STRATEGIES THE ADMINISTRATORS USE TO SUPPORT TEACHERS TEACHING READING AMONG GRADE FIVE PUPILS IN SELECTED SCHOOLS OF SINAZONGWE DISTRICT OF SOUTHERN PROVINCE.

BY

ARTHUR NYANGA

A dissertation submitted to the University of Zambia in partial fulfilment of the Requirements for the Award of the Degree of Master of Education in Educational Management.

The University of Zambia and Zimbabwe Open University.

Lusaka

2018.

DECLARATION

I, Arthur Nyanga the undersigned, do hereby declare that this dissertation is a product of my own efforts and is my own original work and that it has never been previously submitted to any other University for a similar award or other than that for which I am candidate.

……

Signature

Arthur Nyanga.

……

Date.

CERTIFICATE OF APPROVAL

The University of Zambia and Zimbabwe Open University hereby approves this dissertation by Arthur Nyanga as fulfilling part of the requirements for the award of the Degree of Master of Education in Educational Management.

Signed …….. Date …….

Signed …….. Date …….

Signed ……. Date …….....

COPYRIGHT

All the work or rights reserved. No part of this dissertation may be reproduced, stored in any retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without a prior written permission of the author or the University of Zambia and Zimbabwe Open University in that behalf.

DEDICATION

I dedicate this work to the almighty God for inspiring me during the writing of the dissertation. This Dissertation is dedicated to my late parents, late auntie Ms. Wavy Makachoonga Nakalonga, my late grandmother Mutinta Noria Loveness Gwaba Nakalonga who made all the efforts for my education to succeed up to this level. It is also dedicated to my beloved wife Evannah Mwiinde Syamooya Nyanga and my two little children Mukachoonga Paxinah Nyanga and Pedrinho Arthur Nyanga for enduring my absence during my studies when they needed me most for both parental care.

ACKNOWLEDGEMENT

This dissertation would not have been completed without the assistance and moral support of so many people. Firstly, I am sincerely grateful to Dr D. Banda my supervisor for his professional guidance and support during the production of this dissertation. Special thanks goes to Dr G. Masaiti the coordinator for this programme, Master of Education in Educational Management. The other people to acknowledge are Dr T. Njobvu, Dr Mweemba, Dr I. Mulenga, Dr F.M. Chipindi and Mrs Malema for their creative and valuable guidance during the lecture times. I also wish to acknowledge the support of the following lectures Mrs. Simwiinga, Mr. Meleki, Mrs Sumbwa, Mrs Hanyika, Mrs Malambo, Mrs Sakala, Mrs Luchembe and Mrs Chipalo for their inspiration during the course of my Academic journey and critical useful advice.

I also thank the District Education Board Secretary for Sinazongwe District and his team as well as all the headteachers of the four schools where the research was being conducted to give me permission to go ahead with my research.

My earnest thanks and gratitude goes to all the pupils who agreed to participate in this study. Without them, this work would just have been a dream.

I also continue to thank the grade five teachers from the four schools who allowed to participate during the research study.

My sincere gratitude also gives to my beloved wife Evannah Syamooya Nyanga who has been with me from the beginning until the end of this programme in terms of moral support. The data collection was not going to be easy without her putting all the moral support especially in difficult times.

I also thank my beloved children Mukachoonga Paxinah Nyanga and Pedrinho Arthur Nyanga who accepted my absence during the research study when they needed my presence most.

I continue to acknowledge the following people for their support. Mr. Mulyadelele, Ms. Annetty Siloozi, Mr. Siamatanga Gift, Mrs. Nchimunya Carol, Mr. Friday Mweemba, Trevor Mukelebai, Mr. Andrew Mulyokela and Mr. Pipe Sibalwi,Collins Masumba and Precious Chavwakaila.

I also extend my great acknowledgement to Doreen Mutili who tireless typed my research report up to the final compilation.

I would like to express my appreciation to the moral support given by my fellow teachers at Chisyabulungu Primary School, Accent Mahonko, Victor Milimo, Nchimunya Siajanika, Nchimunya Siachingili, Jean Sichiila, Luckson Ntundulu, Mweembe Nalweenga. They have supported me physically, mentally, socially, morally and spiritually especially during my absence were they took care of my class in full session. God bless them all.

To all those not mentioned, please accept my gratitude.

Above all, I give glory and honor to the almighty God for giving me the courage and strength to overcome all the challenges that came my way during the course of my programme. I give all thanks to God for making my dreams into a reality.

ABSTRACT

Reading is a deliberate process of looking at and understanding written language. The aim of this study was to explore strategies the administrators use to support teachers teaching reading among grade five pupils in selected schools of Sinazongwe District of Southern Province.

The research design was a case study. Qualitative methodology was used to collect and analyze data. The methods used were interviews and focus group discussion. A note book and voice recording were also used as the researcher was taking notes during the interviews. Sample random and purposive samplings were used to come up with a sample consisting of four primary schools, four headteachers, four grade five teachers, four school In-Service Coordinators, fourty pupils, ten from each school and two standard officers from the District Education Board Secretary Office (DEBS). The data was analyzed qualitatively and grouped into intensified themes generated from the research objectives.

The findings revealed that headteachers used different strategies to improve teaching of reading to the learners in school such as assessment and monitoring, teachers when teaching the learners. The teachers also facilitated teachers through the provision of resources to enable them use different materials such as flash cards, books, happy readers books, basket game, bridge game and story books. This could not be achieved without the support from the headteachers. The teachers faced some challenges of teaching reading to grade five learners because of absenteeism from school because the learners were going out for fishing and 'guarding of fields' (Nchelela) and long distance to school which made them to miss out the literacy lessons. The learners also revealed that they had some difficulties with the help from parents with homework in reading because of high levels of illiteracy among the parents and wished administrators took it upon themselves to write to their families on the requirements needed in the teaching of reading. The measures used to address the challenges the teachers were encountering when teaching reading were provision of reading materials and training of teachers. The study recommended that the Ministry of General Education should make deliberate efforts to encourage the support the in-service training and capacity professional development in their schools to support the in-service training of teachers through conducting workshops in order to improve the methodologies used when teaching.

It was established that the administrators should revive the Family Pac arrangements where parents were taking part in the learning of their children. This is despite the challenges parents faced in giving

comments on the homework due to high levels of illiteracy among them. It was found that girls were better than their counterparts the boys in terms of reading. It was recommended that the Ministry of General Education would do well to continue to partnering with the Non-Governmental Organisations so that they can help out in the building of infrastructure development and provision of reading materials. The study also established that the headteachers should sensitize the parents on the importance of Education to their children and this could be exhibited through the support giving of reading materials, for example. The study also found out that both internal and the external monitoring of teachers should be intensified in all schools to ensure that reading is being improved from the learners.

TABLE OF CONTENTS

Pages

DECLARATION i
CERTIFICATE OF APPROVAL ii
COPYRIGHT iii
DEDICATION iv
ACKNOWLEDGEMENT v
ABSTRACT vii
TABLE OF CONTENTS ix
LIST OF TABLES xiv
LIST OF FIGURES xv
LIST OF ABBREVIATINS AND ACRONYMS xvi
CHAPTER ONE 1
INTRODUCTION 1
1.0. Overview 1
1.1. Background of the study 1
1.2. Statement of the problem 10
1.3. Aim of the study 11
1.4. Purpose of the study 11
1.5. Objectives of the study 11
1.5.1. General Objective 11
1.5.2. Specific Objectives 11
1.6. Research Questions 12
1.7. Significance of the study 12
1.8. Delimitation of the Study 13
1.9. Limitations of the study 13
1.10. Operational definitions 14
1.11. Conclusion 14
CHAPTER TWO 16
LITERATURE REVIEW 16

2.0. Overview 16
2.1. Theoritical Framework 16
2.2. Conceptual Framework 19
2.3. Global view 20
2.4. Africa view 24
2.5. Studies within in Zambia 26
2.6. CONCLUSION 29
CHAPTER THREE 30
METHODOLOGY 30
3.0. Overview 30
3.1. Research Design 30
3.2. Target Population 30
3.3. Sample Size 31
3.4. Sampling Procedure 31
3.5. Research Instruments 32
3.5.1. Interview Guides 32
3.5.2. Focus Group Discussions Guide 32
3.6. Data Collection Procedure 33
3.7. Data Analysis 33
3.8. Ethical Considerations 33
3.9. CONCLUSION 34
CHAPTER FOUR 35
PRESENTATION OF FINDINGS 35
4.0. Overview 35
4.1. **What Strategies administrators are putting in the progression of learner's reading ability?** 35
4.1.1. Repeat Policy 35
4.1.2. Monitoring 36
4.1.3. Homework Policy 37
4.1.4. Material Production 37
4.1.5. Teacher Group Meeting (TGMs) 38
4.1.6. Continuous Professional Development 39
4.1.7. Reduce on the over enrollment 39

4.1.8. Assessment 39

4.1.9. Teacher's Preparations 39

4.1.10. Phonetic teaching of THRASS 41

4.2. What are some of the efforts put in place by administrators in the provision of teaching reading among grade five pupils? 43

4.2.1. Teaching and learning materials 43

4.2.2. Books 43

4.3. What strategies administratos are putting in place to encourage parents to support the reading programme for their children once at home? 44

4.3.1. Strategies put by the parents on the challenges of reading by the learners. 44

4.4. What measures the administrators have put in place in their schools used aimed at addressing the challenges that the teachers may be encountering when teaching reading among grade five pupils? 44

4.4.1. Measures to address the challenges the teachers are encountering when teaching reading. 44

4.4.2. Story-making / Go ahead 44

4.4.3. Correct the Incorrect 45

4.4.4. Basket game 45

4.4.5. Flipping the flashcards 45

4.4.6. Paragraph reading 45

4.**4.7. Catch up programme** 45

4.5. What strategies the Ministry of General Education has put in place to reinforce administrator's role in the teaching of reading in schools ? 46

4.5.1. Supply of reading materials 46

4.5.2. Expansion of infrastructure development 46

4.5.3. Upgrading of teachers 47

4.5.4. School Monitoring 47

4.5.5. Partnership with the Non-Governmental Organisations 47

4.6. What strategies do the administrators use to help teachers use when teaching the pupils in class to improve reading? 49

4.6.1. Literacy boost 49

4.7 CONCLUSION 49

CHAPTER FIVE 51

DISCUSSION OF FINDINGS 51

5.0. Overview 51

5.1. What strategies administrators are putting in the progression of the learner's reading ability? 51

5.1.1. Assessment 51

5.1.2. Monitoring 52

5.1.3. Mid-term tests, weekly tests, end of term tests, quiz tests and end year of tests. 53

5.1.4. Homework policy 54

5.1.5. Church Programmes 55

5.1.6. Return of the old language policy of teaching using Primary Reading Programme. 56

5.1.7. Repeat policy 57

5.2. What are some of the efforts put in place by administrators in the provision of teaching of reading among grade five pupils? 58

5.2.2. Flash cards. 58

5.2.4. Books 59

5.2.5. Happy readers books 59

5.2.6. Basket game 60

5.2.7. Bridge game 60

5.2.8. Story books 61

5.3. What strategies administrators are putting in place to encourage parents to support the reading programme for their children once at home? 62

5.3.1. Helping home work to the learners 62

5.3.2. Nchelela ("Guarding Fields") 62

5.3.3. Stopping the learners to go for fishing in the night to the lake 63

5.3.4. Long distance to school 64

5.4. What measures the administrators have put in place in their schools aimed at addressing the challenges that the teachers may be encountering when teaching reading among the grade five pupils? 64

5.4.1. Provision of reading materials 64

5.4.2. Training of teachers 65

5.5. What strategies the Ministry of General Education has put in place to reinfoce administrator's role in the teaching of reading in schools? 66

5.5.1. In – Service training to colleges or universities 66

5.5.2. Conducting of workshops 66

5.5.3. Teacher Group Meetings (T.G.M.) 67

5.6. What strategies do the administrators use to help teachers use when teaching the pupils in class to improve reading? 67
5.5.1 Methods of teaching reading 68
5.7. CONCLUSION 68
CHAPTER SIX 69
CONCLUSION AND RECOMMENDATIONS 69
6.0. Overview 69
6.1. **Conclusion** 69
6.2. Recommendations 69
6.3. Recommended for future research 70
REFERENCES 71
APPENDICES 78
Appendix A: Interview guide for the grade five teachers 78
Appendix B: Interview guide for the headteachers 80
Appendix C: Interview guide for the School In-Service Coordinators (SIC) 82
Appendix D: Interview Guide for the Education Standard Officer- General Inspector 84
Appendix E: Interview Guide for the District Resource Centre Coordinator (DRCC) 86
Appendix F: Focus group discussion guide for the pupils 88
Appendix G: Research proposed work plan time frame 90
Appendix H: Research budget 91
Appendix I: Consent form ..... **Error! Bookmark not defined.**

LIST OF TABLES

Pages

Table 1: Distribution of learner respondents…… 30

Table 2: Professional qualifications of graded five teachers …… 64

LIST OF FIGURES

Figure 1: Diagrammatic representation for conceptual framework of teaching reading skills in primary schools…… 19

LIST OF ABBREVIATINS AND ACRONYMS

BIC	Brethren in Christ.
CAMFED	Campaign for Female Education
CPD	Continuous Professional Development
DANIDA	Danish International Development Agency
DEBS	District Education Board Secretary
DRCC	District Resource Centre Coordinator
EFA	Education For All
EFL	English First Language
EOF	Educating Our Future
ER	Education Reforms
ESO-GI	Education Standard Officer-General Inspection
FAWEZA	Forum for Africa Women's Education of Zambia
FOL	Focus On Learning
GPF	General Purpose Fund
L1	First Language
L2	Second Language
MDGs	Millennium Development Goals
MOGE	Ministry of General Education
NBTL	New Breaking through To Literacy
NGOS	Non-Governmental Organisations
NNS	Non- Native Speaking

NS	Native Speaking
PAGE	Programme for the Achievement of Girls' Education
PISA	Programme for International Student Assessment.
PRP	Primary Reading Programme
PTC	Primary Teacher's Certificate
PTC	Parents Teachers Committee
ROC	Read On Course
SACMEQ	Southern Africa Consortium for Monitoring Education Quality
SCZ	School Club Zambia
SIC	School In-Service Coordinator
SITE	Step In To English
TGM	Teacher Group Meeting
UNESCO	United Nations Educational, Scientific and Cultural Organisation.
UNZA – ZOU	University of Zambia – Zimbabwe Open University
WV	World Vision
ZPD	Zone of Proximal Development

CHAPTER ONE

INTRODUCTION

1.0.Overview

This chapter gives the background of the study of the strategies the administrators use to support teachers teaching of reading among the grade five pupils in selected schools of Sinazongwe District of Southern Province. It also states the statement of the problem, aim and purpose of the study, objectives, research questions, significance of the study, delimitation as well as limitation of the study and finally operational definitions.

1.1. Background of the study

Reading is a deliberate process of looking at and understanding written language (Williams, 1993). Reading should be a primary school's biggest priority, and goes on to say that the most important skill any child can leave primary school with is the ability to read independently and effectively for meaning. When a child starts school, reading becomes the primary way of learning. It is a means to understanding the world and fundamental skill required to succeed in various aspects of both school and ordinarily life, (Maynard, 2007).

According to the government of Zambia through the Ministry of General Education, reading levels have been a major challenge in most of the public primary schools. Adams (1990) states that in the last two decades, in an attempt to comply with the Education For All (EFA) goals, most of the developing countries have been making some remarkable efforts to put every child of age in school, and ensure that pupils are retained in primary school. Out of the six goals for Education For All (EFA) one of the goals talked on the provision of free and compulsory primary Education For All (Kelly, 1999). In order to expand the vision and a renewed commitment for Education For All, it looked at every person-child, youth and adult shall be able to benefit from the educational opportunities designed to meet their basic learning needs. These needs comprise both essential learning tools (such as literacy, oral expression, numeral, and problem solving) and the basic learning content (such as knowledge, skills, values, and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development to improve the quality of their lives, to make informed decisions, and to continue

learning. The scope of basic learning needs and how they should be met varies with individual countries and cultures, and inevitably, changes with the passage of time.

Focus on learning (1992) states that the declining economy in the 1980s had a negative effect on the provision of social service including education. All Government institutions of all kinds, including materials support the curriculum. In 1990, Zambia attended the World Conference on Education For All (EFA), and in 1991 a National Conference on Education For All was held in Zambia. Some of the proposals and working strategies aimed at improving education delivery were drafted at the conference and compiled as focus on learning. The policy document was used to lobby government and cooperating partners to consider allocating enough resources to the education sector in order to improve the quality and quantity of education in Basic Schools.

The Education For All goals was set or declared in Zambia in 1991 up to 2015 and beyond that every child should be able to read (MOE, 1996). The Ministry of Education policy document emphasizes the importance of reading skills by stating that "the fundamental aim of the curriculum for lower and middle basic classes (Grade one to Seven) is to enable pupils to read and clearly, correctly and confidently in a Zambian language and English. The Ministry of Education attaches the highest priority to the attainment of this goal" (MOE, 1996:34).

The other purpose of the Education For All (EFA) goals universalizing access promoting equity stated by (Kelly, 1999). The basic education should be provided all the children, youth and adult. To this end, basic education services of quality should be expanded and consistent measures must be taken to reduce disparities.

For the basic education to be equitable, all children, youth and adults must be given the opportunity to achieve and maintain an acceptable level of learning.

The most urgent priority is to ensure access to, and improve the quality of, education for girls and women, and remove every obstacle that hampers their active participation. All gender stereotyping in education should be eliminated.

MESVTEE (2014) further stated that addressing all six Education For All (EFA) goal areas, the government has been to make new funding commitment to education and taken policy action to institute measures to expand opportunities in early learning, primary and secondary education. Indeed, the education sector receives the largest budgetary allocation goes towards personnel

emoluments leaving just below a third of budget for other non-personnel emoluments programmes. Coupled with other demographic challenges, access remains a huge challenge in high density areas as school places are still insufficient. Long distance between schools in rural areas also limit access particularly for children in the early grades and this is further complicated by migratory and resettlement practices brought about by economic imperatives. The government's decision to expand early learning service is intended to provide access to more children early. The community action has been crucial in this regard. Since 2000, communities, working with civil society organisations cooperating partners, have helped to create over 550,000 new places through the establishment of community schools.

MESVTEE (2013) further talks on the language of instruction in primary schools. The policy on education recognizes the use of familiar languages as the official languages of instruction in the pre-schools and early grades (Grades 1 – 4). All the teaching and learning in all the learning areas at the lower primary level would be in familiar Zambian languages. This is because there was evidence that children learn more easily and successfully through languages that they know and understand well. English would be offered as a subject, beginning at grade 2. After the children have acquired sufficient literacy skills quickly and with ease of literacy in English at Grade 2.

In view of this consideration, learners in pre-schools and lower primary (Grades 1 – 4) would be given an opportunity to learn not only the initial basic skills of literacy and numeracy in a language of play but also all knowledge, skills and values in the other learning areas. In Zambia, the seven (7) Zone languages; Cinyanja, Chitonga, Icibemba, Kikaonde, Lunda, Luvale and Silozi as well as the widely used community languages in specific school catchment areas will be used for this purpose. It should also be noted that the use of familiar language should be extended to learners with Special Educational Needs. English will still remain as the official medium of instruction beginning at Grade 5 up to tertiary level.

It is hoped that this approach would foster better initial learning, enhance the status of Zambian languages and integrate the schools more meaningfully into the life of the local communities.

In making the curriculum flexible and responsive to a learner and societal needs, institutions of learning, teachers and teacher-educators are encouraged at all levels of our education system to localize some aspects of the school curriculum. The localization of the school curriculum would allow schools to adapt aspects of the curriculum to match local needs and circumstances. In this

way, the curriculum would provide some compensation for the indigenous knowledge, values and practical skills that learners would have acquired in their home environment if they held not been attending school.

Zambia's Education For All (EFA) review report highlights important progress made by the government in implementing the United Nations Educational, Scientific, and Cultural Organisation's (UNESCO) Education For All (EFA) 2000 Daker framework of action. This review evaluated Zambia's performance against targets and milestones outlined in the 2005 Education For All National Framework. As a follow through on the Daker Framework for action, Zambia established an Education For All secretariat to supervise and facilitate a country effort of operationalizing the global and country effort of Education For All (EFA) Mellinium Development Goals (MDGs). The Education For All (EFA) National Framework was based on national educational aspirations espoused in various policy documents including Educating Our Future (1996), the Ministry of Youth, Sports and Child Development Policy, the Ministry of Community Development Policy, the Basic Education Sub-Sector Investment Programme (BASSIP) Implementation Plan, the Education Sector Plan (2002- 2007) and the Six National Development Plan (2011- 2015).

This Education For All review coincides with major education reforms that include the introduction of a two-tier system that offers academic and skills educational the secondary school level (LAMBEL, 2003). On the basis of the country's performance thus far, the report sets the stage for Zambia's educational agenda for the next decennium. Looking back, the country's experience with the expansion of primary education is perhaps the most remarkable. Zambia's success in expanding access is the result of government determination to overcome intractable constraints to participation, a resolute effort by communities and civil society organisations to help out and civil society organisations to help out and the generosity and commitment of cooperating partners. While Zambia has made significant progress on access, improving quality remains a huge challenge. Measures of learning achievement across the board show the children are underperforming particularly in foundational skills such as reading and mathematics.

This document was informed by various reports done by actors in the education sector including the Ministry of Education, Science, Vocational Training and Early Education (MESVTEE), civil

society, parliament and cooperating partners. The report primarily shaped by the commitments Zambia made in the 2005 Education For All country framework.

The report began with an overview of the status of education that overall, show that the education sector has seen improvements in most key indicators. The third section tracks progress against the milestones for the six Education For All goals. Highlighting the phenomenal growth in participation at the primary level, the third section reported on government action in all six education for all goal areas and show communities have played a pivotal role in expanding learning opportunities. Conveying the outlook for the coming decade, the fourth section addressing key issues for the post 2015 agenda (MOE, 1996). Key among these issues was the pursuit of quality which would be a crucial measure of educational progress in coming decade. The report had to conclude by emphasizing the relevance of key measures accounting for Zambia's progress towards the achievement of the Education For All goals. Notably, achievements of the Education For All goals and targets have been laudable in Zambia largely due to three factors. Overall government commitment; community participation and commitment and sector support partners that include the cooperating partners and civil society.

The mode of wider access stated by (Carmody, 2004). One of the main challenges the new administration faced in 1991 was to provide seven years of education for every child and to improve the quality of that provision. According to the 1990 census of population, only fifty – six percent of the seven to thirteen years olds were in school, primary school expansion had fallen behind the population growth and in 1990 there were 190,000 children of school age who were not in school. The idea of nine years schooling for each child remained the on-going target. As Educating Our Future put it; A long-standing educational goal in Zambia has been that every child who enters Grade 1 should be able to complete Grade 9. This aspiration goes back to the time of the struggle for independence when the nationalist movement established the goal that every Zambian should be able to complete at least a junior secondary education.

The new government was reaffirmed its support for such a policy, following Zambia's participation in the 1990 World Conference on Education For All, in 1991 Zambia had its own conference of education. This ideal of schooling for every child to Grade 9 had persisted and by 1995 the gross enrolment rates at the primary level were among the highest in the region, 103% for boys and 93% for girls. However, the less positive aspect was that only 86% of the boys and

78% of the girls were completing the seven-year primary school cycle. According to the Netherlands policy statement on basic education:

> Experience has also shown that it is not enough to concentrate purely on access to the schools themselves. More attention needs to be devoted to the factors that affect long-term participation in education and prevent children from dropping out. This applies particularly to disadvantaged children in marginalized sections of the population, since poverty and working conditions often force them to miss school and they gradually drop out. Focus had therefore shifted from equal access to equal participation in basic education and equal opportunities to complete primary schooling. (Carmody, 2004).

Another notable on the challenge of reading in Zambia was seen during the showcasing performance improvement in North-Western Province (Education For All National Review, 2015). The North-Western Province of Zambia had, within Ministry circles, always been tagged a 'Cinderella Province' because of its poor performance that had become the norm since embarking on a strategy to improve over sight and management of teaching and learning six years ago, North-Western had solidly turned around its negative image. The 2012 Grade five National Assessment showed that North-western had the highest average improvement (39 percent) across all examined subjects. Essentially, the change in attitude had been pivotal in North-Western Province transformation, the management team had relied on specific measures particularly related to assessment, to chart its improvement strategies (2008 – 2011) and (2011 – 2015), the North-Western Province identified six areas for performance improvement in reading such as leadership, management and supervision, teacher preparedness, assessment, supporting learners, policy development and implementation and monitoring of teaching and learning.

The Education For All 2015 review further continued to state that all of the North-Western Province's district and schools had developed learner performance improvement strategies in line with the vision of the provincial management team but tailored to respond to the specific circumstance. The key among the measures implemented related to assessment were the mock examinations and homework policy. Steadfast attention to homework policies and tracking related teacher performance measures such as the curriculum coverage and attendance needs to be enhanced. Some of the schools, in agreement with local communities, had held back children from progressing to the next grade if they have not achieved required competencies. Aiding such children to catch up is a strong focus on remedial instruction particularly during team breaks. With these measures, North-Western Province like the other nine provinces, showed that the pursuit of

quality was feasible with conscientious attention to teaching and learning. Certainly, additional resources would be the most effective when the fundamentals of education management were solid.

Since 1948, the acquisition of basic skills such as reading and writing had been considered an absolute human right (UNESCO, 2010). Nevertheless, the persistence of illiteracy remains one of society's greatest shortcomings (UNESCO, 2010). Neema (2015) continued to state that Universal Primary Education (UPE) had been set as Millennium Development goal 2 that needed to be attained by 2015.As the 2015 global timeline for achieving the goal of Education For All (EFA) approaches, UNESCO (2013) revealed that, number of the people worldwide who cannot read was 774 million, 66 percent being women and 34 percent men. Number of United States (U.S) population who cannot read was 32 million equivalents to 14 percent. The percent of U.S adults who read below a 5th grade level was 63, while 19 percent of high school graduates could not read.

In Africa, illiteracy is still increasing; the World Bank (2012) reported that 56 percent of women as well as 37 percent of men are still illiterate in the least developed countries. In East Africa, significant efforts to expand access to primary schooling have led to an above 90% enrolment rate. While the actual literacy and numeracy out comes remain significantly deficient across the regions with low literacy in countries such as Burundi (33.3%), Ethiopia (70.2%), Rwanda (29.8%), Uganda (26.8%), Tanzania (27.1%) and Kenya (12.3%) (Best, 2008).

Tanzania has experienced a 31% drop in literacy rate for the past 33 years, a situation that is deeply worrying educational stakeholders in the country (Bhalalusesa,2011). In the 1980s Tanzania had a literacy rate of over 91 percent but recent studies as compiled by a United Nations Agency and Ministry of Education report showed that, this has plunged to 61 percent lower than Kenya and Uganda, and low literacy performance is increasing by 2% each year (Bhalalusesa, 2011). Poor literacy skills have been playing as a role in most of pupils in why most of these pupils do not complete schools (Lee and Nuthall,2007). The consequences of poor reading and writing skill not only threaten the well-being of individual, but the country as a whole especially in this digital era(Green,2000). To this effect the headteachers have to ensure that some measures are put in order to solve the problem of reading among learners in schools.

The other global perspective which affected reading was in Lithuanian was the efficiency of education (UNESCO, 2014). The majority of the children who started school under a primary

education curriculum successfully continued their studies, yet some of them faced some difficulties. The share of children of grade 1-4 who repeated their school year account for 0.5 percent of their peers. This indicator had been steady for several years. The share of boys repeating the school year was slightly bigger than that of girls as compared. All this needed the administrative interventions.

One of the objectives of UNESCO in the field of education was to implement the right to education for all humans to meet the need for new qualitative basic education, it was understood as part of lifelong learning. The law on education of the Republic of Lithuania (2011) contains a provision that "a learner has the right to receive a high-quality education", whereas "the state or the government through the Ministry of Education ensures the quality of formal and to a certain extent, that of non-formal education.

In Lithuania also discussed looked on the current policies and measures to improve the quality of education for the future (UNESCO,2014). In 2003, Lithuania in its "Education For All" Action Plan committed to create a curriculum assessment and updating system, enabling a flexible response to the evolving needs of the society, to periodically adjust the objectives and content of education with emphasis on the development of basic skills, life long, citizenship education, sustainable development principles and tolerance of cultural diversity.

Lithuania, general programmes have been updated since the period of restoration of independence. The main aim of this update – a shift in education paradigms – a transition from the traditional paradigm of teaching to the learning paradigm, which means from the knowledge and understanding to the development of competence. From 2003 the content of education was shifting to the development of the key competences.

The National Assessment report of 2007, conducted by Examination Council of Zambia (ECZ), revealed that pupils over performance in mathematics was better on non-verbal items compared to verbal items and worse of all on fractions. Most pupils could not read in English language at the desired levels, this led the government to change the language policy (Chinyama, 2016).

Having looked at the Education For All (EFA) goals the education system in Zambia in 2015 and beyond in the provision of quality and access in Education. It stated that there is no quality but only access because very few learners can read. The Ministry of General Education having

introduced the revised curriculum by the use of familiar language from Pre-school to Grade 4 (MESVTEE, 2013). Even when the children reach in Grade 5 they are not able to read hence, the research gap.

The reading levels in both Zambian languages and English among primary school pupils in Zambia have been a major concern of the government, particularly the Ministry of Education strives to address the problem have been undertaken and one of them was the change of national language policy in relation to literacy, where the reading should be taught in a familiar language. A program called Primary Reading Program (PRP) was developed and adopted as teaching methodologies at lower and middle primary Education levels. The main aim was to improve reading levels among Zambian school going children by using the mother tongue or familiar language of a particular area as medium of instruction in early graded of schooling. The argument behind this intervention and the language policy was that the pupils learn to read and write more easily in the familiar (Zambian languages, and that they can easily generalize the ability to read and write once learnt, to English and other subjects, (Examinations Council of Zambia, 2007).

The first pilot reading program was the Breakthrough To Literacy (BTL) course which was undertaken in 1998. It was developed by a South African Non-Governmental Organization (NGOs), called Malteno Project. The Zambian Ministry of Education Piloted in Kasama in Northern Province for one year and produced successful results. Children in Grade 2 were able to read and write equivalent to Grade 4 level or above. These results motivated the policy makers. They updated and Zambianized the course by working with the Malteno Project, and renamed the modified program, Zambian New Breakthrough To Literacy, (MOE,2001).

The first phase of the Zambian New Breaking through To Literacy was developed in 2000, and it was implemented in some districts of Western Province using Silozi, and some districts in Eastern Province using Chinyanja. The approach still produced fevourable results in term of reading levels.

The Primary Reading Program(PRP), which consists of three components; New Breakthrough To Literacy (NBTL) for Grade 1 with emphasis on medium of instruction to be in mother tongue; Step In To English (SITE) for Grade 2, Read On Course (ROC), for Grades 3 to 7, was adopted.

The effective use of PRP methodologies can ensure that learning acquire enough vocabulary in the reading levels by the time they complete Grade 2 with the use of mother tongue. This can be the

spring board to the learning of second languages (5) in grades that follow. However, despite PRP interventions, and that the program has been imbedded in the Ministry of Education Curriculum reading levels in early grades were still low. The results do not seem to be pleasing as the results during the pilot stage hence, the study on strategies the administrators use to support the teaching of reading among Grade five pupils in selected schools of Sinazongwe District of Southern Province especially with the revised curriculum.

1.2. Statement of the problem

The Ministry of Education in Zambia revised the language policy in the year 2013 and it stipulated that children from Pre-school to Grade four use the local familiar language as a medium of instruction (MESVTEE, 2013). Reading skills is the cornerstone for children's success in all other subjects along with their line of education. The ability to read seems to be very important if one is to succeed in life. "Reading and writing are basic skills that a child should master during their first school years to be able to assimilate new knowledge and skills in future" (Paananen, Aro, Kultti-Lavika-inen and Ahonen, 2009). Ideally, pupils are expected to read fluently by the time they reach grade five because the reading skills are taught from the first lower primary education. It is argued that without the ability to read, one's performance in other school subjects might be affected (OECD/ UNESCO, 2000).

Mwanamukubi (2013) states that however, there are many children that encounter reading problems in Zambia to an extent that some of them might complete 7 years of primary education without the ability to read even a three letter word. This condition may sometimes cause them to repeat an academic year or drop out from school (MOE, 1992). The results from most studies carried out on reading indicate that most pupils are not able to read according to what is expected of their grade level. A study conducted in Zambia by the Southern Africa Consortium for Measuring Educational Quality (SACMEQ) in 1995 found that 97.6% of the grade five unable to read (Kelly, 1999).

Despite the government's efforts many pupils still encounter challenges in reading. Therefore, failure to acquire the reading skills in education is an impediment to all other learning experience for the pupils. Ministry of Education (2003) reported that the district average pass rate at grade seven levels for the period 1999 – 2001 was 35% for boys and 30% for girls with full certificates.

The results for grade seven have always been very poor and therefore discouraging to children and the communities. It is against this background that this study sought to establish strategies the administrators use to support teaching of reading among the grade five pupils in selected schools of Sinazongwe District of Southern Province.

1.3. Aim of the study

The aim of the study was to explore strategies the administrators use to support the teaching of reading among grade five pupils in selected schools of Sinazongwe District of Southern Province.

1.4. Purpose of the study

The purpose of the study was to establish strategies the administrators use to support the teaching of reading among grade five pupils in selected schools of Sinazongwe District of Southern Province.

1.5. Objectives of the study

The study will be guided by the following objectives

1.5.1. General Objective

To establish strategies administrators use to support the teaching of reading of among grade five pupils.

1.5.2. Specific Objectives

i. To establish strategies administrators are putting in the progression of the learner's reading ability.
ii. To establish efforts put in place by administrators in the teaching and learning materials used when teaching reading among grade five pupils.
iii. To identify strategies administrators are putting in place to encourage parents to support the programme for their children once at home.
iv. To establish the measures the administrators have put in place in their schools used aimed at addressing the challenges that the teachers may be encountering when teaching reading among the grade five pupils.

v. To identify the strategies the Ministry of General Education has put in place to reinforce administrator's role in the teaching of reading in schools. was using in the training of teachers.

1.6. Research Questions

In order to achieve the above objectives the study had the following specific research questions:

i. What strategies administrators are being putting in the progression of the learner's reading ability?
ii. What are some of the efforts put in place by administrators in the provision of teaching reading among grade five pupils?
iii. What strategies administrators are putting in place to encourage parents to support the reading programme for their children once at home?
iv. What measures the administrators have put in place in their schools used aimed at addressing the challenges that the teachers may be encounting when teaching reading among grade five pupils?
v. What strategies the Ministry of General Education has put in place to reinforce administrator's role in the teaching of reading in schools?
vi. What strategies do the administrators use to help teachers use when teaching the pupils in class to improve reading?

1.7. Significance of the study

The ability to read is an important skill in today's modern world where so much information is transmitted in written form. It is important that people have reading skills whether they are in school or not.

There are so many interventions that the Ministry of Education has been undertaking to address the problem of pupil's low reading levels especially at lower grades 1 to 4, and middle primary grades 5 to 7. However, there has not been any significant improvement in reading levels in the afore mentioned sections of the primary education even with the introduction of the use of familiar language when teaching from pre-school to grade four (Zunguze, 2011).

The significance of this study since the generated findings may be availed to the schools, the district under study and other stakeholders in the provision education, it may provide new

knowledge and understanding to the school administrators, grade five teachers and to other stakeholders about the kind of challenges grade 5 pupils encountered in reading. This can lead to some useful change in best practical application of the new existing knowledge by putting teaching strategies that can enhance acquisition of reading skills among grade five pupils. Consequently, the school administrators may also have a clear focus on which to emphasize when monitoring their teachers, and finally other stakeholders may have a better understanding of the challenges pupils face in reading, some may begin rendering support and for those who have been doing so may increase the support.

The study expected to add value on the existing literature on the strategies the administrators use when teaching reading in education. The study may help the Ministry of General Education in strengthening the policies on the strategies the administrators use when teaching reading in schools especially in rural areas. It may provide information that can be important to school administrators so as to help to implement and improve on the strategies of reading levels in schools.

Furthermore, the findings may open more areas for other researchers to carry out more studies in areas that are not covered by this study.

1.8. Delimitation of the Study

This study was conducted in four selected Government Schools of Sinazongwe District of Southern Province and concentrated specifically on the grade five pupils. The schools were Chisyabulungu, Matambo, Siansowa and Kariba South Primary Schools.

1.9. Limitations of the study

The study had a number of limitations. First, it was not possible to explore all the schools in the district on the strategies the administrators use when teaching reading among grade five pupils. The study was only conducted in four government selected schools therefore results from this study may not be generalized to represent all schools in Sinazongwe District in particular Southern Province in general. However, it is hoped that the results of this study may give an insight of what the picture in government schools in Sinazongwe District of Southern Province.

1.10. Operational definitions

Reading: the deliberate process of looking at and understanding written language (Williams, 1998).

Literacy: the ability to read and write.

Administrator: a person whose job involves to organize and supervise the way.

Low reading levels: refers to the instance in which a pupil's reading performance is below.

Scaffolding: the provision of support or help to the learners by teachers or more capable peers send/or adults to promote teaching and learning, the expected level according to the reading syllabus of his or her grade.

Curriculum: broadly defined as the totality of student experience that occurs in the educational process.

Education: is the process of facilitating or the acquisition of knowledge, skills, values, beliefs and habits.

Familiar language: a language that is well known and is commonly used by an individual.

Medium of instruction: a language chosen for official use in teaching and learning.

Initial Literacy: the official start of learning how to read and write.

Language of instruction: the language of instruction in or out of school refers to the language used for teaching the basic curriculum of the education.

Zone of proximal development: the distance between what learners can do with guidance from a teacher, or more capable peer and what those learners can do without guidance from the teacher.

1.11. Conclusion

The chapter began with the background of reading, the Education For All (EFA) goals in the provision of free and compulsory education to the learners in primary schools. Also the Ministry of Education Policy document which emphasizes the importance of reading skills by the stating that "the fundamental aim of the curriculum for lower and middle basic classes from (Grade one to seven). The language of instruction in the primary schools. It also looked at the global

perspective on the effect of reading. It also looked the statement of the problem which talked about the revised curriculum on the language policy in (Curriculum Framework, 2013). It further looked at the aim and purpose of the strategies the administrators use to support the teaching of reading among the grade five pupils in the selected schools of Sinazongwe District of Southern Province.

The chapter also gave a brief outline of the specific objectives, research questions, significance of the study, delimitations and limitations of the study. Finally, the operational definitions and the conclusion of the chapter.

CHAPTER TWO

LITERATURE REVIEW

2.0. Overview

This chapter presents the theoretical framework and conceptual framework that has guided the study which is the socio-cultural theory and concept of literacy propounded by Levy Vygotsky and Paulo Freire where they looked at zone of proximal development and Scaffolding on the language policy the medium of instruction to the learners on the teaching of reading. The section also has been subdivided into three parts; global view, African studies and studies done in Zambia or Zambian studies. The global view includes studies that have been down outside African continent while the African studies are the studies done or conducted within the African continent and finally the studies done in Zambia.

2.1. Theoritical Framework

The study was guided by the socio-cultural theory. The socio-cultural theory is associated with Levy Vygotsky, Russian Psychologist who believed that children learn through social and cultural interaction. Kosulin (2003) states that "At the heart of Vygotsky's theory lies the understanding of human cognition and learning at social and cultural rather than individual phenomena". The Socio-Cultural forces are key in a child's development and learning and a child is also an active participant in the learning process. The child's intellectual development is mainly dependent on his/her interactions with surrounding culture and other members of the community. In order for this interaction to be effective, symbolic tools, as Vygotsky call them have to be used and one of the most important is language. It is because of the fact that language is an important tool that there should be very minimal challenges in the language being used by a child and the community for communication. Language is used by people to think and communicate their thoughts to others. Learning as Saljo (1992) in Shifidi (2014) put it is a communicative process that takes place in a dialogue between the teacher and the learner and among learners themselves. Dysthe in Shifidi (2014:21) also says that:

Learning is a relationship between people through participating between them and through the language and communication in which language and communication are central aspects in learning. When child is assisted by a person who is more knowledgeable and using a language

familiar to the child, the intellectual performance of that child improves. Vygotsky (1978:86) explains the concept of Zone of Proximal Development (ZPD) as:

….. The distance between the actual developmental levels as determined by independent problem solving (intermental ability) and the level of potential development as determined through problem and adult guidance or in collaboration with more capable peers. (instrumental ability) is the Zone of Proximal Development (ZPD).

Learners are able to achieve more with the help from administrators, teachers, peers, parents and other people who are more knowledgeable than the learners themselves. The assistance that a child receives is called Scaffolding. Scaffolding is help rendered to learners only when they need it and it is withdrawn when learners are able to stand on their own (they are able to read or carry out any task assigned to them without any help). During initial literacy learning, learners need scaffolding so that they can acquire literacy skills which in turn, help them to read and write fluently on their own. This is the best method of teaching literacy uses mediated method, which both guides and involves through the social interaction between the learner, and the facilitator that occur during the learning process (scaffolding).

Paulo Freire (1987) theory and concept of literacy:

> The assumption is that the adults and even children learn to read and write with words that are easy, familiar and meaningful. It is only through investigating the community's culture that facilitators can develop generative words that can facilitate literacy development. Freire (1987) holds that literacy is not simply gaining technical skills to read and write. He encourages the oppressed to speak and value language at a tool for perceiving society not as fixed and unchangeable thing. It enables illiterates to start view society structures and institutions to be challengeable and transformable through concerted thought and action. Literacy should help illiterates perceive themselves as not mere "objects" submerged into a silent reality.

The other key observations on school as a vehicle for literacy, school do not consider the context of the learner as being significant unless it coincides with social values and ideology of the school. The methods and materials used in schools are packaged ahead of child's actual experience through the help of the school administrators. Reading is taught as if language was a mystery beyond the reach of all but the smart few. Reading seems another world to a child and at the end children emerge from fifteen years of school being able to read but far from literate.

The other lessons from Freire's literacy theory is that; Literacy groups can make use Freire's "Culture circles" ('contextual' approach of using people's real experiences). Another lesson is that materials and content used by adults in the process of learning how to read should have a bearing on their daily realities. The theory states that the study of problems should lead to critical awareness of possibilities for action and change and it is not enough for illiterates to psychologically and mechanically dominate the reading and writing techniques without the consciousness to under what is to read, written and why one writes.

The use of a language that a learner is familiar with as the medium of instruction may support the aspect of scaffolding, implying that when a foreign language to a learner is used as the medium of instructions the learners may meet challenges. This study would like to establish the strategies the administrators use when teaching reading among grade five pupils in Sinazongwe District who have followed the language policy for five years when the revised curriculum was introduced in 2013. They learnt in local language from Pre-school to Grade 4 and in introduced to English as the medium of instructions in class from Grade 5 onwards.

The socio-cultural theory is related to this study in that it brings out the importance of language as a tool to intellectual development and that the environment in which a child is plays an important part in learning socio-cultural theory is important in the acquisition of skills and knowledge. This study was looking at strategies used when teaching reading. Matafwali (2010) defines reading as the ability to acquire meaning from print. Printed material is expressed in a language and a reader will only be able to decode meaning if he/she is familiar with the language in which the material is printed. The pupils such as Grade 5, need to be assisted by a more knowledgeable person in order to acquire the reading skills which are needed for someone to be able to read and write as they have moved from the local language or familiar language to English as the medium of instructions in class. Though other members of the society may provide assistance to a learner, the teacher is the most important in providing this assistance especially in a classroom situation.

In this study, the researcher is looking at a pupil who needs to learn how to read and read through the medium of a language and the teacher as the more knowledgeable person who needs to provide assistance to the pupil. Language is the tool in which pupils acquire literacy skills, literacy being the ability to read and write, and language is the tool a teacher uses to facilitate the learning this

study looked at strategies the administrators use when teaching reading among grade five pupils in selected schools of Sinazongwe District of Southern Province.

2.2. Conceptual Framework

The purpose of this study was to establish the strategies in administrators use when teaching reading among grade five pupils in selected schools of Sinazongwe District of Southern Province. A conceptual framework can be defined as an abstraction on how basic concepts and constructs are expected to interact on the actual settings, and the experience that form the foundation of the research study (Hoove and Gough 1990). This study was guided by the simple view of reading model improvised in 1986 by Gough and Turner (1986) and supported by Hoover and Gough (1990). The model guides teachers in making decisions in reading instructions (Dryer and Kaz, 1992).

Successful and effective teaching of reading skills depends also on the methods of teaching reading and the use reading materials in teaching the components of reading skills. Therefore, the assumption in this study is that proper application of the recommended methods of teaching reading and effectively use of the reading materials, can lead to successful teaching of reading skills in primary schools in Sinazongwe District of Southern Province. Figure 1 below summarizes the conceptual framework developed for this study on strategies the administrators use when teaching reading among the pupils.

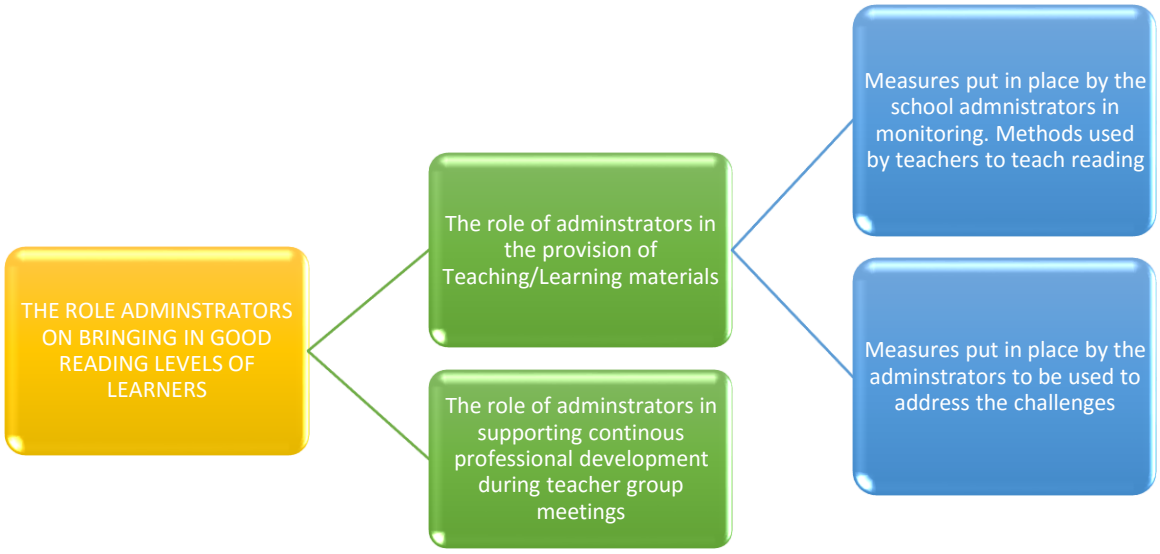


Figure 1: Diagrammatic Representation for Conceptual Framework of teaching reading skills in primary schools.

Source: Formed by the inputs from the field and literature and self – imaginations. Additionally, the study assumes the role administrators on bringing in good reading levels, the role of administrators in the provision of teaching and learning materials, the role of administrators in supporting continuous professional development during teacher group meetings, measures put in place by the school administrators in monitoring. The methods used by teachers to teach reading. Lastly, the conceptual framework looked at the measures put in place by the administrators to be used to address the challenges used when teaching reading among the pupils.

2.3. Global view (Global Perspective)

Much of the studies conducted in the field of reading have revealed that learning to read is a huge challenge to learners in the lower primary grades (Wong,1998). It is a task that they have to master and try to perfect throughout their years of schooling. Fluency determines one's reading competence. According to Logan (1977), fluency includes the reader ability to make connections between and within sentences at a foundable speed. It is thus, the teacher's duty to assist his or her learners to be fluent in a language so as to be able to be competent in reading. But what happens

with the learners if the teacher himself/herself is not competent or if the teacher is too competent and familiar that he/she does not consider the pace of the learners.

Outside the African continent, the debate on indigenous and non-indigenous teachers was opened by Medgyes (1994). This debate had its focus on the English language. For a long time, there was a well-spread "prejudice" which started with Chomsky (1965) that 'native' speakers were better English teachers. Scholars such as Braine (1999) and Cook (1999) consolidated the research in the area, striving to establish whether Native Speaking (NS) teachers are necessarily better teachers than Non-Native Speaking (NNS) teachers. In this demystification, they have ultimately favoured the latter, establishing the status of Non-Native Speaking (NNS) teachers of English in the world. The fact that Non-Native Speaking (NNS) teachers of English have learnt their English in very much the same context as their students allows them to better predict which linguistic items would be difficult for them.

A research by McNeill (1980) cited in Llurda (2005) where Native Speaking (NS) and Non-Native Speaking (NNS) teachers were compared concluded that teachers who spoke the same L1 as their students were generally more accurate in identifying sources of lexical difficulty in reading texts than teachers whose mother tongue was English. (Llurda, 2005). On the other hand, it was observed that only Non-Native Speaking (NNS) teachers could put themselves into the student's shoes and understand their feelings during the learning process. Thus, Non-Native Speaking (NNS) teachers can be more patient and understanding with their students.

Indigenous speaking teachers may have a better pronunciation or richer vocabulary but sometimes they lack of teacher training. In many cases they are just foreigners working as teachers or they take a brief training course upon arrival in the country where they will be teaching. The employers often give indigenous speaking teachers a high status because they assume that they are perfect in the language. However, researcher (Brawn, 1999; Arva and Medgyes, 2000) hold that this is not the case.

According to Arva and Medgyes (2000: 261), "one of the most outstanding weakness of 'Native' Speaker (NS) teachers that were identified was their poor knowledge of grammar". This research showed that 'native' speaking teachers could not explain or give a scientific reason why something was right or wrong. On the contrary, knowledge of English grammar was often a source of pride

for ‘non-native’ teachers, since they study the language in depth; thus, giving scientific explanations for correct or incorrect answers.

Braine (1999) holds that Native Speaking (NS) teachers will probably be unable to teach at their students own pace because they will not know the difficulties a student might have with contain contents or some specific skills. They will also find it difficult to adjust their English to understand by students of lower levels of proficiency who might have difficulties in understanding because of speed or lack of knowledge and vocabulary. In these cases, the Non-Native Speaking (NNS) teacher has the advantage of knowing the L1 which may be used for clarification. Both native and non-native English speakers can effectively teach grammar, vocabulary, register, and programmatic concepts, as long as they are both well trained.

Cook (1999) holds that non-native teachers can serve as credible models of successful English First Language (EFL) or English Second Language (ESL) while native speakers cannot. A non-native speaker may be at a disadvantage in teaching listening and pronunciation if he/she speak at a speed slower than a native speaker; or does not like words as a native speaker does.

Coming up with a language of instruction is one of the most important decisions that has to be made by any Ministry of Education around the world. It is for this reason that language may be regarded as a problem, a resource or a right. It has been a source of conflict in some nations like Rwanda. Language in Education is very important especially in the early stages of a child’s Education (Chinyama, 2016). Kusonen (2005) in Ball (2011) says that children are more likely to enter school and succeed if they are taught in their mother tongue.

Wong (1987) pointed out that even when the non-native speakers’ vocabulary and grammar and excellent, if their pronunciation falls below a certain threshold level, they are unable to communicate effectively. Wong (1993) further argues that the importance of pronunciations is even more distinct when the connection between pronunciation and listening comprehension is considered. In other words, Wong (1987: 1993) favoured the native teachers because to him they were able to make the appropriate connection between pronunciation and listening comprehension.

The teacher is probably one among many other factors that contribute to low reading levels among learners. According to Ur (1996), when articulation habits are transferred into the pronunciation and information of the target language, the in escapable result is the development of a foreign

accent. Foreign accent points to inefficiencies of a speaker in articulation, pronunciation and intonation of a foreign language in a native like habit. These inefficiencies may lead to misinterpretation of what is being said on the part of the learners.

Many children speak a home language that differs from the language of instruction in education. Ball (2011:6) in Chinyama (2016) says that "research confirms that children learn best in their mother tongue as a prelude to and complement of bilingual and multilingual education". If a child is taught in a language that is familiar, learning will be made easier because concepts will be easily understand. Benson (2002) in Ball (2011: 24) states that "children L1 has been established as the most efficient language for early literacy and content instructions". The kangel first language first education Programme in the Western Highlands Province of Papua New Guinea in an example of children who are taught in their first language and are performing well but before this Programme, the children used to perform poorly in the English only education system. This Programme has been maintained for more than 20 years because it has yielded good results. (UNESCO, 2007) in Ball (2011). In Zambia, English, which is a second language, has always been the language of instruction until recently when a significant change was seen in terms of language of instruction from Pre-School to Grade four. The use of English has not yielded any positive results hence, the introduction of local languages with the hope of improving reading levels.

All these studies are emphasizing the advantages of using familiar language as the language of instruction. Despite all these advantages and recommendations on the use of familiar language in the initial literacy skills there seems to be conflict between policy and practice. Little is mentioned on challenges that learners face because of using familiar languages in early education (Chinyama, 2016). This is the reason to why this study wanted to establish the strategies the administrators use when teaching reading among grade five pupils in selected schools of Sinazongwe District of Southern Province.

Whorf (1961) and Mwanza (2012) in Chinyama (2016) discourages the use of unfamiliar languages because she believes that they inhibit cognitive and perception abilities in learners. When these two abilities are inhibited, a learner will most likely achieve very little especially in education http//www.adeant.org. states that:

> when curriculum content is presented in an unfamiliar language, enormous amount of time must be spent first teaching children to understand, speak, read and write L2 or a foreign language/ something that is extremely difficult and wastes valuable years in the early grades that could be spent learning to read and learning academic concepts in L1.

Use of the mother tongue, which is a familiar to a learner, improves the learner's access to education. It also supports, culture and parental involvement in the education of children. Pride (1981: 159) says that "since effective education involves effective communication, the language used must be one that is understood by the pupil's." Learners who are in the rural areas are the ones who are mostly not by the use of languages that are not familiar to them. Schroeder (2004) in Chinyama (2016) agreed to the fact that languages that are not native to the learners are not fully understand or spoken because they are not known to the learners. Many nations around the world are in favour of using mother tongue or first language for education purposes and Zambia has not been left out. The studies reviewed so for did not look at the actual types of challenges which learners in specific rural districts face due to use of unfamiliar language or second language for teaching reading, hence this study. This study is trying to establish the strategies the administrators use when teaching reading among grade five pupils in selected schools of Sinazongwe District of Southern Province.

2.4. Africa view (African Perspective)

Recent studies carried out in 2003 by Quality Education for Social Transformation (QUEST) suggested that the majority of pupils at primary schools in Kenya, Uganda, and Zimbabwe were failing to read at the expected levels, In Kenya, it was found that one out of three (34%) children, from a nationality representative sample of primary school pupils in grade six, failed to achieve even a minim level of literacy-measured at the capacity to recognize basic linguistic building blocks such as the alphabet and simple words (QUEST, 2003) in (Zunguze, 2011).

In Zimbabwe, a similar study was carried out in 2003 revealed that more than half (54% of grade six pupils could not achieve the minim level reading in English; an indication that these pupils were virtually illiterate in English. In Uganda, a study conducted by the National Examinations Board in 2003 found that 98% of standards six primary school pupils failed to achieve the needed mastery in English language to comfortable pursue further education (QUEST, 2003 – 2009).

In fact, the reading levels among Uganda pupils are very low. According to the Southern and Eastern African Consortium for Monitoring Education Quality – SACMEQ II Report (2003 – 2009) the reading achievement percentage of grade six pupils at each reading area, in Uganda, was as follows: Pre-reading 7.2 % emergent reading 18.3%, basic reading 21.8%, reading for meaning 21.5%, interpretive reading 14.8%, inferential reading 8.2%; analytical reading 5.3% and critical reading 2.9% SACMEQ II Report, 2003 – 2010).

For Botswana, the SACMEQ research results report indicated that only a little over one half (56%) of Grade 6 pupils had reached a minim level of reading, and that less than one fifth (16 percent) of Grade six pupils had reached a desirable level of reading (Masalila, 2008).

In one of the papers, Afoloyan (1999) Presented evidence to support the adoption of the government's six-year primary project, a prototype for solving Africa's early literacy problems. As a review of previous evaluation reports of the Western Nigerian Project, Afolayan's paper advocated the use of Yomba, the mother tongue in the region as the medium of instructions for the first six years of a child's education and the use of English thereafter. He added that the project also showed that the mother tongue was a more effective medium of instruction when compared to English. In terms of learning literacy was more easily acquired through Yoruba than through English.

The Zambian and Nigerian situation- The Malteno project, Duncan, (1995), another programme for teaching initial literacy using the mother tongue, was examined in the Pan = African Conference Papers, (Tambulukani, 1999). The project examined in the use of Icibemba. One component of the program, Breakthrough to literacy, is child – centered and capitalized on authentic instruction practices such as the Language Experience Approach (LEA), a literature – based method that uses children's own dictated stories as the basic text for the children's reading and writing (Stanffer,1970).

It was reported that the pupils involved in this programme made substantive progress in their literacy abilities when compared to children receiving more traditional instruction Ismolu, report on the benefits of this approach with Nigerian students with special needs and with those who were non-readers after their primary school education.

The Malawian situation- Mchazime's paper about Malawi's early literacy also suggest the advantages of bilingual literacy instruction using the mother tongue while acknowledging the need for English as a language of literacy in the region. Their study investigated reading proficiency in English and Chichewa, the mother tongue, in primary schools. The study also found that reading, listening comprehension, and speaking in the mother tongue were much easier for students who participated in the study than were the same activities when conducted in English (Mchazime, 1999).

In Mozambique, the Education For All - EFA 2000 Assessment Country Report, indicated that in the National Evaluation Study carried out in 1997, involving grades two, three and four, in grade two, only 45% of the pupils could attain the basic objectives of the Portuguese language syllabus. In grade three the rate was higher (65.1%), although according to the expectations was all the skills and abilities required in grade two. In this study, most difficulties were related to spelling, reading comprehension of simple texts and sentenced (EFA 2000 Assessment Country Report, 2000).

SACMEQ report (1995 – 2010) in Zunguze (2011) revealed that, the percentage of grade six pupils reading achievement at reading performance level, in Mozambique, was as follows: Pre-reading 2.3%, emergent reading 3.9%, basic reading 11.2%, reading for meaning 28%, interpretive reading 32.7%, inferential reading 16.1%, analytical reading 5.0% and critical reading 0.1%.

2.5. Studies within Zambia

In Zambia, language Centre viewed as a problem, Serpell (1978: 144) in Chinyama (2016) say that "Language is a controversial topic in Zambia with special significance for educational policy". It is considered a problem because Zambia is a multilingual nation as a result it has not been possible to satisfy all the stakeholders or language users.

Before independence, the first missionaries who came to present day Zambia, found a variety of local languages and the first they did was to learn some of these local languages so that they could communicate well with the people. They even started teaching people in vernacular. The missionaries encouraged the use local languages. Carmody (2004:106) says:

> The general practice in the school system of Northern Rhodesia during the colonial period was that in the early years of an African child's schooling instruction should be in the vernacular.
>
> The colonial government recognized four vernacular namely Bemba, Nyanja, Tonga and Lozi. The missionaries participated in preparing vernacular text books. It was only when a child had reached fifth grade that he/she was introduced to English as a medium of instructions. The 1966 Education Reforms recommended that English was going to be the medium of instruction from Grade one to tertiary level of education. The reforms also allowed the use of seven official languages where it was necessary in order to make instruction easier. This was allowed because it was a known fact that everyone would comfortably learn English more especially with those children living in rural and per-urban areas where English is hardly used.

In 1992, Focus On Learning, an education policy, acknowledged the negative impact of using English as the medium of instruction especially for initial acquisition but took no action to resolve the problem. MOE (1992:28), states that:

> Too early an emphasis on learning through English means that the majority of children form hazy indistinct concepts in language, mathematics, science and social studies.
>
> It further confirms that "A number of studies in Zambia have confirmed that children's subsequent learning has been impaired by this policy". The justification given for the continued use of English is that facilitates the posting of teachers, transfer, of public services and it emphasized the need for an early stage of competency in the official language of commerce and public life.

In 1996 Educating Our Future, another education policy has similar concerns as those observed in the 1992 education policy. The policy observed that English had contributed to the backwardness in reading. It also promotes rote learning because the language being used is not very familiar to the learners. MOE (1996:39) state that:

> ……there is strong evidence that children learn literacy skills more easily and successfully in their mother tongue and subsequently they are to transfer these skills equally and with ease to English or another language.

Teachers were allowed to use local languages when teaching initial basic skills while maintaining English as the official medium of instruction.

The Basic School Curriculum Framework document of 2000 made some changes to the language policy. When the Primary Reading Programme (PRP) was introduced, a local familiar language was to be used doing the literacy hour only as a language of instruction while English continued

to be the medium of instruction in all other areas. MOE (2000:23) states that "all levels and in all subjects' teachers are encouraged whenever necessary and relevant, to use the familiar language of explanation, classification question and answers".

The Primary Reading Programme had three components namely New Breakthrough to Literacy (NBTL), Step In To English (SITE) and Read On Course (ROC).

In Zambia, the National Assessment survey conducted in 2006 indicated that the national mean performance in reading in English among grade five pupils was 34.5 percent compared to 33.9 percent in the 2003 survey. The study revealed that pupils were able to deal with material presented successfully. However, the performance decreased with the complexity of material presented. Better performance was exhibited in the narrative pros, followed by the expository prose and the documentary prose for Zambian languages. The results showed that the majority of grade five pupils lacked the ability to make inferences and draw conclusions in the expository domains, lacked skills required in the documentary prose, such as the ability to search for information, locate and apply the obtained information (Ministry of Education, 2006).

Matafwali's study (2010) in Zunguze (2011) revealed that despite the existence of a rich literacy programme in Zambia, the reading of the majority of Zambian was remarkably low. This study further revealed that 50 percent of grade one and two children involved in the study scored zero or only one word on the reading subtest, testing Zambian languages or English.

The effective use of Primary Reading Programme (PRP) methodologies can ensure that learners acquire enough vocabulary in the initial literacy by the time the learners complete Grade 2 with the use of mother tongue. This can be the springboard to the learning of second language(s) in grades that follow. In 2013 the government through the Ministry of General Education introduced another new policy in Education were learners learn in the familiar language from Pre-school to grade four, (MESVTEE, 2013). Having been the first pilot grade from the time of the introduction of new policy in 2013 the grade five have learnt five years using familiar language from pre-school to grade four and now introduced to English as the medium of instruction. However, despite the Primary Reading Programme (PRP) and the revised curriculum interventions, and that the programme has been imbedded in the Ministry of General Education Curriculum reading levels in early grades are still low. The results do not seem to be as pleasing. Hence, the research gap in the

study on the strategies the administrators use to support teachers teaching reading among grade five pupils in selected schools of Sinazongwe District of Southern Province.

2.6. CONCLUSION

This chapter presented the introduction in which it looked at the theoretical framework in which it was guided by social-cultural theory propounded by Levy Vygotsky. It also looked at the conceptual framework with a simple view of reading model by Gough and Turner and summarized the discussion in a diagrammatic representation for teaching reading skills in primary schools. Thereafter, it looked on the global view or global perspective, African view or African perspective and the studies in Zambia on the strategies the administrators use to support teachers teaching reading among the grade five pupils.

CHAPTER THREE

METHODOLOGY

3.0. Overview

This chapter presents the methodology that was used during the study for a successful research. That is; the research design, target population, sample size and sampling procedure, research instruments, data collection procedure, data analysis and ethical considerations.

3.1. Research Design

The study followed a case study design. A case study design is an in-depth study of a single unit, such as one individual, one group, one organisation, one programme and many other such arrangements. The main aim is to arrive at a detailed description and understanding of the entity (Kombo and Tromp, 2006). The ideas will be understood more clearly because a case study can provide a real life situation. In this study, a case study research design was chosen because of its suitability and ability to establish specific aspects. Because the findings were based on opinions of teachers, school headteachers, school in-service coordinators, the standard officers, the study employed qualitative methods of data collection. Robson (1993) states that qualitative research methods deals with data that are principally verbal and help in the understanding of the way in which the individual and other data can be transformed into numbers. In this study, such specifics could be types of challenges learners could be facing and how such challenges could be affecting the reading levels of Grade 5 in Sinazongwe District. The assumption was that the research design involving teachers, school in-service coordinators and headteachers who monitor school activities could bring out what really goes on in a classroom situation as these are the implementers of the language policy in schools.

3.2. Target Population

Dominik and Malaila (2013:36) say that, “population refers to a complete set of elements (person or objects) that possess some common characteristics defined by the sampling criterial established by the researchers”. Target population, according to Best and Khan (2009) consist of the specific group with common characteristics to whom the researcher plans to generalize their findings. The population of this study included all headteachers, teachers, school in-service coordinators and

grade five pupils in four selected schools of Sinazongwe District. This is the group for which the results were generalized.

3.3. Sample Size

A sample is a small group of people or objects that is intended to be used in the study. A sample is a subset of a population that is used to represent the entire group at a whole (White, 2003). This study had a total of 54 participants and the distribution is a follows: Four headteachers, four grade five teachers, four school in-service coordinators, fourty pupils and two standard officers. The four headteachers from the four schools were interviewed including the grade five teachers, School In-Service Coordinators (SICS), pupils and standard officers from the District Education Board Secretary Office. The sample is representative of the population since the whole population cannot be covered for data collection due to time limitation.

Below is a table summarizing the distribution of learner respondents.

School	**Boys**	**Girls**	**Total**
Chisyabulungu	5	5	10
Kariba South	5	5	10
Matambo	5	5	10
Siansowa	5	5	10
Total	**20**	**20**	**40**

Table 1: Distribution of learner respondents.

3.4. Sampling Procedure

The simple random sampling was used to select the four schools which automatically included the headteachers of the four schools. This was done by writing down the ten primary schools from the two zones and picking up four papers randomly. Ngandu (2013:38) says that, “This method involves the random selection of participants from a list of the total population or sampling frame”. This kind of sampling does not have any complications as it is simple and straight forward. Every member of the population has an equal opportunity of being part of the sample. The Grade five teachers to the Grade five pupils were purposively selected because they are the ones with the

information that was needed for the study. As Ngandu (2013:41) puts it, “the power of purposive sampling lies in selecting case with rich information for in-depth analysis related to the focal issue being studied”.

On the learners the researcher requested the teachers of grade five pupils to ask the learners to be in a queue one for the boys and one for the girls. The researcher counted one up to three and the third one was picked. He continued to count one to three and pick five girls and five boys in all the four schools. For the standard officers the Education Standard Officer – General Inspection (ESO – GI) and the District Resource Centre Coordinator(DRCC) were purposively based on the researcher’s judgements that they could have the relevant information that could be used for triangulation purpose.

3.5. Research Instruments

Taking into account that this study was qualitative, the data was collected using qualitative instruments and methods and these were:

3.5.1. Interview Guides

Interview guides were used to collect data on the cause of reading difficulties facing the learners, some of the measures taken by the parents to solve the problem of the reading to the learners and also what are some of the methods used by the teachers when teaching reading in classes. The data was collected from teachers, headteachers, school in-service coordinators, and the standard officers from the District Education Board Secretary Offices. The interviews were recorded using a common recorder and later transcribed as verbatim transcript. In addition, the researcher was also taking notes as the interview was going on. The pre-written interview questions were asked to avoid straying away from the main focus of the study.

3.5.2. Focus Group Discussions Guide

Focus Group Discussion (FGD) were also conducted using an interview guide. The Focus Group Discussions (FGDs) were carried out in the four schools. One focus group discussion was held in each school. The learners were gathered in groups of ten learners in each school consisting of five boys and five girls in the four schools that was sampled. The guide had eight pre-written discussion questions in order to avoid straying from the main focus of the discussion. Kombo and Tromp (2006) say that focus group discussions produce a lot of information in a quick way. This is mainly

because of the number of participants who can be more than six. Beliefs, ideas and opinions in a community can be easily be identified.

3.6. Data Collection Procedure

Data collection is the act of gathering specific information so that it can be used to prove or refute some facts (Ng'andu, 2013). There was primary data collection. The primary data was obtained through having interviews with the class teachers, headteachers, school in-service coordinators, pupils and standard officers from the District Education Board Secretary Office. Data collection was scheduled to take place between April, 2018 and October, 2018. This was to allow the researcher to collect and compile the data in the final report.

The interviews were conducted from classroom from the teachers and pupils and for the headteachers, school in-service coordinators and standard officers was conducted in their respective offices. During the interviews in the class the non-participants were allowed to remain outside to allow the respondents to respond to the interview guide.

3.7. Data Analysis

Data analysis varies according to the research designed and it refers to the manipulation of the data collected so that conclusion can be drawn. Data analysis by Sidhu (2006:279) as, "studying the tabulated material in order to determine inherent facts or meanings". Analysis of data involves examining it, making deductions and inferences (Kombo and Tromp, 2006). Since this study is qualitative, data was analyzed descriptively through the identification of themes which were in line with the research questions. For the sake of authenticity, the researcher made direct quotations from the responses that were given. In other words, in this study, data was analyzed qualitatively, i.e., the responses from research respondents were put into categories according to the emerging and then analyzed and interpreted critically and objectively in order to allow the researcher to go beyond the information given from the gathered data, and then make reliable conclusions.

3.8. Ethical Considerations

Ethics as defined by (Strydom, 2000) are a set of moral principles suggested by an individual or group, is widely accepted and offers rules and behavioural expectations towards respondents and other stakeholders in research. During the study, the researcher observed the ethical considerations by respecting the right and views of the participants. Consent from relevant authorities was sought

before carrying out the research. The researcher sought written informed consent from the University of Zambia in order to go and conduct the research. White (2003) cites the relevance of the information to the participant's decision as one key element in informed consent, Permission to conduct research at the primary school was sought from the headteachers who allowed the researcher to engage the teachers, school in-service coordinators and the learners in the study. Also the permission was sought from the District Education Board Secretary Office to go and conduct the research in the four schools in the District. Anonymity was accorded to all participants and those who wished to withdraw from the research were allowed as it was their right. Participants who were not willing were not forced to participate in the study. Also the respondents were told that the data or information collected was for academic purposes.

3.9. CONCLUSION

This chapter has presented the methodology that was used for the study. A case study design was used to establish the phenomenon in detail. The chapter has also discussed the instruments used to collect and analyze data. Data was analyzed descriptively through identification of themes which were in line with the research questions.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0. Overview

This section presents the findings of the study. These are presented in line with the research questions. Firstly, what strategies administrators are putting in the progression on the learner's reading ability? Secondly, what are some of the efforts put in place by administrators in the provision of teaching reading among grade five pupils? Thirdly, what strategies administrators are putting in place to encourage parents to support the reading programme for their children once at home? Fourthly, what measures the administrators have put in place in their schools used aimed at the addressing the challenges that the teachers may be encountering when teaching reading among grade five pupils? Fifthly, what strategies the Ministry of General Education has put in place to reinforce administrator's role in the was using in the teaching reading in schools? Lastly, what strategies do the administrators use to teachers use when teaching the pupils in class to improve reading?

4.1. What Strategies administrators are putting in the progression of the learner's reading ability?

4.1.1. Repeat Policy

One of the strategies used by the administrators to the learners on the progression to other grade is the repeat policy. The administrators ensure that those learners who are unable to read do not proceed to grade five. As a district which has been extended to the schools as the Grade five are the first grade to learn in the revised curriculum. As a policy demands that not pupil proceeds to grade five without knowing on how to read and write. At grade five level learners are expected to know how to read because when the revised curriculum was introduced in 2013 they were the first grade to start learning in familiar language from pre-school to grade four. As they reach grade five they are able to know on how to read. As usual they are some who do not know how read those they do not proceed to grade five because when learners reach in grade five are expected to know on how to read. Those who fails they remain in grade four so that they acquire all the reading skills in the lower section before proceeding to middle primary school were the medium of instruction is English in all the subjects except in Chitonga. Since in Southern Province the local language used is Chitonga. This just drown through the assessment of the learners.

4.1.2. Monitoring

The administrators monitor the teachers every after two weeks when the teachers are teaching in class. The teachers are monitored to ensure that the correct methodologies are being used when teaching reading. Also the learners are being assessed in their literacy e.g. paragraph reading. This is when the learners are given short paragraphs to read. The learners read the paragraph, through pointing at the text with the finger as they read. The learners are also assessed when reading with the correct pronunciation and tone. The administrators also the teachers if they are using the collect activities for literacy as they teach the learners in reading. The administrators also monitor the teachers if they use the literacy skills in order to ensure that learners are able to read e.g. the phonemic awareness, phonics, fluency, vocabulary and comprehension. For example, use of the phonics. Phonics is method whereby "the speech is broken into individual sounds and represented letters" (Alderson, 2000). It teachers the correspondence between letters and sounds they represent. Children are taught to look at individual letters or groups of letters, recognize the sounds and blend letters to form a fluent sound. For example, in the word /**cat**/, children are taught that the sound represented by the word "cat" are **k** which is a glottal sound, then **a** **/ei**/ and **t** which constitutes **k-a - t.**

According to Learner (2000), there are two approaches to teaching phonics. In the first, analytical phonics, learners are taught to look initially at the whole word and then break it down to compare parts for the letter – sound relationships they came across previously. In synthetic phonics they are taught to link an individual letter or letter combination with its appropriate sound then blend the sound to form words. They are systematically taught letters of the alphabet and the combination of letters used to represent each sound, for example the combination of letters **f – a – t – h – e – r** gives the word "father".

According to Learner (2000) states of the whole language method of read which are the unity and interrelationship of oral language, reading and writing. Unlike the phonic method, expression in writing and oral language improves reading skills. Learner (2000) adds that the whole language method is based on the belief that all children will learn to read naturally, as they learn to talk and walk. Goodman (1990) initiated the whole language method based on a belief that an emerging reader needs little direction to decode the letters, creating sentences representing pictures and sounds of language.

The whole language approach to reading focuses on meaning, not on correspondence between sounds and symbols, so that children start reading stories immediately without resorting to phonics. The whole language fluent readers, with interesting and fun books to excite them so that through play they memories the many words they see in them.

The proponents of combining the phonics and whole-language approaches, Reutzel and Cooter (2010); Stanovich (1986); Rumelhart (1977), suggest that phonics be taught separately, directly, and systematically to learners, and not in the context of reading literature. Reutzel and Cooter (2010) believe that learning to read is accomplished by placing the emphasis on mastering the three skills areas of decoding, vocabulary, and comprehension, assumed to lead to competent understanding, and consequently enable skilled and independent reading. Rumerhalt (1977) claims that while processing features of letters, and spelling patterns, at the same time a reader is also attending to general context, syntax, and the sematic and syntactic environment in which the words occur. However, Stanovich points that for learners to master reading skills they need daily exposure to good literature through reading aloud, discussing stories, and being introduced to new knowledge and vocabulary. Phonic should be taught first learners become skilled readers.

4.1.3. Homework Policy

The school administrators and people from the district office to ensure that they emphasize the home work policy. This is when the learners are given homework to go and write from home every day in literacy to so as to improve the reading abilities among the learners. The learners are given the rhyming words e.g. the ending and beginning letters. Pala, cala, kala, mala, especially when they are still at the lower section so that as by the end of year when learners are being assessed they are able to read in familiar language and proceed to grade five were they are introduced to English as a medium of instruction in the subjects like English, Mathematics, Integrated Science, Social Studies, Expressive Arts, Technology Studies and Home Economics. All this is done in order to see the levels of reading among the learners. This will guide either the learners to proceed to grade five or remain in grade four.

4.1.4. Material Production

The administrators ensure that all the materials are in place that helps the learners to read. The materials that helps the learners such as books, flip papers to make flip charts and Manilla papers.

The school administrators source books like the happy readers were learners are using those books and being assessed on the progress through reading. The happy readers are books were learners are taught in class by the class teachers from grade one to grade seven. The main emphasis of these books is on reading. The teachers are being trained on how to use these books through workshops through working with the Non-Governmental Organisations such as School Club Zambia. The flip papers and Manilla papers facilitates on the teaching of reading through writing of the syllabic chart, basket game, word and sentence building through a set of sound or syllable flashcards.

4.1.5. Teacher Group Meeting (TGMs)

The administrators and teachers to ensure that the school conduct the Teacher Group Meetings (TGMs) in the school. This were the teachers help one another on how to teach reading. Also the teachers discuss on the methods that can help to improve reading in the school. This the time when teachers share activities like level based activities when teaching reading in class. The activities like common activities and copy writing activity. The common activities are cutting across all the levels for example is when the learners asked to write sentences such as:

“Cuuno cesu ncibotu”. (This chair is nice). “Eeci cuuno cili mung’anda”. (This chair is in the house). Bataata balaciyanda cuuno. (My father likes the chair). Balakkala acuuno eeci lyoonse (He sits on this chair always).

The other level based activities are the copy writing activity. This is when the teachers teach on the punctuations marks, the issue of handwriting, the issue of reading and dictation with all the levels.

e.g.	**k**	**n**
	b	**t**
	m	**s**
	t	**a**
	c	**p**

4.1.6. Continuous Professional Development

This is when the school administrators ensure that teachers who teaches reading are trained through workshops or have better qualification. This when the teachers go for in-service training especially when they have only a Primary Teacher's Certificate. For the class teacher to teach literacy on reading the teacher needs to have knowledge or good methodology. This will help easy to teach reading in class.

4.1.7. Reduce on the over enrollment

The school administrators ensure that the classes are not over enrolled. For the teacher to be able to teach reading the class should not be over enrolled. The teacher-pupil should be 1:40 and this allow also to have a normal book-pupil ratio. If the class is over enrolled, it means the teacher will have difficulties in assessment. Also the pupil –book ratio should be normalized so that the book-pupil can be 1:3. This will improve reading to the learners without any difficulties. If the class is over enrolled the learners fail to break through to another grade. It means the learners will not proceed to grade five and will have some difficulties in reading.

4.1.8. Assessment

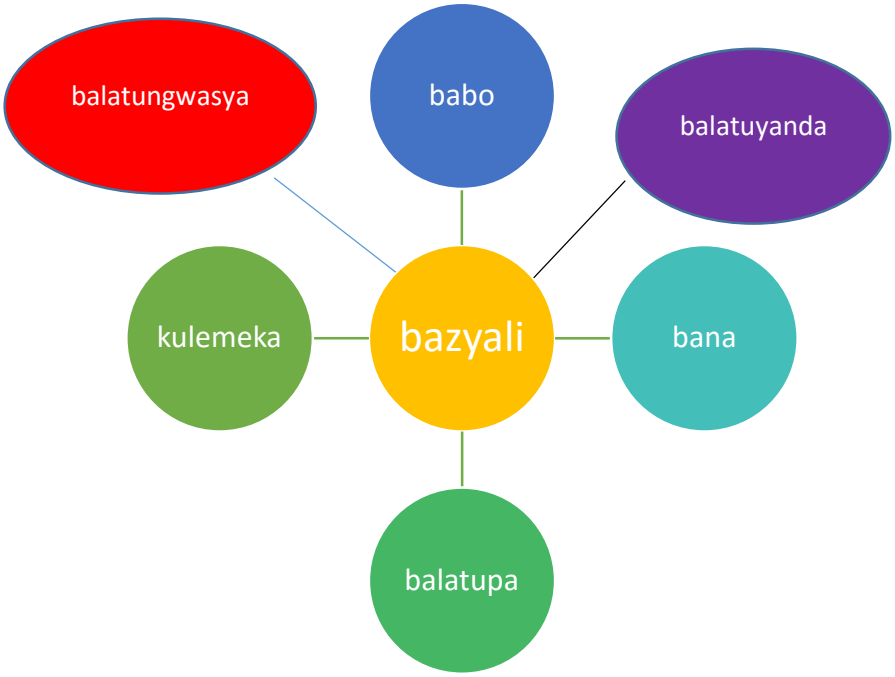
This is when the school administrators and teachers assess the learner's reading skills. As the Ministry of General Education Policy (2013) demands in the revised curriculum that the Grade one learners need to be assessed in week five and week ten. This will give an insight on the levels or the ability of each learner from the first grade. As the learners continues to be assessed the learners are going to improve in their reading. It also gives the direction of the learners and also gives the direction of help needed to the learners because of constant assessment by the teachers and the school administrators.

4.1.9. Teacher's Preparations

The school administrators ensure that the teacher's preparations books or files are checked before they teach on reading to the learners. This is very important because it enables to give help on the teachers on the methodologies, techniques and advice on the ways to be improve reading among the learners. Also the school administrators help and employ other methodologies that can improve teaching reading. Some of the methodologies that are advised to use in class apart from the recommended by the Ministry. For example, the use of informal chart, mind map and the use of

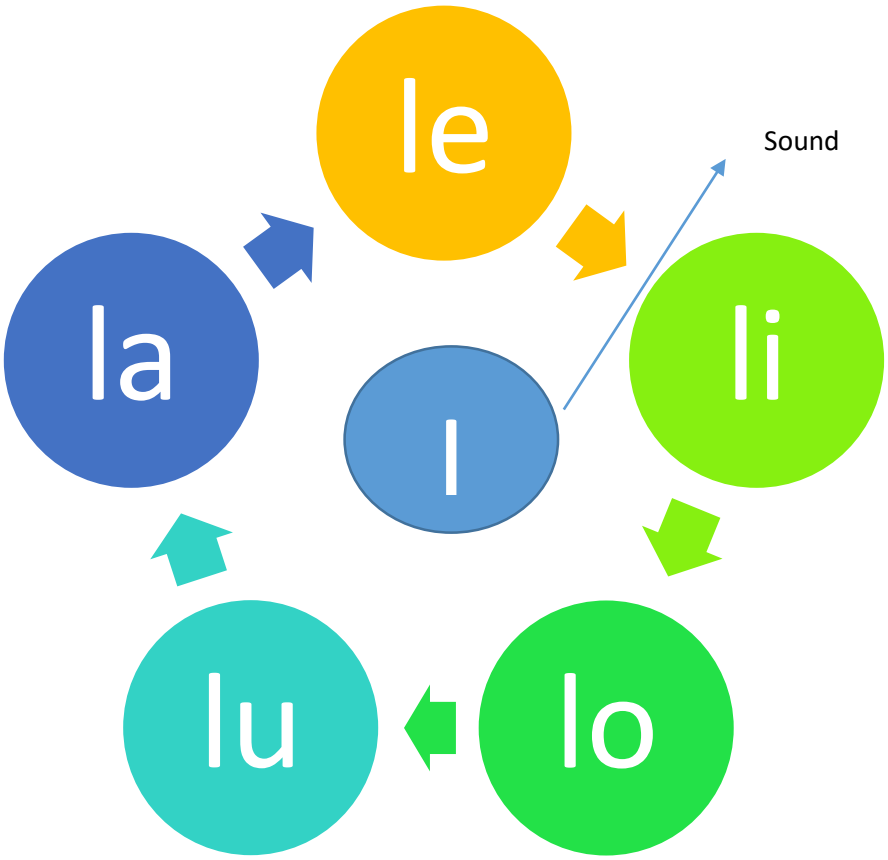
wash line. The informal chart is when a teacher is advised to start a lesson through breaking the bridge or barrier to the learners. In the first thing a teacher can do is talk about informal chart. The teacher will start a lesson or begin a lesson through talking about the things that are within the environment. The learners learn on the story telling skills through the follow up activities organize the thinking and the fluency and coherence.

The other methodology that can be employed is the mind-map. This is when the learners are asked to give one word and that word is written on the chalkboard. The word that is suggested by the learners should be put in on the middle circle in the following way



From their is time to make sentences after making the mind –map. For example: “Bazyali besu balatuyanda”. (“Our parents love us”)

“Bana balelede kulemeka bazyali babo”. (“The children should show respect to their parents”).



"The chiefs and the guards", (the sounds and the syllables). Meaning the chiefs are the sounds and the guards are the syllables.

The learners can join the words from the mind-map such as**: li/la, lu/la** to make **lila** and **lula.**

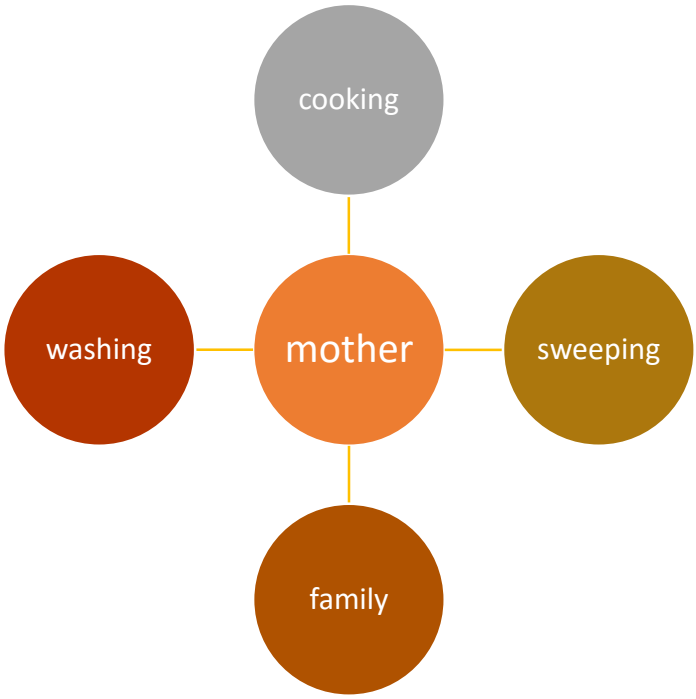
The other methodology that can be employed to the learners in order to improve reading is the use of wash line. This is when the teacher uses the lope across the class and write some jumbled words and learners have to arrange and make sentences such as **/mukupa/ /ooyu/ /musimbi/ /ulatuba/ /mbuli/** making sentence building or word building.

"Ooyu musimbi ulatuba mbuli mukupa". Meaning "This girl is very beautiful".

4.1.10. Phonetic teaching of THRASS

The school administrators also teachers employ the other methodology called THRASS which is the Teaching Handwriting Reading and Spelling Skills. Ball (2011) defines Thrass as "is a phonetic teaching tool that has made a paradigm shift in the teaching of phonetics. It has a phonographic, multisensory focus, completed by and analogous learning model that makes reading and spelling

acquisition much simple, faster and more sustainable than the conventional 'phonic' approaches. Thrass acts as a literacy boost to the learners.



The learners can form the following sentences.

"My mother is cooking nshima"

"My mother is sweeping in the house"

"My mother is washing the plates".

"My mother is with the family".

4.2. What are some of the efforts put in place by administrators in the provision of teaching reading among grade five pupils?

4.2.1. Teaching and learning materials

For the schools to improve on teaching reading levels it has to source the teaching and learning materials. The schools source materials from different sources such as; the churches, the Ministry of General Education, Non-Governmental Organisations and purchase from the school finances.

4.2.2. Books

The school requisites such as books are donated or supplied from different sources in order to improve the teaching of reading in the schools to the learners. For example, materials such as books are being donated to the schools by the churches such as Brethren in Christ (BIC).

Apart from the donations received from the churches, the schools receive books for reading from Non-Governmental Organisations (NGOs), the World Vision and School Club Zambia. The World Vision donates books to the schools and training of the teachers from the schools and community selected members who helps in teaching of reading over the weekends together with some trained teachers through the reading camp. This is done in order to improve reading among the learners. The School Club Zambia also provide reading materials to the schools such as the happy readers. These donated books added on what the school has and has helped on the reading of the learners because of these supplementary readers.

Also the schools receive the reading materials from the Ministry of General Education in like with the Ministry of General Education policy of 2013. The books are in familiar language from Pre-school to Grade four and in English from grade five and onwards as a medium of instructions in the primary school.

The schools also purchase the pupil's books and teacher's guides from the school resources. This is done so as to improve the reading to the learners. After taking into account that the school can be donated from different donors at times the books maybe not enough looking at the school enrolments in which there is high pupil-book ratio. This is done in order to add what the school has and looking at the demand for wanting the learners to improve in reading. This is the duty of the school administration to plan on how to purchase the teaching and learning materials in schools.

The books such as supplementary readers can be put in class library and used by the pupils during their free time to boost reading.

4.3. What strategies administrators are putting in place to encourage parents to support the reading programme for their children once at home?

4.3.1. Strategies put by the parents on the challenges of reading by the learners.

There are many strategies put by parents to assist the learners in order to improve reading.

- Children are being coached at home in reading.
- Procurement of books for their children in order to supplement reading.
- Teach the children at home on how to read especially those parents who are literate.
- The learners are being helped at home especially when they are given homework in reading.
- The parents encourage the learners not to absent themselves so that they do not miss out the lessons during literacy lessons.
- The parents also encourage the learners to go early to school so that the learners do not miss the lessons during the literacy lessons.
- The parents support the learners on the school payments so that learners are not sent back home to collect the school fees and miss the lessons.

4.4. What measures the administrators have put in place in their schools used aimed at addressing the challenges that the teachers may be encountering reading among grade five pupils?

4.4.1. Measures to address the challenges the teachers are encountering when teaching reading.

There are a number of measures the teachers are encountering when teaching reading to the learners and some of these are:

4.4.2. Story-making / Go ahead

This is when the learners work in groups. Each group has a group leader. The group leaders say the first sentence of a story. Each group member in turn adds a sentence to the story. Once everyone has added a sentence, the group leader reads the story. The materials to facilitate the learning is the paper to be used in order for the learners write a story. This helps to improve reading on the learners.

4.4.3. Correct the Incorrect

The teacher says and write a simple sentence that is incorrect in grammar and spelling. Then, the teacher asks a learner to write the correct version on the board. Then it is discussed as class. The learners can also write the correct version in their books. The materials to be used are exercises books if desired.

4.4.4. Basket game

This is when the teacher sings a song and pass around a basket which contains flashcards of sounds or syllables or words. When the songs stop, the learner holding the basket picks out a card without looking and reads what is on the card. The learner can also say a word that has that sound. The materials to be used are flashcards and a basket. All this helps to improve teaching reading and improve the skills of reading among the learners

4.4.5. Flipping the flashcards

This is when a teacher shows five –six sound or syllable flashcards to the learners. The flashcards are put facing down on the floor or table. The teacher says a sound or syllable and ask a learner to come and pick the right flashcard. The syllables are ready in different order that is horizontally, vertically, right to left and zigzag. The materials used are large syllable chart and individual syllable chart.

4.4.6. Paragraph reading

The teacher gives short paragraphs to all learners. Then, the learners read the paragraph, pointing at the text with a finger as a learner reads. Reading with correct pronunciation and tone. Then, the teacher asks some learners to read the paragraph, reminding them to point with their finger, read slowly and clearly. The material used is the same simple paragraph for each learner. This will boost the ability of reading skills among the learners.

4.4.7. Catch up programme

This is a programme that also help to boost literacy were the learners are put according to the reading ability. The grade three, grade four and grade five learners are put together. The learners are put in three groups the beginners and letters, words and simple paragraph and the story level.

Those learners in letters and beginners can form sounds and words such as: **k, b, m, t, c, s**, and **p**. in simple paragraph and words. Mostly, the grade five begin at words and simple paragraph. The other third group are put in story level and these learners can read stories in the books. The three levels are important because the learners are put according to the level of reading ability. The learners are put in these groups to catch up on what they missed in grade one, grade two, grade three and grade four. This will allow them improve in their reading skills.

4.5. What strategies the Ministry of General Education has put in place to reinforce administrator's role in teaching of reading in schools?

The Ministry of General Education has done a number of strategies on the teachers teaching reading. The following are some of the strategies.

4.5.1. Supply of reading materials

The Ministry of General Education as it introduced the revised curriculum in 2013 has supplied the reading materials for the learners in the schools. For the teachers to get acquainted on the revised curriculum it has conducted workshops and some trainings so that the teachers can know on how to use the materials. Also the Ministry has continued to allow the teachers to go for in-services trainings from the colleges and universities so as that the teachers can learn the methodologies to be used when teaching reading in schools.

The government through the Ministry of General Education has increased the funding to use in the material production from the suppliers of books. This was done in order to make sure that books are produced and sent to all parts of the country even the rural areas (MESVTEE, 2013). This has helped reduce the book-pupil teacher ratio.

4.5.2. Expansion of infrastructure development

In order to reduce the over enrollment in the classes the Ministry of General Education has continued to expand the infrastructure development in schools. This has helped to reduce the over enrollment in class because some of the classes are more that eighty learners in one class.

One of the grade five class that was among the four schools that was under study the total enrollment was eighty learners. The teacher said "it was very difficult to teach the class because they could not fit in the desks". Some were sitting on the floor even putting them in groups according to pace groups which made it very difficult to teach reading.

The construction of more classes in the schools it has brought the classes to 1:40 in one class which makes very easy to teach reading to the learners and the learners have improved on the skills of reading. The Ministry of General of Education has continued to partner with the community members so that the community continues to bring the 25% of the upfront materials such as sand, bricks and crush stones. Once all the upfront materials are put on the site then the construction of the classroom blocks is done either through the Constituency Development Funds (CDF) and the partnership with the Non-Governmental Organisations such as School Club Zambia and Andy Baraka.

4.5.3. Upgrading of teachers

The Ministry of General Education has continued to allow the teachers to upgrade from primary teacher's certificate to diploma or degrees. This has continued to increase knowledge in the teaching of the learners especially in reading. The teachers as they continue to go for in-service training tend to have vast knowledge and being acquainted on the teaching of reading to the learners.

4.5.4. School Monitoring

The standard officers from the District do monitor the school. Before the schools opens they monitor the schools which is called zero monitoring. The second week the standard officers they flatter out to see what teachers are doing in the schools. This is a routine monitoring which happens every term. Also the sport check monitoring and try to found out the challenges the teachers are facing when teaching. The zero monitoring is to see if the teachers have prepared in readiness for the term. During the second week is to see what they have prepared has been put into implementation such as baseline assessment, the schemes of work, the records of work and the lesson planning. This helps to see on how teachers are going to begin the term.

4.5.5. Partnership with the Non-Governmental Organisations

The Ministry of General Education continued to partner with the Non-Governmental Organisations (NGOs) such as the School Club Zambia. The School Club Zambia's literacy development programme has been designed to tackle the low literacy levels of the primary school in Zambia by giving schools access to effective materials and comprehensive teacher training. This is done because learners without the ability to read and write, to communicate, analyses and explore new

ideas, the children are unable to reach their full potential, and have little access to future opportunities in further studies or employment.

The happy readers is a literacy scheme started in Zimbabwe to effectively teach school children English as a foreign language. Both the Zimbabwean and Zambian Ministry of Education have approved the scheme of implementation across schools in both nations. The founders of happy readers have created as set of books, flashcards, posters, and teaching materials which are tailored to children in Sub-Saharan African. Across 3 levels (of 9 books each), the scheme uses topics, characters, and storylines that African are familiar with. The books also incorporate important values such as environmental consciousness, responsible agriculture, and conservation of wildlife. The happy readers scheme is particularly effective as it is based on a specialized phonics system made up of 200 of the most common words used in the English language; words which have been proven to help children create of foundation in the English language. The combination of related stories plus a tested phonies programmes ensures that each child is able to learn English easily and effectively.

The following are some of the views from both pupils and teachers who use the happy readers during the interviews.

"I like my school a lot because of classes especially happy reader's book called Larry Lion is my favourite animal"

"Many children at our school weren't reading before and now I see the reading at the time!"

"We can see the difference happy readers is making at our school compared to other schools – we are now trying harder and improving much faster".

"The happy readers programme is being used here every day – the words the children are learning are even used now in other lessons, showing how important and effective these books are for learning".

"I have really noticed the children's improved skills since using happy readers – this shows the methods we discussed during the training workshops".

“Happy readers helps us as teachers to import knowledge on the basic words of the English language in a way that makes reading fun and easy. My pupils are even able to read on their own-something I have never saw before”.

“My confidence in teaching has improved since using the happy readers resources as I know now that I am teaching children who can change for the better”.

“The happy readers books have helped the school so much and the entire community to fight illiteracy”.

“In my class there is a girl who never knew how to write and read. She was a very shy girl and never answered questions. Since the happy readers books introduced this girl has improved very and can now stand in front of the class and read aloud”.

4.6. What strategies do the administrators use to help teachers use when teaching the pupils in class to improve reading?

Some of the strategies the teachers use when teaching the pupils in class to improve reading are:

4.6.1. Literacy boost

The teachers use or employ a lot of methods such as word spider, word puzzles, word diary, Thrass and reading camp. This is when the teacher uses a lot of activities through the use of many words. Apart from word spiders teachers use the word puzzles. The teachers use some puzzles as they help learners to read words with the learners. The word diary when a teacher gives the learners a number of words and everyday the teacher assesses on the words given to the learners. As the learners competes the words of a learner given another set of words so reading to continue. Thrass is another literacy boost were teachers teach the learners through the teaching of handwriting reading and spelling skills. This tool has made a paradigm shift in the teaching of phonetics which improves reading among the learners. The teachers have boosted the literacy levels through the use of reading camp. This is when the learners are taught literacy lessons over the weekends and during the holidays. Through these strategies reading has been improved.

4.7. CONCLUSION

The findings presented in chapter four were in line with the research questions on the strategies the administrators use to support teachers teaching reading among grade five pupils in selected

schools of Sinazongwe District of Southern Province. The findings presented on the challenges faced by the teachers, learners and parents to ensure reading is being improved. The next chapter discusses the finding of the study.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0. Overview

This chapter discusses the findings on the strategies the administrators use to support teachers teaching reading among grade five pupils in selected schools of Sinazongwe District of Southern Province. The findings are discussed in accordance with the research questions that guided the study and the themes that were generated from the questions. The research questions were as follows:

I. What strategies administrators are putting in the progression of the learner's reading ability?
II. What are some of the efforts put in place by administrators in the provision of teaching reading among grade five pupils?
III. What strategies administrators are putting in place to encourage parents to support the reading programme for their children once at home?
IV. What measures the administrators have put in place their schools used aimed at addressing the challenges that the teachers may be encountering when teaching reading among grade five pupils?
V. What strategies the Ministry of General Education has put in place to reinforce administrator's role in the teaching of reading in schools?
VI. What strategies do the administrators use to help teachers use when teaching the pupils in class to improve reading?

5.1. What strategies administrators are putting in the progression of the learner's reading ability?

5.1.1. Assessment

Assessment is the process of observing and measuring learning. Assessments provide faculty with a better understanding of what the students are learning and engage students more deeply in the process of learning geoscience content. Moon (2000) defines assessment as "a general term which includes all methods used to gather information about children's knowledge, ability, understanding, attitudes, and motivation". The study found out that one of the strategies used in schools by the teachers and administrators is assessment. One of the headteachers had to say;

In order to ensure that learners improve in their reading. The school headteachers assess the teachers when they are teaching reading in class every after two weeks through the lesson observation".

The Grade five teacher also stated that when interviewed. "At this school, there is a policy were every after two weeks the headteacher or the deputy headteacher comes in my class to observe a lesson in literacy. This is done in order to ensure that reading levels are being improved by the learners.

Assessment allow students to empower and be involved in the results of their learning so that they can participate actively in their assessment. The pupils should not only be evaluated and granted points or grades but should also be looked up in their learning. Assessment provides the opportunity of a dialogue with the teacher which reveal to pupils what they should do to make their learning more effective.

5.1.2. Monitoring

The other strategies being used is monitoring. The school administrators and standard officers monitors the teachers once every time especially the teacher's preparations of the schemes of work, records of work (weekly forecasts) and lesson planning. The headteacher also goes to monitor the teachers in class as they teach the lessons. Monitoring is the systematic process of collecting analyzing and using information to track a programme's progress towards reaching its objectives and to guide management decisions. McKay (2006) states that; "Observe and check the progress or quality of something over a period of time; keep under systematic review. This is done in order to see the effective teaching and learning of the learners.

One of the officers from the DEBS office had to say this when interviewed:

The schools are being monitored during the zero week to see the preparations of the schemes of work. Again after two or three weeks we go round the schools to check the teacher's preparations on records of work or weekly forecasts and lesson planning. We do this in order to see if the teachers are following the schemes and the syllabus in their preparations. This is a sport check monitoring to see what the teachers are doing. The only challenge we have as an office is transport because we only have one vehicle to go round all the schools".

The headteacher had to say that

"Monitoring is done at the school level in order to see the challenges the teachers and learners are facing when teaching and learning is taking place. This is also done in order to help on the materials needed when the teacher is teaching".

When the teacher was interviewed she had to say;

"monitoring is done at our school and the school administration does what they can in order to help out on the teaching of reading through the provision of materials such as flip papers, sourcing of books and they help also the methodology that can help to improve the reading of the learners. The only challenge that we have at this is over enrollment in grade five class. The total enrollment is 105 pupils. This makes it difficult to teach. The other challenge is absenteeism which makes it very difficult for the pupils to breakthrough. The learners absent themselves from classes. You do find that those learners who came the previous day the other day they are not there. So they keep on missing on the lessons and this causes them to have some difficulties in their reading".

5.1.3. Mid-term tests, weekly tests, end of term tests, quiz tests and end year of tests.

The learners are being assessed in the following; mid-term tests, weekly tests, end of term tests, end of year test and quiz tests. The weekly tests are when tests are being tested every after a topic. Mid – term tests are when the learners are being tested the topics that have been covered half-way before the end of the term. Mid- term tests are done or conducted in week seven every term. The end of year test is an assessment were the learners are being assessed before they proceed to another grade and the quiz tests is when they are being assessed in reading. The reasons of testing are to evaluate and grade the students. The tests provide a controlled environment for independent work and so often used to verify student's learning. It is also to motivate students to study. The students tend to open their books more often when an evaluation is coming up. The tests act as a great motivator. In order to add variety to student learning. The tests are a form of learning activity. The students can enable to see the material from a different perspective. This is also providing feedback that students can use to improve their understanding. In order to identify weaknesses and correct them a test is used. The test enables both the pupils and teachers to identify to address areas that may need more attention, thus enabling pupil's progression and improvement. In order to obtain feedback on the teacher's teaching a test is being used. The pupil's performance on the test will pinpoint areas where the teacher should spend more time or change the current approach. Harmer (2007) states that a test; "accredit qualified learners". The certain professions demand that learners demonstrate the acquisition of certain skills or knowledge. A test can provide such proof. It also provides statistics for the course or institution. The institutions often want information on how learners are doing and it is only the test that can provide information.

The study found out on how they use the weekly test, mid – term tests, end of term tests and quiz tests the people that were interviewed had to state:

One teacher said that:

"The learners are given a test every after a topic. Apart from the weekly tests the learners are given a mid-term tests as an assessment to see their level of reading. At the end of the term the learners are tested on what they have learnt the whole term. We do this in order to assess the success, challenges and the way forward".

The headteacher to one of the schools under study said:

"Following the Education policy when the learners are in grade one are being assessed in week five and week ten. This is done in order to assess the reading skills of the learners. Also the grade five are being assessed since when the revised curriculum started in 2013 were the first grade to be introduced with the revised curriculum. This assessment has helped because it was easy to know the learners that can proceed to the next grade".

The School In-Service Coordinator had to say:

"The schools in the zone have quiz and reading competition once a term. The children have improved in reading because they would want to be part and parcel of the participants when they go to the centre school for competition".

The interview from one of the pupils stated that:

"I enjoy reading because it helps me to be a fluent reader in class. Our teacher gives us supplementary books such as the happy readers books which facilitates our reading. Our teacher also displays a lot of charts with words and also flashcards. Our teacher has made a box were he puts the number of words as English word bank and chitonga word bank. Each one just goes to the library and read these words even during break time even when the teacher is not in class. This has made me to improve in my reading of words both in chitonga and English".

Another pupil had to say this during the interviews:

"Am able to read because of the great work our teacher is doing. He has made us words and allows us to go and read words from our play park on our own. We also do the class completion through reading. We use the syllabic diaries and we make short sentences from the words we read. Through this help has made me to improve with my reading. The school administrators also ensure that their commitment as we read from the play park from each learner.

5.1.4. Homework policy

In line with the Ministry of General Education policy in which the learners are supposed to be given homework every time. This helps the children to read as they are active participants in the learning process. This can be adopted from the Levy Vygotsky's socio-cultural theory which claims that a child is an active participant in the learning process. When a child is assisted by a

person who is more knowledgeable and using the familiar language to the child, the intellectual performance of that child improves. The theory construes learning as an interactive, recursive, non-linear building process by active learners interacting with their learner's surround (the physical and social word) (Doll, 1993).

During the interview the following was found out:

> *One pupil stated that: "the teacher gives us homework with a number of words to go and read at home. I find it very challenging because my parents are illiterate they cannot help out in the homework that am given at school. Being the first born from my parents and my young sister is still in grade one. So I found it very had to seek help at home. This made me took long to improve in my reading because I have no one to help at home".*
>
> *The class teacher from one of the school stated that:*
>
> *"I give them words to go and read words at home during spare time other than just playing. This has helped me because I am able to know the learners who have some difficulties in reading. It helps me to plan and give the remedial work to those learners who have some difficulties in reading. It gives me the direction on the strategies on the methods to be used when teaching. I also appreciate the great job done by the school administrators for the emphasis continued to inform the parents during the Annual General Meetings(AGM) on the importance of helping read to the leaners in order to improve reading at school especially through the use of local materials from the environment.*

The District Resource Centre Co-ordinator had to state that during the interview:

> *The teachers are encouraged to use a lot of methods when teaching reading. Some of the methods are the use of literacy boost, reading camp and Thrass which will help the learners improve reading. It will improve fluency and pronunciation. As a result, the teachers are encouraged to give home work to the learners so that the learners can also see learners support from their parents".*
>
> *It was found out that learners who had difficulties have improved through the use of many approaches when the teachers are teaching reading in class. This is because the learners are exposed to different methods and materials which helps to improve reading.*

5.1.5. Church Programmes

The church programmes done at nigh such as overnight prayers have an effect on the learners. It was found out that this has encouraged absenteems and late coming to school by the learners. The teacher from one of the schools had to state that:

> *The church programmes has a lot of effect on the learners especially the overnight prayers that are conducted in the night. The school is surrounded by a lot of Pentecostal Churches such as Apostolic Faith Mission which normally conduct overnight prayers during the week. So children attend these overnight prayers which has resulted the learner's absenteeism and late coming to school. As the learners absent themselves from school they miss out a lot because English lessons comes ever day on the class time-table. Sometimes they come late and find that the lesson for English has already been taught. Instead it takes time for those learners to catch up with the friends.*

In short, the church programmes conducted during the week affects the learners because learners out when the learners are absent and goes to school late.

5.1.6. Return of the old language policy of teaching using Primary Reading Programme (PRP).

The Primary Reading Programme had been running in the Ministry of Education since the year 2000 (Tanbulukani, 2015). The Ministry of Education through the Primary Reading Programme (PRP) had been implementing a language policy which saw initial literacy in grade one which is the first grade of primary education in Zambia taught in a Zambian language using NBTL course. The policy indicated that a familiar indigenous language should be used to teach literacy in grade one and that basic literacy in grade two should be taught in English which was deemed to be the second language for the majority of children in Zambia through SITE course. From grade three to grade seven, the language policy dictated that literacy should be taught in both the familiar Zambian language used on NBTL and English. The design was that children would breakthrough to literacy in the local familiar language by the end of grade one and that literacy skills and strategies developed and NBTL would transfer to the SITE literacy course in grade two and be considered under the Read On Course (ROC) from grade three to seven.

MESVTEE (2013) reviewed the education policy through the Education Act of 2011. This is the Act which stiputed on the guiding policies on how best education in Zambia could be provided at all levels in the light of the democratic dispensation. The Act adheres to the education development principles of Liberatisation, Decentralization, Equality, Equity, Partnership and Accountability. It is from this ACT that the emphasis on the need to clearly include knowledge, skills, and values in the curriculum from Early Childhood Education (ECE) to tertiary is based.

This was found to be a good policy because from Pre-school up to grade four the language of instructions is the familiar language. One of the teacher stated that:

> *As far as we appreciate the language policy of using familiar language. The learners took long to adopt to the new language policy English as a medium of instructions as they reach in grade five. The learners have to start again to learn English other than the way it was in the past were the learners could just learn one year in grade one the familiar language. When they reach in grade two they start learning English with Step Into English Course and continue in grade three on the Read On Course. The learners take too long in the use of familiar language and takes three years learning English as a medium of instructions. Moreover, the grade seven examination will come in English accept in Chitonga. This makes the learners to be poor readers. As they start to understand on the familiar language then they are introduced to English as the medium of instructions. The period in which they had to use English as a medium of instructions is too short before they sit for the grade seven examinations.*

The findings in this study seem to explain that the learners to proceed to English as L2 from familiar language which is L1 makes the learners have some difficulties when it comes to reading in English in grade five. Matafwali (2010) observed that reading levels of Zambian children were still remarkably low despite profound reform in the language policy. The scenario seemed not to support the purpose of the revised curriculum language policy because the measures have been put for the learners to use familiar language as a medium of instructions in class but they have not improved reading. It was just observed by the school administrators through monitoring of teachers who in turn assess the learner's during reading competition, quiz, reading camp, mid- term assessments and end of term assessments.

5.1.7. Repeat policy

As a District has adopted a District policy in which the learners who do not know how to read cannot proceed to grade five. This has helped both the learners and teachers to work very intensively in order to ensure that learners are able to read when they are still at the lower level. One of the headteacher stated that:

> *As a school we ensure that by the time learners reach grade four they are able to read because it is preparatory for the learners as they sit for the examination at grade seven level. Once the learners proceed without the reading skills as a school and a district will encourage more failures. It is for this reason that among the thirteen districts Sinazongwe District is one of the top districts at grade seven examinations level.*

This encourages the learners to try by all means in order to know how to read because of this district and school policy of repeating those learners failing to read. This has encouraged many learners as they proceed to grade five they are able to read very fluent and teachers have used a lot of strategies to ensure that learning are able to read in both Chitonga and English.

5.2. What are some of the efforts put in place by administrators in the provision of teaching of reading among grade five pupils?

There are a number of teaching and learning resources that are used when teaching of the grade five class that enhance the effectiveness of teaching and learning process to improve reading among the learners.

5.2.1. Teaching and learning resources.

The study found out during the interview on the availability of the teaching and learning materials. The teacher's view on the resources or materials and aim of the teacher from one of the schools under study had to stated that:

> *The books for literacy are not enough comparing to the class enrollment. The Ministry had supplied only very few pupil's books. The first grade five class to have used the revised curriculum books misused the books. The school had bought some books still the book-pupil ratio is still high and the pupil's books are not enough. Instead I improvise when teaching.*

5.2.2. Flash cards.

Some of the materials used when teaching are flash cards. The flash cards are made from manila papers and flip papers. The teachers make the flash cards and put in the English word bank. When interviewed on how the teacher uses the flash cards the teacher had stated that:

> *When pupils come for classes at 10:00 hours before entering the class at 10:30 hours. I bring the flash cards from the word bank. I ask each one to pick five words from the word bank and ask them to read. Whosoever manages to read those words I ask them to enter the class. Those who fails I help out and especially during the*

English lesson and this has made my learners to improve in their reading skills. This is one of the strategy I use when teaching learners.

5.2.3. Sentence card

The material used when teaching reading made teaching and learning very effective. The other materials used was the sentence card. The sentence card was one of the effective materials used when teaching the learners. When the teacher was interviewed had to say:

> *The sentence card is very effective because when learners have ready a number of words and those who can make a sentence on the wash line. This helps learners to read words and build a sentence from the word in the English word bank.*

The findings show that generally, English can be learnt using sentence cards. Even when the books are very few teaching and learning can take place. Because learners can read and form sentences from the sentence cards and the English word bank.

5.2.4. Books

The teachers when teaching use both the teacher's guide and pupil's books that makes learning to be followed according to the demand of the policy in the Ministry of General Education. The School In-Service Coordinator when interviewed she stated that:

> *The teacher's guide is not their and very few pupil's books that makes the teaching very difficult especially that learners have to share one book among three learners".*

> *One of the pupil said that it took long for me to know on how to read because of the scarcity of books. Sharing books made me uncomfortable with my friends. If the Ministry of General Education is unable to supply enough books, the school should buy especially from the money we pay for General Purpose Funds (GPF) and Parents Teacher's Committee Funds(PTC).*

5.2.5. Happy readers books

The happy readers books also supplement in the teaching and learning strategies of teaching among the learners. In addition, one standard officer from the district said:

The happy readers materials such as books and the whole kit has boosted the strategies used when teaching and learning of reading among the learners. When we go to monitor from the schools which are under the School Club Zambia. The children have improved in their reading. We have to encourage the School Club Zambia to continue the partnership in the line Ministry of General Education and extend the number of schools in the district apart from the schools that are in partnership with the School Club Zambia.

In order to emphasis the point, the happy readers books have improved the reading of the learners because the learners start using the happy readers books from grade three up to grade seven

5.2.6. Basket game

The other activity used when teaching and learning reading among the learners used was called basket game. When asked on how the teacher uses the basket game she stated:

I use the basket game when teaching in class with the learners. The basket will be going round while singing a song both the learners and the teacher as the song stops the pupils with a basket get a word and read it. This has to be continued to make the learners to work hard so that they are not embarrassed in the presence of the friends.

In order to emphasise on the point the basket game carries the word cards in the basket in which the learners pick and read the words.

5.2.7. Bridge game

Another material to facilitate on the strategies teaching and learning the teachers use the bridge game. The study found out during the interview and one of the teacher had stated:

The bridge game is one of the activity used were the learner will pick words that are upside the boxes on the floor. As the learner picks the word he/she reads it and moves to the next and if a pupil fails he/she will be out of the game because he/she would have drowned. It continues until the learners finishes. This activity encourages the learners to read a number of words as they fear to be out of the game.

The teacher said that it is a very effective strategy of teaching reading in class. It helps to know the leaners who are able to read and assessment can be carried out as the teacher is teaching in class.

5.2.8. Story books

The other materials used when teaching reading teachers said through the use of story books. The teachers organize different reading materials and put in the class library. Even during assessment when the teacher wants to know the reading levels of learners, the teacher stated that:

> *Before beginning to work with a group of learners, it is very important to spend time with each child to understand the child's current level. I sit with each child and encourage the child to read. The one –on –one interaction between the learner is an essential first step. It helps each of them to get an initial sense of the other before embarking on the journey of learning and teaching. I would have been the assessment with simple paragraph. If a child reads the paragraph without breaking a sentence into separate words and by making only three or less than three mistakes, then I ask the learner to read a story. And if the learner makes more than three mistakes while reading a story then I will understand the level of the learner.*

Cunningsworth (1984) states that it has been known very well that the used of materials to help the learners to learn easily and well is one of the most important basements of teaching and learning activities and processes. Because providing a natural learning environment motivates the students well and helps them to take part in the learning teaching and experiencing processes.

Language learning is a social activity and it is not possible to learn to speak to understand and to comment enough without taking part in the learning and teaching processes. Teaching materials are very important instruments to help the learners take part in the learning and teaching processes.

In this research it was found that, according to the learners interviewed, answers from the interview pointed on the views that language teaching materials are having a very important effect and role in language learning and teaching materials.

By means of using of teaching materials, teacher increase learner's interests and motivation to the subject and lessons. So the learners listen to the teacher more carefully and don't forget whatever their teacher teach them. In this way the teachers can create desire of learning and all the learners participate in the lesson vividly and voluntarily. The teachers could enrich the courses by using supportive language teaching materials.

As it has been seen in the research that nearly all the students believe that the usage of language teaching materials has very important and crucial effect and role in their learning processes. Moreover, language teaching materials and also teaching materials help the teachers and learners have more time to be busy with having more practices and to understand explain complex lessons easily (Dibson, 1988).

As a result of this research it was found out that it can be said that supportive teaching and language teaching materials are very necessary for both the teachers and learners to be more successful. It is not possible to deny the need and the importance of using materials in the language teaching processes.

5.3. What strategies administrators are putting in place to encourage parents to support the reading programme for their children once at home?

There are a number of strategies that the parents put on the challenges of reading by the learners. Some of the strategies formed out during the research were:

5.3.1. Helping home work to the learners

The study found out on the strategies put by the parents and the teacher stated that "The parents when the learners are given homework they help the learners. The only challenge are those parents who are illiterate but still the learners are able to improve in reading through struggling as they have ample time at home. When they learners are given words some are able and some struggle. This is the great work done by the parents to the learners.

5.3.2. Nchelela ("Guarding Fields")

This is the practice where children are sent to the fields to scare away birds and animals such as the hippos from the crops. The children do this during school time and, therefore, are forced to miss out classes. This is one of the factors contributing to the children's absenteeism from school during harvesting time. When the learners interviewed had to say:

> *The learners also revealed that it was not easy for them to refuse to go to the field and go to school as this would make their parents deny them food for failure to participate in activities that bring food to the household.*

When the teacher interviewed he stated that:

> *During the Annual General Meeting(AGM) the parents were encouraged to start growing other crops that do not require too much labor in terms of scarring away birds, thereby affecting the achievement of children in schools as they are required to be spending too much time in the fields at the expense of learning. The parents and guardians were also encouraged to take up the responsibility of scaring away birds and animals to allow the children to learn.*

In order to emphasise on the strategies put by the parents on the challenges of reading by the learners; the teachers to continue sensitizing the parents, through the assistance of traditional leaders, about the importance of educating their children in order to improve the literacy levels for them to appreciate the value of education.

5.3.3. Stopping the learners to go for fishing in the night to the lake

The schools being located near the shores of Lake Kariba has affected on the performance of the learners especially the boys. The boys in the district go into fishing business at an early age instead of going to school. They see Lake Kariba as their "gold mine", when their source of money and livelihood comes from. Because they were exposed to skills and opportunities that assist them to raise money on their own at an early age, boys decide to drop out of school in order to consolidate their fishing. During the interview one of the boy stated that:

> *I am twelve years old. I live and fish with my father at our Lake side settlement. However, I am uncomfortable because I neither read at home nor go to school regularly, as I have to scare away birds and hippos from our lake-side field. What I am most interested now is to be a good fisherman and to marry as soon as I am old enough.*

Another boy during the interview clearly expressed his feelings on the subject:

> *It is better to learn to be self-reliant in local skills such as fishing and farming than going to school since there is no employment after school.*

The teachers from the four schools were greatly concerned on the education of the learners and one teacher had to state:

> *The parents have to be encouraged on the importance of the education to the learners. They have to be sensitized to avoid taking or sending the learners for*

fishing the night because when they come in the morning they are tired and unable to concentrate in class when the teacher is teaching. Also they come late and miss out the literacy lessons. Also the learners absent from school and miss out the literacy lessons.

5.3.4. Long distance to school

The education zones in Sinazongwe District are large and spread out in terrain that has rivers, mountain and bushes needing to be crossed, meaning that there are long distances for learners to get to the nearest schools. The long distances, which pupils have to walk to the nearest school affects reading to the learners. The teachers confirmed that learners walk a long distance of over seven kilometers or fourteen kilometers to and from school. The teacher stated:

The pupils walk a long distance to come to school and to make the matters worse the distance has been increased because during the rainy season the family shifts to live to the fields. This double the distance because the learners have to come all the way from the fields to school. Because the learners spend a long distance the learners are tired as a result the learners do not concentrate in the learning process.

The teachers have to call the parents as they see that the learners were not doing well in class. This strategy has leady the learners to improve in their reading levels.

5.4. What measures the administrators have put in place in their schools used aimed at addressing the challenges that the teachers may be encountering when teaching reading among the grade five pupils?

The study revealed some measures used to address the challenges that the teachers may be encountering when teaching reading among the grade five pupils. Some of the measures were:

5.4.1. Provision of reading materials

The study revealed that the grave five learners were provided literacy books especially as the revised curriculum was introduced in 2013 since grade five class was among the first class to learn

the revised curriculum. In the schools were the reading books were not enough it was the mandatory of the school to purchase the books for the learners.

Recognizing curriculum as a key input into the training system, Government made a commitment to work towards creating an environment in which the development and review of the curriculum is end-user driven through increased coordination between end-users and training institutions (MESVTEE), 2013). The main focus of the new education curriculum was to incorporate current areas of social, economic and technological developments in the curriculum and review the language of instruction in the early education and lower grades and introduction of English as the medium of instructions in class.

5.4.2. Training of teachers

The study revealed that in order to address the measures the challenges the teachers may be encountering when teaching reading among the grade five pupils. As a district had encouraged the teachers to go for In-Service training especially those teaching English. During the interview the following were the qualifications for the teachers teaching grade five from the four selected schools.

Table 2: Professional qualifications of grade five teachers.

School	**Professional Qualifications**
Chisyabulungu	**Degree**
Kariba South	**Diploma**
Matambo	**Diploma**
Siansowa	**Diploma**

In order to emphasise on the points the teacher's qualification also matters on the effect of reading of the learners. If the teachers had low qualification affected the teaching of reading because the teacher may lack some methodologies or approaches of teaching reading to the learners.

5.5. What strategies the Ministry of General Education has put in place to reinforce administrator's role the teaching reading of reading in schools?

The study revealed a number of strategies to be used by the Ministry of General Education in the training of teachers teaching reading in the selected schools in Sinazongwe District. Some of the strategies were:

5.5.1. In – Service training to colleges or universities

Reading was considered to be the key aspect in the learning of the learners. In order to improve the teaching and reading of the learners the Ministry encouraged the teachers to go for further studies to the colleges and universities for in-service training. This was done in order to improve the qualification of the teachers.

According to the findings of this study, teachers face some challenges in terms of teaching reading. The Ministry of Education (1992) cites among other challenges was lack of learning and teaching materials and lack of qualified manpower who are able to teach the learners. These are in line with the findings of the study. The teachers need to go for in-service training so that they are going to be very effective teaching of pronunciation to the learners. If children are not motivated to read from their teachers from an early age, chances are that, they might experience difficulties when they get into school.

5.5.2. Conducting of workshops

Another strategy found during the interview was the conducting of the workshops. The District Resource Centre Coordinator (DRCC) had stated that:

> *The teachers are called for workshops at the resource Centre to train any latest methodologies of teaching the learners. For example, in the District Sinazongwe the schools are in partnership with the Non-Governmental Organisations. Such as the World Vision and the School Club Zambia. The School Club Zambia train the teachers on how to teach the learners from Early Childhood Education to grade seven. They also teach the teacher on how to use the happy readers which supplement on the reading of the learners the World Vision also train the teachers on the literacy activities through the use of reading camp.*

In order to emphasis on the point the World Vision train teachers and some community members who comes to the schools and teach the learners over the weekends. This study shows that the learners apart from the normal time given to the learners from Monday to Friday the learners are given remedial work over the weekends. This study revealed to have yield some improvement in the reading of the learners.

5.5.3. Teacher Group Meetings (T.G.M.)

Another strategies or measures used by the teachers is the Teacher Group Meetings. The study revealed that the schools conduct the Teacher Group Meetings (TGMs) in the School. One of the teacher interviewed stated that:

> *"The Teacher Group Meeting is conducted every after two weeks and we learn a lot of things such as on how to teach certain subjects and lessons. This is where we help each other on the challenges encountering when teaching reading. This has helped to improve because every Wednesday we split into different groups were the learners are being taught reading according to their levels instead of teaching according to the grade. All these splint activities are just managed through the help of the school administrators and are being spearheaded by the school in-service coordinators who ensures that all the activities on the action plan for the term are being followed in the school".*

This has brought positive results because the learners are being taught according to their level of ability. The grade three, grade four and grade five are taught literacy activities through the catch up programme. This is where the learners are being taught what they missed and the teachers are trying to make the learners to catch up on what they missed from the lower grades such as in grade three and in grade four. They learned a lot of activities in literacy such as informal talk, copywriting, dictation, picture reading, mind map, paragraph reading, basket game, flipping the flip cards, syllabic chart, word and sentence building, rhyming words, word building with the first and last sound, correct the incorrect and story-making or go ahead. All these facilitates the improving of reading by the learners.

5.6. What strategies do the administrators use to help teachers use when teaching the pupils in class to improve reading?

Following the revealed interview there are a number of strategies used by the teachers when teaching the pupils in class to improve reading. Some of the strategies stated were:

5.5.1. Methods of teaching reading

Learning to read is a gradual process which starts with the smallest and easiest things (Mwanamukubi, 2013). As it goes by, one learns to read words, sentences and so on. According to literacy, most of the teachers use the same method of teaching reading regardless of whether one is a good or poor reader. In this study, the methods of teaching reading that teachers used were explored. It was discovered that teachers used so many different methods and strategies of teaching reading. These included syllabic method, phonetic, skimming, scanning, whole word method, alphabet and other methods. The methods and classroom approaches to reading such as the 'look and say' method, resulted in most pupils at primary school levels of reading in English to be inadequate for learning to take place (Kalinde, 2005). Most of the teachers preferred using the phonics and whole word method as they said that it was easy for the pupils to learn using these methods.

5.7. CONCLUSION

This chapter has discussed the findings of the study. Some of the issues that been discussed out are assessment of the learners, monitoring and other methodologies or techniques that contributed positively on the strategies to improve teaching reading among the learners. The effort by the policy makers, school administrators, teachers, and parents is required in order to improve the reading levels of the learners in Sinazongwe District.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0. Overview

This research looked at the strategies the administrators use to support teachers teaching reading among grade five pupils in selected schools of Sinazongwe District of Southern Province. This chapter sums up the entire study. It begins a recap of the research questions and then the conclusion follows. Lastly, it gives the recommendations of the study based on the major findings.

6.1. **Conclusion**

6.2. Recommendations

Based on the findings, the following recommendations have been made and may be utilized by relevant institutions such as the Ministry of General Education on the strategies used when teaching reading among the pupils in primary schools in general and the grade five learners in particular.

- The pupil-teacher ratio must be reduced so as to enable individual attention especially when it comes to teach the pupils with reading difficulties. In this regard, government has to employ more teachers in rural areas and building of more infrastructure developments such as the teachers houses and classrooms blocks.
- Government and other stakeholders such as the School Club Zambia, World Vision must continue providing more teaching and learning materials in schools where these items are lacking especially in the rural areas.
- The school headteachers should continue sensitizing the parents on the importance of education to their children and stop sending the children for fishing and 'guarding fields' (Nchelela) in order the learners to improve the reading levels.
- The school headteachers to ensure that teachers are managed properly in order to improve the quality of education to the learners.

- Both internal and external monitoring should be intensified in all schools to ensure that reading is being improved.
- The Education policy makers in the Ministry of General Education should take time to evaluate the results of the programme. For example, moving from the Primary Reading Programme (PRP) to the new revised curriculum were learners use the familiar language as the medium of instructions from Pre-School to Grade four.
- Teachers must receive trainings on the methods of teaching reading such as Continuous Professional Developments (CPDs).

6.3. Recommended for future research

This study was limited to Sinazongwe District of Southern Province of Zambia. Studies should be carried out in other districts of Southern Province in order to find out the strategies the administrators use to support teachers teaching reading among grade five pupils in order to improve reading levels through the help of school administrators.

REFERENCES

Adams, M. J. (1990). *Beginning to Read. Thinking and learning about Print*. Cambridge: Cambridge University Press.

Afolaya, A. (1999). *The Molteno Programme of Teaching Initial Literacy in the Mother Tongue*. Molteno Project. South Africa.

Alderson, J. C. (2000). *Assessing Reading*. Cambridge: Cambridge University Press.

Ball, J. (2011). *Enhancing Learning of Children from Diverse Language Backgrounds. A Mother Tongue – Based Bilingual or Multilingual Education in Early Childhood and Early Primary School Years*: UNESCO.

Best, T. (2008). *National Data. Ministry of Education and Vocational Training, Dar-es-Salam. Tanzania*.

Benson, C. (2002). Read and Potential Benefits of Bilingual Programmes in Developing Countries. *International Journal of Bilingual Education and Bilingualism, 5* (6), 303 – 317.

Bhalaluses, P. E. (2011). Education For All Initiatives and Barriers to Educating Girls and Young Women in Tanzania. *Postgraduate Education Development*, 30, 104-128.

Carmody, B. (2004). *The Evolution of Education in Zambia*. Lusaka: Book World Publishers.

Chinyama, M. M. (2016). *Effects of using Bemba as medium of instructions on the Reading levels of Grade Two Pupils in a Predominantly Namwanga Speaking Area of Nakonde District, Zambia.* Lusaka: M.Ed. Dissertation. The University of Zambia.

Cunningsworth, A. (1984). "*Evaluating and Selecting EFL Teaching Material*". New York: Teachers College Press.

Dibson, J. M. (1988). "*Effective Teaching for English Conversation Group*". Washington. D.C.

Dominik, T. M. & Malaila, S. G. (2013). *Towards Effective Researching and Dissertation Writing. Research Proposal and Dissertation Writing Principles and Practice*: Da – re- Salam.

Duncan, K. (1995). *The Molteno Programme for Teaching Initial Literacy in the Mother Tongue. Molteno Project*. South Africa.

ECZ, (2007). *The Role of the Zambia National Assessment Programme in the Evaluating the Attainment of Education Goals by: Chelcani. T. Sakala (Deputy Director) and Michael M. Chilala- (Senior Research Officer. A paper presented at the 33rd International Association for Educational Assessment (IAEA) Annual Conference in Baku*, Azerbaijan from 16th to 22nd September, 2007.

EFA, (2000). *Assessment Global Monitoring Report Conference*, Dakar, Senegal, 26- 28 April 2000. 252pp.

EFA, (2007). *Education For All, Global Monitoring Report: Strong Foundations, Early Childhood Care and Education.* Paris, UNESCO.

Goodman, K. S. (1990). *Language and Thinking in School: A Whole Language Curriculum*. New York: R. C. Owen Publishers.

Green, W. H. (2000). *The Private Tuition Phenomenon in Urban Schools and its effects on Primary and Secondary Education Provision in Tanzania:* The Case of Dar-es-Salam. Dissertation for Award of MSc Degree at University of Dar-es-Salam, Tanzania, 158pp.

Harmer, J. (2007). *The Practice of English Language Teaching*. Harlow: Pearson Education Limited.

Hoover, W. A. & Gough, P.B. (1990). "*The Simple View of Reading", Home Page. Psy. Utexas. Edu/home/class/---/Gough---/simple – view.pdf:* Downloaded on 24th January2011.

Kalinde, S. C. (2005). *The Impact of the New Primary Reading Programme on the Primary Reading Programme on the Poor Readers.* Unpublished M.Ed. Dissertation. Lusaka: The University of Zambia.

Kelly, M. J. (1999). *Origins and Development of Education in Zambia*. Book World. Lusaka.

Kombo, D. K. & Tromp, D. L. A. (2006). *Proposal and Thesis Writing, An Introduction*. Nairobi. Pauline Publication Africa.

Kosenen, K. (2005). *Education in Local Language Policy and Practice in South West Asia*. First Language First: Community Based Literacy Programme for Majority Languages Context in Asia. Bangkok, UNESCO.

Kozulin, A. (2003). *Vygotsky's Educational Theory in Cultural Context. Cambridge*: Cambridge University Press.

Law of Education of the Republic of Lithuanian. Resolution No XI – 1281 of the Seimas of the Republic of Lithuanian of 17 March 2011 (official Gazette, 2011, No 38 – 1804). Access online : http://www3.it/pls/inter3/ dokpieska.showdoc-1?p-id=395105 p-query=8p-tr2=

Learning Achievement at the Middle Basic Education level, (2000). *National Assessment Survey Report-1999*. Lusaka, Ministry of Education.

Learning Achievement at the Middle Basic Education level, (2001). *National Assessment Survey Report – 2001*. Lusaka, Ministry of Education.

Learning Achievement at the Middle Basic Education level, (2003). *Strategic Plan 2003- 2007*. Lusaka, Ministry of Education.

Learning Achievement at the Middle Basic Education level, (2008). *National Assessment Survey Report – 2008.* Lusaka. Ministry of Education.

Learning Achievement at the Middle Basic Education level, (2012). *National Assessment Survey Report – 2012*. Lusaka. Ministry of Education.

Lee, A. & Nuthall, G. (2007). *A Generative Methodology for Classroom Research* [Online Library whil.com] site visited 28/08/2018.

Lerner, J. (2000). *Learning Disabilities. Theory, Diagnosis and Teaching Strategies 8th Edition.* Boston. Houghton Mafflin Company.

Masalila, T. B. (2008). *Towards a Systematic Framework for Examining the Conference among Reading Objectives, Tasks, and Competencies in Botswana Primary Schools.* Botswana. Unpublished M.A. Dissertation, International Institute for Education Planning.

Matafwali, B. (2010). *Oral Language and Early Literacy Development. A Case of Languages* and *English.* PhD Thesis, Lusaka. UNZA.

Maynard. S. (2007). *The Importance of Reading in Primary Schools*. http: www.teaching expertise.(om/topic/literacy-reading-writing-skill.(31/08/11).

McKay, P. (2006). *Assessing Young Language Learners.* Cambridge. Cambridge University Press.

Ministry of Education, (1992). *Focus on Learning*. Government Printers, Lusaka.

Ministry of Education, (1996). *Educating Our Future*. Lusaka: ZEPH.

Ministry of Education, (2000). *The Basic School Curriculum Framework.* Lusaka: CDC.

Ministry of Education, (2006). *Learning Achievement at the Middle Basic Level:* Zambia's National Assessment Report 2006, Zambia.

Ministry of Education, Science Vocation Training and Early Education, (2014). *Education For All 2015 National Review:* efa2015review@unesco.org.

MESVTEE, (2013). *Zambia Education Curriculum Framework* 2013. Lusaka: Curriculum Development Centre.

MOE, (2001). *Learning Achievements at the Middle Basic Level*. Lusaka: ECZ.

MOE, (2002). *Step Into English. Literacy Course. Teacher's Guide:* Cape Town.

MOE, (2002). *Zambian New Breakthrough to Literacy. Teacher's Guide:* Lusaka.

Moon, J. (2000). *Children Learning English. Cambridge.* Cambridge University Press.

Mwanamukubi, L. (2013). *Reading Difficulties in Grade six learners and challenges faced by Teachers in Teaching Reading. A Case of Chadiza and Chipata District*. Med Dissertation. Lusaka. The University of Zambia.

Neema, K. N. (2015). *Factors Contributing to Low Literacy among Primary School Pupils. A Case of MKuranga District*. Morogoro: Tanzania. Sokoine University of Agriculture.

Ng'andu, S. K. (2013). *Writing a Research Proposal in Educational Research.* Lusaka: UNZA Press.

Organisation for Economic Cooperation and Development/United Nations Educational, Scientific and Cultural Organisation (2000). *Literacy skills for World of Tomorrow*: Further Results from DISA 2000. Volume 1.

Paananen, M., Aro, T. Kultti-Lavikaine, N. & Ahonen, T. (2009). *Learning Disability Assessment*: *Cooperation between the Psychologists, Teachers and Parents*: Itelsiki, Niilo Maki institute.

Pride, J. B. (1981). *Social Linguistic and aspects of Language Learning and Teaching*. London: Oxford University Press.

QUEST Report, (2003 – 2009). *Promoting English Literacy and Reading in Africa.* http://rer.sagepub.com/content/80/2/246.

Robson, T. (1993). Real World Research. A Research for Social Scientists and Practitioner's *Researchers*. Massachusetts; Blackwell Publishers Inco.

Rumelhart, D. E. (1980). *Towards an Interactive Model of Reading. (Dorinics. ED). Attention and Performance*. New York: Academic Press. 1977. Volume 6, p. 573 – 603).

Reutzel, D. R. & Cooter, R. B. (2010*). Developing the Literacy Instruction Knowledge Scale (LIKS). A Comprehensive Assessment of Primary Grade Teacher's Knowledge of Reading and Instructions Chicago:* The American Educational Research Association.

SACMEQ. Report. (1995–2010). *SACMEQ Report for Mozambique.* htt://www.sacmeq.org/education Mozambique.htm.

Schroeder, L. (2004). *Mother Tongue Education in Kenya: Some Hidden Beneficiaries*. Language Matters. Volume 35(2)

Shifidi, L. N. (2014). *Integration of Trans-Languaging in Lessons. An Approach in Teaching in Namibian Junior Secondary Schools. A Qualitative Case Study of three Regions in Namibia*. Master's Thesis: Hedmark

Sidhu, K. S. (2006). *Methodology of Research in Education*. New Delhi: Sterling Publishers Private Limited.

Tambulukani, G. Sampa, F. Musuku, R. & Lineham, S. (1999). *Reading in Revolution Through the Primary Reading Programme. In S. Manaka(Ed), Proceedings of the 1st Pan-African Conference on Reading For All (pp. 170 -175).* Zambia: A quiet Pretoria, South Africa: International Reading Association, Read, and UNESCO/ DANIDA.

Tambulukani, G. and Banda, D. (2010). *Exploring Theories of Literacy: Everyday and Professional Theories.* Lusaka: The University of Zambia.

Tambulukani, G. K. (2015). *First Language Teaching of Initial Reading: Blessing or Curse For the Zambian Children Under Primary Reading Programme*. Lusaka: The University of Zambia.

Umolu, J. (1999). *Strategies Teaching Reading to children with Special Needs: The Nigerian perspective. In S. Manaka (Ed). Proceeding of the 1st Pan – African Conference on Reading for All (pp. 212 – 217).* Pretoria South Africa: International Reading Association, READ, and UNESCO/ DANIDA.

UNESCO, (2010). *The Social and Economic Impact of Illiteracy: Analytical Model and Pilot study*. [http://www.unesco.org/en/literacy/literacy] Site visited on 3/07/ 2012.

UNESCO, (2013). *Adult and Young Literacy, National, Region, and Global Trends, 1985-2015.* [www.uis.unesco.org.] site visited on 06/07/2013.

UNESCO, (2014). *UNESCO Programme Education For All 2015. Overview of National Education.* Lithuania. Site visited 08/ 09/2014.

Vygotsky, L. S. (1978). *Mind in Society. The Development of Higher Psychology Progress*, Cambridge: Harvard University Press.

White, C. J. (2003). *Research Methods and Techniques*. Pretoria: C. J. White.

Williams, E. (1993*). Report on Reading in English in Primary Schools in Zambia- Education Research Paper No. 051993, 5p. Serial No.5 ODA Research Project 4770. ISBN: 0902500651. Overseas Development Administration E. Williams*, University of Reading, April, 1993.

Wong, D. (1987). *Teaching and Learning Disabilities*. San Diego. Academic Press.

Wong, D. (1998). *Teaching and Learning Disabilities*. London. Academic Press.

World Bank, (2012). *World Development Report*. World Bank, Washington DC. 12pp.

Zunguze, S. J. (2011*). Teachers' Views of Factors Contributing To Low Reading Levels Among Mozambican Primary School Pupils. A Case Grade Five Teachers at Selected Schools, in Maputo District*. Lusaka: The University of Zambia.

APPENDICES

Appendix A: Interview guide for the grade five teachers

I am a postgraduate student from the University of Zambia in Collaboration with Zimbabwe Open University (UNZA – ZOU). Am carrying out a research on strategies the administrators use to support teachers teaching reading among grade five pupils in selected schools of Sinazongwe District of Southern Province. Am pleased that you have been sampled to be part of this research as a respondent. I should mention to you from the outset that all your responses are for academic purpose only and the information shall be treated without most confidentiality.

In this discussion I wish to ask you questions about strategies the administrators use when teaching reading among Grade five pupils.

1. What are the causes of reading difficulties to the pupils in your class?

   ……

   ……

2. Who tends to read better, the boys or girls in your class?

   ……

   ……

3. What measures do you normally take to solve the problem of reading in your class?

   .....

   .....

4. What are some of the measures taken by the parents to solve the problem of reading?

   .....

   .....

5. What methods or methods do you use to teach reading in your class?

   ……

   ……

6. Do you have Non-Governmental Organisations that have come on board to try and help on the problem of reading by the learners?

   ……

   …….....

7. If the answer in six is yes, what are those Organisations and what are they doing?

……
……

8. Finally, what recommendations would you make in order to improve reading levels in your class?

   ……
   ……

As the discussion has come to an end, I wish to thank you out most sincerely for your valuable response, attention and patience. Further, I want to assure you once again that all that has been discussed here remaining for academic purpose. Lastly, I wish to request your availability of should be need for me to seek from your further clarification on one or two things related to what we have discussed.

THANK YOU VERY MUCH FOR YOUR COOPERATION AND GOD BELESS YOU.

Appendix B: Interview guide for the headteachers

I am a postgraduate student from the University of Zambia in Collaboration with Zimbabwe Open University (UNZA – ZOU). Am carrying out a research on strategies the administrators use to support teachers teaching reading among grade five pupils in selected schools of Sinazongwe District of Southern Province. Am pleased that you have been sampled to be part of this research as a respondent. I should mention to you from the outset that all your responses are for academic purpose only and the information shall be treated without most confidentiality.

In this discussion I wish to ask you questions about strategies the administrators use when teaching reading among Grade five pupils.

1. What are the causes of reading difficulties in your school?

   ……

   ……

2. Who tends to read better, the boys or the girls in your school?

   ……

   ……

3. What measures do you normally take to solve the problem of reading at your school?

   ……

   ……

4. What are some of the measures taken by the parents to solve the problem of reading in your school?

   ……

   ……

5. What methods or methods do the teachers use to teach reading?

   ……

   ……

6. Do you have Non-Governmental Organisations that have come on board to try and help on the problem of reading by the learners?

……

……

7. If the answer in six is yes, what are those organisations and what are they doing?

   ……

   ……

8. Finally, what recommendations would you make in order to improve reading levels to your school?

   ……

   ……

As the discussion has come to an end, I wish to thank you out most sincerely for your valuable response, attention and patience. Further, I want to assure you once again that all that has been discussed here remaining for academic purpose. Lastly, I wish to request your availability of should be need for me to seek from your further clarification on one or two things related to what we have discussed.

THANK YOU VERY MUCH FOR YOUR COOPERATION AND GOD BELESS YOU.

Appendix C: Interview guide for the School In-Service Coordinators (SIC)

I am a postgraduate student from the University of Zambia in Collaboration with Zimbabwe Open University (UNZA – ZOU). Am carrying out a research on strategies the administrators use to support teachers teaching reading among grade five pupils in selected schools of Sinazongwe District of Southern Province. Am pleased that you have been sampled to be part of this research as a respondent. I should mention to you from the outset that all your responses are for academic purpose only and the information shall be treated without most confidentiality.

In this discussion I wish to ask you questions about strategies the administrators use when teaching reading among Grade five pupils.

1. What are the causes of reading difficulties among the pupils in your school?

   ……

   ……

2. Who tends to read better among the pupils the boys or the girls in your school?

   ……

   ……

3. What measures do you normally do to solve the problem of reading at your school?

   ……

   ……

4. What are some of the measures taken by the parents to solve the problem of reading in your school?

   ……

   ……

5. What are some of the methods do the teachers use to teach reading in class?

   ……

   …….....

6. Do you have Non-Governmental Organisations that have come on board to try and help on the problem of reading by the learners?

   ……

   ……

7. If the answer in six is yes, what are those organisations and what are they doing?

   ……

   ……

8. Finally, what recommendations would you make in order to improve reading levels to your school?

   ……

   ……

As the discussion has come to an end, I wish to thank you out most sincerely for your valuable response, attention and patience. Further, I want to assure you once again that all that has been discussed here remaining for academic purpose. Lastly, I wish to request your availability of should be need for me to seek from your further clarification on one or two things related to what we have discussed.

THANK YOU VERY MUCH FOR YOUR COOPERATION AND GOD BELESS YOU.

Appendix D: Interview Guide for the Education Standard Officer- General Inspector

I am a postgraduate student from the University of Zambia in Collaboration with Zimbabwe Open University (UNZA – ZOU). Am carrying out a research on strategies the administrators use to support teachers teaching reading among grade five pupils in selected schools of Sinazongwe District of Southern Province. Am pleased that you have been sampled to be part of this research as a respondent. I should mention to you from the outset that all your responses are for academic purpose only and the information shall be treated without most confidentiality.

In this discussion I wish to ask you questions about strategies the administrators use when teaching reading among Grade five pupils.

1. What are the causes of reading difficulties in Primary Schools in the District?

   ……

   ……
2. Who tends to read better among the pupils the boys or the girls?

   ……

   ……
3. What measures have the schools and the office taken to solve the problem of reading in schools?

   ……

   ……
4. Any measures taken by the parents to solve the problem of reading by the pupils?

   ……

   ……
5. What are some of the methods or methods do teachers use to teach reading?

   ……

   ……
6. How often do you monitor teachers teaching reading in schools?

   ……

   ……
7. Finally, what recommendations would you make in order to improve reading levels in schools?

……

……

As the discussion has come to an end, I wish to thank you out most sincerely for your valuable response, attention and patience. Further, I want to assure you once again that all that has been discussed here remaining for academic purpose. Lastly, I wish to request your availability of should be need for me to seek from your further clarification on one or two things related to what we have discussed.

THANK YOU VERY MUCH FOR YOUR COOPERATION AND GOD BELESS YOU.

Appendix E: Interview Guide for the District Resource Centre Coordinator (DRCC)

I am a postgraduate student from the University of Zambia in Collaboration with Zimbabwe Open University (UNZA – ZOU). Am carrying out a research on strategies the administrators use to support teachers teaching reading among grade five pupils in selected schools of Sinazongwe District of Southern Province. Am pleased that you have been sampled to be part of this research as a respondent. I should mention to you from the outset that all your responses are for academic purpose only and the information shall be treated without most confidentiality.

In this discussion I wish to ask you questions about strategies the administrators use when teaching reading among Grade five pupils.

1. What are the causes of reading difficulties in Primary Schools in the District?

   ……

   ……

2. Who tends to read better among the pupils the boys or the girls?

   ……

   ……

3. What measures have the schools and the office taken to solve the problem of reading in schools?

   ……

   ……

4. Any measures taken by the parents to solve the problem of reading by the pupils?

   ……

   ……

5. What are some of the methods or methods do teachers use to teach reading?

   ……

   ……

6. How often do you monitor teachers teaching reading in schools?

……

……

7. Finally, what recommendations would you make in order to improve reading levels in schools?

……

……

As the discussion has come to an end, I wish to thank you out most sincerely for your valuable response, attention and patience. Further, I want to assure you once again that all that has been discussed here remaining for academic purpose. Lastly, I wish to request your availability of should be need for me to seek from your further clarification on one or two things related to what we have discussed.

THANK YOU VERY MUCH FOR YOUR COOPERATION AND GOD BELESS YOU.

Appendix F: Focus group discussion guide for the pupils

I am a postgraduate student from the University of Zambia in Collaboration with Zimbabwe Open University (UNZA – ZOU). Am carrying out a research on strategies the administrators use to support teachers teaching reading among grade five pupils in selected schools of Sinazongwe District of Southern Province. Am pleased that you have been sampled to be part of this research as a respondent. I should mention to you from the outset that all your responses are for academic purpose only and the information shall be treated without most confidentiality.

In this discussion I wish to ask you questions about strategies the administrators use when teaching reading among Grade five pupils.

1. What are the causes of reading difficulties in your class?

   ……

   ……

2. In your class, who tends to read better among the pupils the boys or the girls?

   ……

   …….....

3. What measures has your teacher taken to solve the problem of reading in your class?

   ……

   ……

4. What measures has the school taken to solve the problem of reading in your school?

   ……

   ……

5. What any measures taken by the parents to solve problem of reading?

   ……

   ……

6. Do you enjoy learning reading? If so or not, why?

   ……

   ……

7. Do you attend to literacy lessons regularly in your class?

   ……

   ……

8. How long is the distance from home to school?

   ……

   ……

9. What do you think should be done in order to improve reading levels at your school?

   ……

   ……

As the discussion has come to an end, I wish to thank you out most sincerely for your valuable response, attention and patience. Further, I want to assure you once again that all that has been discussed here remaining for academic purpose. Lastly, I wish to request your availability of should be need for me to seek from your further clarification on one or two things related to what we have discussed.

THANK YOU VERY MUCH FOR YOUR COOPERATION AND GOD BELESS YOU.

Appendix G: Research proposed work plan time frame

Development of research topic …… April, 2018.

Literature review ……... May, 2018.

Proposal writing …… June, 2018.

Collection of Data……... July, 2018.

Data analysis…… August, 2018.

Dissertation compilation ……. September, 2018.

Dissertation submission…… October, 2018.

Appendix H: Research budget

ITEM	QUANTITY	TOTAL COST
Laptop computer	1	K 4500.00
Flash disk	1	K 65.00
Internet Services		K 2500.00
Report binding		K 750.00
Transport		K 3500. 00
Food		K 1000.00
Typing		K 500. 00
Accommodation		K 3500. 00
Pens	1 box	K 75.00
CD	1	K 3. 00
Exercise books	4	K 60. 00
Ream of papers	1	K 55. 00
Other expenses		K 380. 00
GRAND TOTAL		**K 16,888. 00**

Appendix I: Consent form

UNIVERSITY OF ZAMBIA – ZIMBABWE OPEN UNIVERSITY
(UNZA-ZOU)

Telephone: 26021-1-291777-78 Ext. 3500 0978772249
Telegrams: UNZA LUSAKA
Telex: UNZALU ZA 44370
Email: director-ide@unza.zm

P.O. Box 32379
LUSAKA, ZAMBIA

Date: 02 · 07. 2018

THE DISTRICT EDUCATION BOARD SECRETARY
P.O. BOX 33
MAAMBA – SINAZONGWE

Dear Sir/~~Madam~~

RE: CONFIRMATION OF STUDY – NYANGA ARTHUR

Reference is made to the above subject.

This serves as a confirmation that the above mentioned person of NRC No: 317254/16/1 and computer number 716816536 is a bonafide student of the University of Zambia in collaboration with Zimbabwe Open University (UNZA-ZOU).

The student is pursuing a Master of Education in Educational Management programme that he/she will be doing internship/carrying out a research on STRATEGIES THE ADMINISTRATORS USE TO SUPPORT TEACHERS TEACHING READING AMONG GRADE FIVE PUPILS IN SELECTED SCHOOLS OF SINAZONGWE DISTRICT OF SOUTHERN PROVINCE.

Any assistance rendered to him/her will be greatly appreciated.

Yours faithfully

Dr. D. Ndhlovu
ASSISTANT DIRECTOR (PG)
INSTITUTE OF DISTANCE EDUCATION