

An Investigation into the Implementation
of the Zambia Primary English Course
in a Selected Sample of Zambia Primary
Schools

by

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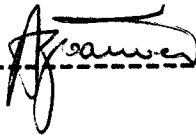


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I the undersigned declare that this dissertation represents my own work except in cases where quotations were made, in such cases acknowledgements of the sources of material have been indicated.

Signed-----

A handwritten signature in cursive script, appearing to read "Kramer", is written over a horizontal dashed line.

This dissertation of Andreas Zvaiwa is approved as fulfilling part of the requirements for the award of the Degree of Master of Education by the University of Zambia.

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TABLE OF CONTENTS

ACKNOWLEDGEMENTS.....	x
ABSTRACT.....	xi
LIST OF TABLES.....	xiii
LIST OF FIGURES.....	xiv
INTRODUCTION.....	xv
Chapter	
I	BACKGROUND TO THE STUDY.....1
	The Language Issue During Colonial Rule.. 1
	The Language Issue After Colonial Rule... and the Rationale for the Adoption of the Zambia Primary Course..... 5
	The Administration of the Zambia Primary Course.....13
	Human Resources.....14
	Material Resources.....15
	Assumptions of the Zambia Primary English Course.....16
	Purpose of the Study.....17
	Significance of the Study.....19
	Limitations of the Study.....20
	Definition of Terms.....21
	Methodology of the Study.....23
	Population Sample.....23
	Data Collection.....24
	Data Analysis.....28
	Analysis of Data on Human Resources.28
	Analysis of Data on Material Resources.....29
	NOTES ON CHAPTER I.....32

II	REVIEW OF RELATED LITERATURE	36
	Review of Literature on English Programmes Other than the Zambia Primary Course	36
	Review of Literature on the Zambia Primary Course (English Medium Course)	51
	NOTES ON CHAPTER II	63
III	DISCUSSION ON HUMAN RESOURCES	66
	Teacher Education - Historical Perspective	66
	Findings of the Study	68
	Teachers According to their Academic Qualifications.....	68
	Teachers According to their Professional Qualifications...	71
	Description of Professional Qualification	71
	Trained Teachers	72
	Untrained Teachers	79
	NOTES ON CHAPTER III	86
IV	DISCUSSION ON MATERIAL RESOURCES ...	87
	General Description of the Material Resources Used in the Zambia Primary English Course ...	87
	Findings of the Study	94
	Material Resources Available for Teaching Reading in the Lower Grades	94
	Material Resources Available for Teaching Language in the Lower Grades	98

VI	CONCLUSIONS AND RECOMMENDATIONS	127
	Conclusions	127
	On Human Resources	127
	On Material Resources	130
	On Utilisation of Resources	134
	Recommendations	139
	On Human Resources	139
	On Material Resources	143
	On Utilisation of Resources	147
	Topics for Future Research	149
	NOTES ON CHAPTER VI	151
	BIBLIOGRAPHY	152
	APPENDIX A: Lusaka Rural Primary Schools which responded to the questionnaire on the implementation of the Zambia Primary English Course	159
	APPENDIX B: Questionnaire	160
	APPENDIX C: Observation Form	163

Material Resources Available for Teaching Reading and Language in the Upper Grades	101
NOTES ON CHAPTER IV	106
V	
UTILISATION OF RESOURCES FOR TEACHING READING IN SOME OF LUSAKA RURAL PRIMARY SCHOOLS	107
Structure of the Reading Course in the Primary Schools	107
Material Resources	107
Methods	108
General Description of the Main Methods Underlying the Reading Course in the Primary Schools	108
The Whole Word Method	108
The Whole Sentence Method	109
The Whole Story Method	110
The Phonic Method	111
Findings of the Study on the Teaching of Reading in Some of the Primary Schools in Lusaka Rural	111
Utilisation of Human Resources	112
Utilisation of Material Resources ..	116
Reading in Schools with Very Few Resources	117
Reading in Schools with Few Resources	121
Reading in Schools with Enough Resources	123
NOTES ON CHAPTER V	126

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ABSTRACT

This study investigated the availability of human and material resources required for implementing the Zambia Primary English Course. In addition to this, the study tried to find how the available human and material resources were utilised to teach reading in selected grades. The whole exercise took place in 20 primary schools in Lusaka Rural which are indicated in Appendix A.

The 20 schools which participated in the project had 300 teachers. Questionnaires were distributed to the 300 teachers of the above schools. When the respondents returned the questionnaires, it was noticed that only 184 of the 300 teachers had responded to the questionnaire. On analysing the data, it was observed that, the 184 teachers could be divided into two categories of: trained teachers and untrained teachers. The trained teachers were found to be in two groups based on the type of their training; teachers who were trained to teach the Zambia Primary Course (English Medium Course) and teachers who were trained to teach in vernacular. It was found that there were more vernacular trained teachers than Zambia Primary Course trained teachers.

The teachers had also been asked to indicate on the questionnaire, how much material resources they had for teaching the English Component of the Zambia Primary Course. Only 15 of the 20 schools under study gave information in all their grades and these were the ones whose resources were analysed. The analysis of data on material resources available in the 15 schools indicated that the schools could be divided into three categories of: schools with enough resources for implementing the Zambia Primary English Course, schools with few resources and schools with very few resources for implementing the course. Fifty three

percent of these schools had very few resources, 33 percent had few resources and 13 percent had enough resources for the course.

In addition to this, observations were carried out on how reading was being taught in each of the above categories of schools. Reading lessons were observed in Grades One, Three, Five and Seven in each of the schools. It was observed that reading was taught very poorly in schools with very few resources and very well in schools with enough resources. It was also noticed that schools with few resources were in borderline areas. In these schools, reading was not taught very poorly or very well. The way reading was taught in these schools varied from very poor to very good, but as a general observation, these schools had difficulties in implementing the Zambia Primary English Course.

From the above findings, the study concluded that although the schools in Lusaka Rural had enough trained teachers, the majority of these teachers were vernacular trained teachers who were finding it difficult to implement the Zambia Primary English Course.

In this study, it was also observed that one of the problems facing the implementation of the Zambia Primary English Course was the lack of material resources. Most of the schools which responded to the questionnaire indicated that they did not have enough resources to implement the course.

The above factors, namely, lack of competent teachers and lack of enough material resources, therefore, were observed to be largely responsible for the poor way in which reading was being taught in the grades which were observed during the course of this exercise.

LIST OF TABLES

TABLE		Page
I	Number of Teachers in Lusaka Rural Primary Schools According to Academic Qualifications	68
II	Qualifications and Number of Candidates for Primary School Teacher Training Colleges 1970 - 1972	70
III	Number of Teachers in Lusaka Rural Primary Schools According to Professional Training	73
IV	Number of Teachers in Lusaka Rural Primary Schools According to Their Type of Training	74
V	Total Number of Reading Aids Available in Some of Lusaka Rural Lower Primary Schools According to Grades	88
VI	Total Number of Language Aids Available in Some of Lusaka Rural Lower Primary Schools According to Grades	91
VII	Total Number of Language and Reading Aids Available in Some of Lusaka Rural Primary Schools According to Grades..	93
VIII	Total Number of Aids Available for Teaching the Zambia Primary English Course, Based on 15 Schools	103
IX	Number of Schools According to the Availability of Aids, based on 15 schools	105

LIST OF FIGURES

Figure		Page
1	Untrained Teachers in Some of Lusaka Rural Primary Schools 1971 - 1980	83
2	Number of Reading Aids Available in Some of Lusaka Rural Primary Schools, Lower Grades - Based on 15 schools	96
3	Number of Language Aids Available in Some of Lusaka Rural Primary Schools, Lower Grades - Based on 15 Schools	100
4	Number of Aids Available for Teaching Reading and Language in Some of Lusaka Rural Primary Schools -Based on 17 Schools.....	104

INTRODUCTION

This study is an offshoot of the various microstudies and few researches which have been done on the Zambia Primary English Course. Most of the studies in this field were on the Zambia Primary Course (ZPC) as a whole rather than on the English Course alone. The main purpose of the present study is to look at the implementation of the Zambia Primary English Course. It is hoped that more insight will be gained into the factors which have influenced the implementation of the course. The study will also be an enlargement of what other researchers have looked into. Some attempts will be made to look into those factors or areas which were left out deliberately because they were out of the scope of previous studies, or for one reason or other were unsatisfactorily dealt with.

The Zambia Primary Course (English Medium Course) came into existence in the 1960s when curriculum change and innovation were prominent features in the education systems of both the developing and developed countries. It was the period when Hilda Taba's work on curriculum change and curriculum design exerted much influence among curriculum specialists and educators. Both governments and educators felt that there was need for change in the curriculum. A curriculum which bore relevance to the needs of society was needed. Behind this call for change lies the background of the Zambia Primary Course (English Medium Course).

The Ministry of Education in Zambia, realized that there was need for a relevant English Medium Course designed to meet the needs of the Zambian Society. Within this desire for curriculum modification lay a lot of implications; financial resources had to be reorganized to meet the needs of the new curriculum. Human resources in terms of trained teachers had to be provided and new methods of teaching language had to be introduced so that the new programmes

could be implemented successfully. This study will look into how far the authorities in Zambia, namely, the Ministry of Education, have provided both the human and material resources needed for implementing the Zambia Primary English Course which was the result of this call for change and innovation in the curriculum.

CHAPTER I

BACKGROUND OF THE STUDY

The Language Issue During Colonial Rule

During the colonial period, lower primary education in Zambia¹ was carried out through the mother-tongue medium.

The four major vernaculars generally accepted as media of instruction were: Bemba, Lozi, Nyanja and Kaonde.²

The subjects which were mostly affected by this were: religious education, history and geography. This meant that primary school teachers in most of the schools had to know the local language. However, it was not always easy to get teachers who spoke the local language well enough to use it as a medium of instruction. Even if the teachers were available, the government still faced the problem of choosing a particular vernacular as a medium of instruction. One locality could have two or more local vernaculars and it was one of these the government had to choose as a medium of instruction. This could not be done without conflict arising from tribal jealousies. Various suggestions were made by the colonial government and its commissions. One of the earliest attempts to choose and use local languages as media of instruction was made by the Phelps-Stokes Commission of 1925. The Commission's report on 'native' education stressed the need for a relevant medium of instruction. With its theme of adaptation, the report spelt out the injustices that lay in the deprivation of a nation of its mother-tongue and the prevention of its use as a medium of instruction.³

In 1927, in response to the Phelps-Stokes Report's recommendations, the Advisory Board on Native Education of Northern Rhodesia proposed the use of four main vernaculars as media of instruction in African schools. The Board "agreed to the adoption of four principal native languages in the territory for school purposes, namely, Sikololo for Barotseland, Chitonga - Chila for the rest of West of the Luangwa River and Chinyanja for North West of Rhodesia east of the river."⁴ This recommendation was modified in 1929 when the Board suggested that English was to be taught as a subject whenever there was a competent teacher available. In its resolution the Board declared that "with regard to the teaching of English the principle shall be that, English should be taught, whenever a competent teacher was available as soon as the mechanical difficulties of reading and writing have been mastered and provided that the teaching of essential subjects is not affected."⁵

From its early introduction, English was a subject which needed competent human resources in terms of trained teachers. This is clearly indicated by the above extract and also by the fact that the 1929 resolution did not apply to all schools in the territory. It was found better to introduce the teaching of English only in those schools which had competent teachers. Because of this need for competent teachers, English could be taught in standard two, only "by a teacher recognized for this purpose." Such a teacher was supposed to have the authorisation to teach English endorsed on his certificate as an extra subject.

In mission schools where there were competent teachers, English could be taught after Sub-Standard A (year one) as an additional subject. In normal schools for elementary school teachers, English was to be a compulsory subject but the director of native education was empowered to relax the rule at his own discretion. As a general practice, however, vernacular was the predominant medium of instruction in most elementary schools until after Standard Four (year six).

The teaching of English in primary schools got more attention during the 1930s. It became one of the focal points of the government's educational policies. Such attention by the authorities showed the importance of English even during this period. The authorities became increasingly aware of the need for a definite policy on the teaching of both English and the local languages. This awareness is reflected in the Native Education's Annual Report of 1930 which points out that there "being no possible vernacular lingua franca for Northern Rhodesia it is generally agreed that the teaching of English is of more importance and should, where possible, be begun earlier than would be necessary in colonies which are Swahili."⁶ When this statement was issued, vernacular was predominantly used as a medium of instruction in all the primary schools except the Jeans and Agricultural schools, Mazabuka and the upper classes of Barotseland National Schools.

The Advisory Board on African Education, however, tried to limit the use of vernacular from Sub-Standard A (year one) to Sub-Standard Three (year five) in 1945.

In addition to this, the Board suggested that any material resources needed for teaching and learning languages were to be provided by the provincial authorities. This was one of the earliest attempts made by the government to decentralise the provision of material resources. Such a policy was meant to facilitate equal and faster distribution of educational resources.

Greater emphasis on the importance of English emerged in 1956 when English was given two thirty-minute periods a week from year one to year two. In year three, it was allocated nine periods a week. During this time, not only did English show more predominance and importance, but there were possibilities that it could replace vernacular as a medium of instruction from the early years of the child's education. However, this idea did not materialise for sometime. In 1961, the suggestion to use English as a medium of instruction in primary schools was put before the Legislative Council. The latter referred the issue to the African Education Advisory Board. The Board suggested that English should be used as a medium of instruction from Sub-Standard A. This marked the genesis of a new language policy which was followed by the independent government which took over from the colonial government in 1964.

2

The Language Issue After Colonial Rule and
the Rationale for the Adoption of the Zambia
Primary Course.

Although the African Education Advisory Board suggested in 1961 that English should be used as a medium of instruction from Sub - Standard I, the plan was not implemented throughout the country. In 1963, the country was on the verge of independence and there was need to prepare a clearly defined policy on the medium of instruction to be followed by the new government. The UNESCO Planning Mission of 1963 set up the first stages of the language policy which the independent government was to follow for more than a decade subsequent to the publication of the Mission's recommendations. The Mission recommended the use of English as a medium of instruction in primary schools. This policy is reflected in the government's adoption of English as a medium of instruction in 1965.

It may appear contradictory, if not ironical, that an independent nation should have taken its former master's language and used it as a medium of instruction, but a closer examination of the country's language situation, social situation, economic situation and political situation might bring out the rationale behind the adoption of the English Medium Course or the Zambia Primary Course. Among the reasons which forced the government to take up English as medium of instruction, although it was a colonial legacy, were educational, economic and political considerations.

The educational reasons for adopting the English Medium Course were outlined by Mwanakatwe, the first minister of Education. It was believed that the children should start their learning in English so that there would be no sharp break from local language to English during their education. Mwanakatwe's views were not new. They had been put forward and accepted by both the Advisory Board and the African Teachers' Association a few years before Mwanakatwe's recommendations. However Mwanakatwe, added and emphasized that the use of English as a medium of instruction would facilitate learning. In his statement in 1966, he says:

I would emphasize that the decision is one to make learning easier.....
The reason why I am recommending the introduction of English at such an early stage in our schools is to give our children the medium of instruction with which to grapple with the tremendous scientific and social development of this age and also to give our nation the type of manpower we require for development.⁷

In other words, the existing system then, created the need for an appropriate English Medium Scheme. There was no locally designed English Course at the time; the course which was in use was based on the Oxford Readers Series. The general practice was that the first stages of the Zambian child's education were carried out in vernacular. The children learnt to read and write and work with numbers using vernacular as a medium of learning.

In Grade One, English was not taught until the third term, but even then, its teaching was restricted to three-fifteen-minute periods per week. The time allowed for this purpose was increased each year until Grade Five when English became a medium of instruction. This state of affairs was seen as a disadvantage to the child's education. After independence, it became quite evident that more and more Zambians of different language groups were living together than before. There was a general trend of rural to urban drift among the various language groups in the country. Such movements had some significant impact on the child's education, especially with regard to the medium of instruction. Children who came from the Northern Province where Bemba was the main medium of communication, to Lusaka where the medium of communication was Nyanja, had to learn Nyanja because it was the medium of instruction. This was found to be educationally retrogressive because the child had to return to Grade One even though he had been in Grade Two where he had come from. These were, then, some of the problems which strengthened the arguments for the use of English as a medium of instruction and hence the rationale for the ZPC. If English was used as a common medium of instruction throughout Zambia, it was argued, then this shift from one language to another would be avoided and the child's learning process would be facilitated.

The educational reasons for adopting the English Medium Course cannot be independent of the economic reasons which are

inherent in the adoption of the ZPC. Zambia has a multiplicity of languages. It would be uneconomical if everyone of these languages were used as a medium of instruction. Allowing such a situation to occur would mean training teachers for each of these languages and providing material resources, (e.g. teachers' handbooks, and pupils' text books) for each of these languages. This was a problem which was realized as early as 1961 by the colonial government when it stated:

There are over forty languages in Northern Rhodesia. While in general the principle is adopted that in early years, instruction should be given in vernacular, it is obviously impracticable to cater for school books in many of the smaller languages..... the production of subsidised readers and other vernacular textbooks is limited almost entirely to four languages: Bemba, Lozi, Tonga and Nyanja..... Consideration is being given to the possibility of experimenting with English as a medium of instruction from the beginning.⁸

This situation probably could have been worse after colonial rule because every tribe was competing for attention and every tribe wanted its own language to be either a medium of instruction or an official language. Paying attention to the demands of each language group was therefore found uneconomical and impractical. It was easier to adopt a language which had no tribal affiliation within Zambia, and a language whose material resources could be produced at minimum costs.

Political reasons were also responsible for the government's decision to adopt English as a medium of instruction in Zambia. Previous discussions in this study have shown that after independence, each of the many tribes in the country was competing for attention. There was a constant battle for survival, not only the survival of the tribe but the survival of the language of the tribe as well, because language is a form of tribal identity. This, then, meant that the choice of any one of the many languages for educational or administrative purposes could have been considered 'tribalism' an idea which could have resulted in political turmoil. L.F. Tembo clarifies this point when he says:

Paradoxically, the important reasons for the choice of English is national unity. Because of tribal jealousies and mistrust, we have failed to arrive at a compromise.⁹

Tembo's references to 'tribal jealousies' were shown in 1967 when a series of controversial issues appeared in the national papers. The most well known of these controversies were the Tumbuka Controversy and the Lozi - Tonga wrangle.

The Tumbuka controversy was sparked off by a Tumbuka speaker called Justin Tembo. Tembo was reacting to a press statement which suggested that Tumbuka was the same as Nyanja. Therefore, there was no need for including Tumbuka on Radio Zambia since Nyanja had already been allocated time. Tembo, however, argued that Tumbuka was a language

on its own and as such it merited the same treatment like any other Zambian language. He claimed that public meetings were addressed in Citemba and then translated into English.¹⁰ Tembo went on to say that most of the posts in the Government were given to Bemba speaking people.¹¹ His claim had a lot of support from non-Bemba speakers who felt that their languages were left out and that they were being discriminated against.¹²

These are but a few of the language issues which were experienced when an attempt was made to use one of the local languages for communication purposes. In education the problem was equally serious. The Tonga - Lozi wrangle which took place in Livingstone was one of the incidents which has shown that because of political reasons it is difficult to choose any of the vernaculars as a medium of instruction. Livingstone is traditionally a Tonga-speaking area, however, just after independence the people working in the town were mostly Lozi speaking from Western Province. Therefore, it became inevitable, that when major vernaculars were selected by the authorities for use in schools and public places, Lozi was selected as both the medium of instruction and as an official language of the area. This insulted the Tonga speaking people who felt that such a situation should not exist. The issue was so serious

that the Tonga-speaking people threatened to take further action unless the government introduced Tonga in the schools.¹³ This language issue reached its worst stage when the Tonga-speaking people of Chief Ilaluni's area told the government that they were insulted by the language policy which was being followed in Livingstone. They warned the authorities that they had given the government until April to re-introduce Tonga in schools. If this was not done, then the chief and his people would march to the schools and force the teachers to stop teaching Lozi in all the schools in Chief Ilaluni's area.¹⁴

Therefore, it appears that the adoption of English as a medium of instruction from the first year of the child's education was not a matter of choice but of necessity. There were hardly any chances that the government could succeed in choosing any one of the local languages as a medium of instruction or as an official language. English was seen as the lesser of the two evils. Even among the people themselves, the feeling was that English was better than any of the local languages because it had no tribal affiliation with anyone among the Zambians. In a survey which was carried out on language usage in Lusaka in 1966, it was discovered that English was preferred as a second language to any other Zambian language. None of the people consulted suggested that a Zambian language should be used as a second language.¹⁵

It was not only its neutrality which gave English such a position, but it was also claimed that the language had rendered a great service to the people of this country. Therefore, it was not easy to substitute it for any other language. In education, English was considered a means of facilitating learning since most of the material in the schools was written in English. It was further claimed that an English Medium Course would bring unity between different races and between language groups in Zambia.¹⁶

Having decided that English was to be used as a medium of instruction, because of some of the reasons given above, it was necessary for both the authorities and curriculum specialists in Zambia to find out how this language was to be taught. It was at this point that the English Medium Scheme was introduced. The course was later on to be known as the Zambia Primary Course. This is the course which is used in all the primary schools in Zambia. The question, however, is how far has the course been implemented, the English component in particular. What are the factors which have impeded the implementation of the Zambia Primary English Course?

The Administration of the Zambia Primary Course

When the government had chosen the ZPC as a means of carrying out the use of English as a medium of instruction, it was necessary to organize its administration, if the course was to be successfully implemented.

The ZPC was organized into components, the English component on the one hand and that of the other courses on the other. The ZPC itself is English centred. It is generally known as 'The English Medium Scheme, a term which is loosely used to refer to an educational system "in which English is used as the medium of instruction (that is, the language in which all or most of the subjects are taught) from the moment the child enters in Grade I."¹⁷ In the Zambia Primary Course (English Medium Scheme) all the subjects, except Zambian Languages, Social Sciences and Religious Education, are taught in English from Grade One to Grade Four. This includes English, Reading, Mathematics, Creative Activities, Physical Education and Handwriting.

The successful implementation of the whole course is dependent on a variety of factors, some of which are the availability of human and material resources. This study will look at how human and material resources affect the implementation of the English Component of the ZPC.

Human Resources

The introduction of a new English medium course in Zambia's Educational system had a great number of implications. These implications were more prominent in the staffing of the primary schools, training colleges for training and retraining of primary school teachers. The teachers had to be familiar with both the methods and materials used in the course.¹⁸ In order to meet these requirements, the government organized inservice and preservice training centres. These gave courses which were based on the techniques and methods of the ZPC. When the ZPC was first introduced, the teachers were asked to attend a two-week familiarization course. After this, they were allowed to teach the ZPC to Grade One pupils. Efficiency in handling the course and adherence to its techniques and methodology were maintained and encouraged by regular visits from a team of inspectors. The visits were followed by some evaluation of the work that had been done. Such evaluations helped the teachers to see the strong and weak points in their teaching and in the course itself. As a preparation for teaching the course in Grade Two, the teachers attended a further familiarization course in January, just before they proceeded with their Grade One class to Grade Two. This process was continued until the four years of lower primary education were completed.

While retraining programmes were being carried out, the preservice colleges were also training new teachers for the ZPC. In 1967, it was hoped that students graduating from

Mufulira and Kitwe Teachers' Colleges would be fully prepared to teach the Zambia Primary Course (ZPC) by 1968. In all, the following institutions gave pre-service training courses in the use of the ZPC: Malcolm Moffat, Mongu, Kitwe, Mufulira, Kasama, David Livingstone, Charles Lwanga and Chipata. By 1970, the Ministry of Education had established the National Inservice Training College at Chalimbana. This catered for the retraining of teachers each term. It was the Ministry of Education's policy that the ZPC classes should be manned only by trained teachers who had received their training in English.¹⁹

Material Resources

When the English Medium Scheme came into operation in 1966, the material needed for the course was written at the English Medium Centre.(EMC). By 1969, there were two agencies responsible for the provision of material resources. These agencies were: the National Educational Company of Zambia (NECZAM) and the National Educational Distributing Company of Zambia (NEDCOZ).

NECZAM was to be the publishing body of the ZPC material. The company was also formed to:

- a) encourage and promote local authorship of textbooks and general interest in literature.
- b) encourage development of new industries in the manufacture of new books and educational

needs to secure foreign exchange.

c) foster the growth of national culture.²⁰

NEDCOZ, the third partner in the production of the ZPC material resources, was founded in order to facilitate the distribution of the ZPC educational materials to various parts of the country. This was to be done through the company's regional offices.

Assumptions of the Zambia Primary English Course

Experiments on the effects of aids on learning have repeatedly shown that learners who use aids for learning performed better than those who followed their instructions without aids.²¹ It is on this theory that the Zambia Primary English Course is based. The course is based on some assumptions which have their origin in the above theory. It is assumed that with sufficient aids or material resources the course will be successfully implemented. Further assumptions are also made on the provision of these resources. The Ministry of Education is supposed to provide the needed resources for the implementation of the course. These resources include pupils' textbooks, workbooks, tape recorders, jigsaw puzzles, templates and teachers' handbooks. With these aids and enough human resources in the form of competent teachers, it is believed that the course will be successfully implemented. It is, however, questionable whether the Ministry of Education has provided the needed resources for implementing the course.

The Purpose of the Study

This study is mainly descriptive. Its principal purpose was to find whether the various assumptions upon which the Zambia Primary English Course is based have been met, and to describe how the course was being implemented in some of the schools. The study investigated, firstly, the ability of the teachers in some of Lusaka Rural primary schools to teach the Zambia Primary English Course. Secondly the study investigated and tried to find how much material resource was available in these schools to help the teachers to implement the course successfully. Finally, this study attempted to find and describe how the available resources were used to teach reading in Grades One, Three, Five and Seven. More specifically attempts were made to answer the following questions:

1. What competencies do the teachers in some of the Lusaka Rural primary schools have to teach the Zambia Primary English Course?
2. What human and material resources are available in some of the Lusaka Rural primary schools to help the implementation of the Zambia Primary English Course?
3. How are the available resources used to teach reading to selected Grades One, Three, Five and Seven?

Each of these questions had a specific aim related to the purpose of the study. Question one was intended to

provide information on the competencies of the teachers to teach the Zambia Primary English Course in some of Lusaka Rural Primary schools. This information was to give details on the teachers' academic qualifications, professional qualifications, their knowledge of the ZPC the English Course in particular, and also the teachers' further academic and professional interest. The main aim of question two was to provide information on what material resources were available in these schools to help teachers to implement the Zambia Primary English Course. Are these materials equally distributed in all the schools under study? The third question was aimed mainly at getting information on how the available human and material resources were used to teach reading in some of the schools. In addition to this it was hoped that the answers to these questions and also the information gathered through discussions with teachers would give a better grasp of difficulties which the teachers had in following the Zambia Primary English Course, and how the untrained teachers and teachers who did not have enough material resources managed to teach the course. Since the ZPC is only an experimental version, that is to say the course is under constant revision, the answers to some of these questions could help to improve the course where such improvements are needed.

Significance of the Study

The ZPC has been called "experimental version" since its introduction more than a decade ago. The term "experimental version" implies that the course is constantly under review with the intention of improving it. Since it appears that there has not been such a review, especially in the area of human and material resources needed for the English Component of the course. This study may help in providing some of the information needed for improving the course. One way of reviewing a course like the Zambia Primary English Course is to look at the type of human and material resources it requires and to find how the course is being used in the schools. The findings of this study may also play a major role in providing information on how the availability of competent teachers and sufficient material resources affect the teaching of English in some of the primary schools. More often, teachers, teacher educators, educational administrators and curriculum workers are unaware of some of the problems which prevent successful implementation of a programme. This study may help to bring out some of these problems and solutions which could be used as means of improving the Zambia Primary English Course. The study could also be seen as a means of instilling more interest among researchers so that they might look more closely into the problems of teaching English to primary school children, especially in countries like Zambia where a poor economic situation may prevent the authorities from

meeting some of the needs of the programme.

There is also need to look at what type of training should be given to teachers of English in Primary Schools, and what material resources should be used to help these teachers to teach the language. The present study can be used as a basis for investigations related to these questions.

Limitations of the Study

This study was limited to the investigation of the implementation of the Zambia Primary English Course in Lusaka rural Primary Schools. Only three aspects of the course were investigated:

1. Human resources, in terms of teachers and their competencies to teach the course.
2. Material resources in terms of tapes, teachers' handbooks, pupils' textbooks, charts and workcards.
3. How these material and human resources were utilised to teach English reading in some of the classes in Lusaka Rural Primary Schools.

The findings in the current study cannot, therefore, be taken as a general trend in all the primary schools in Lusaka or in Zambia. Furthermore, with regard to the factors that are given in this study as affecting the implementation of the Zambia Primary English Course, these are only some of the factors. There could be other factors apart from human and material resources, for example, pupils' own English Language background, their social environment, etc. These are, however

beyond the scope of this study. The findings themselves may also be influenced by the fact that not all the teachers completed the questionnaire. Despite the attempts which were made to get all the questionnaires, some of them could not be retrieved because of inaccessibility of some of the schools and also some teachers were reluctant to complete the questionnaire. The teachers who did not complete the questionnaire indicated that they were suspicious of the motives of the questionnaire. They felt that this was probably a way of getting information which could later on be used against them. Because of inaccessibility of some of the schools only thirteen schools were visited for classroom observation and for discussion with the teachers. The teachers' reluctance to complete the questionnaires reduced the number of schools which responded to the questionnaire from twenty to fifteen. Although these limitations existed, the findings of this study will form a basis for more research into the problems which face the implementation of the English component of the Zambia Primary Course.

Definition of Terms

Competencies: This is a curriculum term which is used in this study to mean ability or qualifications needed to carry out a programme. The term, therefore, refers to the qualifications needed by the teachers to carry out or teach the Zambia Primary English Course. Such qualifications include, the teachers' knowledge of the course, its organization, resources needed to run the course and their knowledge of how the materials recommended for teaching the course could be organized to give maximum help to the learner. Competency also refers to the teachers' academic and professional qualifications.

Implementation: The term has been defined by

A. Lewy as "the open use of a programme throughout an entire system."²² In this study, implementation means the government's ability to carry out on a large scale the means of achieving the aims and objectives of the Zambia Primary English Course. These means are the human and material resources needed for the Course.

Lusaka Rural: Lusaka is divided into two educational administrative districts; the district of Lusaka Urban and the district of Lusaka Rural. (see Appendix A). The Lusaka Rural District is divided into two sections; the Kafue Area and the Luangwa Area. The investigation for the purpose of this study was carried out in the Kafue Area - Lusaka Rural.

Methodology of the Study

Population Sample

Before the sampling was carried out, it was found necessary to ascertain that the schools for sampling had Grade One to Grade Seven classes. This was done by consulting the Ministry of Education's list of Lusaka Region Rural primary schools. This list indicates which schools have Grade One to Grade Seven classes. The selection of primary schools which had all the primary grades was essential because this study was for both lower and upper grades. The Ministry of Education's list showed that Lusaka Rural, under Kafue area had 46 primary schools. Forty-two of these schools had Grade One to Grade Seven classes, the other four had only lower primary classes. (i.e. Grade One to Grade Four.) The four schools which did not have both lower and upper primary grades were automatically excluded from those which were to be selected for sampling. It was decided that about 50 percent of the 42 schools with lower and upper grades would be a reasonable number for the purpose of the study. The number of the schools to be studied was rounded up to 20 which was approximately 50 percent of all the 42 schools. The 20 schools needed for the study were chosen by random selection. The names of the 42 schools were written on pieces of paper. The pieces of paper with the names were put in a box and mixed thoroughly. One school was picked out at a time and the pieces were mixed again and the random process was carried on until the required 20 schools had been chosen. The schools which were selected for study had 300 teachers. These were the teachers who were as to complete the questionnaire constructed for this study.

Data Collection

It was difficult to devise a questionnaire which covered all the material needed for teaching the Zambia Primary English Course because the number of books, tapes and other aids varies from school to school and at times from year to year. In order to facilitate the process and make sure the questionnaire was as close as possible to what was required, a pretest questionnaire was distributed to some of the teachers in Lusaka Urban Primary schools. Lusaka Urban was not the target area for this study but the teachers use the same English Course. So, it was selected as a pretest area instead of Lusaka Rural which was the area of study. When the pretest questionnaire had been returned, the responses were analysed and the questions which were not satisfactory or relevant to the purpose of the study were either modified or dropped. The teachers who had responded to the questionnaire were consulted and some of their suggestions were included in the construction of the final questionnaire which was distributed to the teachers in Lusaka Rural primary schools.

The questionnaire had two sections. One section required the teachers to give information on their academic and professional qualifications. On academic qualifications, the teachers had to indicate if they had, Grade Seven, (e.g. number of years of study, textbooks, handbooks, etc...) In the lower grades where language and reading are taught separately,

Form Three, Form Five or any other qualifications. Questions on professional qualifications required the teachers to state if they had Grade Seven plus teacher training, Form Three plus training, Form Five plus training or any other professional qualifications. The teachers were also asked to indicate what type of training they had. They were asked, for example, to indicate whether they were trained as vernacular teachers or trained to teach the ZPC. (see Appendix B)

The information given in the section described above was required to answer question one of the purpose of this study - what competencies do the teachers in some of Lusaka Rural primary schools have to teach the Zambia Primary English Course?

The other section of the questionnaire dealt with questions pertaining to the availability of material resources required to implement the Zambia Primary English Course. The teachers were asked to supply information on what material resources were available to help them to implement the Zambia Primary English Course. Each teacher was asked to complete the section that applied to the grade(s) he was teaching. (see Appendix B). The teachers were asked to indicate the number of visual aids they had for teaching English. (e.g. number of readers, charts, workbooks handbooks, etc...) In the lower grades where language and reading are taught separately,

for reading lessons observation. These grades were chosen for no particular reason except that although the instructional materials in these grades are different from the teachers were asked to give the information pertaining to each separately. In the upper grades, however, both reading and language are taught together so the information related to the aids needed for this purpose was recorded together. (see Appendix B)

In addition to the above two purposes, the study also intended to find out how both the human and material resources available in the schools under study were used to teach reading. In order to obtain such information, it was necessary to observe a sample of reading lessons in the schools. Since these schools did not have the same type of human resources and the same amount of material resources, it was found more convenient to analyse the data for purpose one and purpose two of the study first. Such an analysis was useful in classifying the schools into categories of: schools with very few resources, schools with few resources and schools with enough resources. ²³

When the schools had been grouped according to the above categories, reading lessons were observed in each category of schools. Grades One, Three, Five and Seven were selected possible to make a qualitative comparison on how the available resources and the methods were used for teaching reading

for reading lessons observation. These grades were chosen for no particular reason except that although the instructional materials in these grades are different from those in Grades Two, Four and Six, the content is the same.²⁴ Only one stream of each grade was observed per school. If for example, there were two or more streams of grade one in a school, only one stream was observed. There was no criterion for selecting the streams. The researcher went to any appropriate grade stream where a teacher had a reading lesson. The observation carried out was based on an observation form which had been prepared according to reading activities in each lesson. (See Appendix C). The items to be observed included; availability of apparatus recommended for that particular reading lesson under observation, the teachers' use of English or vernacular during the reading lesson, etc. The researcher had the teachers' reading handbook for each grade he observed. This helped him to be familiar with each lesson he observed before the actual observation was made, and also this helped him to follow the lesson plans which are found in these books. Other points observed during the reading lessons were: the way the teacher distributed and collected the recommended aids, the methods the teacher used, the teacher's knowledge of both the use of the apparatus and the subject matter. After observing the various reading lessons, it was possible to make a qualitative comparison on how the available resources and the methods were used for teaching reading

in the three categories of schools.

Data Analysis

Analysis of Data on Human Resources

After information on teacher competency had been collected, it was analysed according to the grouping described in the section on data collection. Teachers were grouped according to their academic qualifications, professional qualifications and also according to the type of training they had. The number of teachers in each group was counted and recorded under their appropriate categories, for example, number of teachers with grade seven only, as their academic qualifications were recorded under this category, those with form three had also their own category. This procedure was also followed for finding the number of teachers who had the same type of training, for example, teachers with MEC training were put together and teachers with vernacular training were put together.

When the total number of teachers in each category had been recorded, it was expressed as a percentage of the respondents. These academic qualifications, professional qualifications and types of training were used as determinants of the teachers' competencies to teach the Zambia Primary English Course. A teacher was considered competent to teach the course if he had any of the above academic qualifications plus MEC training.

Analysis of Data on material Resources

Before the data on material resources was collected and analysed, the researcher tried to find out how many items were recommended for teaching the Urdu Primary English Course. This was done in order to find a figure which could be compared with the number of items available for teaching the course. The Ministry of Education was approached for this information but there was no way of getting the exact number since the availability of these items depends on the amount of money the ministry has and on the rate at which they are produced by the National Educational Company of Dacca. (NECOMI).

Theoretically, NECOMI is supposed to supply a certain number of teaching aids for each course offered by the EPC. The NECOMI Catalogue for 1978 was found useful for this purpose. The catalogue lists all the items needed for teaching all the subjects offered by the EPC according to grades. Since this study was aimed at the English component of the EPC, only the section with the English Course was consulted.

The material resources were put into three groups based on the NECOMI Catalogue and on the primary school syllabus. These categories were: material for teaching reading in lower grades, material for teaching language in lower grades and material for teaching reading and language in upper grades.

The material resources available for teaching each section of the course were recorded against each grade and under each code letter representing a school.

It was noticed that out of the 20 schools which responded to the questionnaire, only 15 schools gave information on the material resources available in all the grades. In the other 5 schools some class teachers did not respond to the questionnaire. Therefore, there were 5 schools with incomplete information on the resources available for teaching English. Because of this, it was found better to use only the 15 schools for analysing the number of resources available in the whole school.

When the resources in each grade under each school had been recorded, they were added and a total of the aids available for each school was found. A percentage was worked out by comparing each total with the total given in NECZAM Catalogue. With these percentages, it was possible to divide the 15 schools into three categories according to the availability of resources: schools with very few resources, schools with few resources and schools with enough resources.

Analysis of Data on Utilisation of Resources

The third question in the purpose of this study was to examine how the available resources were used to teach reading in: schools with very few resources, schools with few resources and schools with enough resources. Code letters were used to find out which schools were in each category. This was done by matching the code letters with the names of the schools which they stood for. The list of the schools had been written on a separate paper with a code letter against the name of each school.

Each category of schools was visited and some reading lessons observed. Due to some transport problems to some of the remote schools, only 13 of the 15 schools which had given all the information on the material resources available in their schools were visited. The main purpose of these observations was to find how reading was taught in these schools. A scheduled observation questionnaire was used for this purpose. Since the data collected in this part of the study was mostly qualitative, the analysis was done by comparing what was observed from one school with the findings from other schools. Such a comparison helped to find how the teachers' competencies and availability of material resources affected the teaching of reading in some of the grades in the primary schools. The same comparative analysis was made on the methods and techniques which individual teachers used to teach reading to their pupils. This involved comparing how material resources were utilised in each reading lesson. Discussions were also held with the teachers on the merits and demerits of the Zambia Primary English Course. The views given by individual teachers were compared. The purpose of this comparison was to find if the views held by the teachers on the English Course were the same. It was then possible to establish some conclusions on the factors which affect the teaching of reading using the Zambia Primary English Course syllabus.

NOTES ON CHAPTER I

¹For the sake of consistency, the name 'Zambia' will be used to refer to 'Northern Rhodesia' unless the latter is necessary for clarity of information.

²For more details on the use of vernacular in the primary schools in Zambia, see D. Holden, "The English Medium Scheme in Zambia," in Language in Education in Eastern Africa, ed. T.F. Gomara (Oxford: Oxford University Press, 1970), pp. 27 - 30.

³T.J. Jones (ed) Education in East Africa (London: Edinburgh House Press, 1927),

⁴Northern Rhodesia Government, Report Upon Native Education for the Year 1927 (Lusaka: Government Printer, 1927), p. 12.

⁵Ibid., Annual Report of the Director of Native Education 1929 (London: Crown Agents for Colonies, 1931), p.11.

⁶Ibid., Annual Report Upon Native Education 1930 (Livingstone: Government Printer, 1930), p. 7.

⁷Zambia Ministry Education, File No. M.E./A/15/1, Paper CAB (65) 1961 dated May 1965.

⁸Northern Rhodesia Government, Ministry of Education Biennial Survey 1961 - 1963 (Lusaka: Government Printer, 1964), p.10.

⁹L.P.Tambo, "The Medium of Instruction," The Journal of the Zambia Language Group 1 (Undated): 10.

¹⁰Mail Magazine, 7 March 1967.

¹¹Ibid.,

¹²Ibid., 2 April 1967.

The responses to Tembo's letter in this article do not only indicate a dispute over language usage, but also political differences based on tribal identity. It was claimed that the government was dominating other languages in the country by giving all the public posts to Bemba speakers.

¹³Times of Zambia, 2 February 1972.

¹⁴Ibid.,

¹⁵Mail Magazine, 14 March 1967

¹⁶In 1967, the manager of the schools in the Eastern Province sent a letter to the Ministry of Education in which he strongly supported the use of English as a Medium of instruction. In his letter he pointed out that in Mphangwe Primary School, the school committee which was made up of African and Indian parents had requested the use of English as a medium of instruction from Grade One because the two racial groups believed in oneness. It was observed that Indian parents sent their children to English Medium schools when attempts had been made to use Nyanja as a medium of instruction in the schools and this had divided instead of uniting the two groups. For more details, see Zambia Ministry of Education, English Medium Teaching: Rural Areas File No. M.E./A/15/ dated 29 August 1967.

¹⁷Curriculum Development Centre, Curriculum Development in Zambia The Search for Relevance 1964-1974 (Lusaka: Ministry of Education, 1974), p.3.

¹⁸As a means of helping the newly trained teachers, a system of supervision was introduced. Each region was headed by a coordinator or chief supervisor. He had some trained men under him who went around the schools helping teachers to implement the new courses. The supervisors also helped the teachers to evaluate the course. In order to be appointed supervisors, these people were supposed to be individuals with the knowledge of English as a second language.

In 1967, Mrs. M.Lamerth was appointed chief supervisor of the primary schools in Lusaka Region. In the Copperbelt the supervision of the new primary school course was coordinated by Bowler. These supervisors were supposed to make sure that the course had both the material and human resources needed. See also Zambia Ministry of Education English Medium Centre, File No. LU/2 dated 5 March 1966. Also Ibid., File No. EM/X/4 dated 25 August 1966.

¹⁹It was difficult for the Ministry of Education to have all the teachers trained to teach the new course. Sometimes it became rather difficult to implement the new course because there were no trained supervisors to help the teachers to carry out the course properly. It was very important at the initial stages of the course that the inservice teachers got a close follow up to ensure adherence to the methodology and techniques of the course. Because of lack of manpower however, this follow up could not be carried out efficiently. In 1967, although Lusaka and the Copperbelt had chief supervisors other regions could not get supervisors because of lack of houses for the supervisors. See Zambia Ministry of Education English Medium Centre, File No. EMC/EMX/X dated 2 February 1967.

²⁰For details see M.Godwin, "Report on an Investigation of the Zambia Primary Course, An English Second Language Programme," (Nairobi: Oxford University Press, 1970).

²¹In Hagerstown (USA), it was observed that the instruction with aids in a learning situation gave students a gain of 1.9 years in knowledge. In the same town, a comparative study was carried out

to find the effect of aids on the students' learning. There were two groups following the same course but one group was using aids and the other was not. It was found that the group which used aids performed better than the non aids group. In Washington, it was observed that since the introduction of the television as a learning aid, the students' performance rose from the 31st percentile to the 84th percentile. See also Wilbur Schramm, Philip H. Coombs, Friedrich Kahner, and Jack Lyle, The New Media: Memo to Educational Planners (Amsterdam: UNESCO, 1967), pp. 68-78.

Arye Pulberg and Michael Resh observed that students who used an overhead projector in geometry and hydrology had better performance than those who did not have this aid. See Arye Pulberg and Michael Resh, "Evaluation of the Effectiveness of the Overhead Projector in Teaching Descriptive Geometry and Hydrology," The Journal of Educational 62 (September 1968): 18-23

²²A. Lewy, A Handbook for Curriculum Evaluation (New York: Longmans, 1977), p.22.

²³The three categories under which the schools were put was based on percentages. Schools with very few resources had between 2 and 39 percent of the recommended aids and schools which had 40 to 69 percent of the needed aids were categorised as schools with few resources. Those which had between 70 and 100 percent of the recommended aids were put under the category of schools with enough resources.

²⁴C.P. Chishimba, "A Study of the Zambia Primary English Course, Ph.D. Thesis (Teachers College, Columbia University, 1979),

CHAPTER II

REVIEW OF RELATED LITERATURE

The review of related literature in this study will be dealt with in two parts: one part will discuss related literature in English programmes other than the Zambia Primary English Course, the other part will look at the literature related to the Zambia Primary English Course. In Africa, since 1962, the new African states have made every attempt possible to meet the Addis Ababa target on primary education.

Review of Literature on English Programmes other than the Zambia Primary Course.

Implementation of educational programmes in developing countries is generally affected by a variety of factors. These factors include political stability, degree of literacy and availability of both human and material resources. This review will look at how the availability of human and material resources has influenced the implementation of language programmes, English in particular, in primary schools in countries where English is taught as a foreign or second language.

In the various studies that have been carried out on language programmes, it has been found out that the existence of a large number of untrained teachers has adversely affected the implementation of these programmes. The early part of this century has seen so many nations gaining

independence. This freedom from foreign rule has been accompanied by a great demand for universal free primary education. The demand has more often than not outgrown the available human resources in form of trained teachers. Such an imbalance between demand and availability of resources has left some programmes unaccomplished. In their attempts to provide free and universal primary education, some governments, in the third world in particular, are forced to employ untrained teachers.¹

In Africa, since 1962, the new African states have made every attempt possible to meet the Addis Ababa target on primary education.²

Because of the targets set up in 1962, many ambitious programmes were designed. Despite their excellent goals, some of the post-Addis Ababa educational plans have remained unrealized or only partially carried out. Some of them have been either unpractical or unmanageable and consequently their implementation has remained equally vague. Well-intentioned efforts to implement these programmes have been, in most cases, affected or frustrated by the shortage of human and material resources.

Vincent (1965), supports Miller's views, reporting on the education of teachers in Uganda, he brings out the point that one of

Miller (1967) sees the availability of human resources in form of trained teachers as crucial to any successful implementation of educational programmes. He argues that the problems faced by English programmes, for example, are due to lack of trained English teachers. This is more noticeable in the primary schools where the majority of the teachers are untrained and "upon these untrained and underttrained teachers falls a large measure of responsibility for the teaching in the vital two, or three or four years of foreign or second language."³ Miller goes on to stress the fact that training teachers to teach English in primary schools is essential if the designed programmes are to be fully implemented. The language teachers should not possess only the knowledge of the language they teach, but should in addition to this have some knowledge on the techniques and methodology of teaching that language. Miller's views could be addressed in form of a question to those teachers who are entrusted with the teaching of English as second language in the first years of primary education. How prepared are these teachers in the techniques and methods of teaching English as a second language? This was one of the questions answered in the investigation carried out by the present study.

Vivan (1968), supports Miller's views, reporting on the education of teachers in Uganda, he brings out the point that one of

the problems found in the primary schools in Uganda is the lack of trained teachers. The problem becomes more pronounced in the upper grades of the primary schools because greater demands are made of the teachers to teach in English. In such cases, the mere knowledge of the language must be supplemented by specialist training in teaching English as a second language. In some cases, it has been found out that vernacular teachers are required to handle English medium programmes which they are not trained for. The result of this is that teachers are unable to implement the aims and objectives of the programme successfully. When speaking of training teachers, care must be taken not to confuse "basic training" with specialist training. In most countries, primary school teachers are trained to teach everything; this I would like to refer to as basic training. Specialist training, on the other hand, means that in addition to their training, teachers follow specialist courses in teaching a subject, in this case when one speaks of specialist training it is the training needed to teach English as a second or foreign language. Miller (1961) argues that this type of training is missing among the majority of teachers in many parts of the world because a primary school teacher rarely exists as a total individual, but as a teacher in a primary school, teaching many other subjects besides English.

Language teachers need specialist training. It is not sufficient that they merely have a knowledge of the language they teach, they must, in addition to their general training as teachers, receive special training in how to teach language.

It is this lack of specialist training which some of the people see as a hindrance to proper implementation of language programmes. Unoh (1975) is of the opinion that there is a misconception among some educationists and authorities. These people have the idea that there is no need for specialist training for primary school teachers, all the needed competencies are provided by the basic training which the teachers get in training institutions. Unoh does not agree with this view.

In his opinion, "Such mistaken beliefs have been responsible, at least in part for the usual tendency to employ untrained, badly trained and inadequately trained teachers in primary schools."⁴ Similar views are expressed by Corder (1968) who sees a need for training primary school teachers to teach English. Corder states that such training should be given in addition to the basic training which these teachers get. These teachers should have special training in the techniques and methodologies of teaching English as a second language. He recognizes the need for the knowledge of the language which is to be taught, but he strongly suggests that:

Language teachers need specialist training. It is not sufficient that they merely have a knowledge of the language they teach, they must, in addition to their general training as teachers, receive special training in how to teach language.⁵

One must admit, however, that specialist training as expressed in the above views is a "luxury" in the third world countries where financial constraints make it impossible even to provide teachers with the basic training. On the other hand, the impact of such insufficient training on language teaching cannot be dismissed lightly. English programmes have not been fully implemented and more often it was because human resources in form of teachers were inadequately prepared.

One of the most ambitious English programmes in Africa was the Kenyan English Medium Course generally known as the New Peak Course or New Primary Approach (NPA). In many ways this course has some similarities with the Zambia Primary English Medium Course. Both courses use English as the medium of instruction and the two courses are based on the assumptions that the human and material resources needed for the proper implementation of the course should be available in all the schools. The Kenyan English Medium Course as well as the Zambia Primary English Medium Course have been praised for their activity centred approach and their lavish provision of visual aids to assist the child to learn better.

The Kenyan English Medium Course was evaluated in 1965 just when the Zambia Primary English Medium Course was introduced. It was noticed that, despite its proclaimed high quality, the full implementation of this course has remained vague and in some cases unsatisfactory. It was further observed that despite its country wide popularity, the NPA was hindered by the lack of material resources in the schools. The schools in Kenya during the time the report was made could be divided into two groups according to the availability of human and material resources: schools with enough resources and schools with barely enough.

Among some of the factors which have caused vagueness and dissatisfaction are: lack of interest, slackness, apathy and negligence on the part of the teachers.⁶ The 1965 evaluation adds more reasons for this lack of proper implementation of the Kenyan English Medium Course. It was found out that despite its merits, the course has not been fully implemented. Hutasoit and Prator who carried out the investigation on which the report is based concluded: of statistical evidence to support the findings of the report.

There is a truly impressive amount of enthusiasm then, but there are also grave misgivings and even cries of alarm. Nothing is more than that the simultaneous expansion of the course and material resources available for implementing it properly, an increasing number of untrained teachers is being assigned to the NPA work.⁷

The report goes on to say that these untrained teachers, and the lack of resources for implementing the course has sometimes meant that the teachers had to do something beyond their abilities. The teachers are not familiar with the methods and techniques of the NPA and "what has been asked and is being asked from the teachers is something beyond their capacity."⁸

It was further observed that despite its country wide popularity, the NPA was hindered by the lack of material resources in the schools. The schools in Kenya during the time the report was made could be divided into two groups according to the availability of human and material resources: schools with enough resources and schools with barely enough

essentials. Hartshorne goes on to say that the shortage of resources needed to implement the NPA. The schools with enough human resources has necessitated the introduction of English resources implemented the course better than those schools with programmes which are of low standard but which can be easily implemented. Though the report gives a detailed account of the course and the problems facing its successful implementation, the division of the schools into two groups is too extreme. There should be a third group of schools within the middle. This, one feels, is the weakness of the report and there is also lack of statistical evidence to support the findings of the report.

Musisi and Heaton (1970) carried out a survey of the Uganda English Medium Course. In their study, they indicated certain factors which they believed have affected the implementation of the programme. Two of these factors have had rather a great and negative impact on the successful implementation of the Uganda English Medium Course.

- a) A third of the teachers in Uganda Primary schools are vernacular trained teachers. These are neither qualified nor trained to teach English.
- b) There is a great lack of reading material in these schools. Very few schools have bought supplementary readers.⁹

These problems were also seen to be affecting the implementation of English programmes in some 'Bantu' schools in South Africa.

Hartshorne (1966), found out that with the shortage of native speakers of English to teach English in African Primary Schools, some of the programmes were reduced to the teaching of only the

essentials. Hartshorne goes on to say that the shortage of human resources has necessitated the introduction of English programmes which are of low standard but which can be easily implemented.

Putting what has been said above in the Zambian Context, we could ask how far the authorities have provided the human and material resources needed to implement the Zambia Primary English Course which in many respects resembles other courses, for example, the Kenyan English Medium Course and the Uganda English Medium Course. It is essential that teachers should be trained and material resources be provided for the intended goals of a programme to be met. In their classroom observations in Uganda Primary Schools, Musisi and Heaton observed that the vernacular teachers were still following the traditional methods of teaching which in many ways had no relevance to the requirements of the English Medium Course. The majority of these teachers in most cases were using the methods by which they were taught when they went to primary schools. The classroom observations conducted by these two researchers were in the teaching of mathematics, General Science, Religious Education and History. The present study has dealt only with the teaching of English.

Similar views of dissatisfaction in the way language programmes were implemented have been expressed by other people apart from those already mentioned above. In his study of

East African Educational programmes, Dakin (1968) has indicated that most of the programmes which have been designed in the region have not been fully implemented because of lack of resources. Language programmes in particular, have suffered from lack of library and other essential facilities.

Dakin noticed that:

Classrooms are under equipped, class libraries are virtually non-existent materials for constructing simple visual aids are almost entirely lacking. The radio, gramophone and tape-recorder are generally out of the question for reasons of finance, as a result, children rely heavily on the teacher, and play an entirely passive role - hardly the best way to learn a language. The lack of books in the classroom means, too, that children do not learn too rapidly and widely. 10

The problem of human resources, and to some extent of material resources needed for implementing English programmes, have also been expressed by Stern (1963). On human resources, Stern traces the problem from the teachers' insufficient knowledge of the English language. He believes that the fundamental problem is that some of the primary school teachers have entered the teaching profession with insufficient knowledge of the English language. Such situations have unfortunately resulted in children being trained in wrong linguistic habits. In some countries, attempts have been made to remedy the situation by employing native speakers of the language as teachers in primary schools.

It was observed, however, that "native speakers of an L_2 are often unfamiliar with the school system of the country and its approach to children in the primary schools."¹¹ What, then, is the solution to this apparent stalemate? Stern suggests that full and successful implementation of language programmes can be achieved by training language teachers at primary school level in the methods and techniques of second-language teaching. Such training should be incorporated in the basic training programmes. This would ensure that after their general training the teachers will be equipped to teach second languages which were taught as part of their training.

In a paper presented at a seminar on "English in Namibia," Nambiar (1980) outlines that professional competency of the teacher and the "sustained qualities of his work" are paramount in the implementation of language programmes. He says:

One of the principal reasons for the unsatisfactory implementation of syllabuses is the lack of adequately trained proficient and well motivated teachers, and the absence of sustained support to the teachers in the classroom. That at the primary and secondary levels the most crucial factor is the teacher, through whom the process of helping students acquire skills in English should be started and sustained is no longer open to doubt.¹²

On material resources, Nambiar stresses the need for supplementary reading material. This, he claims will not only help successful implementation of the programme, but also will add more information to the learner's knowledge of the second language. Nambiar re-affirms previous claims made by Hutasoit and Prator that material resources are indispensable needs for the successful implementation of any language programme.

In a study carried out by UNESCO (1967) on language policy in East Asia, it has been shown that the countries in this region face many problems in their effort to implement their language programmes. Crucial to all these problems is the availability of human and material resources needed for teaching second languages. It was observed that it is generally easier to get material resources than it is to get human resources. Material resources could be easily obtained from the countries whose language is being taught as a second language. When it comes to human resources however, the problem is more complicated. It was found out that there are certain requirements put by the Eastern Asian countries. Some of these countries require the teachers to know the first language spoken by the pupils. These countries believe that such a knowledge would help the teachers to give maximum help to the learner who is learning the second language. This, then, makes it difficult for these countries to get trained teachers and consequently the

authorities are forced to hire local teachers who may not be qualified to teach the language. The UNESCO report also states that although some of the East Asian countries have been fortunate to get material resources for teaching second languages, others have not been so fortunate. In Burma, for example, it has been found out that there are insufficient language text books in the schools. This has been considered one of the greatest setbacks in any attempt to teach second languages in Burmese primary schools. The shortage of material has been worsened by the lack of competent teachers to teach second languages. The report points out that most Burmese teachers are vernacular teachers who were trained before independence. Some of these teachers are not familiar with the new methods and techniques of teaching second languages.

In Malaysia, the problem seems to be of a different nature. Most of the trained teachers are sent to teach in secondary schools. This leaves the primary schools with a rather minimal number of trained teachers to teach English as a second language.¹³

Teacher competency and availability of material resources, therefore, seem to be essential factors in the implementation of any English programme. It has been noticed, for example, that the problem of getting qualified teachers of English is apparently global. In Nigeria, one of the stumbling blocks facing the English programme in the country is the shortage of qualified teachers.

Most of the teachers in the primary schools have only primary education. The government finds it very difficult to persuade men and women with secondary education to become primary school teachers because this is considered an inferior post. Ultimately, the authorities are left with the painful option of hiring untrained teachers to teach in the primary schools where they are given the responsibility of teaching English as a second language. The Banjo Report of 1961 revealed that 65 percent of the teachers in the primary schools in Nigeria were untrained. If such statistics are anything to go by, then, it appears the problem is a serious one indeed.

An attempt was made to introduce an English programme in Malawi. The implementation of the programme, however, is believed to have been hindered by a rather high number of untrained teachers who were assigned to carry out the programme in the primary schools. A report on African Education which was published in 1961 indicated that 51 percent of the teachers in the primary schools in Malawi were untrained. The Report also noted that the teachers' command of English was rather poor and this was believed to have some negative effect on the teaching of English as a second language in the primary schools. In this connection, the report says, "because their own command of English is poor, they lean heavily on the readers and do not encourage children in the skills of understanding and speaking."¹⁴

Survey of Literature on the Zambia Primary

Course (English Medium Course)

It could be deduced from these studies done

A few studies have been carried out within Zambia outside Zambia, that the role of both human and material resources in the implementation of language programmes is very important. In areas or countries where these two types of resources have been lacking or have been provided in insufficient amount, the implementation of language programmes has remained in doubt. The question one should ask at this stage is how true has this been with the Zambia Primary English Course?

In 1967, an evaluation of the ZPC was conducted by the English Medium Centre. The objective of this investigation or survey, was to study the effectiveness of the ZPC by ascertaining what children had learnt and retained from the course.¹⁰ In 1969, a further evaluation was carried out again on the course. This time tests of the English Medium materials were administered to selected primary schools throughout the country. The main aim of these tests were "to compare the performance of pupils who had been following a newly introduced course of English Medium instruction throughout primary school and those who

Review of Literature on the Zambia Primary

Course (English Medium Course)

A few studies have been carried out within Zambia on the problems and use of the English Medium Course or the Zambia Primary Course (ZPC) and on the factors affecting its implementation. Most of the studies reviewed deal with the ZPC as a whole rather than with the various individual components of the course. This apparent lack of previous work on individual components of the ZPC does not imply lack of interest on the part of the Ministry of Education. On the contrary, quite a number of studies have been conducted on the ZPC by individuals in conjunction with the Ministry of Education. These studies reveal or indicate the Ministry's interest in assessing its own instructional materials.¹⁵

In 1967, an evaluation of the ZPC was conducted by the English Medium Centre. The objective of this investigation or survey, was to study the effectiveness of the ZPC by measuring what children had learnt and retained from the course.¹⁶ In 1969, a further evaluation was carried out again on the course. This time tests of the English Medium materials were administered to selected primary schools throughout the country. The main aim of these tests were "to compare the performance of pupils who had been following a newly introduced course of English Medium instruction throughout primary school and those who

had been using a Zambian Language as a medium of instruction."¹⁷ The conclusion of this latter survey was that verbal performance in English of children who followed an English Medium scheme was better than that of the children who followed a non-English Medium scheme. There are, however, reservations to the conclusions of this study because the research was carried out along the line of rail. The results could probably be different if the same study were conducted also in rural areas. Secondly, the man who conducted the survey - McAdam - is the 'architect' of the ZPC, his praise of the English Medium Course against the Vernacular Medium Course might have been a deliberate attempt to put the ZPC (English Medium Course) in operation regardless of its negative implications for education.

In 1971, the primary schools sub-committee carried out a survey on the "attainment of pupils following the ZPC in the areas of reading and number work." The purpose of the survey was to find out whether or not pupils were keeping at par with the course as outlined in the teachers' handbooks. It was hoped also that the survey would provide information on how uniformly the ZPC was implemented throughout the country.¹⁸ One hundred classes at Grade Seven and Six levels were involved in the survey.



The sample of the survey was taken from both rural and urban areas. The data collected during the survey, however, was never processed because the study was too broad and ambitious. A similar study was conducted again and this was less ambitious than the previous one. The purpose of this latter survey was to study the attainment in English of the children following the ZPC English Medium Course. The population sample this time was restricted to Grade Three pupils only. The findings of the study revealed that the reading of Grade Three children was very poorly developed. The majority of them could not read all the English words, even words at Grade One level. The survey concludes with a rather pessimistic view towards the ZPC, it states:

If the general expectation is that the ZPC is fulfilling its purpose by most of the students, the results indicate just the opposite. It is failing by most. Only a minority (4.5%) of the total at the grade 3 level, to be exact, is living up to the ideal that every child is learning all that the course intended.¹⁹

When a course fails to meet its intended goals, there is need for investigating the causes of such a failure. If Sharma's findings are anything to go by, then the course does not seem to be very successful. The question is: what is the cause of this failure? Sharma has not really answered the question since it might have been out of the scope of his study.

This apparent failure might have been the result of inefficient human resources and lack of adequate material resources in the schools surveyed.

A similar survey was carried out at Kitwe Teachers' College during the same year that Sharma carried out his survey. The Kitwe survey came to the same conclusions as Sharma's. The students who carried out the study came to the conclusion that "there is a large group of poor readers in most classes and they are unlikely to be able to cope with the English Course of the ZPC, nor be able to do much of the work in other subjects (e.g., they will be unable to carry out exercises written on the board by the teachers)"²⁰ The study unfortunately, fails to state whether or not the grade five pupils who took the test had gone through the ZPC during the five years of their study prior to testing. The results of the survey, therefore, are open to doubts. On the other hand, there seems to be a general agreement between Sharma's survey and that of Kitwe College. Both surveys have concluded that the English Medium Course in Zambia is serving only a small minority of children in the primary schools. It was further noticed that the majority of children were lagging behind and the way the course was organized made it impossible for the slower learners to catch up. This study however was carried out along the line of rail where classrooms are generally overcrowded because of over-enrolment.

In such situations, it becomes impossible to give individual attention to pupils. It is possible that in the rural or peri-urban areas where enrolment may be less, individual attention to pupils is likely to produce better performance in reading and therefore this could give different results.

In 1974, a general report on the ZPC was issued by the Curriculum Council of Zambia. The report was based on an investigation made on the impact of English as a medium of instruction on children's learning. There is a tone of dissatisfaction with the ZPC in the report. It is said that while the council does appreciate the role played by the English Medium Course, there are a few setbacks and it is from these setbacks that it recommends that:

1. The medium of instruction in grade one and two should be one of the seven official Zambian Languages.
2. The basic skills of reading, writing and number work should be taught through the Zambian Languages in grades one and two.
3. English should be the medium of instruction in grade five onwards.

The recommendations were brought forth because it was observed that the English Medium Course was not meeting its intended goals and there were also some questions as to how far the course was being successfully implemented.

Despite its lack of empirical data, the report does indicate that there are fundamental problems which are inherent at the implementation stage of the Zambia Primary Course, the English Course included.

Chisowa concludes:

L. Chisowa (1973), conducted a small scale survey on "Medium of Instruction in Zambia Primary Schools..." Her survey was done in rural schools of the Southern Province. Chisowa's findings bring out some information which are quite relevant to the problem of the present study. She deals with the problem of teachers' competency. Her study gives some insights into how much teachers are acquainted with the ZPC, its methodology, techniques and material. Chisowa noted that some of the teachers in the primary schools did not use English as a medium of instruction as recommended in the ZPC. Instead, they used local languages as media of instruction. The reason for this being that children understood better when learning material was presented in their own language than when the same material was presented in English. This situation was found to be more prevalent in the lower grades than in the upper grades. In the latter, English was used more frequently. In the teaching of Arithmetic and Nature Study, Chisowa found out that English was not used at all as prescribed in the ZPC teachers' handbooks. She concluded that the success of the ZPC depended, to a large extent, on the teachers' adherence to what is recommended, i.e. use of English as a medium

but teacher education, in terms of training, as one of the

of instruction. In addition to this, it was noticed that teacher competency played also an important role. If teachers are poorly trained, the success of the course is in doubt.

Chisowa concludes:

The constant use of the indigeneous language in place of English will not help much. A teacher who does not master English properly (and) without training, cannot be expected to convey any clear meaning to pupils.²²

The survey, furthermore, states that insufficient training of teachers is responsible for the unsuccessful implementation of the ZPC (English Medium Course). This study is very useful as a means of finding the problems facing the implementation of the ZPC, the English Course in particular. The study, however, was restricted to a rather minimum number of schools. Its findings cannot, therefore, be taken as a representative view of what takes place in the majority of the primary schools. A survey of more schools could have given more substance to the findings of the study. There are certain factors which should have been considered, but these were probably out of the scope of Chisowa's study. The study barely mentions the problem of material resources which certainly plays a vital role in the implementation of the Zambia Primary Course, especially the English Course.

P.Dyamini (1974) made a survey similar to Chisowa's, but her study was carried out in urban schools. Like Chisowa, Dyamini singled out teacher education, in terms of training, as one of the

major factors influencing the implementation of the ZPC. She studied teachers' competencies in terms of professional qualifications and found out that ~~one~~ of ten teachers she interviewed, only two (20 percent) were trained to teach the ZPC. The other 8 (80 percent) were vernacular teachers. She also found out that the majority of the teachers she observed were using vernacular, instead of English, as a medium of instruction. These teachers were barely trained to teach English as a subject let alone to use it as a medium of instruction. Dyamini, therefore, concluded that "by and large teachers are not sufficiently prepared to participate at an appropriate level in English Medium teaching." 23 Dyamini also observed that the material resources recommended for the ZPC were generally not available, and in schools where they were available, they were not fully utilised. Only a few of the schools visited used supplementary readers for teaching English. Lack of human resources and teachers' inability to use the recommended materials are taken as the major factors that have adversely affected the proper implementation of the ZPC. Like Chisowa's study, this study was carried out in very few schools; these results, therefore, cannot be generalised to other primary schools in the urban areas. Furthermore, the study does not have statistical data to show how much material resources are available in the schools visited, and Dyamini looked at the teachers' competencies in terms of their academic qualifications and very little on their professional qualifications. She has not tried to find out what type of training these teachers had. The study, therefore, leaves a number of questions unanswered.

In 1977, Godwin carried out an investigation on the ZPC. His study represents one of the most detailed surveys ever made on the ZPC. On the availability of material resources needed to implement the course, Godwin found out that there were some irregularities in the distribution of aids. Some of the rural schools did not have the needed material resources either because they were inaccessible or they had no funds to purchase them. At production level, Godwin noticed that instructional materials lagged behind the increasing number of pupils. The Zambia Primary Course, Godwin claims, suffers from inefficiency at the administration level. The course has never been sufficiently evaluated and, therefore, books have remained labelled "experimental version" since it was introduced in 1965. This lack of proper evaluation prevents the authorities from being able to see some of the fundamental problems which have faced or are facing the course at its implementation level. Godwin's study is, however, too broad in the sense that it takes the whole Zambia Primary Course and this appears to have made his analysis of the individual components of the course rather weak. If the researcher had restricted his investigation to a single component of the Course, his findings would have been more comprehensive. The study, however, makes a good comparison between two different English programmes; one in Zambia and the other in Australia. It is largely concerned with the relevance of the content of the course rather than the factors effecting its implementation. This, therefore, leaves out other factors like, teachers competency, availability of material resources and utilisation of the available resources which are outside the scope of this study.

A rather small but very useful study was carried out by F.L. Belemu in 1978. He took the task of observing a real classroom situation to see how speech was taught in some of the classes in the primary schools in Zambia. He brought out a variety of observations, but one of the things he indicated more clearly and which is relevant to the present study was the availability of material resources. Belemu observed that the 35 cassettephone programmes recommended for teaching English in the primary schools were non-existent in most of the schools. This lack of the recommended aids has, in one way or another, prevented proper implementation of the Zambia Primary English Course, especially in the teaching of speechwork.

C.P. Chishimba (1979) perhaps more than any other researcher before him, carried out a most detailed study of the Zambia Primary English Course. He addressed himself specifically to the critical analysis of the internal consistency of the Zambia Primary English Course in terms of its objectives, content, teaching methods, readability of the readers, the socio-cultural factors and the learning activities. Chishimba touches on the question of resources for implementing the Zambia Primary English Course. He describes how human resources, in terms of teachers, are provided from the teacher training colleges and the National Inservice Training College. The study deals largely with the analysis of the materials used for teaching English in terms of the content of texts.

Chishimba's study presents a milestone in the need to thoroughly understand how English, which has been made the focal point of the ZPC, is taught. He has posed some questions and suggestions on how the texts could be improved and made useful for teaching English as a second language to primary school pupils in Zambia. Chishimba, however, has not touched on the question of the availability of the material resources, their use in the classrooms and the effect which teacher qualifications might have on the teaching of English in Zambian Primary Schools. These aspects were left out because they were out of the scope of his study.²⁴

It appears clear, therefore, that the few researches and micro-studies which have been cited above, have avoided the question of the implementation of the ZPC, the English Course in particular. Perhaps this is expected since the Ministry of Education seems quite complacent with the ZPC programme as a whole. Such complacency is clearly shown or seen in the report which was published in 1974 by the Curriculum Development Centre in conjunction with the Ministry of Education Inspectorate. The report mainly praises the ZPC (English Medium Course) as "...unique among primary school courses in developing countries in its use of English as a medium of instruction, its attempt at linguistic integration and indisciplinary throughout the whole primary school, its lavish use of audio-visual material and provision of material for teaching local languages."²⁵

This is only the theory part of what the Zambia Primary course appears to be, whether this theory is consistent with practice is one of the purposes of this study. As a matter of fact, the Ministry of Education's complacency with the performance of the course seems not to be shared by the Zambia National Union of Teachers (ZNUT). In July 1979, the Union complained of the apparent inconsistency which exists between the assumptions on what the course is supposed to achieve and what it is really achieving. It is, for example, assumed that there are enough visual aids in all the schools for teaching the various subjects offered by the ZPC. This, however, seems not to be the case; the ZNUT has indicated that these visual aids are not there and the ZPC has, in reality become a source of frustration for many teachers who are forced to use a course which has none or only a few of the recommended aids. This is a very serious statement, and, if the Union's claims are valid, then this raises some questions as to how far the ZPC, the English Course in particular, has been implemented. How far has the Ministry provided the material and the human resources needed for implementing this important course? It seems to me, therefore, that an empirical study of the implementation of this "highly" praised course, which includes the English Course, is one which is overdue. This study, has, therefore attempted to answer some of the questions raised by some of the researchers with regards to the availability of human and material resources needed to implement an English programme, like the Zambia Primary English Course.

NOTES ON CHAPTER II

¹P.C.C. Evans, "The Untrained Teacher,"

Teacher Education 4 (May 1963): 27 - 34.

²The Addis Ababa Conference set specific targets or goals of 51 percent, 71 percent and 100 percent primary education for the years 1965-1966, 1970-1971 and 1980 - 1981 respectively. These were targets which in some cases were responsible for ambitious but unmanageable programmes in some African States.

³D.C. Miller, "Training and Equipping Primary School Teachers of English as a Foreign Language," Teacher Education 2 (November 1961): 20.

⁴S.O. Unoh, "Training Primary School Teachers of Reading and the Language Arts," Teacher Education 19 (February 1975): 49.

⁵S.P. Corder, "Advanced Study and the Experienced Teacher," in Teachers of English as a Second Language, Their Training and Preparation, ed. P.E. Perren (Cambridge: The University Press, 1966), p.23.

⁶For more details on the problems of implementing the Kenyan English Medium Course see D. Sifuan, "Some Factors affecting the Quality of Teaching Primary Schools in Kenya," Education in East Africa 4 (1974): 215 - 221.

⁷M.H. Hutasoit and C.H. Prator, A Study of the New Approach in the Schools of Kenya (Nairobi: Ford Foundation, 1965), p. 23.

⁸Ibid. p. 30.

- ⁹C. Musisi and J. Heaton, "Research in English Medium Problems in Uganda Primary Schools," in Language in Education in East Africa, ed. T.P. Gorman (Nairobi: Oxford University Press, 1970), p. 30.
- ¹⁰J. Dakin, B. Taffin and H.G. Widdowson (eds), Language in Education, The Problem in Commonwealth Africa and the Indo-Pakistan Sub Continent (Aylesburg: Oxford University Press, 1968) p. 33.
- ¹¹H.H. Stern, Foreign Language in Primary Schools (London: Oxford University Press, 1974), p. 84.
- ¹²K.C. Nambiar, "English Strategies for Namibia," A paper presented at a seminar on English in Namibia, (Lusaka: United Nations institute for Namibia, May 1980).
- ¹³Beeby, C.E. Qualitative Aspects of Educational Belgium: UNESCO International Institute for Education, 1969.
- ¹⁴Malawi Government, Report of the Committee of Inquiry into African Education (Zomba: Government Printer, 1962), pp. 212-213.
- ¹⁵P.L. Higgs, "Cultural and Value Changes in Zambian School Literature," (Ph.D. Thesis UCLA, 1979).
- ¹⁶*Ibid.*,
- ¹⁷*Ibid.*, p.xiii
- ¹⁸For more details see R. Sharma, Reading Skills of Grade Three Children (Lusaka: Ministry of Education, 1973).
- ¹⁹*Ibid.*, p. 1.
- ²⁰*Ibid.*, p. 12.

²¹Zambia Ministry of Education, The Impact of English Medium on Children's Learning (Lusaka: Curriculum Council, 1974), p. 16.

²²L. Chisowa, "Medium of Instruction in Zambia Primary Schools," The Bulletin of the Zambia Language Group 2 (1974): 32.

²³P. Dyamini, "Medium of Instruction in Zambia Primary Schools," The Bulletin of the Zambia Language Group 2 (1974): 40.

²⁴C.P. Chishimba, "A Study of the Zambia Primary English Course," Ph.D. Thesis (Teachers' College, Columbia University, 1979).

²⁵Zambia Ministry of Education, Curriculum Development in Zambia, The Search for Relevance (Lusaka: Curriculum Development Centre, 1974), p. 3.

CHAPTER III

DISCUSSION ON HUMAN RESOURCES

Teacher Education - Historical Perspective

This study looked at the type of human resources available for teaching English in some of Lusaka Rural primary schools. This was done by examining teacher competency in terms of academic qualifications and professional training.

As has already been indicated, it is the government's policy that all the teachers working in the primary schools should be trained to teach the ZPC and for that matter to teach the English Course. In order to meet this challenge, the Ministry of Education embarked upon an immense training programme.¹ As early as 1969, plans were being made to prepare teachers to handle the ZPC. Chalimbana Teachers' College was converted into an inservice training college and Malcolm Moffat College was enlarged to accommodate students from both Chalimbana and those coming from secondary schools to train as ZPC teachers. By 1971, the National Inservice College at Chalimbana had increased its termly enrolment from 100 to 225 inservice trainees. The pre-training colleges also increased their intake from 100 to 300 inservice trainees. These colleges carried out pre-training for post-secondary school trainees. All these were trained to teach the ZPC.

These efforts, however, did not meet the needs of the increasing primary school pupils. In order to meet these needs, the government increased the number of teachers who attended the inservice courses to 696 in 1973. Kitwe Teachers' College also had new facilities for 500 residential candidates for the teaching profession and, at the same time, the academic qualification of teacher trainees was improved. Out of the 1,082 candidates who registered for training as teachers in 1973, 541 (50 percent) had gone through Form Five. In 1974, the government attempted to implement its policy of universal primary education. It declared that it was the government's policy to improve "the whole system of learning to provide full education to every Zambian ..."² This policy created pressure on the available human resources in terms of trained teachers. In some cases, the government had to cancel planned inservice programmes. In the Northern Province, plans to conduct an inservice training programme was cancelled because of lack of funds. It became more and more questionable whether the government had embarked upon a programme, namely the ZPC, which it was unable to implement.

This study has attempted to find out how far the Ministry of Education has gone in its efforts to train and retrain teachers for the ZPC, the English Course in particular. The teachers' competencies to teach the English Course has been based on academic and professional qualifications.

Findings of the Study

Teachers According to their Academic Qualifications

The academic qualifications of Zambian primary school teachers varies from Grade Seven to Form Five.

In this study, out of 184 teachers who responded to the questionnaire, 9 (5 percent) had Grade Seven certificates, 86 (47 percent) had Form Three certificates, 87 (47 percent) had Form Five education and 2 (1 percent) had other qualifications. (See Table I).

TABLE I

NUMBER OF TEACHERS IN LUSAKA RURAL PRIMARY SCHOOLS
ACCORDING TO ACADEMIC QUALIFICATIONS.

Academic Qualifications	No. of Teachers	Percent
Grade Seven.....	9	5
Form Three.....	86	47
Form Five.....	87	47
Others.....	2	1
TOTAL.....	184	100

TABLE II

The majority of the teachers who said that they had Form Three certificates were following correspondence courses for Form Five certificates. The 47 percent, therefore, is not a stable number, it indicates the number of teachers who are moving towards a Form Five level bracket. This, in other words, shows that the academic qualifications of the Zambia Primary School teachers in Lusaka Rural appears to be constantly improving.

	Form III		Form IV		Form V		Total
	No.	Percent	No.	Percent	No.	Percent	
1970	189	19	805	80			10
1971	39	5	334	28	803	67	1
1972	385	34	364	32	401	35	1

If we take the above qualifications as a means of judging these teachers' competencies to teach the Zambia Primary English Course, it could be said that these teachers have the academic competencies needed to implement the course. Looking at the academic qualifications of teachers in primary schools just a decade ago, one could easily say that there has been a marked improvement in the teachers' academic qualifications since 1970. This improvement could be seen by studying the qualifications of the candidates for the teacher training colleges between 1970 and 1972. (See Table II)

became the Third Development Plan (TDP), was one of these attempts to improve teacher education. The TDP helped to increase the number of secondary school students who went to train as teachers after Form Three and eventually after their Form Five.

TABLE II

QUALIFICATIONS AND NUMBER OF CANDIDATES FOR

PRIMARY SCHOOL TEACHER TRAINING COLLEGES 1970 - 1972

Year	Number of Candidates According to their Academic Qualifications						Total
	Form V		Form II		Below Form III		
	No.	Percent	No.	Percent	No.	Percent	
1970..	11	1	189	19	805	80	1005
1971..	59	5	334	28	803	67	1196
1972..	385	53	364	32	401	35	1150

Source: Ministry of Education, Annual Report, 1969 - 1973

From the above table, it can be seen that the academic qualifications of trainees increased considerably between 1970 and 1972. Though this table is based on overall registration of candidates, it does show a general improvement in the academic qualifications of primary school teachers. The improvement was a deliberate attempt by the government to make sure that the ZPC was successfully implemented. The launching of the Emergency Plan, which later on became the Third Development Plan (TDP), was one of these attempts to improve teacher education. The TDP helped to increase the number of secondary school students who went to train as teachers after Form Three and eventually after their Form Five.

Today, in Lusaka Rural alone, this study has found out that 47 percent of the teachers in the primary schools which were visited have Form Three certificates and an equal number has gone through Form Five. Only a very minimum number has Grade Seven. It is, however, questionable whether academic qualifications alone are indications of the teachers' competencies to teach the Zambia Primary English Course. In order to answer this question, the study looked at the teachers' competencies in terms of their professional qualifications.

Teachers According to their Professional Qualifications

Description of Professional Qualifications

The teachers' professional training or qualification was used also in this study as a means of judging their competencies to teach the Zambia Primary English Course. By professional training or qualification is meant the training every teacher teaching in the primary school is supposed to get after completing either Form Three or Form Five.

The teachers in the primary schools which were visited could be put into two categories: trained teachers and untrained teachers.

Trained Teachers

NUMBER OF TEACHERS IN LUSAKA RURAL PRIMARY SCHOOLS

In principle, every teacher in the primary school should be a trained teacher. In addition to this, the Ministry of Education stresses that every teacher in the primary school should be qualified to teach the Zambia Primary Course. The investigation carried out, to find out the validity of these two assumptions, indicated that out of the 184 respondents, 163 (89 percent) were trained teachers, and 21 (11 percent) were untrained teachers. The trained teachers had different academic qualifications, 9 (6 percent) had Grade seven plus training, 74 (45 percent) had Form Three plus training, 75 (46 percent) had Form Five plus training and 5 (3 percent) had other forms of academic qualifications plus training. (See Table III). This indicates that the majority of the teachers in Lusaka Rural primary schools have secondary school education plus training. These are "qualified" teachers and the findings have, therefore, shown that the first assumption that teachers in primary schools should be trained teachers is true, if we judge by the number of teachers who are trained and are teaching in Lusaka Rural Primary Schools.

schools fall into three groups in terms of their types of training: vernacular trained teachers, ZPC trained teachers and others. (see Table IV). The three categories were broken down as follows: 103 (63 percent) vernacular trained teachers, 57 (35 percent) ZPC trained teachers and 3 (2 percent) others. (see Table IV).

TABLE III

NUMBER OF TEACHERS IN LUSAKA RURAL PRIMARY
SCHOOLS ACCORDING TO PROFESSIONAL TRAINING

Professional Training	No. of Teachers	Percent
Grade Seven plus training....	9	5
Form Threee plus training....	74	45
Form Five plus training.....	75	46
Others.....	5	3
TOTAL.....	163	99

The second assumption on the part of the Ministry of Education is that all primary school teachers should be qualified to teach the ZPC. This means also that these teachers should be able to teach the English component of the course. In order to find out the validity of this assumption, the trained teachers were categorised according to their type of training. It was found out that teachers in the primary schools fall into three groups in terms of their types of training; vernacular trained teachers, ZPC trained teachers and others. (see Table IV). The three categories were broken down as follows: 103 (63 percent) vernacular trained teachers, 57 (35 percent) ZPC trained teachers and 3 (2 percent) others. (see Table IV).

TABLE IV

NUMBER OF TEACHERS IN LUSAKA RURAL PRIMARY
SCHOOLS ACCORDING TO THEIR TYPE OF TRAINING

Type of Training	No. of Teachers	Percent
Vernacular Teachers....	103	63
ZPC Teachers.....	57	35
Others.....	3	2
TOTAL	163	100

These findings revealed, therefore, that while Lusaka Rural primary schools could claim that they have most of their teachers trained, there is still a great number of these teachers who are not satisfactorily trained to handle the ZPC, the English Course in particular. This, then, refutes the second assumption that the teachers in the primary schools should be trained or qualified to teach the ZPC. In theory, this assumption is true but from the findings of this study, it has been observed that it is only an idealistic assumption. Vernacular teachers are the majority and this observation agrees with Dyamini's findings which led her to conclude that:

Needless to say, certain problems appear to have arisen in implementing the new language policy. Teacher education is one of the major problems. Out of every ten teachers in Lusaka's primary schools visited, eight are vernacular teachers, or teachers who had in the past conducted their lessons through the medium of one of the official languages.

These teachers are barely trained or qualified even to teach English as a subject.³

It appears, therefore, that teachers in primary schools in Zambia, should not have only the basic training, but should, in addition to this, have the proper training needed to teach the Zambia Primary English Course.

There is an argument that the Ministry of Education has tried to supplement the teachers' deficiency in training by providing inservice training programmes. This is true but only to a rather limited extent. The inservice courses were part of the government's emergency measures aimed at giving crash courses to vernacular trained teachers. No matter how well intentioned the authorities are, there is little evidence to show that a course that takes two years can be given in three months. The most the inservice course can do is to drill the teachers in the use of the ZPC teachers' handbooks. This, one must admit, is not all that is there to learn about the course. The result of this is that schools are staffed with insufficiently trained teachers. Most of the teachers who attended the inservice training courses feel that the idea behind the retraining programmes is accepted by most people, but it appears the course is given too short a time and the vernacular teachers gain only the minimum help from it. Some of the vernacular teachers, in spite of having attended the inservice courses on the ZPC

still resort to their traditional methods of teaching English. The majority of them refer nostalgically to the "traditional methods" of teaching English. These teachers still use the lecture method which tends to bore rather than help the children. In addition to this, some of these teachers use vernacular as a medium of instruction instead of English. Asked why they did so, they replied that children understood better if they were taught or given instruction in vernacular than in English. This observation may be true but it defeats the whole purpose of the ZPC. The most unfortunate part of it is that some of the vernacular trained teachers do not understand the content, methodology and techniques of the Zambia Primary English Course. One vernacular trained teacher complained that there is not much oral work in the Zambia Primary English Course. This is just the opposite of what is found in the course. The course is made in such a way that children speak more than they write. This remark from the teacher shows rather little familiarity with the content of the course. If this lack of familiarity with the course is a general trend among vernacular trained teachers, then one is bound to raise two questions, firstly, how much do these teachers get from inservice courses? Secondly, how far has the implementation of the English Course been affected by the presence of the vernacular trained teachers in the primary schools?

participation in areas of study.
The course is child-centred.
Everything is centred around the child.
It encourages children to express themselves
freely without fear from the teacher or
other pupils.

Further complaints that seem to be based on lack of familiarity with the methods and techniques of the course were shown when the vernacular teachers questioned the role of the learner in the course. Most of the vernacular teachers indicated that one of the major weaknesses of the Zambia Primary English Course was that: "it makes children lazy. All the work is done by the teacher while the children just sit, some with minds away from school work."⁴

This remark is not justified because the Zambia Primary English Course is just the opposite of the teacher's claim. Like the Kenyan English Medium Course, the Zambia Primary English Course is activity centred. The pupils should do something all the time. The claim by the teacher, however, probably comes from his lack of knowledge of how the course works. This could be traced from the weak preparation the teacher has been given to teach the course. The ZPC trained teachers, who are familiar with both the content and methodology of the course feel that one of the greatest advantages of the English Component of the ZPC is that it moves away from the 'talk and chalk' method. In this course, students are constantly busy. One of the ZPC trained teachers stated that:

It balances the teacher-pupil participation in areas of study.
The course is child-centred.
Everything is centred around the child.
It encourages children to express themselves freely without fear from the teacher or other pupils.⁵

Untrained Teachers

The ZPC trained teachers were not only aware of the merits of the course but they were also able to diagnose some deeper methodological problems of the course. They indicated that although the course is good for both the teacher and learner, it is too prescriptive. This, they claimed, is more so in the handbooks. The ZPC teachers indicated that teachers are not given much room for initiative because everything is done for them in the handbook. Most of the ZPC trained teachers were more sensitive to this than their vernacular counterparts. They indicated that they generally modified the lessons in the handbooks to suit the needs of their class. The vernacular teachers on the other hand, felt that they had to follow what was in the book because they were uneasy to make any changes. The ZPC trained teachers also seemed to be in a better position when it came to the improvisation of missing resources. These teachers indicated that it was part of their training to use any available resources for their lessons. This is an aspect of training the vernacular trained teacher could not get during his inservice courses.

In the city, it was impossible to hire any untrained teachers. In schools further from the city, however, accommodation problems were less restricting in the hiring of untrained teachers. This appeared to be the explanation for the higher number of untrained teachers in rural schools further from the city.

Untrained Teachers

The untrained teachers play a very important role in the primary schools in Zambia. Their number may not be very high in the schools but they deserve a special mention because of the possible impact they are likely to have in the implementation of the Zambia Primary English Course. Of the 184 teachers who responded to the questionnaire used for the purpose of this study, 21 (11 percent) were untrained teachers. Significantly enough, none of the schools visited had more than three untrained teachers on the staff. In some cases there were some schools which did not have an untrained teacher on the staff. The distribution of untrained teachers in Lusaka Rural schools has a regular pattern which seems to depend on the distance of the school from the city of Lusaka. Schools which are further from the town appear to have more untrained teachers than those which are closer to the town. When asked why there seems to be such distribution of untrained teachers, the planning officer at the Lusaka Regional Headquarters, indicated that untrained teachers are not entitled to accommodation and with the problem of accommodation in the schools near the city, it was impossible to hire many untrained teachers. In schools further from the city, however, accommodation problems were less restricting in the hiring of untrained teachers. This appeared to be the explanation for the higher number of untrained teachers in rural schools further from the city.

than in those schools which are closer to it. The implication of this is that the schools closer to the city of Lusaka are better equipped, in terms of trained teachers, than those which are further from the city. It also means that it is possible that the Zambia Primary English Course is implemented better in these schools with more trained teachers than in the other schools, namely those more remote from the city, which have relatively a higher number of untrained teachers.

It has already been pointed out that the untrained teachers play a very important role in the primary schools. Their role in the implementation of the Zambia Primary English Course is, however, not quite clear because, academically they are qualified since they have gone through Form Five or its equivalent but professionally they are not qualified to teach. From the findings of this study, the untrained teachers seem to have an adverse effect upon the successful implementation of the English Course. Firstly, they have no professional qualification as teachers and, secondly, they are not trained to teach the ZPC. This puts them in a worse position than the vernacular trained teachers who, although they are not trained to teach the ZPC, have a basic teacher training qualification.

to be answered. The heads or their assistants are generally very busy people and it is doubtful if they have enough time to give much help to the untrained teachers. It is a very fortunate untrained teacher who went to a primary school which used the ZPC, at least he can use the minimum ideas he can remember from his primary school lesson

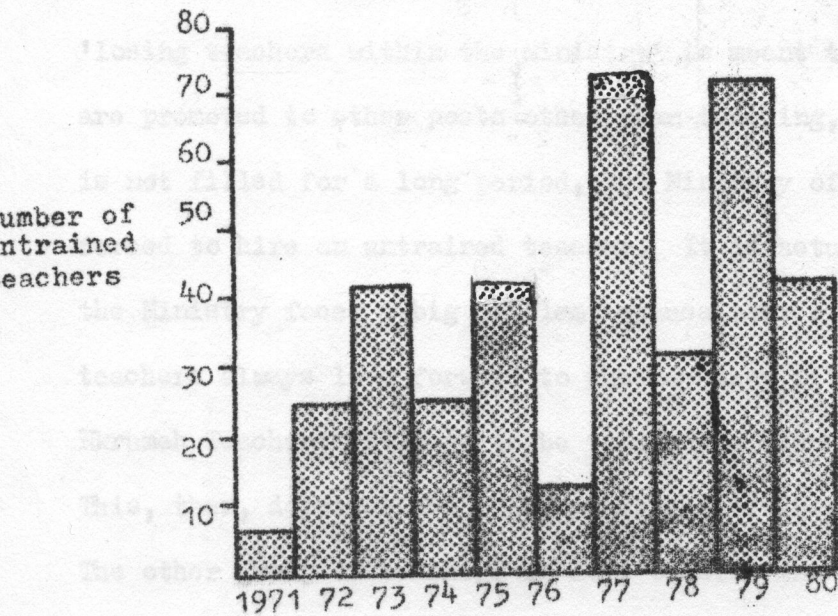
The untrained teachers, therefore, are in what could be called "transitional profession." The majority of them, as previously mentioned, are Form Five failures and therefore, they are following correspondence studies to supplement the courses they have failed at Form Five level. As soon as they get their full Form Five certificate, they either go to look for another employment or go for further studies. They do not have a permanent profession as teachers.

In the questionnaire, teachers were also asked to indicate their subjects of interest according to preference. A very limited number of these untrained teachers put a teaching subject as their first choice and none of them put English as their first choice. From these observations, one tends to doubt the real role of the untrained teachers in the implementation of the Zambia Primary English Course in the primary schools. They have neither permanence, professional qualification nor interest in teaching. While they study the methodology and techniques of the ZPC, they are under the supervision of the headmaster, his deputy or senior teacher who might be a vernacular trained teacher and whose knowledge of the ZPC is limited. How much help these untrained teachers get is a question yet to be answered. The heads or their assistants are generally very busy people and it is doubtful if they have enough time to give much help to the untrained teachers. It is a very fortunate untrained teacher who went to a primary school which used the ZPC, at least he can use the minimum ideas he can remember from his primary school lesson

One significant characteristic of the untrained teachers, in Lusaka Rural primary school is their fluctuation in number year after year. In the twenty schools visited, the number of untrained teachers has been fluctuating between 1971 and 1980. (see Figure 1)

The fluctuation in the number of untrained teachers is caused by a variety of factors, namely the non-permanent nature of the untrained teachers which makes them more mobile than the trained teachers. Another factor which has influenced fluctuation in the number of untrained teachers is believed to be the unexpected expansion in the enrolment of primary school pupils. In such cases, the Ministry of Education is forced to hire more untrained teachers than usual. Over enrolment is sometimes followed by a sharp decrease in the number of pupils, the untrained teachers then may become unnecessary. It is seen, for example, in Figure 1, that the number of untrained teachers in Lusaka Rural fell from 42 in 1975 to 12 in 1976. The number then rose unexpectedly to 74 in 1977. Such an unstable feature seems to be the general characteristic of the number of untrained teachers in the primary schools year after year. The number also changes from time to time because some of the untrained teachers go for training or look for other jobs and, in this case, they are not replaced. Therefore, the number falls during that particular period.

FIGURE 1: UNTRAINED TEACHERS IN SOME OF
LUSAKA RURAL PRIMARY SCHOOLS,
1971 - 1980



Source: Ministry of Education, Untrained Teachers 1971 - 1980
(Lusaka : Planning Officer, Regional Headquarters, 1980)

... ..
 are very limited.

The untrained teachers are not hired just because there is an over enrolment in the schools. The Ministry of Education faces serious problems in staffing some of the primary schools because it loses teachers within the Ministry of Education itself and it also loses teachers to other sectors of the government. By 'losing teachers within the ministry' is meant those teachers who are promoted to other posts other than teaching, and if their place is not filled for a long period, the Ministry of Education is then forced to hire an untrained teacher. It is actually claimed that the Ministry faces a big problem because most of the primary school teachers always look forward to the day they will qualify to go to Mzumbe Teacher's College to be trained as secondary school teachers. This, then, deprives the primary schools of their qualified staff. The other group of teachers is lost outside the Ministry of Education. These are teachers who get other jobs with banks or other sectors of the economy, and if they are not replaced by trained teachers, the Ministry is forced to employ untrained teachers.

The question of teachers leaving teaching has been an area of much discussion by many researchers. Although this issue is not within the scope of this study, it is worth mentioning that primary school teachers feel neglected, they have poor accommodation, low salaries and their

chances for promotion sometimes are very limited. These factors discourage trained teachers from staying permanently in the primary schools. This is not a problem peculiar to Zambia only but to Africa as a whole. It has been found that in Africa, "the unattractiveness of primary teaching as a professional and the low salary scales have placed primary school teachers in an economic position inferior to that of most professional and sub professional workers."⁶

(Printer, 1973), p.51.

¹P. Dossini, "Medium of Instruction in Zambia" p. 22.

⁴Vernacular Trained Teacher.

⁵Statement by a ZPT Trained Teacher.

⁶The Africa Study Centre, Teachers in Zambia

Studying Africa (Michigan: Michigan University, 1974), p. 82.

NOTES ON CHAPTER III

¹Zambia Ministry of Education, Annual Report
(Lusaka: Government Printer, 1971).

²United National Independence Party, National Policies for the Next Decade, 1974 - 1984 (Lusaka: Government Printer, 1973), p.51.

³P.Dyamini, "Medium of Instruction in Zambia" p. 32.

⁴Vernacular Trained Teacher.

⁵Statement by a ZPC Trained Teacher. The 1,524 items are divided into two groups: aids for reading and aids for language.

⁶The African Study Centre, Teachers in English Speaking Africa (Michigan: Michigan University, 1974), p. 83.
582 (40 percent) in Grade One, 399 (26 percent) in Grade Two, 273 (18 percent) in Grade Three, and 172 (13 percent) in Grade Four. (See Table V)

CHAPTER IV

DISCUSSION ON MATERIAL RESOURCES

General Description of the Material Resources

Used in the Zambia Primary English Course

The Zambia Primary English Course uses a great number of material resources. This has, in many ways, been the characteristic of the ZPC as a whole since it was introduced. It has been described as a course that is unique in its lavish provision of visual aids.¹

The material resources needed for teaching English decrease in number from the lower grades to the upper grades.² The NECZAM Catalogue (1978) indicates that the majority of the material resources recommended for teaching English in the primary schools are in the lower grades. There are approximately 2,196 items recommended for teaching English in the primary school, 1,524 of these are recommended for the lower grades and 672 for the upper grades. (See Table VII) In the lower grades, the 1,524 items are divided into two groups: aids for reading and aids for language. There are 1,444 items prescribed as aids for reading in the lower grades. These are distributed as follows:

582 (40 percent) in Grade One, 399 (28 percent) in Grade Two, 273 (19 percent) in Grade Three, and 186 (13 percent) in Grade Four. (See Table V)

TABLE V

TOTAL NUMBER OF READING AIDS AVAILABLE IN SOME OF LUSAKA
RURAL LOWER PRIMARY SCHOOLS ACCORDING TO GRADES

Grades	S C H O O L S																				Number of aids recommended	
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	Number	%
I	0	0	201	237	280	350	223	437	247	416	218	469	-	244	-	-	212	372	316	-	582	40
II	399	58	290	399	294	0	399	279	3	345	86	399	-	224	-	-	399	301	386	-	399	28
III	118	0	40	40	273	138	182	48	93	-	91	273	-	126	153	156	58	203	203	-	273	19
IV	93	3	106	130	0	3	94	3	3	63	136	228	148	142	-	-	23	153	176	138	186	13
Total	610	62	637	806	847	491	896	767	346	824	531	1369	148	714	153	156	692	1029	1091	138*	1444	100
%	42	4	44	55	59	34	62	53	24	57	37	94	10	49	11	11	48	72	76	10*		

* Incomplete totals and percentages because the school did not
give information on materials available in all the grades.

The items for reading in Grade One include three teachers' reading handbooks, one for each term, one flannel board, a set of templates,³ two wall charts, a set of picture matching cards, a set of labels, a set of word to word picture matching cards and a set of sentence building cards. This list is not exhaustive, there are many more aids recommended for teaching reading in Grade One. Grade One, as a matter of fact, has the largest number of aids recommended for teaching reading.

The number of reading aids is considerably reduced in Grade Two. There are three teachers' reading handbooks, seven sets of work cards, nine sets of readers, eight sets of work cards for readers, and other items which the teacher carries with him at the end of the third term from Grade One work.

In Grade Three, there are 273 items recommended for teaching reading (see Table V). These include three teachers' reading handbooks, three sets of workcards, a workbook and three sets of readers. The reading aids at this level are fewer than those in Grade One, and as previously stated, they form only 19 percent of all the aids recommended for teaching reading in the lower grades.

Thirteen percent of the reading aids in the lower grades are found in Grade Four. (See Table V). It has the smallest number of the recommended aids. There are three teachers' reading handbooks, one recommended for each term,

three sets of workcards, three sets of readers and a number of supplementary readers.

The language section of the Zambia Primary English Course in the lower grades has fewer aids than the reading section. There are 84 items recommended for teaching language in the lower grades. Twenty one (25 percent) of these aids are found in Grade One, 39 (46 percent) in Grade Four. (See Table VI).

The language aids in Grade One are: three teachers' language handbooks, ten wall charts, at least one cassettophone and recorded programmes. The number becomes smaller in Grade Two where there are three teachers' handbooks, a set of language books and wall charts. This figure becomes even smaller in Grades Three and Four. (See Table VI).

Generally speaking, therefore, it appears that most of the aids for teaching English are in Grade One and most of these aids are those recommended for teaching reading.

In the upper grades where reading and language are taught together, the number of aids needed or recommended are not many. At this stage, it is presumed that children have acquired the skills of recognition and discrimination and, therefore, items like templates, jigsaws, etc. are no longer necessary.

There are approximately 672 aids recommended for teaching reading and language in the upper grades. This is only 30 percent of all the aids recommended for teaching English in the primary schools. Of these 672 aids,

TABLE VI

TOTAL NUMBER OF LANGUAGE AIDS AVAILABLE IN SOME OF LUSAKA RURAL
LOWER PRIMARY SCHOOLS, ACCORDING TO GRADES

Grades	S C H O O L S																				Number of aids recommended
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	
I	1	1	14	4	21	15	13	11	9	13	3	21	18	2	-	-	3	13	14	-	21 25
II	18	17	10	15	29	0	17	10	6	15	13	12	9	5	-	-	2	7	7	-	39 46
III	10	10	5	2	12	12	9	7	8	-	1	12	7	1	3	8	4	5	5	-	12 14
IV	10	10	8	3	0	3	2	12	10	3	7	10	11	2	-	-	11	11	11	10	12 14
Total	39	38	37	24	62	30	41	30	33	31*	24	55	45	10	3*	8*	20	36	37	10*	84 99
%	46	45	44	28	74	36	49	35	39	37*	29	66	45	11	4*	10*	24	42	44	12*	

* Incomplete totals and percentages because the school did not give information on materials available in all the grades.

261 (39 percent) are in Grade Five, 261 (39 percent) in Grade Six and 150 (22 percent) are found in Grade Seven. (See Table VII).

Theoretically, these are the aids which the primary schools should have to help the teachers to implement the Zambia Primary English Course. It is assumed that every school should have or has enough of these aids plus some supplementary materials for the course. In the case of the upper grades, besides the teachers' handbooks, the schools should have at least three sets of readers (one per term) in each grade. In addition to these, each class should have a series of supplementary readers. This study has attempted to find out how far the Ministry of Education has provided these aids to the schools.

TABLE VII

TOTAL NUMBER OF LANGUAGE AND READING AIDS AVAILABLE IN SOME
OF LUSAKA RURAL UPPER PRIMARY SCHOOLS, ACCORDING TO GRADES

Grades	S C H O O L S																				Number of aids recommended
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	Number %
V	0	51	5	70	51	0	52	160	199	261	0	81	167	108	0	43	66	110	118	127	261 39
VI	3	33	50	180	29	157	57	134	34	-	55	90	16	127	132	146	11	18	193	51	261 39
VII	1	14	40	3	2	72	6	6	29	3	0	0	0	121	-	-	36	74	150	123	150 22
Total	4	98	95	253	82	229	115	300	262	264*	55	171	183	350	132*	189*	113	202	461	301	672 100
%	1	15	14	38	12	34	17	46	38	39*	8	25	27	53	20*	28*	17	30	69	44*	

* Incomplete totals and percentages because the school did
not give information on materials available in all the
grades

Findings of the Study

Material Resources Available for Teaching

Reading in the Lower Grades

As already been indicated in the general description of those already mentioned seemed to have sufficient reading aids. the resources recommended for teaching the Zambia Primary English Course, most of the aids recommended for teaching reading are found in Grade One. In the investigation carried out for the purpose of this study, it was found out that the availability of resources for teaching reading in lower grades differ from grade to grade, and from school to school. The discussion that follows will be based on the availability of aids in individual grades but emphasis will be put on the availability of aids in individual schools.

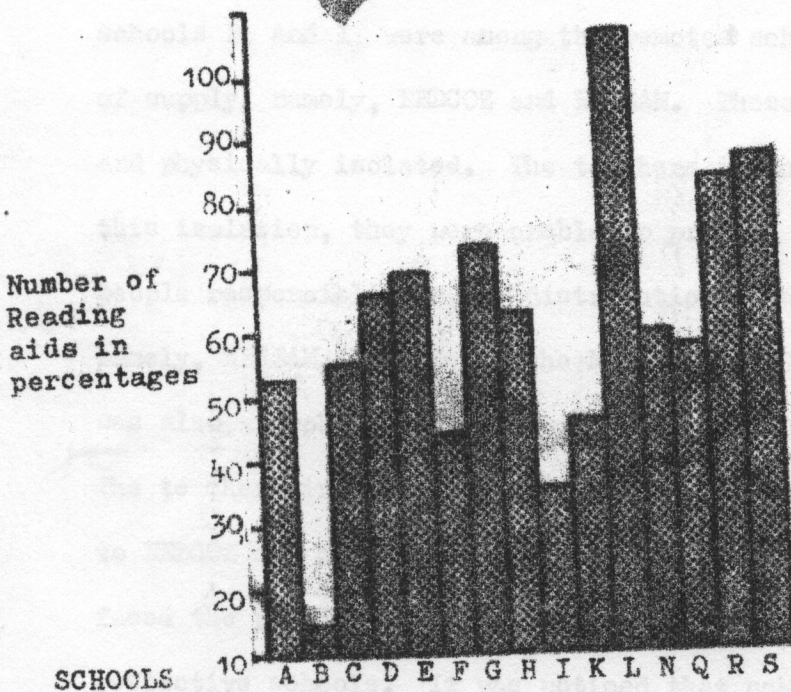
Out of the 20 schools which were supposed to give information on the amount of aids available for teaching reading in all the lower grades in their schools, only 15 schools gave full information. In the other 5 schools, some class teachers did not respond to the questionnaire. (See Table V). Among the 15 schools, it was found out that the distribution of reading aids varied from grade to grade. School A, in Table V, indicated that it had no reading aids for Grade One, school B had no reading aids for Grades one and Three. The other schools indicated that the only aids they had for teaching reading were the three teachers' reading handbooks.

The schools which fall in this category are, B which has 3 teachers' reading handbooks for Grade Four, F with 3 teachers' handbooks for Grade Four, and H with 3 teachers' handbooks for the same grade and I which has the three reading handbooks for Grade Two and Four. (See Table V). The other grades apart from those already mentioned seemed to have sufficient reading aids. Schools D, G, L, R and S indicated that they were well equipped with reading aids for their classes. These had 273, 223, 469, 372 and 316 of the recommended aids respectively, for teaching reading in Grade One. (See Table V).

Taking the results of all the grades in each school, it was found out that, out of the 15 schools which gave full information on the material available for teaching reading in their school or classes, 8 (53 percent) of the schools indicated that they had less than 50 percent of the aids recommended for teaching reading in lower grades. (See Figure 2). The 7 (46 percent) of the schools had more than 50 percent of the aids recommended for teaching reading in the four lower grades.

In the schools which had less than 50 percent of the items needed for reading, the things or aids which were missing most were, workcards, class readers, cassettophones and templates.

FIGURE 2 : NUMBER OF READING AIDS AVAILABLE IN
SOME OF LUSAKA RURAL PRIMARY SCHOOLS
- LOWER GRADES - BASED ON 15 SCHOOLS



In some schools, it was noticed that most of the aids which were supposed to be in sets were in incomplete supply. For example, workcards, templates, jigsaw puzzles and sentence cards are supposed to be in sets of between 24 and 45 pieces, but in most of the schools, the teachers indicated that they did not have complete sets.

The schools which appeared to be affected most by the lack of teaching aids are those which are rather far from centres of educational aids supply. It was noticed, for example, that schools B and I, were among the remotest schools from the centres of supply, namely, NEDCOZ and NECZAM. These schools are socially and physically isolated. The teachers indicated that, because of this isolation, they were unable to present their cases to the people responsible for the distribution of educational aids, namely, NECZAM, NEDCOZ and the Ministry of Education. There was also a problem of transport which these remote schools faced. The teachers indicated that, even if they were able to travel to NEDCOZ and NECZAM to buy the needed resources, they still faced the problem of transporting these things back to their respective schools. It was noticed that school R has the same distance as school B and I from Lusaka, but R is a grant aided mission school which has its own transport, therefore, it can afford to get material from Lusaka. The other Schools, however, cannot afford to. So, they have less resources, although they are equally isolated from centres of aids.

Material Resources Available for Teaching

Language in the Lower Grades

The teachers' language handbooks in the lower grades contain most of the material needed for teaching and learning language at this level. Previous discussions have indicated that each class has three teachers' handbooks, one for each term. These handbooks are indispensable aids for teaching language in the primary schools. It was found out, however, in this study, that it is not all the schools which have these handbooks. Schools A, B and N, in Table VI, have less than three handbooks each for teaching language in Grade One. From this table, it can be seen that some schools have no language handbooks at all, for example, schools E, and F. Other cases where schools have not got enough language handbooks are found in schools D with 2 handbooks, K, with 1 handbook and N with 1 handbook. These schools indicated that these were the only aids they had for teaching language in Grade Three. In Grade Four, schools G, H and N indicated that they had 2 language handbooks each. (See Table VI)

In all, it was found out that, out of the 16 schools which gave information on the material resources available for teaching language in the lower grades, only 3 (19 percent) had 50 percent or more of the aids recommended for teaching language. (See Figure 3). The other 13 (81 percent) of the schools had less than 50 percent of the aids recommended for teaching language.

FIGURE 3 : NUMBER OF LANGUAGE AIDS AVAILABLE IN

SOME OF LUSAKA RURAL PRIMARY SCHOOLS
- LOWER GRADES - BASED ON 16 SCHOOLS

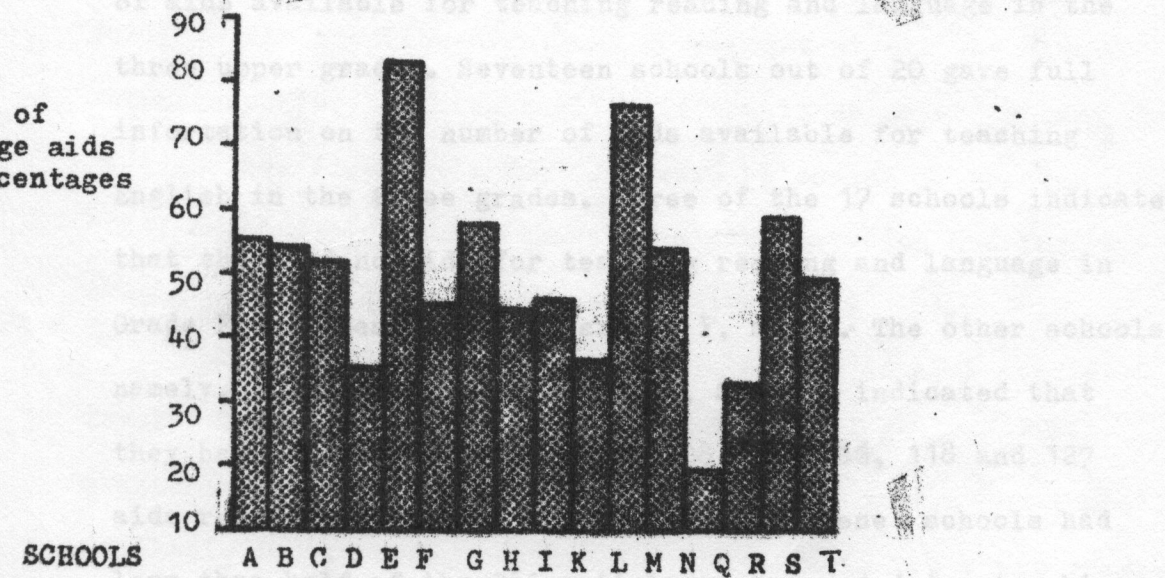
It was noticed that the schools which lacked reading aids appeared to be the same schools which lacked language aids. The schools which seem to follow this trend consistently are, C, with 44 percent of the recommended aids for reading and 44 percent of the aids recommended for language, F, with 34 percent of the reading aids and 39 percent of the language aids. This observation was also found to be similar in schools with 50 percent or more of the recommended aids in reading and language. Schools which follow this pattern are L and R. (See Figures 2 and 3). This regular pattern in the distribution of aids could be explained by the fact that the factors which cause the lack of aids in each school are similar. Therefore, whatever is responsible for the lack of reading aids in a school will likely be responsible for the lack of language aids in the same school.

30
20
10

SCHOOLS

A B C D E F G H I K L M N O R S T

**FIGURE 3 : NUMBER OF LANGUAGE AIDS AVAILABLE IN
SOME OF LUSAKA RURAL PRIMARY SCHOOLS
- LOWER GRADES - BASED ON 16 SCHOOLS**



English in Grade Five. Schools B, F and J had more than half of the needed aids. In Grade Six, none of the 17 schools had less than three articles or aids for teaching reading and language. School A, which had the lowest number of aids, had three reading and language aids. These items were the three teachers' reading and language handbooks. There were 3 schools which had more than half of the aids recommended for Grade Six. The others were below the half way mark.

Material Resources Available for Teaching

Reading and Language in the Upper Grades

In the upper grades, the aids recommended for teaching reading and language are generally the same. The teachers' reading and language handbooks are combined. The aids prescribed for teaching reading and language in the upper grades are numerically less than those prescribed for the same purpose in the lower grades. Table VII shows the number of aids available for teaching reading and language in the three upper grades. Seventeen schools out of 20 gave full information on the number of aids available for teaching English in the three grades. Three of the 17 schools indicated that they had no aids for teaching reading and language in Grade Five. These schools were A, F, and K. The other schools, namely, B, C, D, E, G, L, N, Q, R, S and T indicated that they had 51, 5, 70, 51, 52, 81, 108, 66, 110, 118 and 127 aids respectively. (See Table VII). All these schools had less than half of the 261 articles recommended for teaching English in Grade Five. Schools H, I and J had more than half of the needed aids. In Grade Six, none of the 17 schools had less than three articles or aids for teaching reading and language. School A, which had the lowest number of aids had three reading and language aids. These items were the three teachers' reading and language handbooks. There were 3 schools which had more than half of the aids recommended for Grade Six. The others were below the half way mark.

In Grade Seven, 3 schools indicated that they had no aids for teaching English to their classes. These were followed by schools A, D, E and J which did not have more than 3 aids for teaching English in Grade Seven. (See Table VII). Only 2 schools had more than half of the 150 aids recommended for teaching English in Grade Seven.

Looking at the number of aids available for teaching English in the three upper grades in each school, it was found out that only 3 schools, out of the 17 schools which responded fully to the questionnaire, had 50 percent of all the aids recommended for teaching English in the three upper primary grades. (See Figure 4). The rest were below the 50 percent line, and in some cases, there were schools which had less than 20 percent of the recommended aids.

The information given on: the number of aids available for teaching reading in the lower grades, the number of aids available for teaching language in the lower grades and those available for teaching reading and language in the upper grades, presented or gave an overall picture of the number of aids available for teaching the Zambia Primary English Course in the schools under study. (See Table VIII).

It was noticed that, out of the 20 schools which were supposed to return the questionnaire on the availability of aids i

TABLE VIII

TOTAL NUMBER OF AIDS AVAILABLE FOR TEACHING THE ZAMBIA
PRIMARY ENGLISH COURSE - NUMBER BASED ON 15 SCHOOLS

	S C H O O L S															Number Recommended
	A	B	C	D	E	F	G	H	I	K	L	N	Q	R	S	
Lower Grades Reading	619	61	637	806	847	491	896	750	346	531	1369	636	692	1029	1091	1444
Lower Grades Language	38	37	37	15	62	30	41	30	33	24	55	10	20	42	37	84
Upper Grades Language and Reading	4	98	95	253	82	229	115	300	258	55	178	150	113	202	461	672
TOTAL	661	196	769	1074	991	750	1052	1080	637	610	1602	796	825	1273	1589	2200
%	30	9	35	49	45	34	48	49	29	28	73	36	38	58	72	100

FIGURE 4 : NUMBER OF AIDS AVAILABLE FOR TEACHING
READING AND LANGUAGE IN SOME OF

all the grades in LUSAKA RURAL PRIMARY SCHOOLS,
- UPPER GRADES - BASED ON 17 SCHOOLS

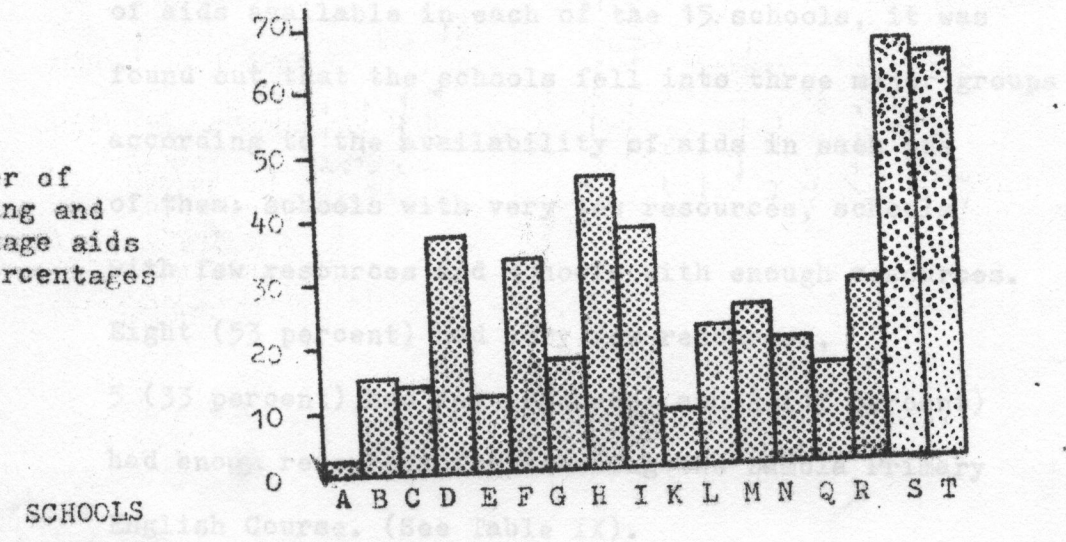


TABLE IX

NUMBER OF SCHOOLS ACCORDING TO THE AVAILABILITY
OF AIDS, BASED ON 15 SCHOOLS

Type of schools	Number of schools	Percentage of total
Schools with very few resources.....	8	53
Schools with few resources.....	5	33
Schools with enough resources.....	2	13
TOTAL.....	15	99

all the grades in their schools, only 15 schools gave complete information on all the grades. In all, there are 2,200 articles recommended for teaching the Zambia Primary English Course from Grade One to Grade Seven. When this number was compared with the number of aids available in each of the 15 schools, it was found out that the schools fell into three major groups according to the availability of aids in each one of them: schools with very few resources, schools with few resources and schools with enough resources. Eight (53 percent) had very few resources, 5 (33 percent) had few resources and 2 (13 percent) had enough resources for teaching the Zambia Primary English Course. (See Table IX).

TABLE IX

NUMBER OF SCHOOLS ACCORDING TO THE AVAILABILITY
OF AIDS, NUMBER BASED ON 15 SCHOOLS

Type of schools	Number of schools	Percentage of total
Schools with very few resources.....	8	53
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Schools with enough resources.....	2	13
TOTAL.....	15	99

NOTES ON CHAPTER IV

¹Zambia Ministry of Education, Curriculum

Development in Zambia The Search for the Relevance

(Lusaka: Curriculum Development Centre, 1974), p.3.

²Lower grades refer to Grades One to Four while upper grades are Grades Five to Seven.

³A set is generally made up of between twenty four and forty items. In this study, all the items were counted instead of a set as one item.

UTILISATION OF RESOURCES FOR TEACHING READING
IN SOME OF LUSAKA RURAL PRIMARY SCHOOLS

Structure of the Reading Course in the Primary
Schools

Material Resources

The reading section of the Zambia Primary English Course has a very large number of recommended apparatus. These aids recommended for teaching reading during the first term of Grade One are mostly for pre-reading activities. Though some of the items are used for teaching reading proper, their main purpose is to help the child go through the pre-reading stages of: recognition, discrimination and left to right eye movement. After the pre-reading stage, there are other material resources recommended for teaching reading. These include, readers, work-cards and teachers' handbooks. The latter have daily lessons prepared for the teacher.

In the previous section on material resources needed for implementing the Zambia Primary English Course, it was pointed out that in the upper grades, material resources in form of books, etc., needed for teaching reading, also include supplementary readers. The main purpose of these readers is to encourage children to read on their own. The availability of such supplementary material is, therefore, very important.

Methods

General Description of the Main Methods

Underlying the Reading Course

in the Primary Schools

With the modern trends predominating the way language and reading courses are designed, it is difficult to talk about "a method" of teaching language or reading. It would be more appropriate to talk about "methods" rather than "a method" because of the eclectic nature of most methods which are used for teaching either language or reading. In this study, therefore although individual methods of teaching reading will be described, stress will be put on methods which appear more predominant at each level of primary school, namely lower and upper grades. There is, however, no clearcut division in the way the different methods at each level are used, any apparent division is either arbitrary or is merely meant to facilitate instructional procedures.

The methods which seem to be predominantly used for teaching reading in the primary schools in Zambia are: the whole word method, the whole sentence method, the story method and the phonic method.

children learn the whole meaning of an utterance in its totality.

The method starts with The Whole Word Method techniques. In Unit

10 of Grade One reading lesson, the teacher is required to use the

This method is generally described as the "look and say method." In this method, words are taught by their total appearance. The method is based on a gestaltic principle that people recognise words by their external and internal shapes.

Words, therefore, can be learnt more meaningfully and easily than single letters because of their obvious meaning and because they can be linked with an object, picture of an object or action, thus "book" is easier to learn than the letter "t". In other words, letters in English have no relationship to objects. In teaching words, therefore, the Zambia Primary English Course matches words with objects or pictures of objects which they represent. In a reading lesson, these words are first read by the teacher and the children repeat after him. Eventually, the children match the words and the picture then, finally, they read the words alone. The whole word method is begun in Grade One with the introduction of labels which denote various items in and around the classroom. The children do not only learn the words, they also learn to match the words with the objects they represent.

The Whole Sentence Method

The whole sentence method teaches reading by using sentences in their total appearance. In the Zambia Primary English Course, children start by learning very short sentences. At this stage, children learn the whole meaning of an utterance in its totality. The method starts with the use of substitution techniques. In Unit 10 of Grade One reading lesson, the teacher is required to use the words learnt through the whole word

method in Unit 5 to substitute them in sentences as follows:

This is a door.

This is a wall.

This is a chair.

This is a window.

This is a cupboard.

This is a floor.

This is a desk.¹

Children learn these sentences by repeating them in chorus while the teacher goes from one object to another asking the pupils to identify in sentences the name of the object he is holding or pointing at.

The whole word and the whole sentence methods are generally used in the lower grades. In the upper grades, the predominant method used for teaching reading is the whole story method.

The Whole Story Method

The whole story method is an expansion of the whole word method and the whole sentence method. It uses a sequence of both words and sentences in form of a story as units of instruction in early reading activities. In the upper grades, in the Zambian Primary schools, although other methods are used for teaching reading, the whole story method appears to be predominant.

This is done by following class readers. There are three class readers prescribed for reading, one for each term. The general procedure is to teach children new words taken by the teacher from a passage or story. If the words are entirely new to the class, they are taught as new language items. In this way, reading and language are taught concurrently in the upper grades.

The Phonic Method

The phonic method is an analytic method which teaches the pupils the sounds of the alphabet. The children will, therefore, learn sounds like /d/ in dog, /b/ in book, and /t/ in take, etc. In the Zambia Primary Reading Course, the phonic method is introduced in Grade Two. A phonic alphabet is taught in term one term three. This is continued up to Grade Four. After completing Unit 33 of Grade Two, pupils should have covered the /y/ sound as in yes, /ʃ/ sound as in shut, etc.

Findings of the Study on the Teaching of Reading in Some of the Primary Schools in Lusaka Rural

What has been outlined above are the theoretical assumptions of the Zambia Primary Reading Course. It is assumed that teachers will use these methods and others in order to teach reading successfully. It is also assumed that human resources in terms teachers, and material resources in terms of books, workcards, tapes and other aids are available and will be utilised efficiently to implement the above methods.

In order to test the validity of these assumptions, classroom observations were carried out on reading lessons in some of the schools in Lusaka Rural Primary Schools. Specifically, the observation exercise had two major objectives: to find out how human resources in terms of trained and untrained teachers were used for teaching reading in Grades One, Three, Five and Seven, and to find out how the available material resources in terms of teachers' handbooks, pupils' readers, supplementary readers, etc., were utilised to teach reading in the above grades. Because of the inaccessibility of a few schools, 13 of the 15 schools, which gave full information on the recommended aids and human resources available for teaching English in their schools, were visited.

Utilisation of Human Resources

It has been pointed out that there are two major categories of teachers in the primary schools in Zambia; the trained and untrained teachers. These are the two groups responsible for teaching English in the primary schools.

In the classroom observations which were carried out, it was observed that the two groups did not, in some cases, use the same methods, techniques or approaches to teach reading in their respective classes. Out of the 52 teachers whose reading lessons were observed, 44 were trained and 8 were untrained teachers. The 44 trained teachers consisted of 15 ZPC trained teachers and 29 vernacular trained teachers.

By and large it was observed that the ZPC trained teachers appeared to have very clear ideas on how to handle their reading lessons. They were familiar with the use of most of the recommended aids. They prepared their apparatus very well before the beginning of each unit or lesson. In classes where the recommended resources or aids were not available or where they were in insufficient quantities, the teachers improvised their own to meet the needs of their classes. In one of the Grade One reading lessons which was observed, the Ministry of Education had not provided the teacher with sentence cards which were recommended for this particular lesson. The ZPC trained teacher who was teaching the class had made his own sentence cards from manila paper. In another reading lesson which was observed, the teacher was supposed to teach the pupils how to work a jigsaw puzzle, which is a preparation for shape recognition. The teacher had made a big three piece jigsaw of a horse. He asked one of the pupils to go in front of the class and put the three pieces together. Three pupils did this in turn and then the teacher brought another big jigsaw, but this time it was a jigsaw of a dog cut into six pieces. At first the children found it difficult to put all the six pieces together, but after two to three attempts they managed to do so successfully. The teacher explained that this was a very good way of teaching the children how to recognise the various shapes faster, and also it was a preparation for them to use the smaller jigsaws recommended in the reading course. He followed the same procedure for preparing the pupils to use templates.

This practical way of teaching reading was not found among vernacular trained teachers. The latter complained that the course

These findings confirm what was observed by Godwin (1977). In his study, it was too demanding for the teachers because it required them to prepare a lot of material and in cases where such material was not available, they did not have much alternative but to skip some of the reading lessons. Some of them stated that they found it easier to use the Oxford Readers series because they did not have much material recommended. During the teaching itself, it was found out that most of the vernacular trained teachers used vernacular very frequently, especially when they wanted to give instructions to the pupils. Simple expressions like, "Do you understand?", were generally addressed to the pupils in vernacular. The following are some of the vernacular phrases recorded during two reading lessons taught by vernacular trained teachers:

- | | | |
|----|---|--------------------------|
| A. | 1. Mwa mvera? | Do you understand? |
| | 2. Mili kucita ciani? | What are you doing? |
| | 3. Mverani! | Listen! |
| | 4. Mwaizepa <u>page</u> ? | Have you found the page? |
| | 5. Khalani chete! | Keep quiet! |
| B. | 1. Mverani! | Listen! |
| | 2. Khalani chete! | Keep quiet! |
| | 3. Segulani <u>buku</u> lamu. | Open your books. |
| | 4. Osa sewera! | Do not play! |
| | 5. Mwa mvera? | Do you understand? |
| | 6. <u>A group</u> A abwere kuno! Group A come here! | |

These findings confirm what was observed by Godwin (1977). In his survey on the Zambia Primary Course (English Medium Course) he observed that although the ZPC was meant to be an English Medium Course, most vernacular teachers used local languages as media of instruction.

This situation was less frequent among ZPC trained teachers. When the vernacular trained teachers were asked why they used vernacular instead of English, they argued that pupils understood very little English at Grade One level, and it took too much time to get them do something if instructions were given in English. The validity of this argument may be persuasive, but the value of this practice in the implementation of the Zambia Primary English Course is questionable. It must be conceded, however, that this practice was more frequent in the lower grades than in the upper grades. In the upper grades most of the teachers, both vernacular and ZPC trained teachers, used English more frequently than was the case in the lower grades.

The third group of teachers whose reading lessons were observed was that of the untrained teachers. Although the vernacular trained teachers were not very familiar with the Zambia Primary English Course, they had a professional approach to teaching. They were trained teachers. This was not the case with the untrained teachers. They were learning how to teach while they were doing the actual teaching. They were not learning only how to teach, but they were also learning how to use the Zambia Primary English Course. In one of the reading lessons which was observed in a Grade Five class taught by an untrained teacher, it was noticed that the teacher spent most of the time referring to the teacher's handbook. If he did not do so, he appeared to be lost and the lesson stopped.

An alternative method which this teacher followed was to ask the pupils to read one by one, an exercise which seemed to bore the whole class. In terms of utilising the recommended methods and material, the teacher did not use any of the recommended aids apart from class readers, and the teachers' handbook. He did not have any reading groups organised according to reading abilities.

Another untrained teacher whose reading lesson was observed in his Grade One class skipped some of the reading lessons because he did not have the recommended aids for this lesson. The teacher indicated that he had no time to improvise his own aids because he spent most of the time studying the teachers' handbooks so that he could be more familiar with the course.

Utilisation of Material Resources

Apart from observing how human resources were utilised to teach reading in some of the schools in Lusaka Rural, the study also looked at how the material resources available in these schools were utilised to teach reading. Specifically, the study tried to find out how reading was taught using material resources in: schools with very few resources, schools with few resources and schools with enough resources. In each school, observations were made on how teachers followed the methods outlined in the teachers' handbooks and how teachers utilised resources in classes which had more pupils than the usual number of 45 which is recommended.

Reading in Schools with Very Few Resources

Reading in the lower grades in Zambia Primary Schools is taught in two sections. The first section deals with pre-reading lessons. These lessons require the use of templates, jigsaws, picture matching, name cards, wall pictures, colour charts, picture lotto and picture books one and two. In the last part of chapter four of this study, it was shown that 8 (53 percent) of the 15 schools under study, had very few resources for teaching English. (See Table IX). When these schools were visited, it was observed that they had various problems in trying to utilise their very few resources for teaching reading. In most cases these schools had a very high enrolment which outnumbered the amount of material resources they had for teaching reading. Five of these schools had over 55 pupils per class. This was higher than the normal 45 which is recommended per class in Grade One. Each of these schools had less than 50 percent of the aids recommended for teaching English in their classes. In one of the these schools, a teacher of Grade One had incomplete sets of picture lottos and jigsaws. In a lesson which was observed, this teacher was supposed to have four sets of jigsaws but she had only two sets. The lack of enough aids created some teaching problems for the teacher. In all, she had 12 jigsaws for 50 pupils. It meant there were four pupils per puzzle. The teachers' handbook had recommended this particular lesson to be taught in groups. One group was to use the

jigsaw puzzles, the other group was supposed to use picture matching cards and the third group was supposed to use picture book one with the teacher. The teacher followed this procedure, but she did not have enough jigsaws and picture matching cards. So the group that seemed to be learning something was the one with the teacher. The other two were making noise, each pupil trying to get a piece of either the jigsaw puzzle or the picture matching cards. In the same school, a Grade Three teacher was teaching a reading lesson which recommended the division of the pupils into three groups as indicated below.

Group A

Teacher

with wall

picture 30

Group B

Reader 10

Group C

Work cards

Set II.

The teacher had the wall picture but he had only ten readers and very few workcards. The class had 55 pupils. There were 20 pupils using the wall picture with the teacher, 25 pupils were using the 10 readers and the other 10 pupils were using the workcards. Here the problem was not only that the teacher did not have enough aids, but he had not tried to divide his pupils roughly into equal groups. The result of this was that the groups which were working on their own seemed to be learning very little.

One of the teachers whose lesson was observed complained that he could not teach lesson 10 of Unit one in Grade One because he did not have the aids recommended for this lesson.

This lesson is meant to be taught using the whole word method, which has been described already. The lesson recommends the use of labels.² The teacher is supposed to hold labels and tell the pupils, "This is a window, chair, book, etc." Eventually the pupils are supposed to take the labels and match them with the pictures of the object or with the object itself. In this particular lesson, the teacher did not do the last part of the lesson because he did not have labels. The teacher indicated that this was quite a problem because, while the pupils were learning how to identify the objects, for example table, chair, etc., they were not learning how to read the words which represented these objects as fast as they should because some of the aids recommended were missing.

Some of the articles which were missing in schools which had very few resources, especially in the upper grades, were supplementary readers. Out of 16 reading lessons which were observed in Grades Five and Seven of the eight schools with very few resources, only one class had enough readers and supplementary readers needed for teaching reading. Most of the classes had no supplementary readers for the pupils. Two upper grade teachers complained that:

1. There are very few books offered as supplementary readers. Classroom readers are not supplied in time.

(Grade Five teacher).

2. In the upper grades we have no supplementary readers and this has affected the students' performance at grade seven level.

(Grade Seven teacher.)

In one of the schools which was visited, there were two streams of Grade Five classes. Each stream had 50 pupils and the school had 10 supplementary readers for both classes. This meant that there were five pupils per reader. The only way of making certain that every one of the pupils at least had the minimum use of the books was to have individual pupils read aloud during the class while the other pupils listened. In some schools, the teachers ignored supplementary reading altogether because the schools had no supplementary readers.

One of the aids which was lacking most in schools which had very few resources was the cassettophone. None of the schools visited in this category had this aid. The cassettophone is generally needed for putting into practice the phonic method of teaching reading. The procedure followed using this aid is to play a tape which has the sounds which are supposed to be taught in the lesson of the day. These sounds are more often recorded from a native speaker of English and, therefore, they are considered as model sounds which the pupils are supposed to imitate. It was observed that, although none of the teachers observed ~~it~~ had a cassettophone, they taught the sound systems quite successfully. The teacher simply said the sounds a few times while the pupils were listening and then he asked them to repeat after him. The majority of the teachers felt that this machine was not necessary at all and they would rather buy supplementary readers than use the money to buy this machine.

Reading in Schools with Few Resources

There were 5 schools with few resources for teaching English. (See Table IX). Only 3 of these schools were visited. In all 12 reading lessons were observed in these schools. In terms of material resources, these schools could be termed "in between schools" because they lie between the two extremes of schools with very few resources and schools with enough resources. It was observed, however, that there was no clearcut distinction between the problems experienced by these schools and those experienced by schools with very few resources. In other words, there were some areas of overlapping. The problems found in the first category of schools were sometimes also found in the schools in the second category.

In two Grade One lessons which were observed, in schools in this category, there were 45 pupils in each class. These two classes did not have enough aids and in one of them the class teacher had asked the pupils to bring to school some empty soap boxes which he used to make templates. The teacher had done this with other missing aids but he indicated that aids, like sentence building cards, could not be improvised. So he simply taught his reading lessons without them. In one Grade Three lesson which was observed workcards set 8 were recommended, but the Ministry of Education had not provided these aids to the class, so the teacher had made his own. Although these cards were not exact in terms of detail and colour they were very functional.

carried out. Although there were not enough readers for every pupil in these schools, the whole story method was better as those faced by the schools which had very few resources. The difference, however, was that these latter schools had more supplementary reading material than the former. So the pupils could share the supplementary readers more conveniently than in the previous category of schools. The teachers in these schools, however, indicated the same dissatisfaction as shown by the teachers in the schools with very few resources. Below

are two remarks made by two teachers from schools with few resources:

In these grades, both categories of schools seemed to lack aids for teaching English.

1. Books are limited only to a class reader. More supplementary readers must be provided, like those of Oxford readers. Lack of material hampers the Zambia Primary English Course' progress.

(Grade Seven teacher).

2. How can one cultivate a pupil's interest in reading when he has only two supplementary readers for 55 pupils?
- (Grade Five teacher).

Although these complaints could be justified, actual

observation indicated that these schools had more material recommended for reading than the schools in the previous group. There were, in some of the classes visited, three pupils per reader and the reading lessons were satisfactorily

In one of the two Grade One lessons observed, the teacher had enough resources for a class of 45 pupils.

carried out. Although there were not enough readers for every pupil in these schools, the whole story method was better practised than in the schools with very few resources because in the schools with few resources the teacher was able to divide the pupils into groups and there were no average, three pupils per book whereas in the previous category of schools this was nearly impossible because of lack of books.

The problem which these schools seemed to share with the schools with very few resources were found largely in the lower grades. In these grades, both categories of schools seemed to lack aids for teaching English.

Reading in Schools with Enough Resources

The third category of classes whose reading lessons were observed were those of schools with enough resources. There were 2 schools which had enough resources for teaching English. Eight lessons were observed in classes in the schools under this category.

In two Grade One reading lessons which were observed in schools with enough resources, the classroom organisation, distribution of materials and learning activities appeared to be carried out more efficiently than in the other group of schools discussed above.

In one of the two Grade One lessons observed, the teacher had enough resources for a class of 45 pupils.

The teacher was teaching a lesson which recommended the following aids: Picture Book II, Picture Lotto and Word to Word Picture Matching.³ These aids were all available, and the teacher had no difficulty in organising his lesson. He started by revising words which had been learnt in the previous lesson. The exercise took about 5 minutes. This was followed by the organisation of the whole class into activity groups as shown below.

Group A

Picture Lotto

Group B

Picture Book II

(with Teacher)

Group C

Word to Word

Picture Matching

It was noticed in this lesson that, although the teachers' handbook recommends only two groups for this lesson, the teacher had found it more convenient for the size of his class to have three groups of 15 each. While the teacher was busy with group B, the other groups worked quite well with the other aids for 10 minutes. After 10 minutes, the groups changed activities but the teacher remained at the Picture Book. In other words, it was the groups which changed, and not the teacher. It was observed that after 26 minutes, the teacher stopped working with his own group and went around to see what the other groups were doing. This was the only time the class appeared to be disorganised because the group which had been using the Picture Book had nothing to do. This, however, lasted only for two to three minutes then the whole lesson was over.

In a Grade Three reading lesson which was observed in a school under the above category, the class teacher had 22 readers for a class of 40 pupils. This gave the teacher a book for every two pupils. Each pair of pupils had a code number which corresponded to the number of the book or books it used for reading. This was done to ensure the safety of the books used by the pupils. Each pair of pupils used the same book or books and was responsible for the safety of the book or books it used.

When it came to the methods of teaching, the teacher was consistently following the methods outlined in the handbook. He, however, organised his reading groups into competitive groups. The class was told to be in groups. There were three groups of nearly the same number of pupils in a group. The teacher then asked the pupils to read the story of that reading lesson on their own then the teacher asked each group some questions based on the story just read. Each group which gave a correct answer was given a point. The teacher indicated that these groups were never the same in every lesson. He made sure that the pupils changed their groups as often as possible. This was meant to help the slow readers because they were encouraged to be with an active group. They felt part of the class rather than isolated individuals. In other words, the teacher did not agree with the idea of grouping the pupils according to their reading abilities. The teacher indicated that he gave some of the slow readers extra reading opportunities by lending them books from the number allocated for their pair. In his opinion, he found this helpful because he had no time for extra classes since he was teaching two sessions of Grade Three classes, one in the morning and another in the afternoon.

NOTES ON CHAPTER V

¹Zambia Ministry of Education Curriculum
Development Centre, Zambia Primary Course Teachers'
Handbook Reading Grade I, Term 1, Units 1 - 11
(Lusaka: NECZAM, 1969), p. 84.

²Ibid., pp. 33 - 38.

³Ibid., Term 2 - Units 12 - 22, p. 30.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

This study had three main objectives as indicated in the section on the purpose of the study. Firstly, it attempted to find out what competencies the teachers in some of Lusaka Rural Primary Schools have for teaching the Zambia Primary English Course. Secondly, the study looked into the material resources which were available in these schools for implementing the Course. The third objective of the study was to examine how the available human resources and material resources were utilised to teach reading skills in selected grades of the above schools.

On Human Resources

The first objective of this study originated from the researcher's own interest in teacher education especially in the type of teachers hired by the Ministry of Education to teach English as a second language in primary schools in Zambia. The interest was also motivated by the constant reference given to the quality of teachers in primary schools in the third world. It has been claimed that the quality of education in any country is largely dependent upon the academic and professional training of the teachers. Kinyanjui (1974), has outlined that qualified teachers are a crucial factor in implementing educational programmes. He has stressed the

point that the problem facing the implementation of educational programmes in developing countries is "the shortage of classroom teachers with sufficient academic and professional training to cope with the actual task of imparting knowledge".¹

Similar views have been expressed by Perren (1968) when he pointed out that one of the most difficult problems in implementing English Programmes in Africa lay in the teachers' own inadequate knowledge of English. Trained teachers in Africa and in third world countries in general are rather few. In 1968, Botswana had 60 (40 percent) untrained teachers. Syria and Jordan in 1964 had only 10 percent of their teachers trained, and Sri-Lanka was facing similar problems in its primary schools. This situation has been seen, therefore, not only as a hindrance to economic development, but as a bottleneck to any attempts to implement new educational programmes. It has been further suggested that educational reforms could not materialise unless the teaching profession itself is transformed to suit the needs of newly introduced programmes. Teachers, therefore, should not be trained only to meet the numerical requirements of the country but also to meet the needs of each particular programme which is relevant to the needs of the people.

The foregoing conclusions are based on the findings of the present study on the type of human resources available in some of Zambia's primary schools.

The conclusions themselves are not a summary of what is happening in the whole of Zambia, let alone in the whole of the third world countries, but rather observations based on a small scale investigation.

The analysis of the data collected for the purpose of this study revealed that in general Zambia Primary Schools in Lusaka Rural have academically qualified teachers. The majority of the teachers who responded to the questionnaire had a Form Three certificate; this means that these teachers have a minimum of three years of secondary school education. In all 47 percent of the teachers in Lusaka Rural schools studied indicated that they had Form Three education. An equal number also responded that they had Form Five education. Only 5 percent of the teachers who responded said that they had Grade Seven education and 2 percent showed that they had other forms of qualifications. (See Table I). If one establishes as a criterion that every primary school teacher should have at least two years of secondary education, then the teachers who participated in this investigation have this academic requirement needed for them to teach in the primary schools.

Professional training was also considered as a means of determining teachers' competencies to teach English in the primary schools. It was felt that academic qualification alone was not a sufficient indicator that a teacher was qualified to teach the Zambia Primary English Course.

In principle, the Ministry of Education requires that all the teachers in the primary schools should be trained teachers, who are able to teach the Zambia Primary English Course.

Out of the 184 teachers who participated in this research, it was noticed that 163 (88 percent) were trained teachers. It was further observed that the majority of them had secondary education plus training. (See Table III). Although there was a very large number of trained teachers, it did not mean that all of them were trained to teach the Zambia Primary Course (English Medium Course). Table IV shows that: 63 percent of these teachers were vernacular trained teachers, 35 percent were ZPC trained teachers and 2 percent had other forms of training. By and large, therefore, it could be concluded that, while Lusaka Rural Primary Schools have a great number of trained teachers, only a small number of these teachers are competent or trained to teach the Zambia Primary English Course. The majority of the trained teachers in this region are vernacular trained teachers. These teachers, despite their professional competency, are not very familiar with the Zambia Primary English Course. Although they attended some familiarisation course at the inservice training college, one still feels that this was not sufficient enough to train them to handle the course.

On Material Resources

The availability of material resources needed for teaching English in the Lusaka Rural Primary Schools was one of the concerns of this study.

This was the result of complaints from primary school teachers that the ZPC was discouraging because, although the course had excellent outlines in the handbooks on the methods and techniques the teachers were supposed to follow, these guidelines could not be fully implemented because of lack of material resources, like tapes and tape recorders, charts, templates teachers' handbooks, etc. The teachers' complaints are basically the result of the Ministry of Education's unfulfilled assumptions. In its current educational reforms, for example, material resources for teaching and learning are taken as indispensable needs for any school. The Ministry clearly states that "schools should not be without educational materials and equipment when they most need them as it is very difficult for schools to operate efficiently and impedes effective teaching and learning."²

In spite of the fact that the Ministry of Education sees material resources as essential aids for learning, it was found out that most of the primary schools in Lusaka Rural do not have even the basic aids needed for teaching English. The schools in Lusaka Rural could be divided into three major categories; schools with very few resources, schools with few resources and schools with enough resources.

Fifty percent of these schools had very few resources, 33 percent had few resources and 13 percent had enough resources for teaching the Zambia Primary English Course. (See Table IX). It was, therefore, concluded from the findings of this study that the stated assumptions by the Ministry of Education on the material resources needed for teaching the Zambia Primary English Course are not compatible with the real situation in some of the primary schools. There are not enough resources in terms of pupils books, teachers' handbooks, tape recorders and other aids , recommended for the course. The findings of this study agree with findings of previous studies. Godwin (1977) observed that most of the teachers complained that there were not enough material resources in the schools. He further noticed that, although 60 percent of the primary schools had radios for educational purposes, less than half of them were used because there were no batteries and the reception was poor. The findings of the study also agrees with the complaints of the Zambia National Union of Teachers that the Zambia Primary Course (English Medium) was difficult to implement because:

Most of the materials it recommended for use are not available. Teaching aids like tape recorders, radios, wall charts, library books and supplementary books are no longer available.³

The Union goes on to question the rationale for running a course which has no teaching aids.

Certainly this appears to be quite a justified observation. In some of the schools which were studied during this study it was noticed that the teachers had only the three teachers' language and reading handbooks. How could one implement a course with only these aids? The pupils relied only on what the teacher gave them from the handbooks.

It must be qualified that although the findings of this study showed that in general, there were not enough resources for teaching English in the schools studied, the grades which were affected most were the lower grades especially Grade One classes. Grade One has a very large number of recommended aids and according to the findings of this study most of these aids are not available in the majority of the schools which were visited.

It was also shown from the findings of the study that the reading section of the Zambia Primary English suffers more from the lack of aids than the Language section of the course. This is because most of the material needed for language is found in the teachers' handbook. In this case the teacher can use the handbook for basic language instruction and lessons. This is not the same with the reading section of the course. The pupils in this case are supposed to see, touch and manipulate the material. If such materials are not available, the whole purpose of the course is defeated.

On Utilisation of Resources

Some of the criticisms levelled against the Zambia Primary English Course were that teachers found it difficult to teach without aids. This study took as its third purpose or objective, the observation of how reading was being taught in schools with: very few resources, few resources and in schools with enough resources. The influence of the teacher's training was also considered in this respect. The following conclusions are based on results of the researcher's observations of reading lessons in Grades One, Three, Five and Seven of the schools in the above three categories.

In most of the schools which were visited, it was observed that in general, the teachers who were trained to teach the Zambia Primary Course, and also the English component of the course, implemented the course better than the vernacular trained teachers. The vernacular trained teachers did not only find it difficult to teach the course, but they found it hard to understand the methodology and techniques of the course. The short period of inservice training they were given seemed not to have prepared them adequately enough to teach the course. These teachers more often than not were using lecture methods because they found it difficult to follow the activity centred approach which underlies the Zambia Primary English Course.

Comparatively, the vernacular trained teachers were observed to be using vernacular more frequently than the ZPC trained teachers during their teaching. One of the arguments given was that children understood better when instructions were given in their own language, but it was also observed that it was the teachers' own inadequacy in the use of English which compelled them to use vernacular as a medium of instruction. Furthermore, these teachers were trained to teach in vernacular, it was, therefore, only natural that they followed what they had been trained for. Most of the vernacular trained teachers who were observed had very little knowledge of the content of the course with regard to its methods, for example the whole word method, the whole sentence method, etc. Some of them complained that the Zambia Primary English Course was not good because it taught nonsensical syllables, for example the DI DA syllables that are sometimes used in the course. This certainly was lack of understanding of what these were for. They are never meant to be meaningful, but rather to help the child master different sounds.

By and large, it could be said that the problem which faces the implementation of the Zambia Primary English Course in Lusaka Rural primary schools, in terms of human resources, is not lack of trained teachers, but rather lack of teachers who are trained to teach the course. There are enough trained teachers in the region studied, but the majority of them are not trained to teach the course. A minor group of teachers found in the primary schools visited are untrained teachers. This group was observed to be very small and it did not have much influence on teaching of the Zambia Primary Course in the sense that none of the schools which were visited had more than three untrained teachers.

The little impact they appeared to have on the course, however, was found to be negative. To begin with, these are not trained to teach. Therefore, their approach to teaching was found to be worse than that of the vernacular trained teachers. Some of them were Form Five failures who took teaching as a last resort. They did not know much about the Zambia Primary English Course. They learnt as they taught the course. It could be said, therefore, that although these teachers are very few in the schools in which the study took place, they have a rather negative influence on the implementation of the English Component of the ZPC.

What has been said above concerns what has been observed on the utilisation of human resources for teaching reading. The researcher also made some observations on how material resources were used in the three categories of schools which have been already described. It was from these observations that the following conclusions were made. There seemed to be a considerable difference between how the course was implemented in schools with very few resources and how it was carried out in schools which had few resources and in schools with enough resources. Schools with very few resources could barely implement the English course. This was because by the way it is designed the Zambia Primary English Course is activity centred. It has a lot of stimulating activities. Children are allowed to touch, hear, talk and explore. Such activities can only be meaningful if a school has aids to help the children carry them out. The schools with very few resources did not have some of the aids recommended.

Therefore, they could not implement the course to the full. In such schools, children were either bored or confused. This was more noticeable when the teacher divided the class into activity groups, the groups which did not have enough aids learnt very little because they had nothing to work with.

The schools which had few resources, on the other hand, seemed to implement the course better than those in the above category. Although their problems sometimes were similar to those of the schools which had very few resources, these schools managed to teach reading better. The schools in this group were found to be complicated in the sense that one would go in a class where the teacher had enough resources, but in the same school there could be another class with very few resources. These schools, therefore, had class teachers who implemented the course more successfully than their counterparts who did not have enough resources. These schools, therefore, could be termed "middle line schools." These were schools where the reading course was implemented somehow half way because by their nature these schools did not have very few resources or enough resources to implement the course.

The last category of schools in which reading lessons were observed was that of schools with enough resources to teach the Zambia Primary English Course.

The schools in this category implemented the course better than those in the above two categories. The observations made in these schools tend to agree with those made by Hutasoit and Prator (1965) on the implementation of the Kenya English Medium Course which has much in common with the Zambia Primary English Course in terms of the material needed to implement the programme. It was found out that, in Kenya, those schools which had enough resources implemented the course better than those which did not have enough. This was found to be the case with the Zambia Primary Course in the schools which were studied for the purpose of this study.

The present study also found out that lack of material resources in the primary schools affected the implementation of the methods suggested or implied in the teachers' manuals. This was found to be the case, for example, in the upper grades where the method for teaching reading is the whole story method. This presumes that the pupils have both the class and supplementary readers needed for this method. It was found out, however, during the course of this study, especially in the reading lessons which were observed, that the schools with enough resources implemented this method better than those schools with either very few resources or few resources.

Recommendations

On Human Resources

From the findings of this study, it was noticed that the academic qualifications of the teachers in the primary schools visited was quite satisfactory. This was deduced from the fact that the majority of the teachers in these schools had at least two years of secondary school education. These qualifications were considered quite satisfactory bearing in mind the scarcity of resources which are needed to develop secondary school education, and that it is just over a decade since the independent government introduced plans on secondary school education.

On professional qualifications, it was seen that, although the majority of the teachers in Lusaka Rural primary schools were trained, these teachers were not all trained to teach the Zambia Primary English Course. There are more vernacular trained teachers than ZPC trained teachers. It is within the light of these views that the following recommendations are made:

1. That there be an increase in the number of teacher educators who give inservice courses on the ZPC material, its methods and techniques. At present the one session period given annually by a few instructors to inservice trainees appears insufficient because teachers do not get enough information on the ZPC.

These courses generally do not go beyond instructing the teachers on how to use the teachers' handbook. There is little done on how to improvise resources if they are missing in the schools. With the lack of resources in most primary schools, this aspect of teacher education should be stressed.

2. That the teachers who are more familiar with the use of the ZPC should help the less familiar ones in handling the course. This could be done at school level, for example once a term for one week. Such localised courses or sessions could supplement what is not covered by the inservice staff.

3. That there be a follow-up of what has been done or taught at the inservice sessions. It is common experience that some of the staff at the inservice centres never get to know the problems which the teachers face after they have left the course. This has resulted in some discontinuity in the required cyclic nature of any programme. In the inservice programme for the primary school teachers at present, there is an input and output, but there is no feedback because there is no follow-up. The result of this programme discontinuity has been either false self-complacency or indifference to what is happening with the course and the teachers in the schools. This follow-up recommended should be a person to person encounter with the teachers and their work. The present system of sending questionnaires in order to get a feedback from the teachers on the English component or other components of the ZPC should be discontinued because: firstly, teachers are likely to forget to complete the questionnaires and, secondly, questionnaires are too impersonal;

once they are sent, people tend to forget about them and they lose interest in what happens to them after. If there could be a personal meeting and discussion between the teachers and the people responsible for the course, then comments and suggestions on the progress of the course could be made. Such meetings and discussions could help the teachers and the trainers to have a common goal on the requirements of the course. At present, there appears to be no point of intersection between the courses given at the inservice centres and the problems which are faced by the teachers in the classrooms. The trainers from the inservice centres have their own theoretical views of what should happen or should be done in class, whereas the class teachers hold their own ideas or notions on what actually takes place to them and their pupils in the schools. The two groups, therefore, instead of trying to have a point of agreement, seem to be moving parallel to each other's ideas on the course and how it should be implemented.

4. That inspectors visit schools, not only to "grade" the English teachers' work, but to help them and to listen to their problems. Many teachers are of the opinion that what is written down by the inspectors, during their visits, is "top secret" which should never be revealed to the teachers concerned. When these teachers teach in front or in the presence of the inspector, it is more of an act than a reality.

They may have a problem but they are afraid to ask for help in case such a move should be taken as a weakness in their performance. The inspectors themselves should be people who are familiar with what is going on both at the pre-service and inservice institutions. If it were possible, the people who do the inspection should be either from the pre-service or inservice colleges. These are the people who train the teachers and they should know what competencies these teachers should have.

5. That there be more frequent exchange of information between teachers of primary schools. This could be done by writing articles on the progress of the Zambia Primary English Course in the Zambia Educational Journal. In such cases, the journal could be asked to provide a special section on the course. This could be called "The English Corner," saved for this purpose. Such a move could help primary school teachers. They would have something to read on the English Course. When teachers were asked to indicate in the questionnaire, what English magazines or journals they read, most of them mentioned Orbit. As to how much they learn about teaching English, let alone teaching the Zambia Primary English Course, from this magazine is questionable.

On Material Resources

The Ministry of Education has claimed that the ZPC was a unique course because of its numerous visual aids which are recommended for each component of the course. This same praise has been given to the Kenyan English Medium Course which has already been described as having a lot in common with the English Medium Course used in the Zambian primary schools. The availability of these "numerous" aids has been questioned in this present study and it was found out that in many cases they are either not available or they are in insufficient quantities. The following recommendations are given as a means of improving the situation in the provision of aids for the course.

1. That each school be allocated its own funds for buying the educational materials needed for its pupils and teachers. The money should be given to each school at the beginning of each academic year. The schools should have their own bank account where the above mentioned funds could be kept. Giving the schools their own money would not only be educative to the teachers, but this would give them some sense of responsibility over the administration of their schools. It would also facilitate the acquisition of material resources. Many times, it has been noticed that NEDCOZ and NECZAM may run short of the needed aids but these aids are found or are available in other bookshops.

The schools, however, are not able to purchase such materials because they have no money and they are unlikely to get money from the Ministry of Education unless they order such materials from NEDCOZ. What has been observed in the schools visited was that children of rich parents get books and other aids because their parents can buy them from bookshops other than NEDCOZ. On the other hand, the children of poor parents have to wait until the Ministry of Education approves the funds requested for books, if it does not, then the poor children are the ones to suffer. Since the Ministry of Education takes rather a long time before it gives permission to a school to buy materials, these are the children who suffer most in the primary schools which have very few material resources.

2. That the distribution of material resources be more localised or decentralised. It is rather inconvenient for the headmaster of a remote school like Bimbe to come to Lusaka to get educational materials. (See Appendix A) It is recommended, therefore, that NEDCOZ should use one of the schools in the area, for example Chalimbana, as a resource centre for the schools in this region. NEDCOZ could bring the materials to this school and then they could be distributed to the surrounding schools.

3. That the number of recommended aids for the Zambia Primary English Course be reduced in number especially in the lower grades.



Most of the teachers who were consulted on this idea felt that there were too many items recommended for teaching English in the lower grades. Specific mention was made of the aids recommended for teaching English in Grade One. The teachers felt that these aids were so many that they confuse rather than help the learner. Pupils seemed to spend more time learning how to use the aids than learning from them. If the number of aids could be reduced, then the remaining aids could not only be easier to manage but also less expensive to purchase. Some of the aids, for example the cassettophone, have no useful purpose in the schools. These could be removed and the money which is allocated for these aids could be used for buying more important aids like class readers and workbooks. Cassettophones are not only expensive to buy, but they are also very difficult to maintain especially in Zambia where there is a great problem in getting batteries and spare parts for these machines. Some teachers indicated that when these machines are broken, they are sent to the Ministry of Education shops for repair but they are never returned to the schools, and yet the teachers' manuals sometimes recommend their use. It is, therefore suggested that the Zambia Primary English Course should be re-written with these views in mind. The course is outdated, it does not suit the current economic situation of the country.

4. That there be an improvement in the communication processes between the rural schools and the Ministry of Education. Rural schools are physically and socially isolated and the tendency of teachers in these schools is to resist change either consciously because there is no supervision or unconsciously because they are not aware of what is going on.

On its part, the Ministry of Education is inclined to give minimum attention to the needs of these schools. The result of this is that programmes are either only partially carried out or are never carried out at all. This was noticed to be common in more remote schools where teachers are still using vernaculars as media of instruction instead of English as recommended by the Ministry of Education. The teachers in these schools are generally not very much aware of educational seminars which may take place in Lusaka because of lack of communication. It is, therefore, recommended that the Ministry of Education should plan such seminars in advance at the beginning of each school term and should notify the teachers beforehand.

5. That the news-letter, Curriculum Coment, should be re-introduced. This paper, for one reason or another, has been stopped from circulation. This was the only source of information the primary schools found useful in their work because of its relevance to their needs. It carried news on each component of the ZPC. The teachers whose schools were visited during the exercise carried out for this study, complained that although the current educational journal, The Educational Journal, was in circulation, it did not meet the needs of the teachers because it dealt mostly with general topics on both secondary and primary schools. It rarely analysed the different components of the Zambia Primary Course.

6. One of the problems facing the teachers in getting material resources is that the Ministry of Education delays to pay its debts to NEDCOZ. This means that NEDCOZ cannot pay NECZAM and the latter cannot pay Kenneth Kaunda Foundation and other printers like Printpak and Associated Printers. The result of this is that there is a break-down in the production of educational aids which eventually results in the lack of resources in the schools. It is, therefore, recommended that the Ministry of Education should make sure that it has no debts with NEDCOZ before it issues orders to the schools to get things from the company. NEDCOZ was found to be reluctant to supply any material to the schools unless it is assured that the Ministry of Education will pay immediately after the material has been supplied to the schools.

On Utilisation of Resources

The following recommendations are based on the researcher's observations of some reading lessons in Grades One, Three, Five and Seven. These reading lessons were observed during the second term of the primary schools. During this term, pupils in the lower grades, Grade One in particular, are not able to read but it is presumed that by this time they will have been introduced to the pre-reading stages of recognition, discrimination and left to right eye movement. From the lessons which were observed in Grade One classes, it was found out that children at this level find it very hard to understand or recognise the foreign sounds in English. It is, therefore, recommended, among other things:

1. That the mother-tongue be used first as a medium of instruction in the early grades, namely, Grade One. This will help the child to recognise the sounds he already knows. He will learn the shapes as a new experience, but the sound will be those found in his mother-tongue. The present systems seems educationally unfair to the Zambian child. The child faces a double task at the beginning of his primary school education. He has to learn how to read foreign sounds and he has, at the same time, to learn how to speak a foreign language.

2. That if there is a vernacular word used in the pupils' books, it should be a word the pupils are familiar with. Most of the class readers use the word nsima, and there is no indication as to whether the teacher in Bemba areas is allowed to use the word Nshima. In three reading lessons which were observed, Bemba pupils were corrected by the teacher that they should use Nsima instead of Nshima. One feels that it would be more convenient to children of different language groups if provision would be given for the teachers to use the vernacular word the child is familiar with.

3. That in the upper grades more effort should be made to provide the pupils with supplementary readers. The present situation where some of the schools do not have even class readers does not encourage pupils to read on their own. If the Ministry of Education cannot afford to buy some of the materials required for the pupils, it should allow the teachers to ask the parents to buy these things for their children.

The teachers, at the present moment, find it rather difficult to ask parents to buy books or other aids for their children because of the current free education system. The parents are made to understand that everything will be provided free in the schools.

Topics for Future Research

The findings in this study have in one way or another brought out some questions which have been left unanswered. It is hoped that some of these questions will form foundations in future researches related to the topic(s) dealt with in this study. Since it appears that there is no statistical evidence on how much children gain from the Zambia Primary English Course, it would be useful to find out the difference between the performance in English of the pupils in schools with very few resources, those , in schools with few resources and those in schools with enough resources. Such a comparison could be done by comparing the results of these pupils at Grade Seven level.

Additional research is also needed in the quality of students who go to the primary school teacher training colleges. Such a research would show what grades these students have in English before they go to the training colleges. How many of them are Form Five failures? A follow-up could also be made on the performance of these students in their classes after training and one could come out with evidence as to whether the teacher's grade in English at Form Five level has any influence on his

performance as a teacher in the primary schools.

More research is needed on whether there is any bias in the distribution of material resources between urban and rural schools. The present study took place only in Lusaka Rural primary schools. It would be worth carrying out the same research in urban schools and also in other rural areas outside Lusaka. A research of this nature would indicate whether there is any bias in the distribution of resources between different rural areas or whether the same bias exists between rural and urban schools.

NOTES ON CHAPTER VI

¹P.Kinyanjui, Training Teachers by Correspondence
(Cambridge: International Extension College, 1974), p.6.

²Zambia Ministry of Education, Education for
Development: a Draft on Educational Reform
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³Times of Zambia, 10 July 1979.

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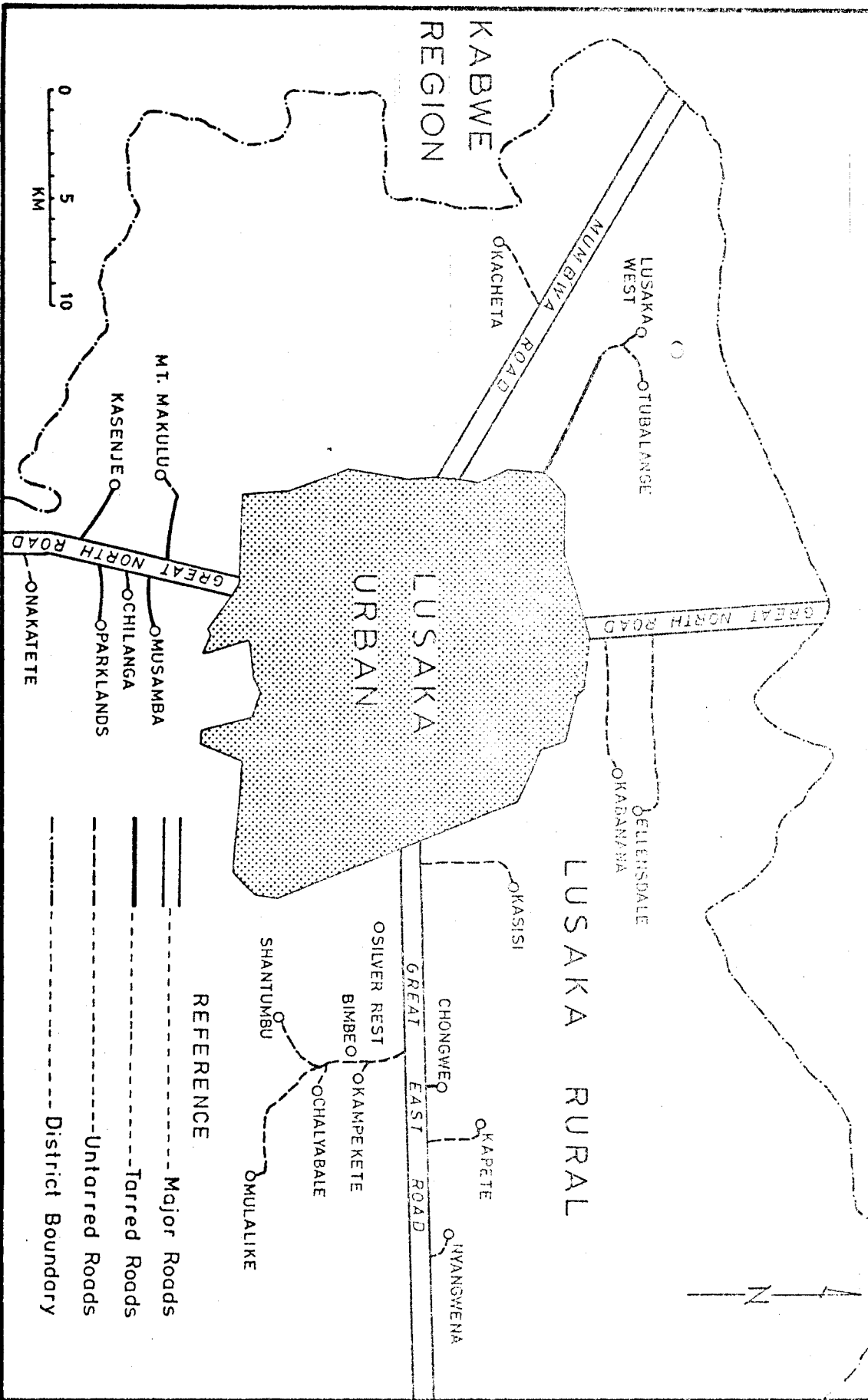
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QUESTIONNAIRE

Indicate the number of items you have for
teaching English to the grade(s) you are
teaching.

FOR GRADE I TEACHERS ONLY

Material for Teaching Reading

<u>Materials</u>		<u>No.Available</u>	<u>No.Recommended</u> (for official use on
Flannel board(s)		_____	
Templates		_____	
Jigsaw puzzles		_____	
Wall pictures		_____	
Picture matching cards		_____	
Colour chart(s)		_____	
Labels		_____	
Word cards for labels		_____	
Word and picture cards		_____	
Picture book 1		_____	
Picture book 2		_____	
Sentence cards		_____	
Reading pictures		_____	
Word cards for readers:	1	_____	
	2	_____	
	3	_____	
	4	_____	
Picture lotto		_____	
Action pictures		_____	
Sentence building cards		_____	
Teachers' Reading Handbook			
for terms:	1	_____	
	2	_____	
	3	_____	
Command cards C:	1	_____	
TOTALS			

<u>Material</u>	<u>No.Available</u>	<u>No.Recommended</u> (for official use only.)
Readers: 5	_____	
6	_____	
8	_____	
9	_____	
Work cards for		
Readers: 5	_____	
6	_____	
7	_____	
8	_____	
TOTALS		399

Material for Teaching Language

Teachers' Language Handbooks

For terms: 1	_____
2	_____
3	_____
Wall charts: 11	_____
12	_____
13	_____
14	_____
15	_____
16	_____
17	_____
18	_____
19	_____

Assettophone(s)

Recorded programmes 9-35

TOTALS		39
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Material for Teaching Language

<u>Material</u>	<u>No.Available</u>	<u>No.Recommended</u> (for official use only.)
-----------------	---------------------	---

Teachers' Language Handbooks
for terms:

1

2

3

Wall Charts:

1

2

3

4

5

6

7

8

9

10

Cassettophones

Recorded programmes: 1

2

3

4

5

6

7

TOTALS

21

FOR GRADE II TEACHERS ONLY

Material for Teaching Reading

Teachers' Reading Handbooks
for terms:

1

2

3

Work cards: 4

5

6

7

FOR GRADE III TEACHERS ONLY
Material For Teaching Reading

<u>Material</u>	<u>No. Available</u>	<u>No. Recommended</u> (for official use only)
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Teachers' Reading Hand-

books for terms: 1

2

3

Work cards: 8

9

10

Readers: 10

11

12

TOTALS

273

Materials for Teaching Language

Teachers' Language Handbooks

for terms: 1

2

3

Wall charts: 20

21

22

23

24

25

26

27

28

TOTALS

12

FOR GRADE IV TEACHERS ONLY
Materials for Teaching Reading

<u>Materials</u>		<u>No. Available</u>	<u>No. Recommended</u> (for official use on)
Teachers' Reading Handbooks for term:	1		
	2		
	3		
Work cards:	12		
	13		
	14		
Supplementary readers levels:	1		
	2		
TOTALS			186

Materials for Teaching Language

Teachers' Language Handbooks for terms:	1		
	2		
	3		
Wall charts:	29		
	30		
	31		
	32		
	33		
	34		
	35		
TOTALS			12

FOR GRADE V TEACHERS ONLY
Materials for Teaching Reading and Language

Teachers' Reading and Language Handbooks for terms:	1	
	2	
	3	
Supplementary Readers Levels:	1	
	2	
	3	
	4	
	5	

MaterialsNo.AvailableNo.Recommended
(for official use only)

Readers for Grade V Levels: 1 _____
 2 _____
 3 _____

TOTALS

261

FOR GRADE VI TEACHERS ONLYMaterials for Teaching Reading and Language

Teachers' Reading and
 Language Handbooks for
 terms:

1 _____
 2 _____
 3 _____

Readers for Grade VI
 terms:

1 _____
 2 _____
 3 _____

Supplementary Readers
 Levels:

4 _____
 5 _____
 6 _____
 7 _____
 8 _____

TOTALS

261

FOR GRADE VII TEACHERS ONLYMaterials for Teaching Reading and Language

<u>Materials</u>	<u>No.Available</u>	<u>No.Recommended</u> (for official use onl
Teachers' Reading and Language Handbooks Terms: 1		
2		
3		
Upper supplementary Readers' Levels: 7		
8		
9		
10		
11		
12		
TOTALS		150

FOR ALL THE TEACHERS

Please give comments on the strong and weak points of the Zambia Primary English Course in the space provided below.

Strong points of the Zambia Primary English Course

Weak points of the Zambia Primary English Course

APPENDIX COBSERVATION FORMUTILISATION OF RESOURCES FOR TEACHING READING

1. Type of school in terms of:

qualified teachers

very few	few	enough
----------	-----	--------

material resources

very few	few	enough
----------	-----	--------

2. Grade observed

1	2	3	4	5	6	7
---	---	---	---	---	---	---

3. Lesson or unit observed

--	--	--	--

4. Type of teacher observed ;
- Academic qualification

a. Grade VII

b. Form III

c. Form V

d. Others----- (indicate)

Professional qualification

a. Trained to teach the ZPC

b. Trained but not to teach the ZPC

c. Untrained

5. Types of aids recommended
-
- for this reading lesson :

6. Are these aids available?

Yes	No
-----	----

7. If they are available,
-
- does the teacher use them?

very much	much	not much	not at all
-----------	------	----------	------------

8. If these aids are not
-
- available, has the teacher
-
- improvised some for the
-
- lesson?

Yes	No
-----	----

. Are these aids distributed equally among the pupils?

Yes	No
-----	----

• Does the teacher show sufficient knowledge of the use of the recommended aids?

very much much not much not at all

. Does the teacher have any reading groups in his class?

Yes	No
-----	----

• Are these groups arranged according to the pupils' reading abilities?

Yes	No
-----	----

. How much time is spent on phonics?

very much	much	not much	none at all
-----------	------	----------	-------------

1. What is the general procedure for teaching reading?

- Reading followed by written work.
- Reading followed by oral work.
- Others------(mention)

. Does the teacher have enough supplementary readers?

enough	just enough	not enough	none at all
--------	-------------	------------	-------------

10. Does the teacher use vernacular when teaching reading?

very much	much	not much	not at all
-----------	------	----------	------------

4. Other observations noticed during the lesson:

[Faint, illegible markings]