

# CHAPTER 1

## INTRODUCTION

### **Overview**

This chapter presents the language policy development and the education system in Zambia from the white missionary era to the post independence era. The chapter also highlights the turning point in post independent Zambian history through the enactment of the Education Act of 1966. Additionally, it reviews the 1996 Ministry of Education Policy Document 'Educating our Future' which revived the use of a familiar language to teach initial literacy to Grade One pupils in government schools through the New Break Through to Literacy course.

Finally, the chapter concludes by looking at the problem statement, the purpose, the objectives, the research questions, the significance of the study, delimitations of the study, limitations and definition of operational terms used in the study.

### **Background to the Study**

The education system in Zambia has undergone some changes which have roots in the pre-colonial era. In order to gain a better understanding of the language policy obtaining in schools, this study took a close look at the language policy at three levels namely: pre-colonial, colonial and post-independence to date.

According to Chondoka and Manchishi (1999), western education was first introduced to King Lewanika's territory of the Lozi people by the white missionaries in 1883. These architects of the education system encouraged the use of a local language to teach pupils from Sub A to Standard four (4) by teaching vernacular as a subject and using it as medium of instruction. Snelson (1974) states that there was no formal training for teachers though some natives who had learnt the three Rs took up the challenge to teach their fellow indigenous people. English was however, introduced in higher classes as an additional subject. This language policy scored considerable success as the teaching of initial literacy was conducted in children's mother tongue which enhanced learning gains and cognitive development in learners.

The colonial period commenced in 1924 and extended up to 1963 during which period Northern Rhodesia was directly ruled by the British government. The Phelps-Stocks Commission was set up by the latter in order to examine the educational systems in its colonies. The commission visited East and Central Africa and the following were its specific objectives: 'to investigate the educational needs of the people in the light of their religious, social, hygienic and economic conditions; to ascertain the extent to which their needs were being met; and to assist in the formation of plans to meet the educational needs of the native races,'(Snelson 1974: 134). The Phelps-Storks Commission recommended that primary education in the colony should be relevant to the practical needs of rural Africans and in particular Northern Rhodesia. In the same vein, it irrevocably recommended the use of vernacular language in the lower primary years of school. Shana (1980:5) reports that, 'the Board proposed that four vernacular languages, Tonga, Bemba, Lozi and Nyanja were to be taught in schools for Africans.' He further states that the Advisory Board by 1930 noticed that there was no single vernacular in Northern Rhodesia which could be used as a lingua franca for Africans. Most white missionaries continued running their schools while maintaining their curriculum and language policy towards the natives. By 1953 the language policy was that from Sub A to Standard two a local language most familiar to learners (mother tongue) was used as medium of instruction whilst teachers used the most dominant local language to instruct learners from Standard three to four. English was later introduced at Standard five through to upper levels. Kelly (1999) states that vernacular was used as medium of instruction and was accorded more periods per week on average and taught at lower primary more than any other subject. Northern Rhodesia (1930:3) supports this argument that, 'Mother tongue-instruction would be used to teach the mechanics of reading and writing and that English instruction would replace the use of mother tongue thereafter.' In the same vein, it can be argued that the use of indigenous languages to prepare teachers to deliver initial literacy during the early years of lower primary education was recommended.

After independence however, there was a drastic turn in as far as language policy was concerned as political and national unity was prioritized by new African political leaders. The 1966 Education Act pronounced English as the sole official language in Zambia. Kelly (1999) reports that English was used as medium of instruction to children in all grades who hardly used it at home and if they did it was imperfect. The outcome of this language policy shift was quite

predictable because there was minimum improvement in pupil performance in numeracy. (Zambia National Assessment Survey Report 2003).

The majority of citizens from various sections of the Zambian society have expressed their concern about the declining levels of reading and writing. It was clear that though pupils were physically in school, they had no access to learning due to their inadequate reading ability (Ministry of Education 1999). The Ministry of Education in 1995 initiated a major research study under the auspices of Southern Africa Consortium for Monitoring of Educational Quality (SACMEQ). The report for SACMEQ was published in 1997 and its main findings indicated that, 'only 25% of grade 6 pupils could read at minimum levels and only 3% could read at desirable levels.' SACMEQ (1997:3). It was clear that pupils could not read materials of their grade levels.

The Ministry of Education in its efforts to improve the literacy levels among Zambia's school children convened a National Reading Forum (NRF) in 1995 which led to the development of a Primary Reading Programme (Ministry of Education 2002). The Ministry of Education (1996) education policy 'Educating our Future' revived the use of a familiar language to teach initial literacy to grade (1) one pupils.

The government also created the National Assessment Programme in 1998 through the Ministry of Education to monitor the learning achievement levels in literacy and numeracy. Three national assessments were conducted in 2001, 2003 and 2006 (Examination Council of Zambia Report 2006). All these national assessments indicated that there was minimum improvement in reading levels among pupils. The Ministry of Education (2007) had also highlighted low quality of education in the main stream where learning achievement in English was low with a mean score of 33 % for grade 5 pupils. A report by the Ministry of Education (1999) also observed that the quality of education had continued to deteriorate in recent years. UNESCO (2000) supports the argument that the quality of education in Sub-Sahara Africa is low. Most children in the basic schools can barely read or write to express themselves in any familiar language due to the fact that they lacked minimum literacy skills.

Several pupils lacked minimum literacy skills in most Zambian schools. William quoted in Tambulukani (2003) presented findings of his study done in Zambia in 1993. William's study

‘was conducted at grade 3 to 5 in both English and Cinyanja which is one of the local official languages.’ The findings of the study also ‘proved that children were reading at two to three levels below their own grade levels,’ (Tambulukani (2003:4)

The Primary Reading Programme (PRP) was a comprehensive seven-year plan of action aimed at raising the levels of literacy in the lower basic education sector (through NBTL and SITE) and middle basic school through ROC (Ministry of Education 2001). The Primary Reading Programme was initiated to reverse the extremely low literacy rates in Zambia (Ministry of Education, 2002). This programme at the beginning had a teacher training package intended to prepare teachers to teach initial literacy through NBTL. Hence, provincial as well as district reading teams were invited to national workshops where they were oriented in the Primary Reading Programme. These teams became trainers of trainers who were tasked to conduct similar workshops at district, zonal and school levels to capacity build teachers as well as head teachers in order for them to implement the Primary Reading Programme. The NBTL course was piloted for one year in Bemba language in twenty five grade one classes in Kasama district. This pilot achieved considerable success as children in grade two (02) were able to read at a level equivalent to grade four (Ministry of Education and Molteno Project 2001). The pioneers of this project modified and Zambianise the programme before taking it on full scale. In 2000, the programme was renamed Zambia New Break Through to Literacy and implemented in Mongu, Chipata as well as Lusaka districts where Lozi and Nyanja were used respectively to teach initial literacy. The Zambian New Break Through to Literacy was rolled to all the nine provinces of the republic and all the seven regional local languages were allowed by the Ministry of Education to be used for teaching initial literacy in grade one.

Despite all these efforts by the government, not much has been achieved in terms of raising literacy levels among basic school pupils. Matafwali (2005) in her studies in four randomly selected schools in Lusaka Province confirmed low reading levels among grade three pupils. She states that only 23% out of 106 pupils were able to read at a level expected for their level. Matafwli (2010:161) also indicates in her findings that while reading is at the core of educational experience however, a good number of Zambian children are reading below the expected grade level. She concludes that,

children's poor oral language abilities have been identified as the underlying factor explaining difficulties in the development of literacy skills observed among Zambian children even when powerful effects of intelligence, alphabetic knowledge and background factors are taken into account.

In the same vein, there were minimum improvements in pupil performance in the 2006 survey compared to the 2003 survey (Zambia National Assessment Survey Report (2006)). The report further observes that Learning Achievement levels were still low across all levels with a national mean percentage mark of 37.8% in Zambian Languages. It was clear that although NBTL scored some success at its inception, standards as far as reading and writing was concerned had continued to fall. There seem to be some factors contributing to the problem which need to be probed. This study aims to investigate the factor of teacher preparedness to teach NBTL in the first year of basic education.

### **Problem Statement.**

There is a general concern raised in Zambia regarding the quality of education being offered to young learners. This is evidenced by low achievement levels in reading and writing skills among learners. Schools should not produce functionally illiterate pupils. There are some unknown factors leading to the problem which need empirical research. The problem therefore was: we do not know how prepared teachers are to teach initial literacy in indigenous languages using NBTL.

### **Purpose of Study.**

The study sought to find out how well teachers are prepared to handle initial literacy in local languages through New Break Through to Literacy course.

### **Research Objectives.**

The study sought to achieve the following specific objectives:

1. To find out what teachers learnt during pre-service as a preparation to teach initial literacy in local languages (using NBTL).
2. To find out how (in terms of strategies used to train) they are trained.
3. To establish whether the teaching of initial literacy in local languages was part of in-service training.
4. To find out how (which strategies were used) initial literacy is taught during in-service training.

## **Research Questions**

The study sought to answer the following research questions:

### **Main Research Question.**

1. How adequate are teachers prepared to teach initial literacy in Zambian local languages?

### **Subsidiary Questions**

1. What are student teachers taught during pre-service training regarding the teaching of initial literacy in local languages?
2. How are teachers taught to handle initial literacy lessons?
3. Is the teaching of initial literacy part of in-service training for teachers?
4. How are teachers prepared to teach initial literacy through in-service training?

## **Significance of the Study**

The study was of great significance for it sought to generate information on how adequate pre-service trainee teachers were prepared to handle initial literacy in indigenous languages. The findings of this study therefore, might be of importance to the main stakeholder, the Ministry of Education which runs basic education and in fact is the main custodian of education provision in the country. The findings of this study might also be used to improve upon the policy pertaining to the teaching of initial literacy in the first grade through local languages during pre-service training. This could improve pupils' literacy skills. This might in turn have a positive impact on education standards because literacy cuts across all subjects in the lower basic school. The findings of the study might also inevitably contribute to the body of knowledge in the field of initial literacy.

## **Delimitations of the Study**

The study was conducted at Solwezi College of Education and in some randomly selected basic schools in Solwezi District of the North Western Province.

## **Limitations of the Study**

Since the study was focused on Solwezi College of Education and some randomly selected basic schools in Solwezi district, the findings of the study may not be generalized to all colleges or to all basic schools in the Republic of Zambia.

## **Definition of operational terms**

**Education managers** – These are senior Ministry of Education officials who co-ordinate education activities at district as well as provincial levels. In the study this term was used to refer to the DRCC whose principal job description is to conduct in-service training for teachers in schools.

**Initial Literacy** – The first basic reading as well as writing skills which a child learns in grade one.

**Literacy** – minimum skills required by an individual in order to read fluently and write legibly for mutual communication to take place between two or more people.

**Local language** – An indigenous or native language widely used by members of a community and authorized by government as a medium of instruction in schools (The seven official local languages).

**Practicing teacher** – An individual who has since completed a teacher training course and is teaching in a designated basic school.

**Pre-service trainee teacher** – A male or female person who graduated from high school and enlisted to undergo a teacher training course.

**To break through** – When most children come to school they can hardly read or write.

However, they gradually begin to develop phonemic awareness which enables them to recognize words which act as tools for reading. Eventually learners improve on their reading skills with more fluency and attain a relative reading speed of an average adult literate person. This process constitutes what is

known as breaking through on the part of the learner.

**Mother tongue** – The first language which a child learns to speak at home with proficiency.

**Zone** - A cluster of four to five basic schools grouped together for the sake of conducting cost effective in-service training programmes in NBTL.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **Overview**

This chapter focuses on the studies that have been done at global and Zambian level with respect to the preparation of teachers to handle initial literacy in local language in lower or first grade of education. Therefore, the first part of this chapter focuses on studies that have been done outside Africa regarding teacher training in initial literacy through a local language and subsequently, the chapter focuses on Africa as a continent and finally Zambia.

#### **Studies on Teacher preparation in Initial Literacy through Indigenous Languages outside the African Continent**

This study reviewed some literature generally related to teacher training with regard to teaching initial literacy in indigenous languages to children in the first grade. Studies from the United States of America conducted by McIvor (2003) indicate that a long time ago indigenous languages thrived on Turtle Island (the continent now called North America). More than 500 years ago foreigners arrived from lands afar and brought with them their languages. Through many devastating events such as genocide, colonialism, linguistic imperialism, forced relocation brought up the upset of indigenous communities. The most influential factor to the existence of indigenous languages was the enforcement of English-only residential schools for all indigenous children (McCarty, 2003; Spolsky, 2002). In his paper, McIvor argues that the only strategy for indigenous language revitalization and future directions for the continuation of indigenous languages is through teacher training and post-secondary initiatives. He further states that some communities train indigenous language teachers as a strategy for language retention and revitalization (Johns & Mazurkewich, 2001; Smith & Peck, 2004; Stikeman, 2001; Suina, 2004). However, he points out that being a fluent speaker does not automatically make for a skillful language teacher because a first language speaker is often unaware of the difficulties of learning that language (Jacobs, 1998). Kirkness (2002:19) recommends having "appropriate, certified training programs available to enable our people to become language teachers, linguists, interpreters, translators, curriculum developers, and researchers." In addition, the First Nations Education Steering Committee (2001) reports that in 1999, the British Columbia College of

Teachers helped to co-develop and approve one such certificate for teaching indigenous languages and culture called the Developmental Standard Teaching Certificate. More recently, the En'owkin Centre in partnership with the University of Victoria co-created a post-secondary training certificate called the Certificate in Aboriginal Language Revitalization. In the same vein, the Canada Research in Indigenous Knowledge and Learning at the University of Victoria, is in the process of developing Bachelor's and Master's degree programs in indigenous language and Culture Revitalization. The University of Alberta also runs a summer institute called the Canadian Indigenous Languages and Literacy Development Institute (CILLDI), which is similar to the one based at the University of Arizona called the American Indian Languages Development Institute (AILDI), both of which focus on the training of language teachers.

Examples from New Guinea a small island nation of Papua New Guinea which is located north of Australia (with about one sixth of the 6,000-plus languages of the world) point to a challenge of multilingualism and local teacher training. This acts as a barrier to informal education in many countries because it is difficult to conduct training for teachers to teach in the various languages for deployment throughout the country. Under the previous system in Papua New Guinea, teachers for primary schools were trained at Teacher Training Colleges and then deployed nationwide. Since the language of instruction was English, any individual teacher could be deployed anywhere, thus solving the problem of deployment. This solution meant, however, that more often than not, the teacher did not speak the language of the community. Since most parents in rural areas never spoke English, teachers were often isolated and could not communicate with parents about their children's progress and with the community about the needs of the school. Under the Reform, the community chooses local people to be teachers. These are generally people in their 30s or 40s who have completed Grade ten (10) and are known by everyone and speak the local indigenous language as a mother tongue. They are trained in about ten modules, interspersed with teaching, to teach the community's children in their mother tongue. Since they are native speakers of the language in which they are teaching, they can communicate easily with parents and the community (<http://www.linguapax.org/congres 04/pdf/klaus.pdf>).

Littlebear (2009) presents a model of selecting people to teach the Native American language simply on the basis of fluency. He stresses that fluency is an essential qualification for all Native American language teachers to teach students coupled with further training aimed at equipping Native American language teachers with the necessary classroom knowledge to effectively teach their languages. This model was born out of frustration with the process to select Native American language teachers and with the lack of appropriate training for them. There are many fluent speakers who are also effective teachers of their languages; this model is not directed at them. There are also many fluent speakers teaching their languages that know nothing about classroom management, teaching methods, or develop appropriate practices. It is this group of people for whom the model was created. Many conditions and situations contributed to the development of this model. The model was developed primarily because too many Native American language development programs fail operate because they are usually staffed with paraprofessionals. Many of these paraprofessionals have little or no training in how to teach their languages. Secondly, it was developed because often state certification processes may not include certification for people who have special skills, such as fluency in a Native American language or knowledge of a Native American culture. This then does not encourage institutions of higher learning to have a program for Native American language instruction. Thirdly, it was developed because some of these teachers are older, have had less schooling, are more traditional, may not have access to teacher preparation programs, or may simply not have the academic or economic resources to return to school for additional training. Fourthly, the model provides Native American language teachers with a foundation of the skills and knowledge that they could add to their language fluency as well as cultural knowledge and make them effective teachers of their own languages. It was developed to eliminate program failure because, often when Native American language programs fail, they lose advocates in the school and in the community. Consequently, it takes the passage of time to regain advocates. In the meantime, many elders will have journeyed on, taking with them their cultural and language knowledge. This model is just a stop-gap measure designed to provide Native American language teachers with some knowledge of classroom teaching, language teaching, and other effective teaching strategies. From the afore said, it is clear that training and continued education have to be central to any Native language development program, especially if that program hopes to be successful ([http://jan.ucc.nau.edu/~jar/SIL\\_Appendix.html](http://jan.ucc.nau.edu/~jar/SIL_Appendix.html)).

According to Horner (1972) Break Through to Literacy (BTL) is a British scheme designed in the early 1960s and launched in 1970 to help young children acquire early reading and writing skills. This intervention was designed to prepare teachers through short courses to assist children with special education needs and who could not read and write in the early school years. He reports that, this work initiated by David McKay, (former head teacher of Beatrix Potter Primary School), Brian Thompson and Pamela Schaub immediately became extremely popular in United Kingdom. He states that, later (BTL) spread to Australia, Ireland and the United States of America.

Teacher training in the Philippines is provided for teachers in mother tongue-based multilingual education before opening of classes. It is further stated that the Department of Education provides teachers with clear understanding of the principles and practices as well as their roles and responsibilities in the implementation of Mother Tongue-Based Multilingual Education. The main reason for providing this training is presented by Education Secretary Jesli Lapus, 'Children learn faster and easily develop life-long skills if they learn their first lessons in their mother tongue or primary language (L1)' and further adds, "Education that begins in the language of the learners has far more positive effects in our school children." The Department of Education also reported that, Some 50 teachers in Grades 1, 2 or 3, who were proficient in the children's mother tongue, Filipino and English were selected from Luzon and the Visayas for a month-long training in May 2009 at UP Diliman. The training program was intended to orient teachers on Mother Tongue-Based Multilingual Education and was expected to enable teachers to prepare action plans for the program while enhancing their competencies in preparing curriculum, teaching materials and strategies. It was argued that government does not work alone but, has partnered with UP College Of Education, Reading and Teaching in the Early Grades Areas, Summer Institute of Linguistics, and Translators Association of the Philippines in developing a continuing and self-sustaining education program beginning in the local language of the learners and building into a solid foundation for education in both Filipino and English (Department of Education 2009:1 <http://www.deped.gov.ph>.)

In Singapore, there is an initial teacher preparation programme which is implemented by the National Institute of Education. This institute's main task is to prepare individuals in the teaching career by developing students' teacher knowledge and skills required of teachers to competently

meet the demands as well as challenges of a dynamic teaching career. As regards the teaching of mother tongue, the institute has a special training programme to prepare teachers for primary schools. Under this scheme 'O' level holders can read a two years preparatory course in the teaching of mother tongue language prior to entry to diploma in education programme. This makes the total duration of the programme to be four years and upon completion of the diploma in education programme, successful candidates are eligible for enrolment to a degree programme (National Institute of Education [www.nie.edu.sg/studynie/initial-teacher-preparation-programme/special-training-programmes](http://www.nie.edu.sg/studynie/initial-teacher-preparation-programme/special-training-programmes)).

A report from George Town University round table on languages and linguistics (2000) states that, "There are too few mother tongue speakers qualified to teach in the schools." It argued is therefore, that Minority Language communities may lack people with the qualifications normally required for teaching in the formal education system. The suggested solution to this challenge is to provide quality education in the minority communities so that Minority Language speakers can become professional teachers. However, the alternative way commonly practiced throughout Asia and in developing countries around the world is to equip non-professional Minority Language speakers as teachers, providing them with careful pre-service training and on-going supervision and support ([http://digital.georgetown.edu/gurt/2000/gurt\\_2000\\_09.pdf](http://digital.georgetown.edu/gurt/2000/gurt_2000_09.pdf))

UNESCO (2003) has lent support to the case for mother tongue literacy issuing a number of principles which it sees as vital to improving educational quality. The guidelines of the Education in a multilingual world in the above document state that: 'Mother tongue instruction is essential for initial instruction and literacy and should be extended to as late a stage in education as possible.' Secondly, it is stressed that literacy can only be maintained if there is an adequate supply of reading material, for adolescents and adults as well as for school children, and for entertainment as well as study. Lastly and most important factor is with regard to teacher training and mother tongue instruction that all educational planning should include at each stage early provision for the training, and further training of sufficient numbers of fully competent and qualified teachers of the country concerned who are familiar with the life of their people and able to teach in the mother tongue. However, what is not clear is what teachers need to be trained in

terms of content and how this training should be done to promote the teaching of initial literacy in mother tongue (<http://www.sil.org/americas/brasil/engleduc.htm>).

Richards and Rodgers (1986) discuss two popular second language teaching methods of the last half century. These are community language learning and task-based language learning methods. In community language learning method attempts are made to build strong personal links between the teacher and student so that there are no blocks to learning. There is much talk in the mother tongue which is translated by the teacher for repetition by the student. Although, this study focuses on a mother tongue as opposed to a second language, the common ground is that community language learning method stresses a strong bond between the teacher and student. Furthermore, it emphasizes interaction in the mother tongue similar to NBTL which is implemented in the classroom in an official Zambian language (one of the seven official Zambian languages). On the other hand, the task-based language method focuses its teaching on the completion of a task which in itself is interesting to the learners. Learners use the language they already have to complete the task and there is little correction of errors. There are similarities which it shares with NBTL tasks. For instance, during pre-reading activities learners are exposed to tasks such as sorting of similar objects or items as well as tracing simple patterns. These tasks are highly interactive which demand an extensive use of a mother tongue language and are learners centred.

### **Studies on Teacher preparation in Initial Literacy through Indigenous Languages in the African Continent**

In many African countries structures of education which training professionals have been identified as the main strategy for addressing the quality of education as teachers have the greatest impact on performance. This development should include enhancing the status of teachers, providing better working conditions and incentives and improving teacher-training programmes(<http://search.conduit.com/Results.aspx?q=mothertongue+teacher+training+Botswana&ctid>).

From the foregoing above, teacher training programmes including initial literacy in a local language is very important in promoting quality education and should be supported by all interested parties.

Benson (2004) highlights factors involved in delivering quality basic education. She underscores the language factor as key to communication and understanding in the classroom. She further argues that many developing countries are characterized by individual as well as societal multilingualism, yet continue to allow a single foreign language to dominate the education sector. As regards teacher preparation she states that the above factors are:

Compounded by chronic difficulties such as low levels of teacher education, poorly designed, inappropriate curricula and lack of adequate school facilities, submersion makes both learning and teaching extremely difficult, particularly when the language of instruction is also foreign to the teacher.

Cummins quoted in Benson (2004) stresses the importance of mother tongue programmes in early years of education:

Mother tongue-based bilingual programs use the learner's first language, known as the L1, to teach beginning reading and writing skills along with academic content. Bilingual models and practices vary as do their results, but what they have in common is their use of the mother tongue at least in the early years so that students can acquire and develop literacy skills in addition to understanding and participating in the classroom.

Benson (2004:9) further argues that, 'Teacher training must be addressed no matter what the innovation and serious consideration be made for in-service (especially in the short run) and pre-service training (in the long run). She however, was not in favour of short in-service programmes because, 'provision of short in-service trainings often leaves bilingual teachers with limited language skills and inadequate understanding of the bilingual teaching methodologies required.'

In Africa 'Break Through to Literacy' (BTL) was first developed by a South African Non Governmental Organization called Molteno project in 1998. The Molteno Project highlights a teacher training course which was originally a project of Rhodes University which has now developed a commonly-used Mother Tongue curriculum called Breakthrough to Literacy. This curriculum is a popular transition to English curriculum called Bridge to English. The Molteno Project has been also implemented in Botswana and Namibia, and declared a success ([http://www.stanford.edu/~jbaugh/saw/Yoo-Yoo\\_Literacy.htm](http://www.stanford.edu/~jbaugh/saw/Yoo-Yoo_Literacy.htm) [www.ru.ac.za/affiliates /Molteno](http://www.ru.ac.za/affiliates/Molteno))

Commenting on experiences of Eritrea, and Guatemala concerning mother tongue and teacher training programmes, Dutcher (2004:7) observes:

First is the importance of teacher training. Planning for bilingual education programs is only the beginning of effective education in a linguistically diverse society. Teachers need training in using their first language in the classroom; materials have to be appropriate, available, and used. If they are not being used it is important to learn why. Most teachers need training in methodology so that they can exploit the advantages of teaching in a language children understand. This means less emphasis on rote learning, repetition, and copying and more on peer-to-peer interaction and on encouraging students to think for themselves, read, and come to their own conclusion.

However, he is quick to mention that, political will is essential for mother tongue programs to begin and to thrive and adds, that educators and others who have seen the benefits of bilingual education (the promises fulfilled) will be strong enough to demand from their government the best education possible for their children. He stresses, ‘education that validates the children’s home culture as well and also removes the barriers that inhibit them from participating fully in the wider world.’ ( Dutcher, 2004:8)

Bloch (2003) highlights a problem concerning language teacher’s education background. She argues that although linguists and language scholars are passionate about African languages and are keen to get teachers transmit correct form of language. Teachers however, have not been educated in their mother tongue. This leads to a situation where teachers get trained to approach mother tongue teaching as if it were a foreign language. She suggests that there is need to ensure that text books [rich story books] in mother tongue are studied by both teachers and children. This factor entails that prior to enrolling as trainee teachers, teacher education authorities should ensure that applicants should have been taught and passed indigenous languages. This will ensure that only inspired individuals with a strong oral as well as written base in their mother tongue take up training to teach initial literacy in mother tongue.

‘Inside Story’ is part of Improving Education Quality (IEQ) a research study sponsored by US Aid. This project focused on Chiyao in Malawi and made the following recommendations: In-service courses should be organized for serving teachers on the use of mother tongue as a

medium of instruction and all teacher training colleges should begin preparing teachers for mother tongue instruction in standards one to four ([http://www.iep.org/pdf/insidestory\\_2.pdf](http://www.iep.org/pdf/insidestory_2.pdf)).

This underscores the importance of providing initial literacy training in mother tongue to both pre-service trainee teachers as well as practicing teachers to equip them with relevant literacy skills in order for them to provide quality education to learners in basic schools.

Makhubela (1999) in her presentation to the all-Africa conference on children's reading held in Pretoria in August 1999 lamented that many teachers and librarians do not read enough to acquire even the most basic general knowledge. She wondered that if professional educators, who were expected to promote reading, did not read themselves, how could they teach children to love reading? This concern was echoed throughout the conference, which brought together teachers, teacher-trainers, librarians, researchers, writers, publishers, book activists, literacy experts and policy-makers from all over Africa and other parts of the world. It is clear from the foregoing that teacher-trainers as well as trainee teachers need to indulge in intensive actual reading activities in mother tongue languages in order to build a strong teacher education foundation. In the same vein, practicing teachers are not an exception to ethos of reading. They too need to reading varied materials in mother tongue languages in order for them to teach storytelling effectively. This ties up with Bloch (2003) who suggests that there is need to ensure that text books (rich story books) in mother tongue are studied by both teachers and children.

The importance of training teachers to teach children how to read was a key concern of the delegates at the All-Africa children's reading conference. Most presentations and subsequent discussions revealed that throughout Africa not enough emphasis is placed on teacher preparation. It was stated that far too often, teachers in Africa are ill motivated and ill equipped to teach reading. Discussions pointed to the need for more research on teacher preparation in reading and the need for information on research regarding reading which should be available to all teachers. Teachers need to know more about the literature of their countries and the continent as a whole and courses in children's literature should be included in teacher-training college curricula. The significance of storytelling and oral traditions was another recurring theme of the conference. Australian writer Mem Fox delighted conference participants with her stories. She argued that when learning to read children need teachers who understand deeply what reading really is, who will tell stories and read aloud often, teachers who will make connections between

learning to write and learning to read. Most of all children need teachers who are passionate. The conference demonstrated that there is no shortage of people who are passionate in their commitment to the enormous task of achieving literacy for all in Africa and turning African children into independent lifelong readers. Conference discussions emphasized the importance of mother tongue and oral language traditions as a source of literacy (<http://www.bellagiopublishingNetwork.com/newsletter26-27/sisulu.htm>).

Buckingham quoted in Employment (2010:1) reviews Brown's Maxims of teaching English language methodology. He states that, 'All learners arrive in the classroom with a wealth of knowledge, whether conscious or unconscious of how language functions.' He also argues that, 'there is need to be aware of learners that arrive at our classroom with very low levels of literacy in their mother tongue.' There is therefore, need for the teachers to be aware of strategies that effective learners tend to practice and for the former to interact with their students in a manner that enhances their success in their learning. This study however, focuses on knowledge possessed by learners in an indigenous language which enhances learning of initial literacy skills in the first grade (<http://www.esemployment.com/articles/commenting-on-h-d-browns-maxims-of-teaching-methodology-395.html>).

### **Studies on Teacher preparation in Initial Literacy through Indigenous Languages in Zambia**

In Zambia the training of basic school teachers is placed under the Directorate of Teacher Department (TESS) of the Ministry of Education which runs colleges of education in the country. These colleges run a two year programme called Zambia Teacher Education (ZATEC) which prepares teachers to teach initial literacy to beginners at lower basic level. The NBTL course had been institutionalized in pre-service training and college lecturers were trained through week long workshops in August, 2002 (Primary Reading Programme 2002, Ministry of Education 2001). Therefore, colleges of education had been directed by government to incorporate ZNBTL programme in their courses in order to enhance the teaching of initial literacy in a local language. Ministry of Education (2004) holds the view that the Primary Reading Programme has the potential of rising high levels of literacy (reading as well as writing) among grade one learners which ultimately lays foundations for the other higher levels of the education system. The programme would also foster the transfer of acquired skills in initial

literacy to other study areas in school. A new thrust has been added to the training of teachers to teach in initial literacy in indigenous in Zambia through Primary Reading Programme (PRP). A total of 2,500 grade one teachers and head teachers were trained for nine days by qualified national trainers in 2003 (Primary Reading Programme 2009: 12). The training was done through workshops with methodologies based on child centeredness moving children from the known (spoken language) to unknown (written language). The approaches also stressed on the fact that children built on language already acquired in their local languages (Sampa 2003).

Tambulukani et al. (1999) adds that PRP is based within the Teacher Education Directorate of the Ministry of Education and because of huge training component of the budget training will operate across various departments in the country. This means that training of teachers and head teachers is decentralized to districts (by District Resource Centre Coordinator), Zone (Zone Education Support Team) and school (by the School In-service Provider). This capacity building in PRP also catered for teacher training colleges to roll out literacy courses into the teacher education curriculum.

Ministry of Education (1997:98) indicates that all teachers should use Resource Centres most of the time including week days as well as week-ends especially on Saturdays and should have access to materials in all subjects. The functions of the Resource Centre Coordinator are described as follows, ‘managing of the resources centre, conducting in-set activities at all levels and advising teachers on the production of resource materials.’

Muliyunda (2009:45) underscores the importance of training teachers in NBTL methodology prior to giving them classes to teach initial literacy. He argues that a teacher who has not received adequate orientation in NBTL methodology would face a lot of difficulties in delivering lessons to learners. He further argues that several student teachers do not get adequately trained during the pre-service training in NBTL methodology because a short period of time of one year is committed for training in college.

The Ministry of Education (2001:48) argues that New Breakthrough is unique in that it uses a combination of methods. This is due to the fact that it is not reliant on only one, as other reading courses in the past have been. Research has established that individuals learn in different ways

therefore, a course that uses a variety of approaches to teach reading is likely to succeed. The Ministry of Education (2001:3) states that New Breakthrough is based on the 'Language Experience Approach' and describes other approaches of NBTL as:

Phonics: teaching learners letter sounds from which they can sound out all the new words they need. Syllabic: teaching learners syllables from which they can build up and recognize new words. Look and Say: teaching learners to recognize words by the use of flash cards.

It is important that pre-service trainee teachers are exposed to these approaches in order to prepare them to handle initial literacy in a local language. The College of Education curriculum embraces the New Breakthrough to Literacy course which aims at preparing pre-service trainee teachers for a period of two years.

Steeves (1964:3) commenting on the dimension of teaching methodologies observes that, 'Knowledge of the subject is an essential part of the equipment of all qualified teachers and proves that the teacher has been able to learn.' He further argues that:

The method of the teacher is what results when he organizes what he knows about all of these factors in some kind of coherent arrangement for teaching and learning through a systematic classroom process.

It is clear that pre-service teachers should be equipped with appropriate methodology in order for them to handle initial literacy in a local language. In the same vein, practicing teachers should be able to competently apply NBTL methodologies through their classroom practice. It is only through in-service training conducted by qualified trainers that NBTL methodology can be imparted to teachers.

Matafwali (2010) in her studies in selected schools in Eastern, Northern, Southern and North Western Provinces of Zambia underscores the relevance of PRP in improving literacy standards among grade one and grade two pupils. She argues that the NBTL, under the new language policy PRP requires that children in grade 1 are taught to read in a familiar language, preferably their mother tongue. As regards teacher training in local languages, she recommends that the Ministry of Education should consider it as top priority on its agenda. Relating to both pre-service and in-service, she observes that teachers should be accorded opportunities to acquire deeper understanding through activities that promote literacy skills. However, she is not in favour of PRP's week long training as being too short to equip teachers in sound pedagogical

skills in early literacy. She supports the view that PRP be an integral part of pre-service training to prepare teachers in early literacy skills through a local language. Furthermore, she proposes that initial language of instruction should be extended to three years of practice so that children could do their early years of schooling in a local language.

Ministry of Education (1996) acknowledges that the quality and effectiveness of an education system depend heavily on the quality of its teachers. This means that teachers are the key persons in determining success in meeting the system's goals. The educational and personal well-being of children in schools hinges crucially on their competence, commitment and resourcefulness. In view of this, the calibre of teachers and of the teaching profession is of paramount importance. The Ministry of Education has the important task of sustaining the quality of individual teachers and of the profession as a whole. It will accomplish this by attracting suitable persons to take up teaching as a career, equipping them with initial professional education, and providing for their subsequent in-career development.

Tambulukani (2004) suggests that there is need for an effective training programme for teachers, their head teacher and other senior education officers. These officers should be oriented in the course materials and the methodology used in the course books. The strength of this programme lies in the generally agreed policy that no teacher should teach PRP courses without under-going the appropriate training in the use of those courses. This training has also led to revitalizing teachers who have, otherwise, not been in-serviced for many years. This clearly underscores the importance of preparing both pre-service as well as in-service teachers to handle initial literacy in a local language.

The government of the Republic of Zambia attaches a lot of importance to both initial teacher training as well as in-service training. According to Ministry of Education (1996:108) 'training and professional development underpin what a teacher can accomplish in a school.' The essential competencies required in every teacher are mastery of the material that is to be taught, and skill in communicating that material to pupils. These deceptively simple formulations cover a great array of knowledge, understanding and skills that must become integral to every teacher. The preparation of teachers in the understanding of their field and in how to teach requires lengthy and careful attention. The initial preparation, provided at training colleges and the university,

does no more than lay the foundation for a lifetime of teaching. There is need for regular ongoing development in a process that is never complete. This is because a teacher's professional life revolves around two areas of never-ending growth and progression: knowledge, which is always increasing and changing; and children, each one unique and developing within the fabric of a changing social environment. This on-going training is packed in in-service training programmes implemented through IN-SERT or Continuous Professional Development (CPD) activities. These programmes complement initial teacher education started in the college. Concerning the pre-service training for teachers Ministry of Education (1996) commends the outstanding achievement of the Teacher Training Colleges in the sense that they have never failed to provide the country with a regular supply of qualified teachers. However, there have been handicapped in the accomplishment of their mission by inability to bring the quality of their output to the level they would have desired. According to Ministry of Education (1996:110) following were the quality-related problems in the colleges:

An overloaded and inappropriate curriculum; promotion of rigid teacher-centred methodologies; an excessively demanding examinations system; staff with inadequate or unsuitable educational and professional qualifications; and shortage of educational resources of all kinds.

The other constraint has been the difficulties associated with providing adequate supervision to students on teaching practice due to limited funds. Lecturers have to cut on their monitoring period and take short routes to supervise students in convenient schools. For instance, they have concentrated their monitoring along passable high ways avoiding remote school.

The Ministry of Education (1999) reports that It was agreed that Primary Reading Programme (PRP) would work with Zambia Teacher Education Course (ZATEC) to produce a training module for use in the college-based year when it goes to scale in 2000. Additionally, another distance module was planned for use by students in the field-based year in 2001. There were also plans to design these modules in such a way that they could be further modified for use in the Primary Diploma, Bachelor of Education and Master of Education programmes. This strategy was aimed at ensuring that PRP was fully integrated into all training avenues for teachers and education managers. There were also plans towards establishing the mechanisms to support an in-service Primary Diploma embracing PRP course outline. These efforts seemed very useful in

as far as training programmes for both pre-service and in-service teachers were concerned. However, the implementation of such an ambitious plan is far from reality. What remains a fact is the institutionalization of NBTL and other PRP courses in all Colleges of Education due to its effectiveness resulting from its unique combination of methods.

According to Kelly (2000: 31) the Ministry of Education had pledged highest priority for the attainment of the goal of literacy. For that commitment to move beyond being a noble aspiration there was need for: 'educational materials and unflagging support for all PRP activities.' As regards teacher training, the government through the Ministry of Education placed great stress, 'in initial and ongoing teacher training on initial literacy teaching.' This was meant to prepare teachers to handle pupils in the early grades to foster basic literacy skills in a local language.

To sum up, Abadzi (2003) sounds a caution that for teacher educators to instill effective teaching techniques in students, they should provide lengthy periods of training [courses] to learners' groups who should also be given remediation. He further argues that this involves identifying actual problems being faced by learners such as failure to identify word, letter and sound association through individual assessments as opposed to assuming that all trainee teachers have the same oral base as well as competent literacy skills.

### **Summary**

This chapter has reviewed various literatures pertaining to teacher preparation in initial literacy through a local language. The main theme that emerged from most of the literature reviewed above was that of advocacy for the use of a local language to teach initial literacy. In the same vein, most studies were consistent in recommending for the implementation of training for both pre-service teachers and in-service teachers to equip them with basic literacy skills in order for them to teach initial literacy in a local language.

There is a linkage between these themes and the current study as follows; this study focuses on NBTL which basically promotes the teaching of initial language in a local language. Additionally, the study mainly focuses on how both pre-service teachers and practicing teachers were trained through pre-service teacher education as well as pre-service programmes respectively.

There are a number of gaps in the studies reviewed above which brought about differences with this the study. It was clear that most studies from the United States of America as well as other parts of the world had a specific intention for including the teaching of initial literacy in local languages in the teacher education programmes. This was used as a strategy to counter act the devastating events such as; genocide, colonialism, linguistic imperialism and forced relocation. The ultimate goal therefore, was the revitalization and continuation of indigenous languages. In this study however, the training of teachers in initial literacy through a local language is intended to make them competent as well as effective in their practice and ensure that pupils break through by the end of the first grade. The NBTL course has the potential to raise learner's reading and writing levels as pupils are instructed in their own local languages. The other difference in the literature reviewed is that only fluent and indigenous speakers were short listed for training in the teacher education programmes as a strategy for language retention. On the other hand, this research embraced all respondents in the college of education despite their ethnic or creed affiliation. Studies under review also indicated that some African countries had risen above societal multilingualism by adopting one dominant local language as medium of instruction in education. This is not the case with the current study where three official local languages had been mandated for use during teacher education. These are Kiikaonde, Lunda and Luvale. Furthermore, most studies done outside the African continent revealed that the teacher education programmes involving local languages had advanced to first degree and master's degree level as a deliberate move to revitalize local language as well as indigenous culture. In the current study however, the focus was on teacher preparation in initial literacy through a local language at certificate programme level. Candidates eligible for this training programme were post-secondary graduates with minimum qualification of credits. In the United Kingdom, the Break Through scheme was used mainly to prepare teachers to handle children with special education needs related to reading and writing difficulties during early years of schooling. On the contrary, this study focuses on NBTL as a programme adopted by the Ministry of Education to train teachers to teach all children in initial literacy through a local language despite their physical or psychological status.

Studies from most parts of Africa and other parts of the world clearly indicated that value was attached to teacher education programmes through local languages. This was seen as a means to improving teacher performance and ultimately, yield quality education for learners during their

early years of schooling. However, the gap which is unattended to has two facets namely; no clear details of curriculum content had been given as regards what teachers should be trained in during both pre-service and in-service programmes; and no consistent methodologies had been outlined to guide teacher trainers on how training should have been implemented to promote the teaching of initial literacy in a local language. The study therefore, mainly focuses on these two factors of what was taught as well as how were both pre-service and practicing teachers prepared to handle initial literacy through a local language.

The proceeding chapter will be focused on the methodology which the study used to generate appropriate data.

## CHAPTER 3

### METHODOLOGY

#### **Overview**

This chapter mainly focuses on the methodology that was used to generate data from respondents. The study discusses certain methodological elements that are critical to the process of data collection which include the following: research design, target population, sample size for the study, sampling techniques (procedure). The discussion also includes research instruments, data collection and data analysis.

#### **Research Design**

In the study both qualitative and quantitative methods were used to complement each other in the collection of data. In this study the design has both elements of a case study as well as survey method. A case study design was predominantly used for this particular study. A case study design is the most appropriate design for investigating into a phenomenon or instance in its real life context as it brings out the rich and vivid descriptions of events relevant to the case (Cohen et.al 2007, Kombo and Tromp 2006). The case study design basically was chosen because of its ability to investigate how pre-service teachers are prepared to handle initial literacy in local languages through New Break Through to Language at Solwezi College of Education. On the other hand, the survey method gathers data from a relatively large number of cases at a particular time (Best and Kahn 2008). Therefore, a survey method was used basically because of its ability to capture opinions and perceptions of respondents regarding the preparation of practicing teachers to teach initial literacy in local languages (NBTL) in Solwezi district.

#### **Population**

In this study, the population of the study comprised all trainee-teachers at Solwezi College of Education as well as all practicing teachers teaching grade one pupils in initial literacy in Solwezi district. The college of education was chosen on the basis that it is the sole teacher training college in the province whilst basic schools were drawn from randomly selected basic schools in Solwezi district to provide informants for the study. Best and Khan (2009) argue that target population basically consists of the specific group with common characteristics to whom the researcher plans to generalize their findings.

## **Sample Size**

The sample size of this study consisted of a total of eighty five (85) participants distributed as follows: fifty (50) trainee-teachers and thirty five (35) basic school teachers. The researcher was particularly interested in practicing teachers who were teaching grade one classes. In order to supplement the investigation of the study the researcher interviewed the following: one (01) Section Head for the Literacy and Languages Education Section, three (03) lecturers from the Literacy and Languages Education Section and one (01) District Resource Centre Coordinator (DRCC). In the same vein, the researcher observed some lessons delivered by both college lecturers as well as grade one teachers involved in the study as a follow up to questionnaires.

## **Sampling Procedure**

There were basically two sampling techniques employed in this study. These were simple random sampling and purposive procedures. Kombo and Tromp (2006:79) argue that simple random sampling 'it is a procedure in which all the individuals in the defined population have an equal and independent chance of being selected as a member of the sample'. In this study, a simple random sampling was used to draw trainee teachers from the 2009 cohort at Solwezi College of education to complete questionnaires. And a simple random sampling was used to select basic schools to provide respondents to complete questionnaires in the study. However, at the sampled schools a snowball and purposive sampling procedure were used. Head teachers in sampled schools assisted the Researcher to identify grade one teachers who as predicted provided rich and professional information about teaching initial literacy in a local language. According to Kombo and Tromp (2006:82-83) 'The power of purposive sampling lies in selecting information rich cases for in-depth analysis related to the central issue being studied,' and adds, 'Snowball sampling begins with a few people or cases and then gradually increases the sample size as new contact are mentioned by the people you started with.'

Additionally, commenting on purposive sampling, Patton quoted by Mc Millan and Schimacher (1997:397) argues that it involves 'selecting information rich cases for the study in depth.' It is clear that purposive sampling is based on the researchers' judgment that a sample is composed of elements that contain the most characteristic representative or typical of the population.

In this particular study, purposeful sampling was used to select lecturers from the college of education and DRCC from the District Education Board Secretary (DEBS) office who

participated in the study as informants during interviews. This sampling procedure guided the researcher to dwell only on those lecturers as well as basic school grade one teachers who had relevant information for the study respectively. In the same vein, the DRCC who was the principal in-service provider at district level for all PRP programmes was purposefully sampled and she attended an interview conducted by the Researcher due to the fact that she held valuable information pertaining teacher re-training programmes through school based in-service.

### **Research instruments**

The main research tools used in the study were as follows: questionnaires and interview schedule as well as a check list for lesson observation. According to Orodho and Kombo (2002) research instruments include questionnaires, interview schedules and observation. Furthermore, it is argued that questionnaires are used to gather data over a large sample and should have both open-ended as well as closed questions. Semi-structured questionnaires were used in the study to capture information from trainee- teachers concerning pre-service training in NBTL. Grade one teachers from sampled basic schools also completed a questionnaire to generate information on the use of NBTL through in-service programmes. The researcher also conducted in-depth face-to-face interviews with lecturers from the literacy and languages education section as well as the DRCC as a follow-up to the questionnaires completed by pre-service teachers and practicing teachers respectively. These interviews were based on a schedule with predominantly open ended and some closed ended questions tailored to elicit for rich information concerning the preparation of trainee-teachers as well as practicing teachers.

### **Data collection procedures**

The data collection exercise was conducted over a period of eight weeks in all research sites after the Researcher distributed questionnaires to respondents who showed willingness to participate in the study by accepting to fill them up. All respondents were given adequate time to complete question at their own time. However, the researcher kept constant check on progress being made by respondent both by phone and physical visits to research site. Furthermore, the researcher conducted face to face in-depth interviews with respondent. The researcher sought prior permission from respondents to record the interview on a digital mini-cassette and through written notes. The researcher basically interviewed the following: the section Head for Literacy and Languages Education, (03) lecturers belonging to the Literacy and Languages Education Section and the DRCC from the DEBS office. Additionally, the researcher conducted lesson

observations in some classes taught by lecturers in the literacy and languages education section at the college. Some lesson observations were also done in classes taught by some basic school grade one teachers. The researcher sought permission to write down notes during these lessons. However, the researcher did not intervene or disrupt the flow of these live lessons for both lecturers and practicing teachers.

### **Data analysis**

The researcher started the process of data analysis as soon as the research had been accomplished. In this study both qualitative and quantitative data were analyzed.

### **Qualitative data analysis**

As regards qualitative data analysis Kombo and Tromp (2006:118-119) argue that, 'The responses can be categorized into various classes which are called categorical variables,' and adds that, 'in qualitative research, data can also be analyzed thematically. Themes refer to topics or major subjects that come up in discussions. This form of analysis categorizes related topics.' The qualitative data was analyzed through the identification of common themes from the respondents' description and presentation of their experiences. Later, conclusions were reached and analyzed with reference to research questions on which the study was based on. This drastically reduced the researchers' bias due to the fact that phenomenon was basically interpreted from point of view of respondents.

### **Quantitative data analysis**

In this particular study, quantitative data was analyzed using the statistical package for social sciences (SPSS) to generate descriptive statistical information in form of frequencies as well as percentages. 'Statistics are a set of mathematical methods used to extract and clarify information from observable data. Statistics generate simple numbers to describe distributions' (Kombo and Tromp (2006:125). Additionally, Gall et al (1996) states that mathematical technique is appropriate for organizing, summarizing as well as displaying a set of numerical data.

### **Summary**

This chapter primarily focused on the methodology that was used to generate data from respondents. In a nut shell, it discussed methodological elements that were key to the collection and processing of data in the study. The next chapter discusses the findings of the study.

## CHAPTER 4

### PRESENTATION OF FINDINGS

#### Overview

This chapter presents the findings of the study. Qualitative findings are presented according to the emerging themes in relation to research questions whilst quantitative findings are presented using frequencies as well as percentages. Furthermore, all the findings are presented according to different categories of respondents who participated in the study. These are: pre-service trainee teachers, practicing teachers, lecturers and District Resource Centre Coordinator.

#### Findings from Pre-service trainee teachers

The first question on the questionnaire sought to find out the age of the respondents. The study grouped the respondents in age intervals of two years. The highest number of respondents was 19 who indicated their age between the ages of 20 to 22. This was followed by 12 respondents whose age ranged between 26 to 28. There were 11 respondents who fell between 23 to 25 and 3 other respondents indicated between 21 to 31 years respectively. Those who ranged between 32 to 34 were 2. There were 3 respondents who did not respond.

The second question sought to find out the sex of the respondents and revealed that 25 respondents were female whilst 25 respondents were male out of the 50 respondents.

The third question was on the academic qualification of respondents. All 50 the respondents had grade 12 certificates.

The fourth question sought to find out the type of programme that student-teachers were pursuing in the college. All which all 50 respondents indicated “Zambia Teacher Education Course,” (ZATEC).

The fifth question sought to find out the ethnic group respondents belonged. Out of 50 the highest frequency was Luvale with 11 pre-service trainee teachers. This was followed by 9 respondents who were Lunda. There were 6 respondents out of 50 who were Bemba whilst 5 respondents indicated that they were Kaonde. There were 4 respondents who were Tonga whilst 3 respondents indicated Nsenga and 3 were Chewa. Only 2 respondents were Namwanga. There

was 1 Mbunda respondent, 1 Tumbuka respondent, 1 Chokwe respondent, 1 Ushi respondent and 1 Lozi respondent. There was 1 respondent who did not respond out of 50 respondents.

The next set of findings from Pre-service trainee teachers consist of question 6 to 31 which are presented using frequency tables as shown below:

**Table 1: List down what you are taught as a preparation to teach literacy to grade one pupils?**

Response	Frequency	Percentage
Taught contents of the NBTL kit	15	30.0
Taught pre-reading and writing activities	14	28.0
Taught classroom management and administrative skills	13	26.0
Taught four main approaches of NBTL methodology	8	16.0
Total	50	100.0

From Table 1 above, 30% of respondents indicated that they were taught ‘contents of NBTL’ whilst 16% cited ‘NBTL methodology’ to prepare them teach literacy to grade one pupils. It was clear that the majority of respondents were taught contents of the NBTL kit to prepare them to teach literacy to grade one pupils.

**Table 2: How are you taught to identify letters of the alphabet?**

Response	Frequency	Percentage
Using look and say method	21	42.0
Using songs referring to the letters of the alphabet	13	26.0
Using the 'syllabic' method	13	26.0
No response	3	6.0
Total	50	100.0

There were 42% of respondents in Table 2 above, who stated that they were taught to identify letters of the alphabet using 'look and say' method, 26% said they were taught ‘using songs referring to the letters of the alphabet’ and 6% of the respondents did not respond.

**Table 3: How are phonemes taught to learners to develop initial literacy skills in a local language?**

Response	Frequency	Percentage
Phonemes are taught to learners using syllabic method	27	54.0
Phonemes are taught to learners using 'phonic' method	14	28.0
No response	9	18.0
Total	50	100.0

In Table 3 above, 54% respondents replied that phonemes were taught using 'syllabic' method whilst 28% said 'phonic' method. However, the majority of respondents responded that phonemes were taught phonemes using the 'syllabic' method.

**Table 4: What is taught in initial literacy to enable pupils develop reading skills in a local language?**

Response	Frequency	Percentage
Syllabic method	30	60.0
Pre-reading activities	10	20.0
We use rhymes, songs, games and reading story books in Zambian languages.	5	10.0
NBTL approaches such as; look & say, language experience, syllabic, phonic and alphabetic.	5	10.0
Total	50	100.0

In Table 4 above, there were 60 % of respondents who indicated the 'syllabic' method. On the other hand, 10% of the respondents indicated NBTL approaches such as; 'look and say,' 'language experience', 'syllabic', 'phonic' and 'alphabetic.' The majority of respondents indicated 'syllabic' method.

**Table 5: Which is the most effective way of teaching reading so that learners gain fluency in a local language?**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Through individual pupils reading aloud	27	54.0
Through reading in pairs	9	18.0
Through group choral reading aloud	9	18.0
Through teacher reading aloud	5	10.0
Total	50	100.0

In Table 5 above, it was noted that most respondents (54%) indicated ‘individual pupils reading aloud.’ There were (10%) of respondents who indicated ‘teacher reading aloud.’ This clearly shows that the majority of the pre-service trainee teachers indicated ‘individual pupils reading aloud.’

**Table 6: Which of these practices is not associated with reading readiness in grade one?**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
How to write a name	48	96.0
How to hold a book	2	4.0
How to turn pages	0	0.0
Reading from left to right	0	0.0
Reading from top to bottom	0	0.0
Total	50	100.0

In Table 6 above, it can be noted that 96% of the respondents indicated ‘how to write a name,’ where as (4%) said ‘how to hold a book.’

**Table 7: What type of words are learners taught in a local language to develop their vocabulary?**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Set one core-vocabulary- word familiar to learners which were used in everyday life.	45	90
No response	5	10
Total	50	100.0

In Table 7 above, 90% of respondents said ‘set one core vocabulary,’ whilst 10% did not respond. Most respondents indicated ‘set one core vocabulary,’ as being appropriate to develop learners’ vocabulary.

**Table 8: What strategies are used to teach the letters of the alphabet to learners in a local language?**

Response	Frequency	Percentage
songs, rhymes, and games containing letters	29	58.0
Phonic and syllabic method	18	36.0
No response	3	6.0
Total	50	100.0

From Table 8 above, 58% of respondents indicated ‘songs,’ ‘rhymes’ and ‘games’ containing letters of the alphabet, whilst 36% said ‘phonic’ and ‘syllabic’ method.

**Table 9: How do you relate new words in the lesson to pupil’s experiences?**

Response	Frequency	Percentage
Language experience approach	30	60.0
Conversation posters for learners to elicit key sentences and new words underlined, then teacher asked pupils to read and then write them down.	7	14.0
Through telling learners stories, all new words written on the board	7	14.0
Learners sounds from which they could build up and recognize new words.	4	8.0
No response	2	4.0
Total	50	100.0

In Table 9 above 60% of respondents indicated the ‘language experience’ approach, whilst 8% of the respondents indicated ‘sounds.’

**Table 10: What strategies are used to enhance comprehension in learners during reading in a local language?**

Response	Frequency	Percentage
Tell a story and then ask pupils to re-tell it through questions	36	72.0
Language experience, syllabic and look and say methods	14	28.0
Total	50	100.0

In Table 10 above, 72% respondents indicated that teacher ‘tells a story and then asks pupils to re-tell it through questions.’ However, 28% of respondents indicated ‘language experience,’ ‘syllabic’ and ‘look and say’ methods.

**Table 11: How do lecturers prepare you to teach spelling of words in a local language?**

Response	Frequency	Percentage
By using the phonics sounds and the letter it represents and by syllabic method	38	76.0
Wrote words on the board, rubbed some letters, then asked pupils to spell words correctly.	4	8.0
By using flash cards and spelling games	3	6.0
Through storytelling and dictation	3	6.0
No response	2	4.0
Total	50	100.0

There were 76% of respondents who indicated ‘phonics’ and ‘syllabic’ methods whilst 6% indicated ‘storytelling’ and ‘dictation.’

**Table 12: What activities are used to help learners develop new words in a local language?**

Response	Frequency	Percentage
Songs	44	88.0
Dances	0	0.0
Play	5	10.0
Visits	1	2.0
Total	50	100.0

In Table 12 above, 88% of the respondents indicated ‘songs,’ whilst 2% of the respondents indicated that ‘visits.’ It is clear that most of the respondents indicated ‘songs.’

**Table 13: What basic literacy skills have you been taught to help pupils to develop writing competence in a local language?**

Response	Frequency	Percentage
Pre-writing activities; wrist wriggling, writing in the air, finger tapping, tracing simple patterns, sorting similar items and left to right movement	33	66.0
Listening skills, speaking skills reading skills, reciting skills and writing skills	10	20.0
Syllabic and phonic skills	2	4.0
Initial literacy skills, functional literacy skills, literary skills and medium of instruction	2	4.0
No response	3	6.0
Total	50	100.0

In Table 13 above, there were 66% of respondents who indicated that they learnt ‘pre-writing activities.’ On the other hand, 4% of the participants stated that they had learnt ‘initial literacy skills,’ ‘functional literacy skills,’ ‘literary skills’ and ‘medium of instruction.’

**Table 14: How is hand writing in a local language taught to learners?**

Response	Frequency	Percentage
Learners taught by writing in the air, in the sand, how to hold a pencil, good sitting posture, patterns, shading and tracing exercises from top to bottom	38	76.0
Hand writing taught using, syllabic method a mixture of consonants and vowels	12	24.0
Total	50	100.0

From Table 14 above, 76% of respondents indicated ‘handwriting by writing in the air,’ ‘in the sand,’ ‘how to hold a pencil,’ ‘good sitting posture when writing,’ ‘ shading and tracing exercises’ and writing from top to bottom. However, 24% of the respondents indicated the ‘syllabic’ method.

**Table 15: What strategies can you use to teach learners spelling of words?**

Response	Frequency	Percentage
Spelling using, phonic method, look and say, flash cards and dictation	35	70.0
Syllabic method and dictation	15	30.0
Total	50	100.0

As presented in Table 15 there were 70% of respondents who stated the use of the ‘phonic’ method, ‘look and say’, ‘flash cards’ and ‘dictation.’ However, 30% of respondents indicated ‘syllabic’ method and ‘dictation’ as method in spelling of words.

**Table 16: How is word-building taught to make sentences in a local language?**

Response	Frequency	Percentage
Using a sentence maker, sentence holder with word cards with key sentence	17	34.0
By adding prefixes, affixes and suffixes to words to form other words. For instance, ka to bwa to make ‘kabwa’ (dog).	15	30.0
Using syllabic method to connect syllables to form words	13	26.0
No response	5	10.0
Total	50	100.0

In Table 16 above, 34% of respondents indicated ‘a sentence maker’ and ‘sentence holder with word cards’ from the pocket to teach the key sentence before writing it on the board. However, 26% of participants indicated the ‘syllabic’ method to connect syllables to form words.

**Table 17: How does a teacher ensure that learners space their words in sentences evenly?**

Response	Frequency	Percentage
Teacher reads words on a sentence holder, counted five fingers and placed two fingers between words to indicate word spacing	34	68.0
Teacher writes words on the board, then read them word for word showing spaces in between them	16	32.0
Total	50	100.0

In Table 17 above, 68% indicated reading words on a sentence holder while counting their ‘five fingers’ on the hand and place ‘two fingers between words to indicate spaces’ between words. On the other hand, 32% indicated writing ‘words’ on the board then read them word for word showing spaces in between them.

**Table 18: What type of sentence pattern should be taught to grade one pupils?**

Response	Frequency	Percentage
Short simple sentences	45	90.0
Complex sentences	5	10.0
Total	50	100.0

In Table 18 above 90% of the respondents indicated ‘short simple sentences.’ However, 10% of the respondents indicated ‘complex sentences’ as being the most appropriate sentence pattern.

**Table 19: How are pupils prepared in grade one to start writing and ending a sentence?**

Response	Frequency	Percentage
Beginning a sentence with a capital letter, write from left to right, top to bottom and end with a full stop	38	76.0
Pre-writing activities	12	24.0
Total	50	100.0

In Table 19 above, 76% of respondents indicated ‘beginning a sentence with a capital’ letter, to ‘write from left to right,’ ‘top to bottom,’ ‘end a sentences with a full stop’ and to begin ‘a sentence with a capital letter.’ However, 24% indicated ‘pre-writing activities.’

**Table 20: What are the most critical punctuations marks in teaching initial literacy in a local language to grade one pupils?**

Response	Frequency	Percentage
Use of capital letters and full stop	30	60.0
Use of comma and full stop	11	22.0
Use of comma	5	10.0
Use of full stop	4	8.0
Total	50	100.0

There were 60% of the respondents who stated the ‘use of capital letters and full stop.’ However, 8% of the respondents indicated the ‘use of the full stop.’ Therefore, in Table 20 above most respondents indicated ‘capital letters and full stop.’

**Table 21: In your view do you think that you have learnt adequate techniques of NBTL?**

Response	Frequency	Percentage
Yes	44	88.0
No	6	12.0
Total	50	100.0

In Table 21 above there were 88% of the respondents who indicated that they had learnt adequate techniques of NBTL. However, 12% indicated that they had not learnt adequate techniques of NBTL. From Table 21 above, it is clear that most respondents had learnt adequate techniques of NBTL.

**Findings from lecturers at Solwezi College of Education.**

Having presented quantitative data above, the study now presents qualitative findings captured through an interview with four lecturers concerning pre-service training programmes through local languages. These interviews were based on a schedule with predominantly open ended and some closed ended question. These were tailored to elicit for rich information concerning the preparation of pre-service trainee teachers in initial literacy in a local language or NBTL.

Four lecturers were interviewed in the study. The first question sought to find out what was taught to pre-service student to prepare them to teach initial literacy in a local language. It was revealed that NBTL course was the main focus. Pre-service trainee-teachers were given information concerning NBTL as a reading and writing course. Later, they were taught the NBTL methodology for them to teach initial literacy at grade one level in a familiar language. There are seven official indigenous languages in Zambia. In addition, it was stated that trainee-teachers were taught skills to enable them handle the teaching of the initial reading and writing course. One respondent had the following to say with regards to NBTL:

Trainee-teachers are taught some peculiar approaches that have to be applied at this level these are language experience, phonics, syllabic, alphabetic and look and say.

Another lecturer responded that pre-service trainee teachers were taught pre-reading activities to prepare them to handle initial literacy in an indigenous language:

During the first days we teach them first of all the left to right eye progression. They must learn that reading comes from left to right and we bring a lot of other items to help them learn this progression we also bring in the shapes they should be able to see shapes and if they are able to sort them out what is this is known as pre-reading.

As regards the question how were pre-service trainee-teachers taught to prepare them to handle initial literacy in an indigenous language, the Head of section Literacy and Language Education referred to the 'teaching corner.' He described the 'teaching corner' as a place in the classroom where actual teaching took place during NBTL lessons. He added that the presentation of NBTL lessons began with the starting time and illustrated the flow of a lesson where a combination of both 'phonics' and 'alphabetic' method were taught. He further stated that pre-service teachers were taught theory work accompanied by demonstration on how the NBTL methodologies work. It was further stated that students were expected to do micro and peer teaching during college based training whilst, teaching experience was done in schools for a term or two.

Relating to the question which sought to find out how phonemes and syllable were taught, most lecturers responded that they used phonic and syllabic methods as cited by one lecturer:

For example, in phonic method each of these words must be read according to the sounds that this word contains example, the word written as 'mukanda' (book) the child will start with - /m/ because the word will first of all be broken into syllables, from syllables into phoneme. The syllabic method also the teacher must avail himself with a chart where these syllables are written. Then the children are told that this is syllabic chart first of all syllables.

In explaining how new vocabulary is taught to students, the Head Literacy and Language Education section stated that lecturers used six core-vocabularies in the sentence marker to teach new words in all sentences elicited from conversation poster. However, one of the lecturers said he used the 'language experience' approach to elicit new words from the learners:

All words which the teacher writes on the board must be coming from the learners. Teacher should not use the words which he knows, he must utilize the experiences meaning he must be able to use the vocabulary the children have experienced.

As regards the question on how reading and comprehension was taught to pre-service trainee teacher to enhance basic reading skills, one lecturer responded that learners were taught to read out only very elementary structures or small passages and questions:

And therefore, even the oral comprehension questions what we give them we expect them to read and understand should be small items. In the corner one of the things you do is to read them a story or tell them a story. After that you ask some questions. That is one of the ways we teach comprehension.

As regards the question how is the writing aspect taught to pre-service trainee teachers to prepare them handle initial literacy in an indigenous language most of the respondents stated that trainee teachers were taught pre-writing activities:

They must pass through all these pre-writing activities for example, using mud, plasticine, writing on the ground, drawing, writing in the air with fingers are exercises which go on. When the child is ready to write teacher is taught that there must be some sort of hand writing patterns may be shapes of how the – w are written on the board should be followed slowly on the board. These are patterns that eventually yield into letter writing.

As regards the question how do you teach trainee teachers to space words in sentences, most respondents said that they used the word cards as well as sentence holder to demonstrate how spacing of words occurred. They also said two fingers were placed between words on the sentence holder to denote the space. However, one respondent taught word spacing through writing sentences on the black board and he pointed at spaces between words by using a pointer.

On the question about what crucial punctuation that were taught to pre-service trainee teachers to prepare them to teach initial literacy in a local language. One respondent said that he taught spacing as well as full stop:

The spacing and the full stop at the end. These are the only punctuations. If the sentence is ‘mwaana ubena kijila’ (baby is crying) then the teacher has to bring a card ‘mwaana’ (baby) place it on the left side after two finger spaces on the sentence holder. He has to put the next word ‘ubena’ (is) and then show two fingers space then ‘kujila’ (crying) last. Then after ‘kujila’ (cry) he will tell them ‘kapezho’ (full stop). So they would read ‘mwaana’ (baby) mpunzha (space) ‘ubena’ (is) mpuzha (space) ‘kujila’ (crying) ‘kapezho’ (full stop).

Answering the question how adequate were pre-service trainee teachers prepared to teach initial literacy through a local language at the end of teacher education programme, most lecturers responded that the majority of pre-service trainee teachers were not adequately prepared to teach initial literacy through a local language at the end of the programme for the following reasons:

According to me it looks like the student teacher who is passing through ZATEC may not have the adequate time of learning the methods of teaching how to read and write. Because this same student has to do some background of some knowledge of syntax, morphology, semantics and so on. If only we had concentrated on methods every day the student teacher is by the board learning how to handle young ones, I think that would have been better. But what we do is sometimes we reach certain time when the whole term we are just teaching student teachers morphology, grammar, syntax and also other things related to teaching.

Commenting on the inadequate time given to lecturers to conduct the training for pre-service trainee teachers another respondent said:

The more we try hard to make sure that they are fully prepared we do not actually prepare them adequately because this programme comes in the second term and goes on in the second year second term. Yet it meets a lot of challenges such that the time is too short and what to teach is just too much. When we are trying to teach NBTL we want to do it a little faster so that we have time to teach Path way 1, SITE, Path way 2 and to teach ROC. And all these are voluminous TGs.

On the other hand, the Head of Literacy and Languages Education said pre-service trainee teachers were prepared to teach initial literacy through a local language at the end of the teacher training programme though with mixed feelings:

Generally, we should say they are adequately prepared but this is one methodology and course which is perfected through experience. Its not a course where you pass in college and you think you have mastered everything. Because the college is mainly theory work and practicals which we do have here are where students do micro-teaching and peer-teaching among themselves. We believe that after this theoretical teaching they go into the field and apply what we have been discussing with them. As you know it is one thing to go into a driving school and learn driving and to be a driver is a different thing.

As regards the question what challenges do you encounter in your effort to provide quality in-service capacity building for grade one teachers to teach initial literacy in a local language, one respondent revealed that some lecturers had not received adequate training to enable them to perform their duties well:

And may be one more problem is not all members of staff in the the department who have been trained to teach NBTL. There are new lecturers who have just come in, they have never been trained in this and they find it a problem to teach. Hence, some of our student teachers are graduating without grasping the methodology dealing with NBTL. That another challenge right up now I may say we are only two trained. The rest are new members they don't know so in most cases we have to brief them here before they go and teach but, all the same they will not do it as we who are trained may do it.

One lecturer confirmed that he had not received enough training in PRP:

In PRP I only have been trained for one day and perhaps may say three days and these three days have not been consecutive one after the other. The three days have been isolated. Today you learn for a week you learn all courses involved in PRP. For example, on Monday you learn NBTL, on Tuesday you learn Pathway to grade one, on Wednesday you do SITE, Thursday you do pathway four, Friday you do ROC. And this has not been adequate training and what has been my challenge is that no text books have been available as far as I have been concerned. Text books have not been adequate.

Some respondents said that there was a negative attitude among most pre-service teachers and lecturers towards the NBTL course:

Both students and lecturers and myself are coming from a background of teacher-centred methods. Therefore, to start preparing students to sit in groups has been done with laxity as the students teachers felt that what is it that is happening? And to call them to come to the teaching corner and drill them through the course has been dragging. There has been some kind of not feeling at home in terms of trying to understand this method where you have to call each of the groups to come to the teaching corner.

One respondent cited negative attitude by some practicing teachers who were unfamiliar with NBTL hence, did not provide good mentorship to pre-service trainee teacher during their teaching practice in schools. He said that, 'these students need assistance from practicing teachers in order to consolidate on their theory.'

Furthermore, another respondent attributed the problem to the lack of teaching and learning materials in the college:

The materials are not enough you would find may be there are twenty TGs for all of us in the department to use with all the students. So it is a bit of a problem. So materials for the lecturers are very few and that is actually a challenge to us. Secondly, even though there are kits of teaching and learning materials they don't cover all languages like for this province the main languages are; Kiikaonde, Lunda and Luvale.

Answering the question what is your view concerning the period for training pre-service trainee teachers to prepare them to teach initial literacy through an indigenous language, most respondents reported that there was great need to extend on the time allocated to Primary Reading Programmes in the pre-service teacher education programme. One respondent said, 'If I were to suggest, I would suggest that the entire six months is basically dealing with methods.' On the other hand, the Head of Literacy and languages Education said:

Our suggestion is if it were possible would be to train the learners in groups to tackle the three parts of PRP each group learns say NBTL for the whole term another group can be training on SITE, another group would be training on ROC.

As regards the question what support does your institution get from government and other stake holders to ensure that pre-service trainee teachers are prepared to teach initial literacy through an indigenous language, the Head of Literacy and languages Education responded that the government funded most of the section's requirement such as books though the money was not enough. It was revealed that Standards officers from the Provincial Education Office were involved in monitoring the teaching and learning activities in the college.

**Findings from practicing teachers of basic schools in Solwezi district.**

The study now proceeds to present the quantitative findings relating to practicing teachers’ responses on in-service programmes that were captured through the use of a questionnaire.

The first question on the questionnaire sought to find out the age of the respondent. The study grouped the respondents in age intervals of three years. The highest number of respondents was 12 who indicated between the ages of 33 to 35. The subsequent number of respondents was 8 whose ages ranged between 30 to 32. There were 3 respondents whose ages fell between 36 to 38. The other 3 respondents indicated between 45 to 47. There were 2 who fell between 42 to 44 whilst, 2 respondents fell between 27 to 29. There was 1 respondent who fell between 21 to 23 years. There were 4 respondents who did not indicate their ages.

The second question sought to find out the sex of the respondents who participated in the study. It was revealed that 33 respondents were female whilst only 2 respondents were male out of the 35 respondents.

The third question sought to find out the academic qualification of respondents. Out of 35 respondents 30 had grade 12 certificates whilst 5 had form 5 qualifications.

The Practicing teachers’ response to fourth question was presented through Table 22 below:

**Table 22: What is your highest professional qualification?**

Response	Frequency	Percentage
Certificate basic teacher education	18	51.4
Diploma NISTCO	12	34.3
Degree ZAOU	5	14.3
Total	35	100.0

In Table 22 above, 51.4% indicated ‘certificate in basic teacher education’ whilst 34.3 % indicated ‘diploma’ from National In-service Teacher College. There were 14.3% who indicated that they had ‘degrees’ from Zambia Open University.

The fifth question was ideally finding out the respondents’ teaching experience and period of service at the current school. Those who had served from 1 to 5 years were 21 and were followed

by 8 who were between 6 to 10 years. There were 4 respondents who had served above 10 years whilst 2 respondents indicated that they had worked as teachers for less than 1 year.

The sixth question sought to find out what ethnic group respondents belonged to. Out of 35 the highest frequency was Kaonde with 11 teachers. There were 5 Luvale respondents whilst 4 were Lunda. There were 2 respondents who were Mbunda, 2 were Lozi and 2 were Tonga. There was 1 respondent who was Luchazi, 1 was Lamba respondent, 1 was Chokwe, 1 was Chewa, 1 was Soli and 1 respondent was Ngoni. Only 3 respondents did not respond.

The next sets of questions from the questionnaire for practicing teachers are presented using frequency tables. These questions are from 7 to 31 as shown below:

**Table 23: Is the teaching of initial literacy in a local language part of Continuous Professional Development training in your school?**

Response	Frequency	Percentage
Yes	27	77.1
No	8	22.9
Total	35	100.0

In Table 23 above, 77.1% of respondents said that NBTL through CDP training was conducted in their schools whilst, 22.9% stated that no CDP training was conducted at their schools.

**Table 24: How is CPD training done in your school?**

Response	Frequency	Percentage
Training conducted through peer teaching, school based workshops and In-sert	27	77.1
Training not conducted at school	8	22.9
Total	35	100.0

From Table 24 above that the majority of respondents (77.1%) responded that CDP ‘training was conducted through peer teaching, school based workshops and In-sert’ at teacher resource centres. However, 22.9% of the respondents stated that ‘no training was conducted.’

**Table 25: How do you teach pupils to identify letters of the alphabet?**

Response	Frequency	Percentage
Taught using phonic flip charts, look and say method with flash cards, real objects and used pictures.	31	88.6
Taught by sounding letter and singing songs with letters of alphabet	4	11.4
Total	35	100.0

From Table 25 above 88.6% of respondents said that they taught pupils to identify letters of the alphabet ‘using phonic flip charts,’ ‘look and say with flash cards,’ ‘real objects and used pictures.’ There were 11.4% of respondents who’ taught by sounding the letter and singing songs of letters of the alphabet.’

**Table 26: How are phonemes taught to learners to develop initial literacy skills in a local language?**

Response	Frequency	Percentage
Introduce a phonic sound - consonant and add a vowel sound. Found words with the phonemes and used look and say method	22	62.9
Teach phonemes through the use of pictures, real objects and related to sounds.	7	20.0
None response	6	17.1
Total	35	100.0

In Table 26 there were 62.9% respondents who taught phonemes using ‘phonics’ and ‘look and say’ method while, 20% of the respondents indicated the ‘use of pictures,’ ‘real objects’ and ‘relating them to sounds.’ There were 17.1% of the respondents who did not respond to the question.

**Table 27: What is taught in initial literacy to enable pupils develop reading skills in a local language?**

Response	Frequency	Percentage
Teach from the known to unknown; picture sounds, syllables, words, sentences, phonic sounds and punctuations. Pre-reading activities	24	68.6
No response	11	31.4
Total	35	100.0

In Table 27 above 68.6% of respondents ‘taught from the known to unknown’ and ‘pre-reading activities’ while 31.4% did not give any response. It is clear that most of respondents ‘taught from the known to unknown’ and ‘pre-reading activities’ in initial literacy.

**Table 28: Which is the most effective way of teaching reading in order for pupils to gain fluency in a local language?**

Response	Frequency	Percentage
Individual pupils reading aloud	15	42.9
Teacher reading aloud	11	31.4
Group choral reading aloud	8	22.8
Reading in pairs	1	2.9
Total	35	100.0

In Table 28 above, 42.9% of respondents taught ‘individual pupils to read aloud.’ However, 2.9% of respondents indicated that ‘reading in pairs.’

**Table 29: Which of these practices is not associated with reading readiness in grade one?**

Response	Frequency	Percentage
How to write a name	28	80.0
Reading from top to bottom	5	14.3
How to hold a book	2	5.7
How to turn pages	0	0.0
Reading from left to right	0	0.0
Total	35	100.0

In Table 29 above, 80% of the respondents indicated ‘how to write a name,’ whilst 5.7% indicated ‘how to hold a book.’ It can be seen from the above table that most of the respondents indicated that knowledge of ‘how to write a name.’

**Table 30: What types of words do you teach learners in a local language to develop their vocabulary?**

Response	Frequency	Percentage
Set one core-vocabulary- word familiar.	33	94.3
No response	2	5.7
Total	35	100.0

In table 30 above, 94.3% of respondents used ‘set one core vocabulary,’ whilst 5.7% did not respond. This indicated that most respondents taught learners using ‘set one core-vocabulary.’

**Table 31: What methods do you use to teach vocabulary in a local language to grade one pupils?**

Response	Frequency	Percentage
Used conversation poster, pictures, look and say method, syllabic and phonic method	25	71.4
Used word attack method and group work	10	28.6
Total	35	100.0

From Table 31 above, there were 71.4% of respondents who ‘used conversation posters,’ ‘pictures,’ ‘look and say’ method, ‘syllabic’ and ‘phonic’ methods whilst 28.6% taught vocabulary to learners using the ‘word attack’ and ‘group work.’

**Table 32: How do you relate new words in the lesson to pupil’s experiences?**

Response	Frequency	Percentage
Began lessons by storytelling, elicited one sentence from the conversational poster. Pupils asked to identify new words using word cards from sentence maker. Pupils moved from known to the unknown words	27	77.1
No response	8	22.9
Total	35	100.0

There were 77.1% of respondents in Table 32 above who related new words in the lesson to pupil's experiences by 'telling a story' and taught new words in sentences using 'word cards from sentence markers.' However, 22.9% did not respond.

**Table 33: What strategies are used to enhance comprehension in learners during reading in a local language?**

Response	Frequency	Percentage
By visual and auditory approaches; lessons began by storytelling or a story from book. Then pupils asked oral questions to re-tell the story in summary form.	26	74.3
None response	9	25.7
Total	35	100.0

In Table 33 above, 74.3% of respondents enhanced comprehension in learners during reading in a mother tongue using 'visual' and 'auditory' approaches. However, 25.7% of respondents did not respond.

**Table 34: How do you prepare your pupils to write spellings of words in a local language?**

Response	Frequency	Percentage
Words written on board and read several times over, then teachers rubbed out some letters. Pupils asked to write correct complete words. Words reduced to syllables and single letters by slashing	23	65.7
Used flash cards from sentence marker and look and say method.	12	34.3
Total	35	100.0

From Table 34 above 65.7% responded that they taught by showing 'written words' and asked pupils to fill up rubbed letters from same words. However, 34.3% indicated that they 'used flash cards from the sentence marker' and used the 'look and say' method to teach spelling of words.

**Table 35: What activities are used to develop basic literacy skills in a local language?**

Response	Frequency	Percentage
Songs	31	88.6
Play	4	11.4
Dances	0	0.0
Visits	0	0.0
Laughing	0	0.0
Total	35	100.0

In Table 35 above, 88.6% of the respondents indicated that they used ‘songs.’ On the other hand, 11.4% of the respondents indicated ‘play’ as an activity used to develop basic literacy skills in a local language.

**Table 36: What basic literacy skills have you taught pupils to help them develop writing competence in a local language?**

Response	Frequency	Percentage
Taught left to right eye movement, writing top to bottom in relation to straight lines, motor skills and sitting posture. Taught handwriting patterns, writing letters in the air, on the ground using finger exercises, tracing tasks, associated pictures to words and capital letters in sentences and how to end	24	68.6
Taught pupils handwriting, spelling, punctuation, word building and sentence making by placing two fingers to mark space between words.	11	31.4
Total	35	100.0

Table 36 above indicates that 68.6% of respondents taught pupils writing skills through ‘pre-writing activities’ whilst 31.4% indicated that they taught ‘word spacing’ to pupils to help them develop writing competence in a local language.

**Table 37: How is hand writing in a local language taught to pupils?**

Response	Frequency	Percentage
Before actual writing in books teacher drilled pupils through pre-writing activities on group slates. Later demonstrated the direction which letter took when written, straight lines drawn on board or group slate	28	80.0
Focused teaching on word spacing, writing letters from top to bottom, one line spacing in between sentences	7	20.0
Total	35	100.0

In Table 37 above 80% of respondents taught hand writing to pupils using ‘pre-writing activities’ which were demonstrated between straight lines whilst, 20% indicated that they taught pupils ‘word spacing.’

**Table 38: How is word-building taught to make sentences in a local language?**

Response	Frequency	Percentage
Taught using syllabic method combined vowels and consonants to form words. Words matched with pictures and were used to form sentences	23	65.7
Teachers elicited one key sentence and pupils asked to collect word cards from the sentence marker to form a sentence on the sentence holder	12	34.3
Total	35	100.0

There were 65.7% respondents in Table 38 above who used ‘syllabic’ method to teach pupils word building in a local language. However, 34.3% respondents taught pupils using ‘word cards from sentence marker’ and ‘sentence holder.’

**Table 39: How do you ensure that learners space their words in sentences evenly?**

Response	Frequency	Percentage
Used a sentence holder and word cards to demonstrate word spacing. read words and placed two fingers between each word.	33	94.3
No response	2	5.7
Total	35	100.0

Table 39 indicates that 94.3% of respondents taught word spacing using ‘sentence holders,’ ‘word cards’ and ‘two fingers.’ However, 5.7% did not respond to the question.

**Table 40: What type of sentence pattern should be taught to grade one pupils?**

Response	Frequency	Percentage
Short simple sentences	30	85.7
Complex sentences	5	14.3
Total	35	100.0

There were 85.7% respondents in Table 40 above who responded that ‘short simple sentences’ should be taught to grade one pupils. However, 14.3% of the respondents indicated ‘complex-sentences.’

**Table 41: How are pupils prepared to start writing and ending a sentence?**

Response	Frequency	Percentage
Pupils taught to start sentences with a capital letter and end with a full stop as they copied the work in their exercise books. Also instructed to start writing a few millimeters from the margin.	25	71.4
Teachers stressed the teaching of pre-writing activities; finger exercises, writing in the air, good sitting posture, left to right eye movement and object matching.	10	28.6
Total	35	100.0

In Table 41 above 71.4% of respondents taught pupil the ‘capital letter’ and ‘full stop’ to begin and end a sentence respectively. However, 28.6% taught pupils ‘pre-writing activities.’

**Table 42: What are the most critical punctuations marks in teaching initial literacy in a local language to grade one pupils?**

Response	Frequency	Percentage
Use of capital letters and full stop	23	65.7
Use of full stop	5	14.3
Use of comma and full stop	5	14.3
Use of comma	2	5.7
Use of capital letters	0	0.0
Total	35	100.0

There were 65.7% of respondents in Table 42 above who indicated that they taught the ‘capital letters’ and ‘full stop.’ However, 5.7% taught pupils the ‘comma’ as the most critical punctuation mark.

**Table 43: In your view do you think that you have learnt adequate techniques of NBTL through In-service training?**

Response	Frequency	Percentage
No	18	51.4
Yes	17	48.6
Total	35	100.0

In Table 43 above 51.4% of respondents said they had not attained adequate NBTL techniques through In-service training programmes. However, 48.6% indicated that they had been adequately equipped with NBTL techniques.

### **Findings from District Resource Center Coordinator at Solwezi District Resource Centre**

The study now presents qualitative findings captured through an interview with the District Resource Centre Coordinator concerning in-service training programmes for practicing teachers in Solwezi district. These interviews were based on a schedule with predominantly open ended and some closed ended question tailored to elicit for rich information concerning the preparation of practicing teachers by means of in-service training in NBTL.

As regards the question did you conduct in-service training for practicing teachers to prepare them handle initial literacy in a local language, she responded:

Actually that is my main duty. My job description is to provide in-service training for all the serving teachers in the district and we look at different levels of education. At secondary school level there is CPD also and community schools. The in-service programme that we provide for grade one teachers for them to teach language or literacy in initial language is known as NBTL which is one of the components found in PRP.

Responding to the question as to how many in-service training workshops she conducted in 2008 – 2009 she however, reported that she had been out to University of Zambia for her studies and was only in the district in February, 2010. However, when she resumed duties CPD training programmes were conducted in three zones which she named as, ‘Kang’wena where there are six schools, Lamba zone where there are five schools and Lumwana zone with six schools.’ She furthermore, said these training workshops were organized for head teachers, the school in-sert providers and guidance teachers. Grade one teachers were also included in this training programme.

Responding to the question whether she had ever been trained in NBTL and if so where and how long did the training last she stated:

We underwent a number of trainings in PRP and NBTL is one of those programmes. And these trainings were being done in Lusaka. We had district training teams then we were being invited at national level in Lusaka at Pre-cem. Like NBTL we were trained for six days during the first training in Lusaka though there were other trainings that were taking place.

Responding to the question what were practicing teachers taught during in-service programmes to prepare them to teach initial literacy through a local language in grade one she said:

Mainly we teach the methodologies of teaching initial literacy to grade ones like the materials found in the grade one NBTL kit. In this kit we have the phonic chart and these grade ones will be taught may be the sound of the word and then the syllable and then finally, the word and sentence.

As regards the question on how practicing teachers were taught writing skills during in-service programmes, she stated that it was taught through hand writing in the teaching corner. She added that letters as well as sentences were demonstrated firstly in the air to learners and later on a group slate. She also said that once the teacher had done enough drills with pupils, these learners were then asked to copy the letters or sentences in their work books.

As regards the question of how comprehension is taught to practicing teachers during in-service programmes to prepare them to handle initial literacy she responded that, the teacher presented a conversation flip chart which depicted a number of activities. The teacher would instruct the pupils to look at the picture and asked them what was the baby was doing. She added that despite children giving different answers however, one child who would elicit the correct sentence from the conversation flip chart for instance, “ ‘mwana ubena kujila’ (baby is crying).” She explained that, the teacher wrote that sentence on the black board read it, then asked pupils to read that same sentence before pupils finally wrote it in their work books.

As regards the question how adequate were pre-service trainee teachers prepared at college to teach initial literacy in a local language to grade one pupils when deployed in schools she responded:

On that one we have a number of complaints that come from schools when these pupils leave the college like ZATEC programme that we used to have in college for one year and then come in the field for one year. When these students come in the field for one year there are a lot of gaps in terms of teaching NBTL, SITE or ROC. these teachers from the college are not so much equipped in teaching NBTL in terms of the methodologies of NBTL.

Responding to the question which sought to find out challenges she faced in providing quality in-service training for practicing teachers, she stated:

We have a number of challenges one will start with the materials for teaching and learning. Initially, Ministry of Education was providing a kit to each and every school. But this time it's like these kits in most cases are not there. Some instruments are damaged and some books are stolen. With the issue of decentralization it's a bit difficult for almost all our schools to buy these kits because these kits are some how very expensive and when we were being trained we were told these kits came from South Africa.

In the same vein, she added that there was no continuity in terms of training of teachers in most schools and zones due to lack of financial resources. This challenge was worsened by the departure of trained teachers in NBTL who had since been transferred to other schools or been upgraded to take up appointment in high schools. This she lamented left most lower basic classes with teachers who had never trained in handling NBTL classes.

Commenting on the kind of support which was received from the government as well as other stake holders, the DRCC stated that at district level her office was being funded by the District Board Secretary though money was not adequate to meet all the training needs. She also stated that standards officers from both DEBS and PEO rendered support by monitoring some of these training workshops in the district. Furthermore, she acknowledged having received some support from a Netherland Development Organization (SNV) and another partner of the Republic of Zambia:

In Solwezi we have SNV and Equip2 who are helping us in terms of raising the standards of literacy in our schools. Already we had a programme for zonal headmasters which we did in corroboration with SNV, Equip2 and the DEBS office where we invited zonal headmasters. We have even made an instrument that will help us in monitoring the literacy levels in our schools.

## Summary

In this chapter the findings that were generated from the study have been discussed from all four categories of respondents. These were as follows: pre-service trainee teachers, lecturers, practicing teachers and the District Resource Center Coordinator.

Both the quantitative as well as qualitative findings have been discussed in relation to the objectives that the study sought to achieve. Basically, the findings of the study indicate that most pre-service trainee teachers had not grasped useful methodologies which were central to the teaching of the NBTL course. As evidently shown in Table 1, only 16% of the respondents indicated that their lecturers exposed them to all NBTL methodologies. These were, 'language experience,' 'phonics,' 'syllabic,' 'alphabetic' and 'look and say.' One can therefore, unequivocally remark that lecturers were not consistent in as far as the delivery of the main content of the course was concerned. This explains why pre-service trainee teachers were divided in their responses as shown in Table 1. In the same vein, there was no detailed explanation relating to how the 'alphabetic' and 'look and say' methodologies applied to the teaching of initial literacy in a local language. This clearly indicates that pre-service trainee teachers were not grounded in methodology and not adequately prepared in how to teach initial literacy in a local language.

As regards the lecturers at the College of Education, the findings from the study indicated that some were not effectively trained in the NBTL methodology. Although lecturers received training through departmental training for a day, the knowledge was not sufficient to enable them teach pre-service trainee teachers in initial literacy.

The findings from the study indicated that most practicing teachers had knowledge about only three approaches of NBTL which were: 'phonic,' 'syllabic,' 'look and say.' Furthermore, they could not cite all five relevant approaches namely: 'phonic,' 'syllabic,' 'look and say,' 'alphabetic' and 'language experience.' Additionally, they could not clearly state how all these approaches were used to implement the NBTL course. This raises doubts as to whether Continuous Professional Development embracing NBTL activities were conducted in their schools as expressed in Table 23 by 77.1% of the respondents. In fact, this could have been as a result of not receiving adequate training and support in NBTL from the District Resource Centre

Coordinator through in-service training. The next chapter presents the discussions of the findings relating to the research study.

## CHAPTER 5

### DISCUSSION OF THE FINDINGS

#### Overview

This chapter discusses the findings that emerged from the study. These findings have been discussed in accordance with the four objectives that guided the study. Additionally, the findings have been discussed in relation to what other scholars have said regarding teaching of initial literacy in a local language and teacher education.

#### **What Pre-service trainee teachers learn in the College of Education**

According to findings from the trainee teachers as shown in Table 1 above, 30% of trainee teachers indicated that they learnt contents of NBTL as a preparation to teach initial literacy in a local language. This meant that respondents were exposed to aspects of NBTL by their lecturers. According to The Ministry of Education (2001: 4-7) the NBTL kit consists of a variety of resources that support learners in reading as well as writing. These include the following:

Teacher's Guide, four sentence markers, teacher's sentence holder, learners' sentence holder, two sets of word cards, phonic flip chart, two conversation posters, twenty learners' activity books, group slate and a set of story books which make part of the class library.

These aspects of NBTL kit however, are not an end in themselves but rather a means to the implementation of initial literacy in a local language. It is therefore, critical that trainee teachers are given adequate preparation in as far as NBTL methodology is concerned.

The findings of the study however, further indicated that only 16% of the respondents indicated that their lecturers exposed them to the NBTL methodologies. This was compatible with what one lecturer said, 'trainee-teachers are taught some peculiar approaches that have to be applied at this level these are language experience, phonics, syllabic, alphabetic and look and say.' This is in line with a report by The Ministry of Education (2001:48) which argues that New Breakthrough is unique in that it uses a combination of methods. This is due to the fact that it is not reliant on only one, as other reading courses in the past have been. Research has established that individuals learn in different ways therefore, a course that uses a variety of approaches to teach reading is likely to succeed. The Ministry of Education (2001:3) states that New

Breakthrough is based on the 'Language Experience Approach' and describes other approaches of NBTL as:

Phonics: teaching learners letter sounds from which they can sound out all the new words they need. Syllabic: teaching learners syllables from which they can build up and recognize new words. Look and Say: teaching learners to recognize words by the use of flash cards.

It is important that pre-service trainee teachers are exposed to these approaches in order to prepare them to handle initial literacy in a local language.

UNESCO (2003) also considers the training of teachers in mother tongue literacy as vital towards improving educational quality. It advocates some guidelines as follows: 'Mother tongue instruction is essential for initial instruction and literacy and should be extended to as late a stage in education as possible,' and regarding teacher training that, 'all educational planning should include at each stage early provision for the training of sufficient numbers of fully competent and qualified teachers of the country concerned.' It is also stressed that teachers should be familiar with the life of their people and able to teach in the mother tongue. (<http://www.sil.org/americas/brasil/engleduc.htm>).

It can be noted through the study that the first principle has not been given serious consideration in the implementation of Primary Reading Programme (PRP). This comment is qualified by the fact that NBTL caters only for grade one and pupils are in the second year introduced to Step In To English (SITE). This shift is too drastic and is typical of an early exit model. Pupils in this case are not given enough time to consolidate on the literacy skills acquired in a mother tongue but, drift to a foreign language English.

The lecturers' opinions as regards what was taught to trainee teachers were divided into two categories. The findings indicated that some lecturers stressed that they concentrated on teaching pre-reading activities whilst others taught NBTL methodologies. The former who taught pre-reading activities were focused on what is known as stage one in the teaching cycle of NBTL. To describe these activities The Ministry of Education (2001:48) states that learners, 'are taught specific pre-reading skills using the pre-reading posters in the teaching corner.' These tasks include the following; good reading posture, reading from left to right, reading from top to bottom and sorting of similar items and tracing simple patterns (Richards and Rodgers (1986).

The latter who taught NBTL methodologies were in conformity with Steeves (1964:3) who argues that:

The method of the teacher is what results when he organizes what he knows about all of these factors in some kind of coherent arrangement for teaching and learning through a systematic classroom process.

From the foregoing it is clear that lecturers had not taught the NBTL methodology as prescribed in the PRP curriculum in an organized and coherent manner. Thus, most students had not grasped useful NBTL methodologies which were central to the teaching initial literacy in a local language. This means that they were taught some activities of reading at the expense of the NBTL overall methodologies. This gap creates a serious problem in the teacher training programme because lecturers had been mandated to provide adequate NBTL initial training to student teachers in as far as pedagogical approaches were concerned. In the event that pre-service trainee teachers left the College of Education ill-prepared in the NBTL methodology, it would be very difficult for them to improve on their performance in delivering quality education. There are a number of factors to qualify this comment. Firstly, the study's findings shows that in-service training through continuous development professional programmes for practicing teachers was not adequate in schools. Secondly, one lecturer indicated through the study that practicing teachers in the field do not render much professional support to pre-service teachers despite being mandated to do so as mentors. In the same vein, it is very likely that these serving teachers who seem to be demotivated could not help consolidate an ill-trained graduate in content and methodology once deployed to basic schools.

It was clear that lecturers were not consistent in as far as the delivery of main content of the course was concerned. This explains why trainee teachers were divided in their responses as regards what they were taught as a preparation to teach NBTL course. One can argue that the most critical aspect of teacher training deals with inculcating appropriate methodology. Dutcher (2004:7) advocates that, 'Most teachers need training in methodology so that they can exploit the advantages of teaching in a language children understand.' Therefore, if lecturers do not consistently expose their trainee teachers to methodology, then such a teacher education programme does not help trainee teachers in meeting their training needs. Therefore, this discrepancy in implementing the training programme could have affected the way in which

trainee teachers were prepared to teach initial literacy in a local language. This could be attributed to inadequate training for lecturers in the NBTL course prior to taking up the teacher training appointment at the college which is in line with one respondent who said, 'In PRP I only have been trained for one day.' This meant that he was trained for three days in all PRP programmes and one day was committed to NBTL in particular. This clearly shows that the training in NBTL was not long enough to enable lecturers acquire all the necessary methodologies for preparing students in initial literacy skills.

### **How are Pre-service trainee teachers trained in the College of Education**

The second objective was to find out how they are trained during pre-service training. As regards this objective, findings were divided into two main categories namely; how reading was learnt as well as how writing was acquired.

The findings from trainee teachers regarding how reading was learnt were varied. The 'look and say' method came out prominently followed by the 'syllabic' method and 'phonic' method. There were only a few respondents who indicated 'language experience' approach in Table 9. In the findings the most prominent revelation was that only 10% of the respondents in Table 4 indicated that they had learnt all five NBTL methodologies. These approaches were used to learn the following reading skills: letters of the alphabet, phonemes, develop reading fluency, enhance reading comprehension and develop new words in a local language. The findings also indicated instances of no response at all. These none responses pose a source of worry on the part of the respondents and was interpreted in two ways. These respondents either did not understand the question or had no appropriate response due to inadequate knowledge in respect of NBTL methodology. If the second option was the case, then pre-service trainee teachers were not adequately prepared during pre-service training to teach initial literacy in a local language.

It can be noted from the findings that the majority of learners had not grasped most if not all NBTL approaches but rather either learnt one or two of the said approaches. It was expected that most respondents would cite all the five relevant NBTL methodologies but, only a few gave the expected response. This is inconsistent with to the ideal that teachers be eclectic in their methodologies by adopting as many approaches as possible for effective lesson delivery in a local language. Matafwali (2010) stresses that teachers should be accorded opportunities to

acquire deeper understanding through activities that promote literacy skills. Additionally, the Ministry of Education (1996:108) states that, ‘The essential competencies required in every teacher are mastery of the material that is to be taught, and skill in communicating that material to pupils.’

It can be argued therefore, that if trainee-teachers revealed that they had acquired a few approaches of the NBTL methodology, they in actual fact were not adequately prepared to teach initial literacy in a local language.

As regards how writing was acquired during the teacher training, the main findings in the study indicated that some learning tasks as well as strategies were used to enhance the learning of the following writing skills: spelling of words, hand writing, word-building, word spacing, sentence patterns and punctuation marks in a local language. These learning activities were as follows: pre-writing, the use of the sentence marker, sentence holder and cards. Additionally, other strategies included: the use of two fingers placed in between words for spacing, the use of simple and short sentences, beginning of a sentence with a capital letter and ending it with a full stop. Most respondents indicated ‘initial capital letter’ as well as a full stop as the most critical punctuations in the early stages of writing. Apart from the above strategies, the only NBTL approaches cited in the findings were ‘phonic,’ ‘look and say’ and ‘syllabic’ methods. This does not agree with the views expressed by 88% of the respondents in Table 21 who indicated that they had learnt adequate techniques of NBTL. One wonders whether pre-service trainee teachers were fully prepared in NBTL course when in fact, most of the respondents did not demonstrate how the five NBTL approaches were applied in the learning of writing skills. This contradicts with the teacher training expectation from Singapore’s National Institute of Education. The latter, is tasked to prepare individuals in developing knowledge and skills in teaching local languages. Students with ‘O’ level qualifications are trained through a two year programme to take up a teaching career. It is clear that although the teacher education programme under discussion looks similar with that from Singapore; its graduates are not effectively trained to teach initial literacy in a local language (National Institute of Education [www.Nie.edu.sg/studynie/initial-teacher-preparation-programme/special-training-programmes](http://www.Nie.edu.sg/studynie/initial-teacher-preparation-programme/special-training-programmes)).

Additionally, most respondents stressed strategies such as use of songs and pre-writing activities which in actual sense were not methodologies but merely supplemented the main NBTL approaches. There was great need for trainee teachers to demonstrate a deeper understanding of the five approaches of NBTL namely: 'phonic' method, 'syllabic' method, 'alphabetic' method, 'look and say' and 'language experience.' The claim by most of the respondents that they had learnt adequate techniques of NBTL during the pre-service training cannot stand unchallenged. This is so because evidence from the study indicates that only 4% of the respondents in Table 13 as well as 24% of the respondents in Table 14 cited the NBTL approaches. These few respondents demonstrated and explained how these methodologies were applied to learn basic literacy skills in a local language. This seems to indicate that most pre-service trainee teachers were not really prepared to teach initial literacy in a local language. Australian writer Mem Fox discussing how to learn reading and writing states that children need teachers who understand deeply what reading really is. She adds that they need to tell stories, read aloud often and make connections between learning to write and learning to read. Finally, all children need teachers who are passionate ([http://www.bellagiopublishingNetwork.com/news letter26-27/sisulu.htm](http://www.bellagiopublishingNetwork.com/news_letter26-27/sisulu.htm)).

The lecturers' opinions about how trainee teachers were trained were varied. Some lecturers indicated that they implemented the NBTL course using the 'phonic' as well as 'alphabetic' methods. All learners were instructed in a place known as the 'teaching corner' during NBTL lessons. The NBTL approaches were demonstrated through the use of micro and peer teaching activities during the college based period, whilst teaching experience was done outside college in schools. However, some lecturers indicated that they taught trainee teachers using the 'syllabic' method to teach phonemes, where words were split into syllables. They further stated those syllables were split into consonants and vowels to study the relation between sounds as well as the letters they represented (phonics). This practice is very important in as far as teaching initial literacy in a local language is concerned because it enables learners to develop phonemic awareness which enhances word recognition during reading. As regard how new vocabulary was taught, one respondent indicated the 'language experience' where all new words were elicited from learners' vast experiences. He added, these words were written on the board and taught to learners. Nevertheless, other respondents indicated that new vocabulary was taught using six

core-vocabularies provided in the sentence marker. They stated that appropriate sentences were elicited from the conversation poster and each new word in the sentence was taught to learners. This is a much focused strategy which is also consistent with the Ministry of Education (2001:65) which states:

From week 3 you will start to use the conversation posters in the teaching corner to elicit sentences. You will also use the sentence marker to make these sentences. But first you need to know the first set of core-vocabulary and the nine key sentences for stage 1.

It is important to note that all these sentences are derived from the teacher's guide and should be taught in one of the seven official local languages. As regards how reading and comprehension was taught, most respondents indicated elementary structures as well as small passages followed by simple oral questions. One respondent stated the following, 'in the teaching corner one of the things we do is to read them a story or tell a story.' He added, 'After that you ask some questions.' This is in line with New Breakthrough to Literacy (2003:114) which states, 'reading comprehension exercise based on story books, other teacher-created stories where the reading is followed by questions.' Most respondents also indicated that they taught pre-writing activities as a way of preparing trainee teachers in NBTL. As regards word spacing in sentences, most respondents indicated the use of their two fingers, words cards and sentence holders to demonstrate how spacing of words in sentences was done. On the question about how crucial punctuation marks were taught, one respondent stated, 'mwana (baby) mpunzha (space) ubeena (is) mpunzha (space) kujila (crying) kapezho (full stop).' This clearly shows that only spacing of words and full stop was taught as crucial punctuation. However, it is important to introduce the initial capital letter to mark a new sentence and the full stop to signal the ending of a sentence. It can therefore, be observed from these findings from the lecturers that, only three approaches of NBTL were adequately demonstrated to answer the second objective. These were 'phonics,' 'syllabic' and 'language experience.' There was no detailed explanation relating to how the 'alphabetic' and 'look and say' methodologies applied to the teaching of initial literacy in a local language. According to the Ministry of Education (2001: 3) 'Look and Say' is used to teach, 'learners to recognize words by the use of flash cards,' whilst the alphabetic method involves the use of letters of the initial letters in association with object they represent in the learner's environment. It is evident that these were serious omissions on the part of lecturers in as far as

the preparation of trainee teachers was concerned. This partly explains why some respondents were not able to state how they learnt basic initial literacy skills in a local language to enable them to teach the writing aspect through NBTL. Nevertheless, The Ministry of Education (2004) holds the view that the Primary Reading Programme has the potential of rising high levels of literacy among learners which ultimately lays foundations for the other higher levels of the education system. The programme would also foster the transfer of acquired skills in initial literacy to other study areas in school. However, most respondents indicated that the time frame accorded to PRP courses in the college curriculum was not enough. This was due to the fact that each component of PRP was bulky and required more time. Most respondents suggested that NBTL should have been taught for the whole term. This should have been the case for SITE as well as ROC. This means that the time allocated to train pre-service trainee teachers was not adequate.

### **Teaching of initial literacy under in-service training in basic schools**

The third objective sought to establish whether the teaching of initial literacy in local language was part of in-service training. Findings from the study revealed that 77.1% of the respondents in Table 23 above said that Continuous Professional Development (CDP) involving NBTL training was conducted their school.

Unlike the practicing teachers who stated that the teaching of initial literacy in local language was part of in-service training, the District Resource Centre Coordinator (DRCC) however, indicated that she had not conducted Continuous Professional Development training programmes for the period 2008 to 2009. The above scenario was very unfortunate as practicing teachers were disadvantaged in their professional development due to lack of in-service training programmes in NBTL. Muliyunda (2009:45) underscores the importance of training teachers in NBTL methodology prior to giving them classes to teach initial literacy. He argues that, 'a teacher who has not received adequate orientation in NBTL methodology would face a lot of difficulties in delivering lessons to learners.' He further argues that, several student teachers do not get adequately trained during the pre-service training in NBTL methodology because a short period of time of one year is committed for training in college.

There could be two interpretations to the above contradiction between practicing teachers' as well as District Resource Centre Coordinator's responses. Firstly, practicing teachers could have misunderstood the question by approaching it from the point of view of government policy which stipulates that Continuous Professional Development be conducted in all public learning institutions to promote professional development for the former. The Ministry of Education (2002:108) makes the following observation concerning teacher preparation:

The initial preparation, provided at training colleges and the university, does no more than lay the foundation for a life time of teaching. There is need for regular ongoing development in a process that is never complete. This is because a teacher's professional life revolves around two areas of never-ending growth and progression...Provision must also be made for the ongoing development of each member of the profession.

Therefore, the foregoing makes Continuous Professional Development mandatory for all practicing teacher by policy. However, by practice, the picture may not be as stated above. For instance, the findings of the study revealed that the absence of the District Resource Centre Coordinator from Solwezi district for the period 2008 to 2009 profoundly affected the implementation of in-service training programmes. In the same vein, the District Resource Centre Coordinator stated that even the 2010 in-service raining programmes after her return from her studies had been greatly hampered by low funding towards the ministry and in particular her department. This meant that the number of training programmes that could have been conducted in schools had been reduced which defeated the Ministry of Education policy requirement in respect of in-service training. Regarding this issue Dutcher (2004) asserts that, political will is essential for local languages programs to begin and to thrive. He adds that educators and others who have seen the benefits of bilingual education will be strong enough to demand from their government the best education possible for their children.

Secondly, the 77.1% of respondents who agreed that Continuous Professional Development involving NBTL was being conducted in their schools could have meant locally school based in-service training whose effectiveness depends on individual schools bearing in mind which trainer provided the training. The most effective in-service training programmes are those supervised by the District Resource Centre Coordinator either at the resource centre or in zones. The District Resource Centre Coordinator confirmed through the findings that she was the principal trainer for in-service training, 'my job description is to provide in-service training for all the serving

teachers in the district and we look at different levels of education.’ She narrowed down to initial literacy in a local language when she responded that, ‘The in-service programme that we provide for grade one teachers for them to teach language or literacy in initial language is known as NBTL.’ Besides, she gave a detailed picture of what is taught through these in-service workshops when she responded, ‘mainly we teach the methodologies of teaching initial literacy to grade ones like the materials found in the grade one NBTL kit.’

Benson (2004:9) in support of teacher training states that, ‘Teacher training must be addressed no matter what the innovation and serious consideration be made for in-service and pre-service training.’ She however, was not in favour of short in-service programmes because she argued that the, ‘provision of short in-service trainings often leaves bilingual teachers with limited language skills and inadequate understanding of the bilingual teaching methodologies required.’

It was clear from the findings that Continuous Professional Development training programmes were conducted in only three zones which she named as, ‘Kang’wena where there are six schools, Lamba zone where there are five schools and Lumwana zone with six schools.’ She furthermore, said these training workshops were organized for head teachers, the school IN-SERT providers, guidance teachers and also for grade one teachers. There are twenty three zones in Solwezi district and if only three zones were captured for in-service training, one may conclude that most practicing teachers were not provided with relevant training in NBTL. The District Resource Centre Coordinator also indicated that these training workshops which she conducted in three zones attracted four categories of participants namely: head teachers, school in-sert providers, guidance teachers and grade one teachers. One wonders how much time was given to grade one teachers to concentrate on the NBTL methodology during the said training workshops. This concern is against the background that such workshops were conducted in a period of five days. This time frame was not adequate to prepare practicing teachers in NBTL because ultimately, one day or some hours could have been granted to NBTL training. This could have also accounted for the 31.4% of the respondents in the study who did not give any response to the question which sought to find out what was taught in initial literacy to enable pupils develop reading skills in mother tongue. This is in agreement with Muliyunda (2009) who observes that teachers who have never been trained in NBTL would find it very difficult to teach initial literacy in a local language. This scenario could led to the interpretation that most

practicing teachers were not fully prepared through in-service training to teach initial literacy in a local language.

### **How initial literacy is taught during in-service training in basic schools**

The final objective was to find out how initial literacy was taught during the in-service training. Findings from most practicing teachers indicated that they taught letters of the alphabet using phonic flip charts and 'look and say method.' Furthermore, some respondents indicated that they used 'phonics' and 'syllabic' approaches to develop reading skills in pupils. As regards the teaching of vocabulary some of the respondents indicated 'look and say,' 'syllabic' and 'phonic' approaches. The teaching of spelling was done through 'syllabic' method as indicated by some of the respondents. Additionally, some of the respondents indicated the 'syllabic' approach to teach word-building. On the contrary, word-building could have been better taught by eliciting a key sentence from the conversation poster. Later, pupils could have been instructed to collect the appropriate word card from the sentence marker to build words into sentences on the sentence holder. That was indicated by only 34.3% of the respondents. Horner (1972) upholds Breakthrough to Literacy as a British scheme designed in the early 1960s and launched in 1970. The main intention of developing Breakthrough to Literacy was to prepare teachers through short courses to assist children acquire early reading and writing skills. This therefore, means that any teacher who was privileged to have been trained through the NBTL methodology was expected to be competent and effective in teaching initial literacy in local languages.

The Ministry of Education and Molteno Project (2001) states that, Breakthrough to Literacy was modified and Zambianized before taking it on full scale. In 2000, the programme was renamed Zambia New Break Through to Literacy and implemented in all government schools. This suggests that practicing teachers in the study had not embraced all NBTL approaches in order for them to assist pupils acquire reading and writing skills in the early school years. It is clear that most practicing teachers were not well prepared to handle initial literacy in a local language because they were not exposed to in-service training in NBTL methodologies.

The inconsistency in response above, suggests that practicing teachers in the study had not embraced all NBTL approaches in order for them to assist pupils acquire reading and writing skills in the early school years. It is clear that most practicing teachers were not effectively

trained to teach initial literacy in a local language because they were not exposed to in-service training in NBTL methodologies.

Apart from the above three NBTL approaches ('phonic,' 'syllabic' and 'look and say') other teaching and learning strategies were used by practicing teachers. For instance, some respondents taught reading through individual pupils reading aloud whilst; other respondents were able to discriminate reading readiness through pre-reading and writing activities. Other strategies used by the respondents to enhance reading comprehension were songs, storytelling and oral question. Bloch (2003) advocates that rich story books in a mother tongue be studied by both teachers as well as pupils. This is also consistent with Makhubela (1999) who encourages teachers to promote reading among their pupils by developing love for intensive reading activities in a mother tongue language. In the findings of the study, some respondents indicated pre-writing activities as being vital in the developing of hand writing and writing competence skills in learners. As regards word spacing most of the respondents used a sentence holder, word cards and two human fingers to demonstrate how spacing occurred in sentences. This demonstrated good practice in as far as teaching of the writing skills was concerned.

As regard what type of sentence pattern most of the respondents indicated 'short simple sentences' as being appropriate. They said grade one pupils were beginners in as far as learning basic writing skills were concerned. Hence, the need to expose them to elementary language structures. The Ministry of Education (2001:65) states in the teacher's guide that, 'These sentences are given in all the seven of the New Breakthrough languages.' These sentences are based on the core-vocabulary which basically, presented simple words which were familiar to the learner's every day experiences. The core-vocabulary provided in the teacher's guide has words with single and double syllabic structure. For instance, 'ba' (prefix indicating respect for adults or plural forms) has a consonant /b/ and vowel /a/ hence, a CV (where C- denotes consonant and V- denotes vowel) or single syllabic structure. However, 'maama' (mother) has two consonants /m/ and a long vowel /a:/ as well as a short vowel /a/. In this instance, the syllabic structure is CVVCV. In the same vein, simple sentences express one main idea and have a morphological structure of noun + verb + noun (subject + verb + object). This is exemplified as, 'Bamaama bateka nshima.' (Mother cooks nshima). As regards punctuation most of the respondents indicated that the capital letter as well as full stop was the most critical punctuation marks taught

through initial literacy. These two punctuation marks to a larger extent help to indicate the onset of a sentence as well as mark the end of a complete sentence. This proved that most respondents had mastered basic grammatical rules which guided sentence construction.

The respondents exhibited a clear understanding of 'phonic' and 'look and say' methods as they gave details of how flash cards and real objects were utilized in their NBTL lessons. Additionally, through the 'phonic' method they taught the letter-sound relation for most consonants while phonemes were derived by adding vowels to consonants. As for the reading practice some respondents indicated one important feature of NBTL called pupil-centredness as opposed to teacher centred approach. This observation is concretized by the Ministry of Education (2003) which states that NBTL is based on its ability to move the learners from the known to the unknown. This is achieved by building on their language experiences acquired in their local languages. It is quite apparent that NBTL approaches are also child-centred and highly interactive.

However, most respondents in the study indicated that they were familiar with only three NBTL methodologies namely: 'phonic,' 'syllabic' and 'look and say.' The findings of the study revealed that no respondent expressed any knowledge about either the 'alphabetic' or 'language experience' approaches used to teach NBTL course. This was a serious gap on the part of practicing teachers in as far as the implementation of the NBTL was concerned. Teachers handling grade one pupils were expected to depend on a variety of methodologies and apply strategies in order to enhance an effective teaching and learning process. It is for this reason that The Ministry of Education (1996:108) underpins some essential competencies required in every teacher. These are, 'mastery of the material that is to be taught and skill in communicating that material to pupils.' It is also stated that these competences cover, 'a great array of knowledge, understanding and skills that must become integral to every teacher.' Therefore, it is clear that the preparation of teachers in the understanding of their field and in how to teach requires lengthy and careful attention by those involved in planning as well as implementing the in-service training programmes.

There was another worrying phenomenon about some respondents who did not give any response to questions during the study. This meant that they were not prepared adequately through in-service training programmes to teach NBTL. This may have been as a result of either

improper implementation of NBTL or such training could not have been implemented at all. This ties up with the findings in Table 43 where 51.4% of the respondents indicated that they had not learnt adequate techniques of NBTL through in-service training programmes. Furthermore, this contradicts with the views expressed by 77.1% of the respondents in Table 24 who stated that continuous professional development involving NBTL was done in their schools. It therefore, means that few Continuous Professional Development activities involving NBTL were being implemented through in-service programmes by relevant trainers such as the District Resource Centre Coordinator. This instance is raised by Abadzi (2003) who stresses that teacher educators should instill effective teaching techniques in students by providing lengthy periods of training [courses] to learners' groups who should also be given remediation. He further argues that this involves identifying actual problems being faced by learners. These problems could be failure to identify word, letter and sound association. Additionally, he encourages teacher trainers to conduct individual assessments as opposed to assuming that all trainee teachers have the same oral base as well as competent literacy skills. It is clear that practicing teachers did not benefit from relevant in-service training in NBTL.

The findings from the District Resource Centre Coordinator revealed that, training for practicing teachers was conducted through workshops at zonal level. She said the training workshops were carried out in zones and lasted for five days. She added that during training all teaching was done in the teaching corner. This is in line with the recommendations in Ministry of Education (2001:15) which states that, 'time in the teaching corner with individual groups is the most important time, which is why you will spend most of the Breakthrough hour in the teaching corner.' The findings from the study also indicated that the District Resource Centre Coordinator was trained not only in NBTL but also in all Primary Reading Programmes. She was inducted particularly in NBTL by national trainers during a six day workshop in Lusaka.

As regards the question of how writing skills were taught through in-service training programmes, she cited pre-writing activities in the teaching corner. These were demonstrated first in the air, then on a group slate and finally copied into pupils' books. Responding to the question how was comprehension taught to practicing teachers during in-service programmes, she responded that, the teacher presented a conversation flip chart with a number of activities going on in that chart and pupils were instructed to look at the picture carefully. Later they stated

what the baby was doing. Sentences were later elicited, read out and written. This practice clearly brings out the 'look and say' and 'language experience' approach which the District Resource Centre Coordinator could not bring but described correctly. As regard the question; how practicing teachers were prepared to teach initial literacy in a local language through NBTL methodologies, the District Resource Centre Coordinator did not state clearly all appropriate approaches as well as strategies that were used. There were only two approaches that came out through the findings of the study namely: 'look and say' as well as 'language experience.' This defeats the District Resource Centre Coordinator's comment over what was taught to practicing teachers, 'Mainly we teach the methodologies of teaching initial literacy to grade ones.' This is due to the fact that no detailed explanation was given in view of these approaches and especially on how they were applied in the implementation of NBTL course. This therefore, partly explains why most practicing teachers were not able to cite the five NBTL methodologies. Furthermore, they could not state clearly how each of those approaches were used to teach pupils. It is thus, clear why 51.4% of the respondents indicated that they had not learnt adequate techniques of NBTL through in-service training programmes. This is not in conformity with The Ministry of Education (1997:98) recommendations about resource centre coordinator's roles which include, 'managing of the resources centre, conducting in-set activities at all levels and advising teachers on the production of resource materials.' Besides attending NBTL training programmes, it is also clear that teachers are encouraged to use resource centres most of the time and have access to most materials in all subjects. However, the DRCC stated that most NBTL kits in schools had been depleted due to tear and wear or theft. This means that training for practicing teachers could not be conducted effectively without appropriate teaching and learning materials.

Based on the findings of the study it was clear that practicing teachers were not adequately prepared through in-service programmes to teach initial literacy in local languages.

### **Summary**

In this chapter the findings that were generated from the study have been discussed. Both the quantitative as well as qualitative findings have been discussed. The findings have been discussed in relation to the objectives that the study sought to achieve. What follows in the proceeding chapter is the conclusion as well as recommendations made by the researcher.

## CHAPTER 6

### CONCLUSION AND RECOMMENDATIONS

#### Summary

This chapter presents the conclusion and recommendations of the study. The chapter shall also make appropriate recommendations arising from the study. The research sought to find out if teachers were well prepared to handle initial literacy in a local language (NBTL). The main findings regarding both pre-service as well as practicing teachers are as follows:

#### Conclusion

The findings indicated that most pre-service trainee teachers had not acquired the NBTL methodology. The NBTL methodology involved five approaches as follows: ‘phonic,’ ‘syllabic,’ ‘look and say,’ ‘alphabetic’ and ‘language experience.’ Most respondents in the study were inclined to only three of these five methodologies namely: ‘phonic,’ ‘syllabic’ and ‘look and say’ methods. It is clear that respondents had not acquired relevant knowledge in respect of NBTL methodology. This means that pre-service trainee teacher were not well prepared during pre-service training to teach initial literacy in a local language.

Some lecturers were not fully trained in NBTL methodology hence, they could not handle the preparation of pre-service trainee teachers in initial literacy through a local language. Some respondents taught NBTL while others concentrated on pre-reading activities. Those lecturers who indicated NBTL gave no detailed explanation relating to how the ‘alphabetic’ and ‘look and say’ methodologies were applied to the teaching of initial literacy in a local language. These were serious omissions on the part of the lecturers which meant that the former were ill-trained to teach initial literacy through a local language.

The majority of practicing teachers were not given enough training in the NBTL methodology through in-service training programmes. Most of the respondents did not demonstrate how the five approaches of NBTL course were applied in the learning of both reading as well as writing skills. Instead of respondents demonstrating a deeper understanding of the five approaches of NBTL they however, stressed strategies such as use of ‘songs’ and ‘pre-writing activities.’ These merely supplemented the main approaches of NBTL. This unfortunate scenario meant that most

practicing teachers were disadvantaged in their professional development due to lack of in-service training in NBTL programmes.

It was clear that time allocated to the teaching of NBTL at college was not enough. Basically, NBTL is taught along side with Step In To English (SITE) and Read On Course (ROC). The overall time committed to cover all Primary Reading Programmes (PRP) was two terms. The remaining time was accorded to other language theoretical components which included: syntax, semantics, morphology and other aspects closely related to the teaching career.

Most practicing teachers taught using three NBTL approaches namely: 'phonic,' 'syllabic' and 'look and say.' These were supplemented by other teaching and learning strategies such as: 'individual pupils reading aloud,' 'pre-reading' as well as 'writing activities' and 'storytelling.' Respondents hardly demonstrated how to apply 'alphabetic' as well as 'language experience' to their lessons. This could have arisen due to lack of adequate Continuous Professional Development incorporating NBTL methodology.

## **Recommendations**

In view of the findings stated above, the following recommendations are being made:

### **1. The Directorate of Teacher Education and Specialized Services (TESS)**

The Directorate should strengthen the training as well as re-orientation of lecturers in NBTL methodology. All lecturers earmarked for taking up the pre-service teacher training appointment at college should undergo a lengthy training programme in order to acquaint them with the NBTL course. Although initial NBTL training was conducted for college lecturers with the passage of time however, there has been no continuity in inducting new lecturers. The Directorate of Teachers Education and Specialized Services Department (TESS) should in collaboration with college of education provide lengthy NBTL orientation programmes for all practicing lecturer who have not been trained since their appointment (seconded lecturers). In the same vein, all lecturers who were trained before should be re-oriented in NBTL refresher course to make them more effective in executing their duties.

## **2. The Solwezi College of Education**

The College of Education should allocate enough time to pre-service teacher training programme. Primary Reading Programmes (PRP) is threefold: New Breakthrough to Literacy (NBTL) Step In To English (SITE) and Read On Course (ROC). One full term should be accorded to each of these courses which mean that PRP should be taught for one full year. There is need to give more time to prepare pre-service trainee teachers in methodology in order for them to have a firm foundation in NBTL and other PRP courses.

## **3. District Resource Coordinator and Head teachers of Basic Schools**

There is need to strengthen the in-service training in NBTL at both district and school levels. The quality of practicing teachers is not enhanced through short and irregular Primary Reading Programmes workshops. There is greet need to provide holiday month long NBTL in-service training for all practicing teacher at zone or school levels in order for them to be re-oriented in the NBTL course. The government should increase and decentralized funding to district resource centres to support in-service training needs for most practicing teachers.

## **4. The Ministry of Education through TESS**

The Ministry of Education should provide new and adequate NBTL kits at college, district, zonal and school levels in order to facilitate NBTL training through pre-service as well as in-service training programmes. Relevant training can only be complemented by appropriate training materials.

## **5. Future Research**

It is recommended that Case Study Research be undertaken to capture all Colleges of Education in Zambia to investigate the quality of teacher training through NBTL.

## **Summary**

This chapter has presented the conclusion as well as recommendations that emerged from the study. These conclusion and recommendations are based on the findings that were generated from the study.

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**Appendices**

**Appendix A**

**A. Questionnaire for pre-service trainee – teachers.**

Dear Respondent,

This questionnaire is meant to collect information on various aspects of pre-service teacher training in teaching initial literacy through the use of mother tongue in grade one [01] in Zambia. Please kindly respond to the questionnaire truthfully. Your response will be treated with strict confidence while the information gathered shall be used for academic purposes. Where several options are available, indicate your choice with a tick in the space provided.

SECTION A.

Name of college: ..... District: .....

Year of study: ..... Name of class: .....

1. Age: .....

2. Sex:

Male	Female

3. Academic qualifications:

Form five	
Grade twelve	

4. Programme of study:

Zatec	
-------	--

5. What ethnic group do you belong to? .....

SECTION B.

6. List down what you are taught as a preparation to teach literacy to grade one pupils?

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

7. How were you taught to identify letters of the alphabet? .....

.....  
.....

8. How are phonemes taught to learners to develop initial literacy skills in a local language?

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

9. What is taught in initial literacy to enable students develop reading skills in a local language? .....

.....  
.....

10. Which is the most effective way of teaching reading for learners to gain fluency in a local language? [tick only one below]

Through teacher reading aloud	
Through group choral reading	
Through reading in pairs	
Through individual pupils reading aloud	

11. Give reasons for your answer in (10) above? .....

.....  
.....

12. Which of these practices is not associated to reading readiness in grade one? [tick only one below]

How to hold a book	
How to turn pages	
Reading from left to right	
Reading from top to bottom	
How to write a name	

SECTION C.

13. What types of words are taught to learners in a local language to develop their vocabulary?

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

14. What methods are used to teach vocabulary to grade one pupils in a local language? ...

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

15. What strategies are used to teach the letters of the alphabet to learners in a local language?

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

16. How do you relate new words in the lesson to pupil's experiences? .....

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

17. What strategies are used to enhance comprehension in learners during reading in a local language?

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

18. How do lecturers prepare you to teach spelling of words in a local language? .....

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

19. What activities are used to help learners develop new words in a local language? [tick only one below]

Songs	
Dances	
Play	
Visits	
laughing	

SECTION D.

20. What basic literacy skills have you been taught to help you to develop writing competence in a local language? .....

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

21. How is hand writing in a local language taught to learners? .....

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

22. What strategies can you use to teach learners spelling of words? .....

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

23. How is word-building taught to make sentences in a local language? .....

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

24. How does a teacher ensure that learners space their words in sentences evenly? .....

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

25. What type of sentence pattern should be taught to grade one pupils? [tick only one below]

Short simple sentences with subject-verb-object.i.e. 'Bamama babena kuya kumema' mother is going to the river.	
Complex sentences with two clauses - prepositional phrase.i.e. 'Bamama babena kuya kumema na kuchapa bivwalo' mother is going to the river, to wash clothes.	

26. Give reasons for your answer in (25) above? .....

.....  
.....

27. How are pupils prepared in grade one to start writing and ending a sentence? .....

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

28. What are the most critical punctuations marks in teaching initial literacy in a local language to grade one pupils? [tick only one below]

Use of capital letters and full stop (.)	
Use of capital letters	
Use of full stop (.)	
Use of comma (,)	
Use of comma (,) and full stop (.)	

29. Give reasons for your answer in (28) above? .....

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

30. In your view do you think that you have learnt adequate techniques of NBTL?

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

31. Give reasons for your answer in [30] above? .....

.....  
.....

End of questionnaire.

Thank you for completing this questionnaire.

## Appendix B

### B. Questionnaire for practicing teachers.

Dear Respondent,

This questionnaire is meant to collect information on various aspects of In-service teacher training in teaching initial literacy through the use of mother tongue in grade one [01] in Zambia. Please kindly respond to the questionnaire truthfully. Your response will be treated with strict confidence while the information gathered shall be used for academic purposes. Where several options are available, indicate your choice with a tick in the space provided.

#### SECTION A.

Name of school: ..... Date: .....

Name of class: ..... Number of pupils:..... boys: ....girls:.....

1. Age: .....

2. Sex:

Male	Female

3. Academic qualifications:

Form three	
Form five	
Grade twelve	

4. Professional qualifications:

Certificate i.e. Zatec, Zbec, ZPC	
Diploma	
Degree	
Masters Degree	

5. Where were you trained? Certificate at : .....

Diploma at :.....

Degree at: .....

6. For how long have you been in this school? .....

7. What ethnic group do you belong to? .....

SECTION B.

8. Is the teaching of initial literacy in a local language part of CPD training in your school?

Yes	No

9. If your answer in (8) above is yes, how is the training done? .....

.....

.....

10. How do you teach pupils to identify letters of the alphabet? .....

.....

.....

11. How are phonemes taught to learners to develop initial literacy skills in a local language?

.....

.....

.....

12. What is taught in initial literacy to enable pupils develop reading skills in a local language?

.....

.....

.....

13. Which is the most effective way of teaching reading in order for pupils to gain fluency in a local language? [tick only one below]

Through teacher reading aloud	
Through group choral reading	
Through reading in pairs	
Through individual pupils reading aloud	

14. Give reasons for your answer in (13) above? .....

.....

.....

.....

15. Which of these practices is not associated to reading readiness in grade one? [tick only one below]

How to hold a book	
How to turn pages	
Reading from left to right	
Reading from top to bottom	
How to write a name	

SECTION C.

16. What types of words do you teach learners in a local language to develop their vocabulary?

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

17. What methods do you use to teach vocabulary in a local language to grade one pupils?

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

18. How do you relate new words in the lesson to pupil's experiences? .....

.....  
.....

19. What strategies are used to enhance comprehension in learners during reading in a local language?

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

20. How do you prepare your pupils to write spellings of words in a local language?

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

21. What activities are used to develop basic literacy skills in a local language? [tick only one below]

Songs	
Dances	
Play	
Visits	
laughing	

SECTION D.

22. What basic literacy skills have you taught pupils to help them develop writing competence in a local language? .....

.....

.....

23. How is hand writing in a local language taught to pupils? .....

.....

.....

.....

24. How is word-building taught to make sentences in a local language? .....

.....

.....

.....

25. How do you ensure that learners space their words in sentences evenly? .....

.....

.....

.....

26. What type of sentence pattern should be taught to grade one pupils? [tick only one below]

Short simple sentences with subject-verb-object.i.e. 'Bamama babena kuya kumema' mother is going to the river.	
Complex sentences with two clauses - prepositional phrase.i.e. 'Bamama babena kuya kumema na kuchapa bivwalo' mother is going to the river, <u>to wash clothes.</u>	

27. Give reasons for your answer in (26) above? .....  
.....  
.....

28. How are pupils prepared to start writing and ending a sentence? .....  
.....  
.....

29. What are the most critical punctuations marks in teaching initial literacy in a local language to grade one pupils? [tick only one below]

Use of capital letters and full stop (.)	
Use of capital letters	
Use of full stop (.)	
Use of comma (,)	
Use of comma (,) and full stop (.)	

30. Give reasons for your answer in (29) above? .....  
.....  
.....

31. In your view do you think that you have learnt adequate techniques of NBTL through In-service training? .....  
.....  
.....

32. Give reasons for your answer in [31] above? .....  
.....  
.....

End of questionnaire.

Thank you for completing this questionnaire.

## Appendix C

### C. Interview Guide Questions for College Lecturer.

1. What is taught to pre-service trainee teachers to prepare them to teach initial literacy through an local language?
2. How are pre-service trainee teachers prepared to teach initial literacy through a local language? (Aspects of Phonemic awareness, Vocabulary, Basic Writing skills ....)
3. How adequate are pre-service trainee teachers prepared to teach initial literacy through a local language at the end of the ZATEC programme?
4. What challenges do you encounter in your effort to provide quality in-service capacity building for grade one teachers to teach initial literacy in a local language?
5. What is your view concerning the period for training pre-service trainee teachers to prepare them to teach initial literacy through a local language?
6. What support does your institution get from government and other stake holders to ensure that pre-service trainee teachers are prepared to teach initial literacy through a local language?

## **Appendix D**

### **D. Interview Guide for District Resource Centre Coordinator**

1. Do you provide in-service training for teachers in schools?
2. If so, what in-service programmes do you provide for teachers to prepare them to teach initial literacy through a local language?
3. Have you ever been trained in NBTL?
4. What are teachers taught during in-service concerning NBTL?
5. How adequate are pre-service trainee teachers prepared to teach initial literacy through a local language at the end of the ZATEC programme?
6. What challenges do you encounter in your effort to provide quality in-service capacity building for grade one teachers to teach initial literacy in a local language?
7. What support does your institution get from government and other stake holders to ensure that serving teachers are retrained to teach initial literacy through a local language?

## Appendix E

### E. Researcher's check list – Lesson Observation.

**Guiding question:** What is taught? and How? (Rating score 0-5 for each)

#### 1. Phonological Awareness

- 1.1. Introducing the alphabet, phonics, phonemes and word segment awareness.
- 1.2. Ability to recognize letters in word-sounds: in initial position.
- 1.3. Ability to decode from written form into a local language with fluency/word attack.
- 1.4. Knowledge of consonants and vowels.
- 1.5. Syllabic patterns.
- 1.6. Letter formation process.

#### 2. Word recognition and meaning.

- 2.1. Vocabulary, word structure and word building.
- 2.2. Words and meaning (background information).
- 2.3. Reading and comprehension of sentences/simple texts.
- 2.4. Contextualizing words in learners 'experience and world.
- 2.5. Correct spelling and dictation.
- 2.6. Word building.
- 2.7. Re-telling a story and sequencing pictures.

#### 3. Basic grammatical knowledge.

- 3.1. Shaping letters.
- 3.2. Hand writing.
- 3.3. Word spacing.
- 3.4. Word order.
- 3.5. Punctuation; capitalization of initial letter in a sentence and full stop.
- 3.6. Writing to communicate.
- 3.7. Textual organization.

#### 4. Others

- 4.1. Methodology and strategies of teaching.
- 4.2. Creativity and innovation.
- 4.3. Materials.