

EFFECT OF THE DISCOURSE ANALYSIS STRATEGY AND THE
CONVENTIONAL APPROACH ON PUPILS' PERFORMANCE IN READING
COMPREHENSION IN BEMBA

by

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DEDICATION

This work is dedicated in fond memory to my late father, Dickson 'Kapeepa' Nkocha, my mother, Elizabeth Chola Chishala, uncle Stephen Chansa Nkocha and Mr. Rabby Ndalama.

Taata, I wish you were around. Whatever I am, I owe to God and you.

DECLARATION

I, Dickson Chishimba Nkocha, do hereby solemnly declare that this dissertation represents my own work and that it has not previously been submitted for a degree at this or another University.

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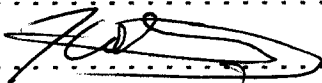
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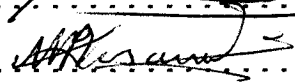
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APPROVAL

This dissertation of Dickson Chishimba Nkossa 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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ABSTRACT

This study attempted to find out whether the pupils who were taught reading comprehension in Bemba using the discourse analysis strategy would obtain significantly higher scores in a posttest comprising the conventional and the discourse analysis questions, than those using the conventional approach.

The original sample of the study consisted of 92 Grade 11 pupils in two classrooms drawn from a population of about 200 girls (i.e., four Grade 11 classrooms), through cluster sampling, at Kasama Girls Boarding Secondary School in the Northern Province of Zambia. Cluster sampling was used because the individuals in the population that was sampled were grouped into classrooms (i.e., clusters) (Mason, 1978: 174; Borg and Gall, 1979:537-8). The sample size was reduced to 70 girls after eliminating those who were not taking Bemba in both classes. Grade 11 Green, which was coded class A1, was the experimental group while Grade 11 Orange, which was labelled class A2, was the control group.

Teaching and testing materials (i.e., reading material, followed by a variety of questions for the practice and testing exercises) which were used to gather research data for testing the hypothesis constituted the research instrument. These materials were designed according to the specifications of each of the two teaching approaches referred to above. The materials were pre-tested at Welton and Keene Bay Secondary Schools in a pilot study before they were administered to the subjects in the main study at Keene Circle Secondary School.

After the pretest (i.e., Test P1) had been administered to both the experimental group and the control group in September 21, 1991, the ordinary class teacher, who acted as an experimenter, started administering the two treatments to the two groups on the following day. Class A1 received the discourse analysis method and class A2 received the conventional method. At the end of a two month period, posttest (i.e., Test P2) was administered to both groups.

Both the pretest and posttest consisted of ten multiple choice discourse analysis and ten conventional direct or free response questions. Therefore, each test comprised twenty items. The raw scores recorded for each subject represent the number of correct responses given out of the twenty items in either the pretest or posttest.

The pretest-posttest control-group research design used in this study was modified in such a way that the two groups' mean pretest scores were only used to determine whether: (i) the subjects' knowledge about the treatments was the same at the beginning of the experiment (refer to Chapter 1, Section 1.8.5), (ii) the cluster random sampling, which was done before the pretest was administered, had been effective. The mean posttest scores of the groups were used to establish whether there was any significant difference between the performance of classes A1 and A2.

The analysis of variance (ANOVA) was used to analyse data. Since the calculated F-value (3.87) was less than the tabled value (3.98), at the probability level of 0.05, in the analysis of the pretest scores, it was concluded that the performance of the two groups was initially the same and that randomization had been effective. Posttest scores were also analysed using the same statistical test (i.e., ANOVA). The obtained F-ratio was 3.40 and, at the specified probability level of 0.05, the tabled

value of F was 3.98. Since the obtained F-ratio (3.40) was smaller than the tabled value (3.98), it was concluded that statistically there was not a significant difference between the posttest mean scores of the experimental group and the control group.

Although there was no significant difference (statistically) between the performance of the two groups, a close examination of the subjects' individual posttest scores revealed that there was a small positive tendency for the discourse analysis group to do slightly better than the conventional approach group.

In the face of the dearth of teaching and testing materials as well as guidelines for reading comprehension in Zambian languages, and the almost exclusive use of one method (i.e., the conventional approach) in Zambian schools, it is hoped that this study will contribute significantly to the work of the Curriculum Development Centre, Examinations Council of Zambia, Zambia Educational Materials Project (ZEMP), and classroom practice in schools and colleges. Also, since this study has attempted to demonstrate the use of some principles of communicative language teaching (CLT), as

propagated by psycholinguists, sociolinguists, formal and applied linguists and other proponents of CLT (Brown and Yule, 1983:viii-x, 1; Widdowson, 1978:144-63, 1979:89, 93, 143-6; Richards and Rodgers, 1986:66, 69-77), it is hoped that it will contribute to current trends in language teaching.

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TABLE OF CONTENTS

	PAGE
Title of Dissertation.....	i
Dedication.....	ii
Declaration.....	iii
Approval.....	iv
Abstract.....	v
Acknowledgements.....	x
Table of Contents.....	xiii
List of Tables.....	xvi
1.0 CHAPTER 1: INTRODUCTION.....	1
1.1 Background of the Problem.....	1
1.2 Statement of the Problem.....	4
1.3 Purpose of the Study.....	4
1.4 Hypothesis.....	6
1.5 Variables.....	7
1.6 Significance of the Study.....	8
1.7 Limitations of the Study.....	9
1.8 Definition of Terms.....	10
1.8.1 The Conventional Approach.....	10
1.8.2 Discourse Analysis	11
1.8.3 Performance	11
1.8.4 Approach, Method and Technique.....	12
1.8.5 Experimental Design.....	12

	PAGE
2.0 CHAPTER 2: REVIEW OF RELATED LITERATURE.....	14
3.0 CHAPTER 3: RESEARCH PROCEDURES AND METHODOLOGY.....	25
3.1 Population.....	25
3.2 Sample.....	26
3.3 Sampling Procedure.....	27
3.4 Control of Extraneous Variables.....	28
3.5 Measures Used to Collect Data.....	32
3.6 Pilot Study.....	38
3.7 Administration of Measures.....	39
4.0 CHAPTER 4: PRESENTATION AND DISCUSSION OF RESULTS...	42
4.1 Presentation of Results.....	42
4.2 Results of the Statistical Analyses.....	47
4.3 Discussion of Results.....	58
5.0 CHAPTER 5: SUMMARY, CONCLUSION AND RECOMMENDATIONS..	73
5.1 Summary.....	73
5.2 Methodological Limitations.....	78
5.3 Conclusion.....	80
5.4 Recommendations.....	83
6.0 BIBLIOGRAPHY.....	90
7.0 APPENDICES.....	95
7.1 Appendix I: Sample Lesson Procedures.....	95
7.2 Appendix II: Teaching Materials Used in the Study.....	102
7.3 Appendix III: Pretest and Posttest Question Papers.....	144

7.4	Appendix IV: Pretest and Posttest Scores.....	156
7.5	Appendix V: Questionnaire for Pupils.....	PAGE...158

TABLE I:	Pretest Scores.....	43
TABLE II:	Posttest Scores.....	45
TABLE III:	Pretest and Posttest Mean Scores.....	47
TABLE IV:	Scores of Subjects who did not Use Bemba as L1.....	49
TABLE V:	Scores of Subjects Who Used Bemba as L1 but Scored Below Average.....	50
TABLE VI:	Subjects' Individual Performance in the Pretest.....	51
TABLE VII(a):	Subjects' Pretest Scores in the Discourse Analysis Questions.....	52
TABLE VII(b):	Subjects' Pretest Scores in the Conventional Questions.....	54
TABLE VIII:	ANOVA Summary for the Pretest Scores.....	55
TABLE IX:	ANOVA Summary for the Posttest Scores.....	57
TABLE X:	Subjects' Individual Performance in the Posttest.....	60
TABLE XI(a):	Subjects' Posttest Scores in the Discourse Analysis Questions.....	61
TABLE XI(b):	Subjects' Posttest Scores in the Conventional Questions.....	62

LIST OF TABLES

	PAGE
1.0 INTRODUCTION	
TABLE I: Pretest Scores.....	43
1.1 Background of the Problem	
TABLE II: Posttest Scores.....	45
TABLE III: Pretest and Posttest Mean Scores.....	47
TABLE IV: Scores of Subjects Who did not Use Bemba as L1.....	49
TABLE V: Scores of Subjects Who Used Bemba as L1 but Scored Below Average.....	50
TABLE VI: Subjects' Individual Performance in the Pretest.....	51
TABLE VII(a): Subjects' Pretest Scores in the Discourse Analysis Questions.....	52
TABLE VII(b): Subjects' Pretest Scores in the Conventional Questions.....	54
TABLE VIII: ANOVA Summary for the Pretest Scores.....	55
TABLE IX: ANOVA Summary for the Posttest Scores.....	57
TABLE X: Subjects' Individual Performance in the Posttest.....	60
TABLE XI(a): Subjects' Posttest Scores in the Discourse Analysis Questions.....	61
TABLE XI(b): Subjects' Posttest Scores in the Conventional Questions.....	62

CHAPTER 1

1.0 INTRODUCTION

1.1 Background of the Problem

Reading comprehension forms part of the important areas of language teaching. The teacher's main aim of teaching reading comprehension is to help the pupils to understand fully and learn from a particular piece of writing (Carver, 1978: 292).

Since the earliest attempts to commit Zambian languages to a written form only produced grammatical descriptions in the form of grammar handbooks (Miti, 1976:14), the teaching of local languages has concentrated more on grammar at the expense of the other areas of language. The chief complementary activity which provides variety in Bemba lessons and other indigenous languages is the reading of story books or novels whose number has now increased due to the rising level of literacy and growing interest in upholding the Zambian cultural heritage.

It is only in recent years that prominence has been given to the teaching of reading comprehension in Zambian languages. However, owing to the non-availability of textbooks and/or other written teaching materials, teachers improvise materials in order to teach reading comprehension. They extract passages from the available short story books or novels in the

language and set comprehension questions which the pupils are required to answer after reading and discussing the text with the teacher. Teachers usually prepare wh-free response comprehension questions on the lines of those answered by pupils in their final Grade 9 or Grade 12 examinations.

What is described in the above paragraph has been referred to, in this study, as the conventional way of teaching reading comprehension in Bemba. This method requires pupils to analyse the semantic relationships in the text (i.e., examining words and sentences to get the meaning of the text). A close examination of the set of activities given precedence in this approach reveals that the method is influenced both by the grammar-translation and the cognitive code theories (Crystal, 1987: 374; Mackey, 1965:153; Prator and Celce-Murcia, 1979:4). After reading the passage pupils discuss and explain difficult words and structures which they may be asked to use in illustrative sentences. This oral work is followed by written exercises.

It is often argued that the learning activities in the conventional approach are not elaborate enough to provide pupils with meaningful skills to be able to effectively analyse, synthesise and evaluate the texts they read (Canham, 1972:28; Sharp, 1973:61). Pupils need the latter skills to

acquire a good knowledge of the deep syntactic and semantic relationships in the text at hand.

As a way of departing from the traditional method of teaching reading comprehension in Bemba, this study attempted to contrast the conventional approach with the discourse analysis procedure. Discourse analysis requires pupils to examine both the syntactic and semantic relationships in a passage and related contexts outside it. In this method the pupils' reading of the text is followed by learning activities which, in addition to conventional aspects of language teaching, give them an opportunity to analyse, synthesise and evaluate the structure of sentences (Moody, 1988:1; Brown and Yule, 1983:x; Crystal, 1987:116; Widdowson, 1979:93,95,129). Whereas the conventional approach exercises require pupils to analyse only the semantic relationships in the text, the discourse analysis exercises, both oral and written, are designed in such a way that pupils are able to work out the meaning of sentences, intersentential connection or lack of it and other features which form part of the linguistic system of the text.

As far as the researcher is aware, from his twelve years' experience of teaching English and Bemba at secondary school level, discourse analysis has not been significantly applied to the teaching of Bemba in this country. However, this

technique has been used in teaching international languages such as English and French.

In a reading comprehension lesson, the types of learning activities accomplished and the nature of textual analysis, synthesis and evaluation applied at both the oral and writing stages depend on the teaching method used. In view of this, the researcher's main task in this study was to find out how each of the two procedures of teaching reading comprehension would affect pupils' performance in Bemba.

1.2 Statement of the Problem

The research problem in this study was to answer the following question:

Could discourse analysis, as a teaching strategy in reading comprehension in Bemba, enable pupils to score significantly higher marks than the conventional approach?

The above question points to the fact that the investigation was aimed at establishing whether the pupils who were taught reading comprehension in Bemba using discourse analysis would obtain higher scores in a posttest comprising the conventional approach and the discourse analysis questions, than those using the conventional approach.

1.3 Purpose of the Study

Current teacher training programmes at the University of Zambia and Nkrumah Teachers' College, and classroom practices

in schools indicate that for many years now, teachers in secondary schools have been using only one approach (i.e., the conventional approach) in teaching reading comprehension in Zambian languages. So far there has not been any serious, deliberate attempt to use any other strategy in Zambian secondary schools.

Starting from the premise that new challenges in language teaching call for the use of a variety of methods that are thought to make teaching more effective, the use of the discourse analysis strategy as an alternative method to the conventional approach becomes even more necessary. The former method (i.e., discourse analysis) gives learners additional opportunities to go through the processes of analysing or categorizing the kind of incidents, images and words used in the reading text, drawing together (i.e., synthesising) the information and generalizing about what it all adds up to and what it means (Dawson, 1971:52). There was, thus, a need to establish whether the discourse analysis method would improve the teaching of reading comprehension in Zambian languages. Dawson (1971:1) has argued that if reading is thinking, then teachers should so deal with it by challenging pupils to delve deep into the significance and relative worth of the ideas they are reading. Since a combination of the conventional approach and the discourse analysis strategy seems to offer such a challenge to the

learners in a reading comprehension lesson, this study was expected to contribute to the improvement of learning or the growth of knowledge in Zambian languages teaching methods.

The use of the discourse analysis strategy, in particular, was expected to make this study contribute to the current debate on the importance and practicability of an integrated approach to language teaching, language usage and use (i.e., form and function), blending aspects of different methods to meet the demands of particular teaching situations and the analytic approach to language teaching (i.e., dealing with chunks of language, not isolated words or sentences). This was in response to the views propagated by psycholinguists, sociolinguists, formal and applied linguists and other advocates of elements of an underlying learning theory that can be discerned in some communicative language teaching (CLT) practices (Brown and Yule, 1983:viii-x, 1; Widdowson, 1978:144-63, 1979:89, 93, 143-6; Richards and Rodgers, 1986:66, 69-77).

1.4 **Hypothesis**

The null hypothesis of this study was that there would not be any significant difference between the performance of pupils subjected to the discourse analysis procedure and those using the conventional approach.

It should be observed though that there was also an assumption that if one taught class A1 reading comprehension in Bemba using the discourse analysis procedure, and then applied the conventional approach to teach class A2 using the same comprehension passages and finally gave pupils a posttest comprising the conventional approach and the discourse analysis questions, pupils in class A1 would score higher marks in the test than those in class A2. The discourse analysis procedure was believed to better equip learners with both the knowledge of comprehension as well as tools of analysis, synthesis and evaluation of language.

1.5 Variables

The two strategies of teaching reading comprehension, discourse analysis (the experimental treatment) and the conventional approach (the control treatment), constituted the independent variable while the pupils' performance in the posttest was the dependent variable.

The intervening variables which the researcher took into account were: type of school, teacher quality, experimenter bias and pupils' background in Bemba. The control of these extraneous variables is dealt with later in this dissertation under Procedures and Methodology (Section 3.4).

1.6 Significance of the Study

The main objective of this study was to compare and contrast the posttest scores of Grade 11 pupils who were taught reading comprehension using the conventional approach with those using the discourse analysis procedure in order to determine whether there could be any significant difference in their academic performance. It was also assumed that the comparison of the scores of two groups of pupils would help the researcher to establish the effectiveness and the suitability of each of the two methods in the teaching of reading comprehension in Bemba and other Zambian languages.

Since a study of this nature in Zambian languages teaching methods has not been done before, it is hoped that new grounds could be opened for future studies in this area, which might improve the learning and teaching of local languages. It is also hoped that the findings of this study would help to increase the skills and enthusiasm of the Zambian teachers, who have shown little or no interest in the teaching of local languages (Benzies, 1961:1).

It is hoped that the variety of activities embodied in the 'new' strategy (i.e., discourse analysis) will prove challenging and motivating to pupils and consequently experimentation, which Borg and Gall (1979:521) sum up in the following words:

encourage them to learn our languages and so acquire the necessary skills for other forms of educational development (Pugh, Lee and Swann, 1980:202).

In the absence of adequate written guidelines and teaching materials for reading comprehension lessons in secondary schools, the teaching materials and guidelines used in this study may both provide guidance and a model of suitable teaching materials and procedures for teachers of Zambian languages, especially those who are probably inadequately trained in modern methods or lack special preparation. Curriculum developers and examiners may also take a leaf from the researcher's discourse analysis teaching and testing materials. Therefore, this study may, in a very meaningful way, influence the design of teaching materials and the setting of reading comprehension examination questions in Zambian languages.

1.7 Limitations of the Study

The multiplicity of factors involved in learning makes it difficult to execute research into language teaching (Campbell and Stanley, 1963:55; Wilkins, 1972:210; Richards and Rodgers, 1986:165-6; Meyers, 1974:119). Related to this point is the problem of practically or effectively establishing control in experimentation, which Borg and Gall (1979:521) sum up in the following words:

The key problem in experimentation is establishing suitable control so that any change in the posttest can be attributed only to the experimental treatment (i.e., the independent variable) that was manipulated by the researcher.

However, most of these factors were taken care of, as indicated under Control of Extraneous Variables in Chapter 3.

One other main limitation is that since time and financial constraints compelled the researcher to restrict this study to two Grade 11 classes in one school, its findings may not give a complete picture of the influence of each method on the performance of pupils in reading comprehension lessons in Bemba in other schools and at other grade levels.

1.8 Definition of Terms

1.8.1 The Conventional Approach

The conventional approach of teaching reading comprehension refers to the current procedure of discussing and evaluating the comprehension passage followed by pupils' answering of both literal and inferential free response wh-questions based on the vocabulary and the structures in the text. In this method, emphasis is on equipping pupils with information-gathering skills in order for them to have a good understanding of the text. They (i.e., pupils) are required to analyse the semantic relationships in the text. Unlike discourse analysis, the conventional

approach does not engage pupils in the analysis of syntactic relationships (i.e., analysis of sentence structure) in a passage.

1.8.2 Discourse Analysis

Discourse analysis has been used to refer to a procedure of analysing, synthesising and evaluating both the syntactic and semantic relationships in a passage and related contexts outside it. As a procedure of analysing words and sentences, it involves examining both the meaning and structure of sentences in a comprehension passage using various instructional devices. Both approaches involve analysing the words and sentences to get the meaning of the text, but discourse analysis goes a step further and encompasses analysing the relationships (or lack of them) between linguistic units within or between sentences and paragraphs.

1.8.3 Performance

The pupils' academic performance has here been used to refer to the posttest results or pupils' posttest scores, which were obtained after the two alternative strategies of teaching reading comprehension were used in the actual teaching situation.

1.8.4 Approach, Method and Technique

Although some applied linguists draw the line between these three terms (Richards and Rodgers, 1986:15, 16), in this study the terms approach, method and technique are used interchangeably to mean procedures or sets of activities necessary for teaching reading comprehension.

1.8.5 Experimental Design

The term experimental design has been used to refer to the procedure of laying out an experiment; or a way of collecting and analysing data for this experimental situation (Hays, 1973: 574; Meyers, 1974: 140-1).

Although the type of experimental design used in this study is pretest-posttest control-group design, where two groups are observed at some initial point (pretest) and then again after the treatments are administered to both the experimental and the control groups (posttest) (Mason, 1978:90-91), the groups' mean pretest scores were only used to determine whether the subjects' knowledge about the treatments was the same at the beginning of the experiment. A second test (posttest) which comprised a similar pattern but of different test items based on a different reading text was designed instead of readministering the first test (pretest). This action was necessitated by the consideration that the two-month

period of the experiment was not long enough for the subjects to forget the questions they had answered in the first test (pretest). After only a short period, two exposures to the same questions could have caused the higher scores on the second administration of the test (Mason, 1978:74), and this would have distorted the findings of the experiment. In view of this, only the mean posttest scores were used to find out if there was any significant difference between the performance of the experimental group and the control group (Borg and Gall, 1979:544-5; Roscoe, 1969:165).

CHAPTER 2

2.0 REVIEW OF RELATED LITERATURE

In spite of the dearth of literature dealing specifically with the teaching of reading comprehension in Zambian languages, there is sufficient literature that talks about reading comprehension in general and various procedures of teaching it.

Wardhaugh (in Goodman and Flemming, 1969:86) refers to reading comprehension as a process of gathering thought from the printed page, or 'of fusing the meaning of words, generally in some cumulative linear fashion...' He further states that genuine comprehension requires that each sentence in the comprehension text is given both syntactic and semantic interpretations in depth. It is important, therefore, for the teacher to understand that pupils can only develop critical - creative thinking abilities through reading comprehension by analysing, synthesising and evaluating ideas embodied in the sentences presented for comprehension (Burmeister, 1978: 256-63, 281; Wardhaugh - in Goodman and Flemmming-, 1969: 87).

It is recommended that the teacher should start the reading comprehension lesson by pointing out relationships between what pupils know and what they are about to learn so that they are motivated to learn. Burmeister (1978:94) states

that in the introductory part of the reading comprehension lesson the teacher should explore the pupils' backgrounds in regard to information related to the reading assignments and the skills the pupils would need in order to understand the passage and the assignments.

After involving pupils in an activity relevant to the topic they are going to read, the teacher is required to read the passage with the pupils or ask them to read silently. Gaskill (1979:144-51) and Carver (1978: 295-7) both endorse this procedure and state that reading of the passage should be followed by the teacher's explanation of difficult words and asking of questions to test the pupils' general understanding of the passage. These two scholars also recommend that the writing stage (i.e., the pupils' writing of a testing exercise) in a teaching comprehension lesson should be preceded by intensive oral work or group and class discussion of a variety of questions based on the passage. They further propose that discussing answers to questions can be a useful stage of re-teaching what the teacher feels or identifies pupils have not grasped thoroughly. Lastly, Gaskill and Carver suggest that there should be follow-up activities to comprehension lessons: for example, combining comprehension with written and oral composition by asking the pupils to make summaries of, or paraphrase, part or all of the original text.

It is worth mentioning, at this point, that the current method of teaching reading comprehension in Bemba (i.e., the conventional approach) is reminiscent of the white fathers' procedure of teaching reading in the Bemba book entitled Ilvabukaaya (page 3). This conventional method is mainly influenced by some principles of both the grammar-translation method and the cognitive code approach (Crystal, 1987:374; Prator and Celce-Murcia, - in Celce-Murcia and McIntosh - 1979:3,4; Mackey, 1965:153). These principles are:

- (i) The analysis of written language through reading comprehension.
- (ii) Imitation of texts and mastering of lists of literary vocabulary based on the texts selected.
- (iii) Explanation of vocabulary and memorizing of grammatical rules, which often include illustrative sentences.
- (iv) Giving explanations or definitions of difficult words and expressions in the context of the text.
- (v) Encouraging contextualisation of linguistic items or difficult words and expressions (at the sentence level) through pupils' illustrative sentences.
- (vi) Expansion of the pupils' passive vocabulary for reading comprehension.

words/expressions in sentences (Chimuka, 1977:6). Beyond the white fathers' model of teaching reading (noted above) and the two pupils' reading comprehension textbooks in Lozi (Chimuka, 1977; and Silumesii, 1986), it is doubtful whether further literature exists on the teaching of reading comprehension in Bemba, Lozi and other Zambian languages.

The review of related literature revealed that although many theoretical and applied linguists have written extensively about discourse analysis in general and on its significance in the teaching of language, most of them (i.e., the linguists whose works the researcher consulted) have not specifically referred to the use of discourse analysis in the teaching of reading comprehension. However, Moody (1982:1-10) has illustrated how discourse analysis can be used as a strategy for the teaching of reading in English. Whereas Brown and Yule (1983: viii-x,1) have only tried to explain what discourse analysis is, Moody (1982:1-10) has tried to demonstrate how the discourse analysis technique can be used to:

- (i) study linguistic forms and the regularities of their distribution.
- (ii) make sense of or interpret what is written or said.
- (iii) investigate what the language in the text is used for.

- (iv) analyse the social context in which language is used and the communicative acts it performs, and
- (v) analyse the syntactic and semantic relationships between linguistic units within and between sentences and paragraphs in the text.

Although Moody's illustration of the use of discourse analysis as a strategy for the teaching of reading comprehension is concerned with English teaching, what he says, as Widdowson (1979:89) argues, has a more general application to language teaching. The syntactic and semantic analysis of texts in the discourse analysis procedure cannot be restricted to one language or second language (L2) teaching only. Since discourse analysis demands that language should be taught through the analysis of written passages, paragraphs, sentences and spoken utterances, it can be argued that this same strategy can be used in the teaching of reading comprehension in Bemba. In fact Mulugeta's assertion (in Canham, 1972:90) confirms that this kind of analysis can even be done in L1 teaching:

... besides emphasizing analysis and reasoning in mother-tongue teaching, teachers should also consider emotions and the environment of the child.

In the same vein Muller (in Canham, 1972:90-91) stresses that the development of intelligence and a grasp of logical structures should be the purpose of L1 teaching.

The study described by Groebel (1980:545-59), which is explained in more details later in this chapter, also proved that there is a significant positive correlation between a student's level of reading comprehension in his mother tongue and his level of reading comprehension in the second language. In other words, there is a close relationship between the development of reading comprehension skills in the mother tongue and the development of these skills in the second language. This evidence equally justifies the use of discourse analysis in the teaching of Zambian languages instead of limiting it to only the teaching of English as a second language in Zambia.

Discourse analysis, as we know it in language teaching methods, is basically one of the techniques or principles of communicative language teaching (CLT). The concept of CLT began to take shape in the late 1960s (Richards and Rodgers, 1986:64) when Noam Chomsky developed the ideas of competence (i.e., grammatical knowledge of language) and performance (i.e., knowledge of how to use language appropriately in different social contexts). This development led to the birth of the communicative approach to language teaching in the 1970s (Richards and Rodgers, 1986:65-72). This approach emphasized that knowledge of how language is used in the performance of communicative acts was more important than the grammatical knowledge of a language. Therefore, as a

principle of communicative language teaching, discourse analysis puts emphasis on the function of language and teaching language as a whole, not as isolated sentences, utterances or words. It is concerned with sentences in combination in a text and the use of these sentences in combination in the performance of social acts. Discourse analysis takes into account the text (i.e., the units of any piece of written or spoken language that forms a unified whole) (Halliday and Hasan, 1976:1), and the context (i.e., the external aspects of the situation in which language is used).

Owing to the fact that there has not been any study done in reading comprehension or any other area of language teaching methods in Zambia languages, it would be appropriate at this point to cite a similar study done elsewhere. Groebel (1979:306-9) reported a study in which a comparison of two strategies in the teaching of reading comprehension was made at the University of Haifa in 1976 and 1977. The focus of the study was on two teaching strategies that would differentiate between maximum and minimum instructional roles. One method was called the traditional-frontal and the other one the self-test. In the traditional-frontal the teacher played an instrumental role while his role was kept minimal in the self-test method. A cloze test was administered to students of both groups at the beginning, and the conclusion of the study six

months later to measure the gain in the level of reading comprehension for each group. When data were analysed using a t-test, it was found that there was no significant difference between the gain of the traditional-frontal group and the gain of the self-test group in either the 1976 study or the 1977 study. Groebel attributed this insignificant difference to the problem of standardizing teachers' behaviour when teaching methods are involved especially that more than one teacher were used in this study. However, she stated that there was a small positive tendency for the self-test group to show a slightly higher improvement.

Another study involving 454 first-year University students in Israel has been described by Groebel (1980:545 - 59). Most of these students spoke Hebrew as a mother tongue and had studied English for about eight years in primary and high school. The purpose of this study was to discover whether the level of reading comprehension in the students' mother tongue correlated with the level of reading comprehension in English. In other words the researcher wanted to establish whether there was a close relationship between the development of skills like word-recognition, receptivity or understanding, the ability to reconstruct meaning, evaluative reading (i.e., critical inquiry), creative or attitudinal learning and change, the ability to weave together ideas in the context and draw inferences from the

context, word-meaning recollection; recognizing the writer's purpose, attitude, tone and mood; identifying a writer's techniques; and following the structure of a passage in the mother tongue and the development of these skills in the second language. A standardized test of reading comprehension in Hebrew was given to students. Then this form of the test was painstakingly translated into English so that it consisted of two equivalent tests, one of Hebrew texts with fifteen multiple-choice questions and the second, of English texts, also with fifteen multiple-choice items. Finally these two sub-tests constituted one test which was administered to the subjects. Questions in both cases were designed to test the same abilities. The findings of this study were that a significant positive correlation did exist between a student's level of reading comprehension in his mother tongue and his level of reading comprehension in the second language, English in this case.

Another good example of the pretest-posttest control-group design (similar to this writer's study) is provided by Taylor and Hoedt's study of the effect of two teaching techniques upon the quality and quantity of creative writing in fourth-grade students (Borg and Gall, 1979:543-4). Borg and Gall reported that the purpose of Taylor and Hoedt's experiment was to determine the effect of praise (the experimental treatment) versus criticism (the control

treatment) on various aspects of students' creative-writing themes: quality, quantity, creativity, and attitudes towards creative writing. Both praise and criticism were given in the form of teacher-made written comments upon students' creative-writing papers. We are told that 'the students' creative writing was subjected to these comments for ten weeks and then analysed for differences. The findings were that praise did not produce greater gains in quality or creativity of theme writing than criticism. It was observed, however, that the group receiving praise(i.e., the experimental group) wrote significantly more words per theme than the group receiving criticism (i.e., the control group).

The findings of the above studies show that when the performance of pupils or students who have received two different treatments is compared, one expects to notice a significant difference, an insignificant difference or no difference at all. In the present study also the researcher's main task was to find out whether there would be a significant difference between the performance of pupils in the discourse analysis group and the conventional approach group.

CHAPTER 3

3.0 RESEARCH PROCEDURES AND METHODOLOGY

3.1 Population

The targeted population for this study was all the Grade 11 pupils at either Kasama Boys Day Secondary School or Kasama Girls Boarding Secondary School. However, when the researcher discovered that there were only two Grade 11 classes taking Bemba at Kasama Boys Day Secondary School it became imperative that the study be conducted at Kasama Girls where all the four Grade 11 classes were learning Bemba. This was convenient for sampling purposes because the experiment required one experimental group and one control group.

Kasama secondary schools were specifically chosen because the study needed to be done in an environment where Bemba is spoken as a first language (L1) and the majority of subjects in the classes use Bemba as their first language (refer to Section 3.4 [i]). In addition to this, it was considered appropriate to choose schools which have had a long tradition of teaching Bemba from Grade 8 to Grade 12. Both schools in this case qualified because they have been offering Bemba for more than ten years.

The population of this study, therefore, comprised about 200 girls in Grade 11 taking Bemba as a school subject at

Kasama Girls Boarding Secondary School. The school has nearly 1,500 pupils and is on Chitimukulu Road, about 500 metres East of Kasama town centre. There were four Zambian languages secondary school teachers in the Bemba department trained at Nkrumah Teachers' College; two women and two men.

3.2 Sample

The sample consisted of two classes of Grade 11 pupils totalling 92. These were altogether girls between 16 and 19 years old. In the experimental class there were nine pupils who were not taking Bemba and 13 in the control class. The researcher learnt that these were pupils who had come on transfer from urban areas or non-Bemba-speaking provinces.

Although five subjects in the experimental class claimed that Bemba was not their first language, all the pupils who were learning Bemba in this class said they had been learning this language since they started Grade 1. In the control class four said that Bemba was not their first language while all but one had been learning it since Grade 1.

The choice of Grade 11 classes aimed at ensuring that the researcher did not interfere with examination classes (i.e., Grades 9 and 12). Grades 8 and 10 were also not included in this study because it was felt that they would not have

settled down at the time of the research, considering that their first term had begun in the middle of the year.

3.3 Sampling Procedure

There were four Grade 11 classes taking Bemba (i.e., 11 Blue, 11 Green, 11 Orange and 11 Red). Since the study required one experimental class and one control class, a random sample of two classes were selected through cluster sampling (i.e., sampling sub-groups or choosing two classes from four) (Mason, 1978:174; Borg and Gall, 1979: 537-8). This was done by writing the names of these four classes on pieces of paper (i.e., 11 Blue, 11 Green, 11 Orange, 11 Red) which were folded and placed into an empty chalk-box. The box was thoroughly shaken in order to mix the folded pieces of paper and then one of the teachers in the Bemba department drew two of these crumpled pieces of paper, one at time, with the first one being labelled the experimental class and the second, control. The experimental class, which happened to be Grade 11 Green, was coded class A1 while the control class, 11 Orange, was named class A2.

Incidentally, although class A1 had 44 pupils and class A2 48, there were 35 pupils taking Bemba in each of these two classes. After sampling it was decided that the teacher who had actually been teaching the selected two classes should be the one to participate in the study in order to maintain

continuity and avoid creating suspicion in the minds of the subjects (Wilkins, 1972:211).

3.4 Control of Extraneous Variables

In this study the researcher had identified the following intervening variables: type of school, teacher quality, experimenter bias and pupils' background in Bemba. To control for these variables, the following measures were taken:

- (i) The study was conducted at a school where Bemba has been taught as a subject from Grade 8 to Grade 12 for more than ten years, and pupils were predominantly users of Bemba as their first language. 87.1 percent (i.e., 61 of the 70 subjects who were used in this study) used Bemba as their L1 while 98.6 percent (i.e., 69 subjects) had been learning it since they began Grade 1.
- (ii) Selection of subjects was done through cluster random sampling (i.e., random sample of classrooms).
- (iii) The researcher himself did not work directly with the subjects. A permanent class teacher took the role of an experimenter (Borg and Gall, 1979:533).
- (iv) A one day seminar was conducted for all the four teachers of Bemba at the school so that they could acquaint themselves with the two strategies of teaching reading comprehension (Okebukola and

Ogunniyi, 1984:170). It was not necessary to accord the acquaintance seminar more than one day because teaching materials and lesson plans had already been prepared before the experiment began, and the researcher worked very closely with the experimenter throughout the study (see point (vi) below).

(v) The investigator (i.e., the researcher) did not suggest, directly or indirectly, to the experimenter and the rest of the members in the department that one treatment was better than another.

(vi) To ensure that the experimenter (i.e., the permanent class teacher) followed the exact procedures specified for administering the treatments, the investigator wrote precise specifications for the experimental procedures. The experimenter was given extra coaching for every lesson before it was presented. Teaching/testing materials and lesson procedures, which the investigator had prepared according to the specifications of each teaching method, were carefully discussed prior to the experimenter's delivering of every lesson. In addition to this, the investigator used to attend lessons in order to determine the congruence between the experimenter's

behaviour and treatment specifications (Borg and Gall, 1979:533-4). In order to avoid making the pupils aware that they were being experimented on, the experimenter had introduced the researcher as a visiting teacher interested in learning about the way Bemba was taught.

- (vii) To determine the suitability, validity and reliability of the tests and other designed materials, they were assessed by two language specialists in the department of Literature and Languages at the University of Zambia. In addition to this, a good sample of these materials were tried out at Kalonga Secondary School in Kabwe during phase one of pilot study. Phase two of the pilot study involved administering some of the teaching materials again and pretesting the test items that were later used as pretest and posttest instruments for both the experimental class and the control class, at Kasama Boys Day Secondary School. The role which Kasama Girls Secondary School teachers in the Bemba department played in making final marking schemes for questions on all the reading texts also helped to check whether the questions tested what the researcher intended (also see Section 3.5).

- (viii) It was not made known to the pupils in each class that they were receiving different treatments although they were given the same pretest and posttest.
- (ix) Instead of readministering the first test, which was used in pretesting the subjects, a second (but similar) test based on a different text was administered as a posttest at the end of this study. Refer to Section 1.8.5 for the reasons why the pretest was not readministered.
- (x) The subjects were tested almost at the same time. It was difficult to arrange the same time because classes had different time-tables; thus, it was only possible to test them on the same day with a difference of one and a half hours in between the sessions. There was no contact between pupils during and after this period before the other class also wrote.
- (xi) On two occasions the investigator had to advise the experimenter to reschedule the sessions of administering the tests to make sure there were not any missing data arising from the absence of some subjects. Both the pretest and posttest were administered when every subject in each group was present.

3.5 Measures Used to Collect Data

Teaching and testing materials constituted the measures used to gather data for testing the hypothesis in this research project. Both teaching and testing materials consisted of comprehension passages followed by a variety of questions which were deliberately designed to suit the requirements of each method (refer to Appendix II and Appendix III for these items).

For the actual teaching lessons there were six comprehension texts, A, B, C, D, E and F, typed on handouts. Texts A, E and F were excerpts from Bemba books (refer to Appendix II) while the rest were composed by the researcher. The two comprehension texts used for the pretest (i.e., Test B1) and posttest (i.e., Test B2) were extracts from Bemba novels (see Appendix III).

There were two sets of test items for each comprehension passage. Ten conventional wh-free response questions and ten multiple-choice discourse analysis questions were set on each comprehension text. Except in very few cases where one question carried two or three marks (refer to Appendix II, Texts C and D; and Appendix III, Sub-test B1.2) in the conventional approach, most of the questions carried a mark each, thereby bringing the total number of scores per text to twenty. The subjects' scores in the teaching exercises based

in units A, B, C, D, E and F are not indicated in this dissertation because only the pretest and posttest scores, which are recorded in sections 4.1, 4.2, 4.3 and Appendix IV, were used in comparing their performance. The scores in each case represent the number of correct responses obtained out of the twenty items; or ten items in the case of separated sub-test discourse analysis or conventional approach scores.

In the objective multiple-choice questions each subject was given one mark for choosing and writing the letter of the correct answer to each question. For the non-objective free response questions which required subjects to write short phrases or full sentences, each subject earned a mark for any response deemed appropriate to each question, as was arrived at by the two language specialists at the University of Zambia, the researcher and the cooperating teachers in the field prior, to and during the pilot study and the main study. No mark was given for a wrong answer. Besides checking and comparing the pupils' responses to find out if they had correctly understood and interpreted the questions in the two phases of the pilot study, during the main study, the experimenter and the other teachers in the Bemba department (at Kasama Girls Secondary School) were also individually asked to assist in finding answers to all the questions in the teaching and testing materials. The researcher eventually discussed these answers with the teachers before arriving at

preparing reading comprehension questions in Zambian languages.

The teaching materials used were deliberately structured in such a way that the pupils were expected to acquaint themselves with and master the skills they would need not only to understand the passage better and learn from it but also to do the exercises given at the end of each lesson successfully. The control treatment (i.e., the conventional approach strategies) was expected to serve the purpose of equipping pupils with any of the following skills:

- (i) recognizing and recalling words, main ideas, facts, dates, etc.
- (ii) recognizing and recalling the pattern and sequence of ideas.
- (iii) deducing meanings of unfamiliar words and expressions from contextual clues.
- (iv) distinguishing facts from opinions.
- (v) weaving together ideas in the context and drawing inferences from the context.
- (vi) describing feelings, motives, attitudes, etc.
- (vii) recognizing the writer's point of view, purpose, attitude, tone and mood.
- (viii) visualizing what is described in words.
- (ix) interpreting and using what is read.
- (x) reconstructing meaning.

In addition to enabling the pupils acquire any of the reading comprehension skills or abilities just mentioned, the experimental treatment (i.e., the discourse analysis materials or procedures) was also expected to go a step further by helping pupils to develop other skills such as:

- (i) the ability to identify sequence signals or cohesive items.
- (ii) the ability to see how one part of a text relates to another (i.e., textual cohesion). This refers to the analysis and selection of cohesive items to help pupils become aware of the way words, sentences and paragraphs in the text are related or unrelated.
- (iii) the ability to recognize and correctly interpret questions based on exophoric co-referential forms (i.e., forms whose interpretation lies outside the text, in the context of the situation).
- (iv) the ability to identify what the language in the text is used for.
- (v) the ability to analyse structures in the text to find out how they are used and what they mean.
- (vi) the ability to give each sentence in the comprehension text both syntactic and semantic interpretation (i.e., working out both the structure and the meaning of sentences in the text).

interpretation (i.e., working out both the structure and the meaning of sentences in the text).

- (vii) the ability to identify the relationship between the text and the social context (i.e., relating linguistic units to the social context so that the reader is able to understand the way sentences in the text are put to communicative use in the performing of social actions) (Widdowson, 1979:93).
- (viii) the ability to relate comprehension to other areas or tasks of language learning and/or the ability to apply comprehension skills to other language skills.

As stated earlier on, the first three appendices have examples of discourse analysis and conventional approach questions used in the teaching materials and the pre-posttests. An English version of teaching and testing items is given in Appendix I to assist those who do not understand Bemba.

Considering that preparing appropriate teaching and testing materials is admittedly a challenging task, it should be noted that perhaps what helped the researcher to try to estimate the level of the tests and teaching materials, and the level of difficulty was his having been a Zambia Examinations Council Chief Examiner for School Certificate

(i.e., Grade 12) Bemba for the past twelve years. He has also been sitting on panels which set the Grade 7 and Grade 9 Bemba examinations since 1988.

3.6 Pilot Study

The pilot testing of the measures involved pretesting the teaching and testing materials by administering them to subjects of the same level or grade before such materials were given to subjects in the main study. However, the pilot testing was done after two language specialists in the department of Literature and Languages at the University of Zambia had assessed and verified the teaching and testing materials. This exercise helped the researcher to validate the research material items.

When the pilot testing of the pretest and posttest items was done at Kalonga Secondary School in Kabwe all the six subjects, who were boys, (100 percent) passed, scoring at least 50 percent and above. In the second phase of pilot testing at Kasama Boys Secondary School in the Northern Province of Zambia, 36 pupils (83.7 percent) out of a total number of 43 in Grade 11A scored 50 percent and above in Test B1 (i.e., the pretest) while 30 pupils (81.1 percent), out of the 37 present in the same class, scored 50 percent and above in Test B2 (i.e., the posttest). For the sake of demonstrating the reliability and validity of the measures

used to collect data in this study, it should be noted that in the main study, 59 pupils (84.3 percent) out of 70, and 49 (70 percent) out of 70 had 50 percent and above in Tests B1 and B2, respectively.

3.7 Administration of Measures

Since this study is an experimental one commonly known as pretest-posttest control-group design, the administration of measures was preceded by cluster random sampling of the four Grade 11 classes in order to end up with an experimental group and a control group. The experimental group (Grade 11 Green) was called class A1 and the control group (Grade 11 Orange) was labelled class A2.

The administration of a pretest (i.e., Test B1) to classes A1 and A2 was done on September 24, 1991. The ordinary class teacher, who acted as an experimenter, first administered the test to class A1. After one and a quarter hours she gave it to class A2 immediately the other class had finished writing. It was not possible for both groups to write the test simultaneously because these two classes had different time-tables, and so disrupting the other teachers' lessons required negotiating with them. In addition to this we wanted to ensure that the same person administered each test to each group in the stipulated one and a quarter hour period. Although there was a short interval between the two

groups' time of writing the test, the consolation was that the group which had written first did not come into contact with that which had not yet written. After the subjects had written the pretest the investigator and the experimenter discussed the subjects' answers to the questions before they marked the test and recorded the scores.

On September 25, 1991, the experimenter started administering the two treatments to the two groups. She used the same comprehension texts with both groups but the procedures of presenting the materials, the techniques of questioning pupils, the type of questions asked and the variety of learning activities differed according to the requirements of each method (refer to Appendices I and II). Class A1 received the discourse analysis method (Method 1) while class A2 received the conventional method (Method 2). (For the full details of these two methods of teaching reading comprehension, refer to Appendix I where a translated English version of the lessons in both methods is given).

Each class had three forty-minute periods per week. The teacher used two periods in each class to administer the relevant treatment. This compelled the teacher to use only one period per class per week to teach other things in the language other than reading comprehension.

to make sure that she was doing the right things. At the end of a two-month period (i.e., on November 26, 1991), a posttest or Test B2 was administered to both classes. As in the pretest, the posttest consisted of ten multiple-choice discourse analysis questions and ten conventional free response questions. The researcher and the teacher discussed answers to these questions and marked the test. Finally the researcher compiled the subjects' pretest and posttest scores in both the experimental group and the control group. These scores were later on analysed using the analysis of variance (ANOVA), as indicated in Section 4.2 in the next Chapter.

CHAPTER 4

4.0. PRESENTATION AND DISCUSSION OF RESULTS

4.1 Presentation of Results

The pretest and posttest scores of the 70 subjects constitute the data which were collected in this study. Each of the two tests administered to both the experimental group (class A1) and the control group (class A2) consisted of twenty items. The scores of the subjects in each group are recorded in the subsequent tables of this chapter. The data are presented in three parts. The first and second parts consist of Table I and Table II which show the groups' pretest and posttest scores, respectively. It should be noted that the raw scores recorded in these two tables represent the number of correct responses each subject had out of the twenty items in either the pretest or posttest. The third part of this section presents the groups' pretest and posttest mean scores in Table III.

The raw data in Table I indicate individual scores of all the subjects, and descriptive or summary statistics (i.e., the means and the medians) represent all the individual scores of subjects in the sample) (Borg and Gall, 1979: 406-7). It seems there is not any significant difference between the two groups' means and medians. The median for the experimental group is 14 while the median for the control group is 13. Since the pretest means of the experimental and control groups are 13.2 and 11.9, respectively, the difference in means is 1.3. In most experiments the nearly equal group mean scores of both the experimental and control groups in the pretest usually suggests that randomization was effective. However, the question of whether the means indicate that the two classes were equivalent on the dependent variable (i.e., performance) or not is answered later. Let us, at this point, look at the subjects' posttest scores.

TABLE II
POSTTEST SCORES

<u>METHOD 1</u> EXPERIMENTAL GROUP CLASS A1 (N=35)	<u>METHOD 2</u> CONTROL GROUP CLASS A2 (N=35)	
17	17	
16	16	
16	15	
16	15	
16	14	
15	14	
15	13	
15	13	
15	13	
15	13	
14	12	
14	12	
14	12	
14	12	
14	11	
13	11	
13	11	
13	10	
12	10	
12	10	
11	10	
11	9	
10	9	
10	9	
10	9	
10	9	
10	9	
10	9	
10	9	
9	9	
9	9	
9	7	
9	7	
5	6	
5	5	
4	3	
TOTAL SCORE	420	369
MEAN SCORE	12.0	10.5
MEDIAN	13	10

Individual scores in Table II reflect the subjects' performance in the posttest. What an individual subject scored in this test has not been compared with what she had in the pretest. Therefore, whatever comparison we may wish to make can only be based on general group performance in terms of how many subjects passed/failed in each test, or on descriptive statistics which represent group performance. The mean scores and the medians were less than what both groups had in the pretest. The recurrent pattern, nevertheless, is that even in the posttest there were differences in means (1.5) and medians (3), with the experimental group probably doing slightly better than the control group.

In research designs of this nature the investigator's interest is not in the individual scores, but the mean score of each of the groups. In view of this, it is the mean scores of class A1 and class A2 which merit our attention (Lewis, 1968:14). As Borg and Gall (1979:544) state, this pretest-posttest control-group design has basically yielded four scores, as illustrated in Table III.

TABLE III
PRETEST AND POSTTEST MEAN SCORES

	Pretest Mean	Posttest Mean
Experimental Group (class A1)	13.2	12.0
Control Group (class A2)	11.9	10.5

Having looked at the data which were collected in this experiment, we now proceed to examine these data, and the next section of this dissertation is reserved for this purpose.

4.2 Results of the Statistical Analyses

The statistical analysis of data was aimed at establishing whether there was any significant difference between the performance of the experimental group and the control group.

In this study the independent variable was discourse analysis strategy and the conventional method of teaching reading comprehension. The independent variable was, therefore, one factor with two levels or variations. The subjects' performance in the posttest constituted the dependent variable. From this information we can see that the independent variable (i.e., the teaching methods) is nominal while the dependent variable (i.e., the subjects' performance) is interval.

In a situation where one is comparing two samples, and the independent variable is nominal while the dependent is interval, the appropriate statistical test to use in analysing data is the t-test or the analysis of variance (ANOVA) (Meyers, 1974:143-44; 243-44). Although the ANOVA provides a statistical procedure that is appropriate for use with not only two but even more samples, in the two-sample situation, it is mathematically equivalent to the t-test (Ferguson, 1966:293; Roscoe, 1969:229-31; Hays, 1973: 478; Borg and Gall, 1979:427, 544-5). In this study, the researcher decided to use the analysis of variance.

The researcher had originally planned to measure the performance of subjects who used Bemba as their first language (L1), but when it was discovered (after asking each subject to fill in a questionnaire - see Appendix V) that only nine (12.9 percent) out of 70 subjects stated that Bemba was not their L1, and all but one (98.6 percent) had been learning Bemba since they started Grade 1, the researcher decided to process the scores of all the subjects in this study. The other strong reason for doing this was that individual scores revealed that subjects who claimed Bemba was not their L1 were just as good as, and in some cases even better than, the indigenous or L1 users of Bemba. The following results illustrate this point.

TABLE IVSCORES OF SUBJECTS WHO DID NOT USE BEMBA AS L1

Experimental Group (class A1)		Control Group (class A2)	
<u>Pretest Scores</u>	<u>Posttest scores</u>	<u>Pretest Scores</u>	<u>Posttest scores</u>
15	15	14	13
15	14	12	11
12	10	12	9
10	9	11	9
9	9		

The results in the table show that only one of these subjects in the experimental group scored below 50 percent (i.e., less than ten out of twenty scores) in the pretest and two had below 50 percent in the posttest, while two in the control group scored below 50 percent in the posttest only. This was better than what some indigenous or L1 users of Bemba had scored, as Table V below shows.

TABLE V

SCORES OF SUBJECTS WHO USED BEMBA AS L1 BUT SCORED BELOW
AVERAGE

Experimental Group (class A1)		Control Group (class A2)	
<u>Pretest scores</u>	<u>Posttest scores</u>	<u>Pretest scores</u>	<u>Posttest scores</u>
9	9	9	9
8	8	8	9
8	5	8	9
6	5	7	9
	4	5	8
		5	8
			8
			7
			7
			6
			5
			2

In the experimental group four L1 users of Bemba failed the pretest (i.e., scored below 50 percent) and five failed the posttest. In the control group six scored below 50 percent in the pretest and twelve in the posttest.

Tables I, II and III in Section 4.1 show the type of data collected after administering both the pretest and posttest. In this study the pretest mean scores have only been used to determine whether or not the subjects' knowledge of the experimental and control treatments was the same at the beginning of the experiment (Mason, 1978:74, 316). In other words, the comparison between the

performance of the experimental group and the control group in the pretest was aimed at ascertaining the groups' equivalence on the dependent variable at the initial stage of the study. Tables VI, VII (a) and VII(b) below make this comparison possible.

TABLE VI

SUBJECTS' INDIVIDUAL PERFORMANCE IN THE PRETEST

SCORES	EXPERIMENTAL GROUP CLASS A1 (N=35)		CONTROL GROUP CLASS A2 (N=35)	
	NUMBER OF SUBJECTS	%	NUMBER OF SUBJECTS	%
20	0	0	0	0
19	0	0	0	0
18	0	0	0	0
17	1	2.9	0	0
16	7	20.0	1	2.9
15	6	17.1	3	8.6
14	5	14.3	7	20.0
13	6	17.1	7	20.0
12	2	5.7	5	14.3
11	1	2.9	5	14.3
10	2	5.7	1	2.9
9	2	5.7	1	2.9
8	2	5.7	2	5.7
7	0	0	1	2.9
6	1	2.9	0	0
5	0	0	2	5.7
4	0	0	0	0
3	0	0	0	0
2	0	0	0	0
1	0	0	0	0
0	0	0	0	0

As the above table shows, five subjects (14.3 percent) in the experimental group failed the pretest (i.e., each one of them had below ten scores, out of twenty items, which was the average mark), while six subjects (17.1 percent) in the control group failed the

same test. In other words the former group achieved 85.7 percent pass rate and the latter group had the 82.9 percent pass rate.

Although the quality of individual scores in the experimental group seems to be better than those recorded or scored in the control group, the overall performance of both groups is almost equal. Further information in the next tables may help us confirm whether the subjects had the same knowledge of the treatments before they were exposed to the two different teaching methods.

TABLE VII(a)

SUBJECTS' PRETEST SCORES IN THE DISCOURSE ANALYSIS QUESTIONS

SCORES	EXPERIMENTAL GROUP CLASS A1 (N=35)		CONTROL GROUP CLASS A2 (N=35)	
	NUMBER OF SUBJECTS	%	NUMBER OF SUBJECTS	%
10	1	2.9	0	0
9	1	2.9	1	2.9
8	9	25.7	7	20.0
7	7	20.0	4	11.4
6	7	20.0	14	40.0
5	6	17.1	8	17.1
4	2	5.7	0	0
3	2	5.7	0	0
2	0	0	0	0
1	0	0	1	2.9
0	0	0	2	5.7
	0	0	0	0

In Table VII(a) above, the separate analysis of the subjects' scores indicates that four subjects (11.4 percent) in the

experimental group failed the pretest discourse analysis questions, and three subjects (8.6 percent) in the control group also failed the same questions. This represents 88.6 percent and 91.4 percent pass rates in the experimental group (class A1) and the control group (class A2), respectively. In each group six subjects (17.1 percent) scored five marks out of ten. Further more, whereas twenty-five subjects (71.4 percent) in class A1 scored above average (i.e., more than five marks), twenty-six subjects (74.3 percent) in class A2 scored the same proportion of marks in the same questions. This performance seems to indicate that the two groups' ability to answer discourse analysis questions in the pretest was almost the same.

Let us now examine the experimental and control groups' performance in the pretest conventional approach questions in the next table.

TABLE VII(b)SUBJECTS' PRETEST SCORES IN THE CONVENTIONAL QUESTIONS

SCORES	EXPERIMENTAL GROUP CLASS A1 (N=35)		CONTROL GROUP CLASS A2 (N=35)	
	NUMBER OF SUBJECTS	%	NUMBER OF SUBJECTS	%
10	0	0	0	0
9	3	8.6	0	0
8	11	31.4	5	14.3
7	11	31.4	10	28.6
6	1	2.9	8	22.9
5	5	14.3	4	11.4
4	2	5.7	4	11.4
3	1	2.9	4	11.4
2	1	2.9	0	0
1	0	0	0	0
0	0	0	0	0

The information given in Table VII(b) above indicates that whereas only four subjects (11.4 percent) in the experimental group failed the conventional approach questions, eight subjects (22.9 percent) in the control group failed the same questions. This means that thirty-one subjects (88.6 percent) in the former group and twenty-seven subjects (77.1 percent) in the latter group passed the conventional questions. The difference between the performance of these two groups in the pretest conventional approach questions seems to be quite negligible.

The combined and separate analyses of the subjects' individual pretest scores in Tables VI, VII(a) and VII(b) indicate that although the quality of scores in the

experimental group appeared to be slightly better than the scores in the control group, the overall performance did not show any significant difference between the subjects' knowledge of the treatments at the beginning of this study. In order to confirm this proposition, the researcher found it necessary to use a statistical test.

The pretest mean scores for the experimental group and the control group were 13.2 and 11.9, respectively (see Tables I and III). After following the computational procedures used in the analysis of variance (Roscoe, 1969:232-5; Hays, 1973:474-8), the researcher arrived at the following ANOVA summary for the pretest mean scores.

TABLE VIII: ANOVA SUMMARY FOR THE PRETEST SCORES

Summary Table for the Analysis of Variance

Source of variation	Sums of Squares	df	Mean Squares	F-ratio
Between groups	29	1	29	3.87
Within groups	512.3	68	7.5	
TOTALS	541.3	69		

The computed value of F is 3.87. At the probability level of 0.05, the tabled value of F (with 1 and 68 degrees of freedom) is 3.98, with 70 degrees of freedom used as the value nearest to 68. The

calculated F-value (3.87) is less than the tabled value (3.98). Therefore, the assumption that the performance of the two groups was initially the same is maintained; that is to say there is no significant difference in the pretest means of classes A1 and A2. Besides indicating that the performance of the two groups was equal at the beginning of the study, this result also confirms that the cluster random sampling, which was done before the pretest was administered, was effective.

The hypothesis of this study was that there would not be any significant difference between the posttest scores of pupils who received the discourse analysis strategy and those who received the conventional approach (see 1.4). Since the unit of statistical analysis in studies of this nature is the performance of the group, expressed by the class's mean (Borg and Gall, 1979:438), the purpose of the statistical analysis is to determine whether the mean posttest score of the class that was taught using the discourse analysis strategy is significantly different from the mean posttest score of the class which was taught using the conventional method. When the posttest scores (refer to Tables II and III in Section 4.1) were computed using the analysis of variance (ANOVA) procedures (Roscoe, 1969:232-5; Hays, 1973:474-8), the values were recorded as follows:

TABLE IX: ANOVA SUMMARY FOR THE POSTTEST SCORES

Summary Table for the Analysis of Variance

Source of variation	Sums of squares	df	Mean squares	F - ratio
Between groups	37.1	1	37.1	3.40
Within groups	740.7	68	10.9	
TOTALS	777.8	69		

The above table shows that the obtained F-ratio is 3.40. At the specified probability level of 0.05, the tabled value of F (with 1 and 68 degrees of freedom) is 3.98, with 70 degrees of freedom used as the value nearest to 68. There is no doubt that the obtained F-ratio (3.40) is smaller than the tabled value (3.98). For this reason we fail to reject the null hypothesis (Roscoe, 1969:225, 232). Since the null hypothesis has been retained, it means there is not sufficient reason to believe that there is a significant difference between the posttest means of the experimental group (i.e., class A1) and the control group (i.e., class A2). The research results, therefore, seem to support the hypothesis that the discourse analysis strategy has the same effect on the performance of pupils as the conventional method of teaching reading comprehension.

For the sake of verifying the research results the investigator computed the posttest scores using the t-test (Roscoe, 1969:166-68). The observed t-value was 1.85. Using 68 degrees of freedom, the tabled t-value, in a two-tailed test, was 2.0 at the 0.05 level of significance. As the observed t-value (1.85) was smaller in absolute value than the tabled t-value (2.0) we failed to reject the null hypothesis. These results were the same as the ones obtained when the ANOVA was used, as shown above.

4.3 Discussion of Results

The statistical analyses of the mean posttest scores in the previous Section (4.2) revealed that at group level there was not any significant difference between the performance of pupils who were taught using the discourse analysis strategy and those who were taught by the conventional approach.

At face value, the results of this study could imply that the conventional method of teaching reading comprehension is just as effective as the discourse analysis strategy, in spite of the elaborate nature of the latter (i.e., in comparison with the former). Crystal's apt comment on teaching methods (1987:374) could, thus, be justified:

Each method is based on a particular view of language learning and usually recommends the use of a specific set of techniques and materials, which may have to be implemented in a fixed sequence. Ambitious claims are often made for a new teaching method, but none has yet been shown to be intrinsically superior.

It could be argued, however, that evidence of a strong statistical association between the independent and dependent variables could occur in data even when the results are not significant (Hays, 1973:413). This could mean that although the conventional method seems to have the same effect on the pupils' performance as the discourse analysis strategy, these two methods may not have affected pupils' performance in exactly the same way. Perhaps this assumption explains why subjects in the experimental group had relatively higher posttest raw scores and bigger mean score and median than those in the control group (refer to Table II). A more precise comparison of the subjects' individual posttest scores in both groups can be made from the following table:

TABLE X

SUBJECTS' INDIVIDUAL PERFORMANCE IN THE POSTTEST

SCORES	METHOD 1 EXPERIMENTAL GROUP CLASS A1 (N=35)		METHOD 2 CONTROL GROUP CLASS A2 (N=35)	
	Number of Subjects	%	Number of Subjects	%
20	0	0	0	0
19	0	0	0	0
18	0	0	0	0
17	1	2.9	1	2.9
16	4	11.4	1	2.9
15	5	14.3	2	5.7
14	5	14.3	2	5.7
13	3	8.6	4	11.4
12	2	5.7	4	11.4
11	2	5.7	3	8.6
10	6	17.1	4	11.4
9	3	8.6	6	17.1
8	1	2.9	3	8.6
7	0	0	2	5.7
6	0	0	1	2.9
5	2	5.7	1	2.9
4	1	2.9	0	0
3	0	0	0	0
2	0	0	1	2.9
1	0	0	0	0
0	0	0	0	0

In the class that received Method 1 (i.e., discourse analysis), 80 percent of the pupils scored ten and above out of twenty items while 60 percent of the pupils in the class that was taught by Method 2 (i.e., the conventional approach) scored the same proportion of marks. This means that more subjects in the control group failed (40 percent) than in the experimental group (20 percent). Even qualitatively, pupils in the experimental class

got better or higher marks than their counterparts in the control group. The total scores for the experimental group and the control group were 420 and 369, respectively.

Even the separate analysis of the scores that subjects in both groups obtained in each sub-test of the posttest indicates that subjects in the experimental group had higher marks than the subjects in the control group. This information is given in Tables XI (a) and XI (b).

TABLE XI(a)

SUBJECTS' POSTTEST SCORES IN THE DISCOURSE ANALYSIS QUESTIONS

SCORES	METHOD 1 EXPERIMENTAL GROUP CLASS A1 (N=35)		METHOD 2 CONTROL GROUP CLASS A2 (N=35)	
	NUMBER OF SUBJECTS	%	NUMBER OF SUBJECTS	%
10	0	0	0	0
9	2	5.7	1	2.9
8	6	17.1	4	11.4
7	11	31.4	3	8.6
6	6	17.1	7	20.0
5	5	14.3	9	25.7
4	4	11.4	5	14.3
3	1	2.9	3	8.6
2	0	0	2	5.7
1	0	0	1	2.9
0	0	0	0	0

85.7 percent of the subjects in the experimental class scored five and above out of ten items in the discourse analysis questions and 14.3 percent failed, while 68.6 percent of those who were in

the control group scored the same proportion of marks (i.e. five and above) in the same questions, and 31.4 percent failed. Further, whereas 71.4 percent of subjects in the experimental class scored above average (i.e., between six and nine), 42.9 percent in the control group got scores which were above average in the same discourse analysis sub-test. In fact the majority of subjects in the control group scored five out of ten items, while a bigger number in the experimental group scored seven. Let us now look at the subjects' posttest raw scores in the conventional questions in the next table.

TABLE XI (b)

SUBJECTS' POSTTEST SCORES IN THE CONVENTIONAL QUESTIONS

SCORES	METHOD 1 EXPERIMENTAL GROUP CLASS A1 (N=35)		METHOD 2 CONTROL GROUP CLASS A2 (N=35)	
	NUMBER OF SUBJECTS	%	NUMBER OF SUBJECTS	%
10	0	0	0	0
9	2	5.7	2	5.7
8	4	11.4	3	8.6
7	7	20.0	3	8.6
6	7	20.0	8	22.9
5	6	17.1	9	25.7
4	5	14.3	6	17.1
3	1	2.9	1	2.9
2	1	2.9	2	5.7
1	1	2.9	0	0
0	1	2.9	1	2.9

The results in the above table show that in the conventional questions, which were familiar to both groups, 74.3 percent of the pupils in the experimental group scored

five and above out of ten items, and 71.4 percent scored the same proportion of marks in the control group. Although the overall results were almost equally good on this variation of the independent variable, twenty subjects (57.1 percent) in the experimental group scored marks above average (i.e., between six and nine out of ten items), and sixteen subjects (45.7 percent) in the control group scored above average in the same questions. In addition, the biggest number of subjects in the control group (25.7 percent) scored only five out of ten items while most of the pupils in the experimental group scored either six or seven. The quality of individual scores in the experimental group seems to be better than in the control group.

However, in spite of the fact that descriptive statistics and posttest raw scores (as observed in Tables II, III, X, XI(a), XI(b) and Appendix IV) indicate that most of the pupils who received Method 1 (i.e., discourse analysis) scored higher marks than the pupils who were using Method 2 (i.e., the conventional approach), inferential statistics, which provide a more reliable basis of determining whether or not there is a significant difference between the group means, compel us to conclude that there is not sufficient reason to make us believe that the discourse analysis strategy, as applied in this study, enables pupils to score significantly higher marks than the conventional approach.

At the beginning of the study the researcher assumed that since the discourse analysis strategy (Method 1) employed more learning activities, such as a more detailed examination of the reading comprehension text, than did the conventional approach (Method 2), subjects in the experimental group, who received Method 1, would get a significantly higher posttest mean score than those in the control group, who received Method 2. The major difference between the two methods lies in the manner the answers are arrived at by the subjects (i.e., the extent or depth of textual analysis) and the deliberate attempt in the discourse analysis strategy to analyse the relationships (or lack of them) between linguistic elements in the text; and the integration of other areas of language teaching in the comprehension lesson by helping pupils to use what they have learnt from the text in their composition, summary, oral work in the form of debates, etc., which may be a follow-up of the reading comprehension exercise.

Whether or not the pupils in the control group (i.e., Method 2 class) indirectly inferred syntactic relationships in the texts they read before answering questions, one thing is at least clear, and that is, there was and there is no deliberate attempt in this method to draw the pupils' attention to analysing relationships (or the lack of relationships) between linguistic units in the reading

comprehension passages. In addition, the conventional approach does not even embrace the principle of integrated language teaching. The following reading comprehension exercises based on a short text, illustrate the main thrust of each method.

BEMBA

(1) Cilyafye imyengelele yaalasa
muunuma shaabo, ne mpepo
yaatendeka ukufyuuka, baafika
pa Kanyanta.

(2) Chanda aalaeba umunankwe
ati, "Mune pano twafika
nomba kwashaala imilundu
amakumi yatatu ukuti tufike
mu Kasama."

ENGLISH

(1) As the sun rose,
 shooting forth
 rays in their backs,
 and it was gradually
 becoming a little
 warmer, they reached
 Kanyanta.

(2) Chanda said to his
 friend, "My friend, we
 shall have to travel
 thirty kilometres more
 before we arrive in
 Kasama."

For details of the kind of teacher/pupil activities that may be included in the preparatory stage of the lesson (i.e., introduction and oral practice) before the pupils can answer the questions in the testing exercises set on this short text, refer to Appendix I.

The following questions could be set under the

conventional Method:

- (i) What is happening in this short story?
- (ii) Who were travelling in this story?
- (iii) What time did they set out?
- (iv) Where were they going and where were they coming from?
- (v) How far is Kanyanta from Kasama?
- (vi) How did the boys feel before the sun rose?
- (vii) Where is this story taking place?
- (viii) What does the expression "...ukufyuuka..." (1) mean?

In addition to the above questions, pupils receiving the discourse analysis method could answer the following questions:

Explain what the underlined words or parts of words refer to in the following:

- (i) "...yaalasa..." (line 1).
- (ii) "...shaabo..." (1).
- (iii) "...yaatendeka..." (1).
- (iv) "...baafika..." (1).
- (v) "...aalaeba..." (2).
- (vi) "...Mune..." (2).
- (vii) "...pano..." (2)
- (viii) "...twafika..." (2)
- (ix) "...tufike..." (2).
- (x) "...mu..." (2).

It should be noted, however, that the type of discourse analysis questions used in the preceding testing exercise is different from the multiple-choice ones used in the study materials, though the principle is the same.

In the discourse analysis teaching procedure the written reading comprehension exercise could be followed by an oral activity, a composition or a summary exercise based on the text the pupils have been analysing.

The preceding exercises appear to reaffirm our earlier assertion that while the conventional approach aims at analysing the general semantic relationships in the comprehension passage, the discourse analysis strategy goes a step further by ensuring that each sentence is given both semantic and syntactic interpretation in depth. However, in spite of these differences, the research results show that both methods are equally effective.

Perhaps there could be some reasons to explain why the results occurred in a way contrary to the assumptions made about the two teaching methods used in this study. For instance, at Kasama Girls Boarding Secondary School, where this study was conducted, senior classes (i.e., Grades 10, 11 and 12) were streamed in such a way that pupils who had higher scores in Mathematics and the Sciences in their Grade 9 final

examinations were put in classes that were doing 'pure' Sciences while the rest were allocated to what were called Arts classes. There is a general belief that most of the pupils who are good at Science and Technical subjects are not very good at the Arts subjects, and vice versa. If this dictum is true, the pupils in the control class, which was an Arts class, were still able to answer discourse analysis designed questions although they had not been exposed to this method. Perhaps this could explain why the posttest mean score for the control group was not statistically different from the posttest mean score of the experimental group, which received the discourse analysis method.

Second, the type and form of discourse analysis questions used in the testing exercises may also have had a weakness that contributed to achieving the kind of research results we had. Instead of using the conventional free response questions which require pupils to write a one word answer, a phrase or full sentences, the researcher used the multiple-choice type where a pupil is required to choose between the four various answers supplied by the question setter. In multiple-choice questions there is a very high possibility of an imaginative, intelligent pupil guessing the correct answers even if she has not understood what she is expected to do. Lindgren (1966:419) highlights this weakness thus:

Tests composed of choice-type items are often criticized on the grounds that they measure

isolated bits of information. Hence the student who has an ability to pick up odds and ends of factual information appears to be at an advantage, even though he may have no functional understanding of the subject at hand.

It should also be noted that the multiple-choice questions give clues to the meaning of the passage and this leads even a weak pupil to a level of comprehension which he may not have achieved alone. One could also argue that since subjects in both the experimental and control groups were exposed to the conventional and discourse analysis questions in the pretest, even Method 2 subjects (i.e., those in the control group) who did not receive Method 1 (discourse analysis) were probably provided with some practice to be able to score higher marks in the posttest (Mason, 1978:76).

The implication of the above speculation is that the multiple-choice questions used in the discourse analysis questions might have given an allowance for the conventional approach pupils (i.e., the control group) to guess the answers, as is sometimes the case with choice-type questions, even though they may have had no functional understanding of what they were expected to do. However, when one looks at the dissected scores in Tables XI(a) and XI(b) one may fail to find any strong reason to believe that there was any weakness in the choice-type items given in the tests. Out of the total number of 70 subjects only 57.1 percent (i.e., 40 pupils) had scores that were above average in the discourse analysis

multiple-choice questions, and 51.4 percent (i.e., 36 pupils) obtained the same proportion of scores in the conventional approach free response (i.e., non-objective) questions. Whereas 14 subjects (20 percent) scored five marks (i.e., an average mark) each in discourse analysis questions, 16 subjects (22.9 percent) failed these questions. In the conventional questions 15 subjects (21.4 percent) out of 70 scored five marks (an average mark) each while 19 (27.2 percent) failed. This comparison gives an impression that the failure rate in the discourse analysis multiple-choice questions and the direct non-objective conventional questions was almost the same. In fact some pupils told the teacher (i.e., the experimenter) that multiple-choice questions were trickier and more confusing than the direct or free response questions. Others felt the variety in question form was interesting and, to borrow Stathmann's words (1979:306), the mental exercise it generated stimulating.

In the absence of previous research findings concerning the strategies for teaching the reading comprehension of Zambian languages, it becomes imperative to compare the results of this study with what other scholars who have conducted research in methods of second and foreign language teaching have found. It was mentioned in Chapter 2, for example, that when an investigation was undertaken at the University of Haifa (Groebel, 1979:306-9) to compare two

strategies of teaching reading comprehension, it was found that there was no significant difference between the gain in the level of achievement of the students taught by the traditional-frontal method and the gain in the level of achievement of students taught by the self-test method.

Groebel attributed the results of these studies to the problem of standardizing teachers' behaviour. She stated that although every effort was made by the participating teachers to distinguish and implement the two methods clearly, it was still difficult to be certain that the two methods were always presented as conceived. In spite of these findings, Groebel maintained that although there was no significant difference between the gains resulting from each of the two methods, there was a very small positive tendency for the self-test group to show a slightly higher improvement. It would be appropriate, nevertheless, to mention that in her prelude to the above research report Groebel (1979:306), quoting Paul D. Smith, said:

Research indicates that there is little difference, if any, between the various strategies for teaching the reading comprehension of foreign language texts.

We may also wish to conclude that although the present study deals with the teaching of reading comprehension in a Zambian language, Bemba, its results should probably be interpreted in the light of the findings of teaching methods

studies done elsewhere in second or foreign languages. One may argue that although the statistical analysis in the present study indicates that there was no significant difference between the discourse analysis strategy and the conventional approach, an inspection of the raw data (i.e., the subjects' individual posttest scores) shows that subjects in the discourse analysis group scored slightly higher marks than their counterparts in the conventional approach group. One could, therefore, contend that of the two strategies of teaching reading comprehension, discourse analysis appears to be slightly more effective than the conventional approach.

CHAPTER 5

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This study involved making a comparison of two strategies in the teaching of reading comprehension in Bemba. The conventional approach (i.e., the method which is currently used for teaching the reading comprehension of Zambian languages texts in secondary schools) was compared with discourse analysis, which is a new strategy in the teaching of Zambian languages such as Bemba. The investigation was essentially aimed at measuring the performance of pupils who were taught by the discourse analysis strategy and those who were taught by the conventional approach in order to establish which of the two methods could enable pupils to score significantly higher marks in a posttest comprising the conventional approach and the discourse analysis questions.

The study was done at Kasama Girls Boarding Secondary School, and the sample, which was drawn from a population of about 200 Grade 11 pupils, consisted of two classes of girls between the age of 16 and 19, totalling 92. Out of these, the total number of subjects who took part in this study was 70 since not all the pupils in the two classes were taking Bemba.

The research design (pretest-posttest control-group design) required the use of two groups, an experimental group and a control group. Therefore, a random sample of the two classes mentioned earlier on were selected from the four Grade 11 classes through cluster sampling. Grade 11 Green, which was coded class A1, was the experimental group while Grade 11 Orange, which was named class A2, was the control group.

Teaching and testing materials which were used to gather research data for testing the hypothesis constituted the research items or measures. These materials were designed according to the specifications of each teaching method. Administering of the measures to the subjects at Kasama Girls Boarding Secondary School was preceded by pilot testing (of these measures) at Kalonga Secondary School in Kabwe and Kasama Boys Day Secondary School. Pilot testing was aimed at validating the research items.

After the pretest had been administered to both the experimental group and the control group, the ordinary class teacher, who acted as an experimenter, started administering the two treatments to the two groups. Class A1 received Method 1 (i.e., discourse analysis) and Class A2 received Method 2 (i.e., the conventional approach). At the end of a two-month period a posttest was administered to both groups.

Both the pretest and posttest consisted of ten multiple-choice discourse analysis questions and ten conventional direct or free response questions. Thus, each test comprised twenty items. The raw scores recorded for each subject represent the number of correct responses she obtained out of the twenty items in either the pretest or posttest. Since the pupils learned together in their classes, the performance of each group (expressed by the class's mean score) was used as the unit of analysis (Borg and Gall, 1979:438). The pretest mean scores for both groups, which were not statistically different, were used to establish if the performance of the two groups was equal at the beginning of the study. In the posttest, as Borg and Gall indicate (1979:438), the purpose of the statistical analysis was to determine whether the mean posttest score of the class that received teaching Method 1 was significantly different from the mean posttest score of pupils who received teaching Method 2.

The analysis of variance (ANOVA) was used to analyse posttest mean scores of the two groups in this study. The obtained F-ratio was 3.40 and, at the specified probability level of 0.05, the tabled value of F (with 1 and 68 degrees of freedom) was 3.98, with 70 degrees of freedom used as the value nearest to 68. Since the obtained F-ratio (3.40) was

smaller than the tabled value (3.98), we failed to reject the null hypothesis. This meant that statistically there was not any sufficient reason to believe that there was a significant difference between the posttest mean scores of the experimental group and the control group. When the researcher used the t-test to verify the results, it yielded the same results as the ones found when the ANOVA was used. The research results, therefore, supported the hypothesis that the conventional method of teaching reading comprehension was just as effective as the discourse analysis strategy.

Although the posttest mean scores were not statistically different, a close examination of the subjects' individual posttest scores (i.e., raw scores), shows that the performance of pupils who were taught by the discourse analysis strategy (Method 1) was relatively better than that of pupils who were taught by the conventional approach (Method 2). For example, the raw scores in Tables XI(a), XI(b) and Appendix IV indicate that while only five subjects (14.3 percent) failed the discourse analysis questions (i.e., scored below five out of ten items, or below 50 percent) in the class that received this method, eleven subjects (31.4 percent) in the conventional approach class failed the same questions. The same results show that whereas nine subjects (25.7 percent) in the Method 1 (i.e., discourse analysis) class failed the

traditional questions, ten subjects (28.6 percent) in the Method 2 class (i.e., the class which received the conventional approach) failed.

The subjects' performance in both groups could be deemed almost equally good on one variation of the independent variable (i.e., the conventional approach as one of the two methods of teaching used in this study). In the discourse analysis class, 74.3 percent passed the traditional questions, while 71.4 percent passed the same questions in the conventional approach class. The pupils' performance could not be considered equally good on the other level of this variable (i.e., discourse analysis) because a bigger number of the pupils who received this method seem to have done better on both the discourse analysis (85.7 percent versus 68.6 percent) and traditional questions (74.3 percent versus 71.4 percent) than the pupils who received the conventional approach. These results could render credibility to the assumption that the discourse analysis procedure better equips pupils with the tools of critically analysing and evaluating both the semantic and syntactic relationships in the comprehension text than the conventional approach. At least this is what the subjects' posttest raw scores appear to indicate.

5.2 Methodological Limitations

This study was conducted in the third term (September to November, 1991). This is a very busy term in that the examination classes (i.e., Grades 9 and 12) are busy preparing for their final examinations. The examination mood that prevails in schools during this term compels the teachers to concentrate on revision work. Even the non-examination classes like the two Grade 11 classes used in this study are expected to write their end of term tests. These factors usually affect the morale of both the teachers and pupils in that teaching or learning new work in the third term, especially after mid-October, is not taken seriously.

The rearrangement of classrooms in readiness for the examinations also adds to the school community's feelings of expectation, anxiety or restlessness. Even though the school authorities kept the non-examination classes learning up to the last two weeks of November when they were also given tests to write, one cannot rule out the adverse psychological effect the examination mood in the school may have had on the subjects of this study and the teacher who administered the treatments. This means that while the subjects of this study were following this programme they were also preparing for their end of term tests. Their attention may have been divided

and this could have adversely affected the subjects' performance. Perhaps the results would have been different if the study had been conducted at a different time of the year.

The two-month period which was devoted to this study may have been insufficient. In a situation where there are no economic constraints, it would be prudent to extend this kind of study to three or four months. This may give the pupils and the teachers involved in the study more time to acquaint themselves with the teaching methods (especially the experimental one) used so that when the pupils' performance is measured, there is no doubt that adequate work has been done. It would also be a good idea to conduct this study in two or three schools so that a bigger and more representative sample of subjects is covered. Perhaps this too could produce different findings.

Considering that the pretest-posttest control-group design used in this experiment probably provided the subjects with some practice that might have helped them to get higher scores in the posttest, a posttest-only control-group design may have produced different results. This speculation is strengthened by Mason's assertion (1978:92) that the posttest-only design with its economy and efficiency is usually the best choice in situations calling for an experimental design.

However, one should also examine the disadvantages of using the posttest-only control-group design (Borg and Gall, 1979:548-9) before making a choice between these two designs.

5.3 Conclusion

This study has shown that although there was no significant difference (statistically) between the performance resulting from each of the two methods, there was a small positive tendency or indication for the discourse analysis group to do slightly better than the conventional approach group. This fact was identified when the researcher examined the subjects' posttest raw scores (i.e., their individual scores).

It is also worth mentioning that at the end of this study the experimenter (i.e., the ordinary class teacher who administered the treatments) told the investigator that the discourse analysis strategy was better than the conventional approach because the former did not only ensure that the comprehension passage was examined in more details, but it also integrated many tasks and activities in one lesson. The other three teachers in the department, and the Zambian languages teachers the investigator worked with at Kalonga and Kasama Boys Secondary Schools during pilot testing of research materials, also subscribed to the experimenter's

views after they had examined the teaching materials, exercises, tests and written lesson procedures. It was generally observed that in the discourse analysis method a detailed analysis of the setting of a text, the characters, major incidents and theme(s) in it (i.e., the text) linked a reading comprehension lesson to literature teaching where these aspects are explored in more details. Moreover, the analysis of idiomatic expressions, proverbs, different forms of figurative language (e.g., metaphors, similes, irony, etc.), stylistic features and relationships between linguistic units in the text incorporated the teaching of language work (i.e., structure) into a reading comprehension lesson. Preparing a composition, debate or summary question on the theme(s) or other aspects in the reading text also promoted the integration of skills and/or tasks.

The observations made in this study point to the need for the teacher to ensure that the classroom activities contribute to the development of real life language activities such as the development of reading skills, the acquisition of content (i.e., acquiring general knowledge, skills, attitudes and values embodied in the text), the expansion of language competence (i.e., acquiring and using new words, expressions and grammatical elements which occur in the text), etc., (Carver, 1978:294-5). This ideal situation could be created

in a classroom if the language teacher used both the conventional approach and the discourse analysis strategy.

On the basis of what has been stated above, it can be argued that this study has contributed something in the field of learning and teaching Zambian languages at the levels of curriculum development, examination setting and teaching methods or general classroom practice. In other words, the study could have direct application to curriculum development, examination setting, production of educational materials and classroom situations in schools and colleges. One other major contribution of this study is its emphasis on using language activities:

- i) that involve real communication,
- ii) in which language is used for carrying out meaningful tasks,
- iii) that effectively engage the learner in meaningful, appropriate and authentic language use,
- iv) that help the learner understand the social context in which language is used and
- v) stimulate the learner's imagination to be able to identify linguistic elements and their communicative values in the text (Richards and Rodgers, 1986:71-2).

All these language activities illustrate how some of the psycho- and sociolinguistic theories underlying communicative language teaching practices can be used even in the L1 teaching situations to provide each individual child with the skills and opportunities to use with effectiveness his mother tongue's versatility across the ranges of experience of life. Thus, such language situations in the classroom afford the child a chance of looking again at something (i.e., his language) he takes for granted (Canham, 1972:48-55, 64).

5.4 Recommendations

Considering that modern language teaching methods require that the teacher adopts an eclectic approach in his teaching, in which he blends aspects of different methods to meet the demands of particular teaching situations (Crystal, 1987:374), Zambian languages curriculum developers, examiners and teachers should also attempt to design and/or use teaching materials and tests based on the discourse analysis procedure instead of restricting the structuring of their materials and tests to the demands of the conventional approach only.

It is recommended that the teacher varies the reading comprehension lesson procedures. For additional details on the variety of teaching strategies, questions and questioning techniques, the teacher should refer to Burmeister (1978:94-

100, 236-63), Whitaker (1983:329-31), Carver (1978:292-97), Sharp (1973:61), Canham (1972:28) and Dawson (1971:51-2). These scholars have amplified the reading comprehension teaching strategies and teacher/pupil activities in the introductory, development and follow-up stages of the lesson, some of which we have looked at in Chapter 1 (1.1), Chapter 2 (Review of Related Literature) and Sample Lesson 1 (Appendix I).

In addition to the innovations suggested here, the teacher should design direct (i.e., non-objective) discourse analysis questions similar to the ones asked in the model questions after the short text given in Chapter 4 (after Table XI(b)) instead of asking pupils multiple-choice questions throughout. The teacher should realize that providing pupils with a good variety of probing questions is one of the effective ways of helping them to learn more from the comprehension text.

It is also advisable for the teacher to promote integrated language teaching in class, which modern language teaching methods emphasize, by combining various tasks and activities in one lesson (see Section 5.3, paragraph 2).

In the event of one trying to replicate this study, one should take into account the methodological limitations reported in Section 5.2 so that necessary modifications are made to perfect one's intended study. It would be better, for example, to conduct a similar study but cover many schools and classes, extend the duration of the study from two to three or four months and make sure that this period falls between the beginning of the first term and the end of the second term to avoid running into the 'busy term' (i.e., the third term). This would ensure two things: (i) subjects would be adequately exposed to the treatments, (ii) a larger and more representative sample of schools would also be covered and hence allow for the generalization of the results to all the secondary schools in Zambia. It would equally be a good idea to find out how the two teaching methods could affect the pupils' performance at both junior and senior secondary school levels, since the present study only dealt with a sample of senior classes.

To the best of the researcher's knowledge, this is the first attempt to carry out an investigation into one of the aspects of the teaching of Zambian languages in our country. Therefore, if there are flaws in the study, this could partly be attributed to lack of adequate exposure to any previous work done in the methodology of teaching Zambian, let alone

African, languages. What has been done in this study can only be compared to attempting to leave the door ajar instead of opening it for people to see what has been or can be done in Zambian languages teaching methods. There is so much virgin land in this field of study that there are almost countless unsettled issues or questions that beg answers. Further and persistent studies should certainly be conducted to find answers to some of the following questions:

- (i) How have the Zambian languages teacher training programmes been organized since their inception in 1975 and 1976 (Miti, 1976:39) at the University of Zambia and Nkrumah Teachers' College, respectively?
- (ii) How relevant are these programmes to Zambian languages teaching?
- (iii) Is there a proper link between Zambian languages methodology courses and Zambian languages literature and language courses?
- (iv) Do Zambian languages trainee teachers learn more theoretical Bantu linguistics than applied linguistics as it relates to the teaching of Zambian languages?
- (v) What has been the effect of the shortage of qualified manpower on Zambian languages teacher training programmes at the University of Zambia and Nkrumah Teachers' College?

- (vi) How effective are trained Zambian languages teachers compared to their untrained counterparts who have been seconded to Zambian languages departments in most Zambian secondary schools?
- (vii) Does the University of Zambia produce more effective teachers of Zambian languages than Nkrumah Teachers' College?
- (viii) Has the inferiority complex brought about by the low status given to Zambian languages adversely affected the performance of teachers and pupils in schools?
- (ix) To what extent do trained teachers of Zambian languages employ the skill of improvisation to avert the serious shortage of teaching materials in secondary schools?
- (x) How do dialectal differences affect the teaching of each particular Zambian language?
- (xi) How effective are the strategies or techniques of teaching grammar/structure, composition writing, translation, oral and written literature, summary and oral skills in Zambian languages?
- (xii) How relevant and effective are the Latin-oriented Zambian languages grammar books and dictionaries in the teaching of the structure of Zambian languages?

- (xiii) Why do most Zambian languages teachers concentrate on teaching cultural aspects of Zambian languages at the expense of language structure?
- (xiv) Considering that language is a skill to be developed and perfected rather than a body of knowledge to be mastered (Moody, 1983: 86-87), what aspects of Zambian languages as L1s should be taught in secondary schools?
- (xv) How effective has been the attempt to teach standardized orthographies of Zambian languages since the Ministry of Education recommended this in 1977?
- (xvi) Is there any relationship between Zambian languages syllabuses and the examinations that are set at Grades 7, 9 and 12 levels?
- (xvii) Is the curriculum for Zambian languages determined by the examinations or vice versa?
- (xviii) Does the Zambian languages curriculum promote or hinder the development and learning of Zambian languages?
- (xix) What has been the effect of Government language policy on the learning and teaching of Zambian languages? etc.

Researchers who are interested in the teaching of Zambian languages should endeavour to delve into these and other

aspects in their future research and hopefully open new grounds, which might improve the learning and teaching of local languages in this country.

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7.0 APPENDICES

7.1 APPENDIX I

READING COMPREHENSION SAMPLE LESSON PROCEDURES

GRADE 11 LEVEL

These sample lessons are based on the text extracted from Shalapo Canicandala (S.M. Kapwepwe, 1967:32-33) (Refer to Text A in Appendix II)

Sample Lesson 1

Method 1: Discourse Analysis Strategy

Step 1: Introduction

Teacher involves pupils in an activity relevant to the topic they are about to read. For example, the teacher may ask pupils the following questions (in Bemba):

1. Is travelling nowadays much easier in our country than it was forty years ago?
2. What is the difference between the way people used to travel in the past and the way they travel today?
3. By what means did the people travel from rural areas to urban places?
4. What made people leave their villages to go to urban areas?
5. Do people still go to the urban areas for the same reasons?

Step 2: Reading the Passage

Teacher gives pupils sufficient time to read the passage silently.

Step 3: Assessing Pupils' General Understanding of the Passage

Teacher asks pupils the following questions (in Bemba):

1. Who was the youngest person among the travellers?
2. Where did the travellers spend their first night?

3. Where were they going?
4. How many people did they meet on the second day of their journey?
5. What are the names of some of the elders who were in the writer's party?

Step 4: Discussing the Passage with Pupils

Teacher discusses the passage with pupils using the following questions (these would be in Bemba):

1. Is this story taking place in a rural area or in town?
What clues in the passage have helped you identify the place?
2. What time is it at the beginning of the passage? Mention the clues contained in paragraph one.
3. "Tumwitabe..." (line 4). What other expressions can you use?
4. "Ncebelamo..." (line 5). What does this mean? Mention alternative expressions which can be used. What author's feelings does this expression portray in this context?
5. "...imitante..." (7). For what things is this word used? What is the synonym of this word? Give examples of similar words or expressions used in Bemba to quantify things.
6. "...ukusokoka nge sembe..." (13). What two things are compared in this expression? In what way is the comparison appropriate?
7. "Mwasha..." (14). Who does this word refer to?
8. Explain what the underlined words or parts of words refer to in the following:
 - (i) "...yaaleekula..." (21)
 - (ii) "...ciikulu nganshi..." (22)
 - (iii) "...ukututwala..." (26)
 - (iv) "...mwatusenda..." (27)

5. "Haatushindika..." (9)

Who does the underlined part of the word in this sentence refer to?

- (a) it could refer to either the village headman and his wife or only the village headman himself.
- (b) only the village headman
- (c) the village headman's wife
- (d) Mrs. Mutachangwa and her housemaid

6. What does the word "...nabo..." (10) refer to?

- (a) the writer's friends
- (b) the travellers
- (c) the people who had come to pay homage to the village headman
- (d) the writer and his friends

7. Which expression best describes Mutachangwa?

- (a) tight-fisted and gloomy
- (b) open and generous
- (c) reserved and mean
- (d) friendly but cunning

8. What feelings does sentence 18 arouse?

- (a) liveliness and happiness
- (b) nausea and uneasiness
- (c) fright and displeasure
- (d) loneliness and fear

9. "...twapusana." (23) means

- (a) we run into each other
- (b) we go in opposite directions
- (c) we bypass each other

(d) we differ

10. "Nga twanwena nga mu menso ya nsaia,..." (28)

The writer seems to 'play on words' thereby using 'twanwena' in an amusing way. What double meaning does he imply?

- (a) starving and wading
- (b) choking and foresightedness
- (c) drinking and drowning
- (d) fainting and immersion

Step 6: Marking and discussing answers to questions

- Teacher marks, or pupils exchange books and mark under teacher's guidance.
- Teacher and pupils discuss answers as they mark.

Step 7: Follow-up

A follow-up activity can be a composition, a summary exercise, etc., based on the same text, e.g.

Composition Question

Imagine that you are a journalist. You witnessed the hospitality given to Conde, Kalembekefuyuke and their friends by village headman, Mutachangwa. Write an article for the Bemba paper, "Imbila", and highlight what you saw happen. Your article should be entitled "Hospitality Enshrined in our African Culture".

- N.B.
- (i) Teacher should discuss this exercise with pupils to make sure that they understand what they are required to do.
 - (ii) Teacher should remind pupils and discuss with them the forms and conventions of writing newspaper articles.

Sample Lesson 2Method 2: The Conventional ApproachStep 1: Introduction

As for Method 1

Step 2: Reading the Passage

Teacher gives pupils sufficient time to read the passage silently and write down difficult words and expressions that they do not understand.

Step 3: Assessing Pupils' General Understanding of the Passage

As for Method 1.

Step 4: Discussing difficult words and expressions.

- Teacher discusses difficult words with pupils. He either asks them to explain the words according to the context or he himself does so. The teacher may also ask pupils to use these words/expressions in sentences or discuss with them the other relevant contexts in which these words can be used.
- Teacher reads the passage with the class, allowing individual reading by as many pupils as possible.

Step 5: Testing Exercise

- This is a written exercise. Teacher asks pupils the following questions (in Bemba) and they write the answers in their books:
 1. Mutachangwa cautioned the travellers not to leave at the crack of dawn. He said, "This place is bad." What did he mean?
 2. Who prepared the meal which the travellers took as breakfast on the second day of their journey?
 3. What does the expression "Ncebelamo, maabondo..." (5) mean?
 4. What kind of attitude did the people have towards the travellers? What evidence is there in the passage to support your answer?

5. Where were the travellers likely to find employment? Why was it going to be easy for them to be employed there?
6. When people say "...tuli ne yakuluka umlopa." (27) What do they mean?
7. Why did people at that time travel in groups?
8. From the information given in the passage, what was the "insaka" for?
9. Why do the Bemba speakers refer to the evening or dusk as "muntungulya"?
10. What information in paragraph four makes us realize the travellers' purpose of going to the Copperbelt?

Step 6: Marking

While pupils are writing, teacher goes round and marks their work.

Step 7: Discussing answers to questions

- Teacher and pupils discuss answers
- Teacher encourages pupils to refer to the passage and give reasons for the answers given.

7.2 APPENDIX IITEACHING MATERIALS USED IN THE STUDYGRADE 11 READING COMPREHENSION IN BEMBATEXT A

(1) Ilyo abakalamba baaya pa nsaka, naaya kwa mwine-mushi ku kulombako apaakusendama. (2) Ba mwine-mushi baampeela icibutanda icikulu, beebele, "Mune webeko abo muli nabo, teekwasha ukuceelela, ino mpanga iibi; teekwasha ukupitamo luceeloceelo, kano akasuba kaakaba mu mibili."

(3) Uluceelo twaceelela pa nsaka. (4) Cilyaiye ubwali bwaisa pa nsaka, twaumiwafye, "Tumwitabe kwa ba mwine-mushi." (5) Ncebelamo, maabondo; twalaalya.

(6) Cilya twapwa ukulya, ba mwine-mushi baeba abakashi abati "Mune, shaale peelako abanensu akamunani kaakuti bakaye baleetobela mu nshila."

(7) Baatuleetela imitante ibili iya nkonshi. (8) Twatootela, awe twayaimya ne fipe. (9) Baatushindika no kutushindika, baatulangilila ne nshila bwino-bwino. (10) Abakalamba twali nabo baatasha ba mwine-mushi ifyo batusungile.

(11) Pa mushi twaleele ni pa Mutachangwa.

(12) Mutachangwa ebele. "Bane kafikeenipo, mwende umutende.

(13) Ukukwila balakwila nomba kuutala wamonapo ba noko; ukusokoka nge sembe takwawama. (14) Mwasha bakashi na baana, na bakoloci bashikulwinwe. (15) Kafikeenipo bane."

(16) Neefwe twayasuka atuti, "Endita mukwai, shaleenipo, twatootela nganshi pa kutusunga mwatusunga."

(17) Ubushiku twafumine pa Mutachangwa twaendele nge njili ya mwana umo. (18) Twapitile mu mpanga iyaafina nganshi mu mapooli. (19) Twakumenyefye abantu batatu abaaleefuma ku kalaale baleeya ku mwesu. (20) Abakalamba beena baalishibeene, baalaipushako no kwingasangwa incito bwangu-bwangu. (21) Baatwebele mu Nkana na mu Ndola, pantu ii misumba yaaleekula. (22) Beebele, "Pantu abasungu abaleisamo bengi, no mukooti wine ufikile na ku Ndola, ciikulu nganshi."

(23) Twalayana, twapusana. (24) Twafika na pa kamushi cilya caaba muntungulya. (25) Bwangu-bwangu ba Conde baaya kuli mwine-mushi, baatulanga ne nganda. (26) Cilyaiye twati tuleefwaya amenshi ayakunaila ubwali, mwine-mushi aisatubuula ukututwala ku bwalwa uko baaleenwa.

(27) Kalembekafyuke ebele, "Mukwai nangu mwatusenda ku bwaiwa, tuli ne yakuluka umulopa. (28) Nga twanwena nga mu menso ya nsala, ninshi tuleekolwa iciine-ciine; ninshi na mailo takwakabe bulendo."

(From Shalapo Canicandala, By S.M. Kapwepwe, 1967: 32-33).

GRADE 11 READING COMPREHENSION IN BEMBACLASS A1QUESTIONS ON TEXT A

Cila liipusho naalikwata amaasuko yane, (a), (b), (c), (d). Iwe usaiepofye ubwasuko ubulungeeme ukucila ayashaala eiyo ulembe (a), (b), (c) nangu (d) muli cila liipusho.

1. "... baampeela icibutanda icikulu, beebele..." (2)
Ici ciputulwa ceeshiwi icishililwepo cileiminina
 - (a) balya bakalamba abaali na kalemba
 - (b) ibumba lya balya bantu bonse abaali pa bulendo
 - (c) Mutachangwa
 - (d) abantu baamuli ulya mushi abalendo baaleelemo ubushiku bwakubalilapo pa bulendo bwabo.

2. "...ino mpanga iibi..." (2), eemukuti
 - (a) mwaliba ifiswango ifingi
 - (b) mwaliba ifyaani ifingi ne miti iingi
 - (c) abantu abeekala muli ilya ncende baankalwe
 - (d) umushili wa muli ilya mpanga tawaba bwino

3. Bushe ili shiwi lyaakuti "...maabondo..." (5) lileelanda pali finshi?
 - (a) Umunani wa mabondo ya nama uo baatebeete aba bantu
 - (b) Icaakulya ico baatebeete kalemba na banankwe.
 - (c) Icaakulya icaibeela icipeelwa ku beeni
 - (d) Umunani wa nama uwali pali bulya bwali baapekanishiishe kalemba na banankwe.

4. Mu mutande walenga mutanda ishiwi lyaakuti "Mune" lileelanda
 - (a) Pa munankwe wakwa mwine-mushi
 - (b) pali muka-Mutachangwa

- (c) pali ciloolo wakwa mwine-mushi
- (d) pali kabilo wakwa mwine-mushi
5. "Baatushindika..." (9)
- Bushe iciputulwa ceeshiwi icishililwepo muli uyu mutande cileelanda pali baani?
- (a) kuti caaba ni mwine-mushi' elyo no mukashi wakwe nangu mwine-mushi wine eeka.
- (b) ni mwine-mushifye
- (c) ni muka-mwine-mushi
- (d) ni muka-Mutachangwa elyo na kaanakashi wakwe
6. Bushe ishiwi lyaakuti "... nabo ..." (10) lileelanda pali baani?
- (a) baanankwe baakwa kalemba
- (b) baalendo
- (c) baantu abaishile mukupakata' mwine-mushi
- (d) kalemba elyo na banankwe
7. Niinsoselonsi pali ishi lileelondolola ifyo Mutachangwa aali?
- (a) Impungu iishiponya isako kabili uwabulanda
- (b) uwansansa kabili kapeekapee
- (c) uwafina kabili katana-bawa
- (d) uwacikuuku leelo makalancese uwabwilika-ndimi
8. Bushe muuntontenkanyanshi wingakwata paanuma yaakubelenga umutande 18?
- (a) icinwemwe ne nsansa
- (b) umucelu no kubensa
- (c) uwenso no kukaanasansamuka
- (d) inkumba bulili elyo no mwenso.

9. "Nga twapusana." (28) caalola mukuti
- (a) twapunkana
 - (b) twaya kuuntunga baleefumu nabo baaya uko tuloseshe inuma.
 - (c) twabacilawila nabo baisatucilawila
 - (d) twaumana
10. "Nga twanwena nga mu menso ya nsala..." (28) Kalemba aleecita imilangwe mu mibomfeshe ye shiwi lyaakuti "twanwena". Bushe fiintunshi fibili ifyo aleepilibula muli ii mibomfeshe ye shiwi?
- (a) ukuinyokoluma no kutubula
 - (b) ukupwilila no lwinso
 - (c) ukunwa no kunwena
 - (d) ukupuntuka no kutufya

GRADE 11 READING COMPREHENSION IN BEMBACLASS A2QUESTIONS ON TEXT A

Pakwasuka aya meepusho uleelemba amaasuko yoobe muunsoselo ishaapwiiilika.

1. Mutachangwa aebele abalendo ukuti tabafwile ukwima pa kafwa-mfumu. Aatiile, "Ino mpanga iibi..." Bushe aaloseshe mwi?
2. Ni naani wapekenye icaakulya caamwikulo ico aba balendo baaliile pa ndo yaacibili mu bulendo bwabo?
3. Bushe insoselo yaakuti "Ncebelamo, maabondo..." ilolele mwi?
4. Bushe imibeele ya bantu ba mwa Mutachangwa kuli aba abalendo yaali shaani? Peela ifishinka ukufuma mu mulandu usomene ifileesuminisha ubwasuko boobe.
5. Ni kwi aba balendo baali no kusanga incito ukwabula ubwafya? Cinshi caali no kubeela icaayanguka ukusanga incito kuli ici cifulo?
6. Bushe abantu nga baatiila "... tuli ne yakuluka umulopa" ninshi baallosha mwi?
7. Muulandunshi abantu pali ilya nshita baaleeyendela mu tumabumba pa malendo yaabo mucifulo caakwenda umo-umo?
8. Ukulingaana neefyo umfwile muli uyu mulandu insaka baaleibomfiya ku finshi?
9. Muulandunshi Ababemba beetila icungulo-bushiku abati "Muntungulya"?
10. Maashiwinshi mucipande caalenga bune (paragraph 4) muli uyu mulandu yaleetweba umulandu aba balendo baimiine no kuya ku kalaale?

9. Niico peli ii nshita kulafiita; kanshi umuntu ngo leisa kuti mwamumonafye amashinka mwaishiba amuti msuntu ulya aleisa nomba teekoti mu mwishiba pantu pa mendo tapaleembonka iyoo, kuti maleetifye msuntu ulya aloisa.
10. Maashiwi yeshuti "ukukwila balakwila nomba kuutala wamonapo ba noko; ..." eyaleetwoba ukuti kanshi aba balendo baaleeya mukufwaya incito.

GRADE 11 READING COMPREHENSION IN BEMBA**TEXT B**

(1) Impaalume, incenshi kabili umuyaashi Mwansa Kapwepwe aatiile, "Umuntu ni cipini-mungalu, aaliwama kabili aalibiipa. (2) Aaba nge ncinga, eendela pa mipeto ibili, ububi no busuma."

(3) Ciine-ciine umuntu aalyaafya pantu nga caamutwala ku kusansamuka no kutemwa abantu banankwe awe kuti apo ali paleefumafye icimwemwe no mutende. (4) Elyo nga mwapunga umwela umbi, uwakalusha-buuci, ninshi kuti apo eekeele paleefutumukafye ubukali ne mpasase. (5) Ifi eefyaaba umuntu-nse. (6) Inshita shimo kuti aaba ni cilocolo wa mutende elyo limbi nalyo aaba luubingu lwansase ulwakooca abanankwe.

(7) Leelo kwena nangu twalondolola ifi tatufikile pa keebo iyoo; twasupulafye uyu mulandu wa mibeele ya muntu-nse. (8) Cintu cayafya ukulondolola umupwilapo pantu impika yaabapo yaakuti teekuti wishibe ifyo umuntu munoobe aleetontonkanya. (9) Cintu cayanguka ukwishiba inama nga naifulwa nangu iyo. (10) Imbwa nga taikutemenwe kuti wamonafye uko yaimya umwansa nangu yaacensa no kubuluma ileebuluma nangu ukubosa; waishiba ukuti naasanswa! (11) Nga naikutemwa kuti wamonafye ileepikinya umucila, ileima amabaka nangu ukucina, waishiba no kwishiba ukuti naapokelelwa. (12) Nomba umuntu-nse onse apo aapela ni bumbi-munda.

(13) Inseko shaakwe shaaba apengi. (14) Shimbi sha nsansa nangu umusaamwe, elyo shimbi sha kacene.

(15) Nga wamona umuntu aleekusekela wimutoola boowa auti ciinaka-bupalu nangu ubule bwipi ubwakuseepa nuufukama.

(16) Aciba ifi abaakale nga tabaabiikileko insoselo yaakuti "wimona imbwili nailokwa auti kwande inshimba". (17) Insansa, ukutemwa elyo no mucinshi umuntu munoobe aleekupeeela fitungililwa ne micitile yoobe kuli wena. (18) Nga uleemupisha apasuma noobe aakulaakupisha apasuma. (19) Nga wamupisha apabi nao akatiila ukulya kuuliinganya.

(20) Icibiipafye caakuti umuntu nga aalikucindika teekuti akulange ukuti naakusuula pa micitile yoobe. (21) Iwe kuti uleeti ni filya fiine aakubiika pa cambaaso kanshi ali no busungu mu mutima. (22) Pakuti wise wiluke ninshi uli panshi ne nsambo naabakufuula kale. (23) Ubu eebwafya bwa muntu. (24) Aaliwama kabili aalibiipa. (25) Iceebo caakututungulula caakuti tube abafuma-cuumi; tucitile abanensu ifyo twingafwaya nabo ukutucitila.

(Improvized by DCN, the Researcher, May, 1991)

GRADE 11 READING COMPREHENSION IN BEMBACLASS A1QUESTIONS ON TEXT B

Olia liipusho naalikwata amaasuko yane. (a), (b), (c), (d). Iwe usapeziye ubwasuko ubulungeeme ukucila ayashaala eiyu ulembe (a), (b), (c) nangu (d) muli oia liipusho.

1. "Aaba..." (2). Bushe ilishwi lileelanda pali ani?
 - (a) impaalume yonse
 - (b) Kapwepwe
 - (c) umuntuiye onse
 - (d) abayaashi
2. Mwishwi lyaakuti "uwakalusha-buuci" (4), uwa- ileelanda pa
 - (a) mwela
 - (b) muntu
 - (c) mutende
 - (d) mpasase
3. Mukusupula kuti twatiila mu mitande yaakubalilapo (1-6) muli uyu mulandu kalemba aleetweba ukuti iwe bantu
 - (a) twaba nga umwela
 - (b) twaba nga ubuuci
 - (c) twaba nga incinga twendela pa mipeto ibili
 - (d) twaba nga umulilo uwakonta no kataluka
4. Mwishwi lyaakuti 'yaakuti' (8), ya ileiminina
 - (a) imibeele
 - (b) impika
 - (c) imilondolwele
 - (d) imitontonkanishishe

5. "... taikutemenwe ..." (10). Muli ili shiwi i ileelanda
- (a) pa nama yonse iyo twingamona
 - (b) pa mbwa pamo nge cilangililo ca nama batwebele mu mutande walenga paabula
 - (c) pa mbwa ine batwebele mu mutande walenga paabula
 - (d) pa nama iifulilwe nangu iishifulilwe
6. "... sha kacene ..." (14). Ishiwi lyaakuti sha ileelanda pa
- (a) musaamwe
 - (b) nsansa
 - (c) nseko
 - (d) nsoselo
7. Ukulingaana ne mitande (15) na (16) kuti twatiila muli uyu mulandu "imbwili" ileiminina
- (a) umuntu onse uwateekanya nganshi
 - (b) inshimba filya fiine fyaapalana ukubalaala
 - (c) umuntu umukali nganshi nomba uumoneka uwafuuka
 - (d) imibeele yaabunkalwe
8. Mu mitande (18) na (19) twaumfwa ukuti
- (a) utulo balaala no twamubiyo
 - (b) temba inshiku shikutembe
 - (c) akalimo ucita umuleele, kalakupemba
 - (d) temba fulwe nga umukake amoolu
9. "... naakusuula..." (20). Ici ciputulwa ceeshiwi icishililwepo cileiminina
- (a) ine
 - (b) wena

(c) iwe

(d) imwe

10. "... ali no busungu mu mutima." (21). Ici caalola mukuti

(a) mu matontonkanyo yaakwe naafulwa kabili naakusuula no kukupata

(b) mu mutima wakwe mwiswile imfiifi na kafindwe

(c) aleetontokanya ukucita icilandushi

(d) mu mutima wakwe muli imbiko ne miiya.

GRADE 11 READING COMPREHENSION IN BEMBACLASS A2QUESTIONS ON TEXT B

Pakwasuka aya meepusho uleelemba amaasuko yoobe muunsosele ishaapwililika.

1. Bushe "cipini-mungalu" ninshi muuntu wa musangonshi?
2. Aaloseshemwi kalemba pakutiila "... nga mwapunga umwela umbi ..." (4)?
3. Ni muunshilanshi umuntu eengabeela ulubingu lwansase ulwakoooca abanankwe?
4. ukulingaana na uyu mulandu, londolola ubupusano ubukalamba ubwaba pa nama no muntu.
5. Bushe "ukuseka akacene" caalola mwi?
6. "Icinaka-bupalu" ninshi muuntu wa musangonshi?
7. Ukulingaana no mutande walenga ikumi na cine-lubali, cinshi cingalenga ukuti umunoobe akusaalule?
8. Lemba ipinda nangu insoselo lingalingaana na ii: "ukulya kuulinganya".
9. Londolola umwalola "ukubiika umuntu pa cambaaso."
10. Bushe kalemba aaloseshe mwi pakubomfya amashiwi ayali mu mutande walenga amakumi yabili na ibili?

GRADE 11 READING COMPREHENSION IN BEMBAMARKING KEY FOR QUESTIONS ON TEXT BCLASS A1

1. c
2. a
3. d
4. b
5. b
6. c
7. c
8. b
9. c
10. a

CLASS A2

1. Uwabufi, umuntu uo ushingacetekela; uucinja imitontonkanishishe yaakwe muunshita-muunshita.
2. Nga mwaisa amatontonkanyo yambi, amaano yambi.
3. Nga alaaleetela abanankwe ubucuuushi; nangu aalaacuusha abanankwe.
4. Inama taifisa icili mu mutima iyoo. Nga naifulwa nangu naikutemwa kuti yaakulanga, nomba umuntu alafisa; kuti aleekusekela kanshi naakupata.
5. Ukumwentula bufi-bufi nangu ukulanga insansa shabufi kwati nautemwa kanshi nuifulwa mukati.
6. Umuntu uwafuuka, uwanakilila, uwamutende.
7. Nga caakuti wamusaalula ninshi nao kuti aakusaalula
8. Akaboko kakonka akabiye.
9. Ukumuciindika saana, ukumukatamika.
10. Aaloseshe mukuti pakuti wise wishibe ukuti umuncobe naakusuula nangu ukukupata ninshi nauseebaana kale; uucinshi aakupeele naupwa kale aleekumonafye uwafye, umuntu yawe-yawe.

GRADE 11 READING COMPREHENSION IN BEMBATEXT CKATANABAWA - (ULUBALI LWA CIMO)

(1) Mutintwa wali ciyayaya ca mushi. (2) Abantu baalifuliile nganshi muli uyu mushi. (3) Kanshi nga ufumine ku ncende kumbi uleeya kwa Mutintwa kuti cilyafye waya ulapalama waumfwafye akapokoma waishiba no kwishiba ukuti ciine-ciine naafika mwa Mutintwa-ku-mambo umo abantu baawa nge fishimu. (4) Nga kaasuba keena abantu ni winjiila umo njile. (5) Kutu uuli apa aleefula, uyu aleebaasa, uyu aleepikula isumbu; bambi nabo baleesowa, bambi baleelima, bambi baleebyaala, na baleeluka imyoono nangu bali ku numana baleipaya isabi.

(6) Inshita ya bushiku nga kuli umweshi imiluba-mfwa yonse, tuukatumbu, tuukalume, tuucisumpi, abalumendo na bakashaana ninshi elyo bwaca! (7) Teepafisela; kutu uku baleecinda nsomba, uku 'lokenilo' na 'twishiti' ya peeshiilya, uku kamponde uku nako bambi baleecolekana nangu ukushimika inshimi. (8) Abaashaala baleetamfyanya muli nambushi, mukule, elyo na baleecita kafiifi. (9) Ala ni sotambe!

(10) Umushi wakwete ifitente ifingi nganshi ifyaaleetungululwa na baaciloolo baakwa mwine-mushi, Katanabawa. (11) Mwali imiti ya cikasya iisuma, iyaalemba ubusaka elyo na imilemu iitali nganshi. (12) Ifi fyaleepeela icinteleelwe ku bantu icaakuti nangufye ni muli langaashe imitima ya bantu yaaleebafye iyaacibote, tabaaleetoka iyo. (13) Lwa ku Kabanga kwali icipooma ca Kundabwika icaaleepooma lyonse. (14) Nga ni mu mainsa Kalungwishi nga aapoosa elyo caaleecila ukutuuta. (15) Ubushiku nga waya ku kulaala uleekutika ifyo amenshi yaleepooma kutu waluba neefyo uleele; kwati mwana ulya baleesunsuntula buyefya-buyefya ku muleshi. (16) Ku masamba kwali inika umo abantu baaleepita pakuya kwisamba iya mumana wa Kalungwishi.

(17) Katanabawa aali ni mwine-mushi uwacindama nganshi kabili abantu baalimutemenwe nganshi. (18) Abaamufitente ifyaalekana-lekana baaleemutuula imisango ne misango iya fyakulya. (19) Ku mulaasa kwena abantu nga naabalima, maabala ya cishawaasha. (20) Ululumbi, ubucindami, umucinshi na malumbo eefisaamo fyaleetaasamo Katanabawa. (21) Inyimbo shaaleeshikwa isha mipukumo, ne sha fisela fimbi filya tulumbwile, shaaleetaatakula Katanabawa. (22) We lulumbi ulakula we! (23) Na Leesa babeepafye!

(Improvised by DCN, the Researcher, June 1991)

GRADE 11 READING COMPREHENSION IN BEMBACLASS A1QUESTIONS ON TEXT C

Cila liipusho naalikwata amaasuko yane, (a), (b), (c), (d). Iwe usalopofye ubwasuko ubulungeeme ukucila ayashaala elyo ulembe (a), (b), (c), nangu (d) muli cila liipusho.

1. "... waishiba no kwishiba..." (3) Bushe kwishiba finshi?
 - (a) ukuti abantu ba muli uyu mushi taboomfwa
 - (b) ukuti ico cango cileepangwa cileepilibula ukuti muli uyu mushi mwaba abantu abengi
 - (c) ukuti uyu mushi ukulu nganshi
 - (d) ukuti uyu mushi ukulu kabili abantu baabamo balapanga saana icongo

2. "Mwali..." (11). Ili shiwi lileelanda
 - (a) pali mwine-mushi
 - (b) pa filente
 - (c) pali Katanabawa
 - (d) pa mushi

3. "Ifi ..." (12). Ili shiwi lileelanda pa
 - (a) miti elyo ne milemu
 - (b) milemu pamo nge miti ya cikaaya, iyaali iyaalembe
 - (c) miti ya milemu iyaali muli uyu mushi
 - (d) milemu ne miti imbi iyacikaaya

4. Mu mutande walenga ikumi na ibili twasambililamo ukuti
 - (a) icinteleelwe ca muli langaashe cilapeela icibote ku mitima ya bantu
 - (b) abantu muli langaashe tabootoka iyoo
 - (c) langaashe alaleeta icibote mu mitima ya bantu ba mu mushi mwa Mutintwa

- (d) icipuki cilalenga abantu ukusasuka kanshi pa kupwisha ubu bwafya kano abantu baleuba mu masamba ya miti muunshita ya cipuki
5. "Lwaku ..." (13). Aya mashiwi yaleelanda
- (a) pa ntunga ya cipooma
 - (b) pa ntunga ukwabeeleele Kundabwika ukufuma pa mushi pa Mutintwa
 - (c) pa ntunga ukwabeeleele umushi ukufuma pa cipooma
 - (d) pa ntunga yaabeeleeleko uyu mushi.
6. "... caaleecila..." (14). Ici ciputulwa ceeshiwi icishililwepo cileiminina
- (a) icipooma
 - (b) Kalungwishi
 - (c) ukutuuta
 - (d) ukupoosa
7. "... kwati mwana..." (15). Ni naani baleepashanya ku mwana muli uyu mutande?
- (a) muuntu uuli mu busanshi ubushiku elyo aleumfwa uko Kundabwika aleetuuta
 - (b) muuntu uuleefwaya ukulaala inshita ya bushiku
 - (c) muuntu uo baleesunsuntila ku muleshi
 - (d) muuntu uuleumfwa uko amenshi yaleepooma pa cipooma ca Kundabwika.
8. Ukulingaana neefyo twaumfwa ukufuma pa mutande (13) ukwisafika pa (16), kuti twatiila icipooma caali
- (a) kwisamba lya Kalungwishi
 - (b) mupeepi ne nika
 - (c) ku muulu wa Kalungwishi
 - (d) ku masamba ya nika.

GRADE 11 READING COMPREHENSION IN HEMBA

9. "... baaleemutuula..." (18). Ici ciputulwa ceeshiwi icishililwepo cileelanda..

QUESTIONS ON TEXT C

- (a) pali mwine-mushi
Pakwasuka aya neepusho ulseleaba amaasuko yoohe muunsoselo isheepwi
- (b) pali baaciloolo baamufitente
1. Lon(c) o pa bantu bonse aba muli uyu mushi
- (d) pali balya bantu abaatemenwe no kucindika Katanabawa
10. "I... eefisaamo..." (20). Ili shiwi lileelanda
- (a) pa mucinshi baaciloolo baamufitente baaleepeela Katanabawa
2. Bushe bupusangonshi bwali pafyo abantu baaleerita mu(b) pa fyaakufwala ifisuma kabili ifyaacindama ifyo Katanabawa aaleefwala.
3. Bushe ubutungulushi bwa miteekele yakwa Katanabawa muli uyu(c) pa bulamba na buukateebeebe Katanabawa aipeele ilyo aali mwine-mushi.
4. "... muli langaasha..." (12) sekutiila shaani?
(d) pali bukaanabeesa bwapeelwe kuli Katanabawa no
5. Londolo kutaatakulwa aaleetaatakulwa. "buyefya-buyefya" (15).
6. Ni muunshilanshi abantu ba muli uyu mushi baaleesungilamo mwine-mushi wabo?
7. Bushe amabala ya cishawasha maabala ya musangonshi?
8. Aaloseshe mwi kalemba pakutiila, "Na Leesa babeepafye"? (23).

GRADE 11 READING COMPREHENSION IN BEMBACLASS A2QUESTIONS ON TEXT C

Pakwasuka aya meepusho uleelemba amaasuko yoobe muunsoselo ishaapwililika.

1. Londolola umulolele ishi nsoselo:
 - (i) "... icyiyayaya ca mushi." (1)
 - (ii) "... abantu baawa nge fishimu." (3)
 - (iii) "... winjiila umo njile." (4)
2. Bushe buupusanonshi bwali pafyo abantu baaleecita muunshita ya kasuba elyo ne nshita ya bushiku?
3. Bushe ubutungulushi bwa miteekele yaakwa Katanabawa muli uyu mushi bwapekanishiwe shaani?
4. "... muli langaashe..." (12) eekutiila shaani?
5. Londolola umulolele insoselo yaakuti "buyefya-buyefya" (15)
6. Ni muunshilanshi abantu ba muli uyu mushi baalesungilamo mwine-mushi wabo?
7. Bushe amabala ya cishawasha maabala ya musangonshi?
8. Aaloseshe mwi kalemba pakutiila, "Na Leesa babeepafye"? (23).

GRADE 11 READING COMPREHENSION IN BEMBAMARKING KEY FOR QUESTIONS ON TEXT CCLASS A1

1. b
2. d
3. d
4. d
5. b
6. a
7. a
8. c
9. a
10. d

CLASS A2

1. (i) Umushi uukalamba nganshi.
 (ii) Abantu baalifulile nganshi; "baafula kwati ni filya ifishimu fiba ifingi nga fyaawa (fyaabako)."
 (iii) Ukuba abaapikintika/abaaswangaana, kwati baleecimfyanya. Kuti uuli apa naafitwalana ne milimo yaakwe, ulya palya nao ne milimo yaakwe.
2. Muunshita ya kasuba abantu abengi baaleebomba incito ishaalekana-lekana, elyo ubushiku baaleeyangala ifisela (maka-maka abaice) ifingi nangu ifyaapusana-pusana.
3. Katanabawa aali ee mwine-mushi, elyo mu fitente fya mushi mwali baaciloolo baakwe abo abaaleemwafwa ukuteeka nangu ukutungulula abantu mu mushi uyu.
4. Eekutiila mu mweshi wa lusuba lukalamba/mu mweshi wa langaashe lilya akasuba kabala saana icaakuti no tumilonga tumo twalaakama.
5. Panoono-panoono/paniini-paniini/mutembo-mutembo/muteeleelwe-muteeleelwe/mutende-mutende, etc.
6. Abantu ba muli uyu mushi baaleetuula mwine-mushi ifyaakulya ifyaamisango na misango; elyo baaleemulimina na mabala ayakulu saana.
7. Maabala ayakulu saana ayaakuti abantu baali balalyaamo ifisabo baanakafye amabala yalifye umo yaabeela; ayashipwamo ifyaakulya bwangu kumulandu wa bukulu.

GRADE 11 READING COMPREHENSION IN KISWAHILI

8. Aaloseshe mukutiila umucinshi no lulumbi lwakwete Katanabawa fyaalicilele pa mucinshi no lulumbi abantu bapeela Leesa mukulu.

KATANABAWA - (ULUBALI UNA CIBILI)

(1) Awe mwanzi? Iki paka shafala ukucila amasako ya paka, kuuliba na... waiwika, abantu baasakaatufa abati twashindile... Katanabawa katuleeniwa paka peene na... (2) Mwanzi, ububi kuli cilambati... (3) Abati, Bushe apo tumulinana... (4) Cinshi twashindile... na tiana beenu?

(5) Inasema... ya kapa yeesu fyansa naafipokwa. (6) Katanabawa... bankwe pamo na baashicitente bankwe sbo baleetupanwira na miku abakashi beesu baiwile ukulaatukafisha kaerani ya kusamba na miku turwile ukulya mu sulungu umo? (7) Iwe na beana beesu tuzanguke abasha mu mushi wa fikolwe fyeesu iliyo beana mu Kalungwishi baleibuulilamofye isabi iliyo baleifwaya eiyo mu mpanga namo inama baleibanshilepofye! (8) Iwe twaleeti twakala na nehiaba kashari ni mbwili?

(9) Iki cintu caacitiike mu mushi mwa Mutiatwa caali ciisungusho icikalamba nganahi. (10) Mwiae-mushi na baacilobolo baakwe baalyesheha ukulondolwela abeekala-mushi ukuti umubango baalebatakelamo wali unsuma nganahi. kabili wainiitane pa kutama-omimi na sulinganya pamo peene na cimanwira na mwanzi beana. (11) Abantu baakaamininafye ndayi, kwati na fyey fyey ene kutule ukufwila. abati, Leelo ubatusa nab. Balaitaka. (12) Kabili ilikolwe fyeesu fyaatiile, "Iliwele... umocole". (13) Limbi naliyo abata, umilimo urusa tawalinga ukutasha pantu waliba na kanwa kuti waitasha uwine.

(14) Iyo mulandi watampile ngo nseko lasio impeta yauko ilalasta ubulanda. (15) Ico Katanabawa na baacilobolo baakwe baali ni baa cieniiki muunshitentale mwala eiyo abeekala-mushi nabo baali ni ba kabulubulu akashitiina na mu linso iya shaparakupo. baalisandeene impeta mwibeta icoakuti ilieleo firo taitalanda nyu mushi takwaba. (16) Abantu nga baikutista bakamunafye no kutiila, "Iyo ciine-ciine icoalo ni kataka mungelawila: nga kashari ubwafya bwafumina kwi?"

GRADE 11 READING COMPREHENSION IN BEMBATEXT DKATANABAWA - (ULUBALI LWA CIBILI)

(1) Awe mukwai ifi nasho shaafula ukucila amasako ya nama, kuuluba no mwela walwilemo, abantu baasakaatuka abati twashindilwa pa mitwe paafula; Katanabawa tatuleemufwa pamo peene na baaciloolo baakwe! (2) Mwe banensu, ububi kuli cilambatondolo wesu bwafuma kwi? (3) Abati, "Bushe apo tumulimina no kumubombela incito shonse twalitumpa? (4) Cinshi twasangukila abasha na baana beesu?

(5) Insambu sheesu na maka yeesu fyonse naafipokwa.

(6) Katanabawa na baana baakwe pamo na baashicitente baakwe ebo baleetupingwila ne miku abakashi beesu bafwile ukulaatukafisha amenshi ya kusamba ne miku tufwile ukulya mu mulungu umo? (7) Ifwe na baana beesu tusanguke abasha mu mushi wa fikolwe fyeesu ilyo beena mu Kalungwishi baleibuulilamoŷe isabi ilyo baleefwaya elyo mu mpanga namo inama baleibanshilapofye! (8) Ifwe twaleeti twikala ne nshimba kanshi ni mbwili?"

(9) Ici cintu caacitiike mu mushi mwa Mutintwa caali ciisungusho icikalamba nganshi. (10) Mwine-mushi na baaciloolo baakwe baalyeseshe ukulondolwela abeekala-mushi ukuti umusango baaleebateekelamo wali uusuma nganshi, kabili waiminiine pa bufuma-cuumi no mulinganya pamo peene ne citemwiko ca mfumu Leesa. (11) Abantu baakaanininaŷe ndayi. kwati ni filya fyakeene lubule ukufwala, abati, "Leelo ubusuma nabo balaitasha! (12) Kabili ifikolwe fyeesu fyaatiile, 'iciweme ciilombela umucele'. (13) Limbi nalyo abati, 'umulimo usuma tawalinga ukutasha pantu waliba na kanwa kuti waitasha uwine'."

(14) Uyu mulandu watampile nge nseko leelo impela yauko ilaleeta ubulanda. (15) Ico Katanabawa na baaciloolo baakwe baali ni baa cishiki muunshitentela mwela elyo abeekala-mushi nabo baali ni ba kabulubulu akashitiina na mu linso lya shaapamukupo, shaalisandeene impeta mwibeta icaakuti ileelo fino tuleelanda uyu mushi takwaba. (16) Abantu nga baibukisha bakumunaŷe no kutiila, "Iyo ciine-ciine icaalo ni matako mangalawila; nga kanshi ubwafya bwafumine kwi?"

(b) GRADE 11 READING COMPREHENSION IN BEMBA

CLASS A1

QUESTIONS ON TEXT D

Cila liipusho naalikwata amaasuko yane, (a), (b), (c), (d). Iwe usalepofye ubwasuko ubulungeeme ukucila ayashaala elyo ulembe (a), (b), (c) nangu (d) muli cila liipusho.

5. Nga twabwenge ukufwaa pa mutande (3) ukwisafika pa (7)
1. "... nasho..." (1). Ili shiwi lileelanda pa imitima
- (a) nshikuataasha, ubwilikishi, ulucu no kuitemwa ku kubali lwa ntungulushi, elyo no kuliila abantu
- (b) masako pa mitwe.
- (c) mwela lwe, ubulyafibi, no bwilikishi bwakwa Katanabawa
- (d) milungu
- (c) ni filya Katanabawa asalecuusha abantu mukumubombela
2. "... twashindilwa..." (1). Ici ciputulwa ceeshiwi icishililwepo cileiminina mu upanga.
- (a) baaciloolo baakwa Katanabawa baaciloolo baakwe baalelikisha abantu no kukaanatasha pa milimo
- (b) abantu ba muli uyu mushi bonse
- (c) abeekala-mushi baafye shiwi yaleiminina
- (d) baaciloolo bamo-bamo abaasakaatwike muli uyu mushi baashicitente baakwe baateekesemo abantu muli uyu
3. Bushe amashiwi yali mu mutande wacibili yaleetweba amatontonkanyo ya baani?
- (b) ukulishanya kwa bantu muli uyu mushi
- (a) ni balya baashicitente abaaleumfwilako Katanabawa
- (c) uluse le yaakwa Katanabawa na baaciloolo baaleemwafwa ukuteeka
- (b) ni baaciloolo baakwa mwine-mushi beeka
- (d) filya fiine fyaacitiike ifyaakuti abantu mu mushi
- (c) kuti caaba ni Katanabawa na baaciloolo baakwe nangu abeekala-mushi baafye bamo abashasangukiile intungulushi shaabo. tabaitasha iyoo." (11) Ico bealandiile ifi niico baaliishiibe ukuti
- (d) beekala-mushi baafye bonse
- (a) Katanabawa na baashicitente baakwe baali ni baashikamfutu
4. "... baleetupingwila..." (6). Ici ciputulwa ceeshiwi icishililwepo cileelanda baaciloolo baakwe baali ni baashikamfutu
- (a) pali Katanabawa na baashicitente baakwe

- (b) pali mwine-mushi, abaana baakwe na baaciloolo abaaleemwafwa ukuteeka umushi
- (c) pa lupwa lwakwa Katanabawa elyo ne fitente iya mu mushi.
- (d) pali mwine-mushi na baaciloolo baaleemwafwa ukuteeka umushi
5. Nga twabelenga ukufuma pa mutande (3) ukwisafika pa (7) cileumfwika ukuti icaakaliifye abeekala-mushi imitima
- (a) kuukaanatasha, ubwilikishi, ulucu no kuitemwa ku lubali lwa ntungulushi, elyo no kuliila abantu amasuku pa mitwe.
- (b) buunkalwe, ubulyafibi, no bwilikishi bwakwa Katanabawa
- (c) ni filya Katanabawa aalecuusha abantu mukumubombela incito elyo aleebalessa ukwipaya isabi mu Kalungwishi, ne nama mu mpanga.
- (d) ni filya mwine-mushi na baaciloolo baakwe baaleilikisha abantu no kukaanatasha pa milimo baaleebabombela
6. "Ici cintu..." (9). Aya mashiwi yaleiminina
- (a) inshila Katanabawa, abaana baakwe elyo na baashicitente baakwe baateekkeemo abantu muli uyu mushi
- (b) ukuilishanya kwa bantu muli uyu mushi
- (c) imibeele yaakwa Katanabawa na baaciloolo baaleemwafwa ukuteeka
- (d) filya fiine fyaacitiike ifyaakuti abantu mu mushi baasangukila intungulushi shaabo.
7. Abantu baatiile, "Ubusuma tabaitasha iyoo." (11) Ico baalandiile ifi niico baaliishiibe ukuti
- (a) Katanabawa na baashicitente baakwe baali ni baamunsheebwa
- (b) mwine-mushi na baaciloolo baakwe baali ni baashikamfutu

- (c) uwatumpa tayeeba
- (d) Iciye cipala isaana
8. "Limbi nalyo..." (13). Aya mashiwi yaalola mukuti
- (a) inshita imbi
- (b) ipinda ilibiye
- (c) eekutula
- (d) eecaalenga
9. "... shaapamukupo ..." (15). Ici cipatulwa ceeshiwi icishililwepo cileelanda
- (a) pa mukupo wa nama
- (b) pa mfumu
- (c) pa mpeta
- (d) pali baaciloolo baa mfumu
10. Ukulingaana neefyo batwebele mu mutande (15), amapinda yabili ayo imbali shonse shibili ehishaishiibe nangu ukukonka pakupwisha ubwafya ni aya:
- (a) ubufumu bucindika abeene elyo na icishumfwa nshinto taciikala ku muuba
- (b) umwine mbwa tashiita elyo na kunakilila aile na matwi yaakwe
- (c) abantu liisabi likonka amenshi elyo na ubwingi nshimu bwashimishe umulilo
- (d) butembele ndo buliile elyo na pilikiti tanasha fikali kano male-male.

GRADE 11 READING COMPREHENSION IN BEMBACLASS A2QUESTIONS ON TEXT D

Pakwasuka aya meepusho uleelemba amaasuko yoohe muunsoselo ishaapwililika.

1. Bushe "cilambatondolo" muuntu wa' musangonshi?
2. Baaloseshe mwi abantu pakutiila intungulushi shaabo shaaleebapingwila imiku abakashi baabo bafwile ukulaabakafisha amenshi?
3. Bushe nga wabelenga umutande wa cine-lubali kuti watiila intungulushi sha muli uyu mushi shaali no mucisha-cinani? Fiishinkanshi fileeshininkisha ubu kwasuko boobe?
4. Muulandunshi ici cintu caacitiike mu mushi mwa Mutintwa caabeelele icisungusho?
5. Cinshi cingalenga ukuti tutiile mwine-mushi na baaciloolo baakwe baali tubelebele?
6. (i) Bushe "ukukaana ndayi" eekutiila shaani?
(ii) Nga insoselo yaakuti "...filya fyakeene lubule ukufwala ..." yaalola mwi?
7. Amashiwi yaakutiila "uyu mulandu watampile nge nseko..." yaalola mwi?
8. Cishiki muunshitentela mwela ninshi muuntu wa musangonshi?
9. Aaloseshe mwi kalemba pakutiila "... shaalisandeene impeta mwibeta ..."?

GRADE 11 READING COMPREHENSION IN BEMBA**MARKING KEY FOR QUESTIONS ON TEXT D****CLASS A1**

1. a
2. c
3. c
4. b
5. a
6. d
7. c
8. b
9. b
10. d

CLASS A2

1. Muuntu uwafuuka, uwamutembo, uwateekanya, uwanakilila, uwaiceefya kabili uushaishiba ifyaakulandalanda, etc.
2. Baaaloseshe mukuti intungulushi shaabo shaaleebapangila amafunde ayaakosa icaakuti tabaali abaakakuluka ukucita akantu neelyo kaamo ukwabula ukuti babasuminishe; tabaakwete insambu shaakucita ifintu ifingi ukwabula ukusuminishiwa ku ntungulushi.
3. Ee, pantu baleetweba ukuti intungulushifye sheeka eeshaaleipakisha ifyaakulya elyo no bunonshi bonse ubwali muli ilya ncende baaleikalamo; abantu beena tabaakwete nsambu shakuibuulila ifyo baaleefwaya.
4. Pantu ukwaluka kwa bantu no kutampa ukusuusha intungulushi shaabo fyapumikiishefye; takwali waenekeele ukuti abantu abaacindiike filya intungulushi shaabo kuti baisashaalukila filya.
5. Pantu baali abaacelenganya mukulanda; baaleiwamisha mu milandile no kuipokolola bucenjeshi-bucenjeshi kwati bantu baacishinka kanshi nakalya.
6. (i) Eekutiila ukukaanininafye, ukukaana umupwilapo, ukukaana icaakuti tauli uwaipekanya ukubweshamo umutima/amaano iyoo.
(ii) Yaalola mukuti filya fiine cailangafye apaabuuta ukuti imbwa yendafye ubwamba (ukwabula ukufwala), kabili tapali nawingatwishika, efyo nabo ukukaana kwabo kwalifye pa bwelu icaakuti no muntu onse aishiba ati ciine-ciine aba bantu tabaatontoloke mu kufulwa kwabo.

7. Yaaalola mukuti ilyo abantu baataliike ukuilishanya no kusangukila intungulushi shaabo caaleemoneka kwati cileepeleela, takuli uko cileeya kanshi taata cileetwala ku bubu, muunama-nkati.
8. Muuntu uwakosa umutima nge libwe, muunsheebwa, uwakuti nangu abantu bailishanye shaani/bamwebe ifintu, nao aii ne fyaakwe; apo eeminiine ni apo peene teewakwalula nangu ukupilibula amatontonkanyo yaakwe, iyoo.
9. Kalemba aaloseshe mukuti kwali impasase nganshi pakati ka bantu ne ntungulushi; kwali ukutintana, ukushenkana, ukusumbana, ukushaashaala mpaka icibote conse no kuumfwana iyapasangana.

GRADE 11 READING COMPREHENSION IN BEMBATEXT E

(1) Taishiibe ifyo aaponene mu tulo pa luputa lwakwa Rebecca.
 (2) Asbukile ku macaca ninshi naakata umabili onse.
 (3) Taibukiishe icaamuleetele ku nshiishi. (4) Ici caalengele ukuti umutima wakwe ushikise ku cifukushi. (5) Bushe Bob Mwendapole ailekwi pakuti eena asendame pa nshiishi?
 (6) Cinshi Bob taishiile aleemufwaya ukuti amutwale ku ndanda?
 (7) Aumfwile impepo yonse yaapwa ku cipyu camwikeete; umulopa watampile ukubilauka kabili mu mishipa yaakwe. (8) Asli no mulopa uwakabila limo.

(9) Aafikiilefye ukushibusha Bob Mwendapole, ngo kufikila ukutoba umuntu wali mutulo ikoofi kuushibusha, "Shibuka, swaini!"

(10) Spinks aafimbwile Bob mufikansa, aapoosa ubulangeeti Bob aafimbeene panshi; Bob aashaala ifyo aafyeelwe.

(11) Bob aaliikeeleko; aabiika ukuboko kwakwe kumo pakati ka matanta yaakwe. (12) Ilyo aaloleeshe mu menso yaakwa Spinks, Bob -aamwenemo umulilo. (13) Apo peene Bob aatampile ukututuma. (14) Aishiba. (15) Akwata umucila nga aalitampile ukupikinya.

(16) Pakuti limbi atalushe impasase shaali mupeepi no kutampa, Bobo aabulubwisefye ati, "Wafuma kwi?"

(17) Leelo aabiikile 'palafini' pa mulilo uwaleebilima kale. (18) Icaamwaswike kuuloka kwa makoofi ayaakosa ngo tushimbi ku mpumi yaakwe, mu menso yaakwe, ku milomo yaakwe, na pa myoona yaakwe - poo! poo! poo! - mpaka Bob aapunda ukwabula ukuicindika, "Naapaapaata nshakabwekeshapo!" (19) Nangu ico taali no kubwekeshapo nao wine taishiibe. (20) Apo peene aatampile ukulila bulanda-bulanda kwati mwanakashi wa cinse.

(21) Amakoofi yaakwa Spinks yaapangile impompo shine pa mpumi yaakwe; limbi eeco Spinks aafwaile-ukuti impumi yaakwa Bob imene insundu pamo nge mpumi yaakwe. (22) Umulopa waleesuuma ukufuma mu menso na mu myoona yaakwa Bob. (23) Ifilamba ne fimina - ifyasakeene no mulopa wakwe - fyaaleikonkolokelafye.

(24) Spinks aasangwile umunankwe icikope ca bulanda. (25) Umulopa waleefuma ku mpumi yaakwa Bob walengelefyeye ukuti Spinks oomfwe icikabilila ca cilumba ku mutima wakwe.

(26) Aumfwile kwati ni filya umuntu onse oomfwa nga aapwicha ukubomba bwino incito aatemwisha.

(From Ubuseko Mu Bulanda, by Chongo Kasonkamona, 1983, pages 110-111).

GRADE 11 READING COMPREHENSION IN BEMBACLASS A1QUESTIONS ON TEXT E

Cila liipusho naalikwata amaasuko yane, (a), (b), (c), (d). Iwe usaalepoiye ubwasuko ubulungeeme ukucila ayashaala elyo ulembe (a), (b), (c)nangu (d) muli cila liipusho.

1. "Taishiibe..." (1). Ni naani uyu?
 - (a) Mwendapole
 - (b) Rebecca
 - (c) Spinks
 - (d) tabamulumbwile ishina
2. Muli uyu mulandu umufu ni
 - (a) Bob
 - (b) Rebecca
 - (c) Kalemba wa ili lyaashi
 - (d) Spinks
3. "... umulopa watampile ukubilauka..." (7) eemukuti
 - (a) aaleepeemekesa
 - (b) aalifulilwe nganshi
 - (c) aaleetutuma
 - (d) aalipibile saana
4. Ukulingaana na mashiwi yali mu mutande (9), yaali ni nshitanshi iyi?
 - (a) buushiku pakati
 - (b) cuungulo-bushiku
 - (c) ciitumba-suba
 - (d) luceelocelo

5. "... aamwenemo ..." (12). Ici ciputulwa ceeshiwi icishililwepo cileelanda pa
- (a) menso
 - (b) muntu
 - (c) matanta
 - (d) mulumendo
6. "... palafini ..." (17) muli uyu mutande ileiminina
- (a) kulya kwine kwipusha Bob aipwishe Spinks
 - (b) ukubulubuusa kwa kwa Bob
 - (c) yalya mafuta babiika pa malasha pakuti umulilo wake bwangu
 - (d) umulilo uwakile kale
7. mu mutande walenga ikumi na cine-konsekonse twaumfwa ukuti
- (a) Spinks aaleeyasuka Bob uku aleemulokosha amakoofi
 - (b) Spinks aatalile aayasuka Bob elyo aalaamulokosha amakoofi
 - (c) Spinks aatampilefye ukulokosha Bob amakoofi cinshinshi-cinshinshi
 - (d) Bob taayaswike ilyo baaleemulokosha amakoofi kuli Spinks, aalifye tondolo
8. "... fyaaleikonkolokelafye." (23) Ici ciputulwa ceeshiwi icishililwepo cileelanda pa
- (a) filamba ne fimina
 - (b) fimina, umulopa ne filamba
 - (c) mulopa wasaakeene
 - (d) fimina nomulopa

9. "... ca ..." (25). Ili shiwi lileelanda pa
- mutima
 - cilumba
 - cikope
 - cikabilila
10. Muli uyu mulandu kuti twatiila Spinks aali ni
- ntata
 - bwabi
 - kuuwe
 - copooshi
11. Muli uyu mulandu kuti twatiila Spinks aali ni
- ntata
 - bwabi
 - kuuwe
 - copooshi
12. Muli uyu mulandu kuti twatiila Spinks aali ni
- ntata
 - bwabi
 - kuuwe
 - copooshi
13. Muli uyu mulandu kuti twatiila Spinks aali ni
- ntata
 - bwabi
 - kuuwe
 - copooshi
14. Muli uyu mulandu kuti twatiila Spinks aali ni
- ntata
 - bwabi
 - kuuwe
 - copooshi
15. Muli uyu mulandu kuti twatiila Spinks aali ni
- ntata
 - bwabi
 - kuuwe
 - copooshi
16. Muli uyu mulandu kuti twatiila Spinks aali ni
- ntata
 - bwabi
 - kuuwe
 - copooshi
17. Muli uyu mulandu kuti twatiila Spinks aali ni
- ntata
 - bwabi
 - kuuwe
 - copooshi
18. Muli uyu mulandu kuti twatiila Spinks aali ni
- ntata
 - bwabi
 - kuuwe
 - copooshi
19. Muli uyu mulandu kuti twatiila Spinks aali ni
- ntata
 - bwabi
 - kuuwe
 - copooshi
20. Muli uyu mulandu kuti twatiila Spinks aali ni
- ntata
 - bwabi
 - kuuwe
 - copooshi
21. Muli uyu mulandu kuti twatiila Spinks aali ni
- ntata
 - bwabi
 - kuuwe
 - copooshi
22. Muli uyu mulandu kuti twatiila Spinks aali ni
- ntata
 - bwabi
 - kuuwe
 - copooshi
23. Muli uyu mulandu kuti twatiila Spinks aali ni
- ntata
 - bwabi
 - kuuwe
 - copooshi
24. Muli uyu mulandu kuti twatiila Spinks aali ni
- ntata
 - bwabi
 - kuuwe
 - copooshi
25. Muli uyu mulandu kuti twatiila Spinks aali ni
- ntata
 - bwabi
 - kuuwe
 - copooshi

GRADE 11 READING COMPREHENSION IN BEMBACLASS A2QUESTIONS ON TEXT E

Pakwasuka aya meepusho uleelemba amaasuko yoobe muunsoselo ishaapwililika

1. Bushe Spinks uko aaleele ni kwi?
2. Kalemba aalocha mwi pakutiila Spinks aali no mulopa uwakabila limo?
3. Muulandunshi waleteteleele Bob Mwendapole?
4. Cinshi caalengele ukuti Bob Mwendapole abooke?
5. Lemba icintu icaacitiike ilyo Bob talaikalako icileelanga ukuti umunankwe amaano yaalyulwike.
6. Muulandunshi Bob aatampiile ukututuma?
7. Finshi fileetulanga ukuti Spinks aaleepoosa amakoofi ayakali kabili mukwangufyanya?
8. Bushe Mwendapole aaliishiibe intulo ya kutondwa nangu ukukafiwa kwakwe? Londolola ifishinka ifyaakushininkisha Ubwasuko boobe.
9. Bushe, ukulingaana no kutontonkanya koobe, kuti watiila Bob aali ni mupwa-wa-talala nangu mwilye uushilukutilwa iloba? Londolola ifishinka ifileeshininkisha ubwasuko boobe.
10. Ukulingaana na mashiwi yali mu mutande (25), kuti watiila Spinks aali muuntu wamusangonshi?

GRADE 11 READING COMPREHENSION IN BEMBAMARKING KEY FOR QUESTIONS ON TEXT ECLASS A1

1. c
2. b
3. b
4. d
5. a
6. a
7. c
8. b
9. d
10. d

CLASS A2

1. Ni ku nshiishi/ku manda pa luputa lwakwa Rebecca.
2. Kalemba aallosha mukuti Spinks aali uwacipyu, umukali saana, uushaaleekokola ukufulwa, uwacifukushi, etc.
3. Muulandu wakukaanalonsa ukwali Spinks ku nshiishi no kumubwasha pakuti eese alaale mu yanda, nangu liine Bob Mwendapole ashaishiibe ukuti imfumu ya beene yaali ku nshiishi eko yaaleele.
4. Niico baamutobele ikoofi kuli Spinks ilyo aali mutuio. Kanshi liikoofi lyamubuushishe.
5. Bob baalimufimbwile ubulangeeti aafimbeene kuli Spinks aabupoosa na panshi, Bob aashaalafye ubwamba.
6. Niico aamwene ubukali buleefuluma muli Spinks no kwiluka ukuti ilya nkaaka ya muntu tayaamupanye iyoo, ileemuuma bubu-bubu.
7. Maashiwi kalemba aabomfesho ayaakuti "ukulokosha", "ayaakosa ngo tushimbi", "impompo ku mpumi yaakwa Bob", mukulondolola umusango wa makoofi Spinks aaleepoosa, umusango aaleepooselamo elyo neefyo yaafimfesho Bob ku mpumi.
8. Bob Mwendapole taishiibe intulo nangu umulandu aumiinwepo iyoo pantu mu mulandu naabatweba ukuti nangu aapundile ilyo amakoofi yaakaliipe ati, "Naapaapeata nshakabwekeshapo!" ico ashaali nakubwekeshapo nao wine taishiibe.

9. Bob asili ni mapwa-wa-talala pantu nangu asili umwame ilyo umunankwe Spinks aaleemuma wana aaleelilafye bulanda-bulanda kwati mwanakashi, ukwabula ukuumamo Spinks nangu ukwesha ukuipokololako iyo.
10. Kuti nastiila Spinks asili ni copooshi, inkaaka, umuntu umunkalwe, uwalesekela mukucita imisoka no kumona abanankwe baleecuula.

GRADE 11 READING COMPREHENSION IN BEMBATEXT FCLASS A1

(1) Maggie aafikiile ku cifungo igoma ya 6 koloko wa luceelo tailaalila.

QUESTIONS ON TEXT F

(2) Aikeele kunse ya lupango lwa cifungo, naikumbata inkumbabulili ngo mwana wa nshiiwa. (3) Ifilamba fyaleepona ukufuma mu menso yaakwe bulanda-bulanda. (4) Aaleelila Ronald Mutale. (5) Ilyo abantu bonse, ukubiikako na baawishi kumo, baaleepatisha Ronald, eena elyo icimbilimbili ca citemwiko caakwe caaleebilima mu mutima wakwe kwati muulilo mu caani cauma. (6) Taaleelya. (7) Taaleelaala. (8) Ico aaleefwaishafye kuumonapo Ronald Mutale -nangu ukulengelakofye impumi yaakwe...

(b) 6 koloko

(9) Lintu aikeele aleelindilila ukuti abakaili bafume, mu mutwe wakwe mwaiswile amatontonkanyo ya bulanda yeka-yeka. (10) Aalilabile yalya mashiwi aebele Ronald ukuti ubulanda eebuseko bwine. (11) Aaleetontonkanyafye pa muuncishanya wa mu caalo. (12) Icaalo capatile bamo; catemwako bambi.

2. Mu mutande wa cibili twaumfwa ukuti

(13) Bushe cinshi Leesa aapangiile abantu bamo ukuti baleecuula pe? (14) Cinshi aapangiile bambi ukuti baleesekela pe? (15) Cinshi taapangiilefye iciibuseko cimo icikalamba ne ciibulanda cimo icikalamba elyo aabuula abantu bonse mu caalo aabaakanya ubuseko no bulanda icaakuti ubulanda bwakwa uyu bwalingaana no bulanda bwakwa ulya; ubuseko nabo ifyo fiine?

(c) Icfungo caali kunse ya lupango

(16) Maggie aumfwile kwati umutwe wakwe walaapanduka, eeco aanashiisheko ukutontonkanya. (17) Aatendeeke ukupalanya ubuseko ku libwe lya makaasa ya mfula. (18) Ubuseko bwatemenwe ukusunguluka. (19) Kuti wabwikata mu minwe; nomba lilya liine wati wikatishe saana bwangu-bwangu kwasunguluka bwakushiilafye umundowendowe. pa

(20) Aaleefwaisha ukuba na Ronald inshita yonse.

(21) Aaleefwaya icintu icikalamba ukufuma kuli Ronald.

(22) Miiku iingi aaleelenganya naalela akanya akaapalile Ronald Mutale. (23) Miiku iingi aumfwile mu matontonkanyo yaakwe aka kanya kaleelila... kaleeseka.... aatemwa kaleepanga ifyongo fyabula ukulondoloka mu ceeni caakwe. (24) Ee, miiku iingi aonseshe aka kanya mu filooto fyaakwe.... (25) Maggie aabuulile icitambala aakuumuna ifilamba...

4. "...ukulengelakofye..." (8) Ici ciputulwa ceeshiwi
 (26) Ronald aali mu minyololo. (27) Inshiku shaakwe shaali mpeendwa. (28) Ali no kukakwa imyaka iingi; limbi no kufwa - ukumukulika... ukumuputula umukoshi kwati ni nkoko ya pa bwinga baleipaya.

(b) nangu

(From Ubuseko mu Bulanda. By Chongo Kasonkomona, 1983, pages 168-169)

GRADE 11 READING COMPREHENSION IN BEMBACLASS A1QUESTIONS ON TEXT F

Cila liipusho naalikwata amaasuko yane, (a), (b), (c), (d). Iwe usalepofye ubwasuko ubulungeeme ukucila ayashaala elyo ulembe (a), (b), (c), nangu (d) muli cila liipusho.

1. "... tailaalila..." (1). Muli ili shiwi i ileiminina
 - (a) inoma
 - (b) 6 koloko
 - (c) Maggie
 - (d) icifungo
2. Mu mutande wa cibili twaumfwa ukuti
 - (a) umuntu abafyaashi baakwe nga baalifwa taba uwasansamuka iyo
 - (b) Maggie aali mwana wa nshiiwa
 - (c) icifungo caali kunse ya lupango
 - (d) abaana ba nshiiwa baatemwa ukwikala kunse ya lupango no kuikumbata.
3. "... caaleebilima..." (5). Ici ciputulwa ceeshiwi icishililwepo cileelanda pa
 - (a) caani
 - (b) citemwiko
 - (c) mulilo
 - (d) cimbilimbili
4. "...ukulengelakofye..." (8). Ici ciputulwa ceeshiwi icishililwepo cileepilibula
 - (a) paniini
 - (b) nangu

- (c) bwino
 (a) mundowendowe
 (d) nomba
 (b) libwe lya nakaasa ya mfula
5. Nga twabelenga ifyo batwebele mu mitande (9) na (10) kuti twamona ukuti ciine-ciine
 (d) (a) icaalo muukunku tacisalila umo
 10. (b) uulutambile eululwile (21). Aya mashiwi yaleelanda
 (a) (c) mfunda buteshi alatena
 (b) (d) umwaka ushili obe taucilwa ibaka
6. "...aabuula ..." (15). Ici ciputulwa ceeshiwi icishililwepo cileiminina
 (d) pa matontontankanyo yaaleecuusha Maggie.
 (a) Maggie
 (b) abantu
 (c) Leesa
 (d) Ronald
7. Mu mutande (15) muli itontontankanyo lyaakuti
 (a) ubulanda no buseko fikalingaana
 (b) mu caalo amukaanaba umucisha-cinani nga caaliwama
 (c) mu caalo tamwaba ubuseko no bulanda bwa muyayaya
 (d) abantu balatemwa nga baamona abanaabo baleecuula
8. Mu mutande (16) twaumfwa ukuti Maggie
 (a) amatontontankanyo yaalitaampile ukumukalifya umutwe, kanshi eepakuceefyako amalangulushi
 (b) aalilekele ukutontontankanya pantu umutwe waleekalipa
 (c) umutwe nga walipandwike ku mulandu wa fyakutontontankanya ubwingi
 (d) aalinashisheko ukutontontankanya.
9. "... bwasunguluka..." (19). Ici ciputulwa ceeshiwi icishililwepo cileelanda pa

- (a) mundowendowe
 (b) libwe lya makaasa ya mfula

(c) bulanda

(d) buseko

10. "... icintu icikalamba..." (21). Aya mashiwi yaleelanda

(a) pa cikonko caakwa Maggie

(b) pali Ronald Mutale

(c) pa mwana

(d) pa matontonkanyo yaaleecuusha Maggie.

GRADE 11 READING COMPREHENSION IN BEMBACLASS A2QUESTIONS ON TEXT F

Pakwasuka aya meepusho uleelemba amaasuko yoobe muunsoselo ishaapwililika.

1. Ni kwi umukashaana wa muli uyu mulandu aaceelelee?
Aile mu kucita finshi?
2. Cinshi caalengele ukuti Maggie eepulilafye uko aimiine ubulendo?
3. Nga twabelenga ukufuma pa mutande wa cimo ukwisafika pa wa cine-lubali tuleumfwa ukuti Maggie aali uwaibeela muunshila imo ukufuma ku bantu bambi pali aka kashita.
Ni muunshilanshi Maggie aali uwaibeela?
4. Lumbula umulandu Maggie aapeele Leesa.
5. Ni muunshilanshi muno caalo mwingabeela umulinganya?
6. Bushe icintu icikalamba ico twingasambilila mu mashiwi yaakupalanya ubuseko ku libwe lya makaasa ya mfula cinshi?
7. Londolola umwalola "umundowendowe".
8. Ukufuma pa mutande (20) ukwisafika pa walenga (24) baleetweba ifintu ifikalamba fibili ifyo Maggie aaleefwaisha. Fintunshi?
9. Lemba ifintu fibili ifileelanga ukuti uyo onse uwingamona Maggie kuti aishiba ukuti aali no bulanda.
10. Ukulingaana na mashiwi ya mu cipande caakulekelesha muli uyu mulandu cinshi caalengele ukuti Maggie asakamane nganshi pa bukaili bwa kwa Ronald?

7. "Umundowendowe" - eekutiila ukuwaminina kwa fintu mukanwa paanuma yaakupwisha ukulya filya fintu; ubusuma ubushaala buleumfwika mukanwa paanuma yaakuipakisha ifilyo fimo ifisuma.
8. Ifintu fibili, ifikalamba, ifyo Maggie aaleefwaisha niifi:
- (i) ukuba na Ronald Mutale inshita yonse.
 - (ii) ukukwata umwana ukufuma kuli Ronald Mutale
9. Ifintu fibili ifileelanga ukuti uyo onse uwingamona Maggie kuti aishiba ukuti aali no bulanda niifi:
- (i) Inshita ishingiri Maggie aaleelila; ifilamba fyaaleelukuta mu menso yaakwe.
 - (ii) Limo aaleikala inkumba-bulili ngo mwana wa nshiiwa, no kuikumbata aaleikumbata.
10. Icaalengele ukuti Maggie asakamane nganshi pa bukaili bwakwa Ronald niico kwasheeleye inshiku ishinoono ukuti Ronald Mutale bamupingule; kabili Maggie aaliishiibe ukuti limbi Ronald bakamukaka imyaaka iingi nangu ukumunyonga/ukumukulika/ukumwipaya.

7.3 APPENDIX IIIPRETEST AND POSTTESTQUESTION PAPERSGRADE 11 READING COMPREHENSION IN BEMBATEST B1 (PRETEST)TIME: 1 & a Quarter Hours

Belenga umulundu uyu uuli peesamba elyo wasuke ameepusho ayakonkelepo mu fipande fyonse fibili.

(1) Mu Kabengele kuti imfula nga yaatibula bushiku bonse, imimana kuti nga yaapoosa, mukwai na malalo kuntu yaaya teekwakwishiba. (2) Peetenga kuti paleeshunda no tutondo. (3) Amatete yonse yaalibundwa, ne nsenshi shaalibutukila ku mulundu ukukankamwikeko. (4) Abaana ba mu mushi beena ee pakusaaminwa kwifwe ico baleemona umumana upabwike busaka-busaka mu menso yaabo. (5) Baleeti nga baatendwa ukucema imbushi, baashileka shaaya shileelya ifisabo fyabeene; beena ninski baleesotola imibinda baleewila peefwe balecwa.

(6) Awe bushiku bumo, cilya akasuba kaasenduluka, baatamapo no mulongo abati, "Naatuleeya ku koowa bane." (7) Ninshi pa mulongo pali no mwana wa mfumu wine. (8) Baisapita baleetintanya na cibiulu pa kuboko abati, "Twende ku koowa noobe ifyo watenwa ukuikungumanika. (9) Baatintanya cibiulu, baamusenda ku mulonga. (10) Kutifye kutali-kutali baakatumbu naabasotola ne mibinda baleipoosa na peefwe. (11) Cibuulu wena eeminiinefye ku mulundu; baalaamweba abati, "Uwabinga ukoowa teeminina, wila na iwe mune Cibuulu." (12) Nakalya. (13) Abaice baalaowa, baleecita ne congo; amantumbwi, katuku, ooso, inshiki, intambaila! (14) Awe na pa mumana paakaba na see! (15) Cibuulu wena aleetambakofye.

(16) Peefwe palya, baakalume baatampa ukucena bubu-bubu; baalaibishanya. (17) Ukwabula no kupisha inshita, umwana wa mfumu aanwena! (18) Baamumona aatumpaukilafye imiku ibili, no mukuku wamusenda mukwangufyanya. (19) Ababiye baabutuka na pa mumana, baacenjemanafye ku mulundu, baatuntumanika no tutako mu tusana, baatumbula no tumenso mu tutwe, no twamfwalo tuleetona amenshi.

(20) Kamo akati, "Iyee bane ici cintu ifyo caayafya, bushe tuleeyatilla shaani ku mfumu?" (21) Kambi akati, "Iyoo bane, bonse tuyetutiilefye nii iwena eimwikeete." (22) Kambi akati, "Tabaayebasumine; muli uno mumana tamwaba iwena."

- (23) Kambi akati, "Kanshi tuyeetiila nii mfubu imwikeete."
 (24) Tumbi twakaana atuti, "Ngeiyo ne mfubu nayo takwaba kuno."

(From Pano Osalo, By S.A. Mpashi, 1956, pages 4-5)

AMAASUKO yoobe YONSEE ulembe pe peepala bakupeele

Sub-test B1.1

Cila liipusho naalikwata amaasuko yane (4), (a), (b), (c), (d). Iwe usalepofye ubwasuko ubulungeeme ukucila ayashaala elyo ulembe (a), (b), (c) nangu (d) muli cila liipusho.

1. Mu mitande yaakubalilapo itatu, (1), (2) na (3), kalemba aleelondolola
 - (a) ifyo amenshi yafula mu mimana munshita ya Kabengele.
 - (b) ifyo imimana ipoosa mu Kabengele elyo ne ficitika ku fyamweo fyonse ifisangwa mu menshi.
 - (c) ifyo imimana isula munshita ya mainsa elyo ne fintu ificitike amenshi nga yaafulisha mu mimana.
 - (d) ifyo amatete yabundwa neefyo insenshi shibutukila ukukankamwikeko.
2. Mwishwi lyaakuti "peetenga", mu mutande wacibili (2), muli ifiputulwa fibili:
 - (a) pa na itenga
 - (b) pe na itenga
 - (c) pa na etenga
 - (d) pee na tenga
3. "... ukukankamwikeko" (3). Ici ciputulwa ceeshwi icishililwepo cileelanda pa
 - (a) mulundu
 - (b) mumana
 - (c) tutondo
 - (d) malalo

4. Mu mutande walenga ine (4) muli itontonkanyo lyaakuti
- (a) abana abanoono balasaamwa saana nga baamona ifyo umumana wapoosa.
 - (b) abaice baleeshiba ukuti mukwangala ku mumana uwapabuka kuti mwafuma ubusanso nomba bakonkelelafye ukuyemba kwa menshi
 - (c) abakalamba balatiinya abaice ukwangala ku mumana nga wapoosa nomba abaice balasaamwa.
 - (d) abakalamba baleeshiba ukuti tacaawama ukwangala ku mumana nga wapoosa pantu kuti mwafuma ubusanso; nomba abaice beena tabasakamana nangu ciimo, bakonkelelafye ukuyemba kwa menshi filya fiine cipanga ibemba.
5. "... baakatumbu..." (10). Ili shiwi lileelanda
- (a) pali cibuuu no mwana wa mfumu
 - (b) pa baice abo kalemba aleelandapo muli uyu mulandu.
 - (c) pa baana bamo-bamo abashaleumfwa nga baleebalesha ukwangala ku mumana.
 - (d) pali balya baana ba mu mushi abaaleetiina ukuya ku mumana nga wapoosa.
6. "Nakalya" (12) eemukuti
- (a) Cibuuu taishiibe ukoowa.
 - (b) Cibuuu aebele abanankwe ukuti aaleefwayafye ukuyaalya nga baafika ku mushi.
 - (c) Cibuuu wena aalikeene ukuipoosa peefwe.
 - (d) Cibuuu aalesonta kuli kalya kantu kambi ako aaleemona mu menshi.
7. Mu mutande walenga ikumi na itatu (13) kalemba aleelanda
- (a) pa congo calekana-lekana ico abaice baaleepanga pa koowa.
 - (b) pa misango yaakoowelamo iyaapusana-pusana.
 - (c) pa fyangalo fyalekana-lekana ifyo abaice baaleevangala mu menshi.

(d) pa filengwa-na-Leesa ifyapusana-pusana ifyo abaice baaleemona mu menshi ilyo baaleowa.

8. "... baalaibishanya" (16). Caalola mukuti abaice

(a) baaleecita uyu aibila umunankwe icintu ico aaleeyangasha mu menshi, uyu nao aisacita ifyo fiine ku munankwe.

(b) baaleecita uyu aatitikisha umunankwe mu menshi; uo batitikiishe nao aisatumpuka aayalukisha umunankwe.

(c) baaleetamfyanya mu menshi.

(d) baaleibila ulwanondo elyo baleeya mukwibukila pakati ka mumana.

9. "...baatumbula..." (19). Bushe ici ciputulwa ceeshiwi icishililwepo cileelanda pali baani?

(a) tuukatumbu utwaumfwile uko utunaabo tuleepunda peefwe.

(b) abanaabo abaasungwike pakumona icaacitiike.

(c) baakalume abaakonkele balya banaabo abaabaliilepo ukuya ku mumana.

(d) utwaice tulya utwali tuleeyangala mu menshi.

10. Nga twabelenga uyu mulandu ukufuma pa mutande (20) ukwisafika pa (24) kuti twatiila

(a) abaice baalyumfwile umwensho ilyo umunaabo aasendelwe no mukuku; eico baaleefwaya ukuifungushanya.

(b) abaice baaleetiina ukupeelwa umulandu kanshi baaleefwaya ukucita buunshashe-imfumu.

(c) abaice baali no mwensho pakumona umwana wa mfumu aasendwa no mukuku; eico pa mulandu wakutiina ukupeelwa umulandu baaleefwaya ukucita buukashinga-lumpyaata.

(d) ilyo umwana wa mfumu aasendelwe no mukuku abaice baaleetiina ukwipaiwa ku mfumu; eico baaleefwaya ukucita amashaamo.

Sub-test B1.2

Pakwasuka aya meepusho uleelemba amaasuko yoobe muunsoselo ishaapwililika.

1. Bushe ni muunshilanshi imfula ya mu mainsa ifulunganishishaamo imyendele ya bantu elyo na ubwikashi bwa nsenshi?
2. Londolola umulimo wa mulesha-citendwe uo abaice baaleebomba nga naabaya mukucema imbushi.
3. Liishiwinsi lingalingaana ne lyaakuti "...yaatibula..." (1)?
4. Ukulingaana na mashiwi yali mu mutande (5) cinshi cileetulanga ukuti abaice baaleelufyanya pakusha imbushi sheeka?
5. Bushe cibuuu aali umuntu uwasansamuka nangu uwankumba-bulili? Waishiba shaani?
6. Cinshi caalengele ukuti umwana wa mfumu anwene?
7. Londolola umulolele insoselo yaakuti "...aatumpaukilafye imiku ibili..." (18)
8. (a) Lemba amashiwi yabili mu Cibemba ayengalondolola ifyo abaice baumfwile ilyo umwana wa mfumu aasendelwe no mukuku (19).
(b) Cinshi caalengele ukuti abaice boomfwe ifi ilyo umunaabo aasendelwe ku mukuku?
9. Muulandunshi twingalandila ukuti uyu mumana nangu mwali umukuku, wali uwamutende kabili "uwabalikilwa"?

GRADE 11 READING COMPREHENSION IN BEMBATEST B2 (POST) MARKING KEY FOR TEST B1 (PRETEST) - 1st Hour

Sub-test B1.1 (10 Marks) *wino bwino, elyo wasuke ameepusho ayakonkelepo ku ifyabwa cyonse fibili.*

1. c
2. a *wangu bwangu antampa no kushiliika pakuti ifyuuni ne nama*
3. a *ampanga tafiliila inefu. (2) Aasaba amabuula ya mulya-*
4. d *afupula-mpako. (3) Aayapaapikanya yabili-yabili elyo*
5. b *tunamo ne caani sandaala. (4) Cilya aakabantanya*
6. a *abuula, abwela pa bucinga. (5) Repakushiika lwakumilomo ya*
7. b *ucina muryeela yonse ine: ku Kabanga, ku Masamba, ku Kapinda*
8. b *ku ya na ku Kapinda ka kuso. (6) Mu nyambi aafumyamo*
9. d *afuta ako sakakilemo icishimba ca neoni. (7) Aasunako*
10. c *oo aapoosa na mu bucinga; ninshi mu mutima aleepaala*

Sub-test B1.2 (10 Marks) *(8) Naapaapaata nsungileeniko umunani. (9) Awe aaputaulako umucila aapoosa na mu nyambi*

1. a *-Amalalo yalabunda/yalasendwa, kanshi abantu cilaafya pakwabuka imimana. (10) Muunshila askumanya mwane Kalambila. (11) Nao aaceleele*
2. b *-Insenshi shibutukila ku mulundu pantu mwisense iyeeefwe taala muba amenshi. (12) Mu imo pantu aasangile imibuulu naitamfya inama shonse. (13) Kutali-kutali wisibi ati, "Bambeeni?"*
3. c *Baaleeya mukuwila peefwe baleowa. (14) Kalambila aayasukaye iyaankulilishi ati, "Aala mukwai, eya Liishiwi limo pali aya: baambeeni, amabingo?"*
4. d *(16) yaafyuulika/yaafumfumuka/yaafubauka/yaalokesha. wa nsefu amulangisha.*
5. a *Nga baasha imbushi sheeka shaaleeya mukulya ifisabo (18) fyabeene. aatwasa ati, "Tuli pa malyo." (19) Awe bonse baalaabwelaelamo na ku wushi.*
6. b *Aali uwankumba-bulili. Baaleemutintanyafye pakuya mukwangala (abanankwe baaleemupatikishafye ukuya ku kwangala). (20) ye umushi onse." (21) Naendi Chipeepe aakuuta usushi na mubali baaya ku kutanta inama.*
7. c *Niico abaice baaleecena bubu-bubu; baaleibishanya mu menshi. (22) wine aabikapo ne cipoope ati, "Umunani wena aleeelila umu mutemeenwe, nakaana ku mafuta, awe kwena aka...*
8. (a) *Eekutiila aibila mu menshi kabili aibuka, imiku ibili. (23) (a) umwenso/ukusunguka/ukusakamana/ubulanda/ukupeshiwa amaano/amaka ukupwa/ukupeleelwa. akafitwala... tuleengululako yamo tusende, peefwe tukalaabiika mu munani; yambi nayo tukasunga ya c (b) Niico baishiibe ukuti umwana wa mfumu aafwa, kanshi tufyonaula mwaishile umwenso wakuti nabo bali no kuyakandwa ku mfumu. (26) Lintu baestanta inama, bano baaleelona amalambo; bambi*
9. b *ona Pantu tamwali ifiswango ifili nga inwena ne mfubu. (27) Kalambila... aaleescincisha*

GRADE 11 READING COMPREHENSION IN BEMBATEST B2 (POSTTEST)TIME: 1 & a Quarter Hours

Belenga umulandu uyu bwino-bwino, elyo wasuke ameepusho ayakonkelepo mu fiputulwa fyonse fibili.

(1) Bwangu-bwangu aatampa no kushilika pakuti ifyuuni ne nama shampanga tafiliile inefu. (2) Aasaba amabuula ya mulya-nsefu-mupula-mpako. (3) Aayapaapikanya yabili-yabili elyo aatungamo ne caani candaala. (4) Cilya aakabantanya amabuula, aabwela pa bucinga. (5) Eepakushiika lwakumilomo ya bucinga mumyeela yonse ine: ku Kabanga, ku Masamba, ku Kapinda ka kulyo na ku Kapinda ka kuso. (6) Mu nyambi aafumyamo akafunda ako aakakilemo icishimba ca nsoni. (7) Aasunako kanoono apoosa na mu bucinga; ninshi mu mutima aleepaala aleeti, "Fyafwa fyabola, ba Chibwe-Mukulu mwebeene ba mpanga umulandu uyo naamutuula. (8) Naapaapaata nsungileeniko umunani." (9) Awe aaputaulako umucila apoosa na mu nyambi aalaaya na ku mushi ukwabula ukulolesha kuunuma.

(10) Muunshila aakumanya mwane Kalambila. (11) Nao aaceleele mukulaalikisha baamuula kuunika. (12) Ubu bushiku taalaalikiishe nangu imo pantu aasangile imimbuulu naitamfya inama shonse. (13) Kutali-kutali wishi ati, "Bambeenii?"

(14) Kalambila aayasukafye ilyaankulilishi ati, "Aala mukwai, teeyampanga. (15) Nga imwe, baambeenii, amabingo?"

(16) Wishi ati, "Yaanama." (17) Aafumya no mucila wa nsefu amulangisha.

(18) Kalambila aatemwa ati, "Tuli pa malyo." (19) Awe bonse baalaabwelelamo na ku mushi.

(20) Kalambila aalaeba wishi ati, "Inefu niinama-nkalamba, kanshi muyeitafye umushi onse." (21) Naendi Chipeepe aakuuta umushi na mumbali baaya ku kutanta inama.

(22) Cibinda wine aabiikapo ne cipoope ati, "Umunani wena muleeliila umo mutemeenwe, nakaana ku mafuta, awe kwena naakaana mwiikatako; yandi ne mwine."

(23) Bamo baalaisosha abati, "Nga fyonse fiimafuta fyafula ifi akafitwala kwi? (24) Nakalya neefwe beene tuleengululako yamo tusende, neefwe tukalaabiika mu munani; yambi nayo tukasunga ya cishimba. (25) Nga akaana tuleefiliila munsenga, tufyonaulefye kumufulo."

(26) Lintu baleetanta inama, bamo baaleelema amalambo; bambi beena baikaliilefye ukufunsa inama shakooca baasuka baafimbilwa no kufimbilwa. (27) Kalambila aalaacincisha

abaskuteeba inkuni; bwangu-bwangu baalilika no mulilo mu malambo. (28) Cilya umulilo wanaka, baabuula imitante baapoosa pa malambo ne nama shatipo na coco!

(29) Banshipwafye ukukanga umunani, Chipeepe aabaakanya bonse ukubiikako no tunya twamuunuma. (30) Ishasheelepo nao baamutwalila ku mushi. (31) Mu mushi mwa Chinkwente mwanunka na nuu ku ceena ca nsefu; ne lyaashi lyonse lyaaba lya nsefu; ne filooto fyonse baalaalootafye insefu.

(Ubukwebo Bwa Nkaki, M.C. Chilundo, 1989: 3-4)

Sub-Test B2.1 (10 Marks)

Cila liipusho naalikwata amaasuko yane (4), (a), (b), (c), (d). Iwe usalepofye ubwasuko ubulungeeme ukucila ayashaala elyo ulembe (a), (b), (c) nangu (d) muli cila liipusho.

1. "... satampa no kushilika..." (1). Ni naani saaleeshilika?
 - (a) Chibwe-Mukulu
 - (b) Chipeepe
 - (c) Kalambila
 - (d) ni fundi uo bashilumbwile ishina.
2. "... tafiliile..." (1). Bushe fi muli ili shiwi ileiminina finshi?
 - (a) ifiswango fya mpanga
 - (b) ifyuuni fya mpanga
 - (c) ifyuuni elyo ne nama
 - (d) inama ishiliya inama-mbiye
3. "... aatungamo..." (3). Muli ili shiwi, mo ileelanda
 - (a) pa mabuula
 - (b) pa mulya-nsefu
 - (c) pe buula lya mulya-nsefu-mupula-mpako
 - (d) pa muti wa mabuula, uukulu.

4. Uyu muti aasabileko amabuula
- (a) tawali uutali saana
 - (b) wali ifi, elyo ubucinga mwisamba
 - (c) wali akatalamukila ku kabanga
 - (d) tawali mupeepi saana no bucinga
5. "... mummyeela..." (5) eemukuti
- (a) mucikuuku
 - (b) muuncende shalekana-lekana
 - (c) umwaleelola umwela
 - (d) muuntunga shikalamba
6. Mu mutande walenga paabula muli ifintu ifikalamba fibili ifyo twingasambililapo:
- (a) amabingo no kutuba ububamfi
 - (b) icilangililo ca bubamfi elyo no lubali lwa mushiliko
 - (c) ukushilika elyo no bulendo bwakuya ku mushi
 - (d) umucila wa nsefu no kuya ku mushi
7. "... muleeliila..." (22). Bushe ici ciputulwa ceeshiwi icishililwepo cileiminina cinshi?
- (a) Chipeepe na Kalambila
 - (b) abantu abo Shi-Kalambila aalaaliike ku kutanta inama
 - (c) Cibinda na bapushi
 - (d) abapalu ba nsefu
8. "... nakaana..." (22) eemukuti
- (a) kabili
 - (b) nshileefwaya
 - (c) nomba
 - (d) nakendi

9. "... baalilika no mulilo mu malambo." (27)
Ici caalola mukuti
10. Lemba ipanga ipanga ipanga amashiwi yali mu mutande
- (a) baakosha umulilo uwingi mu nyino
 - (b) baapanga imfuba apaakupeeela amalambo
 - (c) baabimbula umulilo pa fiipailo
 - (d) baatwika abantu imitante yakubiika pa mulilo wa mabingo
10. Ukulingaana na mashiwi yali mu mutande walenga amakumi yatatu kuti twatiila
- (a) amabingo yaakateeme nga meeno ya nsofu.
 - (b) Chipeepe aalicindeeme pantu aali kabilo wa kwa Chinkwente
 - (c) ubufumu bucindika abeene
 - (d) ubulenge bulaleeta buumulopwe

Sub-Test B2.2 (10 Marks)

Pakwasuka aya meepusho uleelemba amaasuko yoobe muunsoselo ishaapwililika.

1. Bushe uyu muntu aaleeshilika muulimonshi aaleebomba mu bwikashi bwakwe?
2. Bushe inyambi cinshi?
3. Ukulingaana na uyu mulandu muulimonshi icishimba ca nsoni caali no kubomba muli uku kushilika?
4. Bushe ba Chibwe-Mukulu ni baani?
5. Ilyo Kalambila baamuposeshe kuli wishi aatiile. "Aala mukwai, teeyampanga." (14) Bushe aaloseshe mwi?
6. Cinshi caalengele ukuti Kalambila endefye ulwankonshamoolu?
7. Liifundenshi Chipeepe aapeele balya bantu baaleetanta inama?
8. Bushe "ukufunsa" (26) caalola mwi?

9. Ni liilali abeekala-mushi baapeelwe inama?
10. Lemba ipinda ilingalondolola amashiwi ayali mu mutande walenga amakumi yatatu na umo.

Sub-test B2.1 (10 Marks)

1. b
2. c
3. a
4. d
5. d
6. b
7. b
8. c
9. a
10. d

Sub-test B2.2 (10 Marks)

1. A-li ni fundi/mulenge wa nama (nangu asaleipaya inama mu waciuga).
2. Ni ndaka/imbuzi (nangu akaamufuko akaampapa ya nama).
3. Icishimbe na nsona gaali na wotimo wa kutalusha ifyauni na nama abampanga ku nama iya aya muntu aipeeye - anama shaali na kumawe insoni shakufika ku baciuga.
4. Miipachi, nangu ingulu, iyo aba bantu basuminiemo ukuti oyalaseunga iya mpanga.
5. Aaloseche mukutiila abwalelefyeye iminwe-ukutwa - talipaye inama nangu imo pali buliya bushiku.
6. Niico asangile imibuulu naitamya inama shonee.
7. Aabebele ukumuegile amafuta yonee ayo baaleeyangula ku nama baaleetanta.
8. Ukushinka, nangu ukulya umunani ukwabula ubwafi.
9. Lintu baapwile ukukanga inama.
10. Ubushiku bufwile insofu, na lyaashi lya nsofu.

7.4.2 Individual Posttest Scores

METHOD 1 EXPERIMENTAL GROUP CLASS A1 (N=35)			METHOD 2 CONTROL GROUP CLASS A2 (N=35)		
DISCOURSE ANALYSIS SCORES	CONVENTIONAL APPROACH SCORES	TOTAL SCORES	DISCOURSE ANALYSIS SCORES	CONVENTIONAL APPROACH SCORES	TOTAL SCORES
9	8	17	9	8	17
7	9	16	8	8	16
7	9	16	6	9	15
8	8	16	6	9	15
8	8	16	7	7	14
7	8	15	8	6	14
9	6	15	7	6	13
8	7	15	6	7	13
8	7	15	7	6	13
8	7	15	8	6	13
7	7	14	4	8	12
7	7	14	6	6	12
7	7	14	6	6	12
8	6	14	5	7	12
7	7	14	5	6	11
7	6	13	6	5	11
7	6	13	6	5	11
7	6	13	5	5	10
6	6	12	8	2	10
6	6	12	4	6	10
6	5	11	5	5	10
6	5	11	4	5	9
7	3	10	4	5	9
5	5	10	5	4	9
5	5	10	5	4	9
6	4	10	5	4	9
5	5	10	5	4	9
6	4	10	3	5	8
4	5	9	4	4	8
5	4	9	3	5	8
5	4	9	2	5	7
4	4	8	5	2	7
3	2	5	3	3	6
4	1	5	1	4	5
4	0	4	2	0	2

7.5 APPENDIX V

QUESTIONNAIRE FOR PUPILS

INSTRUCTIONS:

Complete this form by filling correct information in the blank spaces.

1. NAME:.....

2. SEX:

3. AGE:

4. SCHOOL:

5. CLASS:

6. ZAMBIAN LANGUAGE(S) YOU SPEAK:

(i) (ii)

(iii) (iv)

(v) (vi)

7. ZAMBIAN LANGUAGE(S) YOU KNOW BEST

(i)

(ii)

(iii)

*8. ZAMBIAN LANGUAGE YOU SPEAK AS A FIRST LANGUAGE:

(i)

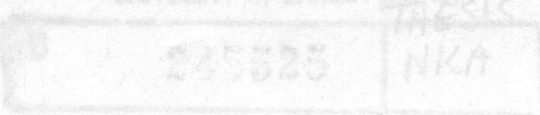
9. ZAMBIAN LANGUAGE YOU SPEAK WITH MEMBERS OF YOUR FAMILY OR YOUR GUARDIANS AT HOME:

(i)

+10. ZAMBIAN LANGUAGE(S) YOU STUDIED AT PRIMARY SCHOOL FROM GRADE I TO GRADE VII:

(i)

(ii)



11. ZAMBIAN LANGUAGE(S) YOU HAVE BEEN STUDYING AT SECONDARY SCHOOL SINCE GRADE VIII.

(i)

(ii)

* Teacher to explain what this means.

+ A pupil should write 'NIL' in the space provided if she did not study any Zambian Language.



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