

**UTILIZATION OF EMERGENT LITERACY SKILLS WITH A GRADE ONE  
PHYSICAL EDUCATION CLASS: A CASE OF SELECTED PRIMARY SCHOOLS IN  
LUNDAZI DISTRICT OF ZAMBIA.**

By

**BEATRICE TEMBO**

A dissertation submitted to the University of Zambia in Partial fulfillment of the Research requirement for the award of the Master of Education in Applied Linguistics.

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**STUDY TITLE:**

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**THE UNIVERSITY OF ZAMBIA**

**LUSAKA**

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## **DEDICATION**

I dedicate this dissertation to the hardworking man behind this success, Evans Mushibi whose resources have managed build this piece of academic writing. My ever loving daughter, Adah Mushibi and the family members who have been encouraging me throughout this academic journey. Your patience has paid through this piece of writing.

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**AUTHOR’S DECLARATION**

I, Beatrice Tembo, do hereby declare that, “*utilization of emergent literacy skills with a grade one Physical Education class: the case of selected primary schools in Lundazi district of Zambia,*” is my own piece of writing. All the works of other persons cited have been dully acknowledge and that this work has never been submitted or presented for any degree at any University for similar purposes.

Signature of author: .....

Date: .....

Signature of supervisor: .....

Date: .....

**APPROVAL**

The University of Zambia approves the dissertation by Beatrice Tembo as a fulfilling part of the requirements for the award of the degree of Master of Education in Applied Linguistics.

Signed: .....

Date: .....

Signed: .....

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Date: .....

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## ABSTRACT

This study was undertaken in order to establish the utilization of emergent literacy skills with a grade one Physical Education class in selected primary schools in Lundazi district of Zambia. A qualitative design was used and employed a case study to a sample of 80. Purposive sampling was employed to select 20 teachers for interviews. Random sampling was used to come up with respondents for the focus group discussions which were held with 20 parents and 40 grade 1 pupils. Data was analysed thematically and pie charts with bar charts were produced through Microsoft excel.

Findings revealed that children came with emergent literacy to a PE class such as athletic, rhythmic and manipulative literacy. The study also established different types of knowledge that learners came with to a PE class. These ranged from, social, athletic, accuracy, hygiene, numeracy, critical thinking and rhythmic. This knowledge was realized from the different traditional games and activities which learners enjoyed and played in their communities. Teachers used the different emergent literacy skills and knowledge to introduce different games and activities, to ensure that children related well socially and behaved as expected, applied the traditional rules into their school games and kept hygiene standards in school and community.

It was concluded that teachers in the sampled schools recognized and used the different literacies that learners came within PE lessons. It was further concluded that as a consequence of linking traditional knowledge and PE activities children became socially comfortable, interactive, played as classmates and respected each other in and outside school. One of the recommendations was that teachers should use all the emergent literacy skills that learners came with to school to teach other school subjects. The other one states that Teacher Training Colleges should link traditional games and knowledge to the training of teachers for PE in order to empower them to be effective teachers of PE in schools.

***Key words: Emergent literacy in Physical Education.***

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## **ACRONYMS AND ABBREVIATIONS**

PE            Physical Education.



# CHAPTER ONE

## INTRODUCTION

### 1.0 Overview

This chapter provides information on the background to the study on “*utilization of emergent literacy skills with a grade one Physical Education class in selected primary schools in Lundazi District of Zambia.*” Further, it presents the statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitations of the study, delimitation, theoretical framework, operational definitions of terms used in this dissertation and ethical considerations. The last part of this section consists of the chapter summary and the organisation of the dissertation.

### 1.1 Background

The term background has been defined by Kasonde-Ngandu (2014) as a brief overview of the problem the researcher aspires to tackle. Tromp and Kombo (2014) assert that the background section in the dissertation refers to the setting of the position of the study. It helps to convince the reader that a problem or opportunity exists and that it should be addressed. Tavakoli (2012) observes that a background to a study is a knowledge giver on the problem emanation and how you think it has to be addressed. The following paragraphs outline the background to this study.

Physical Education has been in existence from time in memorial. The African continent has a rich culture, whose activities are enjoyed in various forums. These include dances, songs, acrobatics, physical and intellectual games, swimming, target achieving and knowledge testing activities. Mwanakatwe (2013) observed that traditional education was based on activities which were performed at different functions for different purposes.

The missionaries utilised the traditional games they found in the various communities by bringing them into the school system. This they did so as to motivate children and other members of the community to come for lessons. Carmody (2002) notes that the children in the early schools played different games after attending formal education classes. This was a way of indirectly making the children keep coming to school, as well as keeping them there. The knowledge which the children

came with to school was used as scaffold by the teachers in the introduction of western education. Mwendela (1972) noted that the Christian Mission in Many Lands (CMML) taught hygiene among the Luvale and Lunda in North-Western Province because it was part of the community education around which the tribal norms centred.

The Roman Catholic missionaries in their schools in northern Zambia taught fishing and its better methods (Snelson, 1978). This was because the Bemba community was endowed with fish, which needed preservation. The idea of bringing the local curriculum into their new schools was to encourage the communities to appreciate and accept the new forms of education. The whites or teachers used this teaching strategy indirectly to introduce, among other learning areas, swimming and canoeing to the community.

Today, children play hide and seek, football and netball; they dance at night, wrestle amongst themselves, run around and ride bicycles. Behind these activities are the rules which make the children continue playing together and obeying when a rule has been obligated. Children control themselves in games without a referee and no fights are recorded. They also learn obedience through coordination and develop muscles to continue playing these games. It is expected that the knowledge and skills children develop in the school during PE lessons will be utilised by them, parents and teachers to make society a better socio-cultural environment for the child.

## **1.2 Statement of the problem**

According to Kothari (2004), a research problem refers to some difficulty which a researcher experiences in the context of either a theoretical or practical situation and wants to obtain a solution for the same. Sampson (2005:24) defines the term, statement of the problem as, "... a statement that typically takes a form of a concise question regarding the relationship between two or more variables." Other scholars like Kasonde-Ng'andu (2014) say that a statement of the problem is an issue or a concern that puzzles the researcher. With these working definitions, the next paragraph outlines the statement of the problem of the current study.

Children have been learning through play in their development of the different aspects of life. They have developed muscles and intelligence through the day-to-day interaction and through play as they grow up. Children have ideas as to how different games are played, and they have acquired through them morals, attitudes, beliefs and values for their survival in the community. Teachers

are aware that children play and enjoy various games in their communities, which extend to school grounds. In school these games are categorised under Physical Education and are taught as a compulsory subject at the primary school level. However, it was not known how the teachers of P.E. were utilising this knowledge children came with to a PE class. Stated as a question, how were teachers utilising the emergent literacy skills children came with to a Grade 1 in Physical Education class?

### **1.3 Purpose of the study**

The term ‘purpose of the study’ is defined by Creswell (2009) as a conveyer of the overall intent of a proposed study in a sentence or several sentences. Simpson (2005) says that the purpose of the study sets the objectives, intent, or the major idea of a proposal or a study. Therefore, the purpose of this study was to establish the utilization of emergent literacy skills with a grade one Physical Education class in selected primary schools in Lundazi district of Zambia.

### **1.4 Objectives of the study**

Kasonde-Ng’andu (2014) looks at objectives to be a series of successive steps presented in behavioural terms that the researcher needs to take in order to answer the research question. Kombo and Tromp (2014:38) perceive an objective as, “... a specific statement relating to the defined aim of the study.” This study was guided by the following research objectives:

#### **1.4.1 Main objective**

The main objective of the study was to establish the utilization of emergent literacy skills with a grade one Physical Education class in selected primary schools in Lundazi district of Zambia.

#### **1.4.2 Specific objectives of the study**

This study sought to address the following research objectives, to:

- i. ascertain the type of emergent literacy skills children came with to a Physical Education class;
- ii. establish how the teachers were using the different emergent literacy skills in the teaching of Physical Education; and

- iii. identify the strategies which teachers had put in place to teach new topics in Physical Education.

### **1.5 Research question**

Researchers like Kombo and Tromp (2014) say research questions are issues that the researcher seeks to address. In the light of Mackey and Gass (2005), a research question is a one that will be addressed or investigated in a study. From these definitions, this study was anchored on the following research questions;

#### **1.5.1 Main research question**

How had the teachers utilised the emergent literacy skills children came with to a Grade 1 Physical Education class?

#### **1.5.2 Specific research questions**

- i. What type of emergent literacy skills did children come with to a Physical Education class?
- ii. How do teachers utilizing the emergent literacy skills children came with to a P.E. class?
- iii. What strategies do the teachers put in place to teach new topics in Physical Education?

### **1.6 Significance of the study**

The researcher, in stating the significance of the study, gives out the reasons for undertaking a study at hand as to whether it is worth undertaking or urgent (Msabira and Nalaila, 2014). Creswell (2009) views the significance of the study as a writing that aims at conveying the importance of the problem for different groups that may profit from reading and using the study. In line with this study, the significance of the study was that the findings might influence some changes in the way teachers look at children's competencies in the teaching of Physical Education. The curriculum might be revised to meet the literacies which children come with so that the school can build on them. Additionally, Physical Education might take a different dimension after the research findings added new knowledge to the existing body.

### **1.7. Delimitation**

Delimitation, according to Ghosh (2013), is the boundary created by the researcher for the sake of a research. Msabila and Nalaila (2014) say delimitation of the study is limiting the study by geographic location, age, sex, population traits, population size or other similar considerations. Therefore, this study was delimited to the Grade 1 learners and teachers, and the learners' parents in Lundazi District. The participants were drawn from the rural primary schools where Physical Education was being taught as a subject.

### **1.8. Limitations of the study**

Limitations in research enable the researcher to identify potential weaknesses of the study that might make the findings be questionable (Creswell, 2009). Kothari (2004) adds that limitations for a research study include the challenges the researcher foresee or went through that might influence the validity of the study. This study was limited to four primary schools of Lundazi District in Eastern Province. Therefore, the findings cannot be generalised to the entire district, province or country due to the limited sample chosen for the study.

### **1.9 Definition of terms**

**Emergent literacy** - Involves the skills, knowledge, and attitudes that are developed in the community before children are introduced to conventional forms of reading and writing.

**Physical Education** – A subject offered in schools that has activities which build a child physically, mentally, psychologically, socially and develops basic hygiene among others.

### **1.10. Theoretical framework**

According to Msabila and Nalaila (2014), a theoretical framework section for a research has to identify a theory, state it and explain how it is related and applied to the study to be undertaken.

Social Constructivism was the theoretical framework which guided this study. This theory is mainly associated with Vygotsky, and this is the reason why it is sometimes referred to as Vygotskian constructivism (Telese, 1999). It is this form of constructivism that emphasises the role education plays in people's social transformation. Social constructivists believe that an individual's development is influenced by the socio-cultural context within which they live. They

see an individual's development as being derived from a group of social interactions in which culturally shared meanings are internalized (Stofflett, 1998).

It is believed that the individual's interaction with the environment will help in constructing knowledge that changes not only the individual but also the environment. Teaching from a social constructivist perspective is the link between the individual and a given social and or cultural context (Telese, 1999). Through the knowledge that the children have from the community, teachers will make use of the environment and teach new Physical Education concepts in the school environment.

This study, therefore, is situated within the theory of emergent literacy which acknowledges that the steps which are part of the process of acquiring literacy in children begin long before they enter formal schooling (Teale and Sulzby, 1987). Children do not come to school without any traits that point to the development of social games and other manipulative skills. The social and cultural context in which a child is found determines or influences this aspect of early childhood development. Games and other forms of play also form part of this social cultural context of the child.

The study's embedment in the socio-cultural contexts further situates it in the notion of constructivism, which views social interaction as a primary mechanism for children to develop their individual understanding and knowledge about games and social behaviour associated with it. Constructivist notions embrace both the cognitive development theory of Piaget and the socio-cultural theory of Vygotsky (Kaufman, 2004). Piaget's cognitive constructivism states that learners construct knowledge and understanding through experiences. Experiences enable people to create schemas, mental models in their heads, which are changed, enlarged, and made more sophisticated through assimilation and accommodation. New information is assimilated into existing cognitive structures while the structures themselves accommodate the new information (Schunk, 2009). This is how learning develops in all children.

Literacy acquisition is no exception in this regard. Emergent literacy, which is a continuum of literacy practices, obviously utilises the processes of assimilation and accommodation as children

learn different aspects that can be classified as early literacy behaviour. Furthermore, something is said to emerge only if it has been there before. Schemas of literacy already exist in the children. These already existing structures assimilate or accommodate new information as children interact with the literate environment, which includes other human beings.

Piaget's view joins with that of Lev Vygotsky as a framework for emergent literacy. Vygotsky (1978) expanded Piaget's theory by placing greater emphasis on the social context in which learning takes place. For Vygotsky, the environment is crucial in stimulating the child's cognitive development. Central to his theory is the Zone of Proximal Development(ZPD), which "is a distance between the actual developmental level determined by individual problem-solving and the level of development as determined through problem-solving under guidance or in collaboration with more capable peers" (Vygotsky, 1978:86). The experiences and contexts in which the child learns to play and apply play for a purpose are critical to the child's literacy development. Emergent literacy is usually acquired informally through the different experiences and contexts that children find themselves in. however, we do not know if teachers use these forms or literacies and children are in school hence this study.

### **1.11. Ethical considerations**

Marczyk, DeMatteo and Festinger (2005) consider ethics in research as codified principles which are intended to ensure that researchers consider all potential risks and ethical conflicts when designing and conducting research. Moreover, these principles are intended to protect the participants in the research. Tavakoli (2012) defines ethical considerations as guidelines or sets of principles for good professional practice, which serve to advise and steer researchers as they conduct their work. This study considered the following research ethics. Firstly, no names were published and mentioned in any part of the report. An informed consent form was filled in by the participants before the interview or discussion could start. Lastly, participants were aware that they were free to withdraw as participants at any time if they did not feel comfortable with the discussion.

### **1.12 Organisation of the dissertation**

This dissertation is organised in the following manner: Chapter One looks at the background to the study on the usage by teachers of emergent literacy skills in the teaching of Physical Education. It also presents the statement of the problem, purpose and the objectives of the study. Presented were also the research questions, significance of the study, delimitation and the theoretical framework. Lastly, definition of terms, ethical considerations, organisation of the dissertation and the chapter summary comes last. Chapter Two reviews different literature which is related to the research topic from different studies so as to provide an in-depth understanding of the topic at hand. Chapter Three looks at methodology. This presents research design, target population and sample size. Sampling techniques is followed by the research instruments, data collection procedures and data analysis methods. After the study limitations, the chapter summary is given.

Chapter Four presents the findings of the study. Chapter Five discusses the findings of the study in relation to other researchers' views, findings and critiques on the topic. Chapter Six enlightened the researcher on the summary and recommendations of the study. The last part provides the references used in the study, appendices in form of photocopies of relevant letters of permission and the research instruments used to collect data.

### **1.13 Summary of chapter one**

The chapter has presented an introduction which was merely an overview of the study. All concepts on every heading were defined to provide guided meaning for the study. The statement of the problem was presented, the purpose of the study stated, and the objectives of the study outlined. The chapter also discussed the research question, significance of the study, delimitation, limitations and the theoretical framework. The summary of the chapter came last in this discourse. The next chapter will present a review of literature in relation to different studies conducted in the field of literacy and emergent literacy in Physical Education.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1. Overview**

The previous chapter looked at the background, brought out the statement of the problem, the purpose, objectives and the research questions among others. This chapter looks at the different literatures which are related to the study. The literature is captioned as follows: firstly, literacy is defined according to different scholars, the chapter then explores the different literacies commonly known, and later looks at the literacies found in physical education, and the knowledge teachers have about literacy in physical education. It further looks at the literacies children come with to class and the literacies they come with to a physical education class. Lastly, studies on the strategies teachers use in teaching new topics in PE classes are reviewed. A chapter summary closes the literature review.

#### **2.2 Definitions of literacy and emergent literacy**

The beginning of this gradual replacement of reading readiness by emergent literacy can be traced to 1966 and is attributed to the work of Marie Clay, a New Zealand researcher (Ferreiro, 2011). Clay analysed the behaviour of young children when they used books and writing material to imitate reading and writing activities of adults even when they were not able to read and write. Since Clay's study, much research has been carried out to try and expand the understanding of emergent literacy. Research in the fields of child development, psychology, education, linguistics, anthropology and sociology has led to the development of the theory of emergent literacy. Emergent literacy is prominently associated with languages because that is where much research has been done. It should be noted that emergent literacy in Physical Education is a new field of study whose research is scanty; hence, less authentic sources might be explored in this paper.

##### **2.2.2 Definition of literacy**

Basically, literacy is described as the ability to read and write. The Longman Dictionary of Contemporary English (2009:1021) defines literacy as "the state of being able to read and write". This traditional definition makes literacy appear to be an easy term to define. Contemporary scholars have come to agree that literacy involves competencies other than those immediately

concerned with written texts. Therefore, the traditional definition has received criticism and has been expanded to embrace other areas such as change of attitude, individual growth, acquisition of new survival skills, liberation and grade equivalent (Mwansa, 2007:14). This shows that literacy is a plural notion which has different dimensions. Depending on their work and experience, different individuals and organizations view literacy differently.

Barton (2007:19) states that “literacy is a fairly recent word and its meaning is being extended”. He further points out that literacy goes beyond knowing how to read and write and its definition would depend on the people’s use and experience in a specific context. The function of literacy precedes its form Hodgskiss, (2007:12) hence, the term functional literacy. Scribner and Cole (1981:236) are in line with this view when they define literacy as a process of being aware of what is supposed to be known by everyone in the community. This definition goes beyond the reading and writing because literacy is also the ability to understand, improve and use communal artifacts in the most desirable manner.

Literacy is said to be a broad term which has different meanings. Richards and Schmidt (2002:103) define community literacy as ‘Reading skills associated with non-school-related reading, such as those required to participate in neighbourhood or community activities and the reading of signs, advertisements and documents.’ On the other hand, computer literacy is known as ‘having sufficient knowledge and skill in the use of computers and computer software to be able to live in a computer-orientated society,’ (Richards and Schmidt, 2012:113). Cultural literacy is defined as the familiarity with cultural and other types of knowledge (e.g. literary, cultural, historical, political, and artistic) regarded as necessary for informed participation in a nation or culture. Cultural literacy may or may not be something possessed by a person who is bilingual (Richards and Schmidt, 2010). The scholars discussed did not look at the emergent literacy came with to a PE class and how teachers utilized this emergent literacy.

### **2.2.1 Emergent literacy**

Emergent literacy redefined the field of literacy and made educators, teachers and parents aware that much more was happening in the development of literacy than the term reading readiness described (Teale, 1986). Something that emerges has been there at the beginning and only shows

itself under the right conditions. This is an indication of the child's own natural learning ability which facilitates any kind of learning. The socio-cultural context is also a determining factor in the awakening of this innate ability. The kind of home and surrounding environment that a child grows up in will either help or hinder emergent literacy. The children's need to communicate, their curiosity and their skills for making sense of the world prompts this development (Morrow, 1989).

Emergent literacy is defined differently with regards to the argument the writer would like to put across. Much research defines emergent literacy in relation to language teaching and learning. It is from these developed fields that emergent literacy in Physical Education can also be derived. The term 'emergent' means new and still developing, (Street, 2012). 'Physical Education as a subject' means the study of physical exercises taught in school to children like gymnastics, athletics, team sports and other forms of organised physical activities. In language, emergent literacy assumes that the child acquires some knowledge about language, reading, and writing before formally entering school, (Cooper, 1997). If this is what 'emergent' in language is, then in Physical Education it can mean children go to school with some knowledge of certain physical activities found in their environment. It was not know how the teachers utilised the emergent literacy children came with to a PE class.

### **2.2.3 Emergent literacy in P.E**

Emergent literacy involves the skills, knowledge, and attitudes that are developmental precursors to conventional forms of reading and writing (Whitehurst and Lonigan, 1998). The term 'emergent' has been defined by Street (2012: 209) as '...new and still developing'. Literacy has been defined as the ability to read and write, (Teale and Sulzby 2009:324). In Physical Education, emergent literacy has to do with the know-how children develop as they grow up in their play environment.

Every culture has its own established physical activities, which the elders transmit from one generation to another. Schools adopt some physical activities which children know and then use the known knowledge to learn what is not known, Morrison (1965). From the definitions given, it can be concluded that children come to school with the emergent literacy developed through some

physical play activities they engage in their environment. What was not clear was how the teachers were utilising this knowledge in their teaching of Physical Education in class.

With regard to Hanna (2001), she echoed that emergent literacy mattered to children before they entered school because it acted as a basis for future learning which was vital to achieving success in school and social settings. She further articulated that children danced in school not because they were learning how to dance, but because they had danced before. The only factor which would make them change the dancing style was the song or the language in the song. From this observation, it could be seen that children went to school with emergent literacy in dances and other related skills.

The Zambian community is rich with traditional dances, which are daily activities for the children. These dances are married to songs in every tribe. Some are sung during day time while others are sung in the night, depending on the occasion and activities children are doing. Kakuwa (2010) saw the importance of traditional songs to the child in school and said it was a step to learning most subjects in the formal schools of Zambia. Therefore, emergent literacy is a step to future learning for children in any school and learning environment.

Similarly, UNESCO (1971) defined a functionally literate person as one who has acquired the essential knowledge and skills which enable her or him to engage in all those activities in which literacy is required for effective functioning of her or his group or community. The knowledge which children acquire from the society and its games do not only make the child become literate in reading and writing. It generally makes the child develop a positive view of the world and make his or her place a better one. Mome (2001) conducted a research and found that children who had some knowledge of certain skills tended to spearhead the classroom activities. In this case, emergent literacy in Physical Education to children seemed to be an advantage to their learning in school. Nonetheless, we do not know how teachers were using this literacy to teach Physical Education in Zambian schools.

The teaching of Physical Education boards on the practical aspects of literacy, which the community teaches the children as part of their culture (May, 1998). Other scholars have called this practical aspect as 'functional literacy.' The UNESCO's Minister of Education's Conference (1965) defined functional literacy as, "rather than an end in itself, literacy should be regarded as a way of preparing man for a social, civic and economic role that goes far beyond the limit of rudimentary literacy training consisting merely in the teaching of reading and writing." The practical knowledge which the children come with to class is usually learnt from their community. This is done socially through games with peers and watching elders interact and play games. How the teachers utilised this already acquired cultural knowledge needed to be explored.

The Ministry of Education recognises the significance of teachers building on the knowledge which the children have acquired from their community before school in the Physical Education class. One of the general outcomes culminates in the development of skills to improve neuromuscular coordination through participation in a variety of activities in order to improve fitness, manipulation, coordination, correlation, observation and self-expression, MOE (2012). All these activities are realized through the children's involvement in different traditional activities, which involve play. These can be rhythmic, manipulative or cognitive activities. The role of the teachers of Physical Education, therefore, is to realise that children have the knowledge on how these activities are used to teach new skills which are similar. The Ministry of Education, for this reason, specifies that children should be able acquire knowledge and values in music, and develop musical skills to enhance musical talents, creativity, self-expression and aesthetic sense, (MOE 2012:12). All this is achieved through Physical Education.

The teaching content of Physical Education in primary schools, and at Grade One level to be specific, revolves around play and songs which the children know from their homes. The Zambian primary syllabus for expressive arts contains the Physical Education teaching content. Among other teaching topics are the exploration of sounds, songs, movement and dance. The expected outcomes for these, among others, include the listening to and using of different sounds in the environment, singing traditional songs and performing body movements, and dancing to traditional songs. The expected knowledge which children should acquire among others includes sounds from the birds, animals, drums and bells, clapping, drumming and whistling. In addition, they should

acquire traditional songs on diverse topics, body movements, and various dances such as *siyomboka*, *kalela* and other dances of other tribes in Zambia, (MOE, 2012:14). What the syllabus demands is the teacher's knowledge regarding teaching Physical Education using the traditional knowledge which the children already have from their social environment. In other words, the teacher should scaffold on the emergent literacy which the children come with to a Physical Education class. How this was being done in the Zambian primary school Physical Education classes in Lundazi District was what was not known.

### **2.3. Teacher's knowledge on emergent literacy in Physical Education**

The teacher's knowledge regarding the significance of emergent literacy in their teaching of Physical Education was cardinal. This was because the children's potential should be enhanced by the teacher through appropriate activities facilitated by a conducive learning and teaching environment. John Laid noted that learning was building mental model structures in a human mind. Mental models are knowledge pieces which join each other to make a block of knowledge, (Munsaka and Matafwali, 2013). To this effect, the teacher in the education system was supposed to be an assembler of these pieces of knowledge into bigger blocks through interactive activities. The teaching of Physical Education is an inductive process of teaching from known to unknown (Dickinson, 2001). This means that teachers should be knowledgeable of their teaching content so that they could help the children acquire the much needed knowledge from the school environment.

The teacher's knowledge on emergent literacy in Physical Education takes the form of the teacher realising the developmental stage at which the child is while in school. With regard to the works of Piaget, children in Grade One are at the concrete stage of cognitive development. At this stage, children have the ability to solve tasks involving seriation, which allows children to mentally arrange objects along logical quantifiable traits such as length or height (Munsaka and Matafwali, 2013). To a teacher of Physical Education, he or she has to make use of the seriation knowledge the children come with to class so that they are able to put themselves in groups according to their age and interests. Therefore, children should be guided on what should be done and not be dictated to in the Physical Education class. When the teacher realises this knowledge which learners possess, the teacher will find it easy to teach Physical Education effectively to Grades one. From the discussion, it was significant for this study to investigate how teachers were utilizing the emergent literacy children came with to a PE class in the primary schools of Lundazi District.

In the view of Vygotsky (1987), learning is an interactive activity which the children should derive from their play with others of different age groups. He thought that children should learn from others while carrying out meaningful play. He called this as the Zone of Proximal Development (ZPD). By definition, ZPD is

*...the distance between the actual developmental level as determined by independent problem-solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers (Vygotsky, 1978).*

The teacher's knowledge in the teaching of Physical Education, according to Vygotsky, is very cardinal in the sense that the children need guidance in their play if they are to learn from the teachers. Since Physical Education at Grade One is all about play, the teacher should ensure learners interact with older peers who are knowledgeable so that they learn from each other. It is the role of the teacher to use his knowledge to select children of different age groups to put them in one class or group so that they perform an activity. The learning will not be from the teacher alone but the children will learn on their own from one another with less assistance from the teachers. How teachers were utilizing the knowledge learners came with to a PE class was what this study sought to establish.

The social cognitive theory holds the view that learning for a child is by creating a conducive environment. Munsaka (2014) argues that in the social cognitive learning theory, both social factors and individual internal cognitive processes were viewed as critical to bringing about meaningful learning to children. The teacher in the teaching of Physical Education should ensure that he or she uses the attention phase by capturing the learner's attention to important activities which are considered worth learning. In the teaching of Physical Education, the teacher's knowledge should be focused on the activity to be taught. Bergh and Thereon (2006) add that a teacher teaching a practical aspect of the lesson should ensure that he or she fully demonstrates the critical aspects of the lesson so that children can learn from observation. For effective learning to take place, the teaching environment should be created by the teacher to allow the subject to be learnt effectively. It is the teacher's role to be in the right attire and in the right environment so that the children can also be modeled to learn and enjoy the subject in class. How teachers were modeling the learners through the knowledge they come with was what the study established.

The other theory which questions the teacher's knowledge on learners in school is the humanistic theory proposed by Carl Rodgers and Abraham Maslow. The duo holds that all human beings are unique from each other and that every person's point of view should be respected because every person interprets reality differently. Lastly, they proposed that every person's choice should be respected (Woolfolk, 2010). The teacher should be accommodating to allow learners to participate in the activities in which they feel comfortable. Therefore, the teacher's role is to promote and encourage the knowledge the children come with to class so that it can be built upon in a favourable environment. In this case, the teacher is supposed to appreciate the cultural knowledge the children bring to the Physical Education class and it should be cemented through other learning activities. Thus, it was not known how teachers were using the emergent literacy skills Grade One learners came with to their Physical Education classes.

Researchers have questioned the knowledge teachers have in their teaching of Physical Education to the lower grades. A study conducted by Marlett and Gordon (2004) on the alternative texts in Physical Education raised a number of issues. The duo found that Physical Education had been in decline because of the mistaken belief that the body and the mind were separate, and that PE did not have much to contribute to mental function (Landers, Maxwell, Butler and Fagan, 2001). It was because of such preconceived ideas that teachers dictated the classes of PE and developed a limited number of skills in children. This did not support the emergent literacy children came with from home, but rather suppressed it. It is from this notion that this study was conducted so that it could look at how teachers were using the emergent literacy learners came with to a PE class and how it was built upon.

Children value play from their natural environment because it is through play that they grow mentally, physically and develop socially acceptable behaviour by the society (Sherman, 1999). Every Zambian child born in the Zambian society enjoys traditional games and activities which the Zambian syllabus for PE builds upon in formal schools. In a research conducted by Kretchmar (2000) on 'Movements subcultures: itself or meaning,' using qualitative methods of data collection and qualitative data analysis, the findings were that several factors were acquired to have students connect with Physical Education. The development of a student's personal philosophy of sport is one way. A PE teacher should try to refocus students' philosophy from the win-at-all-cost domain towards valuing fair play and teamwork. The teacher's knowledge in the teaching of practical



subjects like PE is cardinal at this level. Zambian Grade One learners went for PE and played different games through the teacher's guidance. It was not clear as to how the knowledge the learners came with to a PE class was scaffolded upon by the teacher.

In a study entitled 'Emergent literacy practices among children of 2 to 6 years in Mwense District of Zambia,' by Kaunda (2012), a series of traditional games and plays were found to be linked to the literacy practices. Using the observation sheet, he found that children were knowledgeable in their traditional games, plays and other activities they involved themselves in. They knew the pros and cons of the traditional activities; hence, they grew up to be responsible people in that given culture. The PE syllabus in Zambia was developed from the Zambian traditional games, plays and activities which were found in the Zambian society. The teachers in school, from such a perspective, used the traditionally blended knowledge to teach PE in the formal schools of Zambia. It was not clear in this context how the teachers were using the emergent literacy skills children came with to a Physical Education class in the teaching of PE to Grade One children in the Zambian schools.

## **2.4 Emergent literacy children come with to a PE class**

### **2.4.1 Studies outside Africa**

Studies have shown that children come to a PE class with different knowledge on different games and physical activities of that area. In a study conducted on the 'teaching of games for understanding; the importance of student emphasis over content emphasis' by Hopper (2002) found that children entered school and PE classes with knowledge of certain activities. He noted that in the teaching of introductory games, the teacher should deal with questions and explanations on the tactical implications of the tactical solutions being practiced. These activities emphasised the interactions that existed between cognition, perception and action during practice and performance. Werner and Almond (1990) added that such an approach was necessary because children knew the "how" to play and not the "why" the activities. From the two authorities, it was clear that children came to a PE class with basic knowledge of PE activities yet the actual activities were not mentioned to see if they could be the same as the Zambian activities. This study was

aimed at establishing the kind of emergent literacy skills children came with to a PE class in the Zambian primary schools.

Some studies sought to establish the specific knowledge which children came with to PE classes using different tactics and methods of research. An example is the study conducted by Turner and Martinek (1999), who found that students taught with a tactical approach did not show significant improvement in some performance outcome measures related to tackling, dribbling and shooting in field hockey although the same students displayed better control and passing. Turner (1996) in an earlier study also did not find any differences in skill development between a tactical and a technical approach. The studies found nothing because they were looking for emergent literacy in PE which children came with to a PE class instead of building on it in the traditional games of the country. Since such studies were made by earlier researchers, this research focused on the knowledge that children came with to the PE class and how the teachers were building on it in the teaching of PE in Zambian schools.

Emergent literacy does not only apply to games, but also motor skills. In a study conducted by David, Button and Bennett (2007) on 'acquiring movement, skill: a constraint led perspective,' a quantitative approach was taken to collect and analyse data. The findings were that individuals could use the great abundance of movement possibilities offered by the human musculoskeletal apparatus to vary ways in which they solved movement problems, and an optimal movement pattern for one individual might not be optimal for another in relation to a specific task goal. They also found that the concept of emergence under constraints emphasised the individualised nature of movement solutions as learners attempted to satisfy the unique constraints on them. In the Zambian perspective, it was worth investigating whether the children come to a PE class with these motor skills knowledge; and it was not known as to how the teachers were building on this in class.

In another related research, movement pattern variability had traditionally been viewed as dysfunctional and a reflection of "noise" in the central nervous system. Another constraint-led approach suggested that movement variability required adapting to dynamic PE environments (William, et al. 1999). Davids et al (2003) noted in their research that individuals found it extremely challenging to repeat a movement pattern identically across practice trial. This was so because the movements the children came with from their home environment needed to match what the teacher was to introduce (William et al. 1999). The Zambian community is endowed with

rich traditional dances which children enjoy day after day. This research aimed at investigating how the teachers were using this movement knowledge children were coming with to the PE class in order to teach new movements in the lesson.

Studies conducted in America asserted that teachers were supposed to build on the knowledge learners came with from home. In a study named 'the role of nonlinear pedagogy in Physical Education' conducted by Chow, David, Button, Shuttleworth, Renshaw and Arauij (2007), outlined practical aspects of determining emergent literacy and how teachers could build on it in PE lessons. A volleyball lesson was drawn and taught to learners on how to attack without teaching them the tactics. The learners could attack from any quarter of the court not until they were taught that effective attack is done near the net. The teacher in this lesson used the attack knowledge which the learners had to teach them how to perform an effective attack in volleyball. Teachers realised the emergent literacy that learners came with to the volleyball lesson and built on it in the lesson. In the Zambian schools, there was need to investigate how the teachers were building on the emergent literacy skills that learners came with to a Grade One class in the teaching of PE in primary schools.

#### **2.4.2 Emergent literacy children come with to a PE class (Studies in Africa)**

Teaching PE in Africa is said to be an easier task because children have some knowledge on most activities (Schram, 1995). In a study conducted by Griffin and Morgan (1998), which investigated the usage of traditional games to create rhythm in PE classes, a qualitative approach was used to collect and analyse data. The duo attempted to teach kinesthetic to Nigerian children who were in Grade One. Findings showed that children followed the steps the teacher introduced easily as long as the song and beat was constant. They concluded that this was easy because the children danced to traditional songs, which involved singing and dancing, in their communities. Even though Zambia has rich communities where children enjoy various rhythmic games and songs, it was not known how teachers were using this emergent literacy learners came with to a PE class and how they are building on it to teach other components in school.

Conversional PE teaching in African schools was seen as a simple task because learners had the know-how of what was to be done. A study conducted by MacPhee (2013) on 'using yoga as a personalized and emergent model for early childhood educators' had interesting findings in Kenya.

The study employed an ethnography design which proved to be effective because he was teaching the yoga to a local community he was staying in. The findings indicated that teaching yoga was not difficult to young children because they already knew how to lift legs and make systematic movements under instructions in their local environment. This study agreed with what Moen (1996) found in her research on circuit training. She also found that routine and interval exercises were simple for African children because their play in traditional games involved following steps as they jumped and landed in certain specified boxes. This study used a case study design which made the researcher to visit a vast area and a good number of communities and schools. It was then relevant to investigate how the teachers teaching PE in Zambian schools were utilising the emergent literacy they were seeing in children in the PE classroom.

#### **2.4.3 Studies in Zambia on Emergent literacy children come with to a PE class**

From the Zambian context, a study conducted by Kasonde (2011) used the qualitative methods and found a number of relationships between play and the child's emergent literacy. She recorded that children often engaged in physical exercises of running and jumping. Sometimes running just involved chasing other children for fun but at times they competed against one another to see who ran faster than the other. The researcher also observed children who organised themselves and had athletics under the supervision of older children. Older children took the roles of referees who counted to signal the beginning of a race. The older children also acted as judges who decided on the winner of a particular race. How the teachers were using such already known knowledge in the teaching of PE in their classes was what this study sought to establish.

With regard to games and organised play which children engaged in before they entered school, research in Zambia indicated that a number of children entered school with enough knowledge in various games. A study conducted by Kaunda (2012) found that children entered school with emergent literacy in various traditional games. These included; *amina*, *wider*, *de mama*, *ichiyenga*, *isolo* and *kubuta* among others. This demonstrated that Zambian children entered school with emergent literacy on various rules of different games and how they were executed. These games are all components found in the PE curriculum for primary schools and to be precise, Grade One learners. How teachers were using this emergent literacy to teach PE in their PE classes was the basis of this study.

Research showed enough evidence that children came with different emergent literacies when they came to school, literacies which needed to be developed further by the teachers in class. A study conducted by Zimba (2011) on ‘emergent literacy support in early childhood education in selected preschools of Kasempa and Solwezi Districts of Zambia,’ found that teachers noticed elements of emergent literacy in preschool children. However, the study revealed that the teachers did not appreciate the children’s emergent literacy. This was so because the teachers did not reinforce in any way the emergent literacies the children came with to class so that they could build on it. Despite the study being biased to preschool learners, the findings were useful to Grade Ones because from preschool, children came to Grade One. If their emergent literacy was not built upon by the preschool teachers at that level, it would mean that the children would not exhibit the emergent literacy when they came to Grade One, and the teacher might find it difficult to build on it. It was for this reason that this study was conducted to establish how the teachers were using the emergent literacy children came with to the PE class in their PE lessons.

## **2.5 Strategies which teachers have put in place to teach new topics in Physical Education**

A number of studies have been conducted in literacy and emergent literacy to look at how best a child gets literate, when and at what stage does a child become literate. How parents and teachers build on the knowledge children have (emergent literacy) is what is known as scaffolding in a layman’s language. According to Vygotsky (1978), scaffolding means providing the support children need to reach a slightly higher level of skill giving them opportunities to build on and extend their current skills.

Vygotsky and his social constructivism theory said that children learnt certain tasks with their elders’ guidance. He thought that children were capable of fulfilling certain tasks alone while other tasks could be fulfilled with the guidance of parents and older people in the social environment; and he referred to this process as ZPD. He defined the zone of proximal development (ZPD) as:

*The distance between the actual development level as determined by independent problem-solving and the level of potential development through problem-solving under adult guidance or in collaboration with more capable peers, (Vygotsky 1978:86).*

In a study conducted by McCarthy (2005) results showed that among children of three to five, there were two groups of functions: the children who could do tasks without assistance and those who could perform tasks with guidance or in collaboration with others. To this effect, scaffolding in a classroom situation has to start with the teacher bridging the knowledge gap between the children themselves so that they can interact in a social environment while the teacher is facilitating in this interaction. The teacher's intervention is to make the learners share knowledge by learning from each other and where all of them fail, the teacher comes in to guide them on what ought to be done.

Several investigations have reported that adult scaffolding increased the amount of literacy activity during play. Other studies have focused on the peer interaction in literacy-enriched play settings (Watson and Jackowitz, 1984). Results indicated that children used a variety of strategies such as negotiating and coaching, to help each other learn about literacy during play. It was observed that as children emerged into literacy, many factors unfolded. Kasonde (2012) also acknowledged that symbolic play was an often-overlooked important scaffold to emerging literacy which teachers of literacy were supposed to build upon in class. The games which children enjoyed in communities, such as football, netball, and running around, were all symbolic events which they copied from elders in their real play. The school curriculum therefore provided a guided plan on the genres of play the Grade One teachers were supposed to scaffold on the children. How the scaffolding process was going on in the primary schools of Lundazi District was what this study sought to investigate.

Vygotsky (1978) said that literacy started with language developments which later become symbolic to children through generalisation at early stages of life. When language was sufficiently developed in a child, meaningful play could be seen in the child at that stage because all symbols and objects would have their own tags as names. The appearance of symbolic play was considered as one of the most significant cognitive developments of the young child. Symbolic play, along with delayed imitation and language, signals the development of representational thought (Watson and Jackowitz, 1984). The key importance of representational thought is that the child is now able to represent objects and events symbolically. In the Zambian school syllabus, the teachers have been provided with a number of traditional songs which they are supposed to sing with the children in order for an activity to take place in PE. The songs were well known to the children because

they were found in the local environment and their meaning was well known to the children. What was not known how the teachers were using the songs in the PE lessons and classes so that they could develop positive attitudes, language and behaviour in the Grade One children.

In their study conducted titled 'Metaliteracy: A race or a journey,' Counsell and Wright (2015) noted that teachers should recognise the different literacies children came with to PE classes. The duo said that there was need to challenge teachers to identify and fully integrate the knowledge and skills that young children brought to the development of language and literacy skills as emphasised by Metaliteracy and to leverage children's interests, beliefs, understandings, and life experiences in ways that would not reduce the sum total of their literacy reading and writing efforts to a mere number that may suggest more than its true value. It is for this reason that this study sought to investigate the knowledge children came with to a PE classroom and establish how the teachers scaffolded the children upon this knowledge.

In a report by the National Centre for Education Statistics (2013), studies by different researchers indicated that literacy scaffolding depended upon the teacher's experience in teaching literacy and the particular study areas. For example, Snow et al (1998) identified oral literacy as key to fluency building in children in early grades. Alfie (1999) added that teachers should use songs and music from the children's traditional environment so that the teacher used the sounds the children knew to teach new sounds. The Zambian reservoir of songs is therefore very important in the teaching of literacy in Zambian schools. Every song is attached to a specific dance which children enjoy in their local communities. The teachers of PE used songs in their classes to make children support their friends in a game or to ridicule certain behaviour, or used the songs to praise their achievement. It was thus relevant to investigate how the teachers of PE were scaffolding upon the emergent literacy in traditional songs children came with to a PE class among the Grade One learners.

In a study conducted by Landers, Maxwell, Butler, and Fagan, (2001) on how PE activities could advance literacy in schools, significant findings were recorded. Among others, they indicated that children learnt to cooperate and get along with teammates to optimize team performance. They learnt agreed-upon rules and sometimes learnt 'set plays' of their own creation or out of a play

book. The researchers added that such unstructured activities made students literate in PE as they constructed meaning in social contexts. As such, it was important to investigate how the Grades One teachers in primary schools were using the literacy the children come to class with in their PE classes.

In addition, Marlette and Gordon (2004), in their study on the use of alternative texts in PE, recommended that those responsible for planning teacher preparation programmes at colleges and universities needed to begin (or continue) the task of preparing pre-service PE teachers to view Physical Education as a thinking subject, and to prepare enriching lessons that integrated alternative texts and activities with that curriculum. The Zambian government realised the significance of teachers' scaffolding on the physical education knowledge which children come with to class. MOE, (2012:7) writes that:

*Through PE, learners acquire the knowledge, life skills, right attitudes and values towards the pursuit of a lifelong physically active and healthy lifestyle.*

From the traditional games which children play in the local compounds, they learn positive and negative attitudes and knowledge which needs to be developed at higher levels by the teachers when the learners come to school.

In the view of Kakuwa (2005), traditional games and other activities which are in the Zambian communities have already-made rules and have unknown authors. These games have been transmitted from one generation to another, representing the cultural institutions of a certain society. From this idea, it was common knowledge that children come to a Physical Education class with the idea that the activities they were to learn had their own rules. It was not clear, however, how the teachers were using this knowledge children were coming to the PE class with to introduce new activities and build on them.

Children entered formal school with different emergent literacies in Physical Education from their traditionally blended games. Kakuwa, (2005: viii) observed that



*Traditional games have cultural, socialisational, psychological, educational, mental hygienic and many other aspects and functions in human life.*

Children came with the knowledge that they made friendship through games and that they had to play as a team if they were to win. They also came with the knowledge that when a friend was injured, play should be stopped and everyone should be concerned and attend to such a friend. First aid knowledge came in at this point. A well-known researcher in sports, (Strickland, 1989) in one of her studies proposed that teachers should concentrate on developing and improving on the knowledge of what children and their society had. She further suggested that there was need to create a safe, child-centred classroom environment, and have materials available for all children to use. The teacher's involvement in the making of the child's environment to be as conducive and safe, if not a better place, as the learners' home was questionable in the Zambian schools. It was then important to investigate how the teachers were using the knowledge children came within class to develop them physically, socially, and psychologically (including many other aspects and functions of Physical Education) through the formal schools.

## **2.6 Conclusion**

From the various studies, it was clear that teachers had scanty ideas on the kind of emergent literacy that children came with to the PE classroom. Other researchers proved that children generally exhibited enough literacy skills. Most Zambian studies also noted that primary school children were engaged in literacy-related games and play and other practices, which led to the children developing certain skills required for literacy development. Other studies also established that the children in the African communities sang a range of traditional songs in their various languages for specific occasions, which helped them acquire phonological aspects meant for literacy development. Other studies showed that, apart from peer scaffolding of literacy activities, the teachers should, being the planners of all PE classroom activities, be at the centre to scaffold learners on the emergent literacy they came with to a PE class so that continuity was seen. How the teachers of Grades One were fulfilling the identified areas in Lundazi District was what this study set out to establish.

## **2.7. Summary of the chapter**

This chapter has reviewed different studies related to the research objectives. Gaps have been drawn from the studies reviewed to ground this study. The next chapter will present the methodology the researcher used to achieve the set objectives.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

The previous chapter looked at the related studies which were conducted throughout the world, Africa and in Zambia on this research topic. This section addresses aspects of how data collection, analysis and interpretation were done. It describes the research design, target population, sample size, sampling procedure and research instruments. It also discusses the data collection procedures, data analysis and limitations of the study. Lastly, a summary of the chapter is also provided at the end. By definition, methodology may include interviews and surveys which could be both present and historical information (Orodho, 2003) in (Kombo and Tromp, 2009).

#### **3.1 Research design**

Marczyk, DeMatteo and Festinger (2005) define research design as a plan used to examine the question of interest in the study. Msabila and Nalaila (2013:27) state that, "...a research design is a plan on how a study will be conducted or a detailed outline on how an investigation will take place." In order to achieve the stated objectives in this study, the researcher used a qualitative approach and employed a case study. A case study has been defined as an investigation that seeks to describe in detail a unit in context and holistically (Msabila and Nalaila, 2013). Creswell (2009) noted that a case study involves a detailed description of the setting or individuals affected in the study. A case study was found to be fit for this study because it was the only method which was able to bring out a deeper understanding on how the emergent literacy skills children came with to a PE class were utilised by teachers in their teaching of the Grade One learners of selected schools in Lundazi District. It was only through a case that the researcher was able to carry out an in-depth investigation using interviews and focus group discussions so as to understand the whole occurrence as it existed in the schools. A case study is entrenched in the qualitative method of data collection.

A qualitative approach is one in which the inquirer often makes knowledge claims based primarily on constructivist perspectives. It involves the multiple meanings of individual experiences, meanings socially and historically constructed, with intent of developing a theory or pattern or advocacy and participatory (Creswell, 2003). Mackey and Gass (2005) say that the term qualitative research can be taken to refer to research that is based on descriptive data that does not make (regular) use of statistical procedures. The researcher adopted the qualitative methods of data collection and analysis because the research topic called for interaction with the participants in their natural environment and observation of the kind of emergent literacy the children came with to a PE class. This method also allowed the researcher to use interviews and focus group discussions in gathering data from participants like teachers and parents in the natural community.

### **3.2 Target population**

The term, ‘Target population’ is synonymous with ‘universal population’. Target population means the population for whom the findings will be generalised or for which information is desired (Msabila and Nalaila, 2013). Universal population, on the other hand, means the entire mass of observations, which is the parent group from which a sample is to be formed. The sample observations provide only an estimate of the population characteristics, (Singh, 2006). In relation to this study, the target population comprised the Grade One learners, their teachers and the parents who had children in Grade One in the primary schools of Lundazi District.

### **3.3 Sample size**

The term, ‘sample size’ is defined as the number of participants selected from the universe to constitute a desired sample of the study (White, 2003). Sidhu (2014) defines sample size as a small proportion of the population selected for observation and analysis. The sample for this study was 80 respondents. There were 5 parents from 4 schools, 5 teachers from 4 schools and 10 Grade One learners from 4 schools. This totaled up to 20 parents, 20 teachers and 40 learners. All these were drawn from the primary schools of Lundazi District.

### **3.4 Sampling procedure**

In this study, ‘sampling procedure’ is synonymous with ‘sampling techniques.’ Sampling procedure is the process of selecting units from the population of the researcher’s interest so that by studying the sample, results can be generalised back to the population which they were chosen from (White, 2003). According to Kasonde-Ng’andu (2014), sampling techniques is that part of the research plan that indicates how cases are to be selected for the study. In this study, random and purposive sampling procedures were adopted in order to come up with the desired sample for the study.

#### **3.4.1 Random sampling procedure**

Msabila and Nalaila (2013) assert that probability or random sampling techniques are those where the selection of individuals for the sample gives all the individuals in the population an equal chance of being selected for the study. In relation to this study, random sampling was used to come up with the 4 schools, grade 1 learners and parents whose from the selected schools for focus group discussions. At District level, the researcher obtained an inventory of all the schools on the plateau and conducted a ruffle draw to come up with the schools to research from. Ruffle draws were also conducted in all the 4 schools to come up with learners to be in the focus group discussions. This meant that all the primary schools in Lundazi District and all the Grade One learners had an equal opportunity of being included in the sample.

#### **3.4.2 Purposive sampling**

White (2003) defines purposive sampling as a genre of sampling technique which is based on the researchers’ knowledge of the population and a judgment is made about which subjects should be selected to provide the best information to address the purpose of the research. Msabila and Nalaila (2013) add that purposive sampling involves the notion of purposely handpicking individuals from the population based on the authority or the researcher’s knowledge and judgment. Purposive sampling was used in this study to come up with teachers of Grades One because they were the ones who taught PE to the research target learners. The actual sample was 20 teachers, 20 parents and 40 learners.

### **3.5 Research instruments**

Instruments of data collection are defined as the tools which the researcher uses to fulfill the research design (White, 2004). In order to achieve the stated research objectives, this study used two research instruments namely: focus group discussion guide and an interview guide.

#### **3.5.1 Focus group discussion**

Focus group discussion involves a number of participants more than one and not more than ten in a group discussing, often with a facilitator whose goal is to keep the group discussion directed on specific topics (Gass and Mackey, 2005). It is the fastest way of collecting data as it involves a good number of people with divergent views. The study employed focus group discussions so that different views on how teachers used the different literacies learners came with to a Grade One PE class were collected on the topic from many people at the same time. Two focus group discussions were conducted in the selected schools with parents and learners. Each group had a maximum of ten respondents.

#### **3.5.2 Interviews**

Data from teachers was collected through interviews. This created a face-to-face interaction and enabled the researcher to probe further when a response was not clear from the participant.

### **3.6. Data collection procedure**

Data collection procedure is defined as the process which the researcher adopts in order to collect the intended data for the study at hand (Creswell, 2009). Kasonde-Ng'andu (2014) defines data collection procedure as the steps taken in the gathering of information to answer the research questions. The study followed the following procedure in order to have the research questions answered in Lundazi. In order to visit the research site for data collection, the researcher obtained a letter of introduction from the Directorate of Post Graduate Studies. The researcher then sought permission from the Lundazi District Board Secretary. The letter requested the 4 schools to assist the researcher with the necessary information and man power. Raffle draws were conducted in classes to pick the 10 learners per school who were involved in the focus group discussions (FGD).

Another FGD was held with 5 parents who had learners in Grade One in the selected schools, while face-to-face interviews were conducted with the teachers of Grades 1 and 2 as well as the senior teacher responsible for the lower section. This added up to the total number of 80 respondents.

### **3.7 Data analysis**

The analysis of data has been defined as “... the breaking down of existing complex factors into simpler parts and putting the parts together in new arrangements for purposes of interpretation” (Sidhu 2014:276). In order to meet the various objectives and the research instruments used, different genre of data analysis were used. Subjective responses from focus group discussions and semi-structured interviews were analysed qualitatively using thematic analysis. According to Valsiner (2006), thematic analysis involves the researcher looking for related themes and describing the information in themes and patterns exclusive to that set of participants. Theming means putting data into identifiable themes and categories after which interpretations and discussions will be done (thematic analysis) (Kothari, 2004). Objective responses from questionnaires were analysed quantitatively using the Microsoft Excel Package. The findings were then married and the interpretation was made to inform the readers on the outcomes according to the set objectives of the study.

### **3.8. Summary of Chapter three**

This chapter discussed the steps which the study undertook in the quest to answer the research question. The study adopted a case study which allowed the collection of data from participants using the interview guide and focus group discussions. The number of participants involved in the research was 80. Data were analysed thematically and charts were generated from the interviews using Microsoft Excel. Lastly, the limitations of the study were exposed.

## CHAPTER 4

### PRESENTATION OF FINDINGS

#### 4.1. Overview

The previous chapter presented the methodology of the study used to collect data. This chapter presents the finding. The study tabulates the responses which answered the following guiding research questions:

- i. What type of emergent literacy skills did children come with to a Physical Education class?
- ii. How have teachers utilised the emergent literacy skills children have come with to a P.E class?
- iii. What strategies have teachers put in place to teach new topics in Physical Education?

#### **4.2. Research question 1: What type of Physical Education knowledge have you observed children coming with to a Physical Education classroom?**

In providing responses to the above research question, 20 teachers provided data in focus group discussions. Data from parents and Grade One learners were collected using focus group discussions. The respondents came from 4 of the primary schools of Lundazi District. The first part presents the findings from the qualitative instruments while data from the quantitative instruments will come last. Data from teachers were collected using an interview schedule which had unstructured questions. The teachers who took part in answering these questions were holders of a primary diploma in all the schools while two were holders of a degree in primary education. The years in service for the teachers ranged from five to sixteen. This meant that the teachers were well qualified to teach the children at the primary section and they had enough teaching experience to share with the researcher. This question was answered under two themes, which were derived from the responses given. These were as follows: i) types of games children played, and ii) types of knowledge teachers observed as a result of children playing such games.



## **i). TYPE OF GAMES CHILDREN PLAYED**

### **4.2.1 Findings from teachers**

Teachers were asked to tell the games which learners were playing in school before classes started or after knocking off from school. One teacher mentioned that, *“I see boys play football while others watched. I also see girls play ‘gemu’.”* A female teacher responded: *“children especially boys like football, wishu and gelegesha”*.

Respondents noted that boys had their own types of game while girls enjoyed their own types too. A female respondent said that *“girls do mix with boys at times and play one game. At times, such games end up with boys losing while girls win.* One male respondent explained that, *gelegesha, wishu, kambisha mbisha, laundasi, kambuzi kalira-lira and mberere wera* were the games which boys and girls played together in the school environment. The respondent revealed that children time and again quarreled when they mixed in a game. This was when boys and girls were playing one game. A female teacher noted that:

Girls are usually intimidated by boys when the boys lose the game. By nature, boys do not accept losing a game to girls. So, they tend to beat the girls.

A male Grade 2 teacher also noted that some games which were more masculine were not preferred by girls because of their dress, which did not allow them to participate favourably. He said:

*Girls in this rural Zambia they do not wear proper sports attire for them to play games like football, wishu and gelegesha which involve kicking the ball and jumping. So when playing girls hold their skirts making it difficult for them to play freely such games.*

One teacher mentioned that all the games which children played were in the syllabus. *I see children play wishu, laundasi, netball and football which are in their syllabus.* The general picture from the teachers indicated that children played a limited number of games while in school yet they had knowledge of different games. This was because the school environment did not cater for other grounds to make the learners play the other games they liked.

As a follow up question, teachers were also asked on the types of traditional games which children played by gender yet they were not played in the school set up. The following list was realised from the teachers.

<b>Number</b>	<b>Name of game/activity</b>	<b>Players</b>
1	<i>Ciyatho</i>	Boys and girls
2	<i>Chidunu</i>	Boys and girls
3	<i>Nchuwa (nsolo)</i>	Boys and girls
4	<i>Ciwale</i>	Girls
5	<i>Kambuzikaliralira</i>	Boys and girls
6	<i>Zandanda</i>	Boys and girls
7	<i>Katambalare</i>	Mostly girls

**Source: field data**

**Table 1: Games and activities by gender**

One school provided the platform for the learners to play traditional games in the school environment for the sake of integrating the skills learners knew in order to add to the new ones. The school had a provisional ground for *ciyato*, *nsolo*, *cibale*, *gelegesha*, *wishu*, *laundasi*, *wider*, *game*, *washomba waloba*, *zandanda*, *football* and *netball*. Some of the facilities used and games are shown below:

**GAMES PLAYED**



**KAMBUZI KALIRALIRA**



**NSOLO**



**KANKULUWELE**



**CIYATHO**



**ZANDANDA**



**GEMU**

#### 4.2.2 Findings from parents

Data from parents was collected using a focus group discussion from the selected research sites. In responding to the different games children played before they started school and those played by Grade One learners in the community, the parents mentioned a good number of them. These are presented according to the categories of either being rhythmic, athletic or manipulative games. The list is as follows;

<b>No.</b>	<b>Athletic</b>
	<i>Kambisha-mbisha</i>
	<i>Gelegesha</i>
	<i>Mbererewera</i>
	<i>Shombawaloba</i>
	<i>Phada</i>
	<i>Chidunu</i>
	<i>Laundasi</i>
	<i>Kambuzikalira-lira</i>
	<i>Demama</i>
	<i>Kuchava</i>
	<b>Rhythmic</b>
	<i>Pikipikinapikidoli</i>
	<i>Kamutengokobvina</i>
	<i>Msekeseadamukatione</i>
	<i>Banaasukulukamtaye</i>
	<i>Kosweasowakothulukira</i>
	<i>Kalulum 'mawa</i>
	<i>Zoolezoolekamcilakamberere</i>
	<i>Kapindizyoli</i>
	<i>Katambalale</i>
	<b>Manipulative</b>
	<i>Kabyali</i>
	<i>Kankuluware</i>
	<i>Chiyatho</i>
	<i>Nsolo</i>
	<i>Chiwale</i>
	<i>Kaligongwe</i>
	<i>Sojo</i>

## **Table 2: Games and activities children played before entering school**

Apart from the above mentioned games and activities played by children at home and at school, they also mentioned other non-academic games. One parent said:

*Mwana wane wali na ligeni lokomera tiyuni. Woluta mtengere na wanyake muku koma tiyuni. Nkuku zasuzikilamo pakaya pala wandakome kuthengere* (My son has catapults for birds. He goes to the bush with his friends to hunt birds. Chickens become victims if they do not kill birds.)

A female parent noted that girls also like demonstrating chores which they see their parents doing in the homes. She said:

*Ine mwana wane musungwana otemwa madimbi nawanyake kumise. Wophikaphika wenecho mutumapoto tudoko. Nyengo zinyake nkhuwa pako muchele na ufu to dimika nako.* (My girl child likes petty cooking in the afternoon. They cook in small pots [tins]. Certain times I give them salt and Millie meal for petty cooking).

It was established that children played a number of games before they started school and whilst in the early grades.

### **4.2.3. Responses from learners**

Data was also collected from learners regarding the types of games and activities which they involved themselves in while at school and at home. The children mentioned the games which the parents mentioned above. There were few games which they told the researcher. One boy said: “*Tuvina vimbuza namuganda pala tili teka kuthengere. Kukuwa kuphalana.* (We dance vimbuza and muganda when we are alone in the bush. We compete). *Tili sambiraso kutya drafuti kumudzi kwithu,* (we learnt how to play draft) one boy mentioned. Another boy mentioned that *tuchimbizgana na mawili na vingelengele.* (We run and roll tires and reams).

Girls had their own types of games which they enjoyed apart from what the parents and teachers saw them play. A girl mentioned that: *nase tuvina chimdiwa kuthengele nawanyitu. Ngati tilije vochita, tuku khala pasi nokutya pikipiki na pikidoli, yunowa comene nchuwa iyi,* (even us we

dance *chimdiwa* with our friends. If we have nothing to do, we sit down and play *pikipikina pikiidoli*, this game is nice) one girl said. These activities were the exceptions which the teachers and parents did not realise that children enjoyed and knew.

## ii). THE TYPE OF KNOWLEDGE/SKILLS TEACHERS OBSERVED AS A RESULT OF CHILDREN PLAYING SUCH GAMES

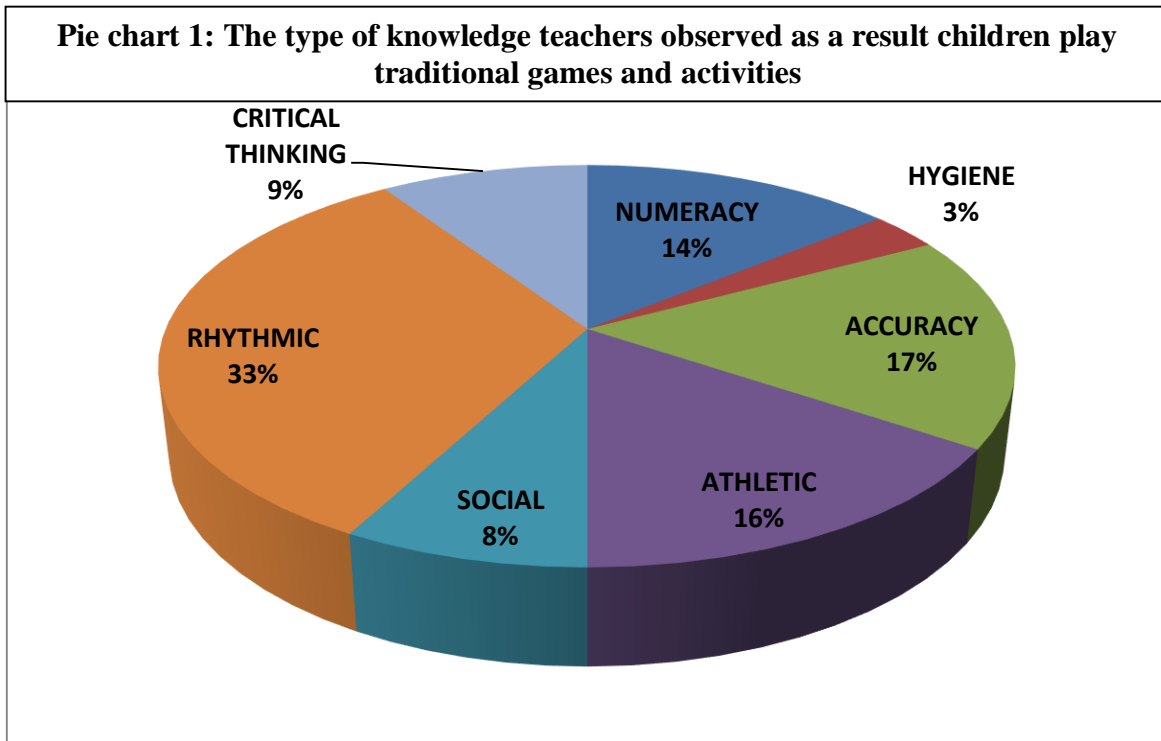
From the findings, teachers observed different types of knowledge which children came with into a Physical Education class. The knowledge was categorised according to the learning experiences which the schools offered. The knowledge realised was presented in a table form for easy understanding. The tables represented the type of knowledge against the games and activities where the knowledge was derived from.

<b>Knowledge/skills</b>	<b>Activities/games</b>
Numeracy	<i>Wishu, gelegesha, nsolo, chiyato, zandanda, chidunu, laundasi, kaligongwe, pikipikinapikiidoli</i>
Hygiene	<i>Bati, madimbi,</i>
Accuracy	<i>Kabyali, chiyato, shombawalowa, zandanda, pada, laundasi, kambuzikalira lira, demama, pikipikinapikiidoli, drafuti, malegeni,</i>
Athletic	<i>Wishu, gelegesha, shombawalowa, kambuzikalira lira, kuichava, vimbuza, muganda, drafuti, gemu, bola yamalundi</i>
Social	<i>Kambishambisha, jombolora, chiwale, chidunu, kuichava</i>
Rhythmic	<i>Mbererewera, kankuluware, kamzunguluzungulu, kambuzikalira lira, laundasi, demama, pikipikinapikiidoli, kamtengo kovina, msekese gadamuka tione, wana asukulu kamutaye, kalulum'mawa, koswe wasowa kuthulukira, zoolezoole kamuchira kamberere, katandawale lyolyolyo, kapindizyoli, nyamanyama, chitelele, vimbuza, muganda,</i>
Critical thinking	<i>Zandanda, pada, laundasi, kaligongwe, pikipikinapikiidoli, drafuti, nsolo.</i>

**Table 3 above shows the type of knowledge/skills realised from games/activities**

The findings above were categorised into the themes which emerged as above. The table gave a clear representation of the views of the participants which were now synthesized into numerical

presentation. The pie chart below shows the type of knowledge teachers observed learners coming with to a PE class as a result of the games which they played and knew from their homes



The findings above in pie chart 1 indicated that 33% (21) observed that children came with rhythmic knowledge, 8% (5) represented social knowledge, 16% (10) represented athletic knowledge, 17% (11) represented accuracy, 3% (2) represented hygiene, 14% (9) represented numeracy skills while 9% (6) represented critical thinking. The results meant that children came to a PE class with a number of activities and different types of knowledge which the teachers were supposed to utilise in their teaching of physical education in schools.

#### **4.3. What types of knowledge have teachers utilised that children have come with to a P.E classroom?**

To answer the second research question, teachers were interviewed while responses from parents and learners were gathered using a focus group discussion. This question was a buildup on the knowledge identified in the previous question. Teachers were therefore asked as to how they utilised the identified knowledge in their teaching of PE in their schools.

### 4.3.1. Social knowledge

Respondents gave a number of responses on this question. Social knowledge in this study is the type of knowledge which children possess and enables them to relate with others in the community with patience, empathy, sympathy, to co-exist and to have respect for others among others. There are a number of activities which enable learners have the social knowledge and skills in the community. These activities extend their playing and enjoyment boundary into the school ground and consequently even in PE classes. Various participants identified a number of games and activities which children played at home and in school which had social knowledge attributes. The responses came from teachers, parents and learners on how teachers utilised the social knowledge and skills which learners came with to a PE class.

#### 4.3.1.1 Responses from teachers

From activities like *kambisha mbisha*, *jombolora*, *chiwale*, *chidunu* and *kuichava*, teachers used the following knowledge in their teaching. One teacher mentioned that:

*I easily teach gymnastics like forward and backward roll to my learners because they have no fear to turn and jump around. The fear is removed from the activities they play like 'kuichava' which involve skidding down an anthill at a faster speed.*

In *kuichava* in relation to teaching gymnastics, learners skid up and down the anthill using banana stems or a plastic container. The children gain momentum and reach the bottom of the anthill at great speed and in most cases, the children dive and fall before reaching the bottom. The teacher takes advantage of the courage and teaches them forward and backward rolls because the children have no fear.

Another teacher mentioned that: *children usually injure themselves but they do not stop the activities*. A female teacher was quick to mention that: *we apply kambisha mbisha to teach netball skills of dodging, quick stopping and direction changing*.

Another class teacher pointed out that: *chidunu is also used to teach learners to be hiding what belongs to them from their friends*. It taught them to keep secrets from the public so that the group could survive. A good example was when learners were playing football. Children were taught to



secure the ball from their opponents so that they could keep possession and score. If the opponents got the ball, it meant that they had to work hard to get it back. *The knowledge of Jombolora is used to teach learners how to be patient in life and remember that they can get what they want when the appropriate time comes*, one teacher said. *Chiwale* was another activity which had rich knowledge that teachers used in their teaching in the PE classes. Learners played the game over a period of time. It took patience for them to catch up with the pace of their friends and surpass them. In a PE class, learners were told that despite the confusion which could arise in the game, there was a solution for it. Through the learners' ability to sort colours in a plate (*Chiwale*), they were taught to sort out the confusion which might arise in class, at home or in life. A female teacher mentioned that:

*I also use this knowledge to tell my other learners that when we are scored it does not mean that we have lost, we just have to work hard and equalize and probably win them.*

Children had even come to understand that cooperation was key in their success since life had ups and downs.

From the responses given by the teachers, it was clear that the learners worked in groups of purpose in order to enjoy the activities in a PE lesson. The teachers made learners be in groups and assist each other to perform the activities in class. This demonstrated a clear co-existence, dependability and oneness amongst the learner in class. This knowledge enabled learners to play together at home since they had learnt to be together all the time and to help one another. The knowledge is also utilised for their social stay and enjoyment of their leisure time in communities.

#### **4.3.1.2 Responses from parents**

Parents had similar views as the teachers on how the teachers used the social knowledge to teach PE in the primary schools of Lundazi District. One parent mentioned that: *wana wosambira kukhala wauneneskio kuwanyao nakuwapapi. Pala walije chigomezgo mwana womuchimbizga wanyake*. (Children learn to be faithful to friends and parents. If someone has no truthfulness the friends chase him or her). Another parent mentioned that: *children acquire cooperative play because children play together despite the different interests. Children give each other turns to*

*play the game and wait for their time to reach while they watch others.* In doing so, cooperation was seen in learners in class.

Parents also realised that the social knowledge which children realised from the social games above was key in the teaching of PE in the primary schools. One parent said:

*Our children learn leadership skills like leading a group in a game. In Chidunu, Kambisha mbisha and Jombolora, children always choose a leader to settle disputes in the game. The chosen leader deliberates on ties and helps the game run smoothly.*

Another parent said that: *children learn to listen from one another and to respect each other's views when playing games.* Such skills enabled the teachers to easily make groups in a PE class that helped learners do given tasks diligently.

#### **4.3.1.3 Responses from learners**

Learners had their own views regarding the knowledge their teachers utilised from the activities they played at home and in school. Learners showed some organisation in their execution of the activities when they were in a PE class. One learner said that:

*Watichawitu womanya kuti tumanya tekateka uko tukufumila. Wotipalira waka kutikhalani mu magulupu yawathu wankondi musole namudangilili.*  
(Our teachers know that we know each other as learners. We are just told that be in groups of five and choose a group leader).

Learners knew who was worth being their leader and who was worth being a follower in the class and activities. This knowledge was the beginning to learners accepting their leaders in school and community.

A female respondent pointed out that: *Munchuwa tukusambilila mokuvwilana kutitiwine, tikusambilira kupulikana.* (In playing, we learn cooperation with each other for us to win; we also learn to understand each other). Another learner noticed that: *Mukuteya magemu, tukutemwa namukalasi, mbembe kukhala kulije.* (Through playing games, we tend to like each other in class and there is even no fighting). Teachers in this case found it easy to teach PE since the class was

already organised and ready to learn. This game *nchuwa* enabled learners to be disciplined and act in an orderly manner because there was need for order and discipline to be instilled in learners if the teaching and learning of PE was to be effective. The teacher's role was to build on the learners' knowledge and introduce more skills on what they knew.

#### **4.3.2. Athletic knowledge**

Athletic knowledge comprised the following activities *wishu, gelegesha, shomba walowa, kambuzi kalira lira, kuichava, vimbuza, muganda, gemu* and *bola yamalundi*. Athletic knowledge is the knowledge which learners learn and hold, which enables them be able to perform and play games which involve running, jumping up and down and other motor skill-related activities at home or in school. This knowledge also involves the flexing of the muscles during training and play of the activities with the guidance of the given rules. The teachers utilised a number of athletic knowledge with the PE Grade One classes. Various responses established how this knowledge was used.

##### **4.3.2.1 Responses from teachers**

Teachers realised two types of knowledge coming from the activities which learners knew. One teacher revealed that, *children know how to win in athletics that the first one to reach a set line is the winner*. Another teacher mentioned that, *children came to class with rules that you do not enter into your friend's line to disturb*. One female teacher mentioned that, *girls know that they have their own type of activities and they have to compete alone*. Another female teacher said:

*learners know that every game has rules and regulations. It is interesting that bigger boys are not allowed to play and compete with the smaller ones citing that he is older than us. As a teacher, I ensure that older children make their own group and play on their own.*

A class teacher also noted that:

*children support each other through songs and clapping for their own friend either winning or not. This spirit of togetherness encourages everyone to take part in the activities. As teachers, we simply encourage them to continue supporting each other since this promotes cooperation in class.*

Teachers also noted that children are promoted by ensuring that the learners who were doing well in certain activities were made to perform them regularly and build the school team for major competitions. One teacher cited an example:

*I identified children who dance 'muganda' and 'vimbuza' from the early grades when I asked learners to perform as groups. I encourage them and build their talent for the sake of their benefits. They are hired to dance at parties and they get paid.*

The participants established that teachers encouraged learners in class to continue doing the various activities because they improved their overall fitness of their bodies. One teacher said that:

*Children hardly got ill because I have ensured that every week I engage my learners three times in PE activities. This makes the learners to also come to class every day since they enjoy the subject.*

Teachers also noted that through the athletic knowledge which children came with to the PE class, learners were respectful to each other, sympathetic and humble. A male teacher mentioned that: *children come with respect for each other. Even when they injure each other in the game, they wait to listen from the appointed referee, apologize and show remorse through being humble.* This knowledge was what we built on as teachers by teaching them how to attend to injuries, which occurred in the process of playing. Children knew that injuries were not intentional but accidental; hence, the teachers provided enough understanding on how to help each other even when there was pain involved. This helped to build good character in children so that they could grow up with positive attitudes.

#### 4.3.2.2 Responses from parents

Parents also realised that learners went to school with knowledge in athletics, which teachers built on. One parent mentioned that: *wana pala bapwetekana mumasowela yawo, wopulikilana chitima chomene*. (When children injure themselves when playing, they feel sympathy for each other). He further stated that children assisted their friend to ensure he or she reached home and they did explain to parents as to what had happened. A female parent added that: *mbembe muvikaya ilimara chifukwa wana wolongola chitemwa, naise wapapi tulongolaso chitemwa*. (Fighting ended in our villages because children show care and love for each other; hence we also show love to each other as parents). Teachers seemed to have used the children to teach their parents indirectly that children would injure themselves and play together the next day.

It was from that experience that another parent noted that children after Grade One developed a different approach to games and activities in the community. She mentioned that: *wana wosowela pamoza mwamutendere*. (Children worked together to ensure that they played in a calm and progressive manner). Another parent mentioned that, *children who were notorious were shunned by school-going children because their approach to play was different*. Children who were in school never fought while those who did not go school liked fighting.

#### 4.3.2.3 Responses from learners

Learners described how teachers had utilised the PE knowledge they went to class with. One learner said that: *tumanya kuchaya bola yaku malundi, wasambizi ku PE wotipa waka bola mbwenu tayambapo kuchaya tebene*. (We know how to play football, our teacher during PE he gives us football and we start playing). Another learner mentioned that: *wasambizi withu womanya yayi nyimbo zachimwela, ndise tuku wayambirako pala tili ku PE*. (Our teacher does not know songs for motivation; it is us who sing during PE classes). A girl mentioned that: *pochimbiraku PE tuku chimbira teka. Mowinira tumanya, uyu wali kunthazi ndiye wawina*. (When running during PE we run alone. We even know how to win the race. If you are in front, then you are the winner). These were the voices of the learners on this theme.

The athletic knowledge enabled the teachers to easily teach a number of rules in the PE class because learners had the knowledge that they had to follow rules in every game and activity. This

also reinforced cooperation amongst learners as they developed respect for each other because they worked in groups to achieve their goals. Teachers enhanced the learner's fitness and character-building through activities like football, racing, dancing and other ball games the children enjoyed at home and during PE classes.

### **4.3.3. Accuracy knowledge**

The other theme which came out from the participants was the knowledge of accuracy, which learners learnt from the various games they knew. Accuracy is the ability to perform activities correctly and in an exact manner and as required by the audience and the other interested people. There were specific games and activities which required players and participants to be accurate in their execution. This helped them win the activity or make it interesting to the audience. Teachers, parents and learners had their own say on how the knowledge of accuracy was used to teach new skills in a PE class.

#### **4.3.3.1 Responses from teachers**

Teachers were in agreement with the fact that they used different knowledge on accuracy to teach PE lessons in the primary schools and to early grade learners. A female teacher mentioned that:

*I use the knowledge from the traditional games to teach the learners on how to make throws for field events. I know learners know how to throw accurately using 'Chiyato', so it is easy for me to introduce shot put theoretically as the syllabus requires.*

Another teacher mentioned that: *I have used the knowledge on 'washomba waloba' to make learners be able to pass accurately when they are introduced to netball during PE lessons. Children do not find it difficult.*

One male respondent also noted that:

*I use the accuracy knowledge to make learners follow my warm up activities systematically in a PE lesson. When I tell them to jump, they all jump at my count uniformly and accurately.*

Another male teacher noted that boys were usually accurate with shooting at a given target like a goal post. He said that *through the malegeni (catapult) they play at home, the children are accurate shooters at the goal and score goals during the PE lessons*. These were some of the knowledge learners and teachers used in their PE classes.

#### **4.3.3.2 Responses from parents**

Parents had few additions to the knowledge which teachers utilised in the PE lessons in the schools. One parent revealed that, *mwana musungwana para otemwa chomene shomba walowa, ndiye wosewezezga chomene kuhowa mu bola yamawoko*. (When a girl likes so much *shomba walowa*, they are the ones they use as shooters in netball). Another parent advised that, *wasambizi wokumbika kuti wasambizgenge chomene chomene kuhowa kuti wana waphalenge wanyawo kuma zoni*. (Teachers should concentrate on teaching accurate scoring so that children can be winning when they go for zonal games). Parents noted that few activities were used by teachers in the teaching of accuracy apart from the games which the children played in their own backyard.

#### **4.3.3.3 Responses from learners**

Children observed one knowledge on accuracy which they thought their teachers used in the teaching of PE in class. One learner noted that, *wasambizi withu wotipalira kuti pochaya bola niku pilana makora pamunyako*. (Our teacher tells us that we should be passing the ball to each other accurately). This enabled the learners to enjoy the game in the PE lessons.

Accuracy skills are usually used by teachers to train learners for specific positions in the various games they enjoyed in the community and school. It was common sense that in games, some players were defenders, others were feeders and still others were scorers. Winning an activity calls for sharp scoring and accurate passes which teachers emphasised during PE classes. This enabled the teachers to encourage players to depend on each other as much as they could.

#### **4.3.4. Hygiene knowledge**

Knowledge related to hygiene and hygiene standards were some of the knowledge Grade One learners came with to a PE class. Hygienic knowledge in this study refers to the aspects of personal cleanliness and responsibility to maintain a clean and healthy body and environment. Teachers utilised this knowledge differently in the teaching of PE in the selected primary schools of Lundazi District.

##### **4.3.4.1 Responses from teachers**

Teachers realised that learners came with knowledge on basic hygiene through the games which they played and were exposed to. One teacher mentioned that: *children do not fall to the ground anyhow and become dirty during the PE class. They usually avoid dirty games before school and during a PE class.* A female teacher said that: *learners wash their hands when they come from the toilet. After PE, we advise them to go and bathe at home so that hygienic standards are maintained.* Another teacher revealed that children were advised to wash their clothes regularly so that they did not stink at home and in class. *I tell them that sweat is dirty and it stinks, so they have to bathe every after a PE class in order to remain fresh and healthy.* It was evident that teachers teaching PE components to early grade learners were building on the knowledge learners came with to a PE class.

##### **4.3.4.2 Responses from parents**

Parents had observed some little hygienic knowledge which children acquired as a result of their interaction with the environment and different activities in the community. One parent mentioned that, *wana withu wosambira uchanda mumadimbi. Wosambira ku gezeskia mapoto, kupyera navitanyero vamunyumba napawaro.* (Our children learn hygiene from petty “cooking”. They learn how to rinse pots, sweeping inside and outside the house). Another parent explained that *wana withu wolongola uchanda pogeza mwaluwiro namise zuwa indanjire.* (Our children show hygiene by bathing early before sunset). Another parent mentioned that, *wasambizi wawo wakuwa palira kuti wagezenge poluta kusukulu masiku yose na pogona.* (Their teachers tell them to be bathing every day when going to school and before going to bed). This was done with a view to ensuring that hygienic standards were upheld in the children and the community as a whole.



#### **4.3.4.1 Responses from learners**

Learners too realised that teachers used the knowledge they had to ensure that they kept the hygienic standards. One learner noted that, *wasambizi, witu woti palira kuti tigezenge poluta kusukulu na pogona namise kuti tileke kununka*. (Our teacher tells us that we should be bathing before going to school and before going to bed to avoid bad smell). Learners revealed that the teachers made them play smart games, which did not involve touching each other roughly because clothes became dirty that. The teachers encouraged learners to continue washing their hands after games and after using the toilet, and to ensure that they kept their environment extra clean.

Teachers used the hygienic knowledge to enhance cleanliness among learners during PE lessons by telling learners not to play in and with dust and not to fall anyhow. The teachers also used the knowledge to help learners keep their bodies clean by bathing all the time and washing clothes when they became dirty. Cleaning the home and school environments were some of the skills which learners were taught during PE lessons.

#### **4.3.5. Numeracy knowledge**

Teachers also utilised a number of numeracy knowledge activities from the various traditional activities which children knew as they came to the PE classroom. Various games and activities were found to have numeracy linkages which learners came with to a PE class. These included *wishu, gelegesha, nsolo, chiyato, zandanda, chidunu, laundasi, kaligongwe* and *pikipiki na pikiidoli*. Numeracy in this context involved the counting which learners did as they performed the activities in their various communities before school. Learners learnt to follow rules of counting in logical order without skipping some numbers. The knowledge was identified by the participants as follows.

##### **4.3.5.1 Responses from teachers**

Teachers were quick to mention that learners were too advanced with the numeracy skills that teaching PE was easy for them. A class teacher pointed out that: *learners were able to count themselves during the PE class. They even put themselves in groups of any number provided I tell them the number I want them to be in*. A female teacher mentioned that: *learners were able to play*

traditional games like solo in school because the children have the number literacy. Another male teacher mentioned that learners were able to subtract during the activities.

*As a teacher, I just tell my learners to remove three of their friends from the group and they do it.*

Girls as well learn how to count while at home through the playing of *laundasi* and *gelegesha* among others, one teacher said. Teachers also noted that it was significant to link intelligence with good performance during the PE class activities. One teacher established that learners who performed well during PE also performed well in other subjects. Therefore, numeracy knowledge seemed to have been a building block for teachers in their teaching since they found it easy to teach PE and other subjects whose numerical knowledge was significant.

#### **4.3.5.2 Responses from parents**

Parents also had their views heard on the type of numeracy knowledge the children went with to schools. A female parent noted that, *wana withu womanya kugawana kwali nichu ngoma, nthochi na nzimbe. Wopendelana wenecho makora chomene.* (Our children know how to share equally be it maize, bananas and sugarcanes. They count pieces very well). Parents mentioned that girls entered school with numeracy skills which they learnt from the *laundasi* and *chiyato*. Parents also noted that teachers did not find difficulties in teaching learners counting related activities such as who came out number one and so on.

#### **4.3.5.3 Responses from learners**

Learners revealed that they entered school with a number of numeracy skills. A girl revealed that, *tikayamba sukulu tumanya kale kupenda, wasambizi wosuzika cha kutipenda pala tili ku PE.* (We started school when we knew how to count already, our teacher does not labour to count us, we count ourselves). One boy realised that: *para tuchaya bola yamalundi, tukupenda vihowe, ise tili mukati na wapa waro. Wasambizi woti palira kupenda vikulu vimanambara.* (When we are playing football, we count scores, us playing and the spectators outside. Our teacher teaches us to count large numbers).

The teachers used the numeracy knowledge to reinforce the counting with further subtraction through substitutes in a game or activity. Learners learnt to count larger numbers like in netball and volleyball when they were playing and watching as they counted during *wishu*, *gelegsha*, *chiyato* and *nsolo* among others. Learners learnt to keep rules of counting by counting in a chronological order as every person counted.

#### **4.3.6. Critical thinking**

Critical thinking was observed as pre-knowledge which learners came with to a PE class in the primary school. Critical thinking involved activities which required making logical and tactical decisions as someone made necessary steps in a game or activity. The games and activities called for learners to follow the given rules of the activity. This created harmony among the learners and the friends watching and giving support. Some of the activities that were considered to be under critical thinking included *zandanda*, *drafuti*, *nchuwa*, *pikipiki na pikiidoli* and *laundasi*. Different respondents gave their views on how teachers utilised this knowledge children came with to class.

##### **4.3.6.1 Responses from teachers**

Critical thinking knowledge learners came with to a PE class was used by teachers to improve the status of the activities. One teacher said that: *I use 'zandanda' to ensure my physically handicapped learners take part in the learning of PE in my class.* Another teacher noted that learners took their time, thought and reflected on their actions in an activity before they could execute it accurately. He said that:

*Pupils know when to run faster in a game and when to kick the ball hard and soft. This takes critical thinking which learners come with from home.*

A female teacher also noted that:

*Girls during 'pada' they throw with maximum accuracy the flat stone so that it lands and stays inside the box. This requires estimation of speed with wind and the level of roughness of the ground.*

Critical thinking was highly involved in such games for learners. Teachers of PE used this knowledge to teach the learners how well to play the games and activities during the PE class. It was noted that the counting knowledge which children came with from *solo* that involved counting in rounds was useful in the teaching of PE. One teacher mentioned that:

*I use the counting knowledge to teach learner how to perform triple and long jump. Learners needed critical thinking for them to jump accurately as the rules requires them.*

These were the common critical thinking knowledge which teachers used to teach learners.

#### **4.3.6.2 Responses from parents**

Parents had their say on how teachers used the knowledge of critical thinking children went with to a PE class despite them not really understanding the critical thinking theme. One parent said that, *wasambizi wosewezeskia wana awo womanyisiskia drafuti kuwasambizga moteyela chess chifukwa poteyera nipa moza.* (Teachers use the children who know very well how to play draft to train them how to play chess since the boards are the same). Parents said nothing more on this matter as they seemed to have very few ideas on the theme.

#### **4.3.6.3 Responses from pupils**

Children did not have a response which matched the asked questions; perhaps the question was complicated for them.

Teachers integrated critical thinking in the teaching of PE through subjecting children to making critical decisions for themselves. Teachers exposed learners to games and activities like high jump, which demanded that the learners estimate the jumping and landing position, including calculating the running speed before take-off. The introduction of chess had also enabled learners to develop critical thinking skills earlier at home and in school. Such skills helped learners make informed decisions in their life and to become law abiding citizens because the games dealt with following set rules for the activity or game.

#### **4.3.7. Rhythmic knowledge**

Responses on rhythmic knowledge were overwhelming. Rhythmic activities in this study included all the activities which involved singing, dancing, clapping, drumming, stamping of legs and other activities which were performed with the following of the rhythm of the song or any source. Teachers, parents and the learners had their own experiences on how teachers used the knowledge in a PE class.

##### **4.3.7.1 Responses from teachers**

The rhythmic knowledge was used by teachers in the PE class in different ways. Teachers brought out one significant aspect of this knowledge. One teacher mentioned that:

*I make learners get interested in the PE lesson by combining what they know to introduce new ideas. I tell them to sing and play 'mberere weraso' that they warm up for the teaching activity of that day. I know everyone gets involved in the activity.*

Another teacher mentioned that children were taught to listen to the rhythm in a PE class by using their traditional knowledge of songs. Traditional songs have steps which are followed through drums or singing. As a teacher:

*I use a whistle as a rhythm to control the behavior of learners in my class. When I blow once, they stop and look at me for further instructions. Through this, I have managed to make use of their traditional knowledge to my advantage.*

Teachers established that the traditional games made learners learn that life was about giving chances to each other. One teacher mentioned that: *from the traditional games like demama, pada and katandawale, I have made my children to learn to try an activity alone in PE so that others can learn from their friend.* Another teacher pointed out that:

*the knowledge of chance giving has ensured that learners are not fighting to be number one in class or elsewhere where there are games and competitions. But they have understood that there is always one person at a time.*

Such knowledge was seen as key in the cultural and moral teaching and preservation of the traditional activities as they were integrated in the regular teaching so that it became a starting point.

#### **4.3.7.2 Responses from parents**

Parents were of the view that teachers used the rhythmic knowledge very well in their teaching of PE. Parents noted that Grades One were in the habit of singing every time they went for PE in school. The teachers made learners sing as they did the activities. One parent mentioned that, *wana woimba sumu zachimwela posowela ku PE*. (Children sing songs for morale when playing during PE). Another parent realised that, *wana wovina ku PE, ndiko kulongora umanyi wakuvina nakuyimba sumu zama sowera*. (Children dance during PE, this shows competence in dancing and singing songs of play). Teachers usually took advantage of this situation to ensure that children played and were happy. This made the learners look forward to the next PE lesson.

#### **4.3.7.3 Responses from learners**

Learners were also at hand to contribute on how the songs and dances they performed were used by the teachers during PE lessons. Children noted that their teachers knew few songs hence they asked learners to start the songs during PE lessons. One girl said that, *ndine nkuyamba sumu ku PE mazuwa ose. Wasambizi woyambako waka padoko mbwenu namalizga nawa nyane*. (It is me who starts the songs during PE. My teacher just introduces and I finish with my friends). Another noted that, *mazuwa yanyake tuvina chomene para gulu yithu ya para*. (Some days we dance a lot when our group wins). Learners also noted that they liked PE because they liked playing so much with their teacher through dancing and songs after defeating the other teams in class.

Teachers used the rhythmic knowledge in class by teaching cooperation to the class and the community. Since dancing *vimbuza, fwemba* and clapping were done as a group and in a systematic manner, teachers ensured that learners worked together and implemented the common tasks in class together. The rhythmic activities used by teachers included clapping for a deserving learner or group for achieving something, singing praise songs to motivate learners during the class activities during PE; and these encouraged learners to attend lessons regularly when they were praised. The learners too were restricted by the rules which governed the dancing, singing and

clapping among others. If the rule was overlooked, the rhythm was distorted. This enabled teachers and learners to follow rules in school, in their community and in their lives.

#### **4.4. What strategies are teachers putting in place to teach new topics in PE?**

This research question was answered by teachers and Grade One learners in the primary schools of Lundazi District. Teachers gave more elaborate responses since they knew more than the learners. The findings indicated that teachers used a number of learner-centred methods or techniques to teach new topics in PE classes. Among others were, group work, demonstration, pair work, discovery and projects.

##### **4.4.1 Responses from teachers**

Teachers established that they used a variety of teaching techniques so that learners could learn the new knowledge and skills in a PE class. Teachers mentioned that PE was a practical subject, hence the teaching was practical. One teacher mentioned that: *I use demonstrations as a way of teaching new skills to the learners.* He further narrated that: *I first demonstrate how to run when I am teaching athletics. Running in a good posture then I ask some pupils to run in the manner I ran. The class in this case noted the errors made by the learners and explained how I ran.* After further demonstration of a good run, all learners could then run as a class. He further recommended demonstration to be the best teaching strategy for PE to young learners because they would see and practice what they saw. A female teacher cited group work as being the strategy she employed in teaching new topics to learners in her PE class. She said that:

*I put my learners in groups of different sizes and ages. Then, I demonstrate what I want them to learn that day, be it a head stand, a forward roll or a cartwheel. In their groups, learners will help each other to execute the new activity I have taught.*

She proudly stated that group work was the best to use to teach PE because learners who knew the introduced skill were helping those who did not know the skill to perform it. Another teacher revealed that group work was the fastest and the best way of helping learners teach each other during PE. Children helped each other in groups better than when the teacher was present. In fact:

*learners are more flexible in gymnastics than us teachers hence through groups, they demonstrate better to each other than the teacher.*

Another female teacher said that pair work was another teaching strategy which teachers used to help learners interact in their learning process in a PE class. She said that: *I use pair work to teach draft and to make learners practice PE activities in pairs for perfection of the learnt skill.* This enabled the learners to share their feelings and grow closer to each other than in groups. Learners after pair work became partners and friends in class and at home because of their ability to help each other.

Project was another teaching strategy which teachers used in teaching new skills in PE classes. Teachers stated that they asked learners to consult their parents on how certain activities were performed in their villages and they came to share with the class in a lesson. One female teacher said that:

*I asked learners to ask their parents on the measurements of a football pitch and netball court. They brought the measurements and we used them to mark the pitch and the netball court.*

Project works well in the teaching of PE. Another teacher said that:

*I sent children to make grain bags so that we can be using them for PE lessons on a Friday. By Monday, learners brought them and I used them to teach throwing in a PE class. The project method was used to teach PE in this case.*

These were the most common strategies which teachers employed to help learners scaffold each other in the PE class.

#### **4.4.2 Responses from learners**

Learners mentioned some strategies which their teachers used in teaching them PE in class. One learner mentioned that, *wasambizi withu wotu pangira magulu kuti tisamiliremo nawanyithu.* (Our teachers make groups which he used to make us learn with our friends). Another learner said that, *kanandi wotipa zinchito kuti tipange vosoweleskia kunyumba kuti tikalete kusukulu zuwa linyake.* (At times, our teacher tells us to make what to play with at home so that we bring to school the



following day). These were the common teaching and learning techniques which children observed being used by teachers in their effort to teach effectively.

#### **4.5 Summary of the chapter**

The chapter presented the findings from the respondents on the topic, '*emergent literacy skills children come with to a Grade 1 Physical Education class.*' Findings were presented according to the research questions set. Findings came from the teachers, parents and the Grade One learners in the primary schools of Lundazi District. The first research question enabled respondents to identify the activities which the children enjoyed in the community and further classified them according to the teaching components of PE.

The second objective categorised the activities according to the knowledge the activities provided in emerging themes. Teachers used the knowledge differently to scaffold learners and introduce or teach new lessons. Different teaching and learning strategies or techniques were identified, which teachers used to teach new PE topics to learners. Lastly, a chapter summary has been written. The next chapter will present the discussion of the findings.

## CHAPTER 5

### DISCUSSION OF FINDINGS

#### 5.1 Overview

Having presented the findings of the study in the previous chapter, this chapter serves to discuss the findings. In order to be concise and logical, the findings have been summarised in each subsection according to the objectives. The chapter concludes by giving a summary of the chapter.

#### **5.2 Research objective 1: to ascertain the type of emergent literacy children come with to a Physical Education class**

Objective 1 sought to establish how the teachers used the different emergent literacies in the teaching of PE in the primary schools of Lundazi District. The study revealed that learners had knowledge of different activities and games which they played at home and in school. These games and activities equipped the learners with athletic, rhythmic and manipulative knowledge among others, which teachers used in their teaching of PE to Grade One learners in primary schools. This finding is validated by Hanna (2001) who noted that children dance in school not because they are learning how to dance, but because they have danced before. Kakuwa (2010) also adds that children dance and sing in every tribe. Therefore, children came to school with the manipulative, athletic and rhythmic knowledge which teachers built on in a PE lesson.

The study established that children came to a PE class with the knowledge of numeracy and critical thinking. The finding is in agreement with Munsaka and Matafwali (2013) who noted that teachers ought to realise that children in Grade 1 were at the concrete level of cognitive development according to Piaget. At this stage, children have the ability to solve tasks involving seriation, and use their thinking to arrange objects in different formats. Kakuwa (2010) also noted that children acquired numeracy and critical thinking skills from the traditional games which they played in their homes. He cited *nsolo*, *chiyato zandanda* among others. This finding agrees with the social constructivism theoretical framework which anchors on learners acquiring and sharing knowledge through play in a social environment. The social environment is the community while the facilitators are the parents and peers.

The study also found that children came with knowledge of hygiene and how to socially live with others in the community. This finding is in tandem with Hopper (2002) who found that children entered primary school with knowledge of certain activities which the children engaged in at home. Werner and Almond (1990) add that children entered school with the knowledge of “how” to play and not why ‘play’ certain activities. Children were aware of the precautions in their play like not getting too dirty in the mud, washing hands after play and being good to friends if they were to accept or play with you the next day.

It was established in the study that learners came to a PE class with the knowledge of accuracy and rhythmic association. This finding is in agreement with Kasonde (2011) who found that children danced systematically with accurate steps from traditional songs in the Zambian context. This finding also agrees with Moen (1996) who stipulated that children in the African society played traditional games which involved jumping and landing in specified boxes. These scholars demonstrated that children came to early grade classes with emergent literacy in accuracy and rhythmic association from the traditional games they played. The findings agree with the theoretical framework which calls for teachers to give room to children to play in their social setting before entering school. In the process of learners working on their own with the teacher’s guidance during PE classes, they strictly observe rules which the teacher enforced in a particular game so that the learners could also learn to be more responsible in their play in school and at home.

### **5.3. Research objective 2. To establish how the teachers have used the different emergent literacies in the teaching of PE.**

Findings from the respondents have suggested that teachers have utilised the knowledge that children come with to a PE class differently. The study established that children entered school with the social knowledge which they acquired from the games and activities they played and enjoyed. The social knowledge according to this study included the cordial interaction amongst children, which enabled them continue playing together despite having minor differences. Teachers used this knowledge to make learners form groups and learn from each other as brothers and sisters in harmony. The findings are in agreement with Sherman (1999) whose study found that children valued play from their natural environment because it was through play that they

grew mentally, physically, and develop socially acceptable behavior by the society. Therefore, the teachers built strong relations within the classroom so that learners learn from each other socially acceptable behavior worth displaying in the community.

The second finding exposed the fact that children came to school with athletic knowledge. This knowledge comprised children's play which involved running, jumping and dancing. These activities imparted rules in learners and they learnt how to operate within the rules of the activity. Teachers in the study established that they used rules which learners knew like in athletics, football, netball, dancing and other traditional activities to accept defeat and win. These findings are validated by Kaunda (2012) who said that teachers used the rules children came with from the traditional activities to teach new literacy skills. Children knew that they had fouled their friend; they had not scored; it was a penalty; they had conceded a goal; and they had to follow general rules. Therefore, the rules of warm up and warm down were well followed by the learners in class.

The findings are in line with the theoretical framework by Vygotsky (1978) who asserted that children develop problem solving skills from the capable peers under their guidance. Constructivist notions embrace both the cognitive development theory of Piaget and the socio-cultural theory of Vygotsky (Kaufman, 2004). Piaget's cognitive constructivism states that learners construct knowledge and understanding through experiences. Experiences enable learners to create schemas, mental models in the heads, which are changed, enlarged, and made more sophisticated through assimilation and accommodation. In the teaching of PE, teachers took advantage of the knowledge which learners had acquired like respect and observing rules of play in their social environment; and they introduced complex rules, which are internationally recognised. These included rules of fair play and timing of games as well as respecting the officials responsible. Therefore, teachers used the knowledge and skills learners came with to a PE class to teach new skills and knowledge to Grade 1 learners.

The third finding indicated that children came with the knowledge of accuracy to a PE class. This was from the traditional activities like *chiyato*, *washomba walowa* and *pada* among others. The teachers revealed that they used this knowledge to introduce learners to field events, ball passing to other players, dodging, scoring in netball and goal shooting in football during PE lessons. Kasonde (2011) in her research found that children played games like *Iciyenga*, *Inkwampa* and 'Start' among others which were accurate games. Davidson (1996) added that teachers used the

emergent literacy children came with to sharpen their skills. He cited skills which involved pushing and pulling like the ones this study established. Teachers in this case scaffolded learners by introducing modern games and activities to their learning.

Finding number four informed that Grade One learners came with numeracy knowledge to a PE class, which teachers used in their teaching of PE effectively. Children derived the numeracy knowledge from *nsolo*, *gelegesha*, *chiyata* and *laundasi* among others because counting and keeping numbers was involved. Kasonde (2011) reported that the named traditional games and others were played by learners before and after school in the Zambian communities. Teachers were encouraged to ensure children learnt in groups so that they could teach each other (MOE, 2013). Such methods involved learners counting themselves so that they could be of equal number. This was where teachers scaffolded learners in numeracy skills when they counted themselves and counted the scores in a game.

The other findings indicated that rhythmic skills or knowledge like singing and dancing were what Grade One learners came with to a PE class. The study by Kasonde (2011) indicated that Grade One learners enjoyed activities which were rhythmic in nature because they enabled them to acquire language and the traditional knowledge behind the song. Kaunda (2012) also revealed that children had the knowledge of songs and how they were sang. A study by Zimba (2012) further cemented this study by saying that teachers in preschools engaged learners in active singing so that they could learn something from the songs. Teachers used the rhythmic knowledge to teach learners to encourage others to excel in an activity during PE through singing and dancing even when their performance was bad. The songs acted as a morale booster for the learners and others in class.

The findings of the study agree with the social constructivism theory used as a theoretical framework for this study. Vygotsky (1978) says play is important not because it is a predominant feature of childhood, but it is a leading factor in development. Play to children in PE creates space for them to share knowledge and learn from each other in a social environment created by the teacher. When children assist each other in working within their playing ground, they are given an opportunity to perform at levels they cannot achieve on their own. In this study, the teacher in a PE class used the different genres of skills and knowledge learners came with to a PE class to

ensure that they were helped to acquire new knowledge and skills in school worth using even in the community for their survival.

#### **5.4. Research objective 3: to identify the strategies which teachers have put in place to teach new topics in Physical Education**

The study in the previous objectives identified the different literacies which Grade One learners came with to a PE class. In the quest to ensure that the literacy skills which learners came with to a PE class were well utilised in the teaching of new skills, teachers employed a number of learner-centred strategies in the classrooms. Aschermann (2010) in her study found that teachers were supposed to build on the knowledge which learners came with to a class. She insisted that learning is chronological; hence it starts from lower levels of cognitive development to higher levels. Teachers are supposed to use the simple rules learners come with to a PE class to introduce complex rules. Sports and PE are full of rules which bind learners to play and behave in a certain manner as required by that activity.

Social skills-related literacy was among the major findings the study established. The study revealed that learners were restricted to interacting in a given acceptable manner in groups so that they could live in harmony with their friends in class and in the community. The teachers used group work as a strategy to teach new literacy skills in the PE class. This finding is consistent with Vygotsky (1978) who mentioned that children in the social environment shared social skills and the more capable learners helped the less capable learners in the learning environment. PE is a subject which requires all learners to play together and control each other in their conduct, emotions, thinking and language use. The teacher in this case ensured that learners learnt from each other the various social skills of respect, accepting defeat and self and emotional control in school and community.

The study discovered that learners came with rhythmic knowledge which the teachers used in their teaching of PE in the primary schools. Teachers used demonstration and group work to ensure learners grasped the relevant rhythm for the lesson at hand in a PE class. This finding is in agreement with Kasonde (2011) who found that teachers realised that learners sang traditional songs at home and in class as a way of learning. Kaunda (2012) also said that learners sang traditional songs which symbolised cultural transmission from one generation to another. Kakuwa

(2005) mentioned that traditional songs were significant to the cultural preservation of the country and society. Teachers of PE in this case are seen as the facilitators to cultural transmission between generations; hence, the children should be encouraged to continue singing new songs from the different communities so that culture is preserved.

The third key literacy which the study established was the athletic skills which learners possessed as they came to a PE classroom. The study found that learners came with the knowledge on how to run races, dance and activities which involved jumping around. Teachers used pair work, demonstration and collaborative strategy for teaching. Teachers taught athletics skills in a PE class firstly through demonstration. Secondly, by making them work together in pairs; then they practice the skill through collaboration. This finding is supported by Mbewe (2010) who wrote that teachers need not to tell learners how to win a track event because they have been running from childhood. Sichela (2007) commented that teachers usually give line numbers to children during training so that they get acquainted with the rules of athletics followed in the world. Teachers of Grade One learners during PE lessons ensured that they told learners to keep their lanes until they finished the race. This knowledge is also used in other games which involve keeping positions and numbers such as: football, netball and volleyball. The learners learnt to keep what belonged to them in the community and protected the values of the society like the way they protected the winning power of the group they represented in a race.

Accuracy was another major literacy skill which was identified as being scaffolded upon by teachers during PE lessons for Grade One learners in Lundazi District. Literacy skills were taught effectively using strategies like demonstration, pair work and group work. Children came with knowledge of *pada*, *chiyato*, *washomba walowa* and *demama* among others. Kakuwa (2005) mentioned that traditional activities needed to be developed to a competitive level so that our culture is preserved due to the value they possess. *Pada* was an activity which teachers used to demonstrate how to throw discus. *Demama* was used to train girls for high jump among others. In the absence of the modern equipment for training learners in accuracy activities, teachers can resort to using traditional equipment in a PE lesson. Accuracy skills are also used by teachers to teach learners on how to pass a ball accurately from one player to the other during PE lessons so that the passing skill is enhanced in learners at a tender age.

The other key literacy which was established in this study was the skill of hygiene. The study identified that children remembered to keep clean every time after playing and they bathed before going to school and after school. This finding is in agreement with Kakuwa and Sichela (2006) who found that hygiene was cardinal for learners to be healthy all year round. Learners should be encouraged to go beyond bathing and ensure they clean their surrounding in class and school, and clean the environment in their communities. MOE (2013) also advocates for the learners to be taught health skills in order have a healthy nation. Teachers used PE lessons to teach learners the various health-related skills so that learners could be healthy in schools and in the community. The teachers inspected the nails of the learners and consistently advised learners to bathe and wash after games, after a PE lesson and after play at home. The teachers used demonstration on how to ensure cleanliness on their body, in class and at their homes. These findings are in agreement with the Vygotskian social constructivist theory, which calls for the teacher to facilitate and let learners lead in the creation of knowledge. The demonstration leaves the teacher with the opportunity to give room for the learners to explore the world and work on their own.

### **5.5 Summary of the chapter**

The chapter has discussed the key literacies which are scaffolded upon by teachers in the teaching of PE to Grade One learners in selected primary schools of Lundazi District. The next chapter will provide a conclusion and recommendations of the study.



## CHAPTER SIX

### CONCLUSION AND RECOMMENDATIONS

#### 6.1. Overview

The previous chapter presented a detailed discussion of findings using the findings in Chapter 4 and the literature in Chapter 2. This chapter presents the conclusion and recommendations of the study based on the findings and discussions on *emergent literacy skills children come with to a Grade One Physical Education class in the primary schools of Lundazi District of Zambia*.

#### 6.2. Conclusion

This study was based on three objectives and responded to three research questions. The first objective and research question set out to ascertain the type of emergent literacy children came with to a Physical Education class.

The first objective was fulfilled and the subsequent research question was answered respectively. The study established that learners had knowledge of different activities and games which they played at home and in school. These games and activities equipped the learners with athletic, rhythmic and manipulative knowledge which teachers used in their teaching of PE to Grade One in primary schools. Kakuwa (2010) agreed that children in the Zambian communities played various games which enabled them acquire different literacies which they brought to a classroom (emphasis added).

The study also discovered that children came to school with the following types of emergent literacy which were thematically quantified in percentages: rhythmic 33%, accuracy 17%, athletic 16%, numeracy 14%, critical thinking 9%, social 8% and hygiene 3%. Kasonde (2001) agreed that children came with such types of emergent literacy into primary school. In this case, the different literacies were a pillar upon which the teachers depended when teaching Physical Education in the primary schools. These were key to the development of the children in their school life and learning of PE in Grade one.

The second objective was set to establish how the teachers had used the different literacies in the teaching of PE. The literacies were used differently to teach PE. Firstly, teachers used the social (literacy) knowledge to make learners form social groups and learn from each other as brothers and sisters in harmony. This enhanced cooperative learning among learners, which the social constructivism theory by Vygotsky (1978) advocated for. The second type of literacy children came with to school was the athletic knowledge. This knowledge comprised children's play which involved running, jumping and dancing among others. Teachers used these to teach PE by warming up before the class activity and warming down after the activity. Rules on how long the activity lasted were applied to the class so as to reinforce the rules they knew in their activities at home.

Accuracy was another form of literacy which learners came with to a PE class. The teachers revealed that they used this knowledge to introduce learners to field events, scoring in netball and goal-shooting in football during PE lessons. Finding number four informed that Grade One learners came with numeracy knowledge to a PE class. This literacy was used by teachers to make learners count themselves so that they could be of equal number in a group activity. These literacies were the ones that constituted the PE content for Grade One learners in the primary syllabus and curriculum. With such detailed findings, it is paramount to state that objective and research question number 2 were successfully fulfilled and answered.

The last objective laboured to identify the key literacies that were scaffolded upon in PE class. The study has established that social skills were among the key literacies which teachers scaffolded learners upon. PE is a subject which includes all learners to play together and control each other in their conduct, emotions, thinking and language use. The teacher in this case ensured that learners learnt from each other the various social skills of respect, emotional control, accepting defeat and self-control in school and community through the activities the teacher exposed them to. This shaped a learner's character into a sportsman worth having in school and community.

The study discovered that learners came with rhythmic knowledge, which the teachers used in their teaching of PE in the primary schools. The rhythmic skills were embedded in the traditional songs and dances which learners enjoyed at home and in school. Teachers of PE in this case are seen as the facilitators to cultural transmission between generations; hence, the children should be encouraged to continue singing new songs from the different communities so that culture is preserved.

The other key literacy that learners came with to a PE class and teachers scaffolded upon was the athletic knowledge (or skills). The study found that learners came with knowledge on how to run races, dance and activities which involved jumping around. Teachers of Grade One learners during PE lessons ensured that they told learners to keep their lanes until they finished the race. This knowledge is also used in other games which involve keeping positions and numbers such as: football, netball and volleyball. The learners learnt to keep what belonged to them in the community and protected the values of the society like the way they protected the winning power of the group they represented in a race.

Accuracy was another major skill which was identified as being scaffolded upon by teachers during Grade One PE lessons in Lundazi District. Accuracy skills were also used by teachers to teach learners how to pass a ball accurately from one player to the other during PE lessons so that the passing skill was enhanced in learners at a tender age.

Hygienic skills were another key literacy knowledge which teachers scaffolded upon in a Grade One class. Teachers used PE lessons to teach learners the various health-related skills such as: bathing, brushing teeth, washing hands and clothes, sweeping their surrounding and homes among others, so that learners could be healthy in school and in the community.

### **6.3 Recommendations**

In light of the findings and conclusions, the following recommendations are suggested:

- i. The school head teachers should ensure that they have conducive play grounds for traditional activities like solo, *chiyato*, *wishu*, and *chibale* among others, for children to use for every activity in school. This would enable learners continue actively engaging in games which they played at home, while in school and after school. Creativity is sought in this case for PE lessons to be successful.
- ii. The teachers should make effort to learn the tradition games and their names in the local language of the community they are teaching in. this will help them cyclonise with the games they knew in the community they grew up from. This will help the teachers to teach PE skills effectively since they will be knowledgeable of what they will be teaching about. This would enable learners and teachers who do not have such

- knowledge to learn from others and enhance cultural transmission and preservation through PE.
- iii. Teachers should be encouraged by their superiors to develop a positive attitude towards the teaching of PE in schools. This would help learners continue acquiring the different literacies, values and attitudes which are endowed in PE activities. This can be enhanced through CPDs and teacher group meetings (TGMs). Teachers should also be encouraged to reflect different traditional games in the schemes and records of work.
  - iv. The Ministry of Education should include various traditional activities in the syllabus so that they are taught in schools. This would help to encourage the teachers to know and learn them so that they could use them effectively during PE classes.

#### **6.4. Suggested topics for future research**

1. An assessment of literacy skills usage in promoting traditional games in PE lessons in secondary schools.
2. Linking life skills learning to traditional activities as a way of promoting cultural preservation.
3. Teachers' knowledge in integrating PE to traditional activities in primary schools.

#### **6.5. Summary of chapter 6**

This chapter has given out the conclusions which have been drawn for the study with regard to the stated objectives and research questions, which have been fulfilled and answered. Recommendations have also been given for the study.

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**APPENDICES**

**Appendix 1: Semi Structured Interview for teachers.**

**THE UNIVERSITY OF ZAMBIA  
DIRECTORATE OF RESEARCH AND POSTGRADUATE STUDIES  
Semi Structured Interview Schedule for Teachers**

I would like to have an interview with you on how teachers use the emergent literacy that children come with to a Physical Education classroom. I will be happy to inform you that there is no right or wrong answer in this discussion. Kindly feel free to share your true feelings and opinions with me during our discussion. The discussion will be kept confidential. Kindly feel free to participate.

1. I will be happy if we shared our profession qualifications.  
.....
2. How many years have you served in the ministry of education?  
.....
3. In the school environment, which games do you see children playing?  
.....
4. What traditional games do you know that children play but they are not in the school syllabus for Physical Education?  
.....
5. Which new activities do you teach in Physical Education that children do not know from their homes?  
.....
6. What knowledge do you see in children which they exhibit in a P.E class which you have not taught them as a teacher of that subject during activities?  
.....
7. Why do you think children count themselves before starting a game?  
.....
8. Where did they learn this?  
.....
9. How have you used this knowledge to teach P.E?  
.....  
.....

10. What rules of games do you see children applying in their play at school which you have not taught during Physical Education?

.....  
.....

11. How have you used these rules you have identified to teach other rules in P.E?

.....  
.....

12. What activities have you found easy to teach in Physical Education that you think children already have some knowhow?

.....

13. What survival skills have you seen children using in P.E lessons which you have not taught them in class?

.....

14. How have you helped the children to continue using the survival skills?

.....

15. What talents have you identified in children during your teaching of P.E?

.....

16. How have you helped the children develop their talents?

.....

17. What kind of knowledge and activities do think needs to be put in the syllabus which children know and should be utilised in school?

.....

18. What songs do children know that make them enjoy activities which needs to be used in school during P.E?

.....  
.....

**Appendix 2: Interview Guide for Parents**

**The University of Zambia**

**School of Education**

**Department of Language and Social Sciences Education**

This interview schedule is for parents, guardians or caregivers of the children that will be observed. It is meant to assist in finding out from them what games their children or wards play, the knowledge of games and how they are using it to learn Physical Education in school. The information will be used for academic purposes only and the respondents' personal details will be kept confidential.

- 1. Name of Site.....House No.....
- 2. Name of Child.....
- 3. Age.....Sex (M/F).....
- 4. Name of Parent.....
- 5. Age.....Sex (M/F).....
- 6. Level of education of the parent.....
- 7. Date of interview.....

**Section B**

8. What games does your child play at home before or after school?

.....  
.....  
.....  
.....

9. From the named list, which games do you play with your child?

.....  
.....  
.....

10. Which games have you taught him or her at home?

.....  
.....  
.....

11. Describe games that your child or children are fond of playing.

.....  
.....  
.....

12. Why do you make your children learn and play the traditional games?

.....  
.....  
.....

13. From the games the child play, which games are common with the games found in schools?

.....  
.....  
.....

14. What practical knowledge do children acquire from the games?

.....  
.....

15. What rules do children learn from the various games they play in the community?

.....  
.....

16. How do these rules help the child learn Physical Education in class?

.....  
.....  
.....

17. How do the traditional games help the children gain the knowledge of;

a. Counting

.....  
.....

b. Creative thinking?

.....  
.....

c. Sympathy?

.....  
.....

d. Cooperative play?

.....  
.....

e. Honestness?

.....  
.....

f. Any other lessons?

.....  
.....

18. How do you think are the teachers using this knowledge the children have through various games to teach the children;

a. discipline?

.....  
.....

b. Being faithful?

.....  
.....

c. Creative thinking?

.....  
.....

d. Sympathy and corporative play?

.....  
.....

e. Any other skills?

.....  
.....

**Appendix 3: Focus Group Discussion Topics for Pupils**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
DIRECTORATE OF RESEARCH AND POSTGRADUATE STUDIES  
Focus Group Discussion Topic**

I would like to have a discussion with you so that we can share views. The topic under discussion will be on how teachers use the emergent literacy that children come with to a Physical Education classroom. All answers we shall give in this discussion will be considered correct. Kindly share with me your true feelings and opinions regarding your learning experience. This discussion will be kept confidential and no one apart from me will record whatever we shall discuss here. Kindly feel free to participate.

1. What games do you know?  
.....
2. What games do you like playing?  
.....
3. Which games were you playing before you started school?  
.....  
.....
4. Which games does your teacher make you play during Physical Education?  
.....  
.....
5. Which games were you playing at home which you are not playing now during Physical Education? .....
6. Which games are you playing now and you used to play them before you started school?  
.....
7. What of songs, which songs did you know which you are still using during Physical education? .....
8. What rules did you learn in the games you were playing home before you entered school?  
.....



9. How are the rules you knew in the traditional games have come to;

i. Differ with what you learn in P.E

.....  
.....

10. Become similar with what you learn in P.E

.....  
Why do you like Physical Education?

.....

11. What new things have you learnt during your Physical Education lessons which you never knew before starting school?

.....  
.....

12. Parents usually say, 'Physical Education makes you dirty children,' do you agree with this? ..... Why do you say so?

.....

13. In the traditional games, were you playing together with girls the same games?

.....

14. Why? .....

15. Why do you play with them in school during Physical Education?

.....  
.....

16. Which traditional games were you playing before starting school that the teachers are not introducing to you during Physical Education?

.....

17. What new traditional songs do you sing which you never knew before starting school?

.....

18. What things do you learn from games which are new to you?

.....

19. What bad things have you discarded because of Physical Education?

.....

.

**Appendix 4: Names of games/activities in English and possible definition.**

<b>No.</b>	<b>Athletic</b>	<b>English name or definition</b>
	<i>Kambisha-mbisha</i>	Hide and seek
	<i>Gelegesha</i>	A ball is kicked far to create room for the players to count up to a certain number in order to redeem their friends or win.
	<i>Mbererewera</i>	Sheep sheep come home.
	<i>Shombawaloba</i>	A group of players are in the mid while two players are throwing the ball to hit a players. The one who is hit by the ball comes to out play and seek to hit a friend for him or her to go in and play again.
	<i>Phada</i>	Eagle
	<i>Chidunu</i>	A seek and hide game involving a target for dislodging.
	<i>Laundasi</i>	Round us.
	<i>Kamuzikalira-lira</i>	A song sung when playing a game in a circle. The player leaves a cloth/ball behind a friend and runs round to sit where the friend sat.
	<i>Demama</i>	Wider
	<i>Kuchava</i>	Sliding down a slope / anti hill whilst seated on something.
	<b><i>Rhythmic</i></b>	
	<i>Pikipikinapikidoli</i>	Counting on fingers
	<i>Kamutengokobvina</i>	A song to motivate learners.
	<i>Msekeseadamukatione</i>	A song to motivate learners
	<i>Banaasukulukamtaye</i>	A song

	<i>Kosweasowakothulukira</i>	A song
	<i>Kalulum'mawa</i>	A song
	<i>Zoolezoole</i> <i>Kamcilakamberere</i>	A song
	<i>Kapindizyoli</i>	Forward/ backward roll accompanied by a song
	<i>Katambalale</i>	Counting on knees.
	<b><i>Manipulative</i></b>	
	<i>Kabyali</i>	It is a touch game
	<i>Kankuluware</i>	A song while giving instructions either to sit or stand.
	<i>Chiyatho</i>	Ichiyenga
	<i>Solo</i>	Nsolo
	<i>Chiwale</i>	A game played with beads of different colours in a plate.
	<i>Kalikongwe</i>	A touch game but involves elimination.
	<i>Sojo</i>	a game played using bottle tops. If you hit another top then you win

**Appendix 5: Letter of permission from DRGS**



**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: 25 SEP 2015

**TO WHOM IT MAY CONCERN**

Dear Sir/Madam

**RE: FIELD WORK FOR MASTERS / PhD STUDENTS**

The bearer of this letter Mr./Ms...BEATRICE TEMBO..... Computer number...514705605..... 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

**THE UNIVERSITY OF ZAMBIA  
ASSISTANT DEAN (PG)  
SCHOOL OF EDUCATION  
P.O. BOX 32379  
LUSAKA**

*pp* *25 SEP 2015*  
*Daniel Ndflovu (PhD)*  
**ASSISTANT DEAN (PG) SCHOOL OF EDUCATION**

cc. Director, DRGS  
Dean, Education

REPUBLIC OF ZAMBIA  
MINISTRY OF EDUCATION  
VOCATIONAL TRAINING  
EDUCATION AND SECRETARY  
P.O. BOX 530033, LUNDAZI

*Permission Granted*  
*[Signature]*  
*A/DRGS*

**Appendix 6: Letter of permission from DEBS Lundazi**

BEATRICE TEMBO,  
BOX 346,  
LUNDAZI.

6<sup>th</sup> August, 2015.

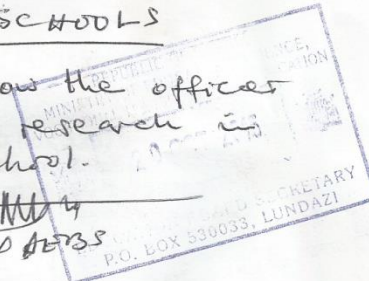
The DEBS,  
BOX 33,  
LUNDAZI.

Dear Sir/Madam,

TO ALL SCHOOLS

Kindly allow the officers  
to do her research in  
your school.

*BEATRICE TEMBO*  
*AP DEBS*



RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN FIVE PRIMARY SCHOOLS OF LUNDAZI DISTRICT.

I write to ask for permission conduct an academic research in five primary schools of Lundazi district. I am a Postgraduate Student studying Applied Linguistics with the University of Zambia. The research topic is, "An investigation on how teachers use the emergent literacy that children come with to a Physical Education classroom." Attached is permission from the School of Education, University of Zambia.

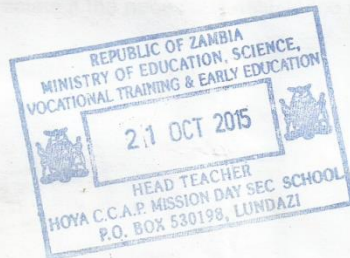
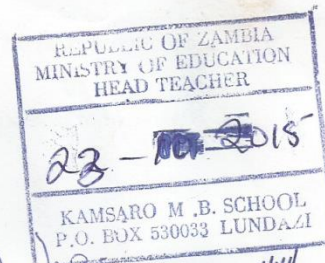
Your consideration will be highly appreciated.

Yours faithfully,

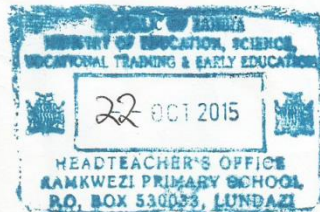
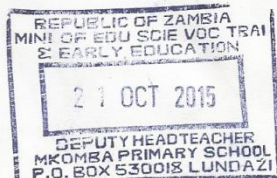
*B. Tembo*

TEMBO BEATRICE

TS: 45210



*mb*  
Deputy Head  
for the Head



*Jupellu*  
Headteacher