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MASTER OF EDUCATION IN EDUCATIONAL MANAGMENET

<u>TOPIC:</u>

TEACHING STRATEGIES THAT CAN IMPROVE LITERACY LEVELS AMONG THE LOWER PRIMARY SCHOOL LEARNERS IN SELECTED GOVERNMENT PRIMARY SCHOOLS IN KITWE

This dissertation is submitted in partial fulfillment of the award of a masters degree in education and education management of the university of Zambia and Zimbabwe open university

BY

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<u>DECLARATION</u>

I, SokoZamiwe do hereby declare to the senate of University of Zambia that this dissertation is my own original work and that it has not been nor is concurrently being submitted for a higher degree award to any other institution.

Signature:_____

Date: _____

DEDICATION

To

God for loving me un conditionally

And

My love Mr. Nicholas Banda and our children Hope, Victoria, David, Faith, Junior and my family my mother, my father, Mrs. Belinda Kancheya, Mr. Biko Soko, Diana Soko, Blessings Soko for your ever loving support and encouragement and for your love and belief in me. I love you back.

CERTIFICATION

I declare that this dissertation is from student's work and effort and where she has used other sources of information, they have been appropriately acknowledged. To this end, this dissertation paper has been submitted with my approval.

Supervisor: Dr. Dennis Banda

Signature :

Date: 5thDecember, 2018

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ACRONYMS

BES Basic Education Statistics

EFA Education for All

MLA Monitoring Learning Achievement

MOE Ministry Of Education

ECZ Examination Council of Zambia

NSGRP National Strategy for Growth and Reduction of Poverty

PEDP Primary Education Development Programme

PRSP Poverty Reduction Strategy Paper

PTR Pupil Teacher Ratio

SADC Southern Africa Development Community

T/L Teaching and Learning

UNESCO United Nations Education Scientific and Cultural Organization

UNICEF United Nations Education Scientific and Cultural Organization

UPE Universal Primary Educationliterate nation at large.

ABSTRACT

This study endeavored to establish teaching strategies that would help reduce illiteracy levels among primary school learners as a good reading foundation is the key to a literate adult and a literate country.The objectives of this study wer to: find the common strategies teachers use to imrove literacy levels at lower primary school; assess pupils performance when these strategies are ermployed in a classroom,; compare pupils participation when different strategies are used by various teachers,and establish what these motivating factors are when these strategies are employed.The research design adopted for this study was descriptive.The primary data was obtained through the administration of structured questionnaires to five primary schools in kitwe District .The secondary data on the study was obtained from journals ;books;publications;and the internet.The types of data collected were both qualitative and quantitative in nature and guided by the objective of the study.For the purpose of this study,the population was drawn from district primary schools in Kitwe,the target population comprised of teachers from each of the five schools .From each school randomly interviewed 10 teachers to find out common strategies being used to improve literacy and effects of the teaching strategies being used .The results have shown that common strategies in most of the schools were the use of remedial reading lessons ,formation of a literacy class to support those larging behind in skiils such as reading, use of syllable charts and ,reading cards.The study makes three major recommendations; firstly,that teachers ought to be very productive and supportive to ensure that they effect the strategies in the classroom that will foster improvement in the classroom,secondly; Government and cooperate partners should consider providing teaching resources such as reading materials and also draw relevant information from different research studies in order to meet specific learner needs,thirdly,more effective strategies be used to facilitate learning process.,,these being forming a literacy class,encourage class participation,much remedial work and motivate learners effectively in literacy learning.

The study makes three major recommendations:

1) firstly,that teachers ought to be very productive and supportive to ensure that they effect the strategies in the classroom that will foster improvement in the classroom,secondly;

2) Government and cooperate partners should consider providing teaching resources such as reading materials and draw relevant information from different research studies in order to meet specific learner needs in literacy learning and teaching

3) More Caparcity Professional Development (CPD) meetings and trainings teaching on literacy teaching and learning methods must be put in place in the District.

CHAPTER 1: INTRODUCTION AND BACKGROUND INFORMATION

INTRODUCTION

The chapter provides the background to the study in which the context of the study is given.The chapter also gives the statement of the problem and the purpose of the study together with the research objectives and questions that guided the study.In addition,the chapter gives the rationale for the study,limitations and delimitation of the study.

BACKGROUND INFORMATION

Illiteracy has been a major bottle neck to the development and the growth of the Zambian economy for quite some time. Polices as well as strategies have been formulated to curb the scurge, according to Mulenga D (2018), the quality of education in Zambia is low, despite many positive developments, such as improved acces to education and rising enrollment rates. Literacy levels are one of the education sector's greatest problems, experts say. In 2013, the government took broad steps to reverse low literacy framework, a policy that promotes instruction in local languages. Pupils from grades one to four, those between the ages of 7 and 13 – are to be taught in their local languages instead of in English. Zambia has more than 45 languages. A year after the policy was implemented there were still challenges. Pupils in grade two who received instruction in their local dialect fared better on a 2014 assessment, but they still struggled. In most cases, more than half of the children could not read passages in the predominant language of the area where they lived. It is for this reason that the Ministry and the Examinations Council of Zambia (ECZ) conduct the national assessment surveys every two years.

Since 1948,the acquisition of basic skills such as readind and writing has been considered an absolute human right(UNESCO,2010).Nevertheless the persistence of illiteracy remains one of society's greatest shortcomings.One of the MDGS for achieving Education For All (EFA) revealed that 774 million people incuding children coukld not read in Africa,UNESCO(2013).In Africa ,illiteracy is still increasing.Zambia has experienced some minimal 30 percent drop in illiteracy rate for the past 30 years,a situation that is deeply worrying educational stakeholders in the country.aThe Ministry of Education in 1992 advocated that initial illiteracy be done in local languages but did not help in reducing illiteracy. For the majority of Zambians, English is a second language and for many in the rural areas even a foreign language. It is usually not a language you speak when you grow up normally; you get exposed to English when you begin

your education. Prior to 1999, the school children were introduced to reading, writing and arithmetic in the medium of English, irrespective of their language.

However as early as 1969, the vice president of Zambia at that time,SimonKapwepwe had this to say;

> We should stop teaching children through English right from the start because it is the surest way of imparting inferiority complex in the children and the society . It is poisonous. It is the surest way of killing African personality and African culture.

According to Ronnas (2009) the foreign language English contrary played a unifying role in a multi lingual country like Zambia . But English was the language associated with power and prestige. This still influences the attitude towards the English language as the universal medium of education in Zambia. According to Serpell (1978) the introduction of English at grade 1, when a child is entering education can however serve to 'demonstrate 'the status of the language. It becomes available to everyone however, to learn both how to read and to do that in a foreign or second language is very difficult .Within the Zambian society these issues have been discouraged for a long time. English has been kept as a language for instructions at schools for higher grades . As from 1999, a new reading program was introduced in vernacular languages from grade 1 to grade 3. According to Sampa F (2003) the reason behind this new reading program was a recognition of the fact that it is difficult to learn how to read, beginning in a foreign language, something which has led to poor reading levels in Zambian schools .Sampa further states that it is difficult to learn how to read in English because English is not only a secondlanguage but also a foreign language to most Zambians .

It is easier to learn how to read in one of the hard languages where there is a correspondence between the sound and the letter. Elley,W.B (2001) points out that the language discussion in Zambia reflects a general issue in Africa about whether reading should be in a second language or in your mother's tongue. In many African countries, pupils at school are supposed to master the main stream language which often turns out to be their second language. Millions of pupils In Africa are expected to become literate in a language to which they have little exposure.

There is a wide range of research demonstrating how important it is to begin with the art of reading using your vernacular language. This, however, presents problems as there is often nothing suitable for children to read. How do you continue to develop your literacy skills if you

have nothing to read in your own language? Newspapers and magazines can be one answer, if such are available in vernacular languages. However this is not the case in Zambia and it would analysis only partially address the problem. There has been an argument that the language of instruction plays a vital role in lowering illiteracy levels among people.The argument of using local African languages in promoting education is supported by many scholars and researchers.

One such writer is Alidou (2006) who reveals that:

> researchers argue that there is a high correlation between African countries literacy and educational development and the use of local language in literacy and despite many countries agreeing and signing the international agreements to use local languages on instruction, few have taken significant steps in implementing the making of local languages official, languages of instruction.

According to Lupele (2014), although the Zambian government has put in place the new breakthrough to literacy to help grade one pupils read local languages, studies show that some children who have gone through NBTL fail to break through to literacy. As to whether or not the literacy programme under review in this current study has adopted some sgtrategies used in NBL to enhance literacy teachimng is what this study is trying to investigate.

STATEMENT OF THE PROBLEM

Literacy has continued to occupy a central place in education and work thereon has been intensified both in terms of its quantitative growth and new alternatives approaches. Since its foundation in 1946, UNSCO has been at the fore front of Global literacy high on national, regional and international agendas.Since independence the government of Zambia,donors, and different stakeholders have been providing primary education to children. Most of the measures aimed at enabling primary school pupils to acquire basic reading and writing skills and counting.From the mid 1990s,Government had introduced reforms that were implemented through the education sector development and primary education development had four strategic objectives ,1)enrollment expansion,2)improving the quality of teaching and learning process,3)building capacity within primary education system to deliver services, 4)conducting education monitoring and research,despite this, However with many million children lacking minimum literacy skills, literacy for all remains an elusive problem. In this regard this paper

seeks to establish effective strategies that can improve literacy levels among primary school learners in selected primary schools in Kitwe District.

MAIN OBJECTIVE OF THE STUDY

The aim of this study was to establish effective strategies that can improve the reading levels among primary schools.

SPECIFIC OBJECTIVES

The specific objectives were:

1. To find out the common strategies teachers use to teach literacy in lower primary schools
2. To assess pupils performance when different strategies are employed in a classroom.
3. To compare pupils participation when different strategies are used by various teachers.
4. To establish the motivating factors by learners in the strategies employed to improve literacy levels

MAIN RESEARCH QUESTION

SPECIFIC RESEARCH QUESTIONS

1. What are the common strategies teachers use to teach literacy in lower primary schools?
2. What are the performances when different strategies are employed?
3. What are pupils participating when different strategies are used by various teachers?
4. What are the motivating factors by learners in the strategies employed to improve literacy?

HYPOTHESIS/ASSUMPTIONS

In view of the aforementioned questions, the research examines the following hypothesis.

- Null hypothesis: The common strategies teacher'suses do not affect teaching of literacy in lower primary schools.

Alternative hypothesis: the common strategies teachers use affect the teaching of literacy in lower primary schools.

- Null hypothesis: pupils performance does not change when different strategies are employed
  Alternative hypothesis:Pupil's performance does not change when different strategies are employed.

Null hypothesis: there is no change, change in pupils participation when different strategies used by various feathers.

Alternative hypothesis: there is change in participation when different strategies are used by various teachers.

Null hypothesis: there are no motivating factors by teachers in the motivating factor strategies employed to improve literacy.

Altarnative hypothesis: there are motivating factors by learners in the strategies employed to improve literacy.

Significance of the study

Zambian education vision is that, in order to have an innovative life-long education and training for all by 2030, literacy rates should be increased by 80% and work towards eliminating illiteracy by 2030. Literacy can improve the lives of both and girls, once these are able to read and write, they can acquire more knowledge to safe guard and improve their lives and families. The ministry of education was long aware that language in education policies can be a source of education quality. As noted by the national education policy, educating our future, there is strong evidence that children learn literacy skills more easily and more successfully through their mother's tongue and subsequently they are able to transfer these skills more efficiently to English or another language. It is that experience for Zambian children have not performed well in reading, writing in the first four years of their education and therefore efforts have been made to find effective strategies to improve literacy.This study will help empower teachers to effectively apply these teaching strategies in the learning process and improve performance,participation as well as motivate leaerners.' The knowledge gap to be filled by the

study findings will be useful for educational stakeholders, such as policy makers, school inspectors, politicians, and teachers, curriculum developers, planners of programs administrators on the right measure of establishing effective strategies to improve literacy in lower primary school pupils the information would also be used to improve the teaching learning situation and hence improve and or raise literacy performances.

DELIMINATIONS OF THE STUDY

The study had a good number of potential participants , nonetheless, the researcher limited the number of participant to five primary schools of kitwe district.

LIMITATIONS OF THE STUDY

Every research study is limited to some areas where the researchers has vast control over. Delimitations are those areas and characteristics that limit the scope and define the boundaries. Delimitations section explicates the criteria of participants to enroll in the study, geographic region covered, the profession and organizations involved (Simon, 20111). It would have been desirable for the study to cover the whole district but due to a short duration given to conduct the research, it was limited to 5 schools in Kitwe district of Zambia. This means that the findings of the study could not be generalized to wider population of other districts of Copperbelt Province.

DEFINITIONS

The following Definations apply under the study :

Illiteracy: the inability to read and write and lacking in specific skills or knowledge that can lead to social exclusion in certain aspects especially in educational and in several economic activities in ones community (Mwansa 1993)

Literacy: The state of being or the ability of one to read write and basic arithmetic (Franpkin et al , 2007)

Strategy: Action done as part of a plan that is meant to achieve a particular purpose or to gain an advantage.

Lower grades: Primary school ranging between grade 1 – 4

CHAPTER 2: LITERATURE REVIEW

INTRODUCTION

2.0 Literature Review

In terms of literature review ''the literature '' means the work the researcher consulted in order to understand and investigate the research problem. Kombo et al (2006) stated that literature review therefore, is an account of what has been published on the topic by accredited researchers/scholars. The literature review will be presented using the themes generated from the general reading.

2.1 The concept of literacy

Definitions of literacy have varied over time and continue to evolve each time .literacy is a neutral and technical skill, analogous to typing or word processing .However, the techniques approach has been challenged by those propose a broader and more explicitly political definition. This school of sociologist and educators rejects the notion that literacy is a fixed .measurable achievement or competence and propose a more relativistic concept .Levine (1990) for example, argues that literacy is a multiplicity or hierarchy of literalizes, and Graff(1979) makes the point that literacy requirements vary among different socioeconomic groups ,regions and communities. Scribner and Cole (1981) have defined literacy as a set of socially organized practices ,reproduced and disseminated by a symbols system. Friere and Macedo (1987), developed the most explicitly political definition of literacy, as a process of "conscientization" which involves reading the world" than just reading the "word". UNESCO (2006), defined literacy as a basic learning need to be addressed throughout life, enabling individuals to develop the knowledge, the skills necessary to fully participate in society. It is interviewed with concepts such as citizenship, cultural identify, socioeconomic development human rights, equity and need to create ''literate environment for its survival and development. Literacy is a human right, a tool of personal empowerment and a means for social and human development .educational opportunities depend on literacy. According to Levin (1990), literacy is at the heart of basic education for all, and essential for eradicating poverty, reducing child mortality, curbing population growth, achieving gender equality and ensuring sustainable development, peace and democracy.

EFA (2000), defined literacy as a resource that is learned within formal school settings, the ability of a person to read, write and do simple arithmetic (3RS), level equivalent to grades 1-4, the ability to use 3Rs skills in daily life ,ability to continue learning and communicate using the written words.

In recent efforts, the fight against illiteracy has sought to employ people's local languages as language of instruction in accordance with language spoken dominating specific areas given that Zambia has precisely 7 official or major languages the rationale has been that local languages are easily understood by learners, a factor that cradles them learn better. In Zambia the advocate, has been in the use of the "new breakthrough to literacy – an approach of teaching literacy first through the child first language or mother tongue or language of play during the first years in primary schools. Breakthrough to literacy (BTL) course was designed by the Southern African molten project and which was being used in Johannesburg school in ZuluSotho languages. The forum came up with two major resolutions, the first resolution was agreement that the reason for poor reading levels was the continueduse of a language policy in education where the language of initial reading and writing from grade one was English a foreign language which gave Zambia children two challenges at the same time. The two challenges were to learn a totally new language which was never used in the children's homes with all the embarrassments that go with it .The second challenge facing Zambian children in addition to learning literacy in English was to learn a new skill of literacy(reading and writing).

This in itself is a demanding exercise.It was agreed that the combination of the two challenges led to the problems of poor reading levels .The problem was compounded by the fact thatZambia is a multilingual country with a repeated number of 73 languages.

2.2.2 Overview of literacy education in Zambia

According to Tambulukani G.K (2015)"Literacy" is the term that has a number of definitions. In an effort to define the term "literacy" James Williams (1990) begins by noting the social nature of literacy. He holds that to be literate has meant different things in different situations or social contexts. He further says that it is possible to be literate in one context but not in the other. Furthermore, he gives an example of how a middle school student reading and writing at a seventh grade level could be considered literate among his or her peers but illiterate among university graduate students. In some cases, the definition of literacy, as earlier stated, is largely

dependent on the relationship between the other two terms, "education" and "school". The understanding is that whoever does not go through school has no education and, therefore has no literacy (Banda D 2002).

In some cases, the definition of literacy is linked to the official language of the country, which in African countries is very often a foreign language. Global figures on literacy levels are noted as both unreliable and hard to interpret, (Holmarsdottir, 2001). It is also assumed that literacy statistics for Africa "do not include persons who are literate in other languages other than the official languages" which are French, English, Spanish and Portuguese, to be more specific, (Arnove and Graff.1992: 285). The missionaries, on the other hand used the term "literacy" to refer to "the ability to read and write" (Kelly, 1996: 37).

The EFA Global Monitoring report for 2006 shows that literacy is still a right denied to nearly a fifth of the world's population (UNESCO, 2006). The report reveals that currently 40 out of every 100 africans are unable to read and write against 25 of every 100 in developing countries.

It further reveals that the problem of illiteracy is more pronounced in West Afrca than in Eastern and Southern Africa. Inspite of all its resources, Nigeria manages a 66.8% literacy rate, trailing behind Tanzania (69.4%), Lesotho (81.4%), Zambia (67.9%), Bostwana (78.9%) and Swaziland (79.2%). Population experts have said that the increase in illiteracy is a function of rapid population increases, lack of universal primary education, inadequate literacy follow-up and lapses into illiteracy (Kassam & Healay, 1984).

However, Williams et al (1990) do allude to the assumption that the three types of literacy identified related to one another and one forms the base for the other. Given the nature of the term literacy, that it may mean different things depending on the situation, we may understand why Constable et al (2001) took the trouble to combine reading and literacy in the evaluation report for PRP. The definition seems to include aspects that are the bottom lines for the three broad categories of literacy. Constable et al (2000:15) defines literacy by combining it with reading that the terms reading and literacy are used jointly to convey a broad notion of what the ability to read means- the notion that includes the ability to reflect on reading and to use reading experience as a tool for attaining individual and societal goals. Because written text is an important means for conveying the human experience of events, ideas, and emotions, the ability to read and write.

This definition is more applicable when we shall consider the final goals of the PRP and its components of NBTL and SITE.

2.2.3 Literacy in pre-colonial education

Very often people tend to think that the pre- colonial African Indigenous Education had no literature since the languages used had no written forms. Likewise, the notion goes on that if there were no books in these languages, the users of such "primitive" languages had no literacy to talk about then, especially when literacy is limited to the meaning of the ability to read and write.

Zaline Roy-Campbell in Brock-Utne (2000:142), drawing on the works of Cheik Anta Diop (1974, 1991), who has written extensively on the African past, points to the achievements of Africans during the age of antiquity in mathematics, architecture, chemistry and medicine, all areas which required technical vocabulary and conceptual framework. Roy-Campbell (2000) as quoted by Banda (2002), records the accounts of Cheik Anta Diop and Walter Rodney as a testimony to the capability of African people realized through indigenous African education. Rodney referred to colonial education as the deskilling of skilled African people.

It could be said then that even if Zambian languages were not written in the pre- colonial period, these MTs, which were mediums of instructions acted as a record of unwritten history of human life and culture, the most valuable inheritance of human beings (Banda 2002). With indigenous education, stories, proverbs, sayings of the wise, riddles, beliefs, poems, fairy tales, myths, taboos, legends were books and not only books but theatre. Literacy was there during the period of indigenous education and at the centre of it was language - the mother tongue, (Ngulube, 1989; Kelly, 1996; Brock-Utne, 2000). In modern western education, these elements of culture, stories, proverbs, riddles, beliefs, myths and taboos are written in books written in a foreign language which many disadvantaged African children cannot access because they cannot read. Such children miss out on the important values and culture of their societies because these are hidden in books written in a language they do not understand.

2.2.4 Literacy in colonial education

Kashoki, (1978) observes that non-formal literacy programmes in Zambia, prior to the attainment of political independence in 1964, were predominantly the preserve of voluntary agencies. Most

notably the missionaries of different Christian denomination as well as local municipalities and relatively much later the mining companies situated in the mining towns were responsible for these programmes. Formal government contributions at this time were initially by the Department of African Education and later by the Commission for Rural Development. As stated earlier, the missionary's main goal was to spread Christianity, which could only work well if people were able to read (the Bible) and write (the verses for reference later). Henkel (1989), claims that one of the first tasks for the missionaries was to learn the language of the people of the area around the mission station and to put it down in writing. He further adds that the next step was the opening of schools in which reading and writing was taught first in the local language and then in English. So literacy in the MT was the vision that was shared among various missionaries and was put into practice.

2.2.5 Literacy in Post- Independent Education

In 1965, two important developments in the promotion of non-formal literacy, which was commonly referred to as Adult Education, took place. These are the formation of Zambia Adult Literacy Programme and the Department of Community Development. Among other things this newly created department was tasked to run the literacy programmes (Kashoki), 1987:400). A lot of campaign programmes were organised by teachers and pupils. Radio programmes were put in place to foster the literacy campaigns1. In these programmes the use of MT was cardinal as there was a lot of community participation. Kashoki gives a case of the Lamba people who presented to government the alternative of using Lamba language for literacy Programmes other than Bemba, one of the seven Zambian Languages with official status (Kashoki, 1993: 163-164).

The Education Reforms of 1977

After realising that the 1966 language policy was leading the education system into problems, the drafters of the revised Reform document re-stated in their submission to the Ministry of Education:

In the first 4 Grades of primary school, the 7 official Zambian languages will be the I but the teachers will be encouraged to use any other language familiar to the child for purposes of communication and better teaching and learning (Agreed Draft 11th May1977: 9)

However, when the final document was published in 1977, it contained a complete reversal of this proposed policy. The reforms acknowledged that:

It is generally accepted by educationists that learning is best done in the mother tongue, this situation is found to be impracticable in the case of every child in multi-lingual societies, such as Zambian society. (MoE, 1996:22)

The 1996 policy: Educating Our Future

This is the latest policy in Zambia and it comes as a result of serious questions that arose as to the focus and relevance of the curriculum at all levels. Grade 1-4 failed to exhibit expected basic reading, writing and numeric skills. The policy that is officially known as "Educating Our Future" takes note of the problem of LI and it has this to say:

For over 30 years, (i.e. since the 1966 policy) children who have very little contact with English outside school, but have been required to learn concepts through English medium have had unsatisfactory experience (MoE, 1996:39).

The 1996 policy further states that:

The fact that initial reading skills are taught in and through a language that is unfamiliar to the majority of children is believed to be a major contributory factor to the backwardness in reading shown by many Zambian children. It is also a major factor in fostering rote learning. Since from the outset the child has difficulties in associating the printed forms of words with their real, underlying meaning (MoE, 1996:39)

Muyebaa (1998) says that the 1996 policy from the surface is very concerned with the falling standard of education in our schools, which have been brought about by a wrong medium of instruction. In one other paragraph the policy agrees with the general opinion that:

There is strong evidence that children learn literacy skills more easily and successfully through their mother tongue and subsequently they are able to transfer these skills quickly and with easy to English or another language. Successful first language learning is, in fact, believed to be essential for successful literacy in the second language (MoE, 1996:39).

This statement does not only support the use of MT in the initial literacy acquisition but also emphasizes a successful learning of MT. This is to enable a successful transfer of skills from MT learning to second language learning.

2.7 Education interventions

After the successful piloting of the NBTL course in three languages in the year 2000, the Ministry of Education in Zambia embarked on implementation of the new language policy which had recorded successes in the provinces. It was decided to extend the successful intervention to all parts of the country. This intervention was the Primary Reading Programme (PRP). A number of MoE evaluation and monitoring reports recorded successes of this intervention at least in its early years of implementation.

2.7.1 What is Zambia Primary Reading Programme PRP?

The Zambia Primary Reading Programme (PRP) was a seven- year Reading Programme by the Zambian Ministry of Education and the British Department for International Development (DfID). It was an initiative supported by DfID to improve reading levels in Zambian primary schools. This initiative was officially launched in April 1999. (Constable et al, 2000; 2001; MOE, 1998). The PRP was located within the Teacher Education Programme (TED) and at the time also fell under the umbrella of the Basic Education Sub-Sector Investment Programme (BESSIP).

BESSIP represented a coherent and wide-ranging proposal to gradually reverse the decline in basic education. It represented a major paradigm shift where government and co-operating partners had committed themselves to phasing out the project-based approach to development and programme financing.(Smith et al, 1998:1)

PRP programme had a three-pronged approach to ensure that children learnt to read effectively.

The first approach was achievement of initial literacy in any of the seven official Zambian languages already discussed in chapter 1. This was with the understanding that children learn

to read best in a language in which they are familiar and in which they have a strong oral base. Chanet al (2000) state that:

There is a large body of evidence linking oral language proficiency to the development of literacy skills and it argues that limitations in oral language abilities are the basis of early reading difficulties experienced by pupils

The PRP had developed a reading course for Grade 1 learners in all the seven official Zambian languages. This course was called New Break Through to Literacy (NBTL). This course was available in one school in every zone by 2000 and in all schools in the country by 2003. (MoE,

1998; Kelly, 2000). PRP was running alongside an oral English course called Pathway to English for Grade one. This meant that children in Grade one were not introduced to reading and writing in English but that the focus was on building their oral capacity in English to be in line with the view of Chan et al quoted above. All reading and writing in Grade one was to be in the local official Zambian language .

The second approach was to facilitate the transfer of the literacy skills gained in grade 1 through the NBTL course to learning literacy in English through the SITE literacy course. The assumptions were that in Grade 1, children would have been introduced to oral English and will learn to read and write in their local Zambian language. In Grade 2, they would simply transfer their newly found literacy skills into the new language they have learnt to speak, and find it easier to start reading and writing in English. The Grade Two literacy course was known as Step In To English (SITE). This course was in all schools by 2004 (MoE: 2005).

The third and final strategy was consolidation of reading skills acquired in the local familiar Zambian language and in English through NBTL and SITE respectively now through a reading course known as Read On Course (ROC) which was developed as a literacy handbook for teachers of Grades 3-7. This literacy handbook reached all primary schools in Zambia by 2003.

Another very important intervention that the Ministry of Education introduced was the separation of literacy from language in the curriculum. In Zambia, up till PRP was introduced, reading had not been taught as a separate subject in its own right, but had been included in the curriculum under "language". Reading then was taught as a component under Zambian Language or English Language on the school time table alongside other components such as Writing, Oral Work and Supplementary Reading. The resulting effect of this arrangement was that initial literacy skills were not adequately taught leading to many children not benefitting from education as they remained in the 'lay by' with no opportunity for reprieve. These would be the children who either dropped out of school mid way or failed their grade 7 selection examination which required reading skills. This situation changed with the introduction of PRP when literacy was taught separately from language lessons. The curriculum allocated one hour of literacy work each day for grades one to four. The assumption in the PRP was that unless children are given specific lessons to learn to read in the early stages, and lessons to support the development of reading skills in the higher grades, they will not be able to learn across the curriculum, or achieve their full potential in the national examination. To ensure that PRP and the new language policy

which brought in the use of a Zambian language as language of teaching in schools, it was seen to be necessary to sensitise the population on the new policy. A Communication Strategy was developed which involved the use of radio, television, newspapers, printed t-shirts with advocacy messages and meetings with parents in schools to explain the benefits of the language policy. A radio programme called 'FasteleFastele' designed by DB Studios in Lusaka, was run weekly of national radio where different stakeholders appeared and advocated for the new method. The name of the radio programme was deliberately coined from the public bus conductors' language for easy recognition and acceptance by the public. Some of the messages on the T-shirts read:

Reading is power

Reading is life

The T-shirts were given out to some teachers in all the nine provinces, ministry officials and members of the PRP Implementation Committee as a way of ensuring wide coverage. At the level of the seven regional languages, adequate public awareness education was carried out to make the nation accept PRP, and the take off of PRP was of very high profile and everyone had very high hopes of its success for all children in all provinces.

2.7.2 What is The New Break Through to Literacy (NBTL)?

The New Break Through to Literacy (NBTL) started as just Break Through to Literacy (BTL) when it was first piloted in Kasama, in the Northern Province. BTL is literacy course developed by the Molteno Project in South Africa and it was running in some schools in Johannesburg. This is an innovative and child centred literacy strategy that introduces children to initial literacy instruction in their mother tongue (MT). A Zambian delegation travelled to South Africa in 2006 to observe the course being implemented in South African school and after seeing high success rate among first graders in Johannesburg schools, recommended its piloting in Zambia. The course was first piloted in Kasama and Mungwi districts of Northern Province in 1998 with the help of Irish Aid, IciBemba language was used, as it is the lingua franca of the area. After the course had run for one year, it was evaluated in 1999. The results of the evaluation excited Ministry of Education officials, teachers and parents. The evaluation report stated that the course had achieved an 'unqualified success' with a reading rate of 65 percent. However, the teachers in the pilot schools reported some challenges experienced during the implementation of the BTL which they believed would prove difficult to cope with under the Zambian economic and social

situation. They recommended adaptation of the course. It was only after this result that MOE, in association with DFID established the Primary Reading Programme and modified the BTL to make it more cost effective and user-friendly for the Zambian situation. The underlying philosophy and teaching approach in the adapted Zambian course was still that of the original Molteno BTL course. The adapted course was called the New Breakthrough to Literacy course (NBTL)(Constable et al., 2001). Characteristics of NBTL which impressed MoE officials and other stakeholders included:

- It used a learner centred approach,
- It used a local familiar language to introduce initial literacy in Grade 1 as recommended in the Education policy document, Educating Our Future (MoE 1996:39).
- It used a variety of learner centred teaching strategies including, independent activity, phonics, word recognition, language awareness, book reading, whole language, and storytelling,
- It provided for a class library, a concept which was not there under previous methods such as Zambia Primary Course (ZPC) and Zambia Basic Education Course(ZBEC).
- It encouraged a language rich classroom environment with 'talking walls', and
- Collaborative learning especially when learners were fetching word cards from the sentence maker where they supported one another .

The main aim of the course was to get children to breakthrough to literacy in a Zambian language (ZL) by the end of Grade 1that means getting children to read in ZL in one year.
The course materials for the NBTL course were presented in form of a kit per each Grade 1 class and each kit had the following materials:

- One Teacher's guide which sets out the work to be done by teacher and learners in a clear sequence explains the materials found in the kit and how to use them, the methodology to use for lessons, assessment guide, class management and other instructions for the teacher (MoE 2000).
- 20 Learners Activity Books (LAB) for use by learners when engaged in independent activity to practice literacy work done. These are well illustrated with pictures for meaning and learner motivation (MoE 2000).

- A set of 26 titles of readers with stories deemed appropriate the level of the learners and also with appropriate illustrations in form of pictures (MoE 2001).

- A Sentence Maker which was a store for word cards. It also stored cards with individual letters used as prefixes and suffixes and symbols such as punctuation marks.

- Four Conversation posters that were used to facilitate oral discussion to introduce the lesson topic or sentence of the day with the groups thatare with the teacher in the Teaching Corner (Group Teaching Time).

- A Phonic Flip Chart which was used to introduce and practice the phonic sound of the day during the Starting Together stage of the lesson when all pupils are together with the teacher.

- A slate which was used to demonstrate handwriting and other writing activities by the teacher and also to give out group activities when learners are working independent of the teacher.

  All these instruments were strategies in PRP and NBTL program to help improve literacy and they seem effective overtime .[Some of the strategies especially use of anchor charts in remedial still are still being used in day today literacy class.] This study would like to establish the strategies used in the teaching of literacy. As to whether or not some of the already idenfied strateegies would also feature as among those used is part of what this study would establish.

The Concepts of Low Literacy and Performance

Low literacy is the inability of an individual to read, write, and do simple arithmetic of grade
One to four levels of primary school.

Rationale of Literacy

Literacy level acquisition result to the following benefits ,effective communication ,life
and career skills, learning and innovation skills ,critical thinking and problem solving
communication collaboration, Strauss et al. (2000).

The status of low literacy in developing countries

There has been tremendous progress made in the spread of literacy in developing countries, especially in the last ten years UNESCO (2006). The global illiteracy rate was close to 40 percent in 1970s compared to only a quarter of the world's population in 1990s. According to

Chowdhury (1995), illiteracy rates decreased in developing countries from over 50 percent 1970s to 35 percent in 1990s. This progress is commendable not all regions have such impressive improvement .The situation is most critical in developing countries ,more than half the population in sub-Sahara Africa and south Asia are without any literacy skills whatsoever developed countries as a whole and where Zambia belongs ,the literacy rate was 77.5% in 1990 (UNESCO 1990-1993) . Moreover, the total number of illiterate populations still increasing in sub-Saharan Africa, the states Arab and south Asia (UNESCO, 1993). Only 9 out of the 39 sub-Saharan Africa countries experienced a decline in their number during the 1980s, compared to 14out 27 countries in Asia and 19 out of 22 countries in Latin America and the Caribbean (UNESCO, 1993).

Furthermore, Chipanah (2000), in a study conducted by UNICEF/UNESCO on monitoring learning achievement (MLA) in primary schools, on the quality of education in Africa member countries Zambia included, where study sample involved standard/grade four learners in literacy, numeracy and life skills illustrate the range of participant countries according to their achievement in literacy shown in table below.

Table 1: Ranked Scores for Literacy And Life Skills MLA Study (1999).

Country Numeracy Literacy Life skills

COUNTRY	LITERACY LEVELS IN 1970s	LITERACY LEVELS IN 1980s	LITERACY LEVELS IN 1990s
Senegal	39.7	48.9	45.7
Niger	37.3	41.1	44.7
Malawi	43.0	35.0	77.0
Zambia	36.0	43.0	51.0
South Africa	30.2	48.1	47.1
Tanzania	00	00	00
Uganda	49.3	58.7	66.8
Madagascar	43.7	54.7	72.1
Mali	43.6	51.8	56.9
Tunisia	60.4	77.9	74.7
Mauritius	58.5	61.0	58.0
Morocco	56.4	67.6	62.3
Bostwana	51.0	48.0	56.0

Source:Chipanah et al,2000

The study concluded that low literacy performance is still a challenging issue in Africa, despite numerous efforts done by different Africa government to eradicate it. Once can assert that the nations are now producing graduates, from Kindergarten to university level, but with very poor skills or ability in literacy level (Mosha, 2012).

The Problem of Illiteracy in Zambia

The literature reviewed shows that there are hundreds of thousands or even a couple of millions of Zambians that are still 'caught in the web' of illiteracy more than 46 years after political independence and amidst economic and technological advancement that has been made. Mulenga (2008) reveals that Zambia, as signatory of EFA declaration of Jomtien ten years ago, has failed lamentably in making this conference's vision a reality. He says, therefore, there has

been little to talk about the broadening the scope of basic education, enhancing the environment for learning, as a couple of millions of adults and young people of Zambia continue to be denied their right to education. The failure for the Constitution of Zambia to enshrine this right has

allowed the denial of education to be done with impunity. Professor Michael. J Kelly, a renown author and educationist in Zambia, contributed well (in 2005) on this issue when he wrote that

> We are now more than halfway through the Literacy Decade, but the shameful fact is that more than one in five young people and adults aged 15 years and above is not able to read a street sign, a poster, a child's book, a map, a newspaper, names on the voting paper, or instructions on a medicine bottle. (Kelly, 2005:n.p).

This argument seems to be valid in that it is indeed shameful that man has taken such giant strides to even reach the moon, devise advanced method of fighting modern wars and those of teaching effectively, yet the elimination of a basic social evil of illiteracy continues to elude him. In agreement with Kelly's observation, past United Nations Secretary General, Kofi Annan, said at the launch of the United Nations Literacy Decade, "The fact that 20% of the world's adults are deprived of literacy should fill us all with shame" (UNESCO, 2004:15). At the same launch, then Director General of UNESCO was also so blunt when he said "efforts to provide literacy are not new, but the persistent scandal of around 860 million people without access to literacy in today's world is both a chilling indictment and an urgent call for increased commitment to this an unacceptable situation" (UNESCO, 2004: 15). It is indeed unacceptable that all countries the world over from the North Pole to the South Pole and from east to west invest more in military hardware than they do in attempting to solve social and economic evils such as illiteracy, hunger, poor health and sanitation and poverty.

CSO (2003) reveals that that, in Zambia we are still talking of more than 35% children in both rural and urban families failing to access schooling. This increases illiteracy among men and women in Zambia's population. Apart from high illiteracy levels, another problem of illiteracy in Zambia has been the imbalances in relation with geographical location (rural-urban situation) and in terms of gender. According to MOE (2008), the Demographic and Household Survey of 2004, Zambia's literacy rate for people aged 15 years and above was 67.2%. This translates into 33.8% illiterate adults with an evident imbalance between men and women and rural and urban areas. By 1990, it was still clear that there were more illiterate female than males countrywide

and the same picture is seen when rural and urban areas are compared with the highest number of illiterates living in rural areas..

It was seen that men tend to be more literate than women and rural areas exhibit higher illiteracy rates than the urban areas. This evidence comes from the census conducted both in the 1990 and in 2000. This imbalance is supported by the CSO (2003) report which shows that, in Zambia, 70% young men and 58% young women were literate in 2002 giving a gender gap of 12%.

This gap was seen to be larger among older men and women (91% and 58% respectively) with a gender gap of 33%.

The contributing factors to this imbalance in gender and residence are many. They include among others, high dropout rate among girls due to pregnancy, socio-cultural variables of preference for boys' education to that of girls and traditional views that is worthwhile investing in boys compared to doing so to girls (Milimo, et. al. (2004). This is supported by Kelly (1991) who observed that a number of socioeconomic and cultural factors promote inequalities in access to education of both boys and girls and men and women. From this perspective, the study attempted to find out if gender imbalance in literacy existed in Chikuni and if the levels of literacy in Chikuni had changed with the introduction of literacy lesson by radio instruction by Chikuni Community Radio. From reading available written texts, it was evident that the Zambian scenario of the problem of illiteracy is not inspiring. Whereas some countries have taken significant steps in downsizing the levels of illiteracy among their citizenry, the opposite is the case in Zambia. Mulenga (2008) shows that whereas the number of illiterates was very high prior to independence and a few years later, it declined much later in the 1970s and 1980s but statistics show that in recent years, figures on illiteracy levels are steadily rising. This is supported by Kelly (2005:1) who reveals that "in Zambia instead of the numbers of illiterates getting smaller, the actual levels were seen to be on a steady increase". He explains that though statistics show a decline in adult illiteracy in recent years, the reality on the ground is that more and more illiterate people continue to be added to those who are already illiterate. Kelly's (2005) investigation on illiteracy in Monze, Southern Zambia, shows, from his experience and conversations with some women, that picture about illiteracy in Zambia is gloomy. He argues that it is to half illiteracy rate by 2015 sorrowful that many of the older people in the Chikuni community, as in many other Zambian communities, were unable to read and write. But what worse was that many

young adults, most of whom had been through primary school, were illiterate and had to get help from other people when it came to reading instructions on medicine bottles, fertilizer bags, or food containers. This picture is a confirmation that Zambia's effort to achieve Education for All (EFA) and Millennium Development Goals (MDGs) of universal primary education was painstakingly slow and may not yield desired fruits . Another problem of illiteracy in Zambia is linked with the quality of the teaching and processes in our schools. The achievement of EFA and MDG goals will remain a pipe dream as long as many children that are fortunate enough to be in schools end up completing school without acquiring basics of literacy. Mulenga (2008) in agreement with Kelly (2005) says evidence is abound with more and more children who go to schools but subsequently leave such institutions with very little to boast about. This shows the deterioration in quality learning and literacy levels especially among young men and women. Kelly says this decline in levels of literacy was worrisome especially that it was taking place in period when enrolments in primary and high schools were rising, thanks to government and non-governmental efforts that have brought about free primary education policy, the re-entry policy and the affirmative action towards the advancement of a girl child's education among other initiatives. However, many schools do not facilitate teaching and learning. A lack of resources is a great challenge providing materials such as dictionaries, desks, text books and a shift from traditional materials to advanced resources certainly be a strategy to help in improving literacy , a good environment with enough reading materials are a good motivation to learners , hence use of advanced resource can also be part of the strategies to combat illiteracy.

TRADITIONAL MATERIALS	ADVANCED RESOURCES
Chalk Boards	Interactive White Boards
School Books, Story Books	Laptop Computers
Dictionaries	Electronic Tablets
School Desks	Tables and Chairs, open spaces for students to work

Another challenging factor affecting low literacy rate is inconsistencies of children in attending school. While the number of children not attending dropped since 1990, progress slowed in recent years. According to the millennium development goals report of 2014, among the 137 million children who entered the first grade of primary school in 2011, 34 million, roughly 25

percent are likely to leave their schools before the last grade and Zambia also faces the same challenge. According to the report factors such as poverty, gender and place of residence are key factors keeping children out of school hence affecting improvement of literacy.

The table below shows some of the barriers keeping the child out of school and possible interventions / strategies to reduce that.It is imperative that these interventions are implemented to help ensure there is consistency in the learning process of the learner as reading /writing skills are sequential and children should not be absent from class,and children should not lack books ,fees to enable them attend class regularly .There should be that constant support from parents to ensure pupils attend class regularly for example

BARRIER	POSSIBLE INTERVENTION/STRATEGY
Direct costs of schooling (e.g. school fees, uniforms, books, supplier	• Vocational training for parents and community members to generate income
Lost income for children's labour activities	• Child care programs for siblings/children • Flexible school schedules
Lack of cultural values for education in the community and/or lack of parental involvement in the education process	• Media campaigns to raise awareness about the benefits of education • Coordinated school enrollment events • Endorsement of education (particularly girl's education by religious leaders and others) • Development/capacity building of parent teacher committees
Health related issues that keep children home sick or carin for sick family members	• Intergrating water and sanitation programs in school • Raising awareness about HIV/AIDS and other preventable diseases

In addition, it is imperative to also consider that teachers use different strategies/methods in teaching literacy. Research suggest that, in general, successful second language literacy programs:

- Use materials from everyday life
- Use interactive methods that engage in different ways of learning (e.g. oral communication) to foster participation of learners
- Use local languages to clarify and explain classroom tasks
- Intergrate literacy instruction with functional kind of training
- Schedule literacy class at times/location that is convenient to learners
- Collaborate with other cooperating organizations that serve the community such as churches, NGOs etc

A learner who is functionally literate is able to engage in activities that enable her to function effectively in society. Learners tend to be more motivated to learn when they understand the practical outcomes they can gain.

Acquiring functional literacy skills fosters a sense of self fulfillment, equips learners with the ability to improve what is surrounding them and this may encourage parets to play a more active role in their children's education.

Another strategy in improvement and literacy is teacher training, both for preprimary and primary education.

Pre-primary education research shows positive results for long term learning although early childhood education enrollment is growing, many opportunities are available to achieve higher quality programming:

- Government should invest as much in early childhood education. As a result, there is lack of a set curriculum or teaching requirement for early childhood teachers who can help in literacy foundation of a child.
- Early childhood education is more than just learning the alphabet, letter sounds, numeracy, life skills and problem solving are important components.
- Proper early childhood education increases children's readiness for school

- Teacher training and curriculum development are key components of a sustainable project.
- To be successful and sustainable, teacher training needs long term follow through, not just one time training. Developing local leadership can continue the cycle and teacher training in the future.

The shortage of teachers especially qualified teachers is a huge hindrance in the performance of learner literacy. Additionally over crowded classrooms, lack of regular teacher training and relying on note memorization in classroom can hamper critical learning and sustainable development goals for education aims for children everywhere to be able to complete free, equitable and quality primary and secondary schooling by 2030. In order to achieve universal primary education, new qualified teachers are needed, investing in the teaching skills of current teachers is also crucial.

Furthermore, reading skills build the foundation for all future learning, yet as estimates show, children with five years of education still have a 40 percent chance of being illiterate.

According to the UNESCO monitoring report of 2010, if all learners in low-income countries as Zambia left school with basic reading skills, 171 million people could break the cycle of poverty which would be equivalent to a 12 percent cut in world poverty. It is important for the teacher to be well vested in the knowledge of teaching reading skills to primary school.

Earner, E etal (2004) elaborates the development of reading ability that a teacher may use as a strategy in a literacy class.

Another strategy to improve literacy in learners is remedial teaching strategies teachers ought to be aware of these strategies. According to the Hong Kong Education Bureau special education resource centre (2013) teachers should be aware of firstly the characteristics of learners with learning difficulties. These include:

- Poor memory
- Short attention span and are easily distracted by other things
- Relatively poor comprehensive power
- Lack of learning motivation

- Lack of self-confidence and relatively low self-expectation

- Weak in problem solving power

- Fail to grasp information effectively and mix things up easily

- Have difficulty in understanding new/abstract concepts

- Fail to transfer knowledge to the related learning areas appropriately

- Need more time to complete assignments or tasks

Apart from various learning difficulties, pupils may have different abilities and styles of learning. Some are better in visual learning while others are more competent in audio learning. Certain pupils have to learn through sense of touch or practical experiences. Remedial teachers, therefore, should design diversified teaching activities and adopt various teaching methods to help students develop their potential and remove the obstacles in learning.

Objectives of Remedial Teaching

Each pupil is different in terms of learning ability, academic standards, classroom learning and academic performance, and each has his own in learning. The aim of IRTP is to provide learning support to pupils who lag far behind their counterparts in school performance. By adapting school curricula and teaching strategies, teachers can provide learning activities and practical experiences to students according to their abilities and needs. They can also design individualized programmes with intensive remedial support to help pupils consolidate their basic knowledge in different subjects, master the learning methods, strengthen their confidence and enhance the effectiveness of learning.

Throughout the teaching process, teachers should provide systematic training to develop pupils' generic skills, including interpersonal relationship, communication, problem-solving, self-management, self-learning, independent thinking, creativity and the use of information technology. Such training can lay the foundation for pupils' life-long learning, help them develop positive attitudes and values, as well as prepare them for future studies and career.

Principles of Helping Pupils with Learning Difficulties

Teaching preparation

Before preparing for their lessons, remedial teachers should identify pupil's diverse learning needs as soon as possible so that they may design appropriate teaching plans to facilitate pupil's effective learning.

Devise various learning activities

Since pupils have different characteristics in learning, teachers must devise different learning activities with the same teaching objective to develop pupil's varied abilities and skills in problem solving. It is more effective for teachers to adopt a series of relevant and simple teaching activities than assigning one long teaching activity since pupils may acquire the required knowledge and skills through diversified activities.

Design meaningful learning situations

Remedial teachers should specifically design meaningful learning situations, language environments (especially for English subject), games or activities so as to provide personal experiences for pupils and stimulate their interest and initiate in learning.

Teaching approaches

Teachers should give concrete examples before proceeding to abstract concepts by way of simple and easy steps at a pace in line with the learning abilities of students. Teachers may teach new concepts from different perspectives by various approaches so that pupils can grasp the ideas through meaningful and repeated illustrations. Teachers should encourage pupils' active participation by more frequent use of teaching aids, games and activities. They can also make use of information technology and all the teaching resources available to help pupils understand the main points.

Provide clear instructions

Pupils with learning difficulties are less competent in understanding written language. Therefore, remedial teachers should give pupils short and clear instructions to avoid confusion. They must

explain clearly the arrangement of each learning activity. If necessary, they may ask pupils to repeat the steps of activities so that every pupil may understand the instructions.

Summarize the main points

At the course of teaching, teachers should always sum up the main points in teaching and write the key phrases on the board to enhance pupils' audio and visual memories. Teachers can guide their pupils to link up the knowledge they learn from class with their life experiences so as to enhance the effectiveness of learning. Besides, guiding pupils to repeat the main points in verbal or written form is also an effective way of learning.

Enhance learning interest and motivation

Suffering from frequent frustrations in their work, pupils with learning difficulties may gradually lose their interest in learning. Therefore, teachers should adapt the curriculum to meet the needs of pupils. With less pupils in the IRTP, teachers can design interesting activities coupled with reward scheme to stimulate pupil's interest. It is most important to help pupils overcome their learning difficulties so that they may gain a sense of achievement and recover their confidence and interest in learning.

Encourage pupils' active participation in class activities

Pupils with learning difficulties usually lack self-confidence and are more passive in class. They seldom ask questions or express their views. Remedial teachers should patiently encourage active participation in class. Pleasurable learning experience may help enhance pupils' interest in learning.

Focus on the learning process

Teaching should not only focus on the transmission of knowledge. It is also important to see that pupils are benefited from the entire learning process. Teachers should provide ample opportunities in class for pupils to practice and think what they have learnt, and allow them to solve problems by different means. Teachers should also carefully observe the performances of pupils and give them appropriate assistance, feedback and encourage so as to help them acquire

the learning skills, solve their problems and understand their own capability, thus enhancing self-confidence and improving their learning skills.

Show concern for the performances of individual pupils

Pupils may encounter different problems in their studies, therefore, teachers should carefully observe the learning process of individual pupils in class. Whenever necessary, they should provide individualized remedial teaching before and after class, during recess or lunchtime, so tat they can remove their learning obstacles as soon as possible. When marking assignments, teachers should take note of the common errors of pupils and deliver the correct concepts and knowledge to them promptly.

The Process of Remedial teaching

The flowchart below may serve as a reference for teachers in the delivery of collaborative teaching or individual teaching:

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                    ┌─────────────────────┐
                    │  Analysis of Pupils' │
                    └─────────────────────┘
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prerequisites   learning needs   learning abilities   learning styles   interests

Before classroom teaching

Preparation

revised / adapt teaching plans

- setting teaching objectives
- adaptating the curriculum
- organizing teaching materials
- choosing appropriate teaching strategies
- collecting and preparing supporting materials

advanced learning / learning new topics

teaching (group / individual / co-teaching)

evaluation / observation

with obstacles in learning   achieving targets

Curriculum Adaptation

Remedial teachers should adapt the curriculum to accommodate the learning characteristics and abilities of pupils. They should set some teaching objectives which are easy to achieve to ensure that pupils may acquire the knowledge as desired after the completion of each module.

Teaching should not be directed by textbooks which should not be taken as the school curriculum. There is no need to cover all the contents in the textbooks as well. Schools can classify the teaching content into core and non-core learning aspects according to the teaching objectives and pupils abilities. Core learning aspects require in-depth studies and application whereas materials in the non-core or advanced learning aspects may be streamlined or appropriately selected for teaching.

Teachers are encouraged to adopt recommendations on cross-curricular teaching by linking up related teaching areas flexibly so that more time can be spared for effective activities and learning.

Teachers should make good use of all teaching materials. For example, they may select and use the materials in textbooks to meet the teaching objectives, or compile their own supplementary teaching materials. They may also design materials of different standards. Materials from the internet, newspapers, magazines and references provided by the Education Department may help teachers design interesting and enjoyable activities to enhance pupils'effectiveness of learning.

Homework Policies

Schools should formulate clear policies on homework which should be reviewed regularly. The assignments should be targeted at the teaching objectives and serve the purposes of learning. Exercise books available in the market should only serve as a reference. Schools should choose these exercise books carefully and make appropriate adjustments to the category, quantity and quality of homework.

Teachers should take note of the following points when designing homework for pupils:

i. the homework should have clear objectives and can accommodate the level and needs of pupils;
ii. the form and contents of homework should be of a great variety so as to develop pupils' creativity, self-learning and collaborative skills;
iii. the homework should match the content taught in class;
iv. teachers should give simple and clear instruction;
v. assign appropriate amount of homework each day;

vi.   ineffective and mechanical drills should be avoided; and

vii.   teachers should make good use of the homework as a tool for evaluation and feedback to enhance the motivation and effectiveness of learning.
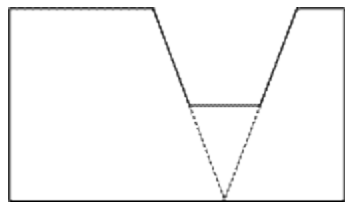
Formulation of Teaching Plans

When formulating teaching plans, teachers are advised to take the following two aspects into consideration:
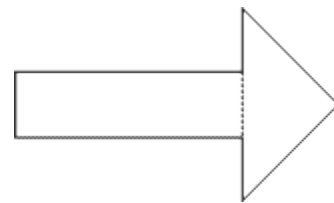
On the one hand, teachers should formulate practical teaching objectives that meet the learning characteristics and weaknesses of pupils so as to foster a sense of achievement. On the other hand, teachers should decide whether the learning items should be taught in details or in brief. Moreover, the items should be classified into different levels and taught through small and simplified steps to facilitate comprehension as well as to strengthen pupils' confidence in learning. A topic in Mathematics is quoted as example:

Topic	**Original**	**IRTP Class**
Area of a polygon	Find the area of a more complicated figure	Find the area

With reference to the common difficulties encountered by pupils, teachers should set down the main points for remedial teaching and make adjustments promptly according to the performance of students.

Teachers should make a brief record of the learning aspects, teaching objectives/aims, key learning points, activities, use of teaching aids and evaluations for future reference.

Teachers may deliver the teaching content by means of modules, themes, learning aspects or teaching items and work out the teaching plans accordingly.

Post-lesson reviews should focus on the teaching process and pupils' performance, with specific and critical evaluations made. Examples of main points for review are as follows:

i.   the common difficulties of pupils;

ii. the effectiveness of teaching strategies and class activities to help pupils understand the teaching contents, grasp the main points and apply what they have learned; and

iii. issues of concern (e.g. basic knowledge that requires enrichment, the need to break down or re-arrange teaching steps, etc.)

Teaching Activities, Aids and Supporting Materials

Teachers should design appropriate learning activities in line with the focus of teaching. On the basis of low starting point, small steps, diversified activities and instant feedback, teachers should encourage pupils to participate actively during the learning process to help master the skills and methods of collaborative learning. Diversified teaching activities such as situational teaching, competitions, collation of information, discussion, oral reporting, games, topical research, production of graphs/figures/models, role play, recording, visit and experiments may help pupils enhance their interest in learning, stimulate their thinking and reinforce the effectiveness of teaching.

Teachers should exercise their discretion in the appropriate use of teaching aids. Appropriate teaching aids not only help to enhance pupils' interest in learning, but will also consolidate the knowledge they learned, thus achieving the objective of teaching. Common teaching aids are concrete objects, figures, models, word cards, number cards and audio-visual equipments such as tape recorder, headset, wire free induction loop system and multimedia teaching aids, etc. When designing and using teaching aids, teachers should first consider their practical use and assess whether the aim of remedial teaching can be attained.

The design and organization of teaching materials should be pupil-oriented. They should be selected and collated systematically to serve the purpose. Teaching materials provided by the Education Department or other academic institutions may also serve as a reference for teachers (A list of references can be found at Appendix 10).

The Setting of Learning Environment

Well-designed learning environment helps to maintain pupils' attention and interest in learning and facilitates the achievement of teaching aims. In this way, it is more easy to achieve the aim of teaching. The teaching environment should be designed to support remedial teaching and group activities. Seat arrangements of pupils should be flexible to meet the specific teaching purposes of each learning activity. For example, teachers and pupils may form of circle when holding discussions; and the two pupils or group members involved may sit together during peer group or small group learning.

Teachers should prepare a rich, pleasant and comfortable learning environment for pupils. For example, they may set up a self-learning corner, book corner, toy corner, science corner, prize corner or stationery/learning resources corner, etc. to enkindle pupils' interest in learning. An example of classroom setting is shown at Appendix 9.

Teachers may display the teaching materials of the week or the learning outcomes or products of pupils at prominent places to stimulate their motivation in learning.

Remedial Teaching Strategies

Individualized Educational Programme (IEP)

Geared to the learning needs of individual pupils, the Individualized Educational Programme aims to reinforce the foundation of learning, help pupils overcome their learning difficulties and develop their potentials. Individualized Educational Programme should include short-term and long-term teaching objectives, learning steps, activities and reviews to ensure that the programme is implemented effectively. Teaching can be done in small groups or for individual. If necessary, remedial teachers, other teachers, student guidance officers/teachers, parents and pupils alike are to participate in designing the programme. Remedial teachers hold meetings regularly to evaluate the effectiveness of work and gather opinions for refinement.

Peer Support Programme

Remedial teachers may train up pupils who perform better in a certain subject to become 'little teachers' and who will be responsible for helping schoolmates with learning difficulties in group

teaching and self-study sessions as well as outside class. Peer support programme helps pupils reinforce their knowledge, and develop their communication and cooperation skills as well as good interpersonal relationship. To enhance the effectiveness of the programme, remedial teachers must provide training to the pupils concerned beforehand and make regular reviews on its effectiveness. Generally speaking, this programme is more suitable for pupils of higher grades.

Reward Scheme

The reward scheme has positive effect in enhancing pupils' motivation. It aims at guiding pupils to set their own objectives and plans, and positively reinforcing their good performance. No matter what reward is provided, the most important thing is to help pupils cultivate an interest in learning and gain a sense of satisfaction and achievement during the learning process . When designing the rewards offered, remedial teachers should take note of the following:

i.   set clear and specific targets (for example: requirement on the score of dictation and number of assignments submitted);
ii. set achievable objectives;
iii. give diversified rewards (including verbal commendation) or prizes to accommodate pupils' interest; give rewards instantly;
iv. review and revise the reward scheme regularly; and
v.   invite parents to help children improve their work.

Handling pupils' behaviour problems

Remedial teachers should observe the following when dealing with the behaviour problems of pupils:

i.   always observe the performance of pupils in class and their behaviour in groups;
ii. establish close relationship with pupils, develop mutual trust and listen carefully to what they say;
iii. help pupils understand the effect of their behaviour on the other as well as their own selves;
iv. keep in close contact with parents to find out the cause of pupils' behaviour problems;

v.   help pupils build up self-confidence and a healthy self-image;

vi.   give positive reinforcement to pupils' good behaviour, and do not pay undue attention to their misbehaviour;

vii.   do not try to change all the deviant behaviour of pupils at once. Teachers should list out the problems and set the priorities with an aim to improve one or two of them at a time;

viii.   refer the cases to Student Guidance Officers/Teachers for follow-up action if the behaviour problems of pupils continue or become serious. If necessary, student guidance officers/teachers may refer the case to the Psychological Services Section of the Education Department for individual assessment and remedial services.

Development of Generic Skills

Remedial teachers should help pupils develop good learning habits and attitudes, such as complete the assignments tidily, keep their promise and be responsible and disciplined. A constructive attitude is the foundation for life-long self-learning and it helps enhance pupils' learning effectiveness.

Pupils should be helped to master basic self-learning skills and abilities. For example, teachers may teach them how to set appropriate learning objectives and priorities, time management, note-taking, reading skills and examination taking skills, etc.

Remedial teachers can also make use of information technology to motivate and teach pupils to learn according to their own pace, help them cultivate the habit of self-learning, so that they will benefit from such training for their whole life.

Pupils can be taught to solve problems by different methods, tools or by drawing insight from their past experiences. For example, teachers can teach them the use of dictionaries, as well as the skills of seeking and handling information obtained from the school and public libraries. These are ways to develop students' flexibility, creativity and independent thinking.

Teachers should train pupils to establish good interpersonal relationship so as to facilitate effective communication and collaboration as well as to enhance the team spirit of students.

Assessment and Record on Learning

Assessment plays a very important role in teaching and learning. By means of assessment, remedial teachers can know the learning progress as well as strengths and weaknesses of pupils; hence, they may design different teaching activities accordingly to help pupils learn in an effective manner. Besides, it is also a means to measure the discrepancy between IRTP pupils and ordinary pupils so that teachers may decide whether it is desirable for the pupil(s) concerned to withdraw from IRTP.

The two most common assessment methods are listed as follows for teachers' reference:

i.   Formative Assessment

Teachers can understand and assess the learning abilities of pupils from their daily classwork and homework as well as individual or group projects, such as model making, drawing, information collection, measuring activities and the way they relate daily events to the topics they learnt in class, so that they can revise the teaching content accordingly.

ii.   Summative Assessment

With reference to the progress of teaching, teachers may assess the performance of students by means of examinations/tests. The examination/test papers must cover all the main points in teaching where the levels of difficulty meet the pupils' abilities. The weighting of questions and marks should be balanced. Different types of questions should be included.

Schools may have different forms and weightings of assessment.

Remedial teachers should keep a detailed personal record for each pupil under IRTP. They should assess the progress of pupils regularly and systemically. A comprehensive record provides information on the learning progress of pupils and serve as a reference.

Teachers should pay attention to the response of pupils during classroom learning and make a record in the "Evaluation" column of the teaching plan (Appendix 7) to facilitate follow-up actions or changes in teaching strategies. In addition, teachers should make reference to the

teaching objectives in evaluating the effectiveness of teaching, and revise their teaching plans according to the learning needs.

Liaison with Parents

In order to help pupils with learning difficulties, schools must liaise closely with parents. Apart from providing guidance on homework to their children, parents also handle pupils' problems either by the same way or similar ways in line with the requirements of the school and their schoolwork.

Some parents may have unrealistic expectation of their children's performance. In such cases, remedial teachers have to explain to the parents about the characteristics and abilities of pupils so that they may help their children to learn in a pleasurable manner. On the contrary, some parents' expectation may be too low. Teachers must then keep in contact with parents to help them understand their children and to provide appropriate guidance to develop the pupils' potentials.

Co-ordination with Other Teachers and Professionals

Remedial teachers must keep in close contact with other teachers. They are encouraged to discuss or share their experiences with others to find out ways to improve pupils' learning and behaviour. For example, they may discuss on the teaching plans, learning progress of pupils, test and examination questions, pupils' problem behaviour and partial or total withdrawal of pupils from IRTP.

Remedial teachers should also liaise with other related professionals to seek for professional support with a view to helping pupils solve their problems.

CHAPTER 3: THEORETICAL AND CONCEPTUAL FRAMEWORKS

Theoretical Framework

Literacy improvement may vary according to the way the learning experience is being done through simple psychology as the zone of proximal development (ZDP) and scaffolding.

An advantage of adopting these two approaches is that it details the most important stages in the facilitation of literacy improvement

Literacy and Learning Theories

Learning is defined as a process that brings together personal and environmental experiences and influences for acquiring, enriching or modifying one's knowledge, skills, values, attitudes, and behavior and world views. Learning theories develop hypotheses that describe how this process takes place. The scientific study of learning started in earliest at the of the 20th century (UNESCO, 2010). The major concepts and theories of learning include behaviorist theories, cognitive psychology, constructivism, social constructivism, experiential learning, and multiple intelligence and situated learning theory and community of practice (UNESCO, 2010).

2.8.1 Behaviourist Theory

The behaviourist perspectives of learning originated in the early 199s, and became dominant in early 20th century. The basic idea of behaviorism is that learning consists of a change in behavior due to the acquisitions, reinforcement and application of associations between stimuli from the environment and observer responses of the individual. Behaviourists are interested in measurable changes in behavior. Thorndike (1905) stated one major behaviourist theorist put forward that (1) a response to a stimuli is reinforced when followed by a positive rewarding effect, and (2) a response to a stimulus becomes stronger by exercise and repetition. This view of learning is akin to the "drill-and practice" programmes.

Skinner (1936), another influential behaviourist, proposed his variant of behaviorism called "operant conditioning". In his view, rewarding the right parts of the more complex behavior reinforces it, and encourages its recurrence. Therefore, reinforces control the occurrence of the desired partial behaviors. Learning is understood as the step-by step or successive approximation

of the intended partial behaviors through the use of reward and punishment. The best known application of Skinner's theory is "programmed instruction" whereby the right sequence of the partial behaviors to be learned is specified by elaborated task analysis.

Cognitive Psychology Theory

Cognitive psychology was initiated in the late 1950s, and contributed to the move away from behaviorism. People are no longer viewed as collections of responses to external stimuli, as understood by behaviorists, but information processes. Cognitive psychology paid attention to complex mental phenomena, ignored why behaviorists and was influenced by the emergence of the computer as information – processing device, which became analogous to the human mind. In cognitive psychology, learning is understood as the acquisition of knowledge: the learner is information – processes that absorbs information, undertakes cognitive operations on it, and stocks it in memory. Therefore, its preferred methods of instruction are lecturing and reading textbooks; and at its most extreme, the learner is a passive recipient of knowledge by the teacher (Burner and Ross, 1976: Rogoff, 2008).

Constructivism Theory

Constructivism theory which is a revolution in educational psychology and the most of current psychology of learning built on the work of Piaget, Vigotsky and Bruner in 1980s, it is part of the post-structuralism psychological theory which was started by Doll (1993). The theory construes learning as an interpretive, recursive, non-linear building process by active learners interacting with their surround (the physical and social world). It is a psychological theory of learning that describes how structures, language, activity, and meaning-making come about, rather than one that simply characterizes the structures and stages of thought, or one that isolates behaviors learned through reinforcement.

It is a theory based on complexity models of evolution and development. Constructivist learning is a very personal endeavor, whereby internalized concepts, rules and general principles may consequently be applied in a practical real-world context.

The practice is that, teacher acts as a facilitator who encourages students to discover principles for themselves and to construct knowledge by working to solve realistic problems. Aspects of

constructivism can be found in self-directed learning, transformation learning and experimental learning in nature. This view of learning led to the shift from the "knowledge- acquisition" to knowledge construction metaphor.

The Study and Constructivism Theory

Constructivism is a post-structuralism psychological theory Doll (1993), one that construes learning as an interpretive, recursive, non-linear building process by active learners interacting with their surround the physical and social world. It is a psychological theory of learning that describes how structures, language, activity, and meaning making come about, rather than one that simply characterizes the structures and stages of thought, or one that isolates behaviors learned through reinforcement. It is a theory based on complexity models of evolution and development.

Application of Constructivism Theory on Learning

Constructivism is a theory about learning, not a description of teaching, of teaching. Some general principles of learning derived from constructivism may be helpful to keep in mind, however, as we re-think and reform our educational practices.

i. Learning is not the result of development; learning is development. It requires invention and self-organization on the part of the learner. Thus teachers need to allow learners to raise their own questions, generate their own hypotheses and models as possibilities, test them out for viability, and defend and discuss them in communities of discourage and practice.

ii. Disequilibrium facilities learning. "Errors" need to be perceived as a result of learner's conceptions, and therefore not minimized or avoided. Challenging, open ended investigations in realistic and meaningful contexts need to be offered which allow learners to explore and generate many possibilities, both affirming and contradictory. Contradictions, in particular, need to be illuminated, explored, and discussed.

iii. Reflective abstraction is the driving force of learning. As meaning makers, humans seek to organize and generalize across experience in a representational form, allowing reflection time through journal writing, representation in multi-symbolic form, and/ or discussing connections across experiences or strategies may facilitate reflective abstraction.
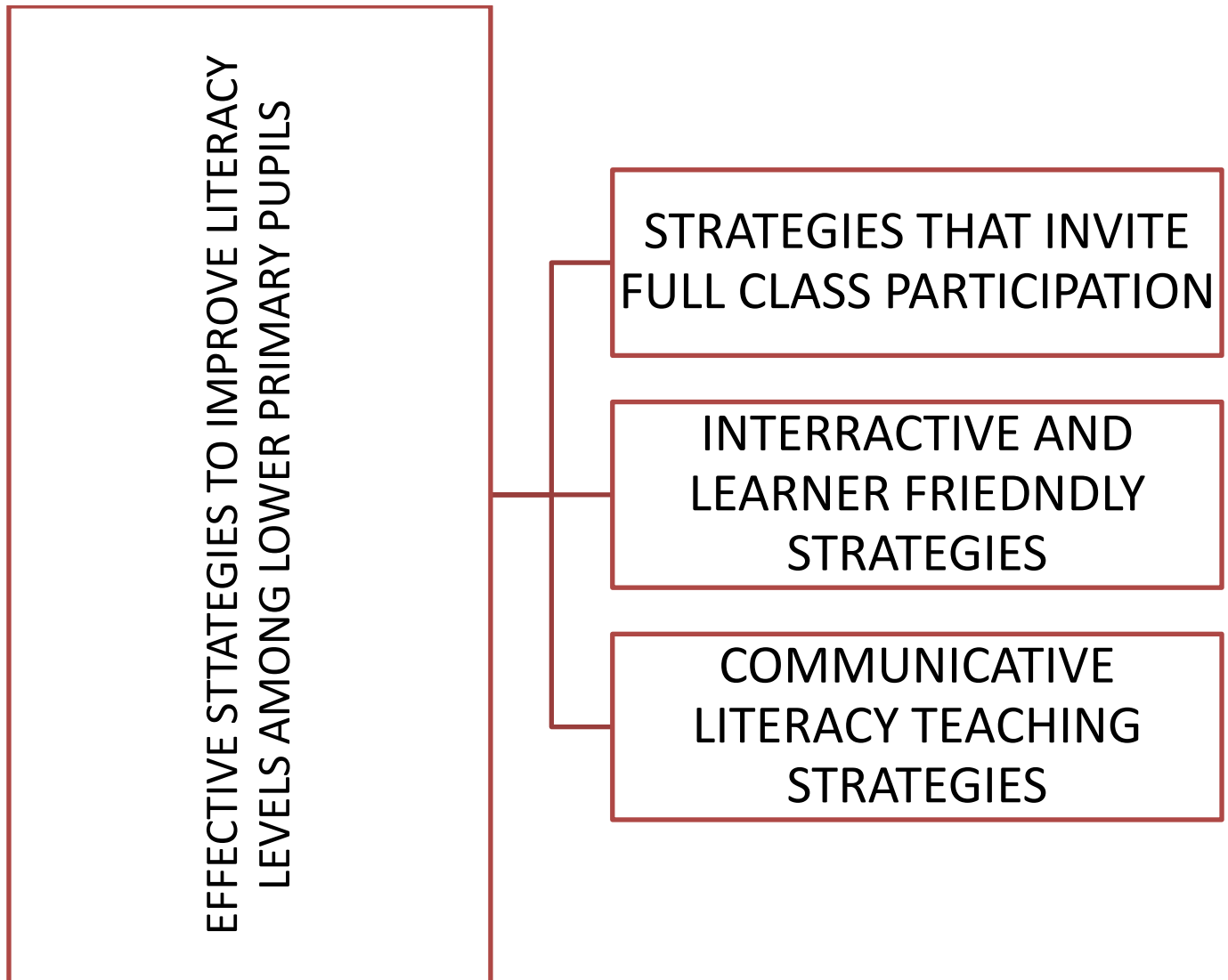
iv. Dialogue within a community engenders further thinking. The classroom needs to be seen as a "community of discourse engaged in activity, reflection, and conversation: (Fosnot, 1989). The learners (rather than the teacher) are responsible for defending, proving, justifying, and communicating their ideas to the classroom community. Ideas are accepted as truth only in so far as they make sense to the community and thus they rise to the level of "taken-asshared".

v. Learning is the result of activity and self-organization and proceeds towards the development of structures. As learner struggle to make meaning, progressive structural shifts in perspective are constructed - in a sense "big Ideas" (Schefter and Fosnot, 1993). These "big ideas" are learners constructed, central organizing principles that can be generalized across experiences and that often require the undoing, or re-organizing of earlier conceptions. This process continues throughout development

CONCEPTUAL FRAMEWORK

Figure 1 provides a summary of ways to improve literacy levels among primary school learners. The study is mainlyfocused on the effective strategies to easily improve literacy such strategies that invite full class participation, interactive and friendly strategies, and communicative literacy teaching strategies that facilitate the improvement of literacy.

Figure 1: CONCEPTUAL FRAMEWORK:

CHAPTER 4: METHOD AND METHODOLOGY

Introduction

This chapter outlines the research design that was used in studying the effective strategies in improving literacy. It also outlines the sources of data and the methods used to analyze it

Research Design

The research design adopted for this study is descriptive. The type and since of data was determined by the objects of the project. The data and information collected was used to identify the strategies being used to improve literacy among lower primary school learners. The study also intends to make recommendations to the relevant authorities on the findings of the study concerning improving literacy levels.

Sources of Data

Two types of data were collected for the study , the primary and secondary data. The primary data was obtained through the administration of structured questionnaires to primary schools

Data was also collected through personal interviews to argument the questionnaires.

Secondary; data on the study was obtained from books; journals,publications and the internet

The primary schools involved in the study include teachers from Kamitondo primary school, Bulangililo primary school,Machona primary school Matete primary and Wesley Nyirenda primary schools in kitwe.

Types of data

The data collected was both qualitative and quantitative in nature and guided by the objective of the study. Emphasis on the data collected was however pleased on information on teachers that teach lower primary section

Target population

For the purpose of this study, the population was drawn from district primary schools in Kitwe the target population comprisedof 5 teachers from each of the schools

Sampling design

A sample is a small proportion of population selected for observation and analysis . Asample is collection consisting of a part of subject of the objects or individuals selected for the pupils of representing thepopulation oruniverse. By observing the characteristic of the sample, one can make specific inferences about the characteristics of the population from which it was drawn (SIDHU, 2003) . After questionnaires were sent to schools in the study population, responses received were cleansedaccording to theme derived from the four objects of the study.

Data analysis

Both qualitative and quantitative methods of data analysis were used qualitative information was cooled and analyzed using Microsoft word and excel . Information obtained from the questionnaires was compared with that from other institutions such as government and private sector to ensure validity of results

Ethical considerations

Thompson (2010) in his research advised that "the Belmart report (1979) outlines three basic principles relevant to the ethics of research involving human subjects , namely respect of persons bene faience , and justice . In conducting this research , great care was taken to understand and familiarizewith any and all of the regulations associated with the field s of the study " this was extremely important in as far as protecting the rights of the participants is concerned. Copper & schinldler (2003) argued that research was be designed so that a respondent does not suffer physical harm, discomfort pain, embarrassment or loss of privacy , therefore influenced consent , confidentiality , anonymity and the participants rights to privacy were some of the measures used to ensure that the participant , respondent or subject were treated were with the principles o-f right of person , beneficence and justice.

CHAPTER 5: THE PRESENTATION AND DISCUSSION OF FINDINGS

Introduction

This chapter presents analysis and findings of the study as set out in the research methodology. The data was gathered exclusively from the questionnaires as the research instrument which was designed in line with the objective of, the study.

Common strategies teachers use to teach literacy

The study revealed that the common strategies teachers use to teach:

- Literacy as indicated in figure2 include giving remedial work strategy to encourage readings common strategy- from this study this ranked the highest with 60 percent of the respondents presenting it as being a key strategy.
- Different methods employed to teach literacy to learners ranked second with 20 percent to the respondents indicating it as necessary methods as systematic syllabic chart and reading cards in the mother tongue.
- Having a literacy class at least three times a week was the other strategy with 10 percent.

It is important to note that remedial teaching helps to increase reading fluency and comprehension in students who encounter such problems. Various strategies such as assisted paired reading can be implemented.

Remedial reading is a supplemented reading program that consists of re-reading unfamiliar text until a satisfactory level of fluency is reached. Remedial reading is a strategy that implement assisted reading, reading while listening and paired reading. (Therrien, 2004). It has also indicated that in order to achieve comprehension learners should read the provided matrial three to four times.

The remedial reading strategy is likely to be successful because it incorporates feedback from the teacher to the learner reader. According to Crowe (2005) studies show feedback given during oral reading improves children's word accuracy, reading comprehension and fluency. Intervention programs involving comprehension building skills like remedial reading strengthen

vocabularly (Mc Cardle etal…, 2001). This method of practice increases langage skills and builds general knowledge setting a foundation for basic life skills.

The four remedial reading strategies include:

1. **Showing that everything has a name**

When teaching remedial reading, teachers shuld make sure that children understand that they understand what these things do. A good activity is to create labels for everything in the classroom. This will help learners to associate the written word with an object and encourage them to vocalize what it is they are wanting. If a teacher avoids referring to things as 'this' or 'that' then he learner will begin to as well. Different age groups and reading levels Younger learners will appreciate the alphabet in their classroom, as it increases familiarity and can also be used as a teaching tool. Capital letters work best as they are easier for learners to recognize. Pictures that students create can also be labelled. Thus can also lead to small field trips where any written words are pointed out for example, the word stop across a stop sign.

2. **Encourage daily reading**

It is very important for children to be interested in reading but this is often difficult when children's reading levels and interest levels differ.

According to Martel, (2019), reading aloud is a great thing to do, though learners will usually come across words they don't know.

A few tips for dealing with this are:

- Encouraging learners to sound the word out completely, rather than guessing after the first syllable.
- Having them read the entire sentence with the unknown word omitted. Then asking them what word would fit in the bank.
- Once they have figured out the correct word, the teacher should have them read the entire sentence again so the finish without struggling.

3. **Focus on Comprehension**

Comprehension is a major part of reading and is an important thing to develop in remedial readers. Comprehension should include how to summarize, predict, context and monitor. Summarizing can be done by asking students to retell a story in just a few sentences, predicting can be started by asking the student what they think might happen next. Context is especially useful for learners who often find words they know. Teaching learners how to use context clues (words and pictures) is a great skill. Monitoring stops the problem of reading a whole story and not knowing what happened. Learners can learn to stop reading and check to make sure they understand what they just read.

If not, it is a good time to re-read the sentence or passage.

4. **Fun and Games**

There are quite a few good games that can help in remedial reading activities and the teacher can use them to foster learning. These games can progress from learning about letters, synomyms and all directions are to be spoken out loud.

The other strategy that may help in improving literacy is the use of reading cards and syllabus charts. Reading cards are visually stimulating and can be used in endless possible ways for various types of activities on all levels. They allow flexible modification for any teacher and according to any learner type, so developing a personalized flash card portfolio is one of the most effective ways to enrich one in teaching experience. Employing students' creative powers in creating their own flash cards is a wonderful activity for primary learners. Reading cards are a useful way to teach vocabularly and they can be used when introducing/teaching new words or revising them. Gaidner, a scientist says here are some types of intelligence and one of them is visual. So in this case reading cards help teachers to draw the visual learner's attention, a good strategy when teaching reading skills. Besides that research showed that use of syllabus charts for re-teaching reading comprehension is a useful strategy. Many factors go into the development of reading comprehension including building an extensive vocabularly, asking questions, making connection and using visualization. The following are the anchor sharts for reading comprehension:

1. Use of story element

These are pieces or parts that make a story such as characters, selling, problem, key events and solution going over the key components that make learners better readers. They will know exactly what to look out for, and searching for these pieces will make reading seem like a fun scavenger hunt.

2. **Making predictions**

A prediction is a guess you make using text or picture clues. This includes before reading by looking at the title and illustrations, during reading, by stoping and predicting what will happen next, then after reading by confirming or adjusting the learners' prediction. Making predictions is a great way for learners to interact with a text.

3. **Choosing a just right book**

Comprehension is deeply connected to children's current reading abilities and knowing how to choose a just-right book can help learners gain confidence in their skills.

4. **Monitoring for meaning**

According to the curriculum centre, self monitoring is a key for success in reading comprehension at all levels. Giving learners some questions to ask themselves as they read is a great first step toward understanding. Helpful questions for self-monitoring include, what is happening in the story, whats happening with the character, is the character changing etc. Readers self monitor helps to keep meaning as they read. It also helps learners make deeper connections to the text.

5. **Understanding what reading looks like**

Setting expectations for what reading really looks like can lay the ground work for comprehension for example the difference between fake reading and real reading.

6. **How to make a text**

According to Shiffer Terra, using an anchor chart as a strategy helps teach learners how to properly mark up texts. Afetrwards to have a group discussion and ask learners to utilize the sections they emphasized in their texts to support their individual points.

Text are marked to identify and isolate essential information claims and evidence. It also helps summarize.

7. **Defining words**

In order for students to understand what they are reading, teachers should give learners strategies to use when they encounter an unknown word. This anchor sbart for reading is a great place to start (An M&M) multiple meaning). In defining word chart, teachers can allow learners to read around the word, look at text features, think about word parts and choose a substitute.

Decoding

Decoding strategies helps learners step back from a frustrating word or sentence and revisit it from another angle. Especially when they are such starting out, your class (and their parents) will appreciate having access to these tips.

For example on the chart, the title can be our reading strategies. When you get stuck, look at the picture, sound it out, look for small words or chanks, make the first sound, skip the word then re-read, flip the vowel sound (eagle eye, stretchy snake, chunky monkey etc).

8. **Using context clues**

This anchor chart for reading helps learners use contex clues, such as synonyms and word parts to become "word detectives" when they stumble upon a word they don't know.

9. **Non-fiction text features**

If the teacher is doing a non-fiction strategy, it is imperative to consider creating an anchor chart as a guide. It can be difficult for some learners to understand the differences between fiction and non-fiction. But a chart like this one will immediately orient them within a text

10. **Visualizing**

Visualizing is an important part of achieving reading comprehension – get learners to see the "movie in their minds" as they read e.g. as they read, they must listen to the words and create pictures in their minds like I can see, smell, hear, taste, touch, I can imagine.

11. **Types of figurative language**

Figurative langage canbe challenging to teach, however making it easier with this anchor chart and a few pieces of text to act as examples. Then set the learners free and see how many elements of figurative language they can find in their individually chosen books.

12. **Building fluency**

Fluency is another important part of reading comprehension. When learners are robotic in their reading expression and pacing, they have trouble understanding meaning.

On the chart, the teacher can write, for example, what does a fluent reader look like? Fluent readers, read with expression, make connections, sound natural, understand what they are reading and read like they are speaking.

13. **How to overcome distractions**

Even the best readers sometimes have trouble focusing on their books. Teachers should ensure to make learners more effective learners by going over how to overcome wandering thoughts. On the chart, the teacher can include, ever get distracted while reading, stop reading, go back, re-read.

14. **Retelling the story**

Retelling or summarizing is an important check on comprehension can the learner identify the main events and characters of the story? This anchor chart gives a hand in explaning the concept.

On the chart, the retelling hand can include the settings, characteristics, problem, events, solutions and central message.

15. **Finding the main idea**

Understanding the main idea, or identifying what the text is mostly about, even if its not explicitly stated is one of the first higher-level tasks of comprehension. The other anchor charts that can be created would be to understand the character in the story by asking students to distinguish whats on character outside versus a character inside. Other anchor charts would be on the setting, point of view, criticizing literature, character journey, theme vs main idea, connection making, reading conference guidelines, understanding plot, making inferences, writing a book review, inference thinking stems, evidence based reading, poetry explainer, writer's purpose, synthesizing, question, answer relationships and teaching themes.

Forming a literacy class as a strategy to improve literacy

The importance of ensuring that a class for literacy is formed is that reading is one of the most important abilities students acquire as they progress through their early school years. It is the foundation for learning across all subjects, it can be used for recreation and personal growth and it equips young children with the ability to participate fully in their communities and large society (Campbell et al; 2001). According to David Cameron's policy, it has been observed that most children will naturally read by the age of six, as they progress through the foundation stage and key stage one. The problem arises with the children tat do not progress so easily. At the age of four and five, most children are less aware of their peers, they are more interested in their own ability to do. Yet as they turn six their awareness of others and their abilities become more interesting. This in turn leads to the less gifted children realizing that they are not as bright as other children, which can lead to them feeling disheartened and inadequate hence the importance of forming a literacy class to help slow learners be able to read and write. Failure to forming a literacy class can consequently lead to the less gifted children giving up and becoming disenganged which can cause behavioural problems.

Therefore if the school and teachers can help these children early by forming a literacy class, perhaps the achievement gap will not be so noticeable, therefore prevent further elevation of problems that arise from detachment (teacher TV 2009). It is though however that at such a young age, this behaviour is more easily managed and can be reversed (Moffit, 2006). As early prevention may hopefully alleviate the need for expensive intervention later on.

As it has frequently been observed that reading difficulties are accompanied by behaviour problems (Berger, Yule & Rutter, 1975; Rutter, Tizeird & Whitmore, 1970) one possibility is that behaviourproblems arise as a consequence of the child's reaction to being a poor reader. An alternative possibility is that behaviour problems pre-date the reading difficulty and affect the child's capacity to profit from reading instruction.

The negative effects of reading problems are well documented (Harris & Sipay, 1990). There is evidence that reading disability is associated with social economic and psychological problems. The green paper excellence for all children, meeting the special educational needs (DFEE 1997), acknowledged the literacy task force recommendations for developing strategies to enable parents and schools to work together in supporting the literacy achievement for children with SEN (DFEE, Section 13, PIS) with this in mind, it is important that the teacher offers practical advice and methods of intervention to the parents. By working with parents, the teacher can construct a plan of action that will facilitate the child's learning. If the parents are poor, the teacher can suggest the child takes books from school to read at home with help of parents. If the parent is not able to read or busy, alternative alleinative arrangement can be made during literacy class or after. By taking a pragmatic approach the teacher will hopefully be able to help both the child and their parent with play based activities that will help to raise the spirits of the child while they learn. (Wacl Worths 1991). The role of the teacher in literative-based instruction is one of decision maker, mentor and coach. The role of the teacher in a literacy class is to plan themes; help learners activate the appropriate prior knowledge and support learners in reading and responding to the literature in appropriate ways (Martinez & Roser, 1991). In some instances the teacher plans and teaches mini-lessons using the literature as a model for helping learners learn a needed strategy or skill. As a mentor, the teacher serves as a model for reading and writing, by reading aloud to learners, the teacher models language for them. Through shared writing (Mckenzie, 1985) the teacher models cell aspects of writing, grammer, usage and spelling. By supporting children with such activities as shared reading, literature discussion circles and response activities, the teacher plays the role of coach (Cooper 1993). The Headteacher's challenge is to ensure that literacy teachers handling the literacy class have knowledge of current literacy best practices and access tools and resources needed to incoperate them. The Headteacher needs to have a working knowledge of literacy and the latest research finding about learning.

They also need to ensure high quality instruction is supported by strong literacy frameworks. This may include peer coaching, literacy class visitations and literacy courses made available for teachers.

It is the role of the primary school to ensure the literacy teacher's opinions and ideas are valued, to support, motivate and encourage excellence. As teachers are a major part of a vision for literacy, competent, caring and committed teachers are at the condetions for learning literacy.

All of the reading recovery programs reflect a model of reading as an active, meaningful, constructive process. Before reading activities are used to build or activate relevant background knowledge, concepts and vocabulary. Children are to be taught to monitor their reading to ensure that what they are reading makes sense hence the use of local language in teaching literacy. Children are to be taught strategies for correcting word recognition errors that detract from meaning, and they are to be given opportunities for reacting and responding to selections they have read. The texts they are asked to read in the literacy class are read for enjoyment and information.

Besides that, according to (Gopnik et al., 2001), for a child to develop effectively, it is important that the child has a warm loving, nurturing relationship with the teacher. Pedagoy y on which teachers draw on is that all children need to acquire knowledge of the alphabetic system to become skilled readers. The most direct way for teachers to accomplish this is by providing explicit, systematic phonics instruction as one paart of a comprehensive early reading program. Systematic and explicit phonics instruction is effective for all learners in early childhood and early primary regardless of socioeconomic status or the ease with which children learn to read. Along side this runs the different modes of reading and their advantages to the children the term mode of reading refers to the different ways literature may be read aloud by the teacher, shared, guided by the teacher cooperatively or independently (Cooper, 1993) by changing the modes of teaching used for different children, teachers are able to scaffold instruction and provide different levels of support for children in order to make them successful in reading a piece of literature. Reading aloud in the literacy class is the single most influential factor in young children's success in learning to read. It builds listening skills and vocabulary, aids reading comprehension, and develops a positive attitude towards reading. The teacher is to read aloud daily to the whole class from a variety of children's literature (fiction, non-fiction and poetry).
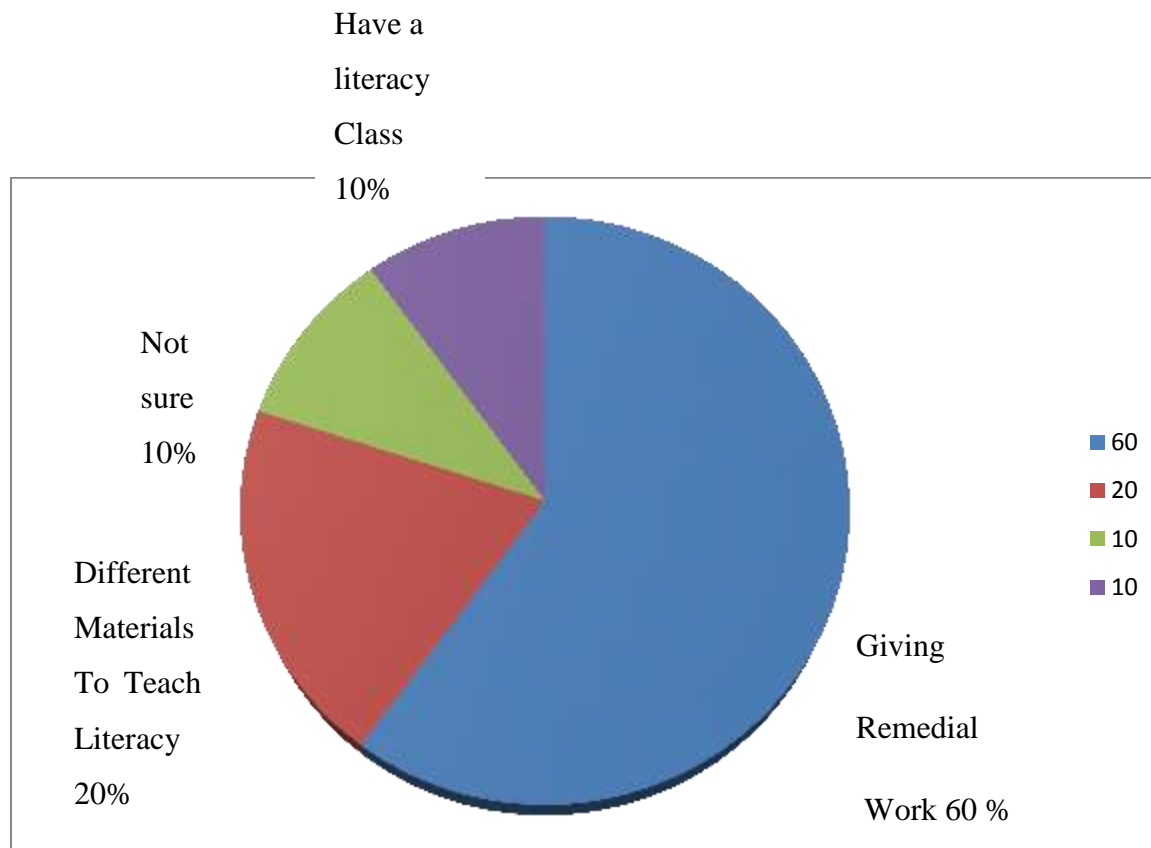
Shared reading the children (or a small group of children) see the text, observe the teacher reading it with fluency and expression and are invited to read along. Eyes on text with voice support are shared reading. Shared reading gives an authentic reason to practice skills and strategies. It creates a low risk environment and supplies support so children can join in and see themselves as readers. The teacher is to select books from a variety of genres for a small group with the expectation that all children can read the selection of an instrumental level with prompts and questions. Guided reading provides the teacher with time to observe reading behaviours. It lets the teacher see the children functioning as readers and helps the teacher know what to stress next to move the child forward. The child selects and reads a variety of genres, an integral component of all levels of reading development. Independent reading provides practice and builds fluency and comprehension. It also demonstrates that reading is a priority. It is a time to assist a child in choosing appropriate books of their choice. The help ensures success and enjoyment (cheminals, zoos). Scaffolding instruction which is a concept that has grown out of research in how individuals learn (Collins, Brown & Newman, 1986; Vygo HSK, 1978). This concept is based on the idea that at the beginning of learning, students need a great deal of support; gradually, this support is taken away to allow children to try their independence. This is what Pearson (1985) called gradual release of responsibility. If students are unable to achieve independence, the teacher brings back the support system to help children experience success until they are able to achieve independence (Cooper, 1993). By using this method, it is hopefully more clear-cut which children are in need of more support hence the importance a literacy class for slow learners. Modelling through story book reading, reading research clarifies the extreme importance of reading story books to young children both at home and school. Very early, children begin to imitate thatreading – at first by relying exclusively on picture clues and memory. With increased experience they begin to focus on the information that print conveys. Most all florish believe that nature and nurture are interwoven in a child's development. As Chomsky's belief in nature still relies on nurturing for a child to gain its full developmental potential. As he wrote "if a child is placed in an impoverished environment, innate abilities simply will not develop, mature and florish (Taylor and Woods, 2005). Similarly a child brought up in a school may have ample experience and nutrition.

A stimulating environment is required to enable natural curiosity, intelligence and creativity to develop and to enable biological capacities to unfold. The fact that the course of development is

largely internally determined does not mean that it will proceed without care, stimulation and opportunity (Penn, 2005). Like Chomsky perceived, "teaching is not like filling a cup with water, but are enabling a flower to grow in its own way", but it will not grow and flourish without proper care" (Chomsky 1897, P1).

Figure 2

Common strategies teachers use to teach literacy in primary schools

Have a literacy Class 10%

Not sure 10%

Different Materials To Teach Literacy 20%

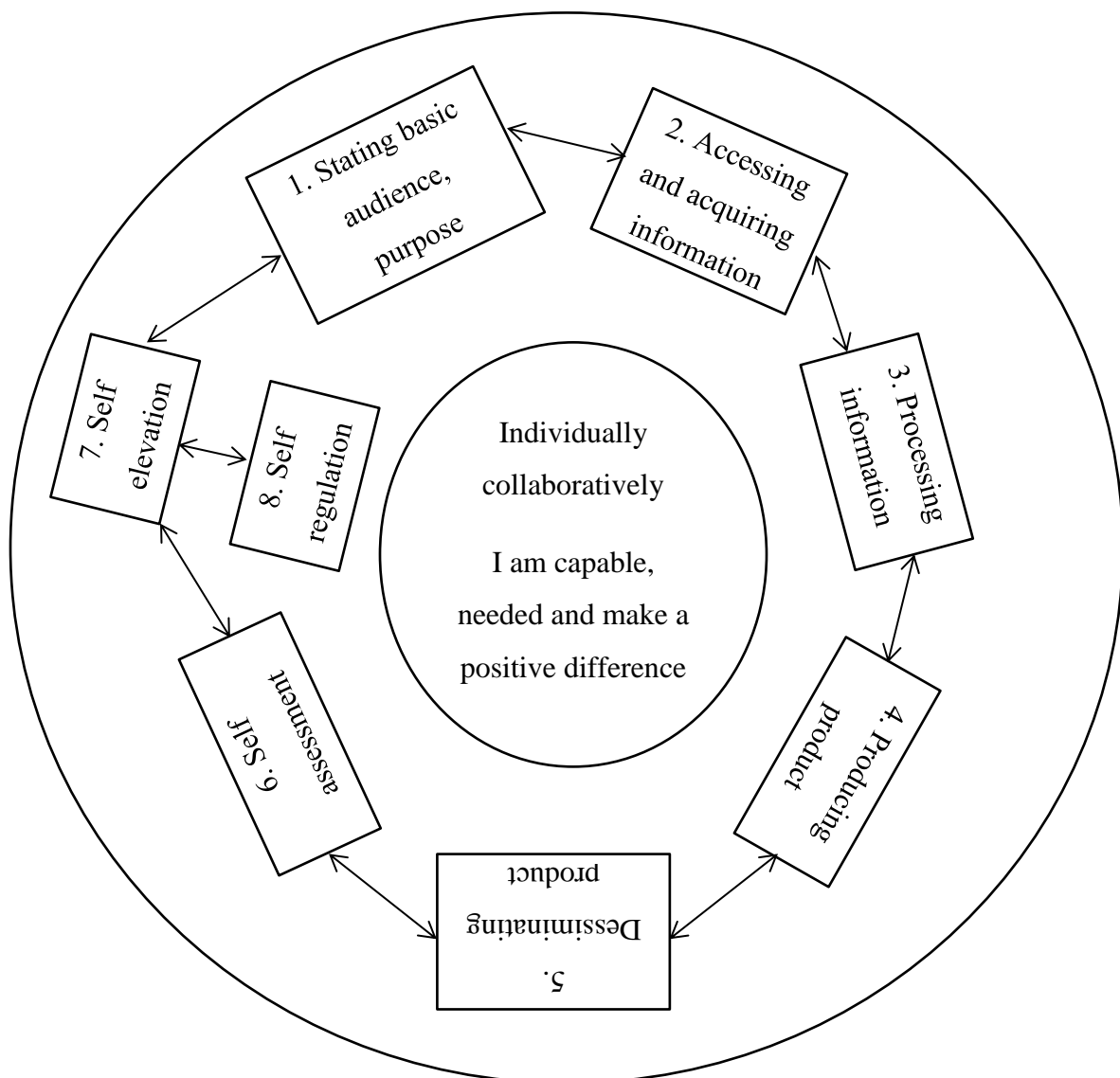Giving Remedial Work 60 %

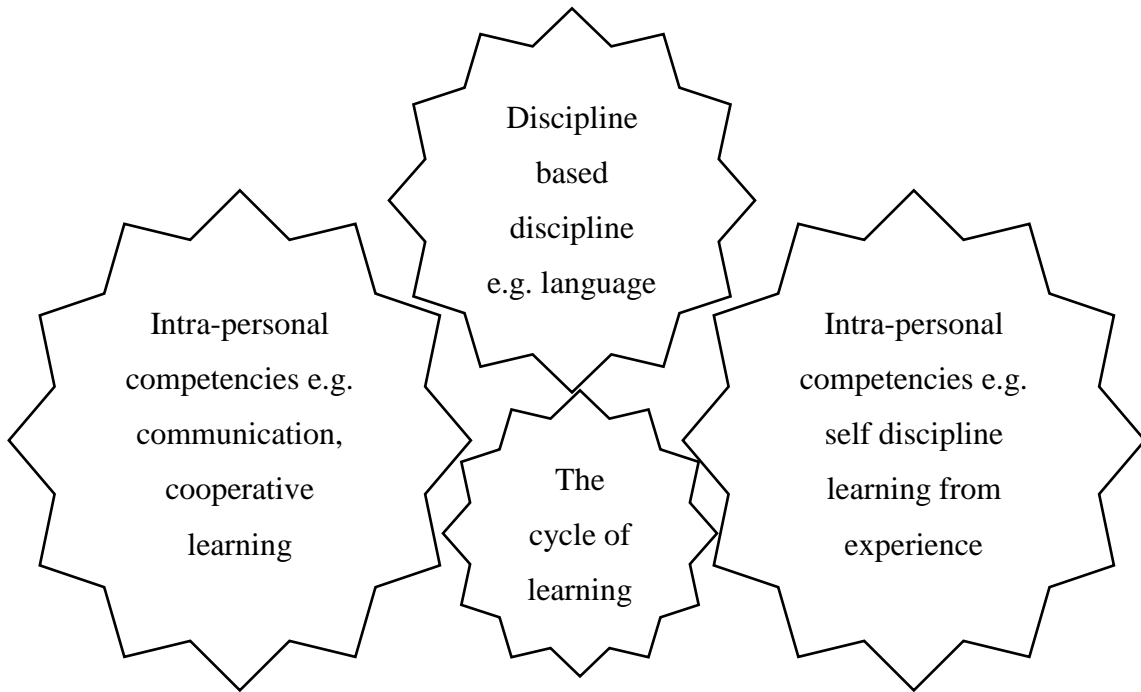Legend: 60, 20, 10, 10

field data (2018)

Pupil's performance when different strategies are employed

- 60 percent of responses were as indicated in figure 3 were repaved on improvement of pupils performance when different strategies are employed.
- 20 percent of responses indicated excellent performance

According to the cycle of learning, to improve performance when different strategies above are employed, it is imperative to follow eight aspects, these being, stating task e.g. teaching, reading and writing, accessing and acquiring information through reading books etc, processing information e.g. Teacher to Teacher reading and learner processes information, then followed by producing product, whereby the learner is able to individually read, followed by disseminating product, then self assessment whereby can be learner read on his own, after that follows self evaluation and self regulation.

Improving Performance in Literacy Learning

Discipline
based
discipline
e.g. language

Intra-personal
competencies e.g.
communication,
cooperative
learning

The
cycle of
learning

Intra-personal
competencies e.g.
self discipline
learning from
experience

Positive conditions and climate for a safe, healthy, mutually respectful and supportaive community of learners.
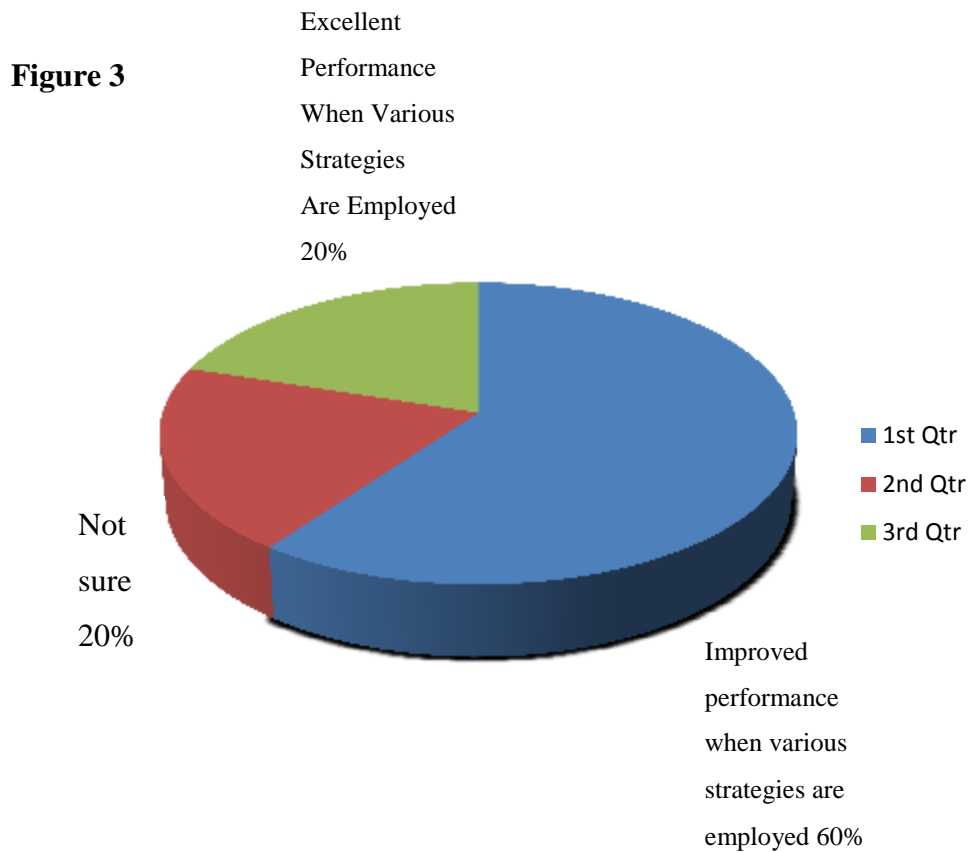
Source:Educators-Clearance Centre(1996)

Figure 3

Figure 3 Participation of pupils when different strate

outlines responses on the participation of pupils when different strategies are employed.

1. Learners participation to be very good 40%
2. Learners participation to be good 20 %
3. Learner's participation to be above average 20 %

Participation usually means children speaking in class, answer aand ask comments, make comments and join in discussions. Children who do not participate in those ways mentioned above are often considered to be passive and are generally penalized when participation is graded. (Jacob & Case, 1992).

To engage pupils in participation in a class is an important method of teaching. It provides the child opportunity to receive input from fellow learners to apply their knowledge and to enhance public speaking skills.

From the participation of teachers can get a more accurate idea that what is the understanding level of children about the concept being taught (Maznevsk 1996) when teaching literacy, the

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language barrier becomes a hurdle in children's classroom participation. Kachru (1992) found that poor pronouciation and accent problem stops many learners to participate in classroom discussion, hence the importance of the teacher to motivate and encourage learners to foster participation. The societal behaviour of learners and teachers have a great effect on classroom participation. To lessen the gap among learners and teachers and provide learners friendly atmosphere enhance the degree of participation.

It means, the more the social links among learner – teacher and among learners, the more learner – centered atmosphere there will be.

The participation in the class increases the reasoning of the child, critical thinking and creativity skills in them as well (Tinto, 2002). The best learning environment and participation could be increased through demolishing the factors like uncertainty and anxiety in a classroom. (Sim, 2006).

Mclnnis (2001) suggested that the participation of the students could be increased in the classroom through redesigning our curriculum and different courses in a significant manner which may prove a milestone in engaging different groups of learners with one another.

In literacy teaching, it is important for the teacher to encourage the children speak the language, read aloud and promote shared reading.

To discuss the aspect of motivation and performance, achievement goal theory can be applied to help in teaching literacy.

Atkinson and Connor, (1996), suggest that the stronger achievement motives determine the degree of the performance of the children struggling to achieve their certain desired goals and in this case to goal of learning to read and write.

Various kinds of purposes for learners towards participation in class activities such as reading and writing are based on their sentiments, thinking, performance and attachment. Hence motivated learners inspired by the teacher develop personal goals, therefore adapting difficult tasks as reading and writing, good learning strategies, questioning for something at the time of need, positive behaviour are good consequences which could be attained through mastery goals.

The general expectancy – value model of motivation presents three motivated components linked to the three different components of self regulated learning (CF Eccls, 1983) . The research suggests that learners who believe they are capable of engaging in more metacognition, use more cognitive strategies and are more likely to persist at a task that learners who do not believe they can perform the task.

This motivational component essentially concerns learners reasons for doing a task. The study recommends that learners with a motivational orientation involving goals of mastery, learning and challenges as well as belief that the task is interesting and important (in this case reaching) will participate more meta-cognitive activity and more effective effort management.

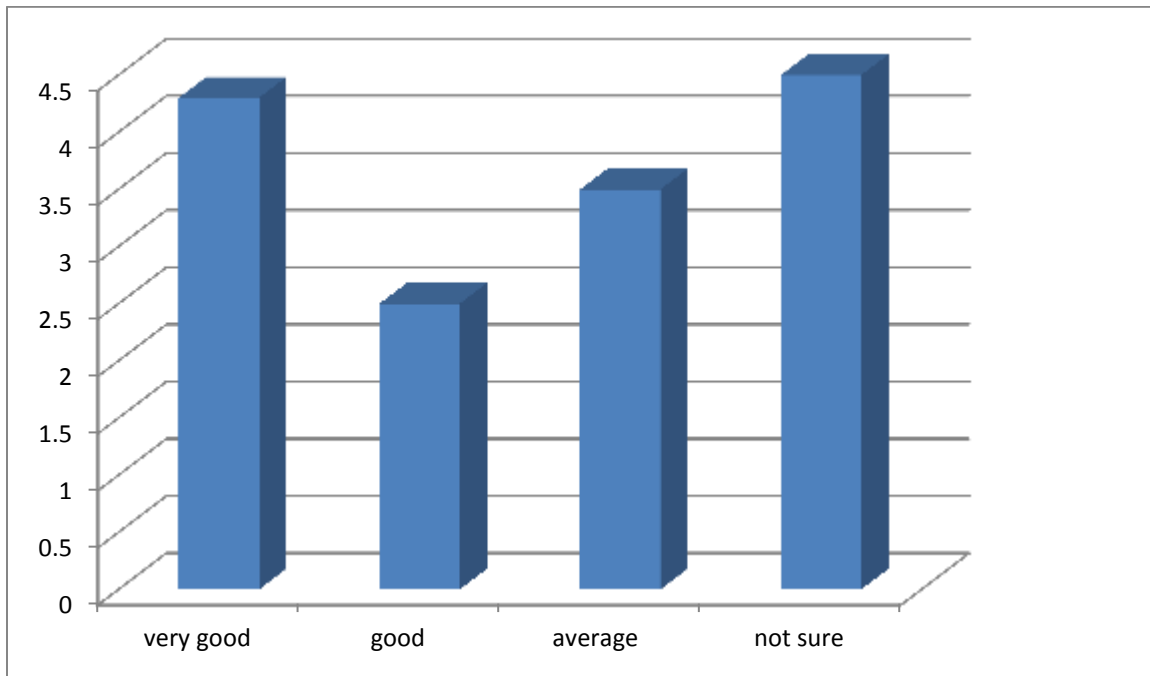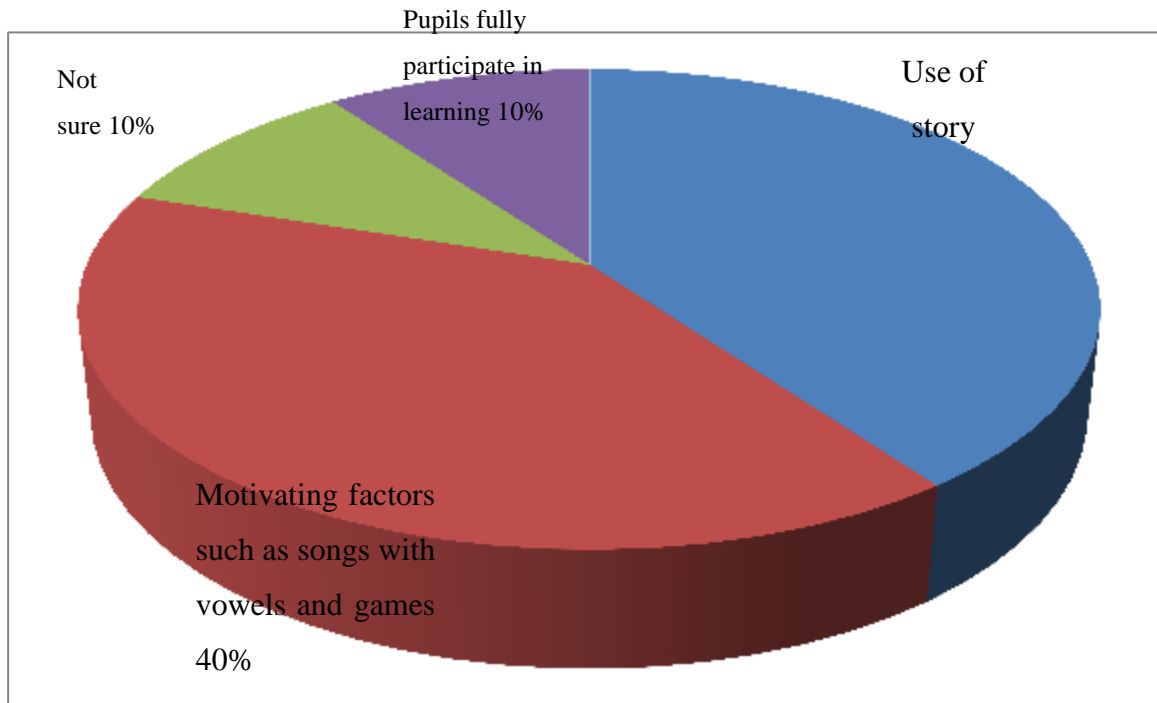Figure 4. performance of learners when different strategies are employed.

Figure 5: Motivating factors by learners when strategies are employed

Motivating factors by learners when the strategies are employed include ;

  (i)   Use of song with vowel sounds and games 40%
  (ii)   Use of story books or reading materials (40%)
  (iii)   Full participation of pupils (10%)

In a literature review of motivation and engagement among Caucasian and African American students, it was found from multiple, experimental studies that African American students benefit from collaborative structures for interacting with text more than Caucasian students. Not only do African American students prefer collaborative to individual learning, but their text comprehension is enhanced relatively highly in collaborative learning activities that are well structured (Guthrie, Rueda, Gambrell & Morrison in press) in addition to use of songs, games, reading materials.

Even sharing prior knowledge is motivating for students, when they are allowed to find common experiences with their peers, making them feel a sense of belonging within the classroom community.

Social Motivation

Sharing reading is a social experience, whether students are reading in unison, discussing a novel, or working together to decode and define a new word. One of the aspects of school that children enjoy is spending time with friends.

Individual Work Undermines Social Motivation

Some teachers feel that a classroom that is quiet and filled with students working individually and independently at all times is a controlled and well maintained class. The silence in the room is not an indicator of student engagement nor is it necessarily conducive to complex learning processes such as building an argument or combining multifaceted knowledge to form new knowledge.

Students in this environment tend to feel isolated and do not sense a connection between themselves and a larger unit of scholars. Isolated learners may adhere to faulty logic or inaccurate interpretations without realizing the alternatives, ot focus solely on one "correct" interpretation or conclusion (Applebee, Langer, Nystrand, & Gamoran, 2003).

These students also miss the chance to build social skills that include negotiation, persuasion, and synthesis of one's perspectives with those of peers, which is something researchers have found students enjoy when given the opportunity (Clark, Anderson, Kuo, Kim, Archodidou, & Nguyen-Jahiel, 2003).

Thematic Units Cultivate mastery Motivation

By emphasizing mastery goals as a reason to read, teachers are contributing to both student motivation and reading comprehension (Grolnick & Ryan, 1987; Pintrich, 2000).

Teachers who provide concepts that are complex, and persist over an extended period of time, are supporting the acquisition of deep conceptual knowledge. Goal orientation has been shown to

be related to reading achievement (Guthrie et al., 2006). One way to scaffold mastery making is making them feel a sense of belonging within the classroom community.

When they learn that a classmate has experienced something that they have never seen or even thought of before, this creates a respect for and curiosity about fellow students.Once this kind of rapport is established, and dialogue has taken place about the given topic, students are more likely to engage in reading text communally and recall the resulting knowledge, as seen in a study of African American fifth graders (Dill & Boykin, 2000).

Grouping students of varying reading levels can also be motivating, as the struggling students gain the perspective of more experienced readers, and the advanced readers clarify their own understanding through explaining concepts and reading strategies to their peers (Sikorski, 2004).

Arranging Collaboration Fosters Social Motivation

Students are social beings, and this is apparent both in and out of the classroom. Just as they crave social interaction on the playground, when in the classroom, discussion and collaboration are natural parts of a student's learning and development, and students will readily embrace collaboration with peers as a reason to read.

When teachers support this need for collaboration by allowing students to share ideas and build knowledge together, a sense of belongingness to the classroom community is established and the extension and elaboration of existing knowledge is facilitated (Wentzel, 2005). Students gain the perspective of others while debating topics in the classroom, extending their initial views.

CHAPTER 6: CONCLUSION AND RECOMMENDATIONS

7.1 Introduction

Arising from the research findings and discussions this chapter presents the conclusion and recommendations of the study. Factors of future research are also presented.

7.2 Conclusion

The purpose of, this study was to establish effective strategies to improve literacy among lower primary school pupils in Kitwe district. The study identifies various effective strategies that are being implemented in primary schools to improve literacy and to compare as well as their effect on the pupils in terms of performance participation.

The study was to establish the common strategies as giving remedial lessons, forming a literacy class, encouraging learner participation teachers use to teach literacy in lower primary schools. The most common strategy being remedial work .this helps the children who are lagging behind and helps polish up the skills of reading and writing .

Remedial work in reading focuses on the problem areas of learners and that follow up of the teacher helps correct the weak areas hence improving literacy levels. there is need to emphasize the competence of remedial work among learners , as the high enrollment rates affect the pupil teacher ratios hence can affect the slow learners.

The study also established that different methods be employed to teach literacy to learners . difficult teaching methods help understand and meet the needs of the individual learners . Using varying methods such as systematic syllabus charts and reading cards done in mother tongue on the common strategies the study also established that having a literacy class improve literacy levels

The studies also establish pupil's performance when different strategies are employed, it showed that the performance improved drastically and it was excellent. When there is such an outcome it means the objectives are achieved.

There was also an improvement in terms of pupil participation when different strategies are employed participation of learners helps in the learning process of the learners as it allows

them to speak and show their writing skills, and it exposes the pupils strategies and weakness of language acquisition and basic literacy skills . participation was very good as these strategies were employed.

Overall, the study found the motivating factors in learners when employing these strategies , motivating factors such as use of story with vowel sounds and games , reading story books or reading materials which is at the heart of the literacy . Reading is an important element in the learning process of basic writing skills of learners.

7.3 **Summary and Recommendations**

Based on the findings of the study the following are the recommendation:

i. Teachers ought to be very productive and supportive to ensure that they effect the strategies in the classroom that will faster improvement of literacy.

ii. Government and cooperating partners should consider provision of teaching resources such as reading materials

iii. There is need for government and relevant institutions to case by case make available information drawn from different research studies on literacy on the requirements needs of learners in primary schools

iv. More effective strategies are in terms of using different methods of teaching literacy, forming literacy class,encourage participation much remedial work and ensuring that factors that motivate learners are used to facilitate the learning process.

Areas for future research

In order to fully appreciate the effective strategies to improve literacy , there is room for more research in reviewing the benefits of improving literacy this will help reveal success stories that could have culminated other the year it is also proposed that consideration be taken to undertake research on the information gaps that primary school learners . Furthermore a study on the availability of current literacy statistics among primary school learners was unavailable

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APPENDICES

TEACHER QUESTIONNAIRE

Effective strategies to improve literacy among primary school pupils

KITWE DISTRICT

Part 3: For Teacher

SECTION A: IDENTIFICATION VARIABLES.

Items Names/Numbers…………………………………………………………

1.Name of interviewer……………………………………………………………

2.Date of interview…………………………………………………………….

3.Questionaire number……………………………………………………………

4.School name……………………………………………………………

5.Village name……………………………………………………………

6.Sub village name…………………………………………………………….

7.Ward……………………………………………………………

8.Division……………………………………………………………

9.District Kitwe…………………………………………………………….

SECTION B: RESPONDENTS CHARACTERISTICS

1.Information about respondent……………………………………………………

Respondent……………………………………………………………

characteristic……………………………………………………………

Sex Age……………………………………………………………

Teaching qualification……………………………………………………………

Teaching experiences

Specialized subject /Teaching subjects

1. Male

2. Female

1.2 Apart from teaching , what other income

generating………………………………………………………………

activities do on your own time

1.3 Did you take any course on reading and writing

instructions……………………………………………………………

During your teacher education preparation or as staff development

workshop?………………………………………………………………

1.4 If YES, when and where? When

Where……………………………………………………………

1.5 How many teaching sessions do you have per

week?……………………………………………………………

1.6Do you always attend you periods as required in

week?……………………………………………………………

1.7 If NO, Why?……………………………………………………………

1.8 Do you get enough time to get prepared of the subject

before teaching?……………………………………………………………

1.9 Do you have strong knowledge base in the areas in which you

teach?……………………………………………………………

1. Yes, all

2.Yes somewhat

3.Not at all

1.10 If NO, state why?………………………………………………………

1.11 In your class how do you assist students who have difficulties

with or writing?………………………………………………………

SECTION C: LESSON PLAN AND SCHEMES OF WORK.

1. How many times do teachers lesson plans is checked by

respective authority?………………………………………………………

2. Do you think frequencies of checking teachers' lesson

plans are adequate?………………………………………………………

1.Adequate

2.Not adequate

3. How many times do teachers working schemes is checked

by respective authority?………………………………………………………

4. Do you think frequencies of checking teachers' working

schemes are adequate?………………………………………………………

1.Adequate

2.Not adequate

5. Are you available at school premises in all teaching days of

the year?………………………………………………………

1.Yes

2.No

6. If NO, how many days in the last year were you not

available in school premises due to any

reason?………………………………………………………

SECTION D: SCHOOL TEACHER'S COMMITMENT.

Please measure school teacher's commitment by assessing the way he/she responding

to the following questions.

Questions Response Score

1.Do you always arrive at school on time 1.One time

2.Five times later

3.More than 5 minutes

2. At what time do you enter in the class during

your session/periods?…………………………………………………………

1.Yes

2. No

3. Do you always attend classes or writing 1.Yes

assignments after completion of teaching

session?…………………………………………………………

2. No

4. Do you give reading or writing assignmentsafter periods in a

week?…………………………………………………………

1.Yes

2. No

5. How long do you spend to mark pupils'

exercise books after submission in your

office?……………………………………………………………

1.Yes

2. No

6. Are your pupils placed in group based on their

reading levels?……………………………………………………….

1.Yes

2. No

7.Do you closely collaborate with pupils which literacy level is low to make sure they

improve…………………………………………………………

1.Yes

2. No

8. Do you provide reading and writing exercise for pupils with low

literacy?…………………………………………………………

1.Yes

2. No

9. Do you motivate pupils with low literacy

levels?……………………………………………………………

1.Yes

2. No

10. Do you visit pupils with low literacy levels intheir homes and talk with their parents?……………………………………………………………

1.Yes

2. No

Total commitment score(Note maximum score=14 and minimum score=2)

SECTION E: GENERAL QUESTION AND OPINIONS.

1. What are the major factors leading to low literacy performance?

………………………………………………………………………………………………….

………………………………………………………………………………………………….

2. What are some of the specific challenges you think your school faces as I relates to

improving literacy?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

3. In you opinion, do you think what can be done to improve the situation?

………………………………………………………………………………………………...

THANK YOU FOR YOUR COOPERATION.