of libraries

All the schools visited did not have class libraries as well as school libraries so the teachers and learners depended only on the available class texts and did not have supplementary materials for learners to practice reading.

These findings echo the observations made by Chileshe, Mkandawire and Tambulukani (2018) when they compared the similarities and differences of the Primary Reading Programme (PRP) and the Primary Literacy Programme (PLP). They observed that in the PLP, just as it was in the PRP,

“...each early grade class was expected to have a class library with different reading materials such as readers, teacher created materials, pupil created materials, newspapers and charts....These class libraries took the form of either a shelf in the corner of the

classroom or a table with reading materials displayed in the centre of the classroom. Children were free to stand up and go to the library and take a book to read whenever they had no other class task assigned. All these activities were important as they promoted literacy development in classes.”

The findings of the current study indicate a shortfall in materials in terms of class libraries, school libraries and class texts (readers) including teacher created materials and pupil created materials.

5.3.3 Collection of literacy materials

The findings further show that all the literacy teachers, except one, did not make an effort to collect stories that were readily available in their communities for use in literacy teaching as supplementary materials due to time and workload constraints.

5.3.4 National Literacy Framework of 2013

The study established that some literacy teachers were not aware of the contents of the National Literacy Framework of 2013. The teachers who admitted having read the document still did not create their own materials or collected those from their learners and the communities around the schools.

5.4 Findings on the forms or types of oral literature teachers use in oral language teaching and learning.

Research Objective 2 required to determine the forms of oral literature teachers used in oral language teaching and learning. The findings revealed that the forms of oral literature used by teachers in literacy teaching were folk-tales, real life stories, songs, and in one rare case games

and rhymes. Poetry, tongue twisters, proverbs and others were not used. Phillips (1999) notes that many story telling experiences incorporate word play such as rhyme and tongue twisters. These oral literature elements have a direct route into the sound-symbol correspondences crucial to reading (Snow and Tabors, 1993, p.8, as cited in Phillips, 1999, p.12) and may also contribute to early spelling skills (Dyson, 1993, as cited in Phillips 1999).

5.5 Findings on effects of using of oral literature as a teaching strategy

Research Objective 3 sought to assess whether the use of oral traditions as a teaching strategy bore any positive results in the teaching and learning of literacy. The findings in Chapter 4 above established that learners in the oral literature integration attempts mastered the lessons faster, with increased class participation and visible heightened motivation. The use of oral literature in literacy teaching also brought along other benefits: enhancement of learners' concentration, improvement of listening, speaking, reading and writing skills, and presentation of a natural context to practice literacy. This is in line with the view of Gambrell & Dromsky (2000); Olson (1983) & Soundy (1993) (as cited by Dunst, Simkus & Hamby (2012) :

Engaging young children in retelling stories read to them by parents or teachers is a strategy that is often used to promote story-related comprehension and expressive vocabulary. When used with toddlers and preschoolers, a child or group of children is asked to retell, rehearse, or recall different parts of a story read to them by adults or older children.

According to Isbell (20020) (as cited by Dunst, Simkus & Hamby (2012) :

Retelling stories encourages children to use their imagination, expand their ideas, and create visual images as they transfer the plot [of the story] to new settings, including different characters or new voices.

5.6 Summary of Chapter Five

This chapter discussed the findings presented in Chapter 4 above. The discussion showed that teachers integrated oral literature in literacy teaching as well as showing that there were gaps in the availability of literacy materials in schools in terms of class texts and supplementary material. The discussion further brought to light the types of oral literature teachers used in literacy teaching and also pointed to the effectiveness of using oral literature as a literacy teaching strategy.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 Overview

The purpose of this study was to investigate whether literacy teachers integrate oral literature in oral language activities for literacy teaching. This chapter presents the conclusions of the study in line with the research questions and objectives of the study. The chapter concludes with recommendations that may trigger further action for education administrators, teacher, teacher training institutions and the Ministry of Education as a major stakeholder in education.

6.2 Conclusions

This section of this chapters outlines the conclusions of the study in line with the research questions and objectives. The study has shown that

6.2.1 Objective 1: Integration of oral literature in oral language activities for literacy teaching.

- i. Literacy teachers do integrate oral literature in teaching literacy in the areas of oral comprehension to practice the skills of listening and speaking, building vocabulary by providing context that made it easier for the learners to master the meaning of the vocabulary items and phonemic awareness through the practice of sounds. Literacy Teachers also use oral literature for non-integrative purposes to achieve learner motivation.
- ii. Integrating oral literature in literacy teaching helps learners to grasp lesson content faster with increased motivation and class participation.

6.2.2 Objective 2: Extent to which classroom teachers use oral literature teaching and learning materials in the face of lack of officially printed ones

Oral literature is a source of supplementary literacy materials, but literacy teachers did not, however, collect stories available in their communities as supplementary literacy material due to time and workload constraints.

6.2.3 Objective 3: Types of oral literature used in oral language teaching and learning

The types of oral literature teachers mainly use in literacy teaching are folk-tales, real-life stories and songs.

6.3 Recommendations

This section presents recommendations based on the findings and conclusions arrived at in the study. The study makes the following recommendations:

- i. Teacher training institutions through the Ministry of Education should consider including on their curriculum for pre-service teachers the integration of oral literature in literacy teaching as one of the strategies that can be used to teach literacy in Early Childhood Education (ECE) and Grades 1 to 4.
- ii. In-service teachers, through CPD, should improve their resourcefulness by collecting oral literature as supplementary materials for literacy teaching.

6.4 Chapter Summary

This chapter marks the conclusion of this study. The conclusions that were based on the findings and the discussion of the findings were presented in line with the research questions and objectives. The chapter also presented the recommendations that may trigger further action from training institutions, schools and the Ministry of Education.

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APPENDICES

7.1 Appendix 1

INTERVIEW GUIDE 1

The University of Zambia

School of Education

Department of Language and Social Sciences

INTERVIEW GUIDE (Literacy Teachers)

I am a postgraduate student at The University of Zambia pursuing a Master of Education degree in Literacy and learning. My research interest is on the integration oral traditions in oral language activities for initial literacy teaching and learning.

You are called upon to be open and honesty in your responses to the questions that will be put before you. All your responses and information you give will be treated confidentially and will only be used for academic purposes and nothing else. Your cooperation is highly appreciated.

Questions

(Follow-up questions may be asked as need arises)

1. What are your qualifications?
2. How long have you been teaching literacy?
3. Did you have any special training in literacy teaching?
4. Have you faced any challenges in teaching literacy?

5. Are you familiar with the contents of the National Literacy Framework of 2013?
6. What are the official literacy materials that are available for use by teachers and learners?
7. Do you use oral traditions, local folk tales, songs, rhymes, tongue twisters, etc., in literacy teaching?
8. How do you adapt stories and songs to teach literacy?
9. Is there any difference between story-reading and story-telling with regard to the learners' experience of the story?
10. How have your learners responded to the use of stories, songs, etc., in your literacy lessons?
11. Have you made an effort to collect any stories, songs, rhymes, etc., to complement the school materials?

7.2 Appendix 2

INTERVIEW GUIDE 2

The University of Zambia

School of Education

Department of Language and Social Sciences

INTERVIEW GUIDE (District Resource Centre Coordinators, Head-teachers)

I am a postgraduate student at The University of Zambia pursuing a Master of Education degree in Literacy and learning. My research interest is on the integration oral traditions in oral language activities for initial literacy teaching and learning.

You are called upon to be open and honesty in your responses to the questions that will be put before you. All your responses and information you give will be treated confidentially and will only be used for academic purposes and nothing else. Your cooperation is highly appreciated.

Questions *(Follow-up questions may be asked as need arises)*

1. What are the challenges faced in the teaching of literacy?
2. Do the teachers have any special training in literacy teaching?
3. What are the official literacy materials that are available for use by teachers and learners?
4. Has any effort been made to collect any stories, songs, etc., to compliment the school literacy materials?

7.3 Appendix 3

LESSON OBSERVATION CHECKLIST

Teacher's Pseudonym: Date:

LESSON ELEMENTS	OBSERVATIONS/COMMENTS
Topic	
Class	
Objectives/Outcomes	
Lesson Introduction	
Teacher-Activities Methodology/Teaching Techniques	
Learner Activities: Participation and Practice	
Lesson Conclusion	
Overall Impression of Lesson	

7.4 Appendix 4.1: Lesson Observation 1

5.5 Observation Checklist

23 learners

LESSON OBSERVATION GUIDE

Teacher's Pseudonym: Chaimon Date: 13/09/2019

Kurwemung

in M

phonics

Syllable

Word

Sentence

Chart used

LESSON ELEMENTS	OBSERVATIONS/COMMENTS
Topic ✓	
Class	
Objectives/Outcomes	lighting a fire ... <u>Mulilo</u> ↓ lesson
Lesson Introduction	- lighting of a fire - <u>Mulilo</u> in school
Teacher Activities: Methodology/Teaching Techniques	- Board work - Introduce songs ... guide - repetitions - Guide learners, assistive strategies - Assisting slow learners. <u>demonstration</u> <u>of words</u> <u>concepts</u> <u>emergency</u> (attention process... 3x/1/2/5)
Learner Activities: Participation and Practice	Creating words using cards Learners loved this, come to front of class, join words, read them out to class. Learners contributed words on the board, learners take turns to read them out.
Lesson Conclusion	Recap -- Tell me what you learned - words... <u>learners</u>
Overall Impression of Lesson	Successful lesson. <u>Assisting</u> <u>slow learners</u> No story told...

7.5 Lesson Observation 2

5.5 Observation Checklist

LESSON OBSERVATION GUIDE

Teacher's Pseudonym: CHICHO Date: 17/07/2019

Lusulu
Lusulu
Lusulu

Reading

Wolansu
girls suffering
fetal water etc.

Teacher (leaves)
from a book - part
of the story...

oral
approach

Children read
aloud also - Chorus
1 book per three

LESSON ELEMENTS	OBSERVATIONS/COMMENTS
Topic Reading.	
Class <u>Q3</u>	
Objectives/Outcomes	
Lesson Introduction	Story told - Real life story - to support the reading in the work. - children paid attention but not quite taken. - Told to settle class at the beginning of the lesson.
Teacher Activities: Methodology/Teaching Techniques - Comprehension questions asked on the understanding of the passage.	New Vocabulary items from the story - Teacher explains the items after the activity. • Kumakulela - a-had by the learners • Lusulu - Ictululo • Kulyeendelela
Learner Activities: Participation and Practice	each one reading at a time. Some ahead of others. Some not reading. - children attempt to explain vocabulary items.
Lesson Conclusion	
Overall Impression of Lesson	

42 leaves

7.6 Lesson Observation 3

19/09/2017
- Problem of acceptance - Hunger
- teacher sacrifices by feeding
- supplementary - those without food

28 out of 58

5.5 Observation Checklist
Assistant teacher (check)
LESSON OBSERVATION GUIDE

Teacher's Pseudonym: Nursery (5-6 yrs) Date: 20/09/17

A folktale told by the teacher
Learners loved the story... High concentration, sounds of enjoyment made.

↓

Retelling
a learner told a story - a fair retell - teacher was not leading on the learner.

↓

Comprehension
- Q about the story, the characters and who did what.

↓

/d/ /b/ /w/ /h/
phonics
bana
dada
hola
nana
nana

Reading
Song
Tulaya aetoy 2x
Picture Chart
(What do you see?)
mapopop, metomato, Kambaba
Combining syllables into words...
bo + na
bana

LESSON ELEMENTS	OBSERVATIONS/COMMENTS																														
Topic	Pre-reading - Sounds.																														
Class																															
Objectives/Outcomes																															
Lesson Introduction																															
Teacher Activities: Methodology/Teaching Techniques	Competition between groups - Sound recognition <table border="1"> <thead> <tr> <th>Group</th> <th>G1</th> <th>G2</th> <th>G3</th> <th>Group 4</th> <th>Group 5</th> </tr> </thead> <tbody> <tr> <td>Sound</td> <td>/a/</td> <td>/e/</td> <td>/e/</td> <td>/o/</td> <td>/u/</td> </tr> <tr> <td>Score</td> <td>0</td> <td>5</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Wards</td> <td>5</td> <td>5</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Total</td> <td>5</td> <td>5</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> Wards + Clapped	Group	G1	G2	G3	Group 4	Group 5	Sound	/a/	/e/	/e/	/o/	/u/	Score	0	5	0	0	0	Wards	5	5	0	0	0	Total	5	5	0	0	0
Group	G1	G2	G3	Group 4	Group 5																										
Sound	/a/	/e/	/e/	/o/	/u/																										
Score	0	5	0	0	0																										
Wards	5	5	0	0	0																										
Total	5	5	0	0	0																										
Learner Activities: Participation and Practice	learners read sounds on cards Reading of short words - two syllables nana, nana, dada, hola, bana																														
Lesson Conclusion																															
Overall Impression of Lesson																															

18

7.7 Lesson Observation 4

Told, dramatized... facial expressions
Could have told a related story

5.5 Observation Checklist

Kwaku be Mawu
He a beautiful
daughter. Wanted
a groom for her. Wanted
someone who can
eat say with a
lot of impili in
it. The suitors
who failed were
thrown out. Mungu
also tried...
failed.
- surprise - to
be completed
tomorrow

LESSON OBSERVATION GUIDE

Teacher's Pseudonym: *Mrs. Mawu* Date: *19/09/2019*

Tonga
Literacy/Literacy in
Tonga
Grade 2. 34 learners

LESSON ELEMENTS	OBSERVATIONS/COMMENTS
Topic <i>Kwaku be Mawu</i>	<i>But ended a reading lesson</i>
Class	<i>Grade 2. / 34 / absent:</i>
Objectives/Outcomes	<i>as in lesson plan</i>
Lesson Introduction	<i>all learners were greet- visible interest and involvement - really wanted the story to continue</i>
Teacher Activities: Methodology/Teaching Techniques	<i>Table used: Table filling - Vocabulary - Teacher fills with Class 1st 2 rows - Learners come forward at the board to complete.</i>
Learner Activities: Participation and Practice	<i>- Ex. A. Page 3 in Book - see photo - Children write - Some Bles collected after unit - Volunteers come forward to read what is written.</i>
Lesson Conclusion	<i>Song at the end...</i>
Overall Impression of Lesson	<i>no telling - no retelling</i>

18

even teasing and slapping each other

Teacher goes round checking with each pair/threesome (16 pairs/threesomes) Time consuming... some lose interest before teacher comes to them and after teacher has left them some become fidgety and make noise.

learners

learners

no telling - no retelling

7.8 Lesson Observation 5

5.5 Observation Checklist

LESSON OBSERVATION GUIDE

Grade 3

47

Teacher's Pseudonym: Chukwala

Date: 23/07/2019

using only 11 desks

Story
one time, beene went in the forest. He saw a small animal in an open space. He came closer. As he came closer, he saw that it was a cat. It became bigger and bigger as he came closer, and saw that it was a leopard. He ran away.

Connected to the lesson - showed a picture in the book see CamScanner

Discussed the C11Y011.

C11Y012

comprehension Recall Questions mainly

Teacher Read text. "How did I read? Pupils learners approved. "Who is going to read as I did" learners come forward in front of class to read imitating the teacher.

LESSON ELEMENTS	OBSERVATIONS/COMMENTS
Topic	C11Y011, 13 Grade 3 Textbook.
Class	See CamScanner.
Objectives/Outcomes	- Story as an enhancer - Story as a lead to a lesson
Lesson Introduction	- Not fully integrated as a pedagogic strategy.
Teacher Activities: Methodology/Teaching Techniques	Explain vocabulary items in the story - Kulimfumpula - Ifwoma - wakakomera - mudiwa - anaco - Kulaale
Learner Activities: Participation and Practice	Song - unfontan only Read what has been written in front of class - see photo taken.
Lesson Conclusion	Q+A
Overall Impression of Lesson	In Groups - write learners only, write 3 persons. left out. Whitish means lighter not safe/good to move in darkness. Aus on the Board Class assessment of learners' reading - bababba, not as teacher read..

children with one desk 40% meant for 3.

Reading

7.9 Lesson Observation 6

Song used ~~not used~~ reinforcement only 5.5 Observation Checklist

Comprehension who was the learner what did he do? using what? 42 learners

Story told A man went to hunt Dyungama. Killed him, in the woods in the forest Waka dyungama Dyungama a syllable

Phonemes /d/ /h/ /p/ /t/

dy

dyo syllable

clys

Dyungama dyungama dyungama from the story

1. Dyungama wa dyungama (muyati) dyungama wa dyungama muyati oral language

writing / Vocabulary

- 4 groups each with a word with dy and using the given blank

Group 1 - Dyungama

" 2 - dyoali

" 3 - Dyungama

" 4 - dyalela

" 5 - dyangama

" 6 - dyeke

Children Read - not explained meaning e.g.

Teacher Captures on board

Reading

Word cards given - Teacher

Read words on cards - learners

Were supposed to be in pairs

to read from Bk - but didn't

happen - not enough

reading materials/Bk.

work books

for learners

Mainly paper

Do stories help - yes... natural context

18

19/09/2019

Teacher's Pseudonym: Ms. Malambo Date: 19/09/2019

Grade: 1(A)

LESSON ELEMENTS	OBSERVATIONS/COMMENTS
Topic <u>Tuvuvuvu</u>	<u>dy, dy</u>
Class	
Objectives/Outcomes	
Lesson Introduction	<u>Connected to previous lesson</u> <u>dw → dw, due,</u>
Teacher Activities: Methodology/Teaching Techniques	<u>- cl/amb</u> <u>- cl/amb</u>
Learner Activities: Participation and Practice	<u>learners participate in the story -</u> <u>collaborative style.</u> <u>- pupils complete - dye dye dye</u> <u>- learners contribute words - dyungama</u> <u>dyunka, dyula dyungama, dyabi.</u> <u>write on board</u>
Lesson Conclusion	<u>Homework given -</u> <u>zekula muyati wadyungama</u> <u>13 learners copy from the</u> <u>board</u>
Overall Impression of Lesson	<u>Practice</u> <u>writing at</u> <u>home.</u> <u>writing</u> <u>was not a bit</u> <u>difficult...</u>

50 in paper 39 present 13 absent

7.10 Appendix 5

DOCUMENT ANALYSIS GUIDE

Key Focus Areas for Lesson Plans

- ☐ Adherence to Syllabus
- ☐ Adherence to Objectives
- ☐ Teachers' resourcefulness – adaptation of oral traditions to literacy teaching.

7.11 Appendix 6

CONSENT LETTER

The University of Zambia

School of Education

Department of Language and Social Sciences

LUSAKA

Dear Respondent

I am a postgraduate student at The University of Zambia pursuing a Master of Education degree in Literacy and learning. My research interest is on the integration oral traditions in oral language activities for initial literacy teaching and learning.

Being directly or indirectly involved in the teaching of literacy, you are invited to participate in this study as a respondent. All your responses and information you give will be treated confidentially and will only be used for academic purposes and nothing else. In the course of your participation, you will be required to take part in an interview in order to get your views on the teaching of literacy and may be observed conducting a literacy lesson. The results of this study will be compiled in a dissertation submitted to the University of Zambia.

Please indicate your willingness to participate in this research by filling in your details in the section below this letter.

Yours sincerely

F. Muyawa

I have read the above information regarding this research and consent to participate in the research.

I understand that my participation is voluntary, that I may be interviewed and/or observed conducting a lesson which may require a review of my teaching documents and that the information I give will be kept confidential and anonymous.

Name:

Signature:

Date:

7.12 Consent Letter 1

5.7 Consent Letter

The University of Zambia
School of Education
Department of Language and Social Sciences
LUSAKA

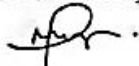
Dear Respondent

I am a postgraduate student at The University of Zambia pursuing a Master of Education degree in Literacy and learning. My research interest is on the integration oral traditions in oral language activities for initial literacy teaching and learning.

Being directly or indirectly involved in the teaching of literacy, you are invited to participate in this study as a respondent. All your responses and information you give will be treated confidentially and will only be used for academic purposes and nothing else. In the course of your participation, you will be required to take part in an interview in order to get your views on the teaching of literacy and may be observed conducting a literacy lesson. The results of this study will be compiled in a dissertation submitted to the University of Zambia.

Please indicate your willingness to participate in this research by filling in your details in the section below this letter.

Yours sincerely



F. Muyawa

I have read the above information regarding this research and consent to participate in the research.

I understand that my participation is voluntary, that I may be interviewed and/or observed conducting a lesson which may require a review of my teaching documents and that the information I give will be kept confidential and anonymous.

Name: MAZABUKA HOST

Signature: 

Date: 17th September, 2019

7.13 Consent letter 2

5.7 Consent Letter

The University of Zambia
School of Education
Department of Language and Social Sciences
LUSAKA

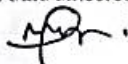
Dear Respondent

I am a postgraduate student at The University of Zambia pursuing a Master of Education degree in Literacy and learning. My research interest is on the integration oral traditions in oral language activities for initial literacy teaching and learning.

Being directly or indirectly involved in the teaching of literacy, you are invited to participate in this study as a respondent. All your responses and information you give will be treated confidentially and will only be used for academic purposes and nothing else. In the course of your participation, you will be required to take part in an interview in order to get your views on the teaching of literacy and may be observed conducting a literacy lesson. The results of this study will be compiled in a dissertation submitted to the University of Zambia.

Please indicate your willingness to participate in this research by filling in your details in the section below this letter.

Yours sincerely



F. Muyawa

I have read the above information regarding this research and consent to participate in the research.

I understand that my participation is voluntary, that I may be interviewed and/or observed conducting a lesson which may require a review of my teaching documents and that the information I give will be kept confidential and anonymous.

Name: Patricia chanda. M

Signature: 

Date: 19-09-19

7.14 Consent Letter 3

5.7 Consent Letter

The University of Zambia
School of Education
Department of Language and Social Sciences
LUSAKA

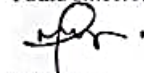
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Name:MUEPANA.....PEGGY.....

Signature:.....

Date:20-09-19.....

7.15 Consent Letter 4

5.7 Consent Letter

The University of Zambia
School of Education
Department of Language and Social Sciences
LUSAKA

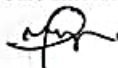
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Name: Chimwala Clive Bright
Signature: [Handwritten Signature]
Date: 23/09/19

7.16 Consent Letter 5

5.7 Consent Letter

The University of Zambia
School of Education
Department of Language and Social Sciences
LUSAKA

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Name: SIALUBALA M. MERCY

Signature: Sialuba

Date: 19-09-2019

7.17 Consent Letter 6

5.7 Consent Letter

The University of Zambia
School of Education
Department of Language and Social Sciences
LUSAKA

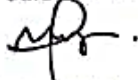
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Name: Jessica M. Hankambe Chaambwa

Signature: [Handwritten Signature]

Date: 13th September, 2019

7.18 Appendix 7

LETTER OF AUTHORITY TO CONDUCT RESEARCH


THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

Telephone: 291381
Telegram: UNZA, LUSAKA
Telex: UNZALU ZA 44370

PO Box 32379
Lusaka, Zambia
Fax: +260-1-292702

=====

Date: 29/03/2019

TO WHOM IT MAY CONCERN

Dear Sir/Madam

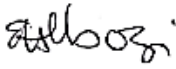
RE: FIELD WORK FOR MASTERS/ PhD STUDENTS

The bearer of this letter Mr./Ms. FRED MUYAWA MUYAWA Computer number 2017014407 is a duly registered student at the University of Zambia, School of Education.

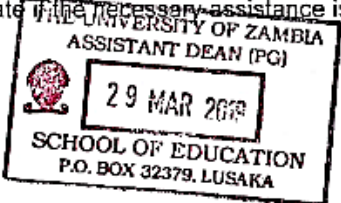
He/~~She~~ is taking a Masters/~~PhD~~ programme in Education. The programme has a fieldwork component which he/~~she~~ has to complete.

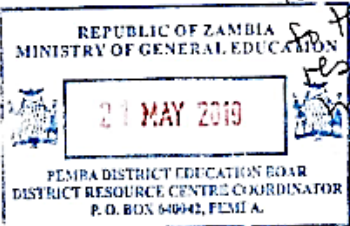
We shall greatly appreciate if the necessary assistance is rendered to him/~~her~~.

Yours faithfully


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

cc: Dean-Education
Director-DRGS


29 MAR 2019
SCHOOL OF EDUCATION
P.O. BOX 32379, LUSAKA


REPUBLIC OF ZAMBIA
MINISTRY OF GENERAL EDUCATION
21 MAY 2019
PEMBA DISTRICT EDUCATION BOARD
DISTRICT RESOURCE CENTRE COORDINATOR
P.O. BOX 64942, PEMBA

Permission has been granted for the officer to conduct research. Please assist him in his study.
DRCC