

**THE NATURE AND PREVALENCE OF READING AND WRITING
DIFFICULTIES IN GRADE TWO UNDER THE PRIMARY READING
PROGRAMME: THE CASE OF TWELVE BASIC SCHOOLS IN THE
NORTHERN PROVINCE OF ZAMBIA**

BY

EBBY MUBANGA

The University of Zambia

Lusaka



May 2010

**The Nature and Prevalence of Reading and Writing Difficulties in Grade
Two Under the Primary Reading Programme: The Case of Twelve Basic
Schools in the Northern Province of Zambia**

**A Dissertation Submitted in Partial Fulfillment of the Requirements for the Award of
the Master of Education in Educational Psychology**

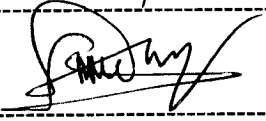
**The University of Zambia
Lusaka**

May 2010

DECLARATION

I hereby declare that the work in this research report is my own and that it has not previously been submitted for any other degree at this or other universities.

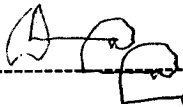
Full Names: EBBY MUBANGA

Signed : 

CERTIFICATE OF APPROVAL

The University of Zambia approves this research report of **Ebby Mubanga** as fulfilling part of the requirements for the award of the Degree of Master of Education in Educational Psychology.

Signed: Dr. S. Kasande-Nanku Date: 07/07/2010

Signed:  Date: 13.07.10

Signed: A. Banda (PhD) Date: 14/07/10

DEDICATION

This work is especially dedicated to my dearest family; my wife Esther Mwesa-Mubanga and my children Bwalya, Mwila, Mulenga, Mwesa and Chisanga and my niece Bwembya who, for their love, shared with me the challenges and hardships during my studies at the University of Zambia. I thank them all immeasurably for their moral and spiritual support and understanding when I could not avail myself as much as I should have done during the period of my study. To you all, this is the reward of your endurance. It is also a special dedication to my mother who passed away earlier than expected, but I still recall that this great lady played one of the most instrumental roles in laying the foundation for my education through her unique hard-work and commitment to my school course. Your hard work mum lives on as a driving force that directs me in life. I miss you so dearly for whatever you passionately did to me.

" 0279895

ACKNOWLEDGEMENTS

Firstly, I owe a deep and sincere debt of gratitude to my supervisors, Prof. Adriana Bus, of the University of Leiden in the Netherlands, Dr. Sophie Kasonde- Ng'andu of University of Zambia and Mr. Geoffrey K. Tambulukani of the University of Zambia. These people's valuable and specialised professional guidance helped to initiate, shape, refine and successfully conclude this study. The three supervisors were always available and ready for consultation and suggestions. Additionally, Prof. Adriana Bus earlier had solicited for financial support for my field work from the Grant Nolle Foundation in the Netherlands. Without this timely financial support, material preparation for field work, data collection and the whole smooth conclusion of this research could have been a difficult task to undertake. I will remain grateful to the Grant Nolle Foundation as well for their practical gesture which saw me execute my academic work.

Secondly, I would like to thank Dr. Akakandelwa Akakandelwa, Deputy Librarian and Dr. Beatrice Matafwali, Lecturer both of UNZA, for their additional unique contributions which added value to this research. I am also grateful to Mr. Jonathan Chibaula who came in at a crucial time of data analysis and he helped to redefine key quantitative data analysis.

Thirdly, to all my seven classmates in Educational Psychology, I wish to sincerely say thank you so much for the wonderful co-operation and friendship that we shared and enjoyed throughout our stay at UNZA. In a special way, I would also like to thank the school managers, grade two teachers and their pupils from the twelve schools in Mbala, Mpulungu and Kasama districts in Northern Province where I conducted my research for the warm reception and support they accorded me during the data collection process.

To all the people mentioned above, I am and will ever be immeasurably grateful for their numerous support, guidance and inspiration rendered to me at no cost. Without such and great in-put, to carry out this study could have been an up-hill battle.

LIST OF ABBREVIATIONS

BASAT	Basic Skills Assessment Tool
ESL	English as Second Language
L1	First Language
L2	Second Language
MOCS	Mbala Open Community School
MOE	Ministry of Education
NBTL	New Break Through To Literacy
PRP	Primary Reading Programme
ROC	Read On Course
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Education Quality
SITE	Step In To English
SPSS	Statistical Package for Social Sciences

ABSTRACT

The purpose of this study was to investigate the nature and prevalence of reading and writing difficulties and factors responsible for these difficulties in English language in Grade Two under the Primary Reading Programme.

A survey design was used in conducting this research. Data was collected through tests for pupils, a questionnaire for Grade Two teachers and a checklist for observing literacy lessons.

The target population comprised all the Grade Two pupils and Grade Two teachers from twelve basic schools in Mbala, Mpulungu and Kasama Districts of Northern Province in Zambia. Two study samples of 120 pupils and 12 teachers were selected from 12 schools to accurately represent the population under study. Therefore, in this study, there were 132 participants. Classes where the teachers and pupils came from were also involved for lesson observation.

The study used mainly quantitative, and to a lesser extent qualitative methods in the collection of data. To analyse quantitative data, the Statistical Package for Social Sciences (SPSS) was used from which frequencies, percentages and graphs were generated while qualitative data which was obtained through questionnaires and follow up discussions was grouped into the emerging themes.

The study found out that under the PRP, Grade Two pupils in government basic schools faced numerous reading and writing difficulties. These difficulties were in form of; letter-identification, letter-writing, letter-sound discrimination, phonological awareness, word-identification, pronunciation, reading fluency, spellings and reading comprehension. These discovered difficulties were attributed to a number of factors which included; local-language and NBTL skill interference, inadequate teacher-knowledge and competence inadequacies and pupil factors such as un-readiness for literacy work in Grade Two among others.

Following the findings of this study, the following are recommended;

- The Ministry of Education should evaluate and review the performance of the Primary Reading Programme in Zambian basic schools, paying particular attention to areas of weakness in order to offer necessary improvements.

- The Ministry of Education should also retrain and monitor Grade Two class-teachers in all schools. These teachers should further and thoroughly be oriented on how to conduct assessment on pupils at entry in each grade and as they continue in school.
- The Ministry of Education through school administrators should deploy more teachers at lower grades so that the teacher-pupil contact is improved and maintained.
- Schools should ensure that they regularly hold professional meetings aimed at orienting teachers in early literacy content and methodology in order for them to teach reading and writing skills more skillfully and efficiently.
- The Ministry of Education through school administrators should continuously monitor, caution and guide teachers for young learners so that these teachers are tolerant, patient, creative and knowledgeable in order for the education system to create and sustain a child-friendly psychological and physical learning environment as these attributes were lacking at the time of the study.

As revealed by the study, most pupils' performance in literacy skills was below grade level expectation both in reading and writing. In terms of reading, some pupils faced difficulties even in basic skill areas such as letter-identification. Reading difficulties were more with word-identification, word-reading and reading comprehension. On the other hand, letter, word and sentence writing were noted to be problem areas in general. However, more pupils faced more difficulties with words with three or more syllables as well as sentences.

Although pupil-specific factors reasonably contribute to pupil-attainment, the role of the teacher in teaching reading and writing skills to young learners in grade two is even of more crucial importance. Therefore, teachers' content knowledge, their instructional skills and strategies must be enhanced through proper continuous professional development. In this case, the Ministry of Education and schools should continuously provide necessary resources to enhance teacher efficiency and effectiveness for the benefit of pupils in particular and the country at large.

TABLE OF CONTENTS

Declaration.....i

Certificate of approval..... ii

Dedication..... iii

Acknowledgements.....iv

List of abbreviations..... v

Abstract..... vi

Table of contents..... viii

List of tables..... xi

CHAPTER ONE: INTRODUCTION..... 1

Background..... 1

Statement of the problem..... 2

Purpose of the study.....3

Objectives of the study..... 3

Research questions.....3

Significance of the study.....3

Limitations of the study..... 4

Operational definitions..... 4

CHAPTER TWO: LITERATURE REVIEW.....6

Introduction..... 6

Reading and writing development..... 6

Reading and writing difficulties.....10

Teaching strategies in reading and writing..... 13

CHAPTER THREE: METHODOLOGY..... 15

Introduction.....15

Research design..... 15

Target population.....15

Study sample.....15

Sampling procedures.....17

Data collection procedures.....18

Data collection instruments.....18

Data collection..... 25

Data analysis.....26

CHAPTER FOUR: PRESENTATION OF THE FINDINGS.....	27
Introduction.....	27
Achievement level	27
Pupils’ pre-school experience and reading at home.....	27
Pupils’ home and class language.....	28
Letter-knowledge difficulties.....	29
High prevalence letter-identification and writing difficulties.....	29
Teachers’ views on letter-knowledge difficulties.....	30
Letter-sound knowledge difficulties.....	31
Sound-letter knowledge difficulties....	33
Initial-sound discrimination difficulties.....	34
Ending-sound discrimination difficulties.....	34
Sound-blending difficulties.....	37
Reading difficulties.....	35
Reading difficulties by pupils’ achievement levels.....	36
Reading comprehension difficulties.....	37
Rapid reading difficulties.....	38
Nature of rapid reading difficulties.....	39
Dictation difficulties.....	41
Nature of dictation – writing difficulties.....	42
Writing difficulties (BASAT)	43
Prevalence of writing difficulties from BASAT words.....	43
Nature of writing difficulties from BASAT words.....	45
Summary of reading and writing abilities.....	45
Teachers’ views on reading difficulties.....	46
Teachers’ views on pupils’ writing difficulties.....	47
Teachers’ views on challenges to teach reading and writing.....	48
Teachers’ views on remedying reading and writing difficulties.....	50
Teachers’ views on remedial interventions.....	51
Teachers’ views on parental involvement.....	52
Teachers’ views on school-based workshops.....	53
Performance in expressive language test.....	53
Findings on literacy lesson observation	55

CHAPTER FIVE: DISCUSSION OF THE FINDINGS.....57
Introduction.....57
Main findings.....57
CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS..... 70
Introduction.....70
Main findings.....70
Conclusion.....72
Recommendations.....72
Area of future research.....74
References.....75
Appendices.....79
Appendix 1: Biographical data sheet.....80
Appendix 2: Expressive/oral language test 82
Appendix 3(a): Rapid reading test inventory.....84
Appendix 3(b): Rapid reading test score sheet.....85
Appendix 4: Word-sentence dictation inventory.....88
Appendix 5: Literacy class observation checklist.....90
Appendix 6: Grade 2 teachers’ questionnaire.....91
Appendix 7: Basic Skills Assessment Tool (BASAT).....99
Appendix 8: Samples of pupils’ written work.....105

LIST OF TABLES

Table 1:	Gender of respondents.....	16
Table 2:	Teachers' age and teaching experience.....	17
Table 3:	Pupils' achievement level by gender.....	27
Table 4:	Whether pupils' attended pre-school and read at home.....	28
Table 5:	Home and classroom language.....	29
Table 6:	High prevalence letter-writing and identification difficulties.....	30
Table 7:	Letter-sound knowledge difficulties.....	32
Table 8:	Sound-letter knowledge difficulties.....	33
Table 9:	Sound-blending difficulties.....	35
Table 10:	Reading difficulties.....	36
Table 11:	Reading difficulties by pupils' achievement levels.....	37
Table 12a:	Few incorrectly read items and more not attempted (long words).....	38
Table 12b:	More incorrectly read items and few not attempted (short words).....	39
Table 13:	Nature of rapid reading difficulties.....	40
Table 14:	Dictation difficulties.....	41
Table 15:	Nature of dictation - writing difficulties.....	42
Table 16:	High prevalence writing difficulties by school.....	43
Table 17:	Prevalence of writing difficulties from BASAT words.....	44
Table 18:	Nature of writing difficulties from BASAT words.....	45
Table 19:	Summary of reading and writing abilities.....	46
Table 20:	Performance in expressive language test.....	54

CHAPTER ONE

INTRODUCTION

Background

The Primary Reading Programme (PRP) which is the current seven-year literacy teaching programme in Zambian Government basic schools was initiated by the Ministry of Education in 1999. The main aim was to address the then extremely low literacy levels in Zambian primary schools which was a matter of concern to the Government and of course to other stakeholders including parents of school children in the country. This shared concern led to the establishment of the National Language Committee and later the formulation of the national language policy which directed that initial literacy instructions were to begin in a child's local language preferably the mother tongue, although this has not been the practical experience.

The shared concern about low literacy levels in Zambia were confirmed by a 1995 study which was conducted under the auspices of the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ). This study found out that only 25% of Grade 6 pupils could read at a minimum level of proficiency and only 3% read at a specified desirable level (MOE, 1995). To explain and justify these low literacy levels, the same study cited a number of reasons, one of which was the use of an unfamiliar language (English) when teaching literacy. This language factor was seen to be the major reason for most Zambian children's backwardness in reading and writing skills (Heugh, 2006; Kelly, 1995; MOE, 1996; Sampa, 2003; Tambulukani, Sampa, Musuku and Linehen, 2001; Williams, 1993; Williams & McHazine, 1999).

As a measure to improve the quality of education being offered at primary school-level in Zambia, a new language policy provides for introducing reading and writing in Grade One in a local language (MOE, 1996), while English remains the medium of instruction for other subjects and a reading and writing course called the Step In To English (SITE) follows in Grade Two. The scenarios cited above were part of basis for the Primary Reading Programme (PRP) which was first piloted in Northern Province in 1999, and a year later, the programme spread on full time scale to the other eight provinces throughout the country (Zambia). Earlier than 1999, Kashoki (1990), indicates that since 1996, when English was prescribed as the

sole medium of instruction in the entire Zambian education system, the seven Zambian languages were being taught only as subjects.

The PRP is segmented into the three coordinated approaches or literacy teaching courses namely; the New Break Through to Literacy (NBTL) in Grade One, the Step In To English (SITE) in Grade Two and the Read On Course (ROC) from Grade Three to Seven. Under the PRP, when pupils enter Grade One, initial literacy is introduced in a local or familiar language while literacy in English is only introduced in Grade Two. However, earlier in the first grade, pupils are introduced to some oral English through a course called the 'Pathway to English 1 and this oral English course continues in the second grade'.

Since its inception in 2000, the Primary Reading Programme has recorded notable successes, the major one being Grade One children's accelerated reading and writing in a familiar language with an improvement rate from 23% to over 60% (MOE 2002). This achievement has somehow been received with mixed feelings by some stake-holders, although to some extent is supported by some research findings on early literacy which claim that first language (L1) literacy skills acquired in the first grade are easily transferred and facilitate the development of second language (L2) literacy skills later. Although there is this general claim that early literacy skills acquired in the initial grades facilitate literacy development in other languages learnt later, in Zambia, and with specific reference to the Primary Reading Programme (PRP), there is no empirical evidence to prove the ease with which early literacy skills in a local or familiar language would facilitate the development of English Language literacy skills in Grade Two.

Statement of the problem

Zambian languages (e.g. Bemba) are consistent and regular in terms of phonemic (sound-related) and orthographic (spelling-related) features, but these languages sharply differ from English language which is irregular and inconsistent in terms of these aspects which are key for the development of reading and writing skills. Basing on this particular linguistic structural difference, Grade Two pupils are very likely to experience and exhibit reading and writing difficulties in English Language as they shift from Grade One to Two, pupils are expected to transfer and use L1 literacy skills acquired in Grade One through the NBTL for the acquisition of L2 literacy skills.

Purpose of the study

The purpose of this study was to investigate the nature and prevalence of the reading and writing difficulties in English language in Grade Two and the causal factors for these difficulties.

Objectives of the study

The study was guided by the following objectives;

- (a) To identify the nature of reading and writing difficulties in English in Grade Two following children's sudden shift from reading and writing in a familiar local language.
- (b) To ascertain main causal factors responsible for the reading and writing difficulties.
- (c) To find out teachers' perceptions and explanations of the reading and writing difficulties and the strategies attempted by teachers in order to address the difficulties.
- (d) To propose other remedial interventions needed to strengthen the PRP's areas of need in the teaching of reading and writing of English language skills in Grade Two and beyond.

Research questions

The following were the research questions;

- (a) What is the nature of reading and writing difficulties faced by pupils in English in Grade Two following children's sudden shift from reading and writing in a familiar local language?
- (b) What are the main causal factors responsible for reading and writing difficulties?
- (c) How do Grade Two teachers perceive and explain the reading and writing difficulties and what strategies did they attempt to address the difficulties?
- (d) What other remedial interventions can be proposed in order to strengthen the PRP's areas of need in the teaching of reading and writing of English language skills in Grade Two and beyond?

Significance of the study

This study generated information on reading and writing difficulties faced by pupils in English as they shift from Grade One with literacy skills in a local language and step into Grade Two where they start learning literacy skills in English. This information would help

teachers as well as curriculum specialists in devising the best practices and materials for the effective teaching of reading and writing of English in Grade Two and beyond. Furthermore, the information would add to the existing body of knowledge about reading and writing difficulties associated with teaching and learning of English and other foreign languages.

Limitations of the study

Literacy teaching and learning is a wide concept and as such, this study could not address all areas and issues associated with such a concept. This study, therefore, particularly focused on reading and writing difficulties and associated factors in Grade Two under that the current literacy teaching approach (SITE) of the PRP. In addition, there were several variables involved in the whole study such that when it came to data analysis, it was not possible to take into account all of these variables in a single study. Furthermore, the study was only conducted in twelve schools from three districts of the Northern Province and generalising this study's findings to the rest of schools in the country would be quite misinforming. However, this study was conducted at this scale mainly due to its academic nature, limited time and other resource constraints.

Operational definitions

Biliteracy - the ability to read and write in two languages

Bilingual - being able to speak and communicate in two languages

Decoding - understanding the relationship between letters and their sounds

Dyslexia-also called specific reading disability, is a developmental disability in learning to read

Expressive language-language for oral communication

Extra-cognitive architecture-higher level thinking needed to understand linguistic components

Foreign language- a language a person learns after knowing the mother tongue whose origin is out of the country

Granularity-the size of phonemic or morphological aspects of a language

Grapheme- letter symbols represented in written language

High achiever-fast learner

Lexical -a characteristic feature of a meaning piece of vocabulary

Literacy- the ability to read and write

Low achiever-slow learner

Morpheme-the smallest grammatical unit of written language

Opaque language- a language whose phonological and orthographical systems do not match on a one-to-one correspondence, for example, English language

Orthography- the writing system of a language

Pathway to English-a course in the primary reading programme which exposes Grade one and two learners to oral English language skills

Phoneme- the smallest sound unit of a language realized through graphemes

Phonology- the sound system of a specific language

Phonological awareness -the ability to perceive and attend to a word's sound-structure, as opposed to its meaning

Phonological memory- ability to remember sounds as they apply to a particular language

Phonological recoding-understanding the sound system of another language, for example second or third language

Precursor- a pre condition to something

Prevalence-the rate of occurrence of something

Primary Reading Programme-a literacy teaching programme available in Zambia Government schools where first graders start initial literacy in a local language and start to learn English in Grade Two

Sub-lexical manipulation-ability to understand portions of vocabulary

Unilingual- acquiring and using one language for communication

CHAPTER TWO

LITERATURE REVIEW

Introduction

In this chapter, relevant literature on development of reading and writing skills, common reading and writing difficulties and strategies for teaching reading and writing has been reviewed.

Reading and writing development

Learning to read is one of the greatest accomplishments in childhood because it is the foundation for learning and academic achievement later in someone's life. Therefore, it is not surprising that debates among educators about how best to help children learn to read have been heated and unsettled for many years (Paris, 2005).

One of the definitions of reading states that reading is a complex visual-auditory task that involves obtaining meaning from symbols (letters and words). It involves two basic processes: a decoding process and a comprehension process. The decoding process involves understanding relationships between letters and symbols which is similar to oral language and this enables the learner to pronounce words correctly. Comprehension skills on the other hand enable the learner to understand the meaning of words in isolation and in context (Mercer and Mercer 1993).

Reading is a developmental skill which is influenced by a number of interacting factors. For example, phonological awareness is awareness of the phonological units represented by a given writing system which is positively correlated with reading ability in every language studied to date (National Reading Panel, 2000). On the other hand, Woolley-Wade and Geva (2000), hold the view that because of the substantial body of research spanning two decades that demonstrates the crucial role of phonological awareness in reading acquisition in an alphabetic language, researchers and educators agree that a conscious awareness of the sounds of oral language is a necessary precursor skill to the acquisition of the alphabetic principle. What is yet unknown, however, is the extent to which this skill plays a similar role in learning to read in a second language (L2) and whether language specific factors increase

levels of difficulty in literacy acquisition. An important question is the degree to which language transfer, or the influence of the first language (L1) on the processing of (L2) learner. It is possible that phonological awareness is a skill that is entirely linguistically interdependent, in which a general metalinguistic ability underlies phonemic analysis on both L1 and L2 regardless of similarities and differences in the elements that make up the phonological repertoires of the two languages.

Phonological ability could also depend on the extent to which phonological inventories of the L1 and L2 overlap or share certain features such as phonemes and syllables. Furthermore, language transfer and phonological awareness abilities might interact with reading ability because of the reciprocal development of reading and phonological awareness. Skilled and less skilled readers might be differentially affected by the demands inherent in processing phonological elements that are L2 specific. In other words children who are less skilled readers might be those who are less competent at processing the phonemes and phonemic contrasts that are specific to L2. This is an important issue to investigate because biliteracy acquisition often entails the challenge of learning new phonological information and the ability to reliably assign this information to the appropriate graphemic representation (Stanovich and Siegal, 1994).

Swanepoel van de (2009), observes that a spoken language does not require a conscious awareness of the speech sounds in words. Speech is produced and understood automatically, with little conscious attention given to sounds. However, phonological awareness is the conscious awareness of the sounds of language. It is the ability to reflect on the sounds in words separately from the meaning of words. As the alphabet represents speech sounds, the beginning reader must become aware of these sounds in order to understand how the alphabet works, but awareness of these sounds may not always be easy for young children, hence the need for systematic phonemic instruction in order to attain superior performance in reading.

Ziegler and Goswami (2005), also hold the view that the development of reading depends on phonological awareness across all languages so far studied. However, languages vary in the consistency with which phonology is represented in orthography. In addition, Crystal (1996) notes that one theory of reading which is a phonic or phonologic step implies that reading takes place letter by letter, with large units gradually being built. The two points presented

above can apply to all languages although there could be certain peculiarities which cannot be ruled out. Phonological awareness, therefore, follows a developmental schedule, with awareness of syllables developing before awareness onset which in turn develops awareness of phonemes. An awareness of phonemes and the ability to reflect on and manipulate them increases the chances that young children will develop good decoding skills leading to success at reading from early grades (Elbro, Bostron and Peterson 1998). On the same point, Glazer (1998) states that phonics is the relationship between the sounds of language and the letters used to represent them. In the classroom, phonics is instruction that guides children to decode words using these relationships, in order to learn to read. It has been agreed upon by many scholars that in order to read and also write successfully, learners must be aware of sound/symbol relationships. Conclusions from many scholarly works indicate that phonics instruction is important for many children in the earliest grades and Perfetti and Zhang (1996), agree that the ability to understand phonological (the sound system) concepts associated with our language is important for reading.

With specific focus on initial literacy, Schroeder (2005), observes that using the mother tongue is of utmost importance because it facilitates children's development of concepts that enable them to easily acquire knowledge in second or third language and to further expose the children to cultures of their communities. It can then be stressed here that the New Break Through To Literacy (NBTL) of the Primary Reading Programme (PRP) in Zambia operates alongside this language experience principle. Schroeder (ibid), further argues that a mother tongue is a language a learner needs to rely on as an emergent reader in the first grade although literacy proficiency in English is the ultimate goal. This is made possible by the psycholinguistic argument which suggests that people think in mother tongues and then attempt to translate or articulate their thoughts in English. In addition, Ziegler and Goswami (2005), state that for children to acquire reading, they must learn codes used in their culture for representing speech as a form of visual symbols. Learning to read is thus fundamentally a process of matching distinctive visual symbols to units of sound (phonology). In most languages, the relationship between symbols and sound is systematic. This is the case with Zambian languages such as Bemba. In such languages, the first step of becoming literate, therefore, requires the acquisition of the system for mapping between symbols and sound. Mastery of this system allows pupils to access thousands of words available in their spoken

lexicons. The process of learning and applying these mappings has been called phonological recoding.

In most countries with regular orthographies, there is little or no reading preparation before formal schooling. According to Wimmer, Landerl, and Frith (1999), in German kindergartens (pre-schools) there is no reading preparation at all. This sweeping assertion has empirical backing. Mann and Wimmer (2002), found that English preschoolers were far superior in naming letters, word reading, phonological awareness, and knowledge of environmental print compared with matched German speakers.

Eysenck and Keane (1990), point out that the use of grapheme-phoneme conversion rules should permit accurate pronunciation and possibly writing of words having regular spelling-sound correspondences, but not of irregular ones. Woolley-Wade and Geva (2000:300), also note that “accurate pronunciation of words that follow regular orthographic conversions is believed to provide a window into which phonological skills are directly applied to reading. This is only more applicable to languages that are consistent and regular in terms of phonemic and orthographic dimensions.” On the other hand, Liow and Lau (2006), argue that recent work on how children learn to read and write syllabic and alphabetic languages has highlighted how the orthography-phonology (printed-sound) relationship for English is atypical.

Savage, Pillay and Melidona (2008), have noted that English is known to be forward irregular and backward irregular for both reading and spelling. Thus, phonological decoding skills remain a major obstacle for reading and spelling in English language. Puolakanaho et al. (2008), also note that studies conducted in orthographically regular languages, such as Italian, Greek and Finnish have shown that in such language environments, for children to learn to read they can shift the emphasis from decoding accuracy towards decoding fluency during their first and second school years. In contrast, in more irregular languages such as Danish and English, children’s accuracy varies on the accuracy phase of reading, with the eventual phase taking place much later. They also report that recent longitudinal studies indicate that the best predictors of future reading achievement are the letter knowledge, phonological awareness, short-term memory, rapid serial naming speed, pseudo repetition and expressive vocabulary.

Regarding writing as a literacy skill, Mercer and Mercer (1993), indicate that writing is a highly complex form of communication. It is both a skill and a means of self expression. The writing process integrates and depends on visual, motor and conceptual abilities. Writing skills are the best correlate of reading. Farris (1993), describes writing as a demanding but valuable skill which involves transforming thoughts and ideas into meaningful words and sentences. Young writers need to develop the ability to use the structures of language in an appropriate and mature manner. This ability takes several years to emerge. It is further argued that reading and writing have long been thought of as complementary skills. Crystal (1996), on the other hand argues that in addition to motor ability and functionally recognize words, to read is to interpret language while to write is to plan and produce language so that it can be read. It can, therefore, be assumed that being able to read implies being able to write or at least being able to spell. It is further assumed that when learners face reading difficulties, they are very likely to experience writing problems as well because reading and writing are complementary skills that usually develop simultaneously.

Reading and writing difficulties

Acquisition of skills usually goes with challenges. Concerning reading difficulties in a second language, Droop and Verhoeven (2003), indicate that children with the task of learning to read in a language that they have not yet mastered orally perform poorly. Because reading instruction strongly builds on oral language proficiency, second-language speaking children may therefore experience a considerable gap. Droop and Verhoeven (ibid), further argue that for second-language readers, it can be expected that the network of connections between the various graphemic, phonological and semantic nodes needed to read will be weaker than for the first language reader. Paris (2005), reveals that research on assessment and instruction shows that alphabet knowledge, phonemic awareness and oral reading fluency are the enabling skills and significant predictors of later reading achievement. Unfortunately, there has been less emphasis on vocabulary and comprehension to date perhaps because of the difficulty in assessing and teaching these skills to children who are beginning to read.

Dixon and Nessel (1983), also argue that in order to learn sound-letter association, one must first be able to discriminate sounds orally and then must learn to associate them those sounds with letters that they represent. Successful application of phonics is dependent on the reader's ability to hear and produce the sounds of a language. Lack of adequate experience with

English sounds and patterns make ESL learner unable to recognize a sound, discriminate and use those sounds in speech. This inability, in turn makes it difficult for students to sound out words in print resulting in reading difficulties.

The MOE (2002), claims that the Step In To English (SITE) course of the Primary Reading Programme in Zambia will enable learners to read fluently and write clearly and accurately in English in Grade Two as learners will be building on the skills developed in the Zambian language through the New Break Through To Literacy (NBTL) in Grade 1. However, this assumption is not likely to be so due to a number of factors such as consistency and regularity of Zambian language versus the inconsistency and irregularity of English in phonemic and orthographic features. On the other hand, Ziegler and Goswami (2005), revealed that more inconsistent orthographies seem to force the reading system into developing multiple grain size mappings and so learning to read inconsistent orthographies depends on greater development of flexibility and the development of extra-cognitive architecture. Leong (2000), states that morphological awareness makes a significant contribution to spelling during intermediate grades. Other findings suggest that morphological awareness in spelling is first phonetic, and only later do children make links to grammar. In other words, children may need to have grasped phonological consistency before morphological consistency becomes salient.

Crystal (1996), also indicates that languages vary greatly in their graphic-phonetic regularity. At one extreme, we find such a language as Finnish which has a very regular system, at the other we find such a case as English where there is a marked degree of irregularity. Highlighting the issues of phonemic and orthographic consistency and regularity cited above, Commeyras and Inyega (2007), hold the view that the consistency problem reflects the fact that some orthographic units have multiple pronunciation and phonological units with multiple spellings. Such types of inconsistency are assumed to show reading development problems and English language is also such a language with orthographic units with multiple pronunciation and phonological units.

Ard (1989), reports that an investigation of the connection between phonological processing and reading leads naturally into the question of L2 literacy acquisition. Because the role of phonological processing is highly implied in successful reading acquisition in L1, L2

speakers and learners, who are likely to be experiencing radical restructuring of inter-language phonologies might be particularly at risk for unstable phonological representation, hence, the difficulty in reading and spelling. Both perception and production are involved in the acquisition of L2 phonology. In addition, Liow and Lau (2006), observe that although it is clear that phonemic knowledge is used for reading and spelling by kindergarten (pre-schools) in North America, the same might not be true for bilingual English speaking children elsewhere. This suggests that the influence of a child's home language, on English literacy development is not unitary, and cross-linguistic transfer could have negative as well as positive consequences. Simoes (1976), argues that particularly where literacy in the home is in a home language until children start school, and where the objective is transition, from home language to the school language for all further educational purposes, it is very likely that once literacy in the latter (school) is attained, it seems to be implicitly accepted that most of those who do not speak the school language at home, in comparison to those who do, will remain permanently retarded in education. However, for the child who, before entering school, has become familiar with material written in the language of his/her parents, even though he/she may not have learned to read, the school experience may easily be felt as an extension of home experience, and the transition from primary to secondary socialisation may be experienced with a minimum of trauma.

With regards to writing problems, Commeyras and Inyega (2007:4), state that, "In all languages studied so far, a group of children experience severe reading problems (developmental dyslexia) despite normal intelligence, good educational opportunities and no obvious sensory or neurological damage." This point suggests that reading skills in irregular languages like English pose more literacy development challenges than is the case with regular ones. Remarkably, approximately 5-18 % of the population is affected by dyslexia (Shaywitz; 1998: Snowling, 2000), and individuals with dyslexia often have associated difficulties with writing, spelling, motor co-ordination and attention abilities, which vary across individuals making it difficult to specify the etiology (Habib, 2000; Snowling, 2000).

Elbro, Bostron and Peterson (1998), report that research has shown that children who experience reading difficulty are those who have limited ability to perform sub-lexical manipulation tasks and those deficits persist until adulthood. Fowler (1991), on the other hand argues that deficient phonological representation might be a key underlying factor

behind the poor working memory, perceptual deficits and underspecified lexical representations typical to children with reading disability.

On writing, Farris (1993), also notes that writing in the second-grade classroom can be quite diversified. Some children write as confidently and as enthusiastically as they did in the first grade. For other children, writing becomes a dreaded, anxious activity, as they wrestle for perfection with pencil strokes, word spellings and stray marks resulting in children discarding the work and beginning anew. Woolley-Wade and Geva (2000), have recorded that biliteracy acquisition often entails the challenge of learning new phonological information and the ability to reliably assign this information to the appropriate graphic representation. Therefore, the challenge of learning to read and write in two orthographies simultaneously or immediately one after the other is a great challenge on the learner especially in initial grades.

Dixon and Nessel (1983), state that it is generally accepted that writing is more difficulty than listening, speaking or reading. Producing meaning through writing requires more effort than recognising meaning through listening or reading. What can be said aloud cannot be expressed as easily or quickly in writing. Besides, deciding what to say learners must follow the conversions of spelling and pronunciation that will make the message understandable to others. Usually students develop writing abilities after oral language abilities are rather well established. Hence, problems with oral language point to problems with reading as well as writing skills because learning the skills of written expression can be difficult for ESL learners who must learn to write a language which is orally unfamiliar.

In attempting to remedy early reading difficulties, Swanepoel van de (2009) notes that when a phonological awareness deficiency is identified as a major contributor to a child's reading and spelling difficulties, it is , in a way, a relief, because it is a 'trainable' system that can be taught and practised, especially in the early stages of reading development. Training undoubtedly improves reading and spelling systems.

Teaching strategies for reading and writing

There are various teaching strategies applied in the teaching of reading and writing. The choice of each of these strategies is guided by a number of factors some of which are age and grade of learners and the linguistic structure of the languages involved.

Ziegler and Goswami (2005), have revealed that despite the similar developmental trajectory of phonological representation across many European languages, reading acquisition itself varies markedly across the very same languages. This is attributed to consistency of spellings to sound relations, granularity (grain size) of orthographic and phonological representation and teaching methods. The three factors mentioned here could be of great focus in the teaching of local languages in the first grade, but more so to English language in the second grade.

Additionally, Dunn (1983), holds the view that skills learned in one language are not only applicable in one language but also in other concurrent languages. Teachers will have noticed when teaching children to count in English, for instance, children who already know how to use numbers in L1 learn such concepts more quickly in English. This may also apply to learning literacy skills. However, some teachers trying to teach new concepts in English to children who have already learnt them in L1 are often left in doubt as to whether the children have really understood. Savain (1981:6), in Dunn (1983), also points out that where children have not sufficient oral ability in Language 2, it is a good idea for teachers to wait to teach new concepts in Language 2 until it has been taught in Language 1. Once it has been taught in Language 1, it can easily be transferred.” So the issue of language experience approach is an important factor in the choice of teaching methodology.

Concerning teaching methodologies, Commeyras and Inyega (2007), argue that all language teachers, whether of English or African languages need education in general language teaching methodologies for teaching specific languages more effectively. Owino (1987), also notes that when the teachers are not fluent in English and African languages, they make mistakes in teaching reading. So, teachers’ knowledge both in content and methodology is of great importance if the teaching of the two language media is to succeed. Furthermore, Shcroeder (2005), points out that reading instructions depend in part on the teacher’s knowledge and effective use of instructional methods.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter outlines aspects of the methodology in this study. These include; the research design, study population, study sample, sampling procedure, data collection instruments and data analysis.

Research design

The research design was a survey using both qualitative and quantitative methods. A survey was used for its usefulness in capturing and describing the characteristics of a larger population using a sample.

Target population

The study population or universe was made up of Grade Two pupils and Grade Two teachers from twelve basic and community schools in Mpulungu, Mbala and Kasama districts of the Northern Province. These districts have different local languages spoken there, but the similarity was that Bemba is the language of instruction in literacy in Grade One. It is at the same time the language for wider communication in the social communities.

Study sample

The study sample consisted of 132 subjects in total, 120 Grade Two pupils (64 boys and 56 girls) and 12 Grade Two teachers from the twelve selected schools in the three districts mentioned above.

Gender of respondents

Table below shows the distribution of the respondents who participated in the study by gender.

Table 1: Gender of respondents

Gender	Pupils		Teachers	
	Frequency	Percent	Frequency	Percent
Male	56	46.7	1	8.3
Female	64	53.3	11	91.7
Total	120	100.0	12	100.0

Pupils' residence by gender

As regards pupils' residence, majority of them 61 (50.8%) said they lived in high density areas, which are generally places where people with low socio-economic status reside, 38 (31.8%) lived in medium residential areas, while only 20 (16.7%) came from low density areas, 13 (10.8%) of these were female, while 7 (5.8%) were males.

Of the 13 females from low density areas, 2 were high achievers, 8 average achievers and 3 were low achievers. The 38 pupils from the medium density residences could be classified in terms of achievement levels as follows: 18 (15%) were female and 20 (16.7%) were males. Of the 18 females, 7 were high achievers, 6 average achievers and 5 were low achievers. On the other hand, of the 20 males, 3 were high achievers, 8 males average and 9 were low achievers. In this study, the residential factor did not significantly show reason for either good or poor performance in both reading and writing.

From the high density residences, the majority were female represented by 33 females and 28 males. A slightly bigger number of these were average achievers represented by 13 (10.8%) females and 12 (10%) males, followed by 11 (9.2%) females and 10 (8.3%) males who were high achievers and 9 (7.55) females and 6 (5%) males as low achievers.

Teachers' age and teaching experience

Table 2 below shows the age-range of teachers and their teaching experience under study. The table shows that most of the teachers were in the age range of 26 to 29 years old and 42 years and above representing 36.4% and 33.3% respectively. This was followed by those in the age range of 34 to 37 years old representing 18.2%. For all the 11 female-teachers, the

average age was 36.5 while the only male teacher-respondent’s age was not captured and is represented by no response.

Table 2: Teachers’ age and teaching experience

Age range (in years)	Teaching experience			
	More than one year	Less than one year	Total	Percent
26 to 29 years old	3	1	4	36.4
30 to 33 years old	1	0	1	9.1
34 to 37 years old	1	1	2	18.2
42 years and above	4	0	4	36.4
Missing response	1	0	1	9.1
Total	10	2	12	100.0

Sampling procedure

The twelve schools were randomly selected by writing names of township-basic schools in Mpulungu, Mbala and Kasama on pieces of paper district by district. Then the pieces of paper were placed in three separate boxes. From each of the three boxes, only four pieces of paper bearing names of schools were drawn and the selected schools were involved in the study. From Mbala District, Chila Basic, Mbala Basic, Mbala Open Community Schools (MOCS) and Mbulu Basic Schools were selected. In Mpulungu District, Niamukolo Basic, Mpulungu Basic, Musende Basic and Kaizya Middle Basic Schools were selected, while in Kasama District Nkole Urban Basic, Malama Basic, Kasenda and Chiba Basic schools were selected.

Northern Province, where the three districts are located was, however, purposively selected because it is a wide language area where initial literacy is taught in Bemba. This language (Bemba) is the most common language for wider communication, but it is not all the pupils’ familiar language at home or mother tongue. Though Bemba is the language of instruction in Grade One, the three districts differ in terms of language fit. Kombo and Tromp (2006) state that the power of purposive sampling lies in selecting information-rich cases for in-depth analysis related to the central issues under study. In this study, Grade Two teachers and eligible pupil-subjects were purposively selected as well. The pupils were drawn from the

three ability groups or achievement categories namely; high achievers, average achievers and low achievers. Class teachers assisted in the selection of these pupils.

Data collection procedures

Before subjecting both teacher and pupil-subjects to the data collection procedures, informed consent was considered by explaining the aim of the research and seeking permission from school administrators to involve these teachers and pupils in the study. When it came to data collection, a three-step general procedure was applied. This involved; entry (greetings, self introduction, explaining purpose, making assurance and seeking permission from both the teacher and pupil-respondents to gather data from them and how this to be done. After permission was granted, the main event of collecting data was conducted and was always concluded with bidding farewell, thanking the respondent(s), giving further assurances and also preparing them for possible come-backs in case need arose later.

Data collection instruments

In this study, there were seven instruments used to collect data. Of these instruments, the teachers' questionnaire focused on data from teachers only. The lesson observation checklist dealt with data from both teachers and pupils, while the rest of the instruments were tests exclusively administered on pupils. The seven instruments were; the biographical data sheet, the Basic Skills Assessment Tool (BASAT), the rapid reading test, dictation, the literacy lesson observation checklist and teacher's questionnaire.

(a) The biographical data sheet

This instrument was used to capture demographical data about each pupil-respondent regarding personal details (name, age, sex, family situation) and home-environment living circumstances. The activity was individually conducted in a separate room when one child at a time was isolated from the rest awaiting their turns to be attended to. To gather information from the pupils, Bemba which was most pupils first language as well the language of wider communication was mainly used. However, in very few cases, where one of the local languages could not be used, English language was used in order to get the desired information more easily. The main aspects of the Biographical data sheet included; home and school language, reading experience and home possession which have been discussed with some details below.

Home and school language

This part captured pupils' languages. Each pupil was asked to mention the language or languages their mothers and/or fathers (care-givers) mostly spoke to them as well as the language or languages the same pupils mostly used during play and in the classroom with their teachers. There were five items relating to language and this subsection had a Cronbach alpha reliability of .62 ($N=120$)

Reading experience

This part sought to find out about each pupil's reading experience at home. To collect this information, each pupil was asked whether they read at home or not. For those pupils who said they read at home, they were further asked to name the titles of the books they read. Further investigations were instituted on whether they received any assistance or not, and if they said they did, they were asked to mention the people who rendered the reading assistance. The subsection on reading experience had a Cronbach alpha reliability of .70 ($N=120$).

Home possessions

Under home possessions, there were seven items which sought to ascertain each pupil's home possessions. The subsection also required pupils to mention their places of residence. The possessions which pupils were asked to mention included television sets, stoves, electricity, running water, flushing toilets and cars. The sub-section had Cronbach alpha reliability of .83 ($N=120$).

(b) The Basic Skills Assessment Tool (BASAT) English version

In this study the BASAT was the main instrument of data collection. This instrument is a comprehensive standardized Zambian instrument which is specially designed by the Ministry of Education in conjunction with the University of Zambia. The instrument is meant to assess Grade One or Two school pupils' literacy proficiency. In this study the English version of the BASAT was used because English literacy skills were the ones under investigation. The BASAT consists of seven aspects each focusing on one of the literacy abilities which were in the areas of: letter name-knowledge, letter-sound knowledge, four types of phonological tasks, reading, writing reading comprehension and digit span.

Letter-name knowledge

This aspect of the BASAT required each pupil to name the 26 letters of the alphabet one by one and these letters were displayed on a template in a jumbled manner. This subsection had a Cronbach alpha reliability of .99 ($N=120$).

Letter-sound knowledge

Like in letter-knowledge, this component required each pupil to give individual sounds for the 26 letters of the alphabet. This subsection had a Cronbach alpha reliability of 1.0 ($N=120$).

Phonological task (syllable segmentation)

This type of phonological task required the pupil to segment four given words into their constituent syllables. An example was given by the researcher (assessor) after which pupils were given their tasks. The subsection had a Cronbach alpha reliability of .99 ($N=120$).

Phonological task (initial-sound identification)

This was the second subsection of the phonological tasks. Each pupil was expected to identify and name the initial sounds of ten given words which were grade level. This subsection had a Cronbach alpha reliability of .98 ($N=120$).

Phonological task (end-sound identification)

This was the third subsection of the phonological tasks through which each pupil was expected to identify and name the end-sounds of given words. There were ten items in total and the subsection had a Cronbach alpha reliability of 1.0 ($N=120$).

Phonological task (sound-blending)

This was the fourth aspect of the phonological task which required pupils to blend given phoneme-sounds to form required familiar words. There were ten items in total and the subsection had a Cronbach alpha reliability .99 ($N=120$).

Reading

This aspect measured pupils' ability to identify, pronounce and read the given items. There were two types of items, word and sentence items. The words comprised one-syllable, two-

syllable and three-syllable and there only two sentences. The reading part of the BASAT had a Cronbach alpha reliability scale of 1.0 ($N=120$).

Writing

The writing component of the BASAT measured pupils' ability to write dictated word and sentence items. The same types of words and sentences presented in the reading subsection above are the ones which were to be dictated to pupils for them to write. This component had a Cronbach alpha reliability of 1.0 ($N=120$).

Reading comprehension

This component measured pupils' ability to match four given sentence-items to their respective picture-items. The sentences were simple in nature and were made up of grade-level vocabulary. The reading comprehension aspect had a Cronbach alpha reliability .99 ($N=120$).

Digit span

The subsection had twelve number items. It was meant to measure each pupil's phonological memory and retention of phonological information presented by the researcher in form of numbers in sequence. The digit span had a Cronbach alpha reliability of .99 ($N=120$).

Regarding the administration of the BASAT, this was done on pupils individually in a separate room without visual distraction such as talking walls displaying words. This arrangement helped pupils to only concentrate on the various test tasks discussed above. The rooms used were allocated by school authorities and were generally fairly conducive for the conduct of all the tests in this study.

Since this assessment instrument (BASAT) had several components, as a matter of procedure, the researcher gave instructions before a particular component (subsection) was dealt with. With regards to duration, the administration of the BASAT generally took between 20 and 30 minutes per pupil and at times less minutes for pupils who had more reading and writing difficulties.

(c) The expressive language test

This test was conducted on individual-pupil basis and it assessed pupils' expressive or oral English language which is one of the essential predictors of literacy proficiency in English language. One conversation poster was selected and used per school. This was so because schools had exposed their pupils to different conversation posters. Therefore, the selection of the poster to be used was based on whether the class was familiar with it or not and to select a poster, the grade two class teacher was asked to identify the most familiar poster. However, throughout the study, there were three types of posters depicting the market, the family and the bus station scenes. Out of these three, the poster about the market was the most familiar and was used in most of the schools.

In terms of test administration procedure, after giving instructions, each pupil was asked to look at the picture carefully. After that, the pupil was told to name as many items or objects in that particular picture as possible. After about two minutes, the pupil was then asked to describe activities taking place in the picture. For scoring, a tape recorder was used to record the test proceedings while the researchers supplemented the recorded information by taking down notes. About five (5) minutes were allocated to each pupil during this test. Later, individual pupil-responses were scored as words and sentences on a score sheet.

(d) The rapid reading test

Like most other tests in this study, this test was individually conducted. Each pupil was asked to read as many words as they could read within one minute. These words were made up of single, two or three syllables which were grade level. The test assessed pupils' word-identification and reading fluency. A tape recorder was used in order to help in the analysis of data while the researcher also took note of pupils' responses as well. The rapid reading test had a Cronbach alpha reliability of .98 ($N=120$).

(e) The dictation test

This test was administered group wise in a group of ten pupils. Each pupil was provided with a writing sheet of paper and a pencil and they sat alone at a desk. Ten grade-level words and five simple sentences were dictated by the researcher. Each of the ten words was read twice one by one sometimes even more than two times, but very clearly while sentences were read more than three times, slowly and clearly as well. The test took about 35 minutes because a

maximum time of two minutes was allocated for writing each word and about three minutes for writing each sentence. The dictation test was used to assess word-spelling as well as word-order in sentences. Sentence punctuation was not a serious issue but was acknowledged where applied although it did not come out very strongly. The dictation test had a Cronbach alpha reliability of .88 ($N=120$).

(f) The literacy lesson observation checklist

This was used to observe an English literacy class in session in order to assess Grade Two teachers' knowledge and methodology applied in the teaching of literacy. One grade two teacher was randomly selected from each of the twelve participating schools. Prior to observing the lessons, explanations about the purpose for the observation exercise were given, and permission was sought from the teachers.

Observing a literacy class in session was an important activity as it helped to assess effectiveness of the teaching methodologies and appropriateness of the learning/teaching materials used in the SITE classes. This also helped to understand the relationship between the impact of teachers' in-put and pupils' performance in literacy.

The lesson observation checklist focused on five main aspects which could have a bearing on learner-achievement in reading and writing. These were; classroom environment, lesson procedure, teaching aids/materials, assessment and feedback and methodology. These were further sub-divided into their respective components as discussed below. Regarding coding and scoring on the checklist, all sub-components were rated as 'available and good' coded as 2, followed by 'available but poor' coded as 1 and finally 'not available' coded as 0.

Classroom environment

This particular component of the checklist had four subsections which sought to establish the presence and quality of talking walls, classroom organization especially when the teacher was teaching, furniture quantity and quality and necessary visual labels in the classroom. The classroom environment had a Cronbach alpha reliability of .90 ($N=12$).

Lesson procedure

This component comprised five sub-sections. These were; lesson planning, introduction, lesson development, conclusion and time management. The component sought to identify the types and effectiveness of the steps the teacher followed to deliver the literacy lesson. This component had a Cronbach alpha reliability of 1.0 ($N= 12$).

Teaching aids/materials

The teaching aids/materials category was made up of three sub-components which were suitability, sufficiency and utilization. These aspects were meant to measure the quality, quantity and use of the teaching resources. This aspect had a Cronbach alpha reliability of 1.0 ($N= 12$).

Assessment and feedback

The assessment and feedback was divided into four sub-components namely; question and answer, individual attention to pupils, pupil-motivation and overall pupil-performance. With a Cronbach alpha reliability scale of .99 ($N= 12$), this aspect sought to measure how the teachers assessed learning and how the feedback was provided to the learners.

Methodology

This part was divided into four sub components which were; phonics, other teaching methods, learner-activities and teacher activities. The methodology part was an important aspect in the delivery of teaching as it sought to ascertain the type or types of methodologies teachers applied in the presentation of literacy lessons.

In terms of phonics and other literacy teaching methods, teachers' knowledge of these concepts and how to teach the English language word-sound system was observed. Within the same methodology, learners' and teachers' activities were observed with respect to the teaching methods applied. It was observed that most teachers did not have sound knowledge regarding phonics and this led to poor lesson delivery. The component of the methodology had a Cronbach alpha reliability of 1.0 ($N= 12$).

(g) The teachers' questionnaire

This was both a qualitative and quantitative instrument which was used to collect views from grade two teachers on their experiences, perceptions and explanations regarding the SITE approach of the Primary Reading Programme. The questionnaire addressed the following main aspects which were quantitative in nature;

Teachers' views and perceptions

This aspect sought to establish teacher's views and perceptions on the Primary Reading Programme (PRP) in general and the Step In To English (SITE) in particular regarding pupils' reading and writing difficulties. The 'yes' and 'no' items were coded '1' and '2' respectively, while other items with four responses such as 'less than one year', 'one to two years', 'two to three years' and 'three years plus' were coded 1, 2, 3 and 4 respectively. This component had a Cronbach alpha reliability scale of .44 (N=12).

Challenges pupils faced

The subsection addressed teachers' views regarding challenges their pupils faced in reading and writing. There were nine items, two of which were 'yes' or 'no' responses which were scored as '1' or '2', while the rest were multiple responses from which each respondent made as many choices as possible. This subsection had a Cronbach alpha reliability of .91 (N=12).

After teachers had completed the questionnaire, follow-up discussions were held with them and sometimes with head teachers who made personal observations regarding the teaching of English literacy skills and oral language skills under the SITE approach of the Primary Reading Programme.

Data collection

Data was collected from the twelve schools using seven instruments discussed above. First and foremost, demographical data was captured using the Biographical data sheet, then the BASAT, the Expressive language test, the Rapid reading test and the Dictation test. Literacy lessons were observed on the last day after which teachers completed the questionnaires. The whole data collection process took three days per school. This was so because the various tests and activities could not all be conducted on the same day. From all the schools head teachers gave permission to conduct this study in their schools, teachers were willing to

complete the questionnaire and be observed and generally pupils were interested to take part in tests. Therefore, the whole data collection process was successfully conducted.

Data analysis

Regarding data from pupils, except data from the expressive language test, the rest of the data were analysed quantitatively using tables of frequencies, percentages and cross-tabulations. The Statistical Package for Social Sciences (SPSS) computer programme was used for this exercise. On the other hand, closed-ended items of data from the teachers' questionnaire were also analysed quantitatively while the open-ended items were done qualitatively or descriptively using emerging themes.

CHAPTER FOUR

PRESENTATION OF THE FINDINGS

Introduction

This chapter presents the main findings of the study on pupils' reading and writing difficulties in English in Grade Two. The findings have been presented by referring to Grade Two pupils' achievement levels, pre-school and home reading experience as well as language experiences. Then results on pupils' performance in various reading and writing tasks have been presented, followed by teachers' perceptions and explanations of their pupils' reading and writing difficulties.

Achievement level

It was found out that under the PRP, pupils in class are grouped according to how high or low they have been performing in literacy based on a class teacher's assessment of pupils on the taught items in a given term. In this study, 16 (44.4%) boys and 20 (55.6%) girls were high achievers; 21 (43.8%) boys and 27 (56.2%) were average achievers; and 19 (52.8%) boys and 17 (47.2%) girls were low achievers. Table 3 below shows the distribution of pupils' achievement levels by gender.

Table 3: Pupil achievement level by gender

Achievement level	Gender		Total
	Boys	Girls	
High	16 (44.4%)	20 (55.6%)	36 (100.0%)
Average	21 (43.8%)	27 (56.2%)	48 (100.0%)
Low	19 (52.8%)	17 (47.2%)	36 (100.0%)
Total	56 (46.7%)	64 (53.3%)	120 (100.0%)

Pupils' pre-school experience and reading at home

Regarding whether the children had attended any pre-school before entering their first grade or not and whether they read at home or not, the study revealed that 63 (53.0%) pupils

acknowledged having attended pre-school, 54 (45.0%) said they had not been to pre-school, while one of them did not respond to this question. Of those who said they had attended pre-school, 29 (24.2 %) also said they read at home, while 34 (28.3%) of them despite having attended pre-school said they never read at home. On the other hand, out the 54 (45.0%) pupils who never attended pre-school, 9 (7.5 %) of them said they read at home while 45 (37.5 %) indicated that they never read at home and they did not attend pre-school. The rest of the details are presented in Table 4 below.

Table 4: Whether pupils’ attended pre-school and read at home

Attended pre-school	Reading at home		
	Yes	No	Total
Yes	29 (24.2%)	34 (28.3%)	63(52.5%)
No	9 (7.5%)	45 (37.5%)	54(45%)
No response	1 (0.8%)	2 (1.7%)	3(2.5%)
Total	39 (32.5%)	81(67.5%)	120 (100%)

Results further showed that among the 39 (33%) who read at home, 14 (11.7%) of them received some assistance from their siblings followed by 9 (7.5%) of them who received assistance from mothers, 7 (5.8%) from their fathers and 3 (2.5%) received assistance from other people.

Pupils’ home and class language

Pupils were asked to indicate the language(s) spoken and mostly used in their homes. Most of them (43%) said they spoke and used Bemba while 39% of them named “other languages.” Other languages included languages such as Mambwe, Lungu, Namwanga, Nyanja, Kaonde, Lala and Tonga. However, one respondent said the language used at home was English. As regards the classroom language, all the pupils (100.0%) indicated that they mainly used Bemba as a medium of communication at home, with the teacher and among each other. Table 5 below shows their responses.

Table 5: Home and classroom language

Language	Home		Class	
	Frequency	Percent	Frequency	Percent
English	1	2.3	0	0
Bemba	76	43.3	120	100.0
Other	43	39.2	0	0
Total	120	100.0	120	100.0

Letter-knowledge difficulties

Regarding alphabet letter-knowledge, results indicate that generally pupils from all the three ability groups faced difficulties with certain letters in both identifying or reading and writing them. There were certain letters with which pupils faced more difficulties as presented below.

High prevalence letter identification and writing difficulties

Table 6 below shows letter identification and writing difficulties faced by pupil-participants. In terms of writing letters of the alphabet, results indicated that 95 (79.2%) of the pupils experienced difficulties with letters ‘h’ and ‘y’; 92 (76.7%) of them faced difficulties with the letters ‘l’. On the other hand 91 (75.8%) pupils found writing the letter ‘q’ difficult. However, 100 (83.3%) and 90 (75.0%) pupils found less difficulties in writing the letters ‘a’ and ‘o’ respectively. Some pupils also exhibited letter-confusion especially with letters with similar shapes such as; a and d, a and q, b and d, u and n, n and h, t and f, m and w, among others. Other details regarding letter-writing difficulties are shown in Table 6 below.

Letter-identification results showed that 97 (80.8%) of the pupils had difficulties with letter ‘y’; 92 (76.7%) with letter ‘q’; 85 (70.8%) with letter ‘j’; and 83 (69.2%) with letter ‘x’. The results also showed that more boys faced difficulties with letters w, g, n and x, while more girls had problems with letters v, h, y, k, j, q, r and x. On the other hand letters ‘a’, ‘o’ and ‘z’ recorded the least letter identification difficulties represented by 31 pupils (25.8%), 27 pupils (22.5%) and 43 pupils (35.8%) respectively.

Table 6: High prevalence letter-writing and identification difficulties

Letter	Letter writing difficulties				Letter identification difficulties			
	Incorrect		Correct		Incorrect		Correct	
	Male	Female	Male	Female	Male	Female	Male	Female
c	35	38	20	26	38	38	17	26
u	37	40	18	24	-	-	-	-
w	38	40	17	24	44	42	11	22
g	40	38	15	26	44	42	11	22
n	42	37	13	27	33	37	24	27
h	43	52	12	12	41	38	14	26
l	46	46	9	18	43	50	14	14
y	45	50	10	14	41	41	9	23
j	43	40	15	21	46	44	14	13
q	44	47	11	17	45	47	10	17
r	43	45	12	19	35	45	20	19
x	41	40	14	24	38	45	19	19
k	-	-	-	-	24	25	31	39

Teachers’ views on pupils’ letter-identification difficulties

From Mbala Basic School, a 49 year-old teacher with a one year Grade Two teaching experience acknowledged that her pupils had letter-identification difficulties especially with the following: ‘**b, d, p, m, w, t, f, h** and **n**’.

Another female teacher aged 34 from Mbala Open Community School with a one year Grade Two teaching experience said:

*“Pupils have difficulties in differentiating letters such as ‘**b** and **d**’, ‘**p** and **q**’, ‘**e** and the digit **6**.’”*

At Nkole Urban Basic School in Kasama District, a 44 year-old female teacher with a two-year Grade Two teaching experience said:

“Pupils relate certain?? letters of the alphabet to vowel sounds (a, e, i, o, u) and they confuse sounds made by letters ‘c’ and ‘s’.

She further said:

“Some learners do not break through in Grade One. So, they face problems in Grade 2 when it comes to writing words and sentences, and they write some letters upside down e.g. ‘b’ and ‘p’. They (pupils) pronounce what they had learned in Grade 1-NBTL in to SITE especially a e, i, o, u vowel sounds.”

Letter-sound knowledge difficulties

Regarding letter-sound knowledge, majority of the pupils (100 to 113 in number) found the following letter-sound to be the most difficult: /qw/ for letter ‘q’ experienced by 94.2%; /y/ for letter y experienced by 93.3%; /h/ for letter ‘h’ faced by 83.3%; /w/ for letter ‘w’ and /g/ for letter ‘g’ each represented by 89.2%; and /l/ for letter ‘l’ represented by 88.3%.

Results further revealed that letter-sound /k/ and /c/ for letter ‘c’ and /j/ for letter ‘j’ were experienced by 87.5% of the pupils respectively. On the other hand, letter-sound /r/ for letter ‘r’ was experienced by 86.7%, while 83.3% of the pupils had difficulties with sound /n/ for letter ‘n’ .However, there were other less difficult letter-sound, for example letter-sounds /a/ and /o/ 50.0% pupils experienced difficulties.

Table 7 below shows letter-sound knowledge difficulties experienced by high, average and low achievers. The table reveals that the difficulties experienced by high achievers were in five main areas while average achievers faced difficulties in seven main areas. Lastly, low achievers had difficulties in seventeen areas. These results clearly demonstrate that although all the three ability groups faced such difficulties, the proportions differed with the most difficulties among the low achievers followed by average achievers. The percentage representations are in the table below.

Table 7: Letter-sound knowledge difficulties

Area of difficulty	Percent achievement level		
	High	Average	Low
/y/	88.9	91.7	-
/q/	91.7	91.7	-
/x/	83.3	91.7	100.0
/w/	83.3	-	100.0
/h/	86.1	89.6	100.0
/j/	-	89.6	100.0
/l/	-	89.6	100.0
/g/	-	93.7	100.0
/r/	-	-	100.0
/c / or /k/	-	-	100.0
/f/	-	-	100.0
/p/	-	-	100.0
/v/	-	-	100.0
/n/	-	-	100.0
/y/	-	-	100.0
/qw/	-	-	100.0
/s/	-	-	97.2
/b/	-	-	97.2
/k/	-	-	97.2

Sound-letter knowledge difficulties

Pupils’ performance regarding sound-letter knowledge difficulties is presented below according to pupils’ achievement levels. High achievers experienced sound-letter difficulties in three areas namely: /u/, /w/ and /y/ compared with the other pupils from the average and low achievers’ categories. Comparing performance between the average and low achievers, results show that the average achievers faced fewer difficulties than did the low achievers who faced more of such difficulties. The rest of the details are presented in Table 8 below.

Table 8: Sound-letter knowledge difficulties

Area of difficulty	Pupil-Level of achievement					
	High		Average		Low	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
/u/ for letter u	32	88.9	-	-	-	-
/w/ for letter w	30	83.3	-	-	36	100.0
/y/ for letter y	32	88.9	44	91.7	36	100.0
/j/ for letter j	-	-	43	89.5	36	100.0
/qw/ for letter q	-	-	44	91.7	36	100.0
/r/ for letter r	-	-	42	87.5	36	100.0
/x/ for letter x	-	-	44	91.7	36	100.0
/m/ for letter m	-	-	-	-	36	100.0
/d/ for letter d	-	-	-	-	36	100.0
/s/ for letter s	-	-	-	-	35	97.2
/k/ or /s/ for letter c	-	-	-	-	36	100.0
/p/ for letter p	-	-	-	-	36	100.0
/g/ for letter g	-	-	-	-	36	100.0
/n/ for letter n	-	-	-	-	36	100.0
/h/ for letter h	-	-	-	-	36	100.0
/l/ for letter l	-	-	-	-	36	100.0
/b/ for letter b	-	-	-	-	34	94.4
/k/ for letter k	-	-	-	-	35	97.2

Results on sound-letter knowledge association indicate that the 36 low achievers experienced the most difficulties in this task. As shown in the table above, all the 36 pupils in certain cases had difficulties with most sounds. This kind of performance suggests low achievers would face more serious reading and writing difficulties with words and sentences.

Initial-sound discrimination difficulties

Results from initial sound discrimination tasks indicate that the /i/ initial-sound in the word ‘impala’ and the /o/ initial-sound in the word ‘orange’ were the least difficulties experienced represented by 41 (34.2%) pupils each, while the initial sound /k/ in the word ‘cat’ was the most prevalent difficulty represented by 87 (72.5%) pupils.

Results also show that 20 (55.6%) high achievers, 31 (64.6%) average achievers and 31 (86.1%) low achievers had difficulties discriminating initial sound /p/ in the word ‘pipe’. Furthermore, results demonstrate that 20 (55.6%) high achievers 23 (47.9%) average achievers and 27 (75%) low achievers faced difficulties to discriminate the initial sound /s/ in the word ‘sun’. In the word box with initial sound /b/, 23 (63.9%), high achievers, 25 (52.1%) average achievers and 30 (83.3%) low achievers faced difficulties.

Ending-sound discrimination difficulties

Regarding discriminating ending-sounds, of the 120 pupils, the least experienced difficulties were represented by 86 (71.7%) pupils with ending-sound /t/ in the word ‘hat’. On the other hand, the highest number of pupils experiencing ending-sound discrimination was 98 (81.7%) for the sound /f/ in the word ‘life’.

Sound-blending difficulties

Table 9 below shows sound-blending difficulties and these are presented school by school. From the 12 schools, results presented in the table above indicate that Kaizya Middle Basic School in Mpulungu District faced the most difficulties in the four dimensions of sound blending. Malama Basic School in Kasama District and Musende Basic School in Mpulungu also recorded high prevalent difficulties as shown in the table below. Results also show that overall, 92 pupils (76.7 %) faced more difficulties regarding blending the phonemes m/u/d into the word ‘mud’ than they did with other items. The least difficulties were experienced on blending the phonemes p/o/t into the word ‘pot’ represented by 67 pupils (55.8%). The

difficulties were mainly in form of misplacements of phonemes and sometimes placing the letters upside down. Such difficulties in phonological awareness are likely to affect the development of reading and writing skills.

Table 9: Sound-blending difficulties

School	Areas of difficulty in sound-blending tasks				
	p/o/t	d/i/g	r/a/t	s/i/t	m/u/td
Chila Basic	6	6	5	3	9
Mbala Basic	3	2	2	3	3
Mbala Open Com.	5	5	4	5	6
Mbulu Basic	6	7	7	6	8
Niamukolo Basic	4	7	4	4	7
Mpulungu Basic	4	6	5	6	7
Musenda Basic	6	7	7	9	9
Kaizya Middle Basic	8	8	9	10	10
Nkole Urban Basic	4	6	5	4	7
Kasenda Basic	5	6	6	7	8
Malama Basic	9	9	9	9	9
Chiba Basic	7	7	8	8	9
Total (N = 120)	67 (55.8%)	76 (63.3%)	71 (59.2%)	74 (61.7%)	92 (76.7%)

Reading difficulties

Results from the reading tasks in the BASAT indicate that from the 12 schools, between 93 and 113 pupils out the 120 pupils experienced the most reading difficulties. In this study, reading difficulties were notable with generally all the reading items. However, more pupils faced these difficulties with the words; run, old, spoon, water, pencil, yellow, elephant, football, holiday, happiness, yesterday and the sentences ‘Musa and Maria are going to school’ and ‘Musa is wearing a blue shirt’. Table 10 below shows frequency distributions of

details about individual school performance regarding reading tasks. The nature of the difficulties was word-identification which affected pronunciation and reading fluency. With such difficulties, reading comprehension would be affected.

Table 10: Reading difficulties

School	Area of difficulty in BASAT reading tasks												
	run	old	spoon	water	pencil	yellow	elephant	football	holiday	happiness	yesterday	Sentence a	Sentence b
Chila	8	8	9	7	8	8	10	9	9	9	10	10	10
Mbala	4	3	6	4	3	3	7	4	6	5	6	6	8
MOCS	10	9	9	10	9	9	10	10	9	9	9	10	10
Mbulu	7	8	7	8	7	7	7	8	8	8	8	8	9
Niamukolo	9	7	6	10	6	6	9	8	9	10	9	9	10
Mpulungu	5	8	8	7	7	7	7	7	7	7	7	8	9
Musenda	10	10	10	10	10	10	10	10	10	10	10	10	10
Kaizya	10	10	10	10	10	10	10	10	10	10	10	10	10
Nkole	9	8	8	10	9	6	7	10	10	10	9	10	10
Kasenda	7	8	7	8	8	7	7	8	8	8	8	8	8
Malama	6	6	8	7	8	8	9	7	8	9	9	9	9
Chiba	6	8	10	10	10	10	10	10	10	10	10	10	10
Total	93	93	98	101	95	91	103	101	104	105	105	108	113

N.B. Sent. a is (Musa and Maria are going to school) and Sent. b is (Musa is wearing a blue shirt)

Reading difficulties by pupils’ achievement levels

Among the 36 high achievers, the most prevalent reading difficulties were experienced in the seven areas and out of the 48 average achievers, most pupils faced reading difficulties in eleven areas whereas out of the 36 low achievers, 33 (91.7%) of them faced difficulties with the word ‘be’; 34 (94.4%) with the words sit, old and spoon, while 35 (97.2%) with the rest of the words and the two sentences shown in Table 11. These results show that low achievers faced more difficulties than the other two pupil categories.

Table 11: Reading difficulties by pupils’ achievement levels

Area of difficulty	Pupil-level of achievement					
	High		Average		Low	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
football	21	58.3	45	93.8	35	97.2
elephant	22	61.1	46	95.8	35	97.2
holiday	22	61.1	47	97.9	35	97.2
happiness	24	66.7	46	95.8	35	97.2
yesterday	23	63.9	47	97.9	35	97.2
sentence ‘a’	26	72.2	47	97.9	35	97.2
sentence ‘b’	32	88.9	46	95.8	35	97.2
Spoon	-	-	46	95.8	34	94.4
Water	-	-	44	91.7	35	97.2
Pencil	-	-	42	87.5	35	97.2
Yellow	-	-	42	87.5	35	97.2
Be	-	-	-	-	33	91.7
Sit	-	-	-	-	34	94.4
Run	-	-	-	-	35	97.2
Old	-	-	-	-	34	94.4

N.B. Sent. a is (Musa and Maria are going to school) and Sent. b is (Musa is wearing a blue shirt)

Reading comprehension difficulties

Results from the four items on reading comprehension indicated that out of the 120 pupils, 98 (81.7%) of them could not match the sentence *‘The ball is under the table’* to match the appropriate picture, while 89 (74.2%) could not also read and match the sentence *‘He is sleeping,’* to the right picture. For the third sentence which read *‘She is drawing a chair,’* results showed that 96 (80.0%) of the pupils experienced difficulties matching it appropriately, while 106 (88.3%) of them had problems to match the sentence *‘The sun is shining.’* with the respective picture.

Rapid reading difficulties

Few incorrectly read items and more not attempted

With regards to rapid reading words, there were notable difficulties with every word. However

the most prevalent ones were these which have been presented below, most of which were not attempted. Tables 12a and 12b below present the lists of few items which were incorrectly read and more of which were not attempted at all.

Table 12a: Few incorrectly read items and more not attempted (long words)

Rapid reading word	Nature and prevalence of reading difficulty	
	Incorrectly read	Not attempted
Little	9	104
Crying	6	107
Start	5	107
teachers	5	106
speaking	5	106
kicking	4	104
children	5	104
Plate	10	104
Singer	8	109
villager	6	106
policeman	3	109
bookcase	5	108
bathroom	6	105
grasshopper	8	108
shopkeeper	6	107
classroom	5	106
drinking	5	106
running	7	106
ice-cream	7	106
chopping	4	104
pushing	5	106
grandmother	4	106
market	5	105
Knock	8	107
rocket	5	106
packet	5	106

Table 12b: More incorrectly read items and few not attempted (short words)

Rapid reading word	Nature and prevalence of reading difficulty	
	Incorrectly read	Not attempted
at	32	29
on	37	24
It	43	30
no	52	31
hot	53	34
me	52	39
but	49	47
hat	39	49
old	43	52
sit	34	52
car	44	51
pen	28	53
eat	33	60
meat	38	64
from	36	64
spoon	24	59
green	30	64
teach	30	69
start	38	71
pencil	28	70
seat	32	71
deep	30	77
five	26	76
eight	24	84
rice	22	89

Nature of rapid reading difficulties

From the rapid reading tasks, some attempted items were incorrectly read and realised as presented in the right column of the table below. The nature of reading difficulties ranged from word-identification, letter-sound difficulties, pronunciation, omissions, replacements and interferences from the local language (Bemba in particular).

Table 13: Nature of rapid reading difficulties

Given word	Attempted , but incorrectly read as
No	on
Hot	hat, ot
Me	read with /e/ sound using the a, e, i, o, u pattern
But	read with /u/ as in 'put' using the a, e, i, o, u pattern
Hat	at, without /h/ sound
Old	lod, road
Car	taxi, cat, cara, colour
Eat	et, with /e/ sound
Meat	met with /e/ sound, mat with /a/ sound,
Cup	with /u/ sound as in put, soup with /s/ initial-sound, not /k/
Spoon	sopo, school
Green	gren with /e/ sound
Teach	tek with /e/ sound, tak with /a/ sound, teacher
Start	star
Seat	set with /e/ sound
Deep	dep with /e/ sound
Five	fiv without magic 'e'
Eight	eat, it , sounded /g/
Rice	ris without magic 'e', rich, lise
Dark	black
Light	lit
Nine	read syllabically as ni-ne with the a, e ,i ,o ,u sound pattern
Sport	stop
Jump	jumping
Shirt	shit
Little	lit, litele = the Bemba way
Lost	lots
Broom	brom, blom
Speaking	speking with /e/ sound
Kicking	kissing, kitchen
Children	chicken
Plate	plat, plant
Bathroom	batroom
Shopkeeper	shopkep
Running	with /u/ sound as in putting
Knock	with /k/ sound
Rocket	loket with /l/ initial sound

Dictation difficulties

There was another wring task comprising ten words and five sentences which were dictated to pupils and difficulties pupils faced are presented in Table 14 below. The most serious difficult writing tasks were writing from dictation the sentence - '*I want to drink water*' faced by 117 (97.5%) pupils followed by '*She was reading a book.*' faced by 116 (96.7%), then '*My teacher is eating*' and also the word '*bedroom*' faced by 114 (95%) pupils respectively. The rest of the difficulties are shown in the same table below.

Table 14: Dictation difficulties (N = 120)

Area of difficulty	Frequency	Percent
At	71	59.2
Bag	72	60.0
stop	97	80.8
Cup	89	74.2
desk	110	91.7
black	107	89.2
sleeping	109	90.8
bedroom	114	95.0
eating	109	90.8
This dress is yellow.	111	92.5
The dog is sleeping.	108	90.0
She was reading a book.	116	96.7
My teacher is eating.	114	95.0
I want to drink water.	117	97.5

Nature of dictation - writing difficulties

The nature of writing difficulties from ten words and five sentences dictated to the 120 pupils which were in form of spellings are reflected in Table 15 below.

Table 15: Nature of dictation - writing difficulties

Expected or dictated word	Incorrectly written word varieties
At	art, hat, ati, atti, oto
Bag	bay, bagi
Stop	stopu, setop, stopo, ctop, sitopu
Cup	kapu, capu, kepu
desk	deske, deski, desiki, DESki, besk
teacher	techa, ticha, tiche, tica, taecher,tencher
black	blak, burk, bulak, bulaki, blcke, braki, balke, buraki,brak,dulak
sleeping	sipping, siriping, siliping, seeping, clipi, silipini, sleping, slip
bedroom	bedilum, bedulum, bediroom, baedlum, bebroom, betilumu,
eating	itin, itn, etin, itini, itine, enting, eting, iting, enting,
This dress is yellow.	Vis dess is yelo, (vis is diles is allo, yalolow, yeelwo)
The dog is sleeping.	The bog is seeping, (silipini, siriping, sripping)
She was reading a book.	She hos reiding a book, (shi wos leding a book, shi oz book liDing)
My teacher is eating.	My ticha is eating, (mai ticha, may tca is itin)
I want to drink water.	Ai wat driking water, (WARTER, hota, hota, dirnk, wat to dik ota.)

Writing difficulties (BASAT)

With regards to writing, results showed that pupils generally experienced writing difficulties. The most prevalent ones were associated with the words presented in Table 16 below.

Table 16: High prevalence writing difficulties by school

School	Area of difficulty													
	be	run	old	spoon	water	pencil	yellow	football	elephant	holiday	happiness	yesterday	Sent.a	Sent.b
Chila	10	10	10	9	9	10	10	10	10	10	10	10	10	10
Mbala	6	6	4	7	6	6	6	7	9	9	8	8	8	9
MOCS	10	10	10	10	10	10	10	10	10	10	10	10	10	10
Mbulu	8	10	8	7	10	9	9	9	9	10	10	10	9	10
Niamukolo	7	9	8	9	9	8	10	8	9	10	10	10	10	10
Mpulungu	7	7	8	8	8	8	8	8	10	9	10	10	9	10
Musenda	10	10	10	10	10	10	10	10	10	10	10	10	10	10
Kaizya	10	10	10	10	10	10	10	10	10	10	10	10	10	10
Nkole	9	10	9	10	10	10	9	10	10	10	10	10	10	10
Kasenda	8	8	9	9	10	10	10	10	10	10	10	10	10	10
Malama	7	7	8	8	8	8	8	8	9	8	9	9	9	9
Chiba	8	9	9	10	10	10	10	10	10	10	10	10	10	10
Total	100	106	94	107	110	109	100	110	106	116	117	117	115	118

N.B. Sent. a is (Musa and Maria are going to school) and Sent. b is (Musa is wearing a blue shirt)

The results indicate that out the 120 pupils, between 100 and 118 of them faced writing difficulties with spellings and one sentence. Out of the 18 writing items, the most challenging were five which were ‘elephant, holiday, happiness and yesterday’. The sentence with which the pupils faced more writing difficulties was ‘Musa is wearing a blue shirt’. Performance by pupils from individual schools on these items is as shown in Table 17 above. Results further show that all the pupils from Musende Basic and Kaizya Middle Basic Schools in Mpulungu District failed to correctly write all the writing items which were given to them.

Prevalence of writing difficulties from BASAT words

Table 17 below shows the nature of writing difficulties from BASAT words. Results indicate that high achievers faced fewer difficulties compared to the average and low achievers. However, low achievers faced more difficulties compared with the average achievers. The most difficult items were the word ‘yesterday’ and the second sentence (Musa is wearing a blue shirt) both of which even high achievers got wrong. Low achievers faced more

difficulties when compared with average achievers. The performance trends among the three achievement categories are presented in the table below.

Table 17: Prevalence of writing difficulties from BASAT words

Area of difficulty	Pupil-level of achievement					
	High		Average		Low	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
own name	10	27.8	31	64.6	28	77.8
An	13	36.1	33	68.8	32	88.9
So	11	30.6	35	72.9	30	83.3
At	15	41.7	38	79.2	33	91.7
Be	21	58.3	44	91.7	35	97.2
Sit	18	50.0	41	85.4	36	100.0
Run	25	69.4	45	93.8	36	100.0
Old	25	69.4	42	87.5	36	100.0
spoon	25	69.4	46	95.8	36	100.0
water	28	77.8	46	95.8	36	100.0
pencil	29	80.6	44	91.7	36	100.0
yellow	29	80.6	45	93.8	36	100.0
football	27	75.0	47	97.9	36	100.0
elephant	33	91.7	47	97.9	36	100.0
holiday	33	91.7	47	97.9	36	100.0
happiness	35	97.2	46	95.8	36	100.0
yesterday	36	100.0	46	95.8	36	100.0
sentence ‘a’	33	91.7	46	95.8	36	100.0
sentence ‘b’	36	100.0	46	95.8	36	100.0

N.B. Sent. a is (Musa and Maria are going to school) and Sent. b is (Musa is wearing a blue shirt)

Nature of writing difficulties from BASAT words

Table 18 below shows the nature of writing difficulties from BASAT words. The writing component of the BASAT comprised the words presented in the left column as shown in the table. These words were dictated to the pupils, some of the pupils who could not write them correctly and the wrong words-spelling they wrote are presented in the right column of the table.

Table 18: Nature of writing difficulties from BASAT words

Dictated or expected word spelling	Incorrectly written word-spellings
An	ani, anni, ane, and
At	hat,ati
Be	B
Sit	sti
Run	ran, ren, lan
Old	od
Spoon	sipun, supun, spon, cepun, spun, soon, supin
Water	weta, ota, orta, wota, wonte, wart, woriter
Pencil	pecli, peso, peancil
Yellow	yell, yoro, yele, yilo, yello, yelwo
Football	fatwoball, futwoball, fubll
Elephant	elephat, arefat, elepat, alefant
Holiday	olid, olindes, olinday, olinde, oride
Happiness	apines, hapnes, apinasi, hapeness
Yesterday	yestade, yosteda
Musa and Maria are going to school.	Maria and Musa a go in to suku,
Musa is wearing a blue shirt.	Musa is warini buru seti, weyaling, shet, blu

Summary of reading and writing abilities

The overall analysis of pupil-performance as presented in Table 19 below shows that generally the performance of high, average and low achievers was almost the same in reading as evidenced by minimal differences among the three means of 177.9, 192.2 and 181.1 as

shown in the table. On the other hand, the performance of high achievers in writing compared to the average and low achievers was higher with means of 27.3; 13.7 and 7.1 respectively. The table below shows other statistics regarding the overall performance in reading and writing.

Table 19: Summary of reading and writing abilities

	Reading ability				Writing ability			
	High achiever s	Average achiever s	Low achiever s	Total	High achiever s	Average achiever s	Low achiever s	Total
N	36	48	36	120	36	48	36	120
Mean	177.89	192.21	181.11	184.58	27.31	13.75	7.06	15.81
Standard Deviation	31.11	17.19	12.03	22.02	14.51	10.00	6.68	13.39
Range	99.00	64.00	63.00	99.00	54.00	41.00	27.00	54.00

Teachers views on pupils’ reading difficulties

Teachers who took part in the study were asked to give personal experiences and views regarding their pupils’ reading difficulties. These teachers cited letter-sound, word recognition and interferences from local language (Bemba) as some of the factors which contributed to reading difficulties. Presented below are some of the views of the teachers.

From Chila Basic School in Mbala District, a 45 year-old female teacher with a six-year Grade Two teaching experience said:

“Pupils fail to master letter-sounds so that the same sounds can help them when reading words. They have problems with word recognition and these problems lead to their failure to

connect words to make sentences. And since these pupils have difficulties in mastering the sounds, it becomes difficult for them to write the words."

From Kasenda Basic School in Kasama District, a 26 year-old teacher with a two-year Grade Two teaching experience gave her views by saying:

*"Some pupils fail to match the same letters in capital form to small letters in a given sequence. Some phonic sounds in NBTL differ from phonic sounds in SITE e.g. **nine** representing the number nine (9) is read syllabically as **ni-ne** to mean 'myself' in Bemba. Furthermore, pronouncing certain English-words becomes difficult as a result of 'missing front teeth' (imicene, in Bemba) that some pupils have at this age when they are in Grade Two."*

Another teacher aged 34 years with a one year Grade Two teaching experience from Mbala Open Community School said:

"Pupils find it difficult to read some words such as 'be', 'nine' and others which have similar spellings in both English and Bemba, but have different meanings. As a result, they confuse these when reading and writing. They end up reading and writing English words with Bemba phonology and orthography respectively because they find it difficult to differentiate sounds and the letter combinations."

Teachers' views on pupils' writing difficulties

Teachers were asked to express personal experiences and views regarding their pupils' writing difficulties. Findings showed that teachers had noticed interference from local language skills learnt in Grade One and handwriting problems with regards to spacing. Presented below are some of the teachers' views.

Regarding writing difficulties, from Kasenda Basic School in Kasama District, a 26 year-old teacher said:

*“Regarding writing, some words in English are written using Bemba vowels and syllables. For example, in dictation, the word **chair** can be written as ‘**cheya**’, and **tea** as ‘**tii**’ and some simple words such as **cat** can be written in a jumbled way as **atc**’.*

On handwriting, the same teacher stated that:

*“To some pupils spacing words in a sentence is very difficult. They do not know how to leave spaces after each word in a sentence. They squeeze all words as if it is one word. For example, the sentence ‘**This is a cat.**’ can be written as ‘**Thisisacat.**’*

From Malama Basic School in Kasama District, a 33 year-old teacher with a one year Grade Two teaching experience had this to say on writing difficulties:

*“Pupils know the letters of the alphabet orally, that is singing the alphabet song, but they do not know the actual letters because they fail to identify them. At time letters may be identified but they are not matched to their sounds. Since sounds are not known and mastered, this leads to reading problems. For example, some words are written as follows: ‘**cup** written as **kapu**’ and ‘**cake** written as **keki**’.”*

Regarding reading and writing, a teacher aged 27 from Niamukolo Basic School in Mpulungu Basic said:

“Children’s difficulties in identifying letters of the alphabet and their sounds, reading some words and sentences and writing them have been some of the most critical challenges I have noticed.”

Teachers’ views on challenges to teach reading and writing

Teachers’ mentioned lack of materials, pupil-over-enrolment, pupils’ failure to break through from Grade One and too much work in the SITE programme as the main challenges which

hindered the effective teaching of reading and writing. A 34 year-old teacher from Mbala Open Community School said:

“Lack of teaching materials such as pupils’ activity books, conversation posters, library reading books of all levels (red, yellow, orange and green) has been a big problem.”

The same teacher further acknowledged that:

“Desks are not enough as well and as such pupils find it difficult to write properly because they have to share and squeeze on the few desks available.”

At Mbala Basic School, a 49 year-old teacher had this to say regarding critical challenges in the teaching of reading and writing:

“There are a lot of things involved in the SITE programme so sometimes I get stuck.”

At Malama Basic School, a female-teacher said:

“When I introduce a phonic sound today, it will have reading words and the lesson presented in the teaching station will also have new words. As a result, there will be many new words for the learners. There are also too many writing activities to be done by me (the teacher) such as phonics, independent learning activities and teaching station activities.”

A teacher at Mpulungu Basic School made the following sentiments:

“As a teacher, I would love to have special time for the children, but in the first place classes are over-crowded with more than fifty children in one class and about forty of these pupils need special attention. The other thing is that I am handling two classes. And dealing with parents in this district is not easy because once they (parents) bring a child in Grade One, they are done. They have a negative attitude towards their children’s education.”

She further said:

“Over-enrolment of pupils makes it difficult for me to teach reading and writing and controlling and managing the class becomes hard. When pupils are many in class, teacher-pupil contact is not so much and the one-hour period for teaching literacy is not enough as well.”

On critical challenges faced when teaching reading and writing, the teacher from Kasenda Basic School in Kasama District mentioned that;

“Most of the learners do not break through in Grade One (NBTL), so teaching them in Grade Two (SITE) where everything seems unfamiliar becomes more difficult.”

The other teacher from Malama Basic School in Kasama District observed that;

“SITE has so many lessons planned for the whole year. Teachers panic to complete the lessons before the end of the year while pupils seem not to be ready, hence only a few break through.”

Teachers’ views on remedying reading and writing difficulties

The study revealed that all the 11 of the 12 teachers acknowledged that their pupils faced reading and writing difficulties. Of the 12 teachers, eight of them, four from Mbala and the other four from Kasama districts said they applied remedial interventions, while the other four from Mpulungu District said they did not apply any of such measures. Four of those who applied these interventions were aged above 42 years and 2 were between 34 to 37 years.

Regarding parental involvement in remedying reading and writing difficulties, four teachers from Malama, Nkole Urban, Chiba and Mbulu basic schools said they involved pupils’ parents while eight of them from Chila, Mbala, Mpulungu, Kasenda, Niamukolo, Musende Basic Schools, Kaizya middle Basic School and Mbala Open Community School said that they did not involve the parents.

Teachers' views on remedial interventions

On remedial interventions, a 44 year-old teacher from Nkole Urban Basic School disclosed the following:

"In reading, if the learners do not do well, I plan reading activities to be done together with the learners on day five in the teaching station and I give them some homework to be done with the assistance of their parents".

She went on to say:

In writing I sit down together with those who do not do well, plan some handwriting activities, emphasise on writing neatly and show some good or bad work to all the learners for them to compare. I encourage those who do not do well and praise those who do well."

At Kasenda Basic School in Kasama District, a 26 year-old teacher said;

"After classes, remedial work is conducted through reading words on cards for those pupils with reading problems and homework is given for pupils to go and read through these words at home. In writing, remedial work is given on day five and when assessing learners, it is given through dictation. What has been noticed is that most of the parents are not concerned with their children's education. Even though you call them, they do not come."

From Musende Basic School, regarding why any remedial interventions could not be conducted, a 28 year old teacher said:

"I do not have time especially that I handle double-class and the number of pupils in the two classes is too big, over 70 in each class, just imagine! Not only that, children's parents do not come to school even when they are invited regarding their child's poor performance."

Teachers' views on parental involvement

With regards to parental involvement, only five teachers indicated that they involved parents, while seven said they never involve the parents. Of those who involved parents, four were aged above 42 years, two were between 34 and 37 years.

A 45 year-old teacher from Chila Basic School in Mbala District who did not involve parents in remedying pupils' reading and writing difficulties said the following:

"Parents do not come to school to check on their children's work so that they can help them (children) at home."

The teacher from Malama Basic School in Kasama District indicated that she involved parents in trying to remedy pupils' reading and writing difficulties and said:

"Some parents care but others do not. I say so because at times especially Fridays when I give reading words to pupils so that they can read through them during the weekend, most pupils come back without knowing the words. Sometimes they even fail to copy them".

Another teacher aged 34 years from Mbala Open Community School mentioned that;

"Most of the parents in this environment where the school is located can hardly read and write, so they fail to help their children with school work."

On parental involvement, the teacher from Nkole Urban Basic School in Kasama District said:

"I give pupils some work such as words or sentences to read at home together with their parents bearing in mind that parents can assist their children in reading and writing. Somehow it has worked well because some pupils develop interest in reading both at home and at school."

Teachers' views on school-based workshops

Regarding school-based workshops, the teacher from Nkole Urban Basic School stated that;

"Workshops at school are not possible because of insufficient funds and time as we are not allowed to conduct workshops during the school term, unless there is an urgent need of which the DEBS' office needs to be aware to grant permission."

Another 34 year-old teacher from Mbala Open Community School said;

"The PRP activities have been ignored by most of the administrators. Hence, there is no motivation to the implementing teachers."

Performance in expressive language test

This test was based on a familiar picture per school from which each pupil was individually asked to name about 15 items and also give 10 sentences to express what was happening in each picture in English. The study revealed that most pupils were able to name individual items and a few of them could express what was happening in these pictures. However, some pupils could make most sentences which were not grammatically correct. It was further noticed that some pupils could neither name individual items nor make expressive sentences. These exhibited serious oral language difficulties.

Results showed that out of the 120 pupils, 12 (10%) could not name any item from the pictures, while 49 (40.8%) pupils named the items in the pictures, but with very limited vocabulary ranging from one to about six words. Regarding describing activities in pictures, 33 pupils (27.5%) used between one and three sentences, while 71 (59.2%) of them could not use any sentence at all. However, 18 pupils tried to use sentences to describe picture-activities, but these sentences were either incomplete or grammatically incorrect. More details regarding the type of sentence expression difficulties are presented in Table 20 below. This is extremely interesting. I wonder how children's proficiency relates to their achievements on the BASAT and speed reading test. Are poor performers on the language test overrepresented among low achievers? Did you look at correlations between language test and reading and writing scores?



Table 20: Performance in expressive language test

Incomplete expressions		Grammatically incorrect expressions	
1.	Selling...	1.	Girl is jump.
2.	Sitting...	2.	Chicken is run.
3.	The man...	3.	Chicken is eat.
4.	The girl is...	4	She has buy.
		5.	Grandmother carrying rice.
		6.	I can see a three chickens.
		7.	The chicken are running.
		8.	The woman have the umbrella.
		9.	Grandmother and the girl is running.
		10.	The boy is selling breads.
		11.	The mother is carrying in fish.
		12.	The man is umbrella.
		13.	The dog is seeing a chicken.
		14.	The grandmother is catching the basket.
		15.	The goat is looking the cup.
		16.	The mother is basket.
		17.	The aunt is a tomato.
		18.	Grandmother is basket.
		19.	The boy and girl are play.
		20.	A cat and rat is praying (not playing).
		21.	Grandfather reading book.
		22.	Girl sweeping.
		23.	Baby play.
		24.	Cat playing with rat.
		25.	Father woman cooking.
		26.	Grandfather is books.
		27.	Mother is water.
		28.	The boy is plays.
		29.	Mother she is buying rice.
		30.	Grandfather is book.
		31.	Boy is doing.

Findings on literacy lesson observation

Literacy lessons were observed from 11 schools in conducted by Grade Two teachers who also completed a questionnaire. Five aspects which included; classroom environment, lesson procedures, teaching resources, assessment and feedback and methodology were considered in the checklist and these were scored as available and good, available but poor and not available.

Classroom environment

Regarding the classroom environment, results revealed that nine of the classrooms displayed poor talking walls, only two had good talking walls and grade teachers for such teachers had taught between one and two years, while the classroom at Kaizya Middle Basic School had no talking walls at all. In terms of classroom organization, ten classrooms were rated as poorly organized with only one whose classroom organization was rated as good. Most of the teachers from these classrooms represented by five had a Grade two teaching experience and three had taught for less than one year. Furthermore, nine classrooms had the furniture which was rated as poor, two classrooms had good furniture and at Kaizya there was no furniture in the classroom at all.

Lesson procedures

One of the aspects was lesson planning in which nine of the teachers had prepared lesson plans which can be described as good. These lessons were also well introduced by the class teachers. The other two lessons were poorly prepared. When teaching, it was noticed that seven lessons were well developed while four were poorly done. In terms of lesson conclusion, only six lessons well-concluded, while five were poorly done. Time management results indicated that six lessons were well managed in terms time management where lessons were started and concluded within one hour. It was also noticed that time was not well managed in five lessons.

Teaching resources

In terms of the quality of teaching resources results showed that these resources were poor in seven classes, good in three classes whose teachers had a teaching experience of less than one year and between one to two years, and not available in one classroom. In terms of sufficiency, the resources were not sufficient in 10 classrooms and only in one classroom

were these resources well utilized. In this classroom, the teacher had a teaching experience between one to two years. In the other nine classrooms utilization of the resources was poor.

Assessment and feedback

Results revealed that the question and answer technique was available and good in six classrooms mainly for those classrooms with 35 to 45 and 46 to 55 pupil-population. It was also noticed that the question and answer technique was rated as poor in five classrooms three of these classrooms had 35 to 45 pupil-population. Furthermore, individual attention to pupils was available and good only in three classrooms, available but poor in two classrooms and not available in six classrooms. Regarding pupil-motivation, three classrooms recorded good motivation, while in five classrooms motivation was rated as poor and not available in three other classrooms. In this regard, the overall pupil-performance was poor in nine classrooms and only good in three classrooms.

Teaching Methodology

Results on phonics indicated that in ten classrooms, teachers did not possess sound knowledge of phonics, while in one classroom the phonic method was not available. On the other hand, learner activities were available and poor in eight schools and were only good in two classrooms. Teacher-activities were rated as poor in nine schools.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

Introduction

This chapter discusses the main findings of the study which sought to investigate the nature and prevalence of reading and writing difficulties in English in Grade Two. These findings also include the possible factors for the identified reading and writing difficulties.

Main findings

The study revealed that the majority of the Grade Two pupils involved in the study faced both reading and writing difficulties as confirmed by test results, teachers' views and observations made by the researcher during literacy lessons observed. The tests sought to assess pupils' knowledge in a number of dimensions. These included: reading aspects comprising; letter-knowledge, letter-sounds, phonological awareness, word identification, fluency, reading comprehension and writing skills comprising; letter-writing and word-spellings. Teachers, through a questionnaire narrated their experiences regarding the teaching and learning of literacy with reference to the SITE approach. Lesson observations helped to consolidate the findings from pupils and teachers in a real contact.

The sort of pupil-performance exhibited in this study, characterized by serious reading and writing difficulties could be attributed to a number of factors. The main factors are; local language and NBTL skill-interference, poor oral English foundation, poor teaching methods, lack of appropriate teaching resources, over-enrolment among others.

First language interference coupled with NBTL literacy skills acquired in the first grade was among the factors responsible for children's reading and writing difficulties. This was so possibly because the two languages (Bemba and English) have different phonological and orthographical structures. Learning to speak and write English does not necessarily depend on Bemba phonological skills because the two languages are not phonetically compatible. Bemba is the language of literacy instruction in Grade One, while English is the target language in Grade Two. This incompatibility was noticed in a rapid reading test where pupils mispronounced certain words as well as when writing words from dictation where pupils

spelt most words wrongly as follows: 'at' was written as **art**, **hat** and **ati**; 'bag' was written as **bagi**;; 'stop' as **sitopu** and 'cup' was written as **kapu** or **capu**. Such errors were the result of local language interference as well as NBTL skill-transfer.

These interferences affected the development of English language literacy skills. Such spellings problems arose because Bemba is phonetically and orthographically regular and coming from such an initial orientation, most pupils misapplied such literacy skills in trying to read and write English which is a phonetically and orthographically irregular. In addition, Bemba is spoken and written syllabically and makes its structure more predictable which is not the case with English which is also referred to as an opaque language as its pronunciation is not strictly based on the phonemes and their combinations in a given word.

Bemba syllables are mainly characterised with the consonant-vowel combination (CV), and sometimes the consonant-consonant-vowel (CCV). It is always the case that every word in Bemba should end with a vowel. On the other hand English words do not strictly operate under such morphological features, hence the reading and writing challenges young learners in Grade Two face with words such as; at, bag, cup, stop and may more which they erroneously write as shown above.

These findings above are consistent with Ziegler and Goswami (2005) who revealed that more inconsistent orthographies seem to force the reading system into developing multiple grain size mappings and so learning to read inconsistent orthographies depends on greater development of flexibility and the development of extra-cognitive architecture. This implies that learning to read and write in a language such as English for young learners whose first language is not English is more difficult compared to learning the same skills in a language like Bemba where the first language is Bemba itself or another language which closely shares the phonological and orthographical characteristics with Bemba. Such difficulties are attributed to the phonological and orthographical structural differences between English and Bemba. In these two dimensions (phonology and orthography), English is inconsistent and irregular compared to Bemba which more consistent and regular. In this regard, once learners have mastered literacy skills in Bemba in grade one, such skills interfere with the acquisition and development of literacy skills in English characterized with spelling difficulties in writing and word identification and pronunciation difficulties in reading.

In the same vein, Woolley-Wade and Geva (2000) have recorded that biliteracy acquisition often entails the challenge of learning new phonological information and the ability to reliably assign this information to the appropriate graphic representation. For example, some words from both English and Bemba, though they are syntactically phonologically different share spellings. With such words, for example like and nine learners faced both spelling and pronunciation difficulties. English also has unique combination of letters which do not exist in the Bemba orthography and phonology giving rise to reading and writing difficulties. For example, ck, rt, and double consonants posed reading and writing difficulties to some learners.

Therefore, the challenge of learning to read and write in two orthographies simultaneously which are different or immediately one after the other is a great challenge on the learner especially in initial grades. Such a situation prevails in the context of Zambian government schools where initial literacy is taught in one of the seven local languages and literacy in English is introduced in Grade Two when pupils begin and continue to learn literacy in the two languages (a local language and English).

Other areas of difficulty with regards to literacy skill-transfer from Grade One were noticed in certain phonemes and vowel-structures in words such as ‘**me**’ read with /e/ sound as in **met**, ‘**but**’ read with /u/ sound as in **put**, ‘**eat**’ read with /e/ as if it were **et**, ‘**meat**’ read with /e/ sound as in **met** sound, ‘**green**’ read as **gren** with /e/ sound, ‘**light**’ read as **lit** and ‘**broom**’ read as **brom** with /o/ sound. This finding was contrary to MOE (2002) in which it was claimed that the Step In To English (SITE) course of the Primary Reading Programme in Zambia will enable learners to read fluently and write clearly and accurately in English in Grade Two as learners will be building on the skills developed in the Zambian language through the New Break Through To Literacy (NBTL) in Grade One. This assertion can only happen if the two languages involved are both regular and consistent in terms of phonology and orthography. However, in the Zambian context, particularly in the Northern Province where this study was conducted, English and Bemba sharply differ in terms of orthography and phonology. Bemba is highly regular and consistent than English which is irregular and inconsistent for which reason English is sometimes referred to as an ‘opaque language’ because it is not so predictable in terms of pronunciation and spelling. Learning to read and

write in English language needs very specific instructions, preferably at a much later time than Grade Two when learners will have consolidated initial literacy skills learnt in the first grade.

Reading difficulties like these cited above with words such as; **me, but, eat, meat, green, broom, light** and others would also affect writing (spelling) skills because there is a relationship between oral language and written language, but what is important is for the learners to master how particular sounds of a language are written down. This is one of the main reasons why pupils who first learnt literacy in a local language (Bemba) in Grade One are likely to face reading and writing difficulties in English language. In this study, teachers also reported about this situation which was also confirmed during lesson observation as well as through tests which were given to pupils.

The revelations above are in agreement with findings by Stanovich and Siegal (1994), who argued that skilled and less skilled readers might be differentially affected by the demands inherent in processing phonological elements that are L2 specific. In other words children who are less skilled readers might be those who are less competent at processing the phonemes and phonemic contrasts that are specific to L2. This is an important issue to investigate because biliteracy acquisition often entails the challenge of learning new phonological information and the ability to reliably assign this information to the appropriate graphemic representation.

This study revealed that only a few pupils' performed fairly well, but this was only in very few areas. Generally, reading and writing difficulties spread in all sub areas of the literacy which included; letter-knowledge, letter-sound, sound-discrimination, sound-blending, word-identification, word-spelling, sentence reading and reading comprehension. Pupils' performance in these areas was varied including in very basic areas. Some pupils especially the low achievers were faced with very basic writing difficulties by confusing letters which have similar shapes such as; '**a** and **d**', '**a** and **q**', '**b** and **d**', '**u** and **n**', '**n** and **h**', '**t** and **f**', '**m** and **w**', among others. Factors such as achievement levels and lack of/or poor pres-school experience contributed to this variation in performance. In addition, teacher, school, curricular and pedagogical factors contributed to the high prevalence of pupils' reading and writing difficulties as well.

As already highlighted, pupils from all the three ability groups exhibited reading and writing difficulties. One of the likely reasons for this is that the assessment criteria teachers used could not be very reliable. The study revealed that in certain instances pupils' performance could not match their ability group. The general expectation would be that high achievers may not face a lot of problems, but results indicated that pupils' difficulties were spread in different literacy-skill areas of course in different proportions. For example, of the 36 high achievers, 32 (88.9%) of them had letter-sound problems with /y/, 33 (91.7%) of them with /qw/, 30 (83.3%) of them with /x/ and /w/, while 31 (86.1%) had difficulties with /h/. On the other hand, among the 48 average achievers, 44 (91.7%) of them experienced letter-sound difficulties with /y/, /qw/ and /x/, 43 (89.6%) of them had difficulties with /h/, /j/, /l/ while 45 (93.8%) of the same average achievers faced problems with /g/. For all the 36 low achievers, 18 (50.0%) of them exhibited difficulties with letters /x/, /w/, /h/, /j/, /l/, /g/, /r/, /c/, /k/, /f/, /p/, /v/, /n/ and /y/ while 35 (97.2%) of them performed poorly in /s/, /b/ and /k/. The findings above clearly indicate that low achieving pupils had the most difficulties with regards to letter-sound knowledge suggesting more reading and writing difficulties with words and sentences in later grades.

The general performance trend in both reading and writing also suggests that pupils' difficulties increased from simpler to more complex words. For example, when reading one or two syllable words, a few pupils read such words correctly, a slightly bigger group of pupils attempted to read but ended up reading them incorrectly, while a much bigger group could not even attempt to read certain words especially those with three or more syllables. It was clearly evident that as word-complexity increased, more pupils exhibited more serious reading and writing difficulties, but these appeared even more with low achievers some of whom could not even read and write their own names. For example, reading the word 'football' the difficulties pupils experienced according to the three ability groups were spread as 21 (58.3%) for high achievers, 45 (93.3%) for average achievers and 35 (97.2%) for low achievers.

The study also revealed that there were some variations in terms of ratio between incorrectly read words to those words not attempted regarding single, two syllable and three-syllable words. For example, reading selected words listed below, ratios between 'incorrectly read' and 'not attempted words' were as follows: 'little' 9:104, 'crying' 6:107, 'plate' 10:104,

'children' 5:104 and **'policeman'** 3:109. On the other hand, reading one syllable words gave the following performance ratios between 'incorrectly read' and 'not attempted words', **'at'** 32: 29, **'on'** 37: 24, **'it'** 43: 30, **'no'** 52: 31, and **'old'** 43: 52. These findings demonstrate that pupils faced more difficulties with structurally more complex words. This disparity could be attributed to difficulties posed by the phonology and orthographic of English language with which pupils struggled to identify and pronounce. The two reading patterns shown above would be expected to be read more easily than pupils would read longer words with three or four syllables.

Another interesting issue to note in this study was that despite the fact that reading and writing difficulties spread across all the three achievement levels, in certain exceptional cases some pupils in the high achievers category, performed normally and better than the pupils from the other two groups. However, in other cases, pupils grouped in the average achievement category performed better than those in the high achievers' category. It was also noticed as may be expected that high achievers from certain schools exhibited fewer difficulties while low achievers generally recorded the most difficulties. It was furthermore evident that difficulties with simpler and more basic literacy skills involving items such as letters of the alphabet and one or two syllable words were fewer than those involving more complex words and sentences. Such difficulties are possible and expected in the learning situation, but what was surprising is the persistence and widespread of reading and writing difficulties in very basic areas such as alphabet knowledge and sounds among others. Since these difficulties have persisted even after pupils had been in school for almost three school terms, this should be a source of concern because such difficulties may persist up to the third grade and possibly beyond resulting in very serious learning difficulties.

Comparing the performance of pupils who had attended pre-school with those who had not, results suggested that those pupils with a pre-school experience performed slightly better than those without this background in both reading and writing tasks. However, the performance in writing was even poorer than in reading. This is an indication that writing skills pose more challenges and take longer to be established than reading skills. Furthermore, because of such a slight difference, it is also an indication that pre-school did not have a significant impact on reading and writing achievement. The other reason for this low effect could be attributed to the poor quality of pre-school services offered in some schools especially in rural districts

where some pre-school teachers may not even be formally trained. It can further be argued that the curricular content at pre-school level might not have been consistent with the curriculum in grade one, grade two and beyond. Another factor could be that even if pupils might have attended a sound pre-school programme delivered in English, the instructions in grade one under the PRP came in a local language. In such a case there would be a break in the use of English language to promote and sustain literacy development between pre-school and Grade Two.

Comparing performance by gender, results at a glance indicated there was no major difference between boys' and girls' performance. It was clear, however, that both female and male pupils faced challenges in reading and writing. By number, however, there were more girls (64) than boys (56) in this study and the general performance trend followed the same pattern where more girls kept recording either more difficulties or getting more writing items correctly than male pupils who also either recorded lesser difficulties or got fewer items correct.

With specific writing items which included, **'holiday,' 'happiness,' 'yesterday,' 'Musa and Maria are going to school'** and **'Musa is wearing a blue shirt'**, it was noticed that of none of the 56 male-pupils got a single of these items correct, while very few female-pupils got at least something although the performance was extremely poor. This situation, to some extent suggests that female pupils did better in writing than the male pupils. However, this difference was not so much, suggesting other underlying factors for poor performance in general.

In this vein, Commeyras and Inyega (2007:4) argue that "In all languages studied so far, a group of children experience severe reading problems (developmental dyslexia) despite normal intelligence, good educational opportunities and no obvious sensory or neurological damage." This point suggests that reading skills development in irregular languages such as English is more challenged than in regular and consistent languages. Remarkably, approximately 5-18 % of the population is affected by dyslexia (Shaywitz, 1998: Snowling, 2000), and individuals with dyslexia often have associated difficulties with writing, spelling, motor co-ordination and attention abilities, which vary across individuals making it difficult to specify the etiology (Habib, 2000; Snowling). So despite other factors such as teacher-

competence, a bulky curriculum and methodology inadequacies, chances of pupils having developmental dyslexia cannot be ruled out. So a combination of causal factors predisposes pupils to reading and writing difficulties. Therefore, there is need for a lot of pedagogical innovations if reading and writing skills are to be effectively taught in Grade Two under the Primary Reading Programme in Zambia.

Regarding teachers' views on their pupils' reading and writing difficulties, the study showed that the majority of the teachers indicated that their pupils had both persistent reading and writing difficulties. According to some teachers, these difficulties ranged from alphabet aspects up to word and sentence reading and writing. In some cases the teachers attributed such difficulties to failure of pupils to break through in Grade One, indicating that pupils were not ready for more superior literacy skills especially in the second grade which were in a foreign language (English).

Teachers also stated that their classes were mostly overcrowded such that there were no opportunities for pupil-teacher contact in order to offer individualized learning-support to needy pupils. On average, most classes had about 50 pupils with two extremes 72 pupils from Chiba Basic School in Kasama and 86 pupils at Musende Basic School in Mpulungu. In addition, as reported by almost all teachers, the type of training offered to Grade Two teachers at the inception of the PRP's SITE component was not so sufficient. Teachers were only subjected to short orientation programmes in form of workshops organized at school level and these training sessions only ran for less than one week. This meant that teachers were not adequately equipped with enough information and skills needed in the teaching of reading and writing skills. Teachers also confirmed this insufficient knowledge when some of them rated themselves low in terms of phonic knowledge.

Under the SITE approach to teaching literacy, teachers need phonic knowledge among other skills without which they would not be able to teach effectively and efficiently. In this case, it can be asserted that teachers' low knowledge of phonic content and methodology had also contributed to pupils' poor performance in phonological awareness tests and as well as in other reading and writing tasks. These findings are in agreement with Swanepoel van de (2009) who noted that when a phonological awareness deficiency is identified as a major contributor to a child's reading and spelling difficulties, it is, in a way, a relief, because it is a

'trainable' system that can be taught and practiced, especially in the early stages of reading development. Training undoubtedly improves reading and spelling systems. It then follows that teachers can only be in a position to identify and remedy phonological irregularities if they are fully knowledgeable about it. This knowledge comes through intensive and extensive training which can be done through in-service and school-based training sessions, but this was not the case with the PRP, hence the teacher-inadequacies cited above.

Teachers' low knowledge in phonic content and methodology was also noticed during lesson observation sessions in literacy. For example, to teach words such as **'put'** and **'but'** and **'pan'** and **'pane'** teachers could not pronounce such words correctly and confidently. It was further noticed that some teachers could not properly clarify and demonstrate relationships and differences in areas such as letter names and their sounds and could mix up vowels such as **'a'** and **'e'** and **'e'** and **'i'**. These difficulties were also noticed among some pupils most of whom related such to sounds in Bemba. Such are some of the reading and writing difficulties learners face in initial literacy in English especially if they are coming from a local language background such as Bemba, and once their teachers are not adequately trained in phonics content and teaching methodologies.

Teachers also faced difficulties in terms of pronouncing words with suffixes for the past simple tense such as **'d'** and **'ed'** in words such as **washed**, **closed**, **changed** and **picked**. In such cases some teachers gave the same pronunciation for words ending with /d/ sound. The /d/ sound was only correct for **'closed'** and **'changed'** while for **'washed'** and **'picked'**, but some teachers could not pronounce these two words with /t/ sound. It was also revealed some teachers used wrong combination of words to teach certain phonemes. For example, teaching the phoneme-sound **'o'** one teacher selected the following words; **how**, **hot**, **pot**, **cow** and **brown**. In such words, the phoneme, **'o'** is realized differently, so the words in this group were not very suitable for teaching such a phoneme. In a related development, another teacher could not give sufficient emphasis to help pupils learn to read words such as **sun**, **mud** and **cup** which posed some of challenge to learners. So, some reading and writing difficulties exhibited by pupils could also to a larger extent be attributed to teacher-competence problems.

These findings above are consistent with Owino (1987) who noted that when the teachers are not fluent in English and African languages, they make mistakes in teaching reading. Furthermore, Shcroeder (2005) pointed out that, reading instructions depend in part on the teacher's knowledge and effective use of instructional methods. In this regard the role of the teacher is of great influence in as far as reading and writing achievement is concerned. In this study, it was noticed that some teachers struggled to teach certain words as a result their pupils were not guided properly in certain instances.

Teacher-factors further influenced class organization and innovation. In those classrooms where teachers wrote some words on charts to be displayed in class, some of them were placed very high on the walls limiting reading access to the pupils. Such kind of charts which were placed so high were not beneficial to pupils upon whom all teaching should be focused. Teachers needed to take into account learners' learning needs. For example, at Nkole Urban Basic School in Kasama it was observed that the teacher depended so much on the chalk board instead of using other concrete and semi-concrete ways of presenting a lesson so as to make such a lesson more interesting and effective.

There were other more interesting issues noticed as well which greatly contributed to reading and writing difficulties under discussion. At Chiba Basic School in Kasama District, in a class of about 70 pupils, it was observed that the teacher was using a very small picture in the teaching station. That picture was not visible to all the pupils especially those who sat farther from the teacher. In addition, since the teacher was teaching whilst seated, she could not position the same small picture properly or turn it to all pupils in order to enable them see it. The use of very small picture posters in the teaching station was quite a common observation in most of the classes. In such cases teachers appeared not to be sensitive of the pupils' needs at the learning station.

Pupil-performance in this study was also seen to be varying from school to school. Some schools performed better than others and this trend could be attributed more to teacher and school factors and to a lesser extent to pupil factors alone. For example, Kaizya Middle Basic, Musende Basic Schools in Mpulungu District, Chiba Basic in Kasama and Mbala Open Community School registered the highest levels of difficulty in reading. Chiba and Musende had the highest enrolment levels of over 70 pupils per class and the teachers were

teaching double sessions, meaning when one class knocked off another one came in. In this case factors such as teacher's experience did not seem to be of any positive influence. For example, the teacher at Chiba Basic had a seven-year teaching experience in Grade Two, but the general performance of her pupils was low. This low performance could be attributed to teachers' challenges when teaching overcrowded classes and also being over-worked. Such teacher's capacity and in-put were compromised leading to low motivation on their part, and consequently low teaching and poor pupil-performance.

Teaching new skills to young learners calls for motivation if learners are to learn in a more natural, relaxed and enjoyable way. Only a motivated teacher can appreciate and use the same motivation on their pupils. However, it was noticed that except in two classrooms, the rest of the teachers somehow intimidated their pupils through the use of strong scolding language. While teaching, some of the teachers held a stick, and at times caned pupils for failing to read or write. This practice instilled lots of fear in most learners. This negatively affected the level of pupil-participation especially during oral lessons. In fact, the study further revealed that pupils' expressive or oral language was poor. In the expressive language test, most pupils could describe scenes from pictures using very telegraphic language which was even grammatically erroneous. Errors included wrong tenses, incomplete sentences, omissions of auxiliary verbs, among others. With this sort of oral language skills, it would be possible that pupils' writing and reading skills would be poor as well, which in fact was the case. This was so because there is a relationship between spoken and written language as it argued that we write what we say and we normally develop oral language before written language.

The revelation above is in line with the findings of Dixon and Nessel (1983), who argued that in order to learn sound-letter association, one must first be able to discriminate sounds orally and then must learn to associate those sounds with letters that they represent. Successful application of phonics is dependent on the reader's ability to hear and produce the sounds of a language. Lack of adequate experience with English sounds and patterns make English as Second Language (ESL) learner unable to recognize, discriminate and use those sounds in speech. This inability, in turn can make it difficult for students to sound out words in print resulting in reading difficulties.

Congestion due to over-enrolment in most of the classes contributed to poor class-control and management on the part of the teachers. Sometimes, this made teachers to behave quite emotionally, a situation which eventually contributed to poor teaching and learning. In some cases, pupils were seen to be quarrelling over space on the desks and their writing posture was poor as there could be three or four of them on one desk. There were also instances when written group work was given on very small portable boards and the work would be very squeezed and a group of pupils was made to copy from such a small board. At other times, the main chalk board in the classroom would be divided into sections and each group of learners was allocated their own portion of work. Such writing tasks appeared strenuous on the part of pupils, some of whom sat at a far distance thereby copying work wrongly. This was due to the fact that independent writing activities were not properly supervised by teachers who spent most of their time in the teaching stations with one of the four ability groups. As already highlighted, the study revealed that pupils performed more poorly in writing than they did in reading. This was partially the case because writing is naturally the most advanced language skill among the four skills (listening, speaking, reading and writing).

The finding cited above is consistent with Farris (1993) who describes writing as a demanding but valuable skill which involves transforming thoughts and ideas into meaningful words and sentences. Young writers need to develop the ability to use the structures of language in an appropriate and mature manner. This ability takes several years to emerge. Furthermore, Farris (ibid) notes that writing in the second-grade classroom can be quite diversified. Some children write as confidently and as enthusiastically as they did in the first grade. For other children, writing becomes a dreaded, anxious activity, as they wrestle for perfection with pencil strokes, word spellings and stray marks resulting in children discarding the work and beginning anew. During lesson observation, it was generally observed that most of the pupils struggled to write, legibly and intelligently. This was also noticed when pupils were given the dictation test.

Inequality in terms pupil-involvement also characterized lessons observed. It was observed that most class-teachers concentrated so much on the calling faster learners for participation whose contributions made the lessons proceed faster and this appeared to please the teachers. Slower learners did not seem to benefit from those lessons so much because they could not be given equal chance by the class-teachers to participate and there was no time for

individualized learning support during and after classes. Teachers in such cases also appeared to rush lessons to the extent that they could neither offer corrections to wrong responses given by pupils nor emphasise key points in the lessons. This of kind of practice was not so helpful because pupils ended up thinking that all the responses they gave were correct.

This study generated lots of information on reading and writing difficulties faced by pupils in English as they shift from Grade One with literacy skills in a local language and step into Grade Two where they start learning literacy skills in English. It was also clear from this study that teachers face difficulties too. This information is needed by teachers themselves as well as curriculum specialists should use it to devise the best practices, materials and facilities for the effective teaching in Grade Two and beyond.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

Introduction

This chapter concludes the study and also makes some recommendations based on its findings.

The study proved that under the Primary Reading Programme, pupils in Grade Two face numerous reading and writing difficulties in English language. These were in form of letter-identification, letter-sound, word-identification, sound-substitution, letter-omission or swapping of letters, pronunciation, fluency and comprehension difficulties. With specific reference to writing, there were other difficulties presented in form of letter-shaping, legibility, spacing, neatness and writing speed. Both reading and writing difficulties can be attributed to a combination of pupil, teacher, curricular, methodology and school factors.

Main findings

Regarding pupil related factors, it was established that failure by most pupils to break through from Grade One suggested that such pupils were not ready for more advanced literacy skills in a foreign language (English) in the second grade. Pupils' background with reference to pre-school experience was also one of the major factors, although this was not absolutely the only determining factor. Those pupils who had attended pre-school performed just slightly better in reading than those who did not attend this level of education. For example, 46 pupils who had attended pre-school were able to read their names correctly, while 34 of those who had not attended pre-school also read their names.

In writing, the performance trend was quite different more on a lower scale, though those with a pre-school background still performed better than those without this sort of background. For example, 27 pupils who had attended pre-school were able to read their names correctly, while 20 of those who did not attend pre-school also read their names. Comparing other reading and writing patterns, the general performance trend indicated that there were fewer pupils who were able to write the words correctly than they could read

them. This observation continues to suggest that writing skills are more challenging to develop than reading skills.

With regards to teacher-specific factors, adequate training in phonic and other methods' content and methodology appeared to be lacking and its absence meant that teachers were not adequately equipped and ready to teach effectively. Consequently, pupils could not be taught target skills (reading and writing) properly. In addition, as noticed during lesson observation sessions, most teachers were not tolerant, patient and creative in their approach to teaching. Tolerance, patience and creativity were essential attributes if the teaching of reading and writing especially in a foreign language (English) to young learners was to be well executed.

Motivation, as a precondition to effective teaching and learning was another missing, but essential component noticed among most the teachers except in two classrooms. However, even in those classrooms, it was not so adequate. In addition, apart from teaching children regularly, most teachers indicated that they did not attempt other interventional strategies in order to remedy the observed reading and writing difficulties. Teaching young learners demands tact, innovation, motivation and commitment on the part of the teachers if the pupils are to profit sufficiently from classroom instructions. Therefore, the absence of innovation and motivation among most of the teachers had a negative effect on the quality of teaching reading and writing skills.

Although most teachers indicated that they felt the SITE curriculum was suitable, they however, observed that the content was rather bulky. This was compounded by over-enrolment in about nine of the classrooms. For example, at Musende Basic School in Mpulungu, a teacher was teaching double-class in which there were about 80 pupils per class. This teacher and others had expressed the anxiety that they used to fail to finish literacy lessons in the given one hour on account that there were so many activities within one particular lesson. Such failures meant that termly and yearly syllabii could not be concluded. Failure to finish the syllabi in literacy contributed to most pupils' failure to break through from Grade One to Grade Two, a situation which predisposed pupils to learning hardships in Grade Two and of course beyond. Teaching and learning literacy skills is a process which is dependent on systematically and well coordinated presentation of information. Any breaks

due to un-coordinated instructions for any reason affect the ultimate gradual development of later literacy skills.

Conclusion

Under the Step In To English (SITE) approach of the Primary Reading Programme (PRP) in Zambian Government schools, this study established that pupils faced and continue to face numerous reading and writing difficulties. Some of these difficulties are in the basic areas of literacy development while other difficulties are in later or slightly advanced skills. This situation predicts that pupils are likely to face even more literacy difficulties in their later academic life. It is for this reason that the teaching of reading and writing skills in English language should be adequately supported by the Ministry of Education through the provision of a wide array of favourable conditions such as well-trained teachers, a well-tailored curriculum, proper infrastructure, enough and appropriate literature, a safe and appealing physical and psychological environment. Without such provisions of high quality and in right quantities, teaching would be poor and the acquisition and mastery of reading and writing skills by pupils would be greatly hindered and most likely derailed. In the final analysis the education system in the country would not equip individuals with the most needed academic and functional literacy skills. Furthermore, the country would not attain important global benchmarks, such as the Millennium Development Goal number two which targets access to and attainment of universal primary education by the year 2015.

Recommendations

Based on the main findings and the conclusion above, the study ends with the following recommendations:

To the Ministry of Education headquarters

Below are recommendations for the Ministry of Education being the government organ in – charge of education provision. The Ministry through its structures should;

- Quickly, critically and thoroughly evaluate the performance of the Primary Reading Programme in order address issues such as its content of the curriculum, time-frame, methodology, provision of learning and teaching resources among others.

- Adequately train, monitor and encourage Grade Two class-teachers who should be conducting assessment of pupils when they enter each grade and as they continue in that grade. This is in order to identify pupils' weaknesses and strengths so as to ascertain pupil-readiness from one grade to the next. To carry out this task, there would be need to engage specialist teachers to spear-head assessment who should later collaborate with class-teachers and pupils' parents (care-givers) on the appropriate placement of pupils especially those found to be facing serious and persistent reading and writing difficulties in early grades.
- Strive to create and provide a physically and psychologically conducive learning atmosphere for all pupils throughout the country. Necessities such as infrastructure, furniture, literature, stationery, ventilation and lighting should be available, sufficient, safe and good enough in all classrooms.

At School level

Below are recommendations at school level where most of the Ministry programmes are implemented:

- School administrators (head-teachers) should ensure that over-enrolment of pupils in lower grades is controlled so that there is enough teacher-pupil contact in order to maximize learning opportunities for all pupils, which is only possible if teachers have a manageable class-load.
- Schools should device clear parental involvement policies so that a platform for mutual interaction between school (teachers) and the pupils' care givers is put in place. This would be done in order to supplement school in-put through remedial work and home work meant to assist learners especially those who struggle to enable them achieve highly.
- Schools should ensure that they regularly hold professional meetings aimed at identifying major challenges teachers face in the teaching of literacy in early grades such as Grade Two. Particular focus should be on phonics and other approaches necessary in the

teaching of literacy skills, which generally appeared to be a great challenge to most teachers during the study. During such school-based meetings experiences should be shared, interventions suggested later implemented, monitored and evaluated in order to address difficulties associated with early literacy teaching in English language.

- School administrators (head-teachers) should further ensure that they guide, encourage and monitor teachers for young learners to be tolerant, patient, creative, loving and knowledgeable in order to create and sustain a psychologically child friendly learning atmosphere as opposed to a hostile one.

Area of future research

A research involving more districts, some from rural areas and others from the urban areas to map out factors influencing performance in early literacy would be more ideal. Such a research undertaking would be more comprehensive because it would capture a wider area and would involve a control and an experimental in terms of language influences, social and home-environmental factors which would greatly help to validate the findings.

REFERENCES

- Ard, J. (1989), A constructivist perspective on native phonology, **Linguistic perspectives on second language acquisition**, Cambridge, England: Cambridge University Press.
- Commeyrars, M. and Inyega, H.N. (2000), **Reading Research Quarterly**, Vol.47.No. 2: International Reading Association.
- Crystal, D. (1994), **The Cambridge Encyclopedia of Language**: Cambridge University Press, Oakleigh.
- Dixon, C.N. and Nessel, D. (1983), **Language Experience Approach to Reading and Writing**, The The Alemany Press, Hay ward, California.
- Droop, M. and Verhoeven, L. (2003), Language proficiency and reading ability in first-and second-language learners, **Reading Research Quarterly**, Vol.38 No.1 January/February/March 2003.
- Dunn, O. (1994), **Beginning English with Young Children**, London: Macmillan Publishers.
- Elbro, C., Bostrom, I. and Peterson, D. (1998), Predicting Dyslexia from kindergarten: The importance of distinctiveness of phonological representation of lexical items, **Reading Research Quarterly**, 33, 36- 60.
- Eysenck, M.W. and Keene, M.T. (1990), **Cognitive Psychology: A Student Handbook**: Lawrence Erlbaum Associates Publishers, Hove and London.
- Farris, P.A.(1993), **Language Arts: A Process Approach**: Brown and Benchmark Publishers, Madison.
- Fowler, A. (1991), How early phonological development might set the stage for phonological awareness, **Phonological processing in literacy**, (pp. 97-107) Lawrence Erlbaum Associates, Inc: Hillsdale, NJ.

Habib, M. (2000), **The Neurobiological Bases of Developmental Dyslexia. An Overview and Working Hypothesis.** Brain.

Kashoki, E.M.(1990), **The Factor of Language in Zambia:** Lusaka, Kenneth Kaunda Foundation.

Kombo, D.K. and Tromp, D.L.A. (2006), **Proposal and Thesis Writing: An Introduction,** Nairobi, Kenya: Paulines Publications for Africa.

Leong, C.K. (2000), Rapid processing of base derived forms of words and grades 4, 5 and 6 children 's spelling, **Reading and Writing**, 12, 277-302.

Liow, S.J.R. and Lau, L.H.S. (2006), The Development of Bilingual Children's Early Spelling in English: **Journal of Educational Psychology**, Vol.98 No. 4. 868-878.

Mercer, C.D. and Mercer, A.R.(1993), **Teaching Students with Learning Problems** (4th ed) Merrill, Engelwood Cliffs.

MOE (2002), **Learning Achievements at the Middle Basic Level: Report on Zambia National Assessment Project,** Lusaka.

National Reading Panel (2000), **Teaching children to read: An evidence-based Assessment of the scientific research literature on reading and its implications for reading instruction.** Washington, DC: National Institute for Child Health and Human Development.

Owino, R.F. (1987), **A Survey of the Teaching of Reading in English in Fur Primary Schools in Bondo Division, Siaya District,** Unpublished Thesis Kenyatta University, Nairobi, Kenya.

Paris, S.G.(2005), Reinterpreting the development of reading skills, **Reading Research Quarterly**, Vol.40 No.2 April/May/June 2005.

Perfetti, C.A. and Zhang, S. (1996), **What it means to learn to read**, New York Teachers College, New York.

Puolakanoha, A., Ahonen, T., Aro, M., Eklund, K. Leppänen, P.H.T., Poikkeus, A.M., Talvanen, A. Torppa, M. and Lyytinen, H. (2008), Developmental Links of Very Early Phonological and Language Skills to Second Grade Reading Outcomes, **Strong to Accuracy but Only Minor to Fluency Journal of Learning Disabilities**, Vol.41 No.4 353-370.

Savage, R., Pillay, V. and Melidona, S. (2008), Rapid Serial Naming is a Unique Predictor of Spelling in Children, **Journal of Learning Disability** Vol. 41 No.3 235-250.

Simoes, A. Jr. (Ed) (1976), **The Bilingual Child: Research and Analysis of Existing Educational Themes**: Academic Press, New York.

Stanovich, K.E. and Siegel, L.S. (1994), The phonotypic performance profile of reading disabled children: A regression-based test of the phonological-core variable-difference model. **Journal of Educational Psychology**, 86, 24-53.

Schroeder, L. (2001), Mother Tongue Education in Schools in Tharaka Language Group in Kenya: Notes on Literacy, 27 (3), 8-22.

Schroeder, L. (2005), **Mother Tongue-Based Bilingual Education: Promoting Cognitive Development in Children from Minority Language Groups**: A Paper Presented at the 4th Pan African Reading for All Conference, Ezulwini, Swaziland.

Wimmer, H., Landerl, K., & Frith, U. (1999), **Learning to read German: Normal and impaired acquisition**. In M. Harris & G. Hatano (Eds.), *Learning to read and write: A cross-linguistic perspective* (pp. 34–50). Cambridge, England: Cambridge University Press.

Woolley-Wade, L.W. and Geva, E. (2000), **Scientific Studies of Reading**, Lawrence Erlbaum Associates.

Ziegler, J.C. and Goswami, U. (2005), **Psychology Bulletin**, 131 (1) 3-29, American Psychology Association.

APPENDICES

APPENDIX 1

BIOGRAPHICAL DATA

DISTRICT.....SCHOOL:

NAME: ID:

AGE: SEX: CLASS:

This instrument will be completed by the researcher who will interview one pupil at a time while other pupils will be kept away from the interview room. English language will be used to get information from the pupils, but where necessary, Bemba will be used in order to get the most desired information.

SECTION 1: LANGUAGE BACKGROUND

	LANGUAGE	ENGLISH (1)	BEMBA (2)	OTHERS- SPECIFY (3)
Q.1	Which language does your mother/caregiver speak best?			
Q.2	Which language does your father/caregiver speak best			
Q.3	Which language(s) are spoken in your home? Which language is used most frequently?			
Q.4	Which language(s) do you use when playing with others? Which language do you mostly use?			
Q.5	Which language do you mainly use in class?			

Note: More than one option can be chosen from above

SECTION 2: EXPOSURE TO LITERACY ACTIVITIES AT HOME

Q.1 Do you read at home?

1.Yes [] 2.No []

Q.2 Note: if the answer the above is, No go to section 3

Q.3 If the response to the question above is yes, ask the child to list titles of books/journals/other reading materials he/she has read.

a) _____

b) Does someone help you when you are reading at home?

1. Yes [] 2.No []

Q.4 If so, who?

[Mother] [Father] [Siblings] [Other], please specify _____

SECTION 3: SOCIO-ECONOMIC STATUS

Q.1 What is your Father's/ caregiver's occupation? -----

Q.2 What is your Mother's occupation? _____

Q.3 Did you attend pre-school/nursery school before coming to this school?

1. Yes [] 2.No []

Q.4 If the answer to the above is yes, ask the child to state the name of the school he/she went to _____

SECTION 4: HOME POSSESSIONS

Q.1 Do you have a television in your home? 1. Yes [] 2. No []

Q.2 Do you have a stove at home? 1. Yes [] 2. No []

Q.3 Do you have electricity at home? 1. Yes [] 2.No []

Q.4 Do you have running water at home? 1. Yes [] 2.No []

Q.5 Do you have a flushable toilet? 1. Yes [] 2.No []

Q.6 Do you have a car at home? 1. Yes [] 2.No []

Q.7 In which residential area do you live? _____

APPENDIX 2 **EXPRESSIVE/ORAL LANGUAGE TEST**

NAME: **AGE:**

DISTRICT: **SCHOOL:**

CLASS: **PUPIL'S GENDER:****I.D:**

This test will be conducted by the researcher alone. One language picture will be selected for all the pupils for this test. Each pupil will be instructed expected to name as many items/ objects as possible and describe what will be happening in the picture. The test will assess pupils' oral and expressive language which will be scored as words and sentences. A test recorder will be used to record the proceedings. About five (5) minutes will be allocated for each pupil during the test.

	WORDS	COMMENTS
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		

	TOTAL NUMBER OF WORDS		
	DESCRIPTIONS/SENTENCES		
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
	TOTAL NUMBER OF SENTENCES		

APPENDIX 3 (a)
RAPID READING TEST INVENTORY



At	shirt
On	little
It	lost
No	broom
Hot	crying
Me	knock
But	teachers
Hat	football
Old	plate
Sit	children
Car	kicking
Pen	speaking
Eat	villager
Meat	policeman
From	bookcase
Cup	bathroom
Spoon	grasshopper
Green	shopkeeper
Teach	classroom
Start	drinking
Pencil	running
Seat	ice-cream
Deep	chopping
Five	pushing
Eight	grandmother
Rice	market
Dark	started
Light	Rocket
Nine	Packet
Sport	Banana
Jump	Jacket

APPENDIX 3 (b)

RAPID READING TEST SCORE SHEET

DISTRICT: **SCHOOL:**

NAME: **AGE:**

CLASS: **PUPIL'S GENDER:** **ID:**

STARTING TIME: **ENDING TIME:**

This test will be individually conducted and will be strictly time-bound. Each pupil will be expected to read the 60 words in one minute. Each pupil is expected to read as many words as possible and as fast as possible.

words	Correctly read (2marks)	Incorrectly read (1 mark)	Not attempted (0 mark)
at			
no			
it			
no			
hot			
me			
but			
hat			
old			
sit			
car			
pen			
eat			
meat			
from			
cup			

spoon			
green			
teach			
start			
pencil			
seat			
deep			
five			
eight			
rice			
dark			
light			
nine			
sport			
jump			
shirt			
little			
lost			
broom			
crying			
started			
teachers			
speaking			
kicking			
children			
plate			
singer			
villager			
policeman			
bookcase			
bathroom			

grasshopper			
shopkeeper			
classroom			
drinking			
running			
ice-cream			
chopping			
pushing			
grandmother			
market			
knock			
rocket			
packet			
banana			
jacket			

APPENDIX 4
WORD-SENTENCE DICTATION INVENTORY

DISTRICT: **SCHOOL:**

NAME: **AGE:**

CLASS: **PUPIL'S GENDER:** **I.D:**

Each of the ten words will be read twice but very clearly while sentences will be read three times slowly and clearly. The test shall take about 35 minutes as a maximum of 2 minutes shall be allocated for writing each word and about 3 minutes for writing each sentence. This will test assess word-spelling as well as word order and sentence construction. Sentence punctuation will not be a serious issue but will be acknowledged where applied.

S/N	PART A: WORDS	CORRECTLY WRITTEN (1mark)	INCORRECTLY WRITTEN (0 mark)	NOT ATTEMPTED (0 mark)
1.	At			
2.	Bag			
3.	Stop			
4.	Cup			
5.	Desk			
6.	Black			
7.	Sleeping			
8.	Bedroom			
9.	Eating			
10.	Teacher			
	TOTAL (10 MARKS)			
	PART B: SENTENCES	CORRECTLY WRITTEN (2marks)	INCORRECTLY WRITTEN (1mark)	NOT ATTEMPTED/ VERY WRONGLY WRITTEN (0 mark)

1.	This dress is yellow.			
2.	The dog is sleeping.			
3.	She was reading a book.			
4.	My teacher is eating.			
5.	I want to drink water.			
	TOTAL (10 MARKS)			

APPENDIX 5

LITERACY CLASS OBSERVATION CHECKLIST

DISTRICT : SCHOOL:

CLASS: TOTAL NUMBER OF PUPILS: BOYS: GIRLS:

CLASSTEACHER'S GENDER: AGE:

TEACHING EXPERIENCE IN GARDE 2:

Two Grade 2 teachers will be observed teaching literacy. Prior permission and consent will be sought. This is an important activity as it will help to understand the type of methods and materials used in the achievement of reading and writing skills by the learners. It will also help in understanding relationships between teachers' in put and pupils' out put in literacy. Essentially, data will be triangulated from both pupils and teacher.

S/N	ASPECTS TO BE OBSERVED	SCORING			Comments
		Availaible & Good (2marks)	Availaible but poor (1mark)	Not availaible (0 mark)	
A	CLASSROOM ENVIRONMENT				
	1. Talking walls				
	2. Classroom organization				
	3. Furniture				
	4. Labels				
B	LESSON PROCEDURE				
	6. Lesson planning				
	7. Introduction				
	8. Development				
	9. Conclusion				
	10. Time management				
C	TEACHING AIDS/MATERIALS				
	11.Suitability				
	12. Sufficiency				
	13. Utilisation				
D	ASSESSMENT AND FEEDBACK				
	14. Question and answer				
	15. Individual attention to pupils				
	16. Pupil motivation				
	17.Pupil-overall performance				
E	METHODOLOGY				
	18. Phonics				
	19. Others				
	20. Learner- activities				
	21. Teacher-activities				

APPENDIX 6
GRADE 2 TEACHERS' QUESTIONNAIRE

Dear Sir/Madam,

The purpose of approaching you is to seek your in put in this research on the 'NATURE AND PREVALENCE OF READING AND WRITING DIFFICULTIES IN GRADE 2 UNDER THE PRIMARY READING PROGRAMME'. This exercise is purely for academic purposes and the information you will provide is not transferrable to other purposes or people. Please answer all questions as freely as possible because your in-put will make a valuable contribution to how best reading and writing in English can be taught under the Primary Reading Programme.

I sincerely thank you in advance,

Ebby Mubanga (Student-researcher)

PART A: DEMOGRAPHIC DATA: (Please tick or write where necessary)

a) **PROVINCE:** Northern

b) **DISTRICT:** 1: Mpulungu [] 2. Mbala [] 3. Kasama []

c) **SCHOOL:**

d) **TEACHER 'S GENDER:** 1. Male [] 2. Female []

e) **TEACHER'S I.D**

--	--

f) **TOTAL NUMBER OF PUPILS IN CLASS** _____

BOYS _____

GIRLS _____

PART B: BACKGROUND INFORMATION: (Please tick or write where necessary)

Q.1. Is the PRP (NBTL, SITE and ROC approaches) being implemented at this school?

1. Yes [] 2. No []

Q.2. For how long has the PRP been in use at this school?

1. Less than a year 2. One to Two years 3. Two to Three years 4. Three years plus
[] [] [] []

Q.3. For how long have you been teaching Grade 2 pupils at this school?

1. Less than a year 2. One to Two years 3. Two to Three years 4. Three years plus
[] [] [] []

Q.4. Have you ever undergone any specific training/ orientation programme aimed at equipping you with skills with which to better implement the PRP?

1. Yes [] 2. No []

Q.5. How beneficial did you personally find this training/ orientation programme?

1. Very beneficial 2. Beneficial 3. Quite beneficial 4. Not beneficial
[] [] [] []

Q.6. For how long did such training/orientation take?

1. Less than 1 week 2. One to Two weeks 3. Two to three weeks 4. Three weeks plus
[] [] [] []

Q.7. What key areas did the training/ orientation programme focus on?

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

Q.8. As a practising teacher, how would you describe the Grade 2 SITE Curriculum as contained in the pupils' books and teacher's guides?

1. Very suitable 2. Suitable 3. Quite suitable 4. Not suitable
[] [] [] []

Q.9. As a practising teacher, how would you describe the Grade 2 SITE methodology as contained in the teacher's guide?

1. Very suitable 2. Suitable 3. Quite suitable 4. Not suitable
[] [] [] []

Q.10. As a practising teacher, how would you describe the Grade 2 SITE teaching resources as suggested in the teacher’s guide?

- 1.Very suitable
[]
2. Suitable
[]
3. Quite suitable
[]
- 4.Not suitable
[]

PART C: DIFFICULTIES PUPILS FACE

Q.11. Do pupils in your class face any difficulties or challenges in terms of reading and writing in English under the SITE of the PRP?

a) In Reading 1. Yes [] 2. No []

b) In Writing 1. Yes [] 2. No []

Q.12. In terms of reading, what type of difficulties are these? Tick as many as possible and give explanations about the nature of these difficulties.

a) Identifying letters of the alphabet []

.....

.....

.....

b) Identifying letter-sound relationship []

.....

.....

.....

c) Simple words []

.....

.....

.....

d) Other words (complex and compound) []

.....

.....

.....

e) Sentences []

.....

.....

.....

Q. 13. In terms of writing, what type of difficulties do your pupils face? Tick as many as possible and give explanations about the nature of these difficulties.

a) Identifying letters of the alphabet []

.....

.....

.....

b) Identifying letter-sound relationship []

.....

.....

.....

c) Simple words []

.....

.....

.....

d) Other words (complex and compound) []

.....

.....

.....

e) Sentences []

.....

.....

.....

Q.15. With reference to reading and writing difficulties, to what factors would you attribute them? Tick as many as possible.

a) NBTL skill-transfer problems []

b) Insufficient NBTL skills []

- c) Pupils’ own Learning Difficulties []
 - d) Insufficient teacher’s background knowledge []
 - e) Pupils’ family/home background circumstances []
 - f) A faulty education curriculum []
 - g) Other factors [] Specify
-
-
-

PART D: FOLLOW-UP DISCUSSIONS

Q.16.a) When and where you encounter teaching challenges in reading and writing, do you attempt any remedial interventions in order to address those challenges?

1. Yes [] 2. No [] 3. Not sure []

b) If the answer above is yes, what remedial measures do you apply?

In Reading

.....

.....

.....

In Writing

.....

.....

.....

c) If the answer, in Q.16 is no, give reasons

.....

.....

.....

Q.17.a) Does the school in general and your class in particular involve parents and care givers in remedying pupils’ reading and writing problems?

1. Yes [] 2. No [] 3. Not sure []

b) If the answer is yes above, explain how this is done and how beneficial it has been.

.....

.....

.....

c) If no, please give reasons

.....

.....

.....

Q.18.a) Do you collaborate/interact with your colleagues either from this school or other schools in order to experiences with regards to the teaching of reading and writing in

1. Yes [] 2. No [] 3. Not sure []

b) If yes, what issues have you been sharing?

.....

.....

.....

c) If no, please give reasons

.....

.....

.....

Q.19. How do you assess your pupils

In Reading Skills ?

.....

.....

.....

.....

.....

.....

b) If yes, how regularly are those workshops conducted?

c) If no, give reasons,

.....

.....

.....

1. Very good 2. Good 3. Quite good 4. Not good
[] [] [] []

b) If the answer above is yes, what problems are these?

.....

.....

.....

.....

.....

.....

Q.23. What suggestions would you put forward in the following areas which influence the teaching of reading and writing in Grade 2?

a) Curriculum content and suitability

.....

.....

.....

b) Teaching approaches and methodology

.....

.....

.....

c) Teaching resources: availability and suitability

.....

.....

.....

d) Pupil assessment, placement in ability groups and remediation

.....

.....

.....

Q.24. Are there other areas relating to the Primary Reading Programme (PRP) and its approaches (NBTL, SITE and ROC) which you would like to comment on in your own objective way?

.....

.....

.....

Thank you very much for taking part in this research!

APPENDIX 7
BASIC SKILLS ASSESSMENT TOOL (BASAT)

BASIC SKILLS ASSESSMENT TOOL (BASAT)

Reading and Writing Skills – Grade 2

Name: _____

School: _____

Grade: _____

Teacher: _____

Examiner: _____

Province: _____ District: _____ Sex: ☐ Female ☐ Male Time

begun: _____ Time ended: _____

	Year	Month	Day
Date			
Date of birth			
Age			

1. Has the child got any of the following impairments? Tick where appropriate

Physical impairment	
Visual impairment	
Hearing impairment	
Intellectual disabilities	
Speech/language impairment	

2. Summary of the BASAT (Fill in this table after completing the assessment)

Area	Score and Skill Level
A. Letter knowledge	
B. Letter-sound knowledge	
C. Phonological tasks: 1. Syllable segmentation	

2. Initial Sound Identification	
3. End Sound Identification	
4. Sound blending	
D. Reading	
E. Writing	
F. Reading comprehension	
G. Digit Span	

A. Letter knowledge		Average Number of Letters Known
Indicate and count the letters the child knows and estimate the average number of letters the child knows which means that the child can write,		
1. Writes letters.		
2. Names letters.		
3. Identifies letters.		

B. Letter-sound knowledge		Average Number of Letter- Sound-
Indicate and count the letter-sound relations the child knows and estimate the average number of letter-sound relations the child knows which means that the child can relate the letters to the sound and the sound to the letter		
1. Relates letters to letter sounds.		
2. Relates letter sounds to letters.		

Phonological tasks:
For each item in section C, mark "1" if the child answers the item correctly otherwise

C1. Segments words into syllables: (e.g. un-der, re-mem-ber):			Score
a. Teacher (teach-er)	c. September (sep-tem-ber)		
b. Answer (an-swer)	d. Everyone (eve-ry-one)		

TOTAL SCORE: SYLLABLE SEGMENTATION (max.10)			
---	--	--	----------------------

Discriminates initial sounds in words:		Discriminates ending sounds in words:		Score
a. apple		a. dog		
b. impala		b. pen		
c. eggs		c. tom		
d. use		d. hat		
e. orange		e. cup		
f. sun		f. bus		
g. box		g. work		
h. money		h. red		
i. pipe		i. much		
j. cat		j. life		
TOTAL SCORE: INITIAL SOUND DISCRIMINATION (max.10)		TOTAL SCORE: END SOUND DISCRIMINATION (max.10)		

Blends sounds into words:		Score
a. p /o/ t (pot)	d. s /i/ t (sit)	
b. d /i/ g (dig)	e. m /u/ d (mud)	
c. r /a/ t (rat)		

TOTAL SCORE: SOUND BLENDS (max.10)			
------------------------------------	--	--	----------------------

D. Reading:			
For each item mark "2" if the child reads the item perfectly and "1" if the child commits only one minor error, otherwise mark "0". Calculate the total score for the whole reading section!			
	Score		Score

Recognises own name.			
2. Combines two letters/sounds/both into a syllable or word:		3. Reads 1-syllable words:	
a. an		a. sit	
b. so		b. run	
c. at		c. old	
d. be		d. spoon	
4. Reads 2-syllable words:		5. Reads 3-syllable words:	
a. water		a. elephant	
b. pencil		b. holiday	
c. yellow		c. happiness	
d. football		d. yesterday	
6. Reads sentences:			
Musa and Maria are going to			
Musa is wearing a blue shirt.			
TOTAL SCORE READING SECTION (max.38)			

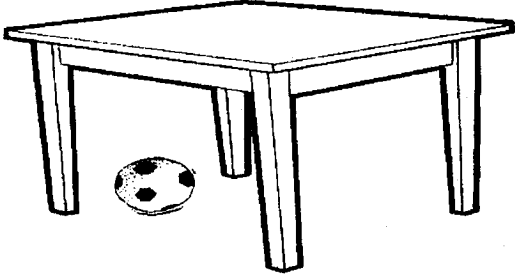
E. Digit Span (Working memory):		Score
For each item ('a' and 'b') Mark "1" if the child remembers the digit sequence correctly otherwise mark "0". Calculate the total score.		
1. Remembers two numbers in sequence:	a. 4-3	
	b. 1-5	
2. Remembers three numbers in sequence:	a. 5-6-4	
	b. 3-1-5	
3. Remembers four numbers in sequence:	a. 4-1-6-2	
	b. 3-6-5-1	
4. Remembers five numbers in sequence:	a. 5-6-3-1-4	
	b. 2-1-4-6-3	
5. Remembers six numbers in sequence:	a. 7-3-5-1-6-2	
	b. 1-5-2-7-4-3	
6. Remembers seven numbers in sequence:	a. 5-8-3-6-1-7-2	

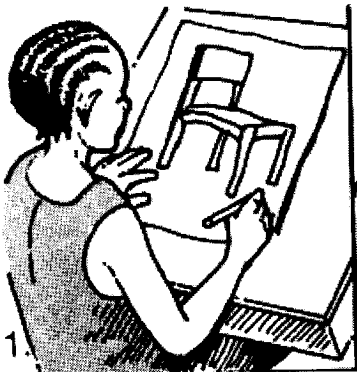
	b. 3-5-2-8-7-1-6	
	TOTAL SCORE DIGIT SPAN (max.12)	

omprehension:

child's response for each item and calculate the number of items correctly understood !

Tick the

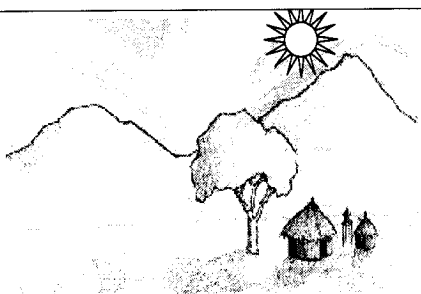
	a. The ball is on the table. b. The ball is under the table. c. The ball is under the car.
	a. He is standing. b. He is walking. c. He is sleeping.



a. She is drawing a chair.

b. She is drawing a bed.

c. She is making a drum.



a. The sun is not shining.

b. The sun is shining.

c. The moon is shining.



APPENDIX 8

SAMPLES OF PUPILS' WRITTEN WORK

Dictated words from the dictation inventory were:

at, bag, stop, cup, desk, black, sleeping, bedroom, eating, teacher

This dress is yellow, The dog is sleeping, She was reading a book, My teacher is eating, I want to drink water.

1. at _____
2. bag _____ PUPIL 1
3. stop _____
4. cup _____
5. desk _____
6. brak _____
7. sleeping _____
8. broom _____
9. eating _____
10. teacher _____

B: SENTENCES

1. This dress is yellow _____
2. The dog is sleeping _____
3. She was reading _____
4. My teacher is eating _____
5. I want drinking water _____

A. WORDS

1. at
2. bag
3. step
4. cad
5. bSP
6. ble
7. sb
8. bdw
9. ie
10. ta

B: SENTENCES

1. _____
2. The boy _____
3. So S. in _____
4. tale _____
5. indri o _____

PUPIL 3

A. WORDS

1. hat
2. Bacikg
3. Shop
4. cap
5. _____
6. Phak
7. isip
8. Bakus
9. jar
10. _____

B: SENTENCES

1. vic isat
2. DOG iscping
3. Chodiha Book
4. mtihgn
5. itpaodk wiot

PUPIL 4

A. WORDS

1. pt
2. ba9
3. ctp
4. kp
5. tck
6. lk
7. ci
8. bak
9. i
10. tc

B: SENTENCES

1. bcie lcl
2. niec
3. cibie book
4. micic
5. bct nta

PUPIL 5

A. WORDS

1. ka pe

2. opg

3. syo

4. _____

5. A

6. ya. pi =

7. rg

8. bgg

9. ele

10. ie ph

B: SENTENCES

1. _____

2. _____

3. _____

4. _____

5. _____

A. WORDS

1. aet
2. bag
3. STOP
4. cup
5. desk
6. Plak
7. Sliping
8. bedum
9. iting
10. tica

B: SENTENCES

1. visdres is yero
2. The dog is srping
3. sht os lidng ebook
4. may tica is iting
5. I bwa ti tudu kwi bwota

Dictated words and sentences from the BASAT were:

an, so, at, be, sit, run, old, spoon, water, pencil, yellow, football, elephant,
holiday, happiness, yesterday, Musa and Maria are going to school, Musa is
wearing a blue shirt.

PUPIL 1

an

So

hot

b

Sit

run

Ode

Spon

Ota

pencil

yellow

Football

elehp

Ane

So

PUPIL 2

hat

Be

Sit

Ran

ou

Spoon

wante

Penic

yenroll

Football

ereget

orinbay

ePennes

Yensitebay

Musa and manna are going two Schooh

Musa is whereing a brur Shent

a ni

So

PUPIL 3

at

b

S ti

L ant

o id

S poon

wo t a

p e c h

y l l o

F u b i l

a L e F a n t i

h a p n e s

y e s t a d e

M u s a n d a m a r y a g o i n g t o e s o o c h

an

So

hat

be

Sit

ren

od

Supur

ota

peran

Yelwo

Fu bali

alefanti

olide

apinesi

yetade

musa and maya are ukowisi suku

musa is wesi

1 an
 2 so
 3 at
 4 st
 5 ran
 6 od
 7 SUPN
 8 bwota
 Pecli
 yero
 ftubo
 alefat
 olide
 hapines
 yestade

mu and maliya ay
 goyngtusuKu
 MUSA and weyarr
 abuluShet